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**FEFL PRE-SERVICE TEACHERS' MULTILINGUAL AWARENESS ON
THEIR WILLINGNESS TO COMMUNICATE IN CLASSROOM AND
DIGITAL ENVIRONMENT**

A PAPER

**Submitted as Partial Fulfillment of
The Requirement for the Degree of *Sarjana Pendidikan***



By

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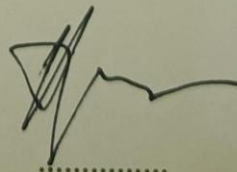
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ABSTRACT

Huwaida Syauqi Labibah. Students' ID: 2101055049 "***EFL Pre-Service Teachers' Multilingual Awareness on Their Willingness to Communicate in Classroom and Digital Environment***". A Paper, Jakarta: University of Muhammadiyah Prof. Dr. Hamka Jakarta 2025

Multilingual awareness (MA) seems to grow quickly in the course of time, especially when we talk about it related to English as a Foreign Language (EFL) educational purposes, but limited research has been made on its effect on the willingness to communicate (WTC) of the EFL pre-service teachers. The study investigates how far multilingual awareness among EFL pre-service teachers may affect their communication willingness in the classroom and digital environment. The survey is consisting of 300 EFL pre-service teachers through convenience sampling. Data were collected by an online questionnaire and analyzed using the Rasch model with WINSTEPS. The findings showed the majority of participants displayed moderate or even a higher level of multilingual awareness, especially in being aware of cognitive and intercultural benefits of multilingualism. Then, most respondents claimed a high willingness to communicate, especially in the classroom. The study also revealed that female participants, English Education majors, and public university students had more positive attitudes toward multilingualism and higher WTC compared to other groups.

Keywords: Multilingual Awareness, Willingness to Communicate, EFL Pre-Service Teachers, Rasch Analysis, Language Education

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Teaching and learning English is a challenge for both students and teachers in regions where English is not widely spoken. This challenge arises from a mismatch between the language commonly used and the one that is being taught. As a result, teachers must have what is referred to as multilingual awareness. Multilingual awareness is the appreciation of the existence of languages and their roles in societal, cultural, educational context (Kalaja & Pitkänen-Huhta, 2020). It is the recognition of diversity to sociolinguistics, the appreciation of different languages and their uniqueness, and the modification of how one communicates in multilingual contexts (Cárdenas Curiel et al., 2024). Multilingual awareness enhances the inclusivity of the classroom, but also impacts the communicative efforts of teachers. Through the validation of students' mother tongues alongside the promotion of positive classroom climates, teachers are able to enhance their relationships with learners both in the classroom and outside the classroom walls (Gitschthaler et al., 2024). This willingness to communicate gets translated into non-official interactions which are key to enhancing the students' confidence, self-esteem and feeling of belonging in the learning community (C. Wang & Tseng, 2020a).

The foremost challenge regarding multilingual awareness is the fact that it helps teachers teach easier due to the existence of lesson-streaming in English. However, there needs to be variety in the methods employed not only in the classroom but the entire school environment and the digital world. This is further

substantiated by the study of Bezukladnikov et al., (2019) which states that instructors are frequently ill-prepared for modern teaching realities because of the outdated methods used in foreign language teaching. This in turn focuses on the need to incorporate innovative educational methods based on information technology aimed at cross-cultural communication to create a better experience for the trainees, especially for the pre-service teachers. According to (Bui et al., 2024) educators frequently depend on unofficial digital learning opportunities, which might not sufficiently equip them for successful classroom communication. Due to a lack of formal training in the use of digital tools, many EFL teachers face difficulties. Their confidence may be lowered and their ability to communicate effectively in English while teaching may be hampered by this lack of training. Because of this, educators frequently use unofficial means to hone their digital skills, which might not satisfy their professional requirements. The study's authors aim to investigate how these non-formal learning opportunities impact teachers' readiness to use English in the classroom.

While previous research has explored multilingual awareness and communication willingness, they have largely centered on students and hardly ever touched on pre-service teachers. (Eren, 2024a; Lan et al., 2021a; Lee & Drajati, 2020). Also, few researchers have examined the contribution of pre-service teachers' multilingual awareness to their willingness to communicate in diverse contexts the classroom settings, and digital environments. This study fills this gap by exploring the EFL pre-service teachers and providing empirical evidence of how their

multilingual consciousness shapes their communication practices in both traditional and virtual learning environments.

B. Focus and Sub-Focus

This study aims to explore How pre-service teachers apply multilingual awareness in the classroom, and in digital environments. By employing a quantitative approach that gathered data through questionnaires, this research will involve pre-service teachers who teach in schools. This research will explore how pre-service teachers can communicate well in the classroom, and in the digital environment when they have high multilingual awareness. Through this approach, this research seeks to provide a detailed understanding of how multilingual awareness can influence a person's willingness to communicate.

C. The Objective of the Study

The objective of this study is to explore EFL Pre Service Teachers Multilingual Awareness is important for their willingness to communicate. The specific aims of the study are:

1. To assess the extent to which EFL pre-service teachers apply multilingual awareness.
2. To analyze how demographic factors relate to EFL pre-service teachers' multilingual awareness and their willingness to communicate.
3. To investigate the challenges and limitations EFL pre-service teachers face when applying multilingual awareness in communication.

D. The Questions of the Study

This study examines how EFL Pre Service Teacher multilingual awareness can affect their willingness to communicate. It aims to find:

1. To what extent are EFL Pre Service Teachers aware of multilingualism?
2. Does EFL Pre Service teachers' multilingual awareness predict their willingness to communicate in classroom, and digital environments?

E. Significance of the Study

This study is significant as it explores the role of EFL pre-service teachers' multilingual awareness and its impact on their willingness to communicate (WTC) across two contexts: the classroom, and digital environments. By shifting the focus from learners to pre-service teachers, this research addresses a gap in the existing literature and provides valuable insights for teacher education programs, educational policymakers, and future researchers. The findings can inform teacher training curricula, promote the integration of multilingual awareness strategies, and offer practical guidance for pre-service teachers to enhance their communication skills in diverse and digitalized settings. Ultimately, this study aims to better prepare future educators to navigate multilingual classrooms and foster effective communication in various real-world environment.

CHAPTER II

THEORITICAL FRAMEWORK

A. Multilingual Awareness

1. Definition of Multilingual Awareness

Multilingual Awareness is happened when the person is familiar with the workings of languages taken as a whole; how languages relate to each other, how social and cultural contexts influence language use, and how that social and cultural context can influence multilingualism. Multilingual awareness, therefore, requires valuing linguistic diversity and the willingness to reflect upon oneself and one language use and that of others. According to study by Xu et al. (2024) teachers' multilingual awareness encompasses more than just knowing how to communicate in multiple languages; it also includes knowing how the languages interact, the benefits multilingual students can offer, and how this awareness is demonstrated in practice. It includes recognizing the strengths of non-native English speakers, appreciating multilingual education, valuing crosslinguistic and metalinguistic sensitivity and relationships, and recognizing cultural identity.

Multilingual awareness is a general familiarity with how different languages exist, interact, and impact each other in an individual's cognitive and academic life. It is more than the ability to speak multiple languages it involves a sense of structural and functional relationships between languages and an appreciation of linguistic diversity at social and classroom levels. This awareness enables pre-service teachers to understand how their multilingualism

can influence teaching practice, enable communication with multilingual students, and assist students who are acquiring multiple languages as well. Significantly, the study reached the conclusion that strong levels of multilingual consciousness actually contribute to increased teaching motivation since, with this awareness, teachers are more self-assured and better equipped to embrace linguistic diversity as professional procedure (Arsala et al., 2024).

2. Definition of Teacher Multilingual Awareness

Teacher multilingual awareness is the act that the teacher has when they know how important multilingualism is. For example, the teacher is aware that multilingualism can be a bridge that is helpful for the learning process. Teacher multilingual awareness, as described by W. Wang & Yan (2024), represents a further development of Teacher Language Awareness (TLA), which comprises educators' knowledge, beliefs, and reflective understanding about language in general and the languages they teach, including home languages of students in multilingual settings. TLA includes three interconnected competencies: teachers as language users (how teachers generally use language in practice); language analysts (their metalinguistic knowledge); and language teachers (their instructional expertise) Crucially, however, Wang & Yan (2024) urge about an emerging trend now within TLA research that, while allowing for other themes, dovetails with critical perspectives on power and language ideologies, extending considerations of language forms and representative images to interrogating the social hierarchies with which the choices in language use might further reinforce.

3. The Theory of Multilingual Awareness

The Theory of Critical Multilingual Awareness (CMLA), as articulated by Manan & David (2021) It calls upon teachers to listen more closely to the languages socially, politically, and economically relevant among the factors influencing language usage in schools. Critical Multilingual Language Awareness takes issue with the traditional distinctions of hierarchies that have certain languages above others, enlightening teachers with notions of the importance of linguistic as well as indigenous awareness in the classroom. This has even more relevance in contexts where the student is oriented toward using English and other languages, thus excluding native languages from learning and, therefore, damaging students' learning and cultural identities. Hence, educators should rethink the horizons through which they teach languages.

Mimicking CMLA gives teachers the awareness that language practices are determined socially and are subject to change. With that awareness, the teachers are empowered to advocate for fair education that acknowledges all languages and co-construct, inclusive classrooms that address the inequalities confronting some languages and cultures. CMLA aims to advocate a more democratic premise about languages within society and propounds improved educational prospects for students coming from linguistically diverse backgrounds. Shifting awareness, therefore, embraces-

4. The Importance of Teacher Multilingual Awareness

Teachers' multilingual awareness is of utmost importance in today's educational setting with students from diverse linguistic backgrounds. Vik &

Haukås (2023) pointed out that the L1 subject is an important meeting point for all students as they engage in the exploration and development of their multilingual capabilities. The policy documents regard this subject as an essential instrument for fostering multilingualism; however, no clear guidelines exist on how to implement this soundly in classroom practice. Many teachers at the moment have a language-as-problem attitude, viewing students' multilingualism as an obstacle instead of an asset. This perspective jeopardizes their capacity to draw on the linguistic resource's minority students bring into the classroom, thus limiting the potential for inclusive and efficient teaching.

It should be noted that many teachers reportedly feel unsupported in developing a multilingual approach because of a lack of materials and guidance for teaching. Professional development is, therefore, a necessity as it will help the teachers change their stance towards seeing multilingualism as a resource, rather than a hindrance. By establishing multilingual awareness, teachers can not only enhance their teaching methods but also equip their students with cultural loads for surviving in the interdependent world. At the end of the day, recognizing multilingualism is a win-win situation for the individual learner and society, as it helps appreciate linguistic diversity and enriches the experiences of all students in their learning (Pun & Thomas, 2020).

B. Willingness To Communicate

1. Definition of Willingness to Communicate

Willingness to communicate is the feeling when someone is willing to naturally communicate with their surroundings. Willingness to communicate (WTC) in the field of teaching is their readiness to engage with students (Henry

et al., 2024). This willingness can set the tone for student learning and the overall classroom environment as the nature of student-teacher communication is essential to the communication and learning experiences of students. When teachers are accessible, friendly, and honestly care about the characteristics of students, commonly referred to as “teacher immediacy”, they realize that they can share and speak freely with their students, therefore, they are more inclined to do so- especially in a second language. When teachers are in an environment where their approach to WTC is how they create welcoming atmosphere, students feel comfortable to assert themselves in a participatory role to communicate with their teachers and classmates. Active participation is essential in the language learning process. Attributing to the willingness to communicate is one vital aspect in facilitating student engagement in a second language.

In addition, study by Fakieh Alrabai (2022a) suggests a teacher's WTC is influenced by anxiety and motivation. Teachers who perceive their communication skills to be high, will be more spontaneous and willing to engage learners in the classroom. Conversely, if they were experiencing high levels of anxiety as teachers, they would be less WTC. This is useful information for teacher training programs. It will be even more beneficial for teacher educators to understand the interplay between anxiety, motivation, teacher WTC, and communication strategies, and help them foster instructional environments, or classrooms, where their learners feel compelled to express

themselves. When teachers are WTC, they improve their own professional development, and their learners' overall learning experiences.

2. Factors Influences Willingness to Communicate

Very many different factors govern the willingness to communicate (WTC) of overseas learners in a second language. According to a study by Chichon (2019), subject matter and the nature of the task have a tremendous effect. When subjects are engaging or well-known to the students, they feel more inclined to speak out, while with very challenging subjects, students may feel inhibited if they lack the vocabulary or the know-how. Tasks that are more collaborative, where roles and responsibilities are shared, can provide just cause for student engagement. The presence of others can have a good or bad effect on a student's willingness to talk; supportive and familiar companions will lessen fear and encourage the building of confidence. By contrast, in some cases, working alongside friends who are more shy or uninterested can kill communication.

Other factors that influence WTC among learners would include their personal attributes and experiences. Differences in personality, such as shyness and extroversion, can all influence how comfortable a student feels on giving an opinion. Learners might shy away from speaking for cultural reasons, such as the cultural attitude opposing the assertion in public speech. Another important attribute is confidence in one's language abilities; students may feel insecure about using certain words or constructing a grammatically correct

statement and may believe similar statements-although not necessarily true-about fellow students.

C. Previous study

Some research has discussed how for an L2 teacher, multilingualism contributes significantly in developing their Willingness to Communicate; for example:

1. The study, *Multilingualism in Digital Spaces*, by Eren (2024b), proposes telecollaboration as an element with a potential influence on multilingual awareness among teacher candidates. A total of 103 senior teacher candidates participated in this study. The subjects were approximately 22.7 years old and either bilingual or multilingual, with fluency in languages such as Turkish, English, Kurdish, and Arabic. In total, the participants were divided into two experimental groups and one control group to partake in an eight-week intervention. A true experimental design approach was used; quantitative measures included multivariate analysis (MANOVA), and qualitative thematic analysis of participants' reflections was used, which we see as giving great strength to the study. Telecollaboration featured weekly discussions on Edmodo in the form of cross-cultural exchanges to foster multilingual awareness. The findings suggest that telecollaboration may have had a positive impact on participants' plurilingual and pluricultural competencies, as well as crosslinguistic awareness. It seems that higher motivation and awareness may be associated with better language competencies. The conclusion is, the study concludes that integrating telecollaboration into language teacher education can

effectively enhance multilingual awareness and should be included in curricula to better prepare future educators for diverse linguistic environments.

2. This article "Multilingual teachers and teachers of multilinguals: developing pre-service teachers' multilingual identities during teacher education" written by Morea & Fisher (2023) focuses on how pre-service teachers develop multilingual identities during initial teacher education and training (ITET) courses. It accentuates their perspective that to nurture lifelong language sensitivity among future (teacher) linguists, preservice teachers must therefore look into their *hiria* to consider their own multilingual past on the backdrop of increasing linguistic diversity within the school environment. The very specific aim is to investigate whether these pre-service teachers can develop multilingual identities through an online intervention, based on an identity-oriented approach. The participants were 37 pre-service teachers who were undergoing ITET in England. They were divided into two groups, experimental group consisting of 17 while the control group that did not have the intervention included 20 participants. both groups were subjected to a quasi-experimental design at pre-and post-intervention questionnaires, designed per the study. These findings show the urgent need for an environment that welcomes and appreciates linguistic diversity. It is stated that teachers may find it hard to create welcoming environments to learn for students from a mix of linguistic backgrounds since they fail to acknowledge their multilingual identities. Extending beyond language-governed classes to refer to the creation of multilingual identities enriches the literature by suggesting that all teachers

might help to promote linguistic inclusion. Quite succinctly, this study shows the necessity for teachers' training programs to incorporate strategies geared toward helping pre-service teachers recognize and appreciate their multilingualism.

3. The study "Affective Variables Contributing to Indonesian EFL Students' Willingness to Communicate within the Face-to-Face and Digital Environments," authored by Mulyono & Saskia (2021), sought to analyze the correlates of willingness to communicate of Indonesian EFL students across contexts with respect to some affective variables, namely self-confidence, anxiety, motivation, and grit. In traditional settings, these factors have been greatly researched, but the authors claim that not much information is found about how they contribute to students' willingness to communicate in either online-or in-person environment, especially with regard to Indonesia. 436 secondary and university students took part in the study, mostly female (N = 323), ages 10 to 25. Data were collected using convenience sampling by means of an online survey, which included information on the students' motivation, anxiety, self-confidence, and willingness to communicate. Quantitative techniques were used for the purposes of data analysis, including multiple regressions and correlational methods. This methodology was modified from an earlier study by Lee and Hsieh, which analyzed similar affective factors. The conclusion of the study is that additional research is needed to explore the effects of distinct digital communication forms (e.g. synchronous vs. asynchronous) on the empathic aspects of student communication. What that

highlights is, for the design of the computing environments for second language learning, the affective "tools" teachers wield to engage students should be considered in designing computer-supported activities whether in traditional or computer-based settings.

D. Hypothesis

Based on the research questions and objectives, the following hypotheses can be formulated:

RQ 2: Does EFL Pre-Service Teachers' multilingual awareness predict their willingness to communicate in classroom and digital environments?

1. **H₀** : There is no relationship between EFL pre-service teachers' multilingual awareness and their willingness to communicate in classroom and digital environments.
2. **H₁** : EFL pre-service teachers with higher levels of multilingual awareness are more likely to demonstrate a stronger willingness to communicate in both classroom and digital environments.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research utilized a quantitative design. A quantitative design was suited for measuring and examining the relationships between variables. The study's first purpose was to explore the possible predictive relationship between EFL pre-service teachers' multilingual awareness and their willingness to communicate in a digital context. This was an important area of exploration because, as expressed in Chapter 1, there was an increasing emphasis on digital communication in today's educational context and a growing responsibility for EFL teachers to be aware of and navigate the multilingual and multiculture aspects of communicating digitally.

B. The Settings and The Participants of The Study

The sample will comprised a total of 300 EFL pre-service teachers with pre-service teachers from different institutions. The pre-service teachers in the sample also represented various ages, genders, semesters of study, teaching experiences, and academic majors to equally represent the population. This variety and representation were important to ascertain whether multilingual awareness influences willingness to communicate regardless of differing demographic characteristics and professional experiences. Lastly, investigating willingness to communicate over a diverse population of 300 EFL pre-service teachers will provided more generalizable and reliable findings about the role multilingual awareness played in influencing the digital communication behavior of EFL pre-service teachers.

C. Data Collection Instruments: Questionnaire

Data collection for this study involved a structured questionnaire that consisted of two parts: multilingual awareness and willingness to communicate. Each part focused on different aspects of the participants' perceptions and behaviors. For the multilingual awareness section, items used by (Calafato, 2020a; Forbes et al., 2021) and were adapted and had been validated in previous studies. So, these questionnaire instruments offer a basis with which to assess the participants' awareness and understanding of multilingualism in both educational and social contexts. The second section that we refer to as willingness to communicate was based on frameworks developed by (Lan et al., 2021b; Lee & Chen Hsieh, 2019a; Zhang & Zhang, 2024). This intention is to gauge the participants' willingness and readiness to communicate in a digital context. Communication in digital environments is vital to 21st century EFL teacher education and so, the intention for this research study is to ask participants about their willingness to communicate in this context. The range of the scales will be from what they would think and say anything like "Strongly Disagree" (1) to Strongly Agree (5). This questionnaire utilized a Likert scale, so In this way, participants will be rating their level of agreement with a series of statements, and this format is especially beneficial for capturing the subtleness of the attitudes and behaviors of participants as it provides clear and structured measurements of participants' opinions about multilingual awareness and digital willingness to communicate (having multilingual and digital presence meaning.)

Table 1, Questionnaire Characteristics

Variables	Total item	Types of responses to the items
Multilingual Learning (MLL)	4	Strongly Disagree (1) to Strongly Agree (5)
Multilingual Teaching (MLT)	3	Strongly Disagree (1) to Strongly Agree (5)
Multilingual Competence (MLC)	5	Strongly Disagree (1) to Strongly Agree (5)
WTC in the Classroom (WIC)	8	Strongly not Willing (1) to Strongly willing (5)
WTC in Digital Environment (WDE)	4	Strongly not Willing (1) to Strongly willing (5)

D. Data Analysis: Rasch Analysis

The quantitative data obtained from the survey were analyzed with Rasch analysis, a powerful statistical technique that can provide an abundance of depth for reliability and validity of measurement. The Rasch analysis to be used in examining the quantitative data will be carried out using WINSTEPS version 5.2.3.0. This statistical analysis method comprised a series of analysis features, including examining outfit statistics and MNSQ followed by Z-standardization (ZSTD), identifying outliers in the data and dimensionality; evaluating reliability based on item and person separation; and examining the functioning of the rating scales. Item and person maps were also generated. Analysis will assess potential bias in the items. Outfit statistics are typically expected to fall within a range of 0.5 to 2.0 for MNSQ to evaluate reliability and validity.

E. Validity

The reliability analysis in Table 3 indicated a high overall reliability coefficient of 0.89, demonstrating that the questionnaire reliably measured its intended constructs. Among the scales, the WTC Inside Classroom scale exhibited the highest reliability (Cronbach's $\alpha = 0.95$), effectively capturing students'

willingness to communicate in classroom settings. Meanwhile, the Multilingual Learning (MLL) and Multilingual Teaching (MLT) scales showed moderate reliability scores of 0.68 and 0.71, respectively, suggesting room for improvement in their measurement precision.

Table 2 Table 3. Internal consistency of the instrument

Items		Mean (logit value)	Cronbach's alpha
Global reliability		2.15	0.89
Multilingual Learning (MLL)	Q1-Q4	-.36	.68
Multilingual Teaching (MLT)	Q5-Q7	-.75	.71
Multilingual Competence (MLC)	Q8-11	-1.38	.66
WTC Inside Classroom (WIC)	Q12-Q19	5.05	.95
WTC in Digital Environment (WDE)	Q20-Q22	2.36	.88

CHAPTER IV

FINDINGS AND DISCUSSION

A. Demographics of Participant

1. Demographic Participants

The demographic profile of the participants in the study is captured in Table 3, which gives details such as gender, age, academic major, semester of study, and type of university. It is important to understand the demographic background of the respondents to contextualize the findings, as these variables may influence multilingual awareness and willingness to communicate. The distribution of responses across these categories also captures the diversity of the sample used in the research.

Table 3 Demographic information

Demographic information	Responses	Total
Gender	Male	47
	Female	221
Age	18-20 years old	112
	21-24 years old	153
	>24 years old	3
Major	English Education	187
	Non-English Education	81
Semester	1 st Semester	4
	2 nd Semester	43
	3 rd Semester	7
	4 th Semester	50
	5 th Semester	6
	6 th Semester	60
	7 th Semester	34
	8 th Semester	64
University	Public	50
	Private	218

2. Reliability

The descriptive statistics of the measured person indicated a mean of 2.15 with a standard deviation of .79. Furthermore, the measure item logit values indicated a mean of 0.00 with a standard deviation of 0.77. Furthermore, the person and item separations were reported as 2.59 (criteria at >2) and 9.00 (criteria at >3), respectively. These separation values demonstrate the instruments' capability to effectively differentiate between person abilities and item difficulties.

Table 4. Summary statistic of person and item

	Person	Item
Mean	2.15	.00
Standard deviation	.79	.77
Separation	2.59	9.00
Reliability	.87	.99

B. Quantitative Findings

The first research question asked whether EFL Pre Service teachers' multilingual awareness predict their willingness to communicate in classroom, and digital environments. To address these questions, quantitative data were subjected to Rasch model analysis. Using the WINSTEP application, the data were mapped from the item logit value (LV) of the WTC participation and classified them into three levels: high, moderate, and low. Figure 1 illustrate the distribution of agreement levels regarding the items at the right side and the person at the left side of the map, from the most agreed item to the most disagreed item. As suggested by Rusland et

al., (2020), the logit data within the range from Mean (M) to one standard deviation below mean (S) is considered as a moderate level, above M reflects a higher level, and below S is classified as a lower level.

1. Multilingual Awareness level

The current study, which employed a Wright map analysis to visualize respondents' scores concerning their multilingual awareness, as illustrated in Figure 1, yielded the following findings: an overview of both items and participants displayed along the logit scale, showing how much respondents agreed or disagreed with specific multilingual-awareness-related statements. This research map may allow the researcher to determine where there will be higher concentrations of individuals compared to other awareness levels, as well as with which specific items those individuals might tend to agree or disagree with more easily. This visualization was thus one of the major means to help interpret multilingual awareness patterns for these EFL pre-service teachers.

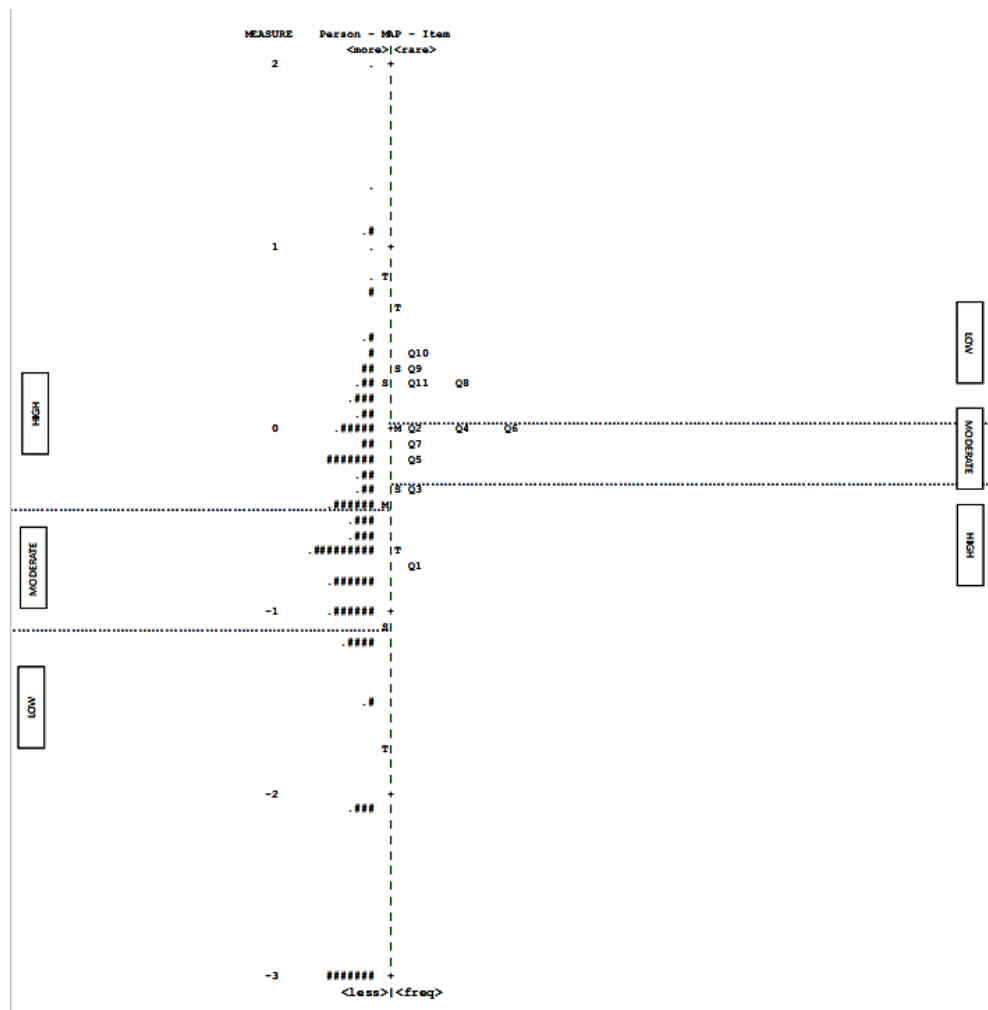


Figure 1. Item-person Wright mapping of Multilingual Awareness scale logit value

Mp: person mean; *Sp* : one standard deviation of person mean; *Tp*: two standard deviation of person mean; *Mi*: item mean; *Si*: one standard deviation of item; *Ti*: two standard deviation of item mean.;

As shown in Figure 1 the data indicated that 41.42% of teachers (N = 111) demonstrated a high level of engagement in Multilingual Awareness. Meanwhile, 40.30% (N = 108) of teachers were categorized as having a moderate level of engagement, and 18.28% (N = 49) showed a lower level of engagement in Multilingual Awareness. The majority of teachers expressed strong engagement in Multilingual Awareness, as evidenced by their responses

to Q1, where they strongly agreed that learning more languages enhances their ability to interact with individuals from different cultures, and to Q3, where they strongly agreed that learning multiple languages can improve cognitive function.

2. Willingness to Communicate Level

Significant knowledge has already been gained that describes participants' willingness to communicate (WTC) in both classroom and digital environments, as represented in Figure 2, showing the Wright map of the scale of WTC. The figure depicts the articulation of student answers along with the difficulty level of context-specific WTC items. Item and participant location on the logit scale can now serve as an aid to an analysis that would explore the dissemination pattern of EFL pre-service teachers according to their willingness in communication and determine which items are ranked high or low in their endorsement. The additional evidence corroborates the study's quantitative findings regarding participation in communication.

regarding their willingness to speak freely in front of the class, as well as Q13 and Q17 concerning their willingness to communicate in English with their classmates.

C. EFL Pre-Service Teachers Multilingual Awareness DIF Analysis by Demographic

The differential analysis for the item function is referred to in the table. Different groups differ, classifying them over various items concerning the awareness of the multilingual aspect. The analysis includes very many variables such as gender, semester, academic major, and type of university, alongside their respective DIF values, contrasts, t-values, and probabilities. It will state whether particular items behave differently for demographic subgroups, leading to possibility gender bias or differences in perception during interpreting the results.

Table 5. DIF analysis by the demographic

Item	Gender	DIF measure	DIF contrast	t	Probability
Q7	Female	0.68	0.54	2.89	0.00
	Male	0.14			
Q8	Female	1.19	0.5	2.46	0.00
	Male	0.69			
Item	Semester				
Q3	5 th Semester	1.66	2.8	2.81	0.02
	1 st Semester	-1.13			
Q5	4 th Semester	0.81	0.46	2.02	0.04
	8 th Semester	0.35			
Q7	4 th Semester	0.94	0.53	2.08	0.04
	2 nd Semester	0.4			
Q7	4 th Semester	0.94	0.52	2.23	0.02
	6 th Semester	0.41			
Q8	4 th Semester	1.44	0.75	2.57	0.03

	2 nd Semester	0.31			
Q8	5 th Semester	2.74	2.43	2.99	0.03
	2 nd Semester	0.31			
Q8	6 th Semester	1.13	0.83	3.24	0.00
	2 nd Semester	0.31			
Q8	7 th Semester	1.03	0.72	2.53	0.01
	2 nd Semester	0.31			
Q8	8 th Semester	1.4	1.09	4.18	0.00
	2 nd Semester	0.31			
Q9	4 th Semester	1.44	0.61	2.09	0.03
	2 nd Semester	0.83			
Q9	7 th Semester	1.47	0.64	2.03	0.04
	2 nd Semester	0.31			
Q9	8 th Semester	1.43	0.61	2.21	0.02
	2 nd Semester	0.83			
Q11	8 th Semester	1.43	0.53	2.02	0.04
	4 th Semester	0.9			
Item	Major	DIF measure	DIF contrast	t	Probability
Q9	Non English Edu	1.57	0.49	2.35	0.02
	English Edu	1.08			
Item	University	DIF Measure	DIF Contrast	t	Probability
Q9	Public	1.61	0.5	2.1	0.03
	Private	1.11			

DIF analysis presented in Table 4 reveals significant statistical differences in responses based on gender, semester, major, and university type, highlighting the complexity of how these demographic factors influence perceptions of multilingual education. For instance, female respondents exhibit notably higher DIF measures for items Q7 (DIF = 0.68) and Q8 (DIF = 1.19) compared to males (DIF = 0.14 and 0.69, respectively), indicating that females are more likely to express positive attitudes towards these items. In terms of semester, 5th semester students show a

DIF measure of 1.66 for item Q3, significantly higher than the -1.13 for 1st semester students, suggesting that as students progress, their appreciation for multilingual education increases. Additionally, for item Q9, Non-English Education students have a DIF measure of 1.57, compared to 1.08 for English Education students, indicating that their perspectives on multilingualism are more favorable. Furthermore, public university students exhibit a DIF measure of 1.61 for item Q9, while private university students show a lower measure of 1.11, suggesting that institutional context may significantly influence attitudes. These findings underscore the necessity of considering demographic factors when interpreting the results, as they can substantially shape students' experiences and perceptions of multilingual education.

D. Discussion

This study aimed to investigate how EFL pre-service teachers perceive multilingual awareness (MA) and analyzing does EFL Pre Service teachers' multilingual awareness predict their willingness to communicate in different settings whether in the classroom, or in digital spaces. Through methods like Rasch analysis, Wright maps, and DIF Identifying, the results clearly indicate a strong link between multilingual awareness and the willingness to communicate, which has important implications for teacher training and teaching methods.

Multilingual Awareness Levels

According to the Wright Map for the Multilingual Awareness scale (see Figure 1), 41.42% of participants displayed a high level of multilingual awareness, while 40.30% had moderate awareness, and 18.28% were at a low level. The highest

agreement was found on items Q1 and Q3, indicating that respondents strongly recognize the cognitive and intercultural advantages of learning multiple languages. This suggests that a majority of pre-service teachers have a solid grasp of how being multilingual can enhance communication, teaching, and learning. Items such as "learning more languages enhances interaction with other cultures" and "multilingualism improves cognitive function" received the strongest agreement, aligning with existing research highlighting the cognitive, social, and pedagogical advantages of multilingual awareness (Calafato, 2020a; Heuzeroth & Budke, 2020; Jessner, 2017)

The internal consistency for the Multilingual Learning and Teaching subscales was acceptable (Cronbach's alpha = 0.68 and 0.71), though slightly lower than other scales, pointing to potential improvements in the questionnaire design or the depth of understanding among the respondents.

Willingness to Communicate (WTC)

The WTC Wright Map (see Figure 2) showed that 59.33% of participants were highly willing to communicate, especially in classroom settings. Items like Q12, Q13, Q16, and Q17 highlighted a strong eagerness among respondents to engage in English communication with peers and in public speaking. This suggests that most EFL pre-service teachers feel confident using English in educational contexts, which is essential for their future roles as language instructors. These findings align with research by Peng (2025) and Alrabai (2022), which emphasize the importance of teacher immediacy and communicative confidence in language learning environments.

The internal consistency for the WTC in Classroom scale was very high (Cronbach's $\alpha = 0.95$), confirming the reliability of the responses. The WTC in digital environments also demonstrated strong reliability (0.88), underscoring the significance of digital fluency in contemporary teaching practices. These results support ongoing efforts to incorporate digital pedagogy and oral communication strategies in language teacher education (Lan et al., 2021; Lee & Chen Hsieh, 2019).

Predictive Role of Multilingual Awareness

When demographic variables were added in Model 2, the predictive power increased ($R^2 = 0.133$). The findings indicate that the development of multilingual awareness not only enhances intercultural sensitivity but also directly contributes to communicative confidence in professional teaching settings (Eren, 2024; Wang & Tseng, 2020b).

In addition to MA, factors such as academic major, gender, and university type were found to influence WTC. Students majoring in English Education expressed more favorable attitudes toward multilingualism ($\beta = -0.470$, $p < 0.01$), a pattern consistent with findings by Vikøy & Haukås (2023), who observed that subject specialization influences language beliefs. Female participants and those attending public universities also reported higher WTC scores, suggesting that institutional context and sociocultural variables shape language practices and perceptions.

Differential Item Functioning (DIF)

DIF analysis identified statistically significant differences in item responses across demographic groups. Female participants scored higher on items related to

multilingual teaching (Q7, Q8), indicating greater awareness and acceptance of multilingual pedagogical strategies. Upper-semester students (particularly from semesters 5 to 8) consistently outperformed early-semester peers, reinforcing the notion that multilingual awareness deepens with academic exposure and teaching experience (Manan & David, 2021).

Institutional differences were also evident. Students from public universities exhibited stronger agreement with multilingual values (e.g., Q9), possibly reflecting curricular differences or greater emphasis on inclusive language education in public institutions. These findings align with research advocating for Critical Multilingual Language Awareness (CMLA) to support equitable and socially responsive teaching practices (Fu et al., 2023)

CHAPTER V

CONCLUSION, LIMITATION, AND SUGGESTION.

A. Conclusion

The present study attempted to identify the relationship between EFL pre-service teachers' multilingual awareness (MA) and their willingness to communicate (WTC) in classroom and digital contexts. The findings of this study showed that multilingual awareness is a significant predictor of willingness to engage in communication in both traditional and digital contexts for pre-service teachers. Most of the participants showed moderate multilingual awareness to high multilingual awareness and the participants strongly agreed that multilingualism was advantageous to intercultural interaction as well as cognitive ability. Additionally, most of the participants had high willingness to communicate, especially in classroom settings.

The results of the considerable number of demographic variables such as academic major, gender identity, and type of university were important to WTC. When looking at major, for example, academically the pre-service teachers who declared they were in English education and students who attended public university had a higher willingness to communicate. Overall, the findings suggested that multilingual awareness influences the educational experiences of pre-service teachers, taken with other contextual variables, to foster the confidence and readiness to communicate with immediate practice. The study highlights the importance of the teacher education program incorporating multilingual awareness, as it differentiates the future teachers from others who are not specially trained for linguistically diverse classrooms.

B. Limitation

This study provides interesting findings but it does have limitations. First, this research used a quantitative design. Quantitative studies can be effective for identifying patterns and correlations, but they may not capture the personal nature and situational aspects of the participant's experience and perspectives. Second, the study only used self-reported data through surveys. Self-reported data is subject to social desirability bias. Third, the sample only included EFL pre-service teachers at particular institutions, which affects generalizability to other situations or cultures. Fourth, this study was cross sectional. Thus the study cannot observe possible changes over time regarding multilingual awareness or willingness to communicate.

C. Suggestion

The need to incorporate multilingual awareness training into teacher education programs is indeed aimed at preparing pre-service teachers for future multilingual classrooms. Pre-service teachers should be given exposure to multilingual learning opportunities in the course of their school education and through simple digital learning methods to enable them gain much-needed skills in communicating in classrooms. Researchers may wish to consider using a mixed-methods or longitudinal approach over time to investigate longitudinal measures of the development of multilingual awareness and willingness to communicate in learners. Such stakeholders as policymakers should promote training opportunities on multilingual awareness by which language diversity and digital competence might be explored in teacher preparation.

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APPENDICES

Appendix 1. Questionnaire Instrument

Assalamualaikum Wr. Wb. Hallo, partisipan yang kami hormati, perkenalkan saya, Huwaida Syauqi Labibah, mahasiswa Fakultas Keguruan dan Ilmu Pendidikan jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Prof. Dr. Hamka. Saya adalah mahasiswa semester 7 akhir. Dalam rangka memenuhi tugas akhir perkuliahan untuk penelitian skripsi Saya. Saya melakukan pengumpulan data tentang kesadaran multibahasa calon guru Bahasa Inggris dan efeknya terhadap keinginan berkomunikasi dan belajar Bahasa Inggris melalui digital platform. Kuisisioner ini di buat sebagai alat untuk mengumpulkan data penelitian tersebut. Kuisisioner di bawah ini harap di isi dengan sejujur-jujurnya dan berdasarkan pengalaman pribadi tanpa adanya sedikit pun rekayasa. Partisipan yang sudah sukarela dalam mengisi survei ini tidak akan mendapatkan konsekuensi apapun. Oleh karena itu ketika partisipan mengisi kuisisioner yang dilampirkan berarti sudah setuju untuk hasilnya akan dipublikasikan. Saya ucapkan terima kasih kepada setiap partisipan yang bersedia berpartisipasi dalam penelitian ini. Semoga partisipan selalu dalam keadaan sehat dan berbahagia.

Items of Multilingual Awareness

Construct	Sub Construct	Items	Scale					References
			Sangat Tidak Ingin	Tidak Ingin	Biasa Saja	Ingin	Sangat Ingin	
Multilingual Awareness	Multilingual Learning	1. Belajar banyak bahasa membuat kita lebih baik dalam berinteraksi dengan orang dari budaya lain.						(Calafato, 2020b)
		2. Kita bisa belajar berbicara, membaca, dan menulis dalam beberapa bahasa asing dengan baik.						
		3. Belajar banyak bahasa membantu otak kita berpikir lebih baik.						
		4. Belajar bahasa baru juga membantu kita memahami bahasa yang sudah kita pelajari sebelumnya.						
		5. Semakin banyak bahasa yang diketahui guru, semakin baik mereka menjelaskan cara kerja bahasa.						
		6. Semakin banyak bahasa yang diketahui guru, semakin baik mereka bisa menggunakan metode pengajaran yang tepat.						

	Multilingual Teaching	7. Semakin banyak bahasa yang diketahui guru, semakin baik mereka bisa membantu siswa memahami budaya lain.						
	Multilingual Competence	8. Saya mencoba memasukkan bahasa lain yang siswa saya tahu atau pelajari ke dalam pelajaran.						
		9. Saya suka menunjukkan persamaan dan perbedaan antara bahasa yang kita pelajari dan bahasa lain yang saya dan siswa saya tahu						
		10. Saya memberi saran kepada siswa tentang cara memahami konsep dalam bahasa target dengan menghubungkannya ke bahasa yang mereka tahu.						
		11. Saya menggabungkan aktivitas membaca atau mendengarkan dalam bahasa lain dengan aktivitas berbicara atau menulis dalam bahasa target.						

Appendix 1 Questionnaire instrument

Items of Willingness to Communicate

Construct	Sub Construct	Items	Scale					References
			Sangat Tidak Ingin	Tidak Ingin	Biasa Saja	Ingin	Sangat Ingin	
Willingness to Communicate	L2 WTC Inside Classroom	1. Ketika kamu diberi kesempatan untuk berbicara bebas di kelas bahasa Inggris.						(Lee & Chen Hsieh, 2019a; C. Wang & Tseng, 2020b)
		2. Ketika kamu punya kesempatan untuk berbicara di depan teman-teman sekelas di kelas bahasa Inggris.						
		3. Ketika kamu melakukan diskusi kelompok di kelas bahasa Inggris.						
		4. Ketika kamu punya kesempatan untuk presentasi di depan banyak orang.						
		5. Ketika kamu diberi kesempatan untuk berbicara bebas di kelas bahasa Inggris.						
		6. Ketika kamu punya kesempatan untuk berbicara di depan teman-teman sekelas di kelas bahasa Inggris.						

		7. Ketika kamu melakukan diskusi kelompok di kelas bahasa Inggris.						
		8. Ketika kamu punya kesempatan untuk presentasi di depan banyak orang.						
	L2 WTC in Digital Environment	9. Ketika kamu diberi kesempatan untuk berbicara bebas di kelas bahasa Inggris.						
		10. Ketika kamu punya kesempatan untuk berbicara di depan teman-teman sekelas di kelas bahasa Inggris.						
		11. Ketika kamu melakukan diskusi kelompok di kelas bahasa Inggris.						
		12. Ketika kamu punya kesempatan untuk presentasi di depan banyak orang.						

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Appendix 2. Adapted Multilingual Awareness Questionnaire

1. Multilingual Awareness

Construct	Sub Construct	Items	Items	Reference
Multilingual Awareness	Multilingual Learning	1. Learning multiple languages significantly improves one's intercultural competence.	1. Belajar banyak bahasa membuat kita lebih baik dalam berinteraksi dengan orang dari budaya lain.	
		2. It is possible to learn to speak, read, and write in several foreign languages fluently.	2. Kita bisa belajar berbicara, membaca, dan menulis dalam beberapa bahasa asing dengan baik.	
		3. Learning multiple languages improves one's cognitive skills.	3. Belajar banyak bahasa membantu otak kita berpikir lebih baik.	
		4. Learning additional languages improves knowledge of previously learned languages.	4. Belajar bahasa baru juga membantu kita memahami bahasa yang sudah kita pelajari sebelumnya.	
	Multilingual Teaching	5. The more languages teachers know, the better they can explain language structure.	5. Semakin banyak bahasa yang diketahui guru, semakin baik mereka menjelaskan cara kerja bahasa.	
		6. The more languages teachers know, the better they can use more appropriate teaching methods/approaches.	6. Semakin banyak bahasa yang diketahui guru, semakin baik mereka bisa menggunakan metode pengajaran yang tepat.	

		7. The more languages teachers know, the better they can develop learners' intercultural competence.	7. Semakin banyak bahasa yang diketahui guru, semakin baik mereka bisa membantu siswa memahami budaya lain.	(Calafato, 2020)
	Multilingual Competence	8. I try to incorporate the other languages my students know or are learning into lessons.	8. Saya mencoba memasukkan bahasa lain yang siswa saya tahu atau pelajari ke dalam pelajaran.	
		9. I like to point out similarities and differences in the target language and the other languages my students and I know or are learning.	9. Saya suka menunjukkan persamaan dan perbedaan antara bahasa yang kita pelajari dan bahasa lain yang saya dan siswa saya tahu.	
		10. I give my students advice on how to understand certain concepts in the target language by relating them to the languages my students know or are learning.	10. Saya memberi saran kepada siswa tentang cara memahami konsep dalam bahasa target dengan menghubungkannya ke bahasa yang mereka tahu.	
		11. I combine reading/listening activities in other languages that students know with speaking/writing activities in the target language.	11. Saya menggabungkan aktivitas membaca atau mendengarkan dalam bahasa lain dengan aktivitas berbicara atau menulis dalam bahasa target.	

Appendix 2 Adapted Instrument Multilingual Awareness

Appendix 3. Adapted Willingness To Communicate Inside Classroom, and Digital Environment.

Construct	Sub Construct	Items	Items	Reference
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WILLINGNESS TO COMMUNICATE	L2 WTC Inside Classroom	<ol style="list-style-type: none"> 1. When you are given a chance to talk freely in an English class. 2. When you have a chance to talk in front of the other students in an English class. 3. When you have a group discussion in an English class. 4. When you have a chance to make a presentation in front of a large group. 	<ol style="list-style-type: none"> 1. Ketika kamu diberi kesempatan untuk berbicara bebas di kelas bahasa Inggris. 2. Ketika kamu punya kesempatan untuk berbicara di depan teman-teman sekelas di kelas bahasa Inggris. 3. Ketika kamu melakukan diskusi kelompok di kelas bahasa Inggris. 4. Ketika kamu punya kesempatan untuk presentasi di depan banyak orang. 	(Lee & Chen Hsieh, 2019b)(C. Wang & Tseng, 2020a)
	L2 WTC Outside Classroom	<ol style="list-style-type: none"> 5. When you find your friend standing in front of you in a line. 6. When you find your acquaintance standing in front of you in a line. 7. When you have a discussion with a small group of friends. 8. When you have a chance to talk as part of a small group of strangers. 	<ol style="list-style-type: none"> 5. Ketika kamu diberi kesempatan untuk berbicara bebas di kelas bahasa Inggris. 6. Ketika kamu punya kesempatan untuk berbicara di depan teman-teman sekelas di kelas bahasa Inggris. 7. Ketika kamu melakukan diskusi kelompok di kelas bahasa Inggris. 8. Ketika kamu punya kesempatan untuk presentasi di depan banyak orang. 	

	L2 WTC in Digital Conetxt	<p>9. When you chat with non native speakers of English (e.g., Korean, Japanese, Chinese) on Facebook.</p> <p>10. When you chat with native speakers of English (e.g., American, Australian, British) on Facebook.</p> <p>11. When you post comments to a foreign friend's wall on Facebook.</p> <p>12. When you talk to other users of English while playing games.</p>	<p>9. Ketika kamu diberi kesempatan untuk berbicara bebas di kelas bahasa Inggris.</p> <p>10. Ketika kamu punya kesempatan untuk berbicara di depan teman-teman sekelas di kelas bahasa Inggris.</p> <p>11. Ketika kamu melakukan diskusi kelompok di kelas bahasa Inggris.</p> <p>12. Ketika kamu punya kesempatan untuk presentasi di depan banyak orang.</p>
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Appendix 3 Adapted Willingness To Communicate Inside Classroom, and Digital Environment.

Appendix 4. Turnitin

CHAPTER_I-1750688947466

ORIGINALITY REPORT

13%

SIMILARITY INDEX

6%

INTERNET SOURCES

11%

PUBLICATIONS

3%

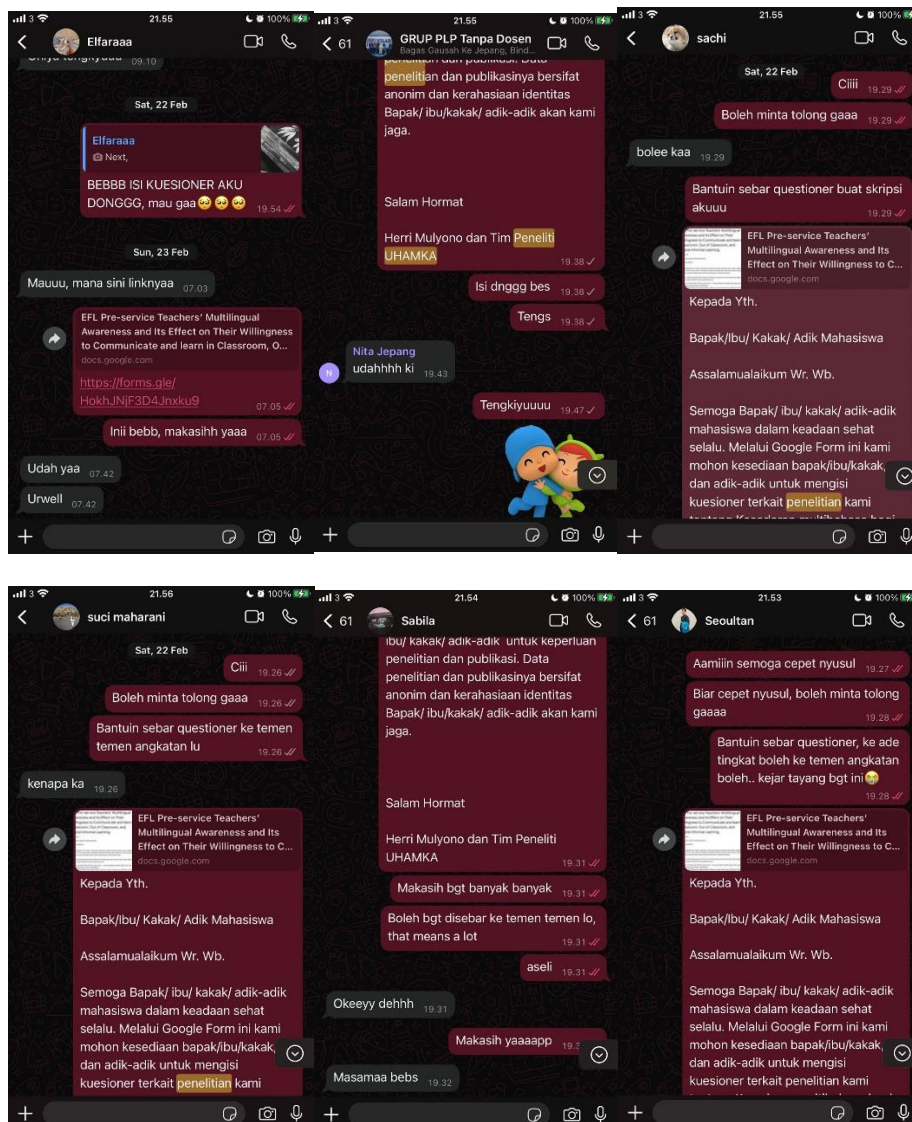
STUDENT PAPERS

PRIMARY SOURCES

1 Fatimah Suhaila Arsalia, Zain Adinul Falah, Herri Mulyono. "chapter 5 The Effect of Multilingual Awareness on Indonesian EFL

5%

Appendix 5. Data Collection Activity



Appendix 5 data collection activity

Appendix 6. Research Permission Letter

The authors did not provide a research permission letter, as the study employed a convenience sampling method to recruit 300 English teachers in Indonesia. The questionnaire was distributed via a Google Form link shared through various social media platforms such as, WhatsApp, and Instagram.


Appendix 6 research permission letter


Appendix 7. Response Letter

The authors did not provide a research response letter, as the study employed a convenience sampling method to recruit 300 English teachers in Indonesia. The questionnaire was distributed via a Google Form link shared through various social media platforms such as, WhatsApp, and Instagram.

Appendix 7 research response letter

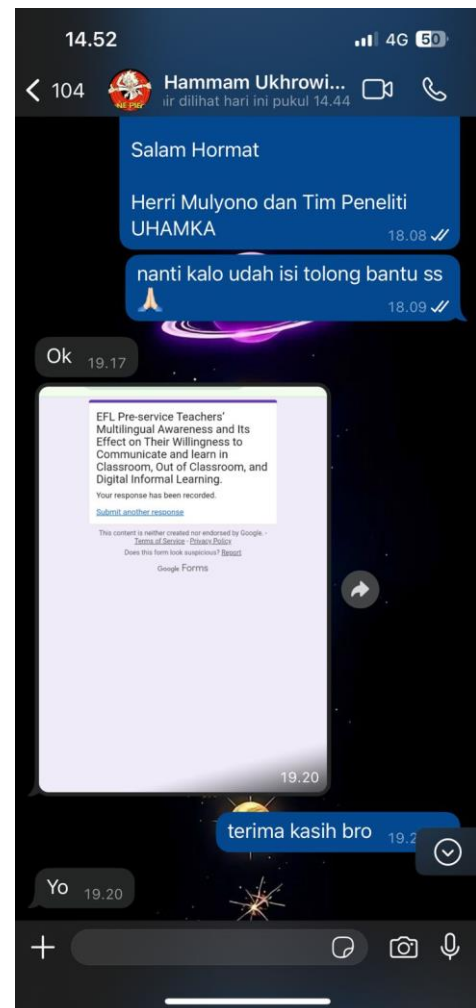
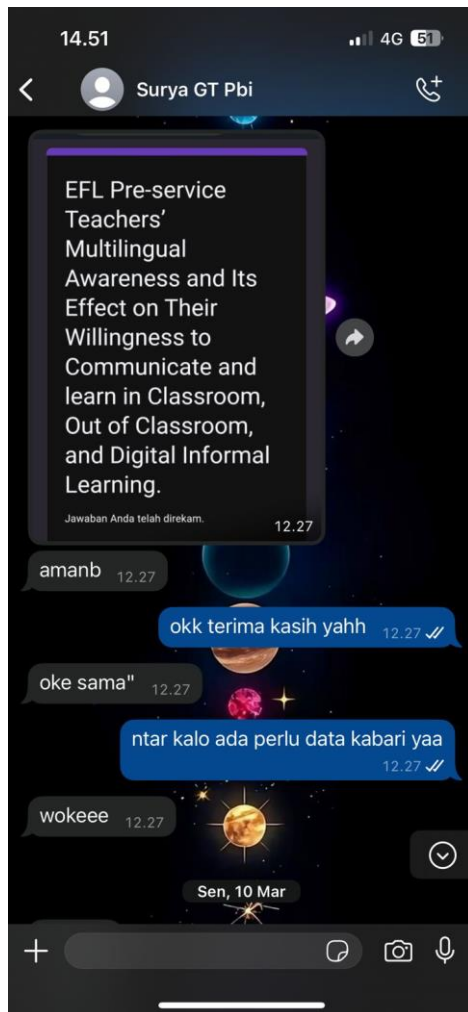
Appendix 8. Research log book.

No	Date and Place	Activity	Additional Notes
1	October, 18th 2024	Discuss the research title that would be submitted at the proposal seminar.	The research title was finalized during this time.
2	November, 9th 2024	Discussion to determine research variable and how to create instruments that are appropriate to the research variables.	The instrument was as accurate as it could be. At least 3 journals that discussed this research instrument had been read.
3	November, 16th 2024	Discussing instruments from previous studies to determine the instruments to be used in the research. Translate the instrument into Bahasa.	The instrument was almost complete.
4	December, 1st – 31st 2024	The next focus was to create a seminar proposal according to the specified format.	Revisions related to content need to be added into previous studies and translated. There needs to be a revision of annotations.
5	January, 8th 2025	Discussion of the draft proposal that had been made.	The proposal was approved.
6	January, 8th 2025	Evaluate the draft proposal with the study program template and journal template.	-
7	-	Finalization Instruments (make the final google form).	
8	February, 13th – March, 13th 2025	Gathering the data from respondents.	-
9	March, 19th – 24th 2025	Analyzing the data (validity the	-

		instrument, reliability data).	
10	April, 1st – 11th 2025	Write the findings and analysis.	-
11	March, 17th – 30th 2025	Preparing the final result (chapter 1–5).	-
12	June, 25th – 28th 2025	Report the final result to lecturer.	
13	June, 29th 2025	Revise some parts from the final result.	-
14	-	Final paper was accepted.	-

Appendix 8 research Log Book

Appendix 9. Research Documentation



Appendix 9 research documentation

Appendix 10. SIBAK Guidance

Data dari sibak diunduh pada 28-06-2025

Nama: HUWAIDA SYAUQI LABIBAH
NIM: 2101055049

Tanggal	Judul	Deskripsi	Catatan
2025-06-28 16:31:10	BIMBINGAN SKRIPSI 3	MENGADAPTASI QUESTIONNAIRE	MULAI MENGADAPTASI QUESTIONNAIRE SESUAI DENGAN RESEARVH YANG DILAKUKAN
2025-06-28 16:30:03	BIMBINGAN SKRIPSI 2	REFERENSI QUESTIONNAIRE	MEMBAHAS JURNAL REFERENSI UNTUK DIADAPTASI QUESTIONNAIRENYA
2025-06-28 16:32:03	BIMBINGAN SKRIPSI 1	MEREVISI HASIL SEMPRO	MEMPERBAIKI PROPOSAL YANG SUDAH DIPRESENTASIKAN
2025-06-28 16:32:59	BIMBINGAN SKRIPSI 4	FINALISASI PENGADAPTASIAN QUESTIONNAIRE	MENGADAPTASI QUESTIONNAIR KE DALAM BENTUK FORM
2025-06-28 16:33:41	BIMBINGAN SKRIPSI 5	REVISI INSTRUMENT	PERSIAPAN MENYEBAR QUESTIONNAIRE
2025-06-28 16:34:26	BIMBINGAN SKRIPSI 6	REVISI QUESTIONNAIRE DI GOOGLE FORM	PENYESUAIAN KALIMAT PEMBUKA DAN ITEM DALAM QUESTIONNAIRENYA
2025-06-28 16:35:17	BIMBINGAN SKRIPSI 7	FINALISASI QUESTIONNAIRE	PENYEBARAN QUESTIONNAIRE YANG SUDAH DI FINALISASI
2025-06-28 16:36:35	BIMBINGAN SKRIPSI 8	UPDATE JUMLAH PARTICIPANT YANG MENGISI QUESTIONNAIRE	SUDAH ADA 150 PARTICIPANT YANG MENGISI QUESTIONNAIRE
2025-06-28 16:38:17	BIMBINGAN SKRIPSI 9	UPDATE JUMLAH PARTICIPANT YANG MENGISI QUESTIONNAIRE	SUDAH MENCAPAI TARGET (300+)
2025-06-28 16:38:52	BIMBINGAN SKRIPSI 10	MULAI MENGOLAH DATA	MENCARI OUTLIERS
2025-06-28 16:39:42	BIMBINGAN SKRIPSI 11	MENGOLAH DATA	MANGANALISIS DIF, WRIGHTMAP, DLL
2025-06-28 16:40:19	BIMBINGAN SKRIPSI 12	MELANJUTKAN BAB 4 DAN 5	PEREVISIAN BAB 4 DAN 5

Appendix 10 sibak guidance

Appendix 11 Curriculum Vitae



Name : Huwaida Syauqi Labibah
Place, Birth of date : Jakarta, 13 November 2003
Gender : Female
Religion : Islam
Marital Status : Single
Address : Perumahan Darul Mubarak Blok C8, Jatiluhur, Jatiasih, Kota
Bekasi.
Email : Huwaidasyaquilab@gmail.com
Educational Background
University of Muhammadiyah Prof. Dr. Hamka
SMK Bina Medika
SMP Negeri 272 Jakarta
SD Negeri 05 Pinang Ranti

This curriculum vitae is made by truthfully and can be accounted for and used as appropriate.

A	B	C	D	E	F	G	H	I	J	K	L	
1.	NO	NIM	NAMA MAHASISWA	PEMBIMBING	NILAI PB	Penguji 1	NILAI PJ1	Penguji 2	NILAI PJ2	ILAI AKHI	ILAI MUTI	PREDIKAT
2	1	2001055037	MUSTIKA DYAH WIDYASARI	SUCIANA WUIRAHAYU, Dr., M.Pd., Ir.	82.35	SISWANA, Dr., M.Pd.	80	NURHANDAYANI SUPRAPTININGSIH, M.Pd		61.18	C	CUKUP
3	2	2101055001	PUTRI KUSUMA NINGRUM	TRI WINTOLO APOKO, Dr., M.Pd.	81.25	SISWANA, Dr., M.Pd.	82.25	NURHANDAYANI SUPRAPTININGSIH, M.Pd		61.19	C	CUKUP
4	3	2101055003	HANNIFIAH RAHMAH	SISWANA, Dr., M.Pd.	85	ROSLAINI, Dr., M.Hum.	81.7	NITA KANIADEWI, M.Pd		62.93	C	CUKUP
5	4	2101055005	GALUH RAZZAQ PURDIANATA	SISWANA, Dr., M.Pd.	84.3	SUCIANA WUIRAHAYU, Dr., M.Pd., Ir.	80.1	NITA KANIADEWI, M.Pd		62.18	C	CUKUP
6	5	2101055007	PRISCA APRIANA HARAHAP	NURHANDAYANI SUPRAPTININGSIH, M.Pd	85	SUCIANA WUIRAHAYU, Dr., M.Pd., Ir.	80.1	NITA KANIADEWI, M.Pd		62.53	C	CUKUP
7	6	2101055013	MAESARO	SUCIANA WUIRAHAYU, Dr., M.Pd., Ir.	85	SISWANA, Dr., M.Pd.	80	NURHANDAYANI SUPRAPTININGSIH, M.Pd		62.50	C	CUKUP
8	7	2101055019	HANIFAH KHAIRUNISA	RATHI NOVITA SARI, M.Pd	83.4	SUCIANA WUIRAHAYU, Dr., M.Pd., Ir.	81.25	NITA KANIADEWI, M.Pd		62.01	C	CUKUP
9	8	2101055024	NISSA AMALIA	ZUHAD AHMAD, Drs., M.Pd.	82.7	AKHMAD HAQIQI MAMUN, Dr., M.Pd.	82	RATHI NOVITA SARI, M.Pd	81.1	82.13	A	YANG PUJIA
10	9	2101055028	SHIFA ANANDA	NURHANDAYANI SUPRAPTININGSIH, M.Pd	87.4	AKHMAD HAQIQI MAMUN, Dr., M.Pd.	86.1	TRI SETYANINGSIH, M.Pd.	81.5	85.60	A	YANG PUJIA
11	10	2101055031	TIARA ALAMSYAH PUTRI	MARTRIWATI, M.Pd.	81.6	AKHMAD HAQIQI MAMUN, Dr., M.Pd.	80	TRI SETYANINGSIH, M.Pd.	75.75	79.74	B	MEMUJASKAN
12	11	2101055032	TIARA MASRIFA	HERRI MULYONO, Prof., Ph.D	85	MARTRIWATI, M.Pd.	81.5	TRI SETYANINGSIH, M.Pd.	81.5	83.25	A	YANG PUJIA
13	12	2101055033	SYARIFAH RANI GUNTAR	NURHANDAYANI SUPRAPTININGSIH, M.Pd	84.6	MARTRIWATI, M.Pd.	75.3	ANITA DEWI EKAWATI, S.S., M.Pd.	80	81.13	A	YANG PUJIA
14	13	2101055035	HAYA AULIA	RATHI NOVITA SARI, M.Pd	82.4	MARTRIWATI, M.Pd.	80.7	ANITA DEWI EKAWATI, S.S., M.Pd.	80	81.38	A	YANG PUJIA
15	14	2101055038	TIARA MAHARANI	SISWANA, Dr., M.Pd.	84.85	SUCIANA WUIRAHAYU, Dr., M.Pd., Ir.	81.05	NITA KANIADEWI, M.Pd		62.69	C	CUKUP
16	15	2101055039	SINTIA NOVITASARI	HERRI MULYONO, Prof., Ph.D	84.75	SUCIANA WUIRAHAYU, Dr., M.Pd., Ir.	80.4	MARTRIWATI, M.Pd.	84	83.48	A	YANG PUJIA
17	16	2101055042	AISY NAN CENDIKIA	TRI WINTOLO APOKO, Dr., M.Pd.	82	SISWANA, Dr., M.Pd.	84.25	NURHANDAYANI SUPRAPTININGSIH, M.Pd		62.06	C	CUKUP
18	17	2101055045	SALSABILAH MEANDA SUHADA	SILUH WARNI, Ph.D.	80	TRI WINTOLO APOKO, Dr., M.Pd.	80	ZUHAD AHMAD, Drs., M.Pd.	80.3	80.08	A	YANG PUJIA
19	18	2101055049	HUWAIIDA SYAUQI LABIBAH	HERRI MULYONO, Prof., Ph.D	84.75	TRI WINTOLO APOKO, Dr., M.Pd.	78.7	ZUHAD AHMAD, Drs., M.Pd.	80	82.05	A	YANG PUJIA
20	19	2101055050	INDAH AULIA SYARIFAH	SILUH WARNI, Ph.D.	80	TRI WINTOLO APOKO, Dr., M.Pd.	80	ZUHAD AHMAD, Drs., M.Pd.	80	80.00	A	YANG PUJIA
21	20	2101055067	FAUZAN HASAN RIZKY	MARTRIWATI, M.Pd.	83.55	HAMZAH PUADI ILYAS, Ph.D	82.5	ZUHAD AHMAD, Drs., M.Pd.	80	82.40	A	YANG PUJIA
22	21	2101055068	NADYA MARSHALL AKTHAR	NITA KANIADEWI, M.Pd		HAMZAH PUADI ILYAS, Ph.D	80.05	ZUHAD AHMAD, Drs., M.Pd.	80	40.01	TUNDA	NILAI TUNDA
23	22	2101055070	ANGGI NURUL LATIFAH	RATHI NOVITA SARI, M.Pd	81.3	HAMZAH PUADI ILYAS, Ph.D	80.5	NITA KANIADEWI, M.Pd		60.78	C	CUKUP
24	23	2101055075	TRI PUTRA PEBIRYAN	AKHMAD HAQIQI MAMUN, Dr., M.Pd.	84.7	HERRI MULYONO, Prof., Ph.D	71.25	ROSLAINI, Dr., M.Hum.	82.1	80.69	A	YANG PUJIA
25	24	2101055076	SHINTIA AZZAHRA	NITA KANIADEWI, M.Pd		HERRI MULYONO, Prof., Ph.D	80.15	ROSLAINI, Dr., M.Hum.	83.65	40.95	TUNDA	NILAI TUNDA
26	25	2101055080	DINDA RAHMALIA	HAMZAH PUADI ILYAS, Ph.D	81.75	HERRI MULYONO, Prof., Ph.D	77.25	ROSLAINI, Dr., M.Hum.	75.3	79.01	B	MEMUJASKAN
27	26	2101055085	WILDA WIDIANA	SILUH WARNI, Ph.D.	80	ROSLAINI, Dr., M.Hum.	81.2	SRI KUSUMA NINGSIH, M.Pd.	80	80.30	A	YANG PUJIA
28	27	2301059003	DIAN AYU AMBARWATI	CAHYA KOMARA, S.Pd., M.Hum		ROSLAINI, Dr., M.Hum.	83.3	SRI KUSUMA NINGSIH, M.Pd.	80	40.83	TUNDA	NILAI TUNDA