REFERENCES

- Adwani, P., & Shrivastava, S. (2017). Analysis of factors affecting second language acquisition. *International Journal of Social Science and Management*, 4(3), 158-164.
- Ahour, T., & Hassanzadeh, Z. (2015). An investigation of the relation between self-esteem, indirect strategy use, and Iranian intermediate EFL learners' oral language proficiency. *Theory and Practice in Language Studies*, 5(2), 442-451.
- Alimorad, Z., & Farahmand, M. (2021). A case study on willingness to communicate in English in the Iranian tertiary educational context. *TEFLIN Journal*, 32(1), 1-28.
- Aziz, Z., Fata, A. I., & Balqis, S. (2018). "Wait, how do I say that in English?" Communication strategies for English as a foreign language learner. *Lingua Cultura*, 12(2), 149-154.
- Banerjee, H. L. (2019). Investigating the construct of topical knowledge in second language assessment: A scenario-based assessment approach. *Language Assessment Quarterly*, 16(2), 133–160. https://doi.org/10.1080/15434303.2019.1628237
- Black, P., & Wilima, D. (1998). Assessment and classroom learning. Assessment in Education, 5, 7-74.
- Bui, G., & Huang, Z. (2016). L2 fluency as influenced by content familiarity and planning: Performance, measurement, and pedagogy. Language Teaching Research, 22(1), 94–114. https://doi.org/https://doi.org/10.1177/1362168816656650
- Cao, Y. (2011). Investigating situational willingness to communicate within second language classrooms from an ecological perspective. *System*, *39*(4), 468–479. https://doi.org/10.1016/j.system.2011.10.016
- Cao, Y. (2014). A sociocognitive perspective on second language classroom willingness to communicate. *TESOL Quarterly*, 48(4), 789-814. https://doi.org/10.1002/tesq.155
- Cao, Y., & Philip, J. (2006). Interactional context and willingness to communicate: A comparison of behavior in whole class, group and dyadic interaction. *System*, *34*, 480–493.

- Cetinkaya, Y. B. (2005). Turkish college students' willingness to communicate in English as a foreign language (Doctoral dissertation, The Ohio State University).
- Creswell, J. W. (2016). Reflections on the MMIRA the future of mixed methods task force report. *Journal of Mixed Methods Research*, 10(3), 215-219.
- Dewaele, J. M., Comanaru, Ruxandra, S., & Faraco, M. (2013). The affective benefits of a pre-sessional course at the start of study abroad. In R. Mitchell, K. McManus, and N. T. Ventura, N. (eds.) *Social interaction, identity and language learning during residence abroad* (pp. 95-114). Eurosla Monographs Series 4.
- Dörnyei, Z. (2009). *Personality in second language acquisition*. Oxford: Oxford University Press.
- Dörnyei, Z., & Clément, R. (2001). Motivational characteristics of learning different target languages: Results of a nationwide survey. *Motivation and Second Language Acquisition*, 23, 399-432.
- Etikan, I. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4. DOI: 10.11648/j.ajtas.20160501.11
- Fallah, N. (2014). Willingness to communicate in English, communication self-confidence, motivation, shyness and teacher immediacy among Iranian English-major undergraduates: A structural equation modeling approach.

 Learning and Individual Differences, 30, 140–147. https://doi.org/10.1016/j.lindif.2013.12.006.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. (2011). *How to design and evaluate research in education*. New York: McGraw-Hill Education.
- Freiermuth, M., & Jarrell, D. (2006). Willingness to communicate: Can online chat help?. *International Journal of Applied Linguistics*, 16(2), 189-212.
- Gardner, R. C. (2007). Motivation and second language acquisition. *PortaLinguarum*, 8, 9-20.
- Gharibi, S., & Seyyedrezaei, S. H. (2016). The importance of willingness to communicate and self-esteem in language learning and teaching. *International Journal of Research in Linguistics, Language Teaching and Testing*, *I*(1), 1-6.
- Guarte, J. M., & Barrios, E. B. (2006). Estimation under purposive sampling. *Communications in Statistics-Simulation and Computation*, 35(2), 277-284. DOI: 10.1080/03610910600591610

- Hashimoto, Y. (2002). Motivation and willingness to communicate as predictors of reported L2 use: The Japanese ESL context. *Second Language Studies*, 20(2), 29-70.
- Heng, K. (2014). Communicative language teaching in EFL contexts: Challenges and suggestions for successful implementation. (Unpublished doctoral dissertation). Faculty of Arts and Design, University of Canberra, Australia. DOI: 10.13140/RG.2.2.10684.28809
- Horwitz, E., Horwitz, M., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70, 125-132.
- Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *Tesol Quarterly*, 20(3), 559-562.
- Ishag, A. (2020). Perceived communication competences in willingness to communicate in English language (a case study of Sudanese EFL Students). *International Journal of Science and Research*, 9(1), 1882-1887.
- Ismail, N. A. (2011). Graduates' characteristics and unemployment: A study among Malaysian graduates. *International Journal of Business and Social Science*, 2(16), 94-102.
- Kang, S. J. (2005). Dynamic emergence of situational willingness to communicate in a second language. *System*, 33(2), 277–292. https://doi.org/10.1016/j.system.2004.10.004
- Khanday, A. Y., & Syed, Z., (2019). ESL learner's speaking skill: Problems, factors, and solutions with special reference to South Kashmir of J&K. *International Journal of Research in Engineering, IT and Social Sciences*, 09(01), 138-145.
- Khosravizadeh, P., & Pakzadian, S. (2013). The relationship between an EFL teacher's gender and students' willingness to communicate. *The International Journal of Communication and Linguistic Studies*, 10(4), 17-29.
- Latifah, Z., Sudana, D., & Yusuf, F. N. (2020). Investigating the factors influencing students'willingness to communicate in english. *ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture, 4*(1), 91-100.
- Le, T., Tran, L., & Anh, T. T. (2019). Factors affecting EFL students' willingness to communicate in speaking classes at the Vietnamese tertiary level. *International Journal of English Literatute and Social Sciences (IJELS)*, 4(2), 252-262.

- Lee, J. S. (2020). The role of grit and classroom enjoyment in EFL learners' willingness to communicate. *Journal of Multilingual and Multicultural Development*, 43(2), 1-17. https://doi.org/10.1080/01434632.2020.1746319
- Lutviana, R., Weganofa, R., Liskinasih, A., & Jawas, U. (2018). EFL students' perception on factors influencing willingness to speak in multicultural classroom. *Annual Conference on Social Sciences and Humanities*, 522-526.
- MacIntyre, P. D. (1994). Variables underlying willingness to communicate: A causal analysis. *Communication Research Reports*, 11(2), 135-142.
- Macintyre, P. D. (2007). Willingness to communicate in the second language: Understanding the decision as a volitional process. *The Modern Language Journal*, 91(4), 564-576. https://doi.org/10.1111/j.1540-4781.2007.00623.x
- Macintyre, P. D., Burns, C., & Jessome, A. (2011). Ambivalence about communication in a second language: A qualitative study of French immersion students' willingness to communicate. *The Modern Language Journal*, 90(1), 81-96. https://doi.org/10.1111/j.1540-4781.2010.01141.
- MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to a L2: Communicate in confidence model situational. *The Modern Language Journal*, 82(4), 545–562. https://doi.org/10.2307/330224
- MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effect of language anxiety on cognitive processing in the second language. *Language Learning*, 44, 283-305.
- Manipuspika, Y. S., (2018). Correlation between anxiety and willingness to communicate in the Indonesian EFL context. *Arab World English Journal* (*AWEJ*), 9(2), 200-217. file:///C:/Users/Intel/Downloads/14.pdf
- Marzano, R. J., & Marzano, J. S. (2003). The key to classroom management. *Educational Leadership*, 61(1), 6-13.
- McCroskey, J. C., & Baer, J. E. (1985). Willingness to communicate: The construct and its measurement. *Speeches/Meeting Papers; Reports Research*. https://files.eric.ed.gov/fulltext/ED265604.pdf
- McCroskey, J. C., & Richmond, V. P. (1990). Willingness to communicate: Differing cultural perspectives. *Southern Communication Journal*, *56*(1), 72–77. https://doi.org/10.1080/10417949009372817
- Mohajan, H. K. (2018). Qualitative research methodology in social sciences and related subjects. *Journal of Economic Development, Environment and People*, 7(1), 23-48.

- Muamaroh, M., & Prihartanti, N. (2012). Willingness to communicate in English: A case study of Indonesian university Students. *Kajian Linguistik dan Sastra*, 25(1), 71-81.
- Mutahar, A. M. (2019). Enhancing EFL learners' willingness to communicate with visualization and goal-setting activities. *TESOL Quarterly*, *53*(1), 133-157. https://doi.org/10.1002/tesq.47
- Nguyen, Q. D., Fernandez, N., Karsenti, T., & Charlin, B. (2014). What is reflection? A conceptual analysis of major definitions and a proposal of a five-component model. *Medical Education*, 48(12), 1176-1189.
- Ningsih, K. S., Narahara, S., & Mulyono, H. (2018). An exploration on factors contributing to students' unwillingness to communicate in a foreign language across Indonesian secondary schools. *International Journal of Instruction*, 11(4), 811-824.
- Pattapong, K. (2010). Willingness to communicate in a second language: A qualitative study of issues affecting Thai EFL learners from students' and teachers' point of view. University of Sydney.
- Peng, J. (2013). The challenge of measuring willingness to communicate in EFL contexts. *Asia-Pacific Educational Research*, 22(3), 281-290. https://doi.org/10.1007/s40299-012-0053-
- Pietro, D. L. (2019). The affect of the interlocutor variable on oral interaction in EFL secondary school students. *Máster en Profesorado de Educación Secundaria*, 1-41.
- Qiu, X. (2019). Functions of oral monologic tasks: Effects of topic familiarity on L2 speaking performance. Language Teaching Research, 24(6), 745-764. https://doi.org/10.1177/1362168819829021
- Rastegar, M., & Karami, M. (2015). On the relationship between foreign language Classroom anxiety, willingness to communicate and scholastic success among Iranian EFL learners. *Theory and Practice in Language Studies*, 5(11), 2387-2394.
- Reinders, H., & Wattana, S. (2015). Affect and willingness to communicate in digital game-based learning. *ReCALL*, 27(01), 38-57.
- Riasati, J. M. (2012). EFL learners' perception of factors influencing willingness to speak English in language classrooms: A qualitative study. *World Applied Sciences Journal*, 17(10), 1287-1297.

- Riasati, M. J., & Rahimi, F. (2018). Situational and individual factors engendering willingness to speak English in foreign language classrooms. *Cogent Education*, 5(1), 1-15.
- Richards, C. J. (2015). Technology in language teaching today. *Indonesian Journal of English Language Teaching*, 10(1), 18-29.
- Rizvic, E., & Becirovic, S. (2017). Willingness to communicate in English as a foreign language in Bosnian-Herzegovinian EFL context. *European Researcher*, 8(3), 224-235.
- Robson, G. (2015). A model of situational willingness to communicate (WTC) in the study abroad context. *International Education Studies*, 8(10), 114-125. http://dx.doi.org/10.5539/ies.v8n10p114
- Saldaña, J., & Omasta, M. (2016). Qualitative research: Analyzing life. Sage Publications.
- Sari, I., Ekici, S., Soyer, F., & Eskiler, E. (2015). Does self-confidence link to motivation? A study in field hockey athletes. *Journal of Human Sport & Exercise*, 10(1), 24-35.
- Shafie, L. A., & Nayan, S. (2010). Employability awareness among Malaysian undergraduates. *International Journal of Business and Management*, 5(8), 119-123. http://dx.doi.org/10.5539/ijbm.v5n8p119
- Shahbaz, M., Khan, M. S., Khan, R. M. I., & Mustafa, G. (2016). Role of self-perceived communication competence and communication apprehension for willingness to communicate in L1 and L2. *Journal of Educational and Social Research*, 6(1), 158-166. http://dx.doi.org/10.5539/ijbm.v5n8p119
- Susanti, E. (2021). Contributing factors on students' willingness to communicate (WTC). In *UAD TEFL International Conference*, 2, 41-47.
- Syed, H., & Kuzborska, I. (2020). Dynamics of factors underlying willingness to communicate in a second language. *The Language Learning Journal*, 48(4), 481-500.
- Trihastuti, N., & Fadilah, E. (2019). Task based language teaching to improve students' willingness to communicate in English class. *Berumpun*, 2(2), 1-17.
- Troike, M. S. (2012). *Introducing second language acquisition (2th ed.)*. New York: Cambridge University Press.

- Ulla, M. (2020). Students speaking motivation and their perspectives on a task-based language classroom: pedagogical implications. *Journal of Asia TEFL*, 17(2), 681-688.
- Van Batenburg, E. S. L., Oostdam, R. J., Van Gelderen, A. J. S., Fukink, R. G., & De Jongs, N. H. (2019). Oral interaction in the EFL classroom: The effects of instructional focus and task type on learner affect. *The Modern Language Journal*, 103(1), 308-326. https://doi.org/10.1111/modl.12545
- Wallen, N. E., & Fraenkel, J. R. (2013). Educational research: A guide to the process. Routledge.
- Weaver, C. T. (2010). *Japanese university students' willingness to use English with different interlocutors*. Temple University Graduate Board.
- Wijaya, H., & Rizkina, A. P. (2015). Factors affecting Indonesian students' willingness to communicate (A case study in higher education). *Leksika*, 9(2), 32-38.
- Yapı, D. B. (2016). Willingness to communicate (WTC) in L2: An affective construct of language learning process. Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 20(3), 839-854.
- Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *Modern Language Journal*, 86(2), 54-66.
- Yashima, T., Zenuk-Nishide, L., & Shimizu, K. (2004). Influence of attitudes and effect on L2 communication: A study of Japanese high school students. *Language Learning*, 54(1), 119-152.
- Yousefi, M., & Kasaian, S. A. (2014). Relationship between willingness to communicate and Iranian EFL learner's speaking fluency and accuracy. *Journal of Advances in English Language*, 2(6), 61-72.
- Wang, M. T. (2012). Educational and career interests in math: A longitudinal examination of the links between classroom environment, motivational beliefs, and interests. *Developmental Psychology*, 48(6), 1643.
- Zafar, S., & Meenakshi, K. (2012). Individual learner differences and second language acquisition: A review. *Journal of Language Teaching and Research*, 3(4), 639-646.
- Zarrinabadi, Z. (2014). Communicating in a second language: Investigating the effect of teacher on learners' willingness to communicate. *System*, 42(1), 288–295.

Zoabi, K. (2012). Self-esteem and motivation for learning among minority students: A comparison between students of pre-academic and regular programs. *Creative Education*, *3*(8), 1397-1403.

