## **REFERENCES**

- Al-Amri, H. F. (2019). Fostering intrinsic motivation and willingness to communicate in English as a foreign language classroom: the case of digital storytelling. *Multi-Knowledge Electronic Comprehensive Journal for Education & Science Publications (MECSJ)*, (19), 1-18
- Alcott, B. (2017). Does teacher encouragement influence students' educational progress? A propensity-score matching analysis. *Research in Higher Education*, 58(7), 773-804
- Almeida, P. (2010). Questioning patterns and teaching strategies in secondary education. Procedia. *Social and Behavioral Sciences*, 2, 751-756. 10.1016/j.sbspro.2010.03.096.
- Alqurashi, H. S., & Assulaimani, T. (2021). The effect of classroom management in oral communication and willingness to communicate: A case study of Saudi learners of English as foreign language. *Applied Linguistics Research Journal*, 5(2), 73-84
- Alsaadi, N, S. M., & Atar, C. (2019). Wait-time in Material and Classroom Context

  Modes. *International Journal of Contemporary Educational Research*, 6(1), 53-69. DOI:https://doi.org/10.33200/ijcer.542495
- Altiner, C. (2018). Turkish EFL learners' willingness to communicate in English. *International Journal of Contemporary Educational Research*, 5(1), 40-49.
- Amalia, S.C., Asib, A., & Marmanto, S. (2019). Indonesian EFL learners' willingness to communicate in the instructional context. *Indonesian Journal of EFL and Linguistics*, 4(2), 215-228.
- Amiryousefi, M. (2016). Willingness to communicate, interest, motives to communicate with the instructor, and L2 speaking: a focus on the role of age and gender. *Innovation in Language Learning and Teaching*, 1229 (4), 1-14
- Ancker, W. (2000). Errors and corrective feedback: Updated theory and classroom practice. *Forum*, 38(4), 20-25.
- Basöz. T., & Erten, I. H. (2019). A qualitative inquiry into the factors influencing EFL learners' in-class willingness to communicate in English. *Novitas-ROYAL* (Research on Youth and Language), 13(1) 1-18
- Basturkmen, H., Loewen, S., & Ellis, R. (2004). Teachers' stated beliefs about incidental focus on form and their classroom practices. *Applied Linguistics*, 25(2), 243-272.

- Bianco, S., Gasparini, F., & Schettini, R. (2014). Color coding for data visualization. In M. K. Pour (Ed.), *Encyclopedia of Information Science and Technology*, (Third edit, pp. 85–95). Italy: IGI Global.
- Bernales, C. (2016). Towards a comprehensive concept of willingness to communicate: Learners' predicted and self-reported participation in the foreign language classroom. *System*, 56, 1–12
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Burgoon, J. K. (1976). The unwillingness-to-communicate scale: Development and validation. *Communication Monographs*, 43(1), 60–69.
- Bursali, N. (2017). The Relationship between ideal L2 self and willingness to communicate inside the classroom. *International Journal of Higher Education*, 6(4), 229–239.
- Cao, Y. (2011). Investigating situational willingness to communicate within second language classrooms from an ecological perspective. System, 39, 468–479
- Cresswell. J. W. (2010). Research design. Yogyakarta: Pustaka Belajar.
- Creswell, J. W. (2012). Educational research: planning, conducting, and evaluating quantitative and qualitative research (4<sup>th</sup> Ed.). Boston, MA: Pearson
- Duff, P. A., & Li, D. (2004). Issues in Mandarin language instruction: Theory, research, and practice. *System*, 32(3), 443-456.
- 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.
- Gol, M., Zand-Moghadam, A., & Karrabo, M. (2014). The construct of willingness to communicate and its relationship with EFL learners' perceived verbal and nonverbal teacher immediacy. *Issue in Language Teaching (ILT)*, 3(1), 135-160
- Hamruni. 2009. *Strategi dan Model-Model Pembelajaran Aktif Menyenangkan*. Yogyakarta: Fakultas Tarbiyah UIN Sunan Kalijaga.
- Harland, T. (2014). Learning about case study methodology to research higher education. *Higher Education Research & Development*, 33(6), 1113–1122.

- Henry, A., Thorsen, C., & MacIntyre. P. D (2021). Willingness to communicate in a multilingual context: part one, a time-serial study of developmental dynamics. *Journal of Multilingual and Multicultural Development*, 1-20
- Ilyas, F. S. (2022). Exploring University students' willingness to communicate and unwillingness to communicate in EFL. *J-SHMIC: Journal of English for Academic*, 9(1), 28-41
- Kubota, M. (1991). Corrective feedback by experienced Japanese EFL teachers. *Institute for Research in Language Teaching Bulletin*, 5(1), 1-25.
- Latifah, Z., Sudana, D., & Yusuf, F. N. (2019). 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
- Lee, J. S. (2020). The role of grit and classroom enjoyment in EFL learners' willingness to communicate. *Journal of Multilingual and Multicultural Development*, 1-17
- Lee, J. S., Sylven, L. K., & Lee, K. (2021). Cross-cultural insights into Korean and Swedish secondary school students' willingness to communicate in a second language. *Journal of Multilingual and Multicultural Development*, 42(6), 522-536
- Lewis, K. G. (2015). Improving Specific Teaching Techniques: Developing Questioning Skills. Austin: The University of Texas Press
- MacIntyre, P. D., Clement, R., Dornyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situated model of confidence and affiliation. *Modern Language Journal*, 82(no issues), 545-562
- MacIntyre, P. D. (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. *The Modern Language Journal*, 91(4), 564–576.
- MacIntyre, P. D., Burns, C. & Jessome. A. (2011). Ambivalence about communicating in a second language: A qualitative study of French immersion students' willingness to communicate. *The Modern Language Journal*, 95(1), 81-96
- MacIntyre, P. D., & Legatto, J. J. (2011). A dynamic system approach to willingness to communicate: Developing an idiodynamic method to capture rapidly changing affect. *Applied Linguistics*, 32(2), 149–171

- Mulyono. H., & Saskia. R. (2021). Affective variables contributing to Indonesian EFL students' willingness to communicate within faceto-face and digital environments. *Cogent Education*, 8(1), 1-15
- Mystkowska-Wiertelak, A., & Pawlak, M. (2017). Willingness to communicate in instructed second language acquisition: Combining a macro and micro perspective. Multilingual Matters
- Ningsih, S. K., Narahara, S., & Mulyono, H. (2018). An exploration of factors contributing to students' unwillingness to communicate in a foreign language across Indonesian secondary schools. *International Journal of Instruction*, 11(4), 811–824
- Nunan, D. The Questions teachers ask [J]. AJLT Journal, 1990, 187-202.
- Oxford, R. L. (1990). Language Learning Strategies: What Every Teacher Should Know. New York: Newbury HousefHarper & Row.
- Pawlak, M., Mystkowska-Wiertelak, A., & Bielak, J. (2016). Investigating the nature of classroom willingness to communicate (WTC): A micro perspective. *Language Teaching Research*, 20(5), 654-671.
- Phelan, Simon (2011). Case study research: design and methods. *Evaluation & Research in Education*, 24(3), 221–222
- Price, K. M., & Nelson, K. L. (2007). Planning effective instruction: Diversity responsive methods and management. Thomson Wadsworth.
- Uysal, N. D., & Aydin, S. (2017). Foreign language teachers' perceptions of error correction in speaking classes: A qualitative study. The Qualitative Report, 22(1), 123-135
- Ramli, K., Hidayah, J., Edy, S., & Esmianti, F. (2021). Factors of students' willingness and unwillingness to speak English in the classroom. *Journal of English Education and Teaching*, 5(1), 95-109
- Riasati, M. J. (2012). EFL learners' perception of factors influencing willingness to speak English in language classrooms: A Qualitative Study. *World Applied Sciences Journal 17*, DOI: (10): 1287-1297S
- 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
- Saadat, U., & Mukundan, J. (2019). Perceptions of willingness to communicate orally in English among Iranian PhD students. *International Journal of Applied Linguistics and English Literature*, 8(4), 31-44

- Skinner, E., & Belmont, M. (1993). Motivation in the classroom: Reciprocal effect of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, 571-181.
- Susanti, E. (2004). Willingness to communicate in foreign language acquisition. *Edukasi Lingua Sastra*, 17(2), 64-81
- Stahl, R. J. (1994). *Using "Think-Time" and "Wait-Time" skillfully in the classroom.* ERIC Digest. Social Science Education Bloomington.
- Stones, T. P. (2013). Transcription and the IELTS speaking test: Facilitating development. *ELT journal*, 67(1), 20-30.
- Syed, H., & Kuzborska, I. (2018). Dynamics of factors underlying willingness to communicate in a second language. *The Language Learning Journal*, 48(4), 481-500
- Syukri, S., & Haseng, H. F. (2021). Students' willingness to communicate in EFL classroom: The case in native speaker teacher and non-native speaker teacher.
- Tam, N. T. (2022). College students' willingness to communicate and its influential factors in speaking classes. European Journal of Foreign Language Teaching, 6(3), 97-109
- TeacherVision 2015, *Your secret weapon: Wait time*, teaching methods and strategies,

  TeacherVision, <a href="https://www.teachervision.com/teachingmethods/newteacher/48446.html">https://www.teachervision.com/teachingmethods/newteacher/48446.html</a>
- Tse, L. (2000). Student perceptions of foreign language study: a qualitative analysis of foreign language autobiographies. *The Modern Language Journal*, 84, 69–84.
- Valadi, A., Rezaee, A., & Baharvand, P. K. (2015). The relationship between language learners' willingness to communicate and their oral language proficiency with regard to gender differences. *International Journal of Applied Linguistics & English Literature*, 4(5), 147-153
- Vongsila, V., & Reinders, H. (2016). Making Asian learners talk: Encouraging willingness to communicate. *RELC Journal*, 47(3), 331-347
- Weda, S., et al. (2021). Factors affecting students' willingness to communicate in EFL classrooms at higher institutions in Indonesia. *International Journal of Instruction*, 14(2), 719-734

- Wen, W. P., & Clement, R. (2003). A Chinese conceptualization of willingness to communicate in ESL. *Language, Culture and Curriculum, 16*(1), 18–38.
- Wong, Y. J., et al. (2019). I believe in you! Measuring the experience of encouragement using the academic encouragement scale. *Journal of Positive Psychology*, 14(6), 820-828
- Wulandari, S. (2015). Factors influencing students' willingness to communicate in transactional speaking courses. Thesis, Faculty of Language and Literature, English Teacher Education, Satya Wacana Christian University Salatiga
- Zarrinabadi, N. (2014). Communicating in a second language. Investigating the effect of teachers in learners' willingness to communicate. *System. 42*, no issue, 288-295
- Zarrinabadi, N., & Dehkordi, E. S. (2021). The effects of reference of comparison (self-referential vs. normative) and regulatory focus (promotion vs. prevention) feedback on EFL learners' willingness to communicate. *Language Teaching Research*, 1-21
- Zhang, J., Beckmann, N., & Beckmann, J. F. (2018). To talk or not to talk: A review of situational antecedents of willingness to communicate in the second language classroom. *System*, 72, 226–239