

Appendix 1

List of translation

No	Verse	English Translation	Indonesian Translation
1	Q.S Al Isra (17); 7	If you act rightly, it is for your own good	<i>Jika kamu berbuat baik (berarti) kamu berbuat baik untuk dirimu sendiri</i>
2	Q.S Al Zalzalah (99); 7	And whoever does good an atom's weight will see it then	<i>Maka barang siapa mengerjakan kebaikan seberat zarrah, niscaya dia akan melihat (balasan)nya.</i>
3	Q.S Al Zalzalah (99); 8	And whoever does ill an atom's weight will see it then	<i>Dan barang siapa mengerjakan kejahatan seberat zarrah, niscaya dia akan melihat (balasan)nya.</i>

Appendix 2

Research Instrument

1. Questionnaire for first research questions

Cognitive questionnaire:

No	Aspect	Indicator	Score				
			1	2	3	4	5
1.	Classroom environment	1. I believe that teachers' attitude could affect the students to increase their WTC. 2. I believe that teachers need to facilitate students to increase their WTC through useful learning and tasks.					
2.	Learner belief	1. I believe teachers need to take part affecting learners' beliefs to communicate using English. 2. I believe that facilitating students to get a clear classroom instruction and knowledge of learning language difficulty will affect students' WTC 3. I believe that facilitating students with English explanation could increase their WTC					

3.	Motivation to learn English	<p>1. I believe that motivation is essential part that should be increased by teacher</p> <p>2. I believe that teacher should facilitate students not only English structure material but also the advantages of English</p>						
4.	Communication Confidence	<p>1. I believe to decrease the students' communication anxiety could be through appropriate language learning approach</p> <p>2. I believe that EFL teacher should promote students' communication competence using appropriate language learning approach and activities.</p>						
5.	WTC	<p>1. I believe that that fostering L2 WTC classroom variables will help students to increase their WTC in English</p>						

2. Questionnaire for second research question

Affective questionnaire:

No	Aspect	Indicator	Score				
			1	2	3	4	5
1.	Classroom environment	1. I enjoy giving students' tasks that could increase their WTC 2. I feel relax when giving explanation to the students even though we are not directly face to face.					
2.	Learner belief	1. I interest paying attention that influencing learner beliefs' as communication learning strategies 2. I prefer explaining the material using English to Indonesian					
3.	Motivation to learn English	1. I like facilitate students not only English structure material but also the advantages of English 2. I like motivating students to learn English 3. I enjoy when motivating students to speak English to make them able to speak one more language					
4.	Communication confidence	1. I interest to decrease students' communication anxiety in English 2. I like encouraging students to increase their communicative competence (discourse, strategic, grammatical,					

		socio-linguistic competences)						
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3. Behaviour observation sheet

No	Aspect	Indicator	Score
1.	Classroom environment	1. Pre-service English teacher give tasks that increase their WTC 2. The pre-service English teachers explains the material with a good manner (smiling and relaxing)	
2.	Learner belief	1. Pre-service English teacher give a clear instruction of material 2. The pre-service English teachers explain the material using English 3. Pre-service English teacher aware of difficulty learning of students	
3.	Motivation to learn English	1. Pre-service English teacher support the students to be able master the skills of the material 2. Pre-service English teacher motivates students to learn English 3. The pre-service English teachers give not only English structures but also the advantages	

4.	Communicati on confidence	1. Pre-service English teacher give students explanation that could decrease communication anxiety 2. Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	
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Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

INTERVIEW BASED ON QUESTIONNAIRE

1	I believe that teachers' attitude could affect the students to increase their WTC.
2	I believe that teachers need to facilitate students to increase their WTC through useful learning and tasks.
3	I believe teachers need to take part affecting learners' beliefs to communicate using English.
4	I believe that facilitating students to get a clear classroom instruction and knowledge of learning language difficulty will affect students' WTC
5	I believe that facilitating students with English explanation could increase their WTC
6	I believe that motivation is essential part that should be increased by teacher
7	I believe that teacher should facilitate students not only English structure material but also the advantages of English
8	I believe to decrease the students' communication anxiety could be through appropriate language learning approach
9	I believe that EFL teacher should promote students' communication competence using appropriate language learning approach and activities.
10	I believe that that fostering L2 WTC classroom variables will help students to increase their WTC in English

Tell me your reason of your agreement or disagreement towards these statements.

Participants	Interview results
SA	<p>1. Because based on my opinion, when teachers have attitude, it could increase student WTC indirectly</p> <p>2. Because by giving students tasks or useful learning could be as the reference to measure understanding students towards something, also when we are providing students tasks, it is based on the tasks itself, is the tasks encourage students to be</p>

	<p>willingness to communicate or not.</p> <p>3. In increasing students' WTC, teachers need particular strategic, as example providing students to active in the class</p> <p>4. Providing clear instruction material should be done by the teacher because I experienced when the teacher do not give clear instruction it affect students' willingness to communicate.</p> <p>5. Because when we are teaching English, of course the teachers should belief that providing English explanation could increase students WTC.</p> <p>6. Because, belief that motivation is essential part is important the teacher, that's why the teachers should motivate students every learning and teaching process.</p> <p>7. Because, belief that providing students advantages of English is obligation for the teacher besides providing materials, we have providing the advantages also.</p> <p>8. In communication, teachers become important role because it experienced by almost all of the students, that's why teacher should belief their approach could decrease that.</p> <p>9. Because, by providing students appropriate approach makes students to feel comfortable during learning process.</p> <p>10. I think teachers should belief fostering students' WTC by using variables like, motivation, classroom environment, and teachers' style or characteristics.</p>
MA	<p>I think these statements can make students more willing to communicate because this is what teachers should do when they want to improve aspects of student communication, for example by giving the task of providing teaching materials that are in accordance with the objectives of learning English itself, both being able to communicate verbally or non-verbal</p>
MAP	<p>1. I agree that the teacher's attitude can improve student</p>

	<p>communication if the attitude is good</p> <p>2. Because with the facilities for tasks and fun learning, you will understand and be more motivated to speak English, especially if the material taught helps students understand how to communicate.</p> <p>3. Because that's the teacher should do</p> <p>4. Because students can indirectly speak English by listening</p> <p>5. Because motivation is important</p> <p>6. The benefits of the benefits of teaching materials make students motivated to learn because this can be useful for their daily life</p> <p>7. Because students' anxiety can be influenced by the teacher, the better the teacher teaches, the less students' communication anxiety</p> <p>8. Because competent communicators can encourage students to communicate if they understand, the teacher must present material related to this matter appropriately using a good or appropriate approach.</p> <p>9. Because like motivation and other things, it can play a role in the continuity of the class atmosphere, especially in speaking class</p>
DDBI	<p>I think these statement is a statement that can encourage students to communicate, but in my opinion, in the aspect of explaining students using English, adjustments need to be made, for example based on level and also regarding that teachers can reduce students' anxiety and improve students' communication competence I think it is factors from the students themselves</p>
GN	<p>1. I think the teacher's attitude is important in improving student communication because with the teacher's attitude students</p>

	<p>become more comfortable communicating.</p> <p>2. Because that's what the teacher must do to facilitate all aspects related to student communication, whether it's in the aspect of assignments or useful learning</p> <p>3. Because it is the teacher's role in taking part in influencing students' beliefs</p> <p>4. Because with clear classroom instructions and knowledge of learning difficulties, students can better understand the learning that will be taught by providing student learning which can also improve their communication.</p> <p>5. Because with English explanation students can be motivated to speak English even though they don't understand</p> <p>6. Because motivation is the main thing, teachers as motivators must motivate students in all aspects so that students become active in speaking in class</p> <p>7. Because the benefits of the material taught feel the effect is better</p> <p>8. Because student anxiety can be reduced by the teacher through an appropriate approach</p> <p>9. Because communicative competence play a role in learning, therefore students must understand how to follow the method that the teacher applies</p> <p>10. Because the variables related to students' determination to communicate make students want to communicate more by giving a good attitude, motivating or providing useful teaching materials.</p>
MZM	<p>Because in my opinion the statement is a positive statement for the teacher to do with this statement the teacher can review whether the learning can improve students' communication or not but in general I agree with these statements</p>

MD	<p>1. I agree because it depends on the attitude of the teacher to his students, it can affect the attitude of the students to the teacher, but even then it is only one of the many factors that can increase the students' determination to learn.</p> <p>2. What teachers need facilities for their students is knowledge and a strong intention to teach, a strong intention to teach what I mean includes the intention to explain what students do not understand until the student understands and the intention to make learning media so that teaching and learning activities not monotonous</p> <p>3. I agree because if it is not the teacher who influences the students to communicate in English, who else?</p> <p>4. I think I agree with this, students need to know what to do and what to do to learn a language and students also have the right to know what hinders them from learning a language so that the possibility of losing students' determination to communicate can be prevented</p> <p>5. Of course, especially the explanation of vocabulary, because the more vocabulary students know and remember, the more determined they are to communicate in English</p> <p>6. Motivation is important to increase students' determination, but the motivation must also be varied, not just like motivational words like on the internet, but it's better to give them a little story whether it's about the teacher or someone they know</p> <p>7. I agree, students should know the use of grammar structures so they don't make mistakes when using them</p> <p>8. I totally agree</p> <p>9. Each student's way of understanding something can be different, if you can use an approach that is appropriate for the student, if you can't maybe use that approach outside of study</p>
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	<p>hours by inviting the student to communicate with the teacher</p> <p>10. I agree, but the cohesiveness of students with each other is a more important factor, if all students can be crowded, students will automatically communicate by themselves, but if it is not crowded it may need a little encouragement from the teacher to make the class lively</p>
MHIA	<p>I agree with all these statement because it is the main part by a teacher to do learning with the teacher believing that it can improve students' communication the teacher already has a positive attitude towards students because the teacher has the handle they want to do with students</p>
MR	<ol style="list-style-type: none"> 1. This attitude should be a positive attitude because a positive attitude can improve students' communication 2. I agree with this opinion because with the teacher's task, he can review whether his learning objectives are achieved or not, in this case learning objectives such as wanting students to communicate about a material. 3. I agree because in this case the student's beliefs can be influenced by the teacher 4. I agree because clear instructions indicate that the teacher understands the material being taught, the more the teacher understands, the more students can understand learning easily, such as learning that makes students speak. 5. I think when explaining using English explanations, students don't understand, so the teacher should adjust 6. I think motivation is the main thing 7. Because with students knowing the benefits of the material, students will be more active in learning 8. Because to reduce students' anxiety in communicating, of course the teacher must provide a good demeanor when

	<p>teaching</p> <p>9. Because with the communicative competence brought by the teacher, the desire of students to communicate increases</p> <p>10. In my opinion, the variables in question are variables related to student communication, such as variables that provide teaching materials about speaking or other things</p>
MIR	<p>In my opinion, of all these aspects the most important is the aspect of the teacher's positive attitude towards the students themselves because with this positive attitude the students become more comfortable from the psychological side and make students encouraged to communicate with the teacher or with their friends.</p>
RMY	<p>1. In my opinion, the attitude of the teacher can affect the determination of students in communicating, especially if the attitude is good, the better the results obtained by students in communicating</p> <p>2. In my opinion, having useful assignments and learning makes students able to communicate, but the assignments given and fun learning must make students speak English</p> <p>3. I think learner belief should be done by the teacher</p> <p>4. I think I agree because instruction is important before the start of the learning itself, especially in a class that encourages students to communicate</p> <p>5. I think English explanation can help students increase their desire to communicate but the material being taught will be difficult to understand</p> <p>6. I think that motivation, especially motivation to make students talk is a good thing, but it is the nature of the teacher that is important when motivating students</p> <p>7. In my opinion, the benefits of the material being taught or</p>

	<p>learning must be done by the teacher</p> <p>8. In my opinion, the student district is influenced by two aspects of the teacher aspect and the student aspect itself so wherever we as teachers use the right approach but if the students does not intend to overcome their anxiety it will be useless</p> <p>9. I think that communicative competence is important, but students are more dominant</p> <p>10. In a learning context where students are determined to communicate. I think it is true that variables such as self-confidence motivation and communication itself will help students increase their desire to communicate.</p>
MIK	<p>I agree with the statement except with the statement that motivation is essential because in my opinion to improve student communication it is an internal factor of the student itself if we have motivated but the student does not have the desire to communicate then the motivation will be in vain</p>
K	<p>1. Because the attitude is important during learning process especially for increasing students' WTC. When the teacher have attitude, the students feel relax to involve during learning process</p> <p>2. Because if the teachers belief that the tasks and useful learning could increase students' WTC, the teachers would be aware of the tasks or activities that they gave, they would gave students tasks that related to speaking.</p> <p>3. I think that the teacher should do, they should belief that they have a role to affecting learners' belief to communicate using English.</p> <p>4. I think because when the teachers belief that they would have given students clear classroom instruction, and clear classroom</p>

	<p>instruction makes students feel know the material that they are going to learn</p> <p>5. Because providing students' English explanation is important to make students willingness to communicate, it is indirectly make students to be feel motivated to speak English. But as the teacher, we have to provide them simple vocabularies.</p> <p>6. Because when teachers believe, it makes teacher increase their motivation, and it could involve the students during learning process.</p> <p>7. Teachers should believe because by they would give students material with the advantages so that students would knew and try to adapt in their daily life.</p> <p>8. Because their belief could adapt into their action so that they would choose appropriate approach to be adapted during learning process.</p> <p>9. To promote students willingness to communicate, their belief may be important thing, when they believe, they would encourage students to understand communication competence.</p> <p>10. I think when the teacher believe, they would fostering students WTC with some factors, like how they are teaching, how they are motivating, or how they are towards the students.</p>
SR	I think this statement can affect student communication, but it is the role of the students themselves that makes students want to communicate
MH	In my opinion, these statements not only make students not only have the desire to communicate but also to learn English in general, in this case, I think these aspects can encourage students to communicate, for example, it motivates students to be more active or feel more involved. in learning and teaching

	activities
JP	I think that in some aspects it is true that teachers play a role in improving students' communication, but like the aspect that teachers can give assignments to improve students' communication, I am not too sure
IRM	I think I agree because that is the role that teachers should play when they want their students to communicate, such as providing motivation, providing a comfortable classroom atmosphere and also encouraging students to master communicative competence.
RH	<ol style="list-style-type: none"> 1. Because in my opinion the attitude of the teacher can affect the determination of students to communicate in a way that the teacher has an important role, therefore their attitude is very influential for aspects of students in communicating 2. The second is because when we facilitate students to use lessons and assignments that are useful the students will work on them and the assignments can reflect the students' own understanding. 3. Because when the teacher has confidence that he has a role the teacher will be aware of these thoughts in taking part in influencing students' beliefs 4. Yes because with clear instructions students will understand what an open teacher will understand. 5. Because of course when you want to learn something, especially language, you have to use the language you want to go to yourself 6. Motivation is important when learning can increase students' desire to learn, especially in improving students in communicating 7. Knowing something that makes students more useful can

	<p>create a sense of desire to apply the material</p> <p>8. In my opinion, with appropriate learning, students will be better when learning takes place</p> <p>9. Of course teachers must encourage student competence because it is a learning goal</p> <p>10. Because with the variables that play a role in improving student communication, learning becomes orderly</p>
EES	<p>1. Because when the teachers have attitude it created good conditions for the students, which means the feeling of to be willingness to communicate of students increasing.</p> <p>2. With the task of the teacher being able to measure students' understanding but the task must be related to the material they teach, for example, material related to speaking English.</p> <p>3. I agree that teachers should influence students' beliefs about communicating using English because teachers have an important role they can influence students to achieve the goals of learning</p> <p>4. I agree because classroom instruction plays an important role in achieving learning objectives, especially when the teacher teaches and the teacher has classroom instructions, students will understand or better understand what the teacher will teach, especially in English communication activities.</p> <p>5. With the English explanation, students are directly involved or feel motivated</p> <p>6. Yes, because motivation is the main core of learning and with motivation students are more interested in learning, especially learning English</p> <p>7. Yes, because with the benefits of learning, students will know that it is important</p> <p>8. I think the teacher's role in determining the method or approach of students will indirectly reduce communication</p>

	<p>anxiety, especially if the teacher brings the approach in a friendly way.</p> <p>9. Yes, because communicative competence can be obtained by students by the way the teacher provides teaching materials related to this matter, especially with the approach he uses.</p> <p>10. Yes, because variables such as motivation or communicative competence are related to love communication, therefore the more teachers believe in this, the more positive their attitude towards student communication will be.</p>
HA	<p>1. A positive attitude is what makes students want to communicate.</p> <p>2. I think it's true that having student assignments can increase the determination to communicate but the task must be related to speaking</p> <p>3. In my opinion, in influencing students' beliefs, teachers must be a role model</p> <p>4. Because with clear instructions, students can understand what materials are being taught, especially if the material is related to students' interest in communicating</p> <p>5. Because with the English explanation students become more opened to speak English.</p> <p>6. Because with the motivation of students, they are more willing to communicate and it is also a big role for the teacher</p> <p>7. Because with the benefits of the material being taught they can be used in everyday life</p> <p>8. I think reducing student anxiety is something that the students themselves have to do</p> <p>9. I think to achieve communicative competence students can do it in their own way and also by approaching by the teacher</p> <p>10. Yes, by adapting things related to students' determination to communicate, students can improve their communication skills</p>

RSY	<ol style="list-style-type: none"> 1. In my opinion, yes, it is the role of the teacher to behave towards students, especially students who want to communicate 2. Because with the teacher's task, it can measure the student's desire to communicate, for example speaking assignments. 3. Because with teachers as being a part of influencing students' beliefs, teachers are the ones who can do it 4. Because with clear learning instructions, students are easier to understand 5. Because indirectly students are motivated to speak English 6. Because motivation is the role of the teacher 7. Because the teacher does not have to explain the structure of a material but the use of the material 8. Because the teacher with his method can make students feel comfortable when they want to communicate 9. Because teachers play an important role in the way they provide methods or teaching materials that contain competent communicative competence 10. that's what the teacher should do by taking action of variable s that increase students' willingness to communicate, as classroom environment, learner belief, motivation, and communication confidence.
HN	<ol style="list-style-type: none"> 1. I think it's true that teachers' attitudes have an effect because they are as the teachers that everything they do effected during learning process 2. Because with useful learning, students will understand better and they will be required to communicate using English 3. Because students' beliefs are based on what the teacher teaches 4. With clear material instructions, it might help students communicate 5. With the English explanation, students will indirectly

	<p>communicate using English</p> <p>6. Because motivation is the basic thing to make students communicate</p> <p>7. Because the material being taught must be delivered with usefulness or benefits</p> <p>8. Because to reduce student anxiety, teachers must directly tell students or encourage students not to worry</p> <p>9. Because with activities that can improve the communicative competence of students, students will speak more English</p> <p>10. Because several variables such as motivation or encouragement by the teacher and also the class atmosphere, especially the good class atmosphere, can increase students' desire to communicate</p>
FAS	<p>1. Because the attitude is important thing during teaching and learning process especially for encouragement students to be willingness to communicate, the attitude became important it could be influenced students mood or feel when teaching and learning process</p>
DS	<p>1. Because it all starts with the teacher. How is the nature of a teacher, how will the atmosphere of the class be, simply if the teacher is open by inviting students to interact, then indirectly the teacher has motivated students to communicate.</p> <p>2. Yes, that's why one of the roles of teachers is sure to provide useful lessons and assignments. Lessons and assignments are the main things that students do every day. So that the two activities that are carried out continuously are able to increase students' determination to communicate.</p> <p>3. It is the duty of a teacher to convey knowledge/lessons to students who learn in various ways. One part takes part in influencing students' beliefs in communicating using English.</p>

	<p>Because every student is different, there are students who are able to motivate themselves and there are students who must get motivation from outside. Therefore, a teacher should have their own way of teaching.</p> <p>4. Because, a clear instruction of material could make students easily understand the material they would learn.</p> <p>5. Of course, because consciously or not, students will automatically be motivated to participate in communicating</p> <p>6. Because of that, it all started with the teacher. The teacher as an example and the teacher indirectly also becomes the biggest motivator for his students.</p> <p>7. Yes, so that students know the use/benefit of the knowledge they are learning.</p> <p>8. Yes, according to the ability of the student. So it reduces anxiety in students.</p> <p>9. Yes, as in the previous question. Teachers should do things like that by adjusting the needs and abilities of students.</p> <p>2. Because the teacher's task can measure students' understanding, but the task is adjusted to the students' needs, for example the task of speaking English and of course it can improve student communication.</p> <p>3. With the teacher's role in influencing students' beliefs, the teacher can provide an understanding that communicating English is important so that with this understanding students are more willing to communicate.</p> <p>4. Because material instructions or student learning difficulties can make students more interested in learning English because with these instructions students understand or are taught.</p> <p>5. Yes, because with the English explanation, students try to speak English more with the teacher and it must also be adjusted to the level of students when speaking English.</p>
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	<p>6. Yes, because motivation is the main core of every learning and teaching. With motivation, especially motivation for students in communicating, students can improve their communication</p> <p>7. Yes, because learning doesn't have to be about the structure, but whether the benefits of the structure can be used in their lives</p> <p>8. Yes, because to reduce student anxiety the teacher can play a role by providing an approach or learning that is suitable for these students, for example, at the elementary school level, the teacher provides learning related to their level.</p> <p>9. Yes, because so that students get a communication competition with the appropriate approach by the teacher it also makes students want to communicate</p> <p>10. Of course, if the atmosphere is supportive, students will also be able to communicate happily</p>
NM	I agree with these statements because if the teacher does it, the goal is to improve students' communication skills, it will increase
NS	In my opinion, these statements can greatly increase students' interest in communicating with the existence of these statements, student communication will be created if the teacher makes the statements that have been mentioned.
M	<p>1. because the attitude of the teacher can affect students whether they are comfortable or not to communicate</p> <p>2. Because one of the means in increasing students' determination to communicate is by giving lessons, so that students form themselves through their assignments.</p> <p>3. Because students' beliefs need to be strengthened so that they are motivated to communicate in English</p>

	<p>4. Because with the facilities, students are easier to absorb learning in communicating</p> <p>5. Because the teacher immediately gives an example through English so that it increases students' determination to communicate</p> <p>6. Because motivation can strengthen students' determination in communicating</p> <p>7. Because by knowing its uses, students can apply it in daily life</p> <p>8. Because anxiety will hinder student communication so it needs to be considered and overcome</p> <p>9. Because through communication competence students will be motivated in language communication itself</p> <p>10. Because the variables of willingness to communicate in the class will determine the comfort of students to communicate</p>
FHA	I agree with this statement because, such as motivating attitudes or providing an appropriate learning approach, students will indirectly improve their ability to communicate
T	In my opinion, there are several statements that the teacher can make, but such as giving assignments or learning that are useful, they do not make students communicate because what I experience is that they only speak Indonesian or do assignments by cheating.
KY	<p>1. I think I agree that attitude can improve students' ability to communicate, but it is a good attitude that can make students communicate</p> <p>2. I think useful lessons can improve students' communication but assignments don't because assignments are usually done by students by cheating</p> <p>3. Because that's what teachers as educators should do,</p>

	<p>4. They must be aware that they are part of influencing learner beliefs</p> <p>5. I feel that learning difficulties can help students improve their communication</p> <p>6. Because with the English explanation, students are indirectly motivated, but their English must be adjusted</p> <p>7. Because knowing the benefits of a teaching material makes students more motivated to understand teaching material, especially material that is useful for everyday life such as self-introduction material using English.</p> <p>8. In my opinion, with a suitable approach, students become less nervous, which is not nervous, which is one of the students' anxiety</p> <p>9. To provide teaching materials related to communicative competence, the teacher must bring it with an appropriate approach</p> <p>10. Because positive variables such as motivation or teacher attitudes can help students improve their communication skills</p>
SMR	In my opinion, these statements are positive statements if the teacher adapts it to the class he manages. And also if the teacher has competence in these 10 things, the teacher can easily help students communicate
MAA	<p>1. Because attitude is the main thing for teachers when doing learning and learning, especially encouraging students to communicate</p> <p>2. Yes, because facilitating students with assignments will make students work on them and improve their understanding of English</p> <p>3. Because I think teachers should take a role in influencing students' views on the subjects taught or English</p>

	<p>4. In my opinion, with classroom instruction, students will understand the teaching material better and of course when students understand they will improve their communication</p> <p>5. Yes, because with the English explanation, students indirectly try to speak English</p> <p>6. Yes, because motivation is the main aspect in every learning with motivation, students are also more interested or feel more comfortable in speaking English</p> <p>7. Yes, because the benefits of these materials can be used in everyday life</p> <p>8. Yes, because there is a suitable approach for students to be more organized or feel more comfortable when learning so that they are not nervous to communicate</p> <p>9. Yes, because with appropriate approaches and activities for students, they will improve their communicative competence</p> <p>10. Because the variables like motivation, and communication confidence create students willingness to communicate.</p>
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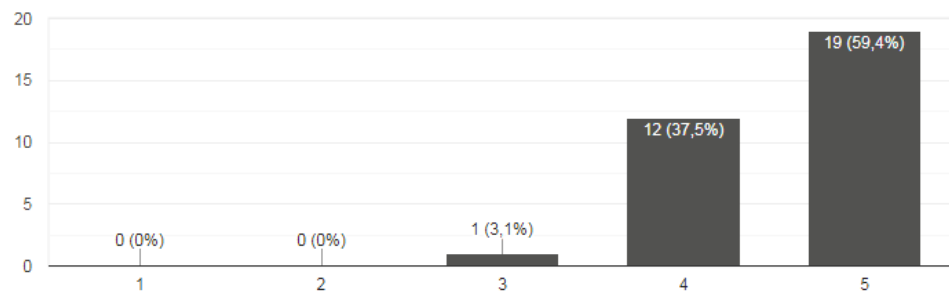
Appendix 3

Data from questionnaires

Cognitive statements

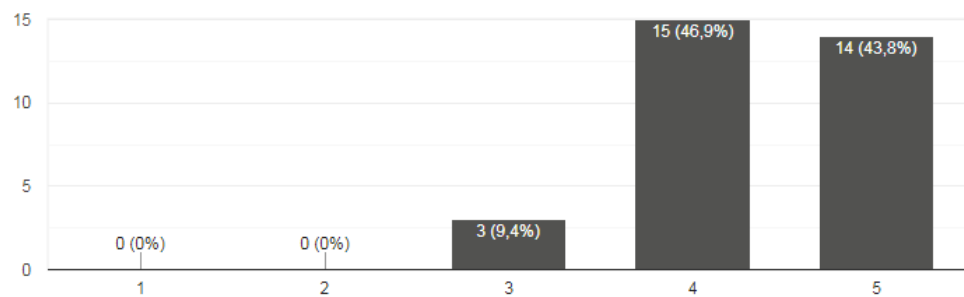
1. I believe teachers' attitude could affect students' willingness to communicate

32 jawaban



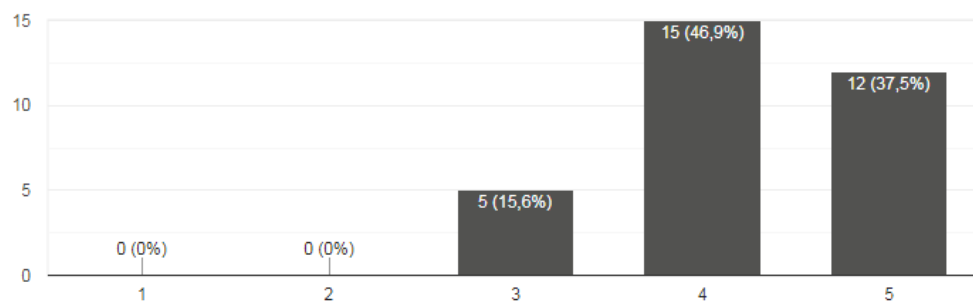
2. I believe teachers need to facilitate students increasing their willingness to communicate through useful learning and tasks.

32 jawaban



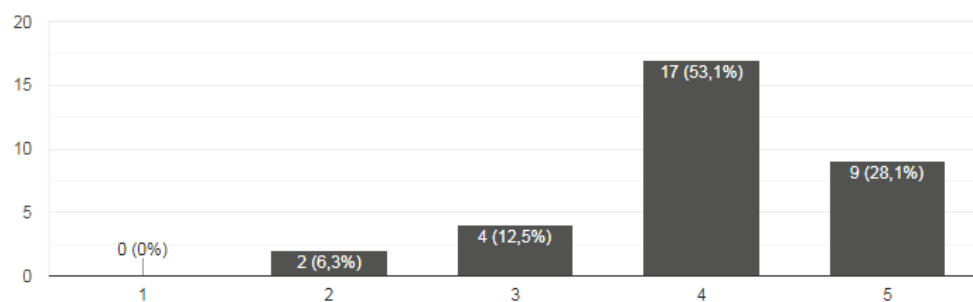
3. I believe teachers need to take part affecting learners' beliefs to communicate using English

32 jawaban



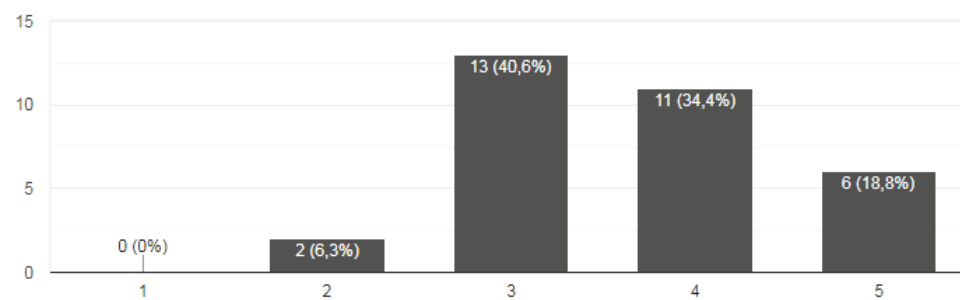
4. I believe facilitating students to get a clear classroom instruction and knowledge of learning language difficulty will affect students' willingness to communicate

32 jawaban



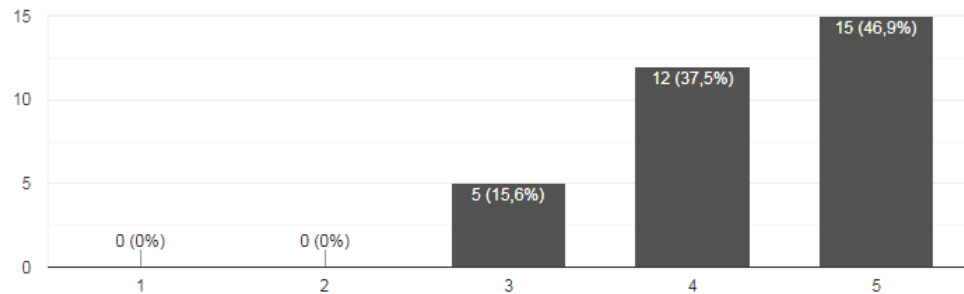
5. I believe that facilitating students with English explanation could increase their willingness to communicate

32 jawaban



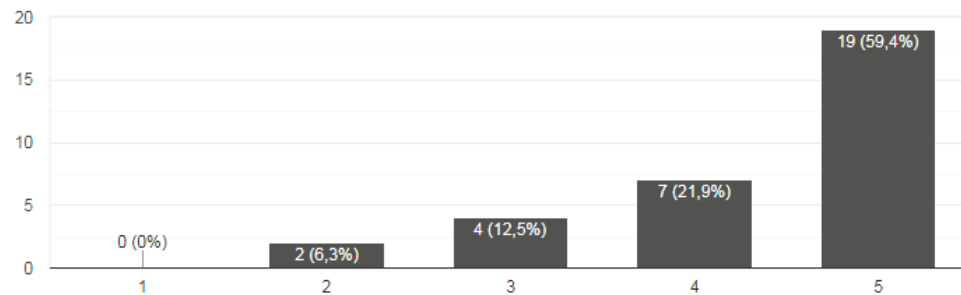
6. I believe motivation is essential part that should be increased by teacher

32 jawaban



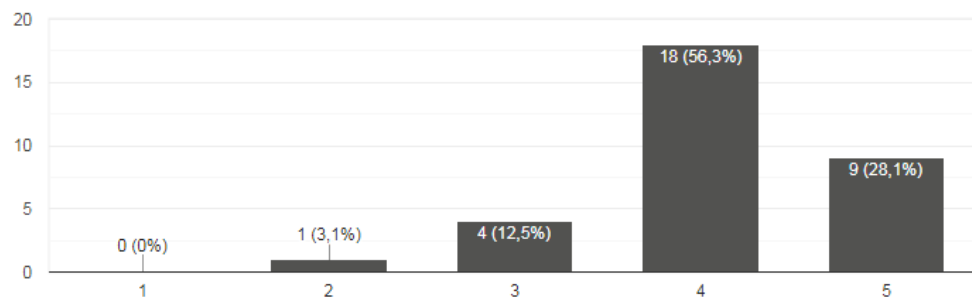
7. I believe teacher should facilitate students not only English structure material but also the advantages of English

32 jawaban



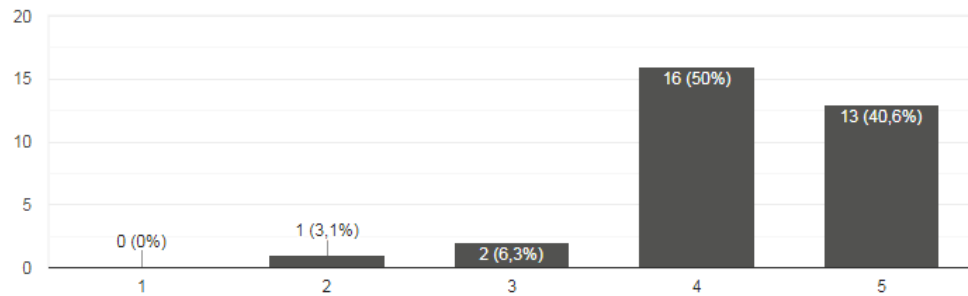
8. I believe that decreasing the students' communication anxiety could be through appropriate language learning approach

32 jawaban



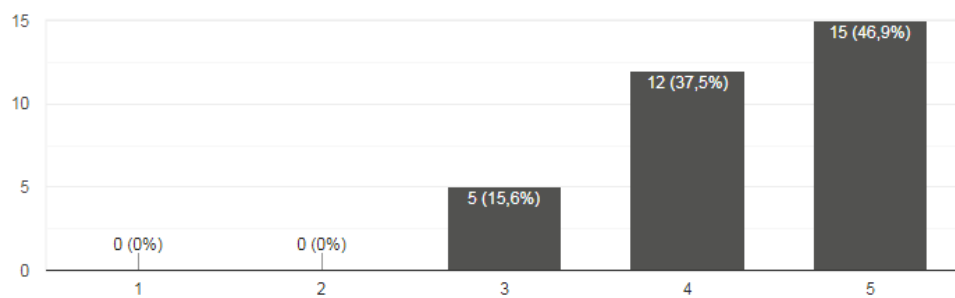
9. I believe English teacher should promote students' communication competence using appropriate language learning approach and activities.

32 jawaban



10. I believe that fostering English willingness to communicate' classroom variables will help students to increase their willingness to communicate in English

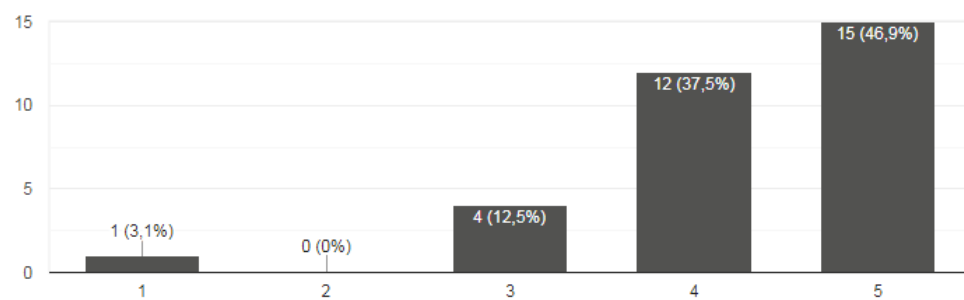
32 jawaban



Affective statements

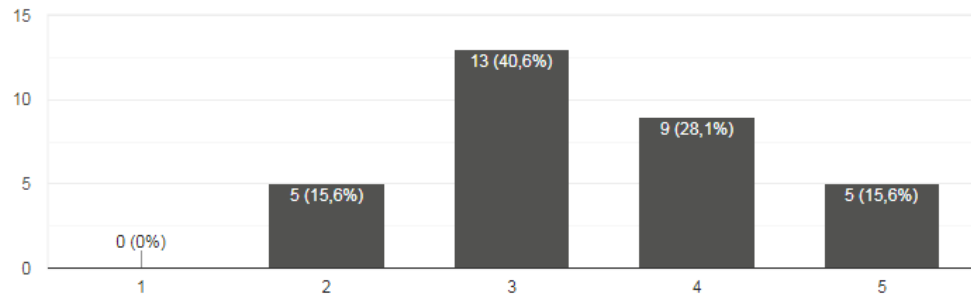
1. I enjoy giving students' tasks that could increase their willingness to communicate

32 jawaban



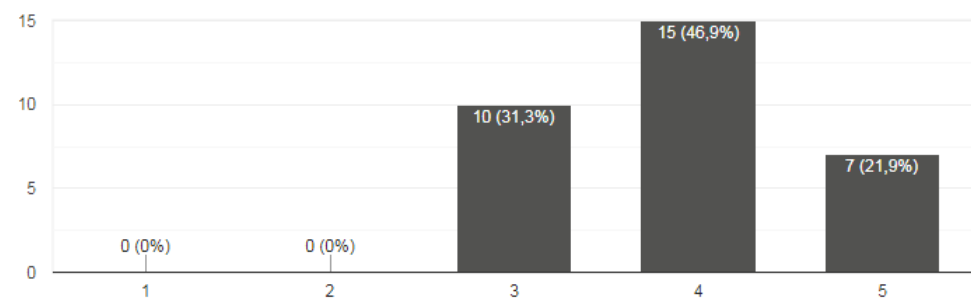
2. I feel relax when giving explanation to the students even though we are not face to face.

32 jawaban



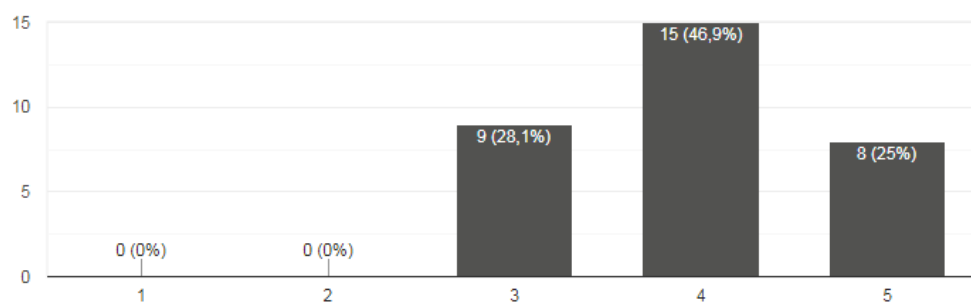
3. I interest paying attention that influencing learner beliefs' as communication learning strategies

32 jawaban



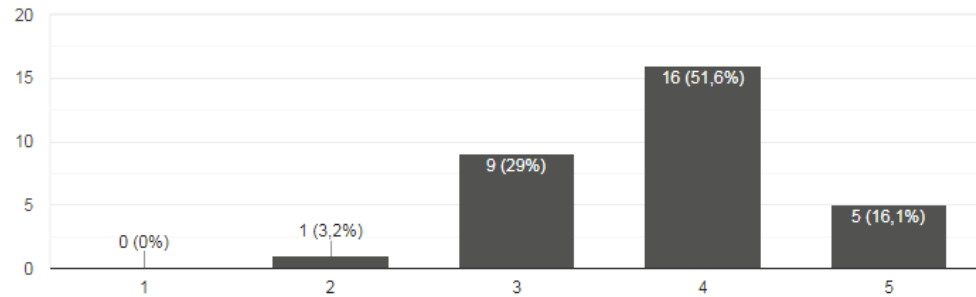
4. I interest to facilitate students clear classroom instruction and knowledge of learning language difficulty

32 jawaban



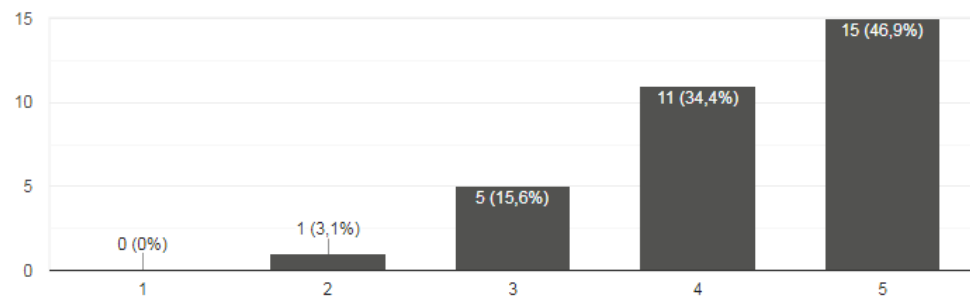
5. I prefer explaining the material using English to Indonesian

31 jawaban



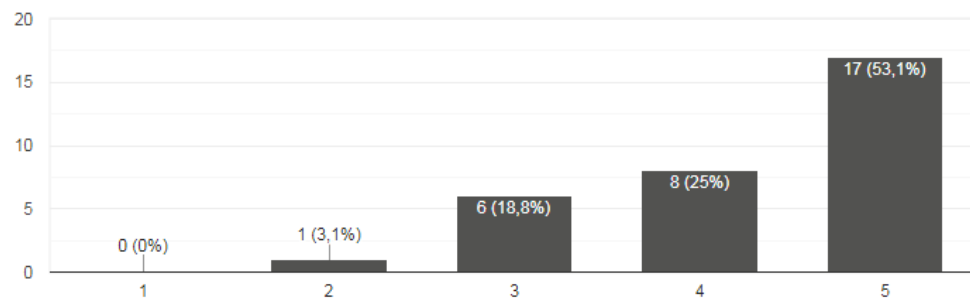
6. I like facilitate students not only English structure material but also the advantages of English

32 jawaban



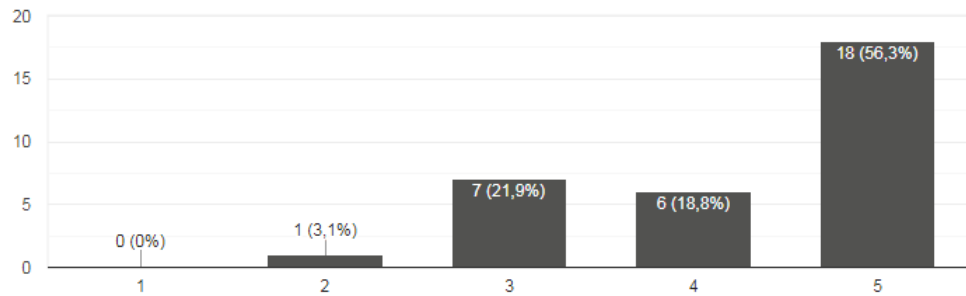
7. I like motivating students to learn English

32 jawaban



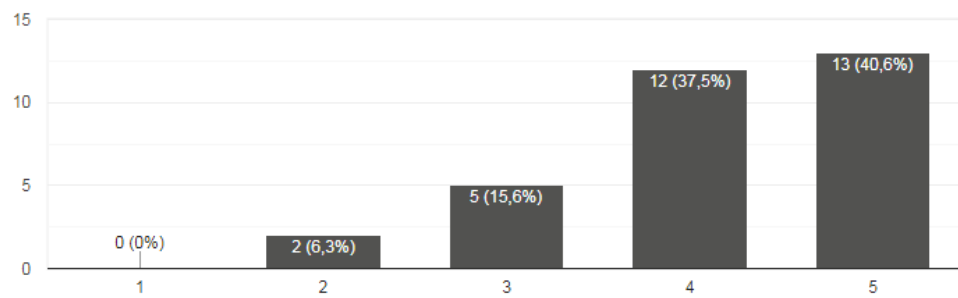
8. I enjoy when motivating students to speak English to make them able to speak one more language

32 jawaban



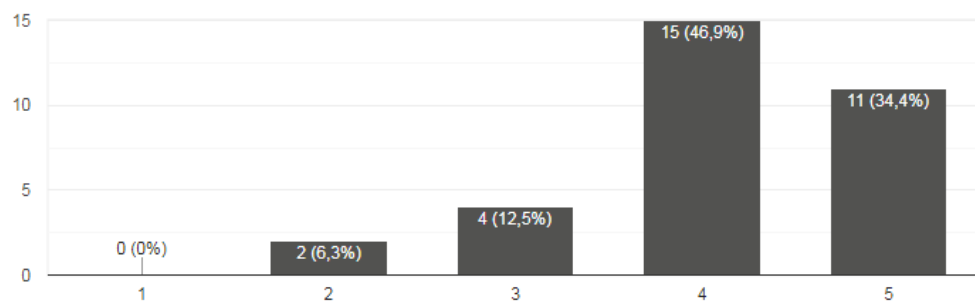
9. I interest to decrease students' communication anxiety in English

32 jawaban



10. I like encouraging students to increase their communicative competence (discourse, strategic, grammatical, socio-linguistic competences)

32 jawaban



Appendix 4

Observation sheets

Initial's name: SA

Group: 1

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	1
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	3
3.	Pre-service English teacher give a clear instruction of material	4
4.	Pre-service English teacher explain the material using English	2
5.	Pre-service English teacher aware of difficulty learning of students	4
6.	Pre-service English teacher support the students to be able master the skills of the material	1
7.	Pre-service English teacher motivates students to learn English	1
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	3
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	2
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	3
	Total	24

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: MA

Group: 2

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	1
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	2
3.	Pre-service English teacher give a clear instruction of material	2
4.	Pre-service English teacher explain the material using English	2
5.	Pre-service English teacher aware of difficulty learning of students	1
6.	Pre-service English teacher support the students to be able master the skills of the material	3
7.	Pre-service English teacher motivates students to learn English	3
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	3
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	1
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	3
	Total	21

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: MAP

Group: 3

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	1
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	3
3.	Pre-service English teacher give a clear instruction of material	3
4.	Pre-service English teacher explain the material using English	3
5.	Pre-service English teacher aware of difficulty learning of students	3
6.	Pre-service English teacher support the students to be able master the skills of the material	2
7.	Pre-service English teacher motivates students to learn English	4
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	1
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	3
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	3
	Total	26

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: DDBI

Group: 4

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	3
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	1
3.	Pre-service English teacher give a clear instruction of material	2
4.	Pre-service English teacher explain the material using English	1
5.	Pre-service English teacher aware of difficulty learning of students	3
6.	Pre-service English teacher support the students to be able master the skills of the material	1
7.	Pre-service English teacher motivates students to learn English	1
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	3
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	1
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	3
	Total	19

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initials' name: GN

Group: 5

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	1
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	3
3.	Pre-service English teacher give a clear instruction of material	3
4.	Pre-service English teacher explain the material using English	2
5.	Pre-service English teacher aware of difficulty learning of students	3
6.	Pre-service English teacher support the students to be able master the skills of the material	3
7.	Pre-service English teacher motivates students to learn English	3
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	4
9.	Pre-service English teacher give students explanation or tasks that could decrease communication anxiety	3
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	3
	Total	28

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initials' name: MZM

Group: 6

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	4
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	2
3.	Pre-service English teacher give a clear instruction of material	3
4.	Pre-service English teacher explain the material using English	2
5.	Pre-service English teacher aware of difficulty learning of students	1
6.	Pre-service English teacher support the students to be able master the skills of the material	1
7.	Pre-service English teacher motivates students to learn English	1
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	4
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	3
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	2
	Total	23

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: MD

Group: 7

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	2
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	2
3.	Pre-service English teacher give a clear instruction of material	3
4.	Pre-service English teacher explain the material using English	2
5.	Pre-service English teacher aware of difficulty learning of students	3
6.	Pre-service English teacher support the students to be able master the skills of the material	1
7.	Pre-service English teacher motivates students to learn English	1
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	3
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	2
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	3
	Total	22

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initials' name: MHIA

Group: 8

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	1
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	3
3.	Pre-service English teacher give a clear instruction of material	4
4.	Pre-service English teacher explain the material using English	4
5.	Pre-service English teacher aware of difficulty learning of students	2
6.	Pre-service English teacher support the students to be able master the skills of the material	1
7.	Pre-service English teacher motivates students to learn English	1
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	4
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	3
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	2
	Total	25

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: MR

Group: 9

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	1
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	3
3.	Pre-service English teacher give a clear instruction of material	3
4.	Pre-service English teacher explain the material using English	3
5.	Pre-service English teacher aware of difficulty learning of students	3
6.	Pre-service English teacher support the students to be able master the skills of the material	4
7.	Pre-service English teacher motivates students to learn English	2
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	3
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	4
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	3
	Total	29

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: MIR

Group: 10

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	1
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	2
3.	Pre-service English teacher give a clear instruction of material	3
4.	Pre-service English teacher explain the material using English	3
5.	Pre-service English teacher aware of difficulty learning of students	1
6.	Pre-service English teacher support the students to be able master the skills of the material	3
7.	Pre-service English teacher motivates students to learn English	1
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	3
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	1
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	2
	Total	20

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: RMY

Group: 11

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	3
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	4
3.	Pre-service English teacher give a clear instruction of material	3
4.	Pre-service English teacher explain the material using English	3
5.	Pre-service English teacher aware of difficulty learning of students	1
6.	Pre-service English teacher support the students to be able master the skills of the material	2
7.	Pre-service English teacher motivates students to learn English	3
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	1
9.	Pre-service English teacher give students explanation or that could decrease communication anxiety	3
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	3
	Total	26

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: MIK

Group: 12

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	1
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	2
3.	Pre-service English teacher give a clear instruction of material	3
4.	Pre-service English teacher explain the material using English	1
5.	Pre-service English teacher aware of difficulty learning of students	1
6.	Pre-service English teacher support the students to be able master the skills of the material	1
7.	Pre-service English teacher motivates students to learn English	3
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	2
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	3
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	2
	Total	19

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: K

Group: 13

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	1
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	2
3.	Pre-service English teacher give a clear instruction of material	4
4.	Pre-service English teacher explain the material using English	1
5.	Pre-service English teacher aware of difficulty learning of students	2
6.	Pre-service English teacher support the students to be able master the skills of the material	2
7.	Pre-service English teacher motivates students to learn English	3
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	3
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	2
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	2
	Total	22

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: SR

Group: 13

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	3
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	3
3.	Pre-service English teacher give a clear instruction of material	3
4.	Pre-service English teacher explain the material using English	1
5.	Pre-service English teacher aware of difficulty learning of students	1
6.	Pre-service English teacher support the students to be able master the skills of the material	4
7.	Pre-service English teacher motivates students to learn English	3
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	2
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	2
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	1
	Total	23

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: MH

Group: 14

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	1
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	3
3.	Pre-service English teacher give a clear instruction of material	3
4.	Pre-service English teacher explain the material using English	2
5.	Pre-service English teacher aware of difficulty learning of students	3
6.	Pre-service English teacher support the students to be able master the skills of the material	3
7.	Pre-service English teacher motivates students to learn English	3
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	3
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	3
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	2
	Total	26

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: JP

Group: 15

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	1
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	3
3.	Pre-service English teacher give a clear instruction of material	3
4.	Pre-service English teacher explain the material using English	2
5.	Pre-service English teacher aware of difficulty learning of students	3
6.	Pre-service English teacher support the students to be able master the skills of the material	3
7.	Pre-service English teacher motivates students to learn English	4
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	2
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	2
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	2
	Total	25

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: IRM

Group: 16

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	1
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	3
3.	Pre-service English teacher give a clear instruction of material	3
4.	Pre-service English teacher explain the material using English	2
5.	Pre-service English teacher aware of difficulty learning of students	3
6.	Pre-service English teacher support the students to be able master the skills of the material	4
7.	Pre-service English teacher motivates students to learn English	3
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	3
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	3
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	3
	Total	28

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: RH

Group: 17

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	1
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	1
3.	Pre-service English teacher give a clear instruction of material	3
4.	Pre-service English teacher explain the material using English	1
5.	Pre-service English teacher aware of difficulty learning of students	4
6.	Pre-service English teacher support the students to be able master the skills of the material	1
7.	Pre-service English teacher motivates students to learn English	1
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	3
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	1
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	3
	Total	19

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: EES

Group: 18

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	1
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	4
3.	Pre-service English teacher give a clear instruction of material	3
4.	Pre-service English teacher explain the material using English	3
5.	Pre-service English teacher aware of difficulty learning of students	3
6.	Pre-service English teacher support the students to be able master the skills of the material	1
7.	Pre-service English teacher motivates students to learn English	1
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	4
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	3
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	3
	Total	26

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: HA

Group: 19

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	1
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	3
3.	Pre-service English teacher give a clear instruction of material	3
4.	Pre-service English teacher explain the material using English	2
5.	Pre-service English teacher aware of difficulty learning of students	3
6.	Pre-service English teacher support the students to be able master the skills of the material	1
7.	Pre-service English teacher motivates students to learn English	1
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	2
9.	Pre-service English teacher give students explanation or tasks that could decrease communication anxiety	2
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	3
	Total	21

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: RSY

Group: 20

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	1
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	3
3.	Pre-service English teacher give a clear instruction of material	3
4.	Pre-service English teacher explain the material using English	4
5.	Pre-service English teacher aware of difficulty learning of students	2
6.	Pre-service English teacher support the students to be able master the skills of the material	1
7.	Pre-service English teacher motivates students to learn English	1
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	3
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	3
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	2
	Total	23

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: HN

Group: 21

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	4
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	3
3.	Pre-service English teacher give a clear instruction of material	3
4.	Pre-service English teacher explain the material using English	4
5.	Pre-service English teacher aware of difficulty learning of students	1
6.	Pre-service English teacher support the students to be able master the skills of the material	1
7.	Pre-service English teacher motivates students to learn English	1
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	1
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	3
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	4
	Total	25

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: FAS

Group: 22

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	1
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	3
3.	Pre-service English teacher give a clear instruction of material	3
4.	Pre-service English teacher explain the material using English	3
5.	Pre-service English teacher aware of difficulty learning of students	1
6.	Pre-service English teacher support the students to be able master the skills of the material	1
7.	Pre-service English teacher motivates students to learn English	1
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	3
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	3
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	2
	Total	21

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: DS

Group: 23

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	4
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	3
3.	Pre-service English teacher give a clear instruction of material	3
4.	Pre-service English teacher explain the material using English	3
5.	Pre-service English teacher aware of difficulty learning of students	1
6.	Pre-service English teacher support the students to be able master the skills of the material	2
7.	Pre-service English teacher motivates students to learn English	3
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	2
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	3
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	2
	Total	26

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: NM

Group: 23

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	1
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	4
3.	Pre-service English teacher give a clear instruction of material	4
4.	Pre-service English teacher explain the material using English	2
5.	Pre-service English teacher aware of difficulty learning of students	2
6.	Pre-service English teacher support the students to be able master the skills of the material	3
7.	Pre-service English teacher motivates students to learn English	3
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	3
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	1
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	1
	Total	24

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: NS

Group: 24

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	4
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	2
3.	Pre-service English teacher give a clear instruction of material	2
4.	Pre-service English teacher explain the material using English	3
5.	Pre-service English teacher aware of difficulty learning of students	3
6.	Pre-service English teacher support the students to be able master the skills of the material	2
7.	Pre-service English teacher motivates students to learn English	4
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	3
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	1
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	3
	Total	27

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: M

Group: 25

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	1
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	2
3.	Pre-service English teacher give a clear instruction of material	2
4.	Pre-service English teacher explain the material using English	2
5.	Pre-service English teacher aware of difficulty learning of students	2
6.	Pre-service English teacher support the students to be able master the skills of the material	1
7.	Pre-service English teacher motivates students to learn English	1
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	2
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	2
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	2
	Total	17

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: FHA

Group: 26

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	1
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	3
3.	Pre-service English teacher give a clear instruction of material	2
4.	Pre-service English teacher explain the material using English	2
5.	Pre-service English teacher aware of difficulty learning of students	3
6.	Pre-service English teacher support the students to be able master the skills of the material	1
7.	Pre-service English teacher motivates students to learn English	1
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	3
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	3
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	3
	Total	22

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: T

Group: 27

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	1
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	3
3.	Pre-service English teacher give a clear instruction of material	3
4.	Pre-service English teacher explain the material using English	2
5.	Pre-service English teacher aware of difficulty learning of students	3
6.	Pre-service English teacher support the students to be able master the skills of the material	1
7.	Pre-service English teacher motivates students to learn English	1
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	2
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	2
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	3
	Total	21

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: KY

Group: 28

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	4
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	2
3.	Pre-service English teacher give a clear instruction of material	3
4.	Pre-service English teacher explain the material using English	2
5.	Pre-service English teacher aware of difficulty learning of students	1
6.	Pre-service English teacher support the students to be able master the skills of the material	2
7.	Pre-service English teacher motivates students to learn English	3
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	2
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	4
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	2
	Total	25

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: SMR

Group: 29

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	4
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	3
3.	Pre-service English teacher give a clear instruction of material	4
4.	Pre-service English teacher explain the material using English	3
5.	Pre-service English teacher aware of difficulty learning of students	1
6.	Pre-service English teacher support the students to be able master the skills of the material	1
7.	Pre-service English teacher motivates students to learn English	1
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	1
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	3
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	2
	Total	23

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Initial's name: MAA

Group: 30

No	Indicator	Score
1.	Pre-service English teacher give tasks that increase their WTC	3
2.	Pre-service English teachers explains the material with a good manner (smiling and relaxing)	3
3.	Pre-service English teacher give a clear instruction of material	4
4.	Pre-service English teacher explain the material using English	2
5.	Pre-service English teacher aware of difficulty learning of students	3
6.	Pre-service English teacher support the students to be able master the skills of the material	1
7.	Pre-service English teacher motivates students to learn English	1
8.	Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life	3
9.	Pre-service English teacher give students explanation that could decrease communication anxiety	3
10.	Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)	3
	Total	26

Explanation

1 = inadequate

2= required improvement

3= good

4 = outstanding

Appendix 5

Cluster sampling

GROUP FOR CLUSTERING SAMPLE

Group 1	Group 2	Group 3	Group 4
IR	AC	HS	AHD
LF	LM	MR	DPS
MN	MH	MMA	NRA
RN	NAPE	NR	RM
SA	MA	MAP	DDBI
Group 5	Group 6	Group 7	Group 8
HS	ALI	ARH	AN
HA	HM	MKR	EP
MRF	NL	NS	MRZ
RA	RAH	SMI	NI
GN	MZM	MD	MHIA
Group 9	Group 10	Group 11	Group 12
MY	MRI	IYH	LMLJ
CMM	NEY	MMDH	LN
HB	AD	MFA	RNA
HY	MYR	ST	MFH
MR	MIR	RMY	MIK
Group 13	Group 14	Group 15	Group 16
RMA	BI	KH	DH
Z	SM	NJ	EA
EF	HIA	RK	MRN
SR	MIK	ENA	GHNA
K	MH	JP	IRM
Group 17	Group 18	Group 19	Group 20

KHN	RD	FNR	RAN
MD	SM	ADY	RH
SHS	MAP	MAR	ADI
LT	KPT	MRO	JPH
RH	EES	HA	RSY
Group 21	Group 22	Group 23	Group 24
ES	FN	RAW	NA
SHY	RI	PK	SYM
RMA	KL	FA	NPE
AM	NK	DS	NL
HN	FAS	NM	NS
Group 25	Group 26	Group 27	Group 28
NH	WH	IKH	AL
PS	GAP	AAF	ME
NLRW	HSW	MI	RKA
ART	WW	NF	WI
M	FHA	T	KY
Group 29	Group 30		
NI	RMH		
MSA	SFH		
NK	RN		
HBNK	MAA		
SMR			

Appendix 6

Participants' videos

what is an invitation?

invitation is an invitation or a request or a solicitation or an attempt to get another person to join you at a specific event

OFFERS SUGGESTION

Content of Application Letter

Header
Header contains you and the employer's contact info

Prunoun

Prunoun adalah jenis kata yang digunakan untuk menggantikan kata benda (noun)

PRONOUN				
Personal Subject	Object	Possessive Adjective	Possessive Pronoun	Reflexive Pronoun
I	Me	My...	Mine	My self
You	You	Your...	Yours	yourself/your selves
We	We	Our...	Ours	Ourselves
They	Them	Their...	Theirs	Themselves
She	Her	Her...	Hers	Herself
He	Him	His...	His	Himself
It	It	Its...	-	Itself

www.welenglish.com | Kursus Belajar Bahasa Inggris Online Gratis

Conversation Using Expression Capability and Willingness

3. EXAMPLE CONVERSATIONS OF EXPRESSION CAPABILITY

Joni: Jane, Can you help me?
Jane: What can I do for you, Joni?
Joni: I cannot do math homework. It's difficult.
Jane: Don't worry, Jon, I will help you. I can do it.
Joni: Thanks, Jane.
Jane: You're welcome.

DINA SOFIA - 170102030157 -

Function of "expression of giving suggestion"

- * This expression is the way to give an advice and to tell what should someone do in order to face a problem.
- * This expression also can be used to help someone who needs advice, deciding something or to help someone's problem

Made with KINEMASTER

DILLA : WOULD YOU LIKE TO COME TO MY BIRTHDAY PARTY?
MELISA : I'D LIKE TO, THANKS FOR INVITING ME.
DILLA : YOU'RE WELCOME, DON'T FORGET TO COME ON TIME.
MELISA : OK, DON'T WORRY.

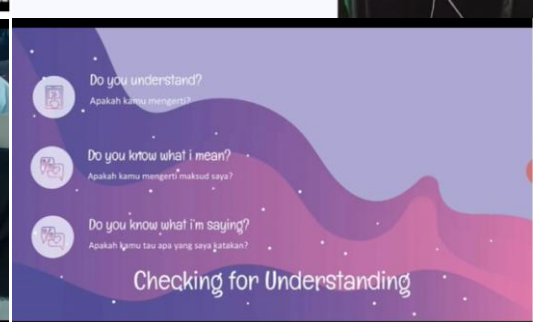
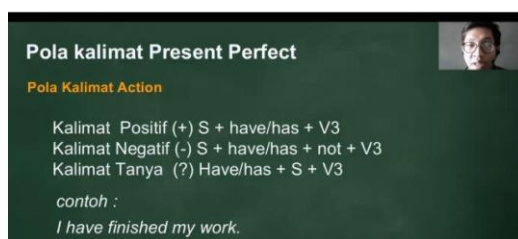
Gina Nidaurrahmah 170102030627

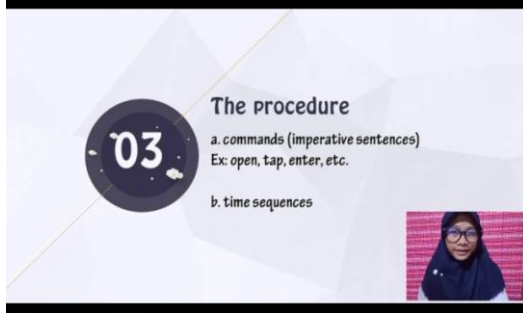
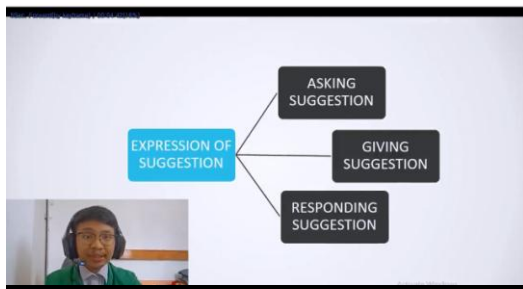
English Online Learning
PPL II UIN ANTASARI

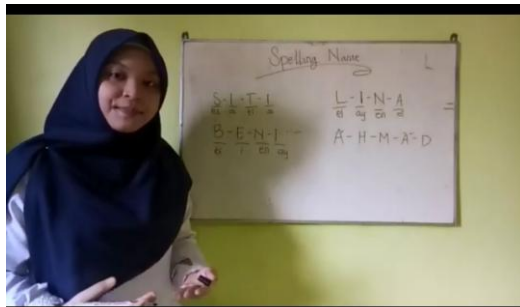
**Meeting 6
Appreciating and complimenting**

To be able to appreciate and respond the appreciating and complimenting
Bisa untuk mengapresiasi dan merespon apresiasi dan pujian

Name: Muhammad Hafiz Ilham Akbar







PROCEDURE TEXT

▪ ***“Procedure text is a piece of text that give us instructions for doing something.”***



Example of asking intention

What are you going to do?
Any plan for the weekend?
Are you thinking of?
Do you have any intention of?
Is it your intention to?



Appendix 7

Curriculum vitae

CURRICULUM VITAE

I. Personal Details			
Name		: Muhammad Faisal Ansari	
Place and Date of Birth		: Banjarmasin, September 27 th 1999	
Gender		: Male	
Marital Status		: Single	
Religion		: Islam	
Nationality		: Indonesia	
Parents		: Sailanoor, Noor Asiah	
Siblings		: Ghina Hilyatul Aulia, Najwa Khaira, Azkia Dalila Adha	
II. Formal Education Background			
2005	-2011	State Elementary School of Karang Mekar 9 (SDN Karang Mekar 9)	
2011	-2014	Islamic Junior High School of Nurul Islam (MTs Nurul Islam)	
2014	-2017	State Islamic Senior High School 2 Banjarmasin (MAN 2 Model Banjarmasin)	
2017	-2021	English Education Department of Antasari State Islamic University Banjarmasin	



Appendix 8

Thesis consultation sheets

CONSULTATION NOTES ADVISOR OF CONTENTS AND RESEARCH


METHODS

NAME OF ADVISOR: Dra. Andi Irlina, M.Hum

Dates	Notes	Signature
26/03/21	<ul style="list-style-type: none">• Tambahkan types of attitude• Perjelas, apakah survey, kuantitatif, atau mix method• Populasi dan sampel perlu dipersingkat	
19/05/21	<ul style="list-style-type: none">• Tambahkan types of attitude• Tambahkan kategorisasi dan skala attitude di bab 2• Instrumen harus ada dasar skalanya dan berdasarkan bab 2• Instrumen harus bisa menjawab research questions	

CONSULTATION NOTES ADVISOR OF LANGUAGE AND WRITING
TECHNIQUES

NAME OF ADVISOR: Sovia Rahmaniah, M. Pd

Dates	Notes	Signature
14/07/21	<ul style="list-style-type: none">• Definition of key term khususnya yang nomor 3,4 dan 5 diperjelas lagi lebih spesifik dan jangan menggunakan bahasa teoriti. Bahasanya yang mudah dimengerti aja sesuaikan dengan keadaan penelitian.• Chapter 3 masih ada future tense. Ubah jadi past tense• Chapter 4 masih ada future tense. Ubah jadi past tense• Cek tulisan di grammarly.com	

Appendix 9

Surat Riset

 **KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

Nomor : B-2120 /Un.14/III.1.t/PP.00.9/06/2021
Sifat : Penting
Lampiran : 1 (satu) berkas
Hal : Riset Dalam Rangka Penyusunan Skripsi

Juni 2021

Yth. Kepala BIRO PPL UIN Antasari Banjarmasin

Banjarmasin

Assalamu'alaikum Warahmatullah Wabarakatuh

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Muhammad Faisal Ansari
N I M : 170102030664
Jurusan : TBI
Fakultas : Tarbiyah dan Keguruan
Alamat : Jalan Ahmad Yani km 4,5 komplek Amanda permai, gang tumaritis rt 23 rw 01 no. 7 Kelurahan Karang Mekar Kecamatan Banjarmasin Timur Kota Banjarmasin, kode pos 70234

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh

Wakil Dekan Bidang Akademik dan Kelembagaan,


Hairul Hudaya

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari.

Subbag. Mikwa & Ahmadi FTK UIN Antasari



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SURAT RISET

Nomor: B-2120/Un.14/III.1.t/PP.00.9/06/2021

Yang bertanda tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama	: Muhammad Faisal Ansari
Nomor Induk Mahasiswa	: 170102030664
Semester	: VIII (Delapan)
Alamat	: Jalan Ahmad Yani km 4,5 komplek Amanda permai, gang tumaritis rt 23 rw 01 no. 7 Kelurahan Karang Mekar Kecamatan Banjarmasin Timur Kota Banjarmasin, kode pos 70234
Tugas	: Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :

PRE-SERVICE ENGLISH TEACHERS' ATTITUDE TOWARDS STUDENTS' WILLINGNESS TO COMMUNICATE

Tempat yang dituju	: BIRO PPL UIN Antasari Banjarmasin
Barang yang dibawa	: Seperangkat alat riset
Lamanya Riset	: 2 (Dua) bulan
Dari tanggal	: 8 Juni 2021
Sampai dengan tanggal	: 8 Agustus 2021

Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Banjarmasin, Juni 2021
Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Mahasiswa yang bersangkutan,

Muhammad Faisal Ansari
NIM. 170102030664



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
TIM PENGELOLA PRAKTIK PENGALAMAN LAPANGAN
Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SURAT KETERANGAN SELESAI RISET

NOMOR: B- 021 /Un.14/III.1.o/PP.00.9/07/2021

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin menerangkan bahwa:

Nama : Muhammad Faisal Ansari
NIM : 170102030664
Fakultas : Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris

adalah benar yang bersangkutan telah selesai melakukan penelitian/riset penyusunan skripsi pada Jurusan TBI sejak 08 Juni s/d 08 Agustus 2021 dengan judul: **"PRE-SERVICE ENGLISH TEACHERS' ATTITUDE TOWARDS STUDENTS' WILLINGNESS TO COMMUNICATE"**.

Demikian agar diketahui dan dapat dipergunakan sebagaimana mestinya.



Banjarmasin, 14 Juli 2021

Ketua

Shafiah

Appendix 10

Surat keterangan selesai seminar

	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI ANTASARI FAKULTAS TARBIYAH DAN KEGURUAN BIRO SKRIPSI Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492 Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id
<u>SURAT KETERANGAN</u> Nomor: 1589/Un.14/III.1.t/pp.00.9/10/2020	
Yang bertanda tangan di bawah ini, menerangkan bahwa:	
Nama	: Muhammad Faisal Ansari
N I M	: 170102030664
Jurusan/Prodi	: TBI
Alamat	: Jl. Ahmad Yani km 4,5 gang tumaritis rt 23 no 7 kel Karang Mekar kec Banjarmasin Timur Banjarmasin
adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:	
PRE-SERVICE ENGLISH TEACHERS' ATTITUDE TOWARDS STUDENTS' WILLINGNESS TO COMMUNICATE	
Pada Hari/Tanggal	: Senin, 14 September 2020
Tempat	: Daring (Video call WA group)
Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.	
Banjarmasin, 02 Oktober 2020 Ketua,	
 Mahmudah, M.Pd.I NIP. 198708212015032004	