



PROTEKSI ISI LAPORAN AKHIR PENELITIAN FUNDAMENTAL - REGULER

Dilarang menyalin, menyimpan, memperbanyak sebagian atau seluruh isi proposal ini dalam bentuk apapun kecuali oleh pengusul dan pengelola administrasi penelitian dan pengabdian kepada masyarakat

LAPORAN AKHIR

1. JUDUL PENELITIAN

Eksplorasi Pembelajaran Terintegrasi Berbantuan GenAI dan Intervensi Kelas untuk Meningkatkan Kemampuan Berbahasa Siswa di Wilayah Pesisir Sebagai Mitigasi Pariwisata Lokal

Bidang Fokus	Tema	Topik (jika ada)	Prioritas Riset
Sosial Humaniora	Pendidikan	Teknologi pendidikan dan pembelajaran	Digitalisasi

Rumpun Ilmu Level 1	Rumpun Ilmu Level 2	Rumpun Ilmu Level 3
ILMU PENDIDIKAN	ILMU PENDIDIKAN BAHASA DAN SASTRA	Pendidikan Bahasa (dan Sastra) Inggris

Skema Penelitian	Strata (Dasar/Terapan/ Pengembangan)	Nilai SBK	Target Akhir TKT	Lama Kegiatan
Penelitian Fundamental - Reguler	Riset Dasar	150.000.000	3	1 Tahun

2. IDENTITAS PENGUSUL

Nama, Peran	Jenis	Program Studi/Bagian	Bidang Tugas	ID Sinta
MUH RAFI'I 0912068502 Ketua Pengusul Universitas Tompotika Luwuk Banggai	Dosen	Bahasa dan Kebudayaan Inggris	Bertanggungjawab penuh pada semua tahapan pelaksanaan penelitian yang mencakup: Merumuskan konsep pembelajaran terintegrasi WTC berbantuan GenAI dan intervensi kelas dan implementasinya; penyelenggaraan FGD; Pengamatan (Observasi); Wawancara mendalam dan Terstruktur pengalaman dan persepsi siswa terhadap pembelajaran yang diimplementasikan; pembuatan laporan kemajuan/akhir; serta penyusunan luaran penelitian.	6765593
ELOK FAIK KHOTUN NIHAYAH 0928029101 Anggota Universitas Tompotika Luwuk Banggai	Dosen	Pendidikan Matematika	Membantu implementasi konsep pembelajaran terintegrasi berbantuan GenAI dan intervensi kelas dalam proses pembelajaran di kelas, dan Diskusi kelompok Terarah, serta penelusuran Terstruktur (skala likert).	5992071
ARIFAH ABD.LATIF DUNGGIO 0901088901 Anggota Universitas Tompotika Luwuk Banggai	Dosen	Bimbingan Dan Konseling	Membantu Pengamatan interaksi dan perilaku siswa dalam pembelajaran; penelusuran pengalaman dan persepsi siswa	6725045

Nama, Peran	Jenis	Program Studi/Bagian	Bidang Tugas	ID Sinta
			terhadap pembelajaran yang diimplementasikan.	
INDAH APRIANI TAYUDI 2379217002 Mahasiswa Universitas Tompotika Luwuk	Mahasiswa	Bahasa dan Kebudayaan Inggris	Membantu dalam proses pelaksanaan penelitian, dokumen kelengkapan penelitian/Administrasi.	-
NURAFNI AZZAHRA DG. PACIDDA 2379217003 Mahasiswa Universitas Tompotika Luwuk	Mahasiswa	Bahasa dan Kebudayaan Inggris	Membantu pengelolaan dan implementasi penelitian, dan kegiatan lapangan.	-

3. MITRA KERJASAMA PENELITIAN (Jika Ada)

Pelaksanaan penelitian dapat melibatkan mitra kerjasama yaitu mitra kerjasama dalam melaksanakan penelitian, mitra sebagai calon pengguna hasil penelitian, atau mitra investor

Mitra	Nama Mitra	Dana
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4. LUARAN DAN TARGET CAPAIAN

Luaran Wajib

Tahun Luaran	Kategori Luaran	Jenis Luaran	Status target capaian	Keterangan
1	Artikel di Jurnal	Artikel di Jurnal Bereputasi Internasional	Accepted/Published	Teaching English Language (Scopus Q2, SJR 0.24) https://www.scimagojr.com/journalsearch.php?q=21101168867&tip=sid&clean=0

5. ANGGARAN

Rencana Anggaran Biaya penelitian mengacu pada PMK dan buku Panduan Penelitian dan Pengabdian kepada Masyarakat yang berlaku.

Total RAB 1 Tahun Rp 108.960.000,00

Tahun 1 Total Rp 108.960.000,00

Kelompok	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
Analisis Data	Honorarium narasumber	Pemeriksa interpretasi Data	OJ	2	1.500.000	3.000.000
Analisis Data	HR Pengolah Data	Pengolah Data	P (penelitian)	1	1.540.000	1.540.000
Analisis Data	Uang Harian	Konsumsi Rapat Tim Peneliti	OH	14	500.000	7.000.000
Bahan	ATK	Paket ATK	Paket	1	1.698.000	1.698.000
Bahan	Bahan Penelitian (Habis Pakai)	Penggandaan Laporan	Unit	5	50.000	250.000
Bahan	Barang Persediaan	Tinta Epson (Hitam, Cyan, Magenta, Kuning)	Unit	1	380.000	380.000
Pengumpulan Data	Biaya konsumsi	Konsumsi Tim Peneliti dalam Wawancara Mendalam	OH	20	67.000	1.340.000
Pengumpulan Data	Biaya konsumsi	Konsumsi Partisipan dalam Wawancara Mendalam	OH	40	67.000	2.680.000
Pengumpulan Data	Biaya	Konsumsi Partisipan	OH	40	67.000	2.680.000

Kelompok	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
	konsumsi	dalam FGD				
Pengumpulan Data	Biaya konsumsi	Konsumsi Tim Peneliti dalam Observasi	OH	80	67.000	5.360.000
Pengumpulan Data	Biaya konsumsi	Konsumsi Tim Peneliti dalam Wawancara Terstruktur	OH	20	67.000	1.340.000
Pengumpulan Data	Biaya konsumsi	Konsumsi Partisipan dalam Wawancara Terstruktur	OH	40	67.000	2.680.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya konsumsi rapat	Konsumsi Rapat Pelaporan hasil dan luaran jurnal	OH	16	500.000	8.000.000
Pengumpulan Data	Biaya konsumsi	Konsumsi Tim Peneliti dalam Diskusi Kelompok Terarah (FGD)	OH	20	67.000	1.340.000
Pengumpulan Data	Biaya konsumsi	Konsumsi Pertemuan Partisipan (Implementasi Pembelajaran Terpadu)	OH	320	48.000	15.360.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya Publikasi artikel di Jurnal Bereputasi Internasional	Pengajuan dan Publikasi	Paket	1	15.000.000	15.000.000
Pengumpulan Data	Honorarium narasumber	Moderator dalam FGD	OJ	4	700.000	2.800.000
Pengumpulan Data	HR Pembantu Peneliti	Pembantu Peneliti dalam Observasi (pelaksanaan, pencatatan pengamatan, rubrik, perekaman, jurnal reflektif)	OJ	80	50.000	4.000.000
Pengumpulan Data	HR Pembantu Lapangan	Tenaga Pembantu Lapangan	OH	28	80.000	2.240.000
Sewa Peralatan	Kendaraan	Sewa Mobil Tim untuk implementasi pembelajaran Terpadu, dan Pengumpulan Data	OK (kali)	28	824.000	23.072.000
Sewa Peralatan	Ruang penunjang penelitian	Sewa Ruang implementasi Pembelajaran Terintegrasi WTC	Unit	4	1.800.000	7.200.000

*. KEMAJUAN PENELITIAN

A. RINGKASAN

LATAR BELAKANG PENELITIAN

Kemampuan berbahasa Inggris, khususnya Willingness to Communicate (WTC), menjadi kebutuhan mendesak bagi siswa pesisir di Indonesia karena mereka hidup di wilayah yang menjadi tujuan wisata dan sering menerima kunjungan wisatawan asing. Namun, keterbatasan kosakata, kecemasan berkomunikasi, serta minimnya paparan nyata membuat WTC siswa rendah. Untuk itu, penelitian ini memanfaatkan Generative AI (GenAI) yang dipadukan dengan intervensi guru guna menciptakan model pembelajaran terintegrasi yang tidak hanya meningkatkan kesiapan komunikasi siswa, tetapi juga mendukung pembangunan pariwisata berkelanjutan di daerah pesisir.

Tujuan Penelitian:

1. Menganalisis efektivitas pembelajaran berbasis WTC yang didukung GenAI dan intervensi guru
2. dalam meningkatkan kesediaan siswa pesisir untuk berkomunikasi.
3. Mengidentifikasi faktor- faktor yang menjadi penghambat dan pendorong WTC siswa dalam konteks interaksi pariwisata
4. Mendeskripsikan pengalaman dan persepsi siswa terhadap implementasi pembelajaran berbasis GenAI-WTC
5. Mengukur tingkat keterlibatan siswa pesisir sebagai generasi muda dalam mendukung pariwisata berkelanjutan melalui keterampilan komunikasi bahasa Inggris.

METODE PENELITIAN

1. Penelitian ini merupakan studi kasus eksploratori dengan pendekatan mixed-methods dominan kualitatif
2. Partisipan: 40 siswa SMA (17– 18 tahun) dari dua kecamatan pesisir di Kabupaten Banggai
3. (Balantak dan Pagimana)
4. Pengumpulan Data: Observasi kelas, Focus Group Discussions (FGD), wawancara mendalam dan terstruktur, serta kuesioner skala Likert.
5. Analisis Data: Analisis tematik, analisis sentimen, dan statistik deskriptif.

LUARAN YANG DITARGETKAN

Artikel ilmiah bereputasi internasional terkait integrasi GenAI dalam pembelajaran bahasa Inggris dan kaitannya dengan pariwisata berkelanjutan. Didalam artikel ilmiah memuat model konseptual pembelajaran terintegrasi berbasis GenAI untuk meningkatkan WTC siswa di daerah pesisir, dan juga kontribusi terhadap kebijakan pembelajaran bahasa Inggris di wilayah marjinal yang memiliki potensi pariwisata.

HASIL PELAKSANAAN PENELITIAN tahun 2025 dengan judul “Eksplorasi Pembelajaran Terintegrasi Berbantuan GenAI dan Intervensi Kelas untuk Meningkatkan Kemampuan Berbahasa Siswa di Wilayah Pesisir Sebagai Mitigasi Pariwisata Lokal”.

Penelitian ini menggunakan desain studi kasus eksploratif, yang dicirikan oleh fleksibilitasnya dalam menghasilkan data yang kaya dan kontekstual. Fokus utama penelitian ini adalah pada pendekatan pengumpulan data campuran yang didominasi kualitatif, didukung oleh data deskriptif kuantitatif untuk memperkuat triangulasi. Pengumpulan data dilakukan dengan: 1. Observasi partisipatif (dengan indikator observasi mencakup: frekuensi berbicara, interaksi dengan GenAI, partisipasi diskusi, inisiatif berbicara, dan ekspresi non-verbal) serta catatan refleksi pembelajaran; 2. FGD (10 item pertanyaan); 3. Wawancara mendalam (6 item); 4. Wawancara terstruktur (20 item Likert-scale).

a. Observasi Kelas:

- Interaksi GenAI menunjukkan peningkatan tertinggi (dari 5,1 menjadi 6,3).
- Frekuensi berbicara meningkat sedikit, sedangkan keterlibatan diskusi stabil.
- Analisis sentimen dari catatan refleksi:
 - o 58,75% sentimen positif (terkait kepercayaan diri dan partisipasi aktif).
 - o 18,75% sentimen negatif (karena kurang familiar dengan GenAI atau takut salah).

- o 22,50% sentimen netral.
- b. FGD (Kelompok Diskusi Terarah):
 - Faktor pendukung WTC (Willingness to Communicate):
 - o Peningkatan kepercayaan diri melalui latihan.
 - o Dukungan guru dan lingkungan belajar.
 - o Integrasi GenAI sebagai alat bantu belajar.
 - o Relevansi bahasa Inggris dengan konteks pariwisata lokal.

- Hambatan WTC:
 - o Keterbatasan kosakata dan tata bahasa.
 - o Ketakutan membuat kesalahan dan kecemasan.
 - o Penggunaan GenAI yang tidak merata.
 - o Kurangnya paparan nyata dengan wisatawan.

c. Wawancara Mendalam:

Tema utama:

- o Peningkatan kosakata dan kepercayaan diri.
- o GenAI sebagai ruang latihan yang aman.
- o Persepsi positif terhadap relevansi pembelajaran untuk pariwisata.
- o Interaktivitas dan keamanan psikologis dalam pembelajaran berbasis GenAI.

d. Wawancara Terstruktur (40 responden):

- Skor rata-rata berkisar 3,35–4,05 (cenderung netral hingga setuju).
- Mayoritas responden setuju bahwa pembelajaran:
 - o Meningkatkan kesiapan berkomunikasi.
 - o Relevan dengan pengembangan pariwisata pesisir.
 - o Mudah diikuti dan tidak membebani secara akademik.

B. KATA KUNCI

Keinginan berkomunikasi (WTC); GenAI; Pembelajaran Bahasa Inggris Pesisir; Pariwisata Berkelanjutan;
 Studi Kasus Eksploratori Mixed-MethodS
 false

Pengisian poin C sampai dengan poin H mengikuti template berikut dan tidak dibatasi jumlah kata atau halaman namun disarankan ringkas mungkin. Dilarang menghapus/modifikasi template ataupun menghapus penjelasan di setiap poin.

C. HASIL PELAKSANAAN PENELITIAN: Tuliskan secara ringkas hasil pelaksanaan penelitian yang telah dicapai sesuai tahun pelaksanaan penelitian. Penyajian meliputi data, hasil analisis, dan capaian luaran (wajib dan atau tambahan). Seluruh hasil atau capaian yang dilaporkan harus berkaitan dengan tahapan pelaksanaan penelitian sebagaimana direncanakan pada proposal. Penyajian data dapat berupa gambar, tabel, grafik, dan sejenisnya, serta analisis didukung dengan sumber pustaka primer yang relevan dan terkini.

Hasil pelaksanaan penelitian tahun 2025 dengan judul **“Eksplorasi Pembelajaran Terintegrasi Berbantuan GenAI dan Intervensi Kelas untuk Meningkatkan Kemampuan Berbahasa Siswa di Wilayah Pesisir Sebagai Mitigasi Pariwisata Lokal”**.

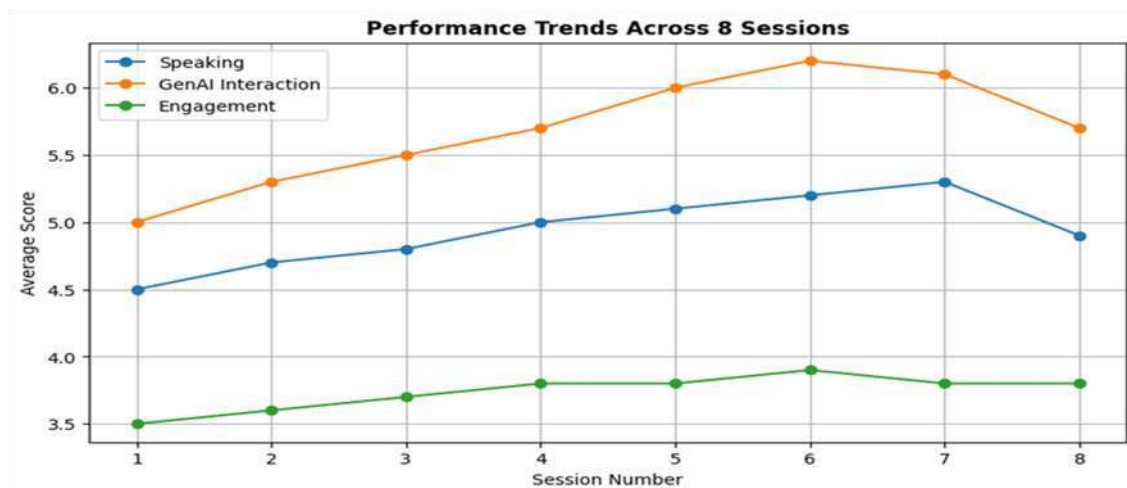
Penelitian ini menggunakan desain studi kasus eksploratif, yang dicirikan oleh fleksibilitasnya dalam menghasilkan data yang kaya dan kontekstual (1,2). Fokus utama penelitian ini adalah pada pendekatan pengumpulan data campuran yang didominasi kualitatif, didukung oleh data deskriptif kuantitatif untuk memperkuat triangulasi. Pengumpulan data dilakukan dengan: 1. Observasi partisipatif (dengan indikator observasi mencakup: frekuensi berbicara, interaksi dengan GenAI, partisipasi diskusi, inisiatif berbicara, dan ekspresi non-verbal) serta catatan refleksi pembelajaran; 2. FGD (10 item pertanyaan); 3. Wawancara mendalam (6 item); 4. Wawancara terstruktur (20 item Likert-scale).

HASIL ANALISIS:

1. Observasi Kelas

Bagian ini menganalisis data delapan sesi untuk mengidentifikasi tren dan mengevaluasi efektivitas pembelajaran terpadu. Analisis ini berfokus pada lima indikator: frekuensi berbicara, interaksi dengan GenAI, keterlibatan dalam diskusi, inisiatif berbicara bahasa Inggris, dan ekspresi nonverbal. Analisis ini mencakup metrik kinerja keseluruhan, tren kinerja, distribusi kinerja siswa, dan proporsi siswa berprestasi tinggi. Tren visualisasi menunjukkan bahwa interaksi GenAI menunjukkan pertumbuhan paling tajam, meningkat dari 5,1 menjadi 6,3 (Gambar 1). Meskipun frekuensi berbicara hanya sedikit meningkat dan keterlibatan tetap stabil, siswa tampaknya semakin nyaman dengan perangkat GenAI seiring waktu. Partisipasi verbal meningkat, meskipun masih belum konsisten.

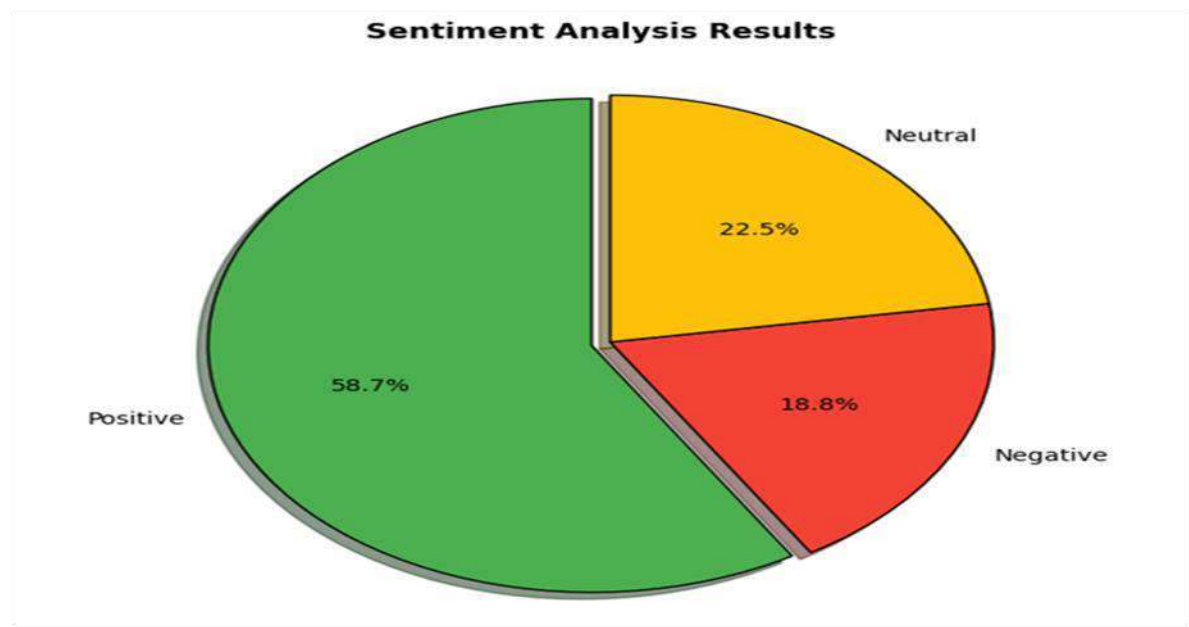
Gambar 1. Tren Skor Kinerja di Seluruh Indikator



Berdasarkan data dari refleksi Pembelajaran yang ditafsirkan ke dalam analisis sentimen, mayoritas siswa (58,75%) menunjukkan sentimen positif, sering dikaitkan dengan partisipasi aktif dalam diskusi dan faktor-faktor membangun kepercayaan diri (misalnya, "merasa percaya diri setelah latihan" - merasa percaya diri setelah latihan). Sentimen negatif (18,75%) terutama dikaitkan dengan kontribusi verbal yang rendah meskipun interaksi GenAI tinggi, sering kali karena faktor-faktor seperti kurangnya keakraban dengan GenAI atau takut akan kesalahan. Sentimen netral (22,50%) diamati pada siswa yang menyeimbangkan penggunaan GenAI dan partisipasi verbal secara moderat, tanpa indikator positif atau negatif yang kuat.

Gambar 2 menyajikan hasil analisis sentimen, di mana diagram lingkaran menyoroti sentimen yang dominan positif di antara siswa, yang menunjukkan keterlibatan yang efektif dengan GenAI dan kegiatan kelas.

Gambar 2. Analisis Sentimen Catatan Reflektif



2. Kelompok Diskusi Terarah (FGD)

Analisis konten kualitatif mengeksplorasi refleksi dan FGD mahasiswa untuk mengungkap faktor-faktor yang memengaruhi kemauan mereka dalam berkomunikasi dalam bahasa Inggris. Dua kategori muncul (Tabel 1 & 2): faktor pendukung dan hambatan. Faktor pendukung memfasilitasi komunikasi, sementara hambatan menghambat partisipasi mahasiswa. Setiap kategori mencakup subtema, yang didukung oleh frekuensi penyebutan dan kutipan peserta, yang mengungkapkan pola dalam konteks EFL dan pariwisata.

Tabel 1. Faktor-faktor yang Mendukung Kesiapan Berkomunikasi (WTC)

Sub-tema	Frekuensi	Temuan	Kutipan Representatif
Peningkatan Kepercayaan Diri melalui Latihan	28	Sesi latihan berulang membantu siswa merasa lebih percaya diri menggunakan bahasa Inggris.	“Setelah mencoba beberapa kali, saya tidak lagi terlalu gugup berbicara bahasa Inggris, meskipun tata bahasa saya belum sempurna.” (P7)
Lingkungan Belajar yang Mendukung	24	Dukungan guru dan kolaborasi dengan teman sebaya memotivasi siswa untuk berbicara.	“Ketika guru menghargai bahkan usaha kecil, itu membuat saya ingin lebih bersemangat untuk berbicara.” (P12)
Integrasi GenAI sebagai Dukungan Belajar	18	Alat AI memberikan umpan balik cepat dan saran kosakata,	“AI membantu saya menemukan kata yang tepat dengan cepat, jadi

		sehingga meningkatkan kesediaan siswa untuk berpartisipasi.	<i>saya berani ikut dalam percakapan dengan turis.” (P19)</i>
Relevansi dengan Konteks Pariwisata Lokal	20	Kesadaran akan kegunaan bahasa Inggris dalam pariwisata lokal memotivasi siswa.	<i>“Ketika turis datang, saya merasa bangga jika bisa menjelaskan tentang desa saya dalam bahasa Inggris.” (P23)</i>

Tabel 2. Hambatan terhadap Kesediaan Berkomunikasi (WTC)

Sub-tema	Frekuensi	Temuan	Kutipan Representatif
Keterbatasan Kosakata dan Pengetahuan Tata Bahasa	30	Kurangnya kosakata yang memadai menghambat siswa untuk berbicara.	<i>“Kadang saya ingin berbicara, tapi berhenti karena tidak tahu kata yang tepat.” (P2)</i>
Ketakutan Membuat Kesalahan dan Kecemasan	26	Kecemasan akan kesalahan atau ditertawakan menghambat komunikasi.	<i>“Saya merasa gugup kalau orang lain menertawakan jika saya salah bicara dalam bahasa Inggris.” (P16)</i>
Penggunaan GenAI yang Tidak Merata	12	Beberapa siswa merasa kewalahan atau tidak tahu cara menggunakan AI, sehingga membatasi keterlibatan.	<i>“Saya tidak selalu paham cara bertanya pada AI dengan benar, jadi saya menghindari menggunakannya.” (P29)</i>
Kurangnya Paparan Nyata dengan Wisatawan	15	Kesempatan terbatas untuk berinteraksi dengan wisatawan mengurangi praktik berbicara secara nyata.	<i>“Saya hanya berbicara bahasa Inggris di kelas, tetapi di luar tidak ada kesempatan bertemu orang asing.” (P35)</i>

Sedangkan, berdasarkan analisis tematik, Diskusi Kelompok Terfokus (FGD) mengungkapkan beberapa tema utama terkait kemauan siswa untuk berkomunikasi (WTC) dalam konteks interaksi pariwisata lokal. Pertama, faktor-faktor pendukung WTC muncul, termasuk peningkatan kepercayaan diri dalam menggunakan bahasa Inggris melalui praktik, dukungan yang kuat dari teman sebaya dan guru, serta relevansi bahasa Inggris dengan peluang pariwisata di dunia nyata. Faktor-faktor ini memotivasi siswa untuk terlibat aktif dalam komunikasi, baik di dalam kelas maupun dalam kaitannya dengan interaksi dengan wisatawan di masa mendatang. Di sisi lain, hambatan WTC teridentifikasi, seperti rasa takut membuat kesalahan, keterbatasan kosakata, dan kecemasan selama komunikasi tatap muka. Hambatan-hambatan ini menyoroti tantangan psikologis dan linguistik yang masih menghambat partisipasi aktif siswa, terlepas dari motivasi mereka.

3. Analisis Wawancara Semi Terstruktur

Berdasarkan analisis tematik wawancara mendalam, beberapa tema utama muncul. Para siswa secara konsisten menyoroti peningkatan penguasaan kosakata, kepercayaan diri yang lebih besar dalam berbicara, dan penggunaan praktis GenAI untuk latihan sebagai aspek kunci dari pengalaman belajar mereka. Dari segi persepsi, mereka menekankan relevansi pembelajaran untuk komunikasi wisatawan, sifat interaktif kelas yang dibantu GenAI, dan rasa aman psikologis yang memungkinkan mereka bereksperimen tanpa rasa takut. Temuan ini menunjukkan bahwa integrasi GenAI memainkan peran penting tidak hanya dalam pengembangan linguistik tetapi juga dalam membangun kesiapan dan kepercayaan diri komunikatif di kalangan siswa pesisir yang mempersiapkan diri untuk berinteraksi di sektor pariwisata.

Tabel 3. Pengkodean tematik wawancara mendalam

No	Tema Utama	Kode / Sub-tema	Kutipan Contoh (Partisipan)	Interpretasi / Catatan
1	Pengalaman Belajar dengan GenAI	Peningkatan kosakata	"Saya merasa pengalaman belajar dengan GenAI membuat saya lebih mudah memahami wawasan baru." (P1)	Siswa secara konsisten melaporkan bahwa GenAI membantu memperluas kosakata mereka secara efektif.
2	Pengalaman Belajar dengan GenAI	Meningkatkan kepercayaan diri berbicara	"Dalam pembelajaran, saya menjadi lebih percaya diri untuk mencoba berbicara bahasa Inggris." (P3)	Latihan dengan bantuan GenAI mengurangi kecemasan dan membangun kepercayaan diri berbicara.
3	Pengalaman Belajar dengan GenAI	Penggunaan GenAI untuk latihan	"Saya sering menggunakan GenAI untuk berlatih percakapan sebelum berbicara langsung." (P6)	Siswa melihat GenAI sebagai ruang latihan yang aman sebelum percakapan nyata.
4	Persepsi tentang Pembelajaran WTC berbasis GenAI	Persiapan untuk komunikasi pariwisata	"Saya pikir pembelajaran ini membantu saya mempersiapkan diri untuk berkomunikasi dengan wisatawan." (P12)	Siswa menyadari relevansi pembelajaran untuk interaksi nyata dengan wisatawan.
5	Persepsi tentang Pembelajaran WTC berbasis GenAI	Interaktivitas dan keterlibatan	"Saya merasa pembelajaran dengan bantuan GenAI lebih interaktif dibandingkan metode tradisional." (P18)	Pembelajaran berbasis GenAI dipersepsikan lebih menarik dibandingkan pengajaran konvensional.
6	Persepsi tentang Pembelajaran WTC berbasis GenAI	Keamanan psikologis	"Saya merasa lebih aman karena bisa mencoba GenAI terlebih dahulu sebelum berbicara langsung." (P25)	GenAI menyediakan ruang aman yang menurunkan rasa takut melakukan kesalahan.

Berdasarkan sentimen berbasis kategori dari wawancara mendalam, respons siswa menunjukkan beragam reaksi emosional dan kognitif terhadap pembelajaran berbasis WTC berbantuan GenAI. Analisis ini mengelompokkan respons ke dalam enam kategori: Penggunaan GenAI, Kepercayaan Diri, Penguasaan Kosakata, Komunikasi Pariwisata, Peran Guru, dan Kenyamanan Belajar seperti pada Tabel 4. Setiap kategori menampilkan sentimen positif, negatif, dan netral yang memberikan wawasan tentang pengalaman dan persepsi siswa.

Tabel 4. Sentimen berdasarkan kategori dari wawancara mendalam

Kategori	Sentimen Positif	Sentimen Negatif	Sentimen Netral	Interpretasi
Penggunaan GenAI	Siswa merasa termotivasi, dapat berlatih sebelum berbicara, dan lebih percaya diri. "Saya suka menggunakan GenAI karena bisa berlatih sebelum berbicara." (P1) "GenAI membantu saya lebih percaya diri saat menjawab dalam bahasa Inggris." (P7) "Ini membuat belajar lebih menyenangkan dan interaktif." (P12)	Beberapa mengalami kesulitan teknis atau kurang memahami cara menggunakannya. "Kadang saya tidak bisa menggunakannya dengan baik karena masalah internet." (P4) "Saya bingung dengan beberapa jawaban GenAI." (P15)	Sebagian tetap acuh, tanpa kesan kuat. "Saya menggunakannya sesekali, tapi tidak banyak berubah." (P9) "Bagi saya sama saja seperti kelas biasa." (P20)	GenAI dianggap memotivasi dan membantu, meskipun hambatan teknis dan keterbatasan pemahaman mengurangi potensinya.
Kepercayaan Diri	Siswa melaporkan peningkatan kesediaan berbicara dan berkurangnya ketakutan membuat kesalahan. "Sekarang saya lebih berani berbicara dalam bahasa Inggris." (P3) "Saya merasa tidak terlalu takut membuat kesalahan." (P11) "GenAI memberi saya keberanian untuk mencoba kalimat baru." (P18)	Sebagian tetap pemalu atau ragu, terutama di konteks formal. "Saya masih malu di depan teman-teman." (P5) "Kadang saya tidak bisa bicara kecuali guru bertanya." (P14)	Sebagian tidak melihat perubahan signifikan. "Kepercayaan diri saya sama seperti sebelumnya." (P2) "Saya tidak melihat banyak perubahan dalam keberanian." (P22)	GenAI meningkatkan kepercayaan diri, tetapi hambatan pribadi seperti rasa malu masih ada.
Perolehan Kosakata	Siswa memperoleh kosakata praktis yang relevan dengan komunikasi pariwisata. "Saya belajar kata baru tentang pariwisata, seperti 'souvenir' dan 'local guide'." (P6) "GenAI mengajarkan saya kata-kata praktis yang bisa digunakan dengan turis." (P19) "Ini membantu saya mengingat ungkapan	Beberapa kesulitan mengingat atau menerapkan kosakata baru. "Kadang saya cepat lupa kata baru." (P8) "Sulit menerapkan kosakata di situasi nyata." (P16)	Sebagian tidak melihat perubahan besar dalam penggunaan kosakata. "Saya tidak belajar banyak kata baru, hanya mengulang yang lama." (P10) "Kosakata terasa sama saja bagi saya." (P28)	Pengembangan kosakata terlihat, tetapi strategi penguatan masih dibutuhkan.

	<i>sederhana.” (P25)</i>			
Komunikasi Pariwisata	Siswa merasa lebih siap berinteraksi dengan turis melalui latihan kontekstual. <i>“Saya merasa lebih siap bicara dengan turis karena latihan.” (P13)</i> <i>“Contoh-contohnya berguna untuk situasi pariwisata nyata.” (P23)</i> <i>“Sekarang saya tahu cara memperkenalkan desa saya dalam bahasa Inggris.” (P30)</i>	Beberapa masih kesulitan menyesuaikan bahasa di situasi nyata. <i>“Saya masih gugup saat membayangkan bicara dengan turis.” (P9)</i> <i>“Sulit menyesuaikan bahasa Inggris dengan konteks berbeda.” (P21)</i>	Sebagian tidak merasakan peningkatan berarti. <i>“Saya belum punya kesempatan menggunakannya dengan turis.” (P17)</i> <i>“Mungkin membantu, tapi saya tidak yakin.” (P27)</i>	GenAI menawarkan dukungan relevan, meski praktik nyata tetap penting.
Peran Guru	Guru dianggap sebagai fasilitator penting dalam penggunaan GenAI. <i>“Guru menjelaskan cara menggunakan GenAI dengan jelas.” (P2)</i> <i>“Guru mendorong kami mencoba dengan AI lalu berbicara.” (P26)</i> <i>“Saya merasa dibimbing ketika guru menggabungkan GenAI dengan diskusi.” (P35)</i>	Beberapa siswa merasa bimbingan guru masih kurang. <i>“Kadang guru tidak bisa mengecek penggunaan GenAI semua siswa.” (P15)</i> <i>“Saya merasa bingung jika guru tidak membantu.” (P29)</i>	Sebagian merasa peran guru tetap sama. <i>“Peran guru terasa sama saja seperti sebelumnya, tidak banyak berbeda.” (P31)</i> <i>“Saya pikir guru penting, tapi pengalaman saya biasa saja.” (P33)</i>	Dukungan guru penting untuk memastikan integrasi teknologi berjalan efektif.
Kenyamanan Belajar	Siswa merasa aman secara psikologis, nyaman, dan tidak takut dihakimi. <i>“Saya merasa lebih aman karena bisa mencoba jawaban dengan GenAI dulu.” (P32)</i> <i>“Saya tidak takut ditertawakan.” (P18)</i> <i>“Ini membuat saya lebih santai berbicara.” (P36)</i>	Beberapa masih merasa canggung atau tertekan saat kegiatan. <i>“Kadang saya masih merasa canggung menggunakan bahasa Inggris.” (P22)</i> <i>“Saya merasa tertekan saat tidak bisa cepat menjawab.” (P38)</i>	Sebagian tidak merasakan perubahan berarti. <i>“Bagi saya, kelas terasa sama seperti biasa.” (P24)</i> <i>“Tidak ada perubahan besar dalam kenyamanan, hanya biasa saja.” (P40)</i>	Kenyamanan meningkat bagi banyak siswa, meski sebagian masih merasa canggung atau tertekan.

4. Analisis Wawancara Terstruktur

Bagian ini menyajikan analisis statistik deskriptif data yang dikumpulkan dari 40 responden (P1 hingga P40) melalui kuesioner wawancara terstruktur. Kuesioner dibagi menjadi empat bagian: (A) Persepsi terhadap Metode Pembelajaran (Item 1-5), (B) Pengaruh terhadap Kemampuan dan Pemahaman (Item 6-10), (C) Kemudahan dan Kenyamanan dalam Pembelajaran (Item 11-15), dan (D) Keterlibatan dalam

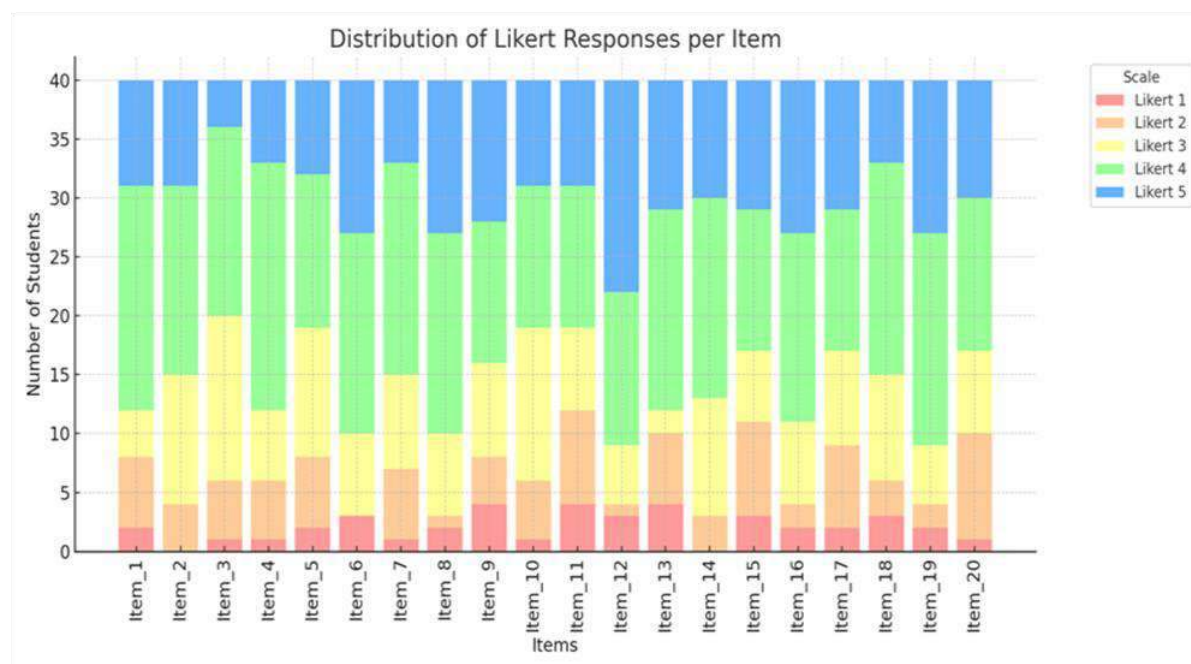
Konteks Pariwisata Berkelanjutan (Item 16-20). Data dianalisis menggunakan distribusi frekuensi, ukuran tendensi sentral (mean, median, modus), dan visualisasi data untuk memberikan gambaran yang jelas tentang persepsi responden. Mean, median, dan modus untuk setiap item dirangkum dalam Tabel 9 di bawah ini. Skor rata-rata berkisar antara 3,35 (Item 11) hingga 4,05 (Item 12), yang menunjukkan bahwa, rata-rata, jawaban responden cenderung berada di antara "Netral" dan "Setuju" di semua item. Median untuk hampir semua item adalah 4 ("Setuju"), yang menunjukkan bahwa nilai sentral dari kumpulan data secara konsisten mencerminkan persepsi positif. Modus, atau respons yang paling sering muncul, juga 4 ("Setuju") untuk sebagian besar item, yang semakin menegaskan tren ini.

Tabel 5. Statistik Deskriptif (Mean, Median, Modus)

No	Item	Fokus Pernyataan	Mean	Median	Mode
1	Understanding Material	Pemahaman Materi	3.68	4	4
2	Learning Motivation	Motivasi Belajar	3.75	4	4
3	Method Effectiveness	Efektivitas Metode	3.43	3.5	4
4	Confidence in Tasks	Kepercayaan Diri dalam Tugas	3.7	4	4
5	Ease of Understanding	Kemudahan Memahami	3.48	4	4
6	Improved Understanding	Pemahaman yang Meningkat	3.93	4	4
7	Active Participation	Partisipasi Aktif	3.6	4	4
8	Problem-Solving Skills	Keterampilan Pemecahan Masalah	3.95	4	4
9	Interest in Material	Ketertarikan pada Materi	3.6	4	4
10	Critical Thinking	Berpikir Kritis	3.58	4	3
11	Comfort in Learning	Kenyamanan Belajar	3.35	4	4
12	Clear Instructions	Instruksi yang Jelas	4.05	4	5
13	Ease of Technology Use	Kemudahan Menggunakan Teknologi	3.63	4	4
14	Learning Flexibility	Fleksibilitas Belajar	3.85	4	4
15	Not Academically Burdensome	Tidak Memberatkan Secara Akademis	3.5	4	4
16	Readiness to Communicate	Kesiapan untuk Berkomunikasi	3.9	4	4
17	Importance of English for Tourism	Pentingnya Bahasa Inggris untuk Pariwisata	3.58	4	4
18	Motivated to Promote Culture	Termotivasi untuk Mempromosikan Budaya	3.58	4	4
19	English for Coastal Tourism Dev.	Bahasa Inggris untuk Pengembangan Pariwisata Pesisir	3.95	4	4
20	Desire for Active Involvement	Keinginan untuk Terlibat Aktif	3.55	4	4

Distribusi frekuensi untuk setiap kategori respons (1 hingga 5) disajikan pada Gambar 3. Visualisasi ini memberikan gambaran terperinci tentang konsensus dan penyebaran pendapat untuk setiap item.

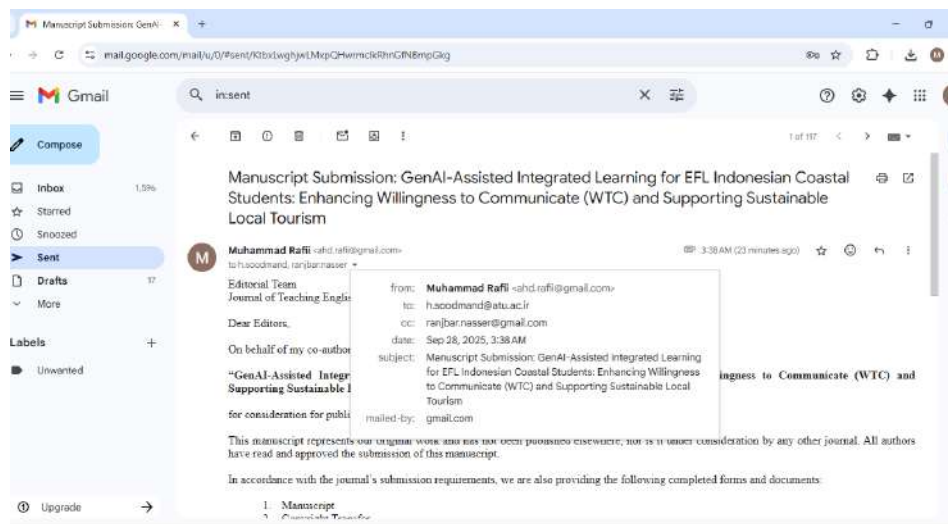
Gambar 3. Distribusi Respons Skala Likert per Item



D. STATUS LUARAN: Tuliskan jenis, identitas dan status ketercapaian setiap luaran wajib dan luaran tambahan (jika ada) yang dijanjikan. Jenis luaran dapat berupa publikasi, perolehan kekayaan intelektual, atau luaran lainnya yang telah dijanjikan pada proposal. Uraian status luaran harus didukung dengan bukti kemajuan ketercapaian luaran sesuai dengan luaran yang dijanjikan. Lengkapi isian jenis luaran yang dijanjikan serta mengunggah bukti dokumen ketercapaian luaran melalui BIMA.

Luaran penelitian yang dijanjikan dalam penelitian ini, yaitu **Publikasi Artikel Ilmiah di Jurnal bereputasi internasional** (*Teaching English Language*, *Scopus Q2*, *SJR 0.24*), dengan alamat scimago: <https://www.scimagojr.com/journalsearch.php?q=21101168867&tip=sid&clean=0>. Artikel ini akan memaparkan temuan orisinal tentang peningkatan WTC melalui integrasi GenAI dalam pembelajaran di konteks pesisir. Alamat jurnal: <https://www.teljournal.org/>. STATUS: SUBMITTED. Berikut bukti submit di jurnal yang dijanjikan:





E. **PERAN MITRA:** Tuliskan realisasi kerjasama dan kontribusi Mitra baik *in-kind* maupun *in-cash* serta mengunggah bukti dokumen pendukung sesuai dengan kondisi yang sebenarnya. Bukti dokumen realisasi kerjasama dengan Mitra dapat diunggah melalui BIMA.

Catatan:

Bagian ini wajib diisi untuk penelitian terapan, untuk penelitian dasar (Fundamental, Pascasarjana, PKDN, Dosen Pemula) boleh mengisi bagian ini (tidak wajib) jika melibatkan mitra dalam pelaksanaan penelitiannya

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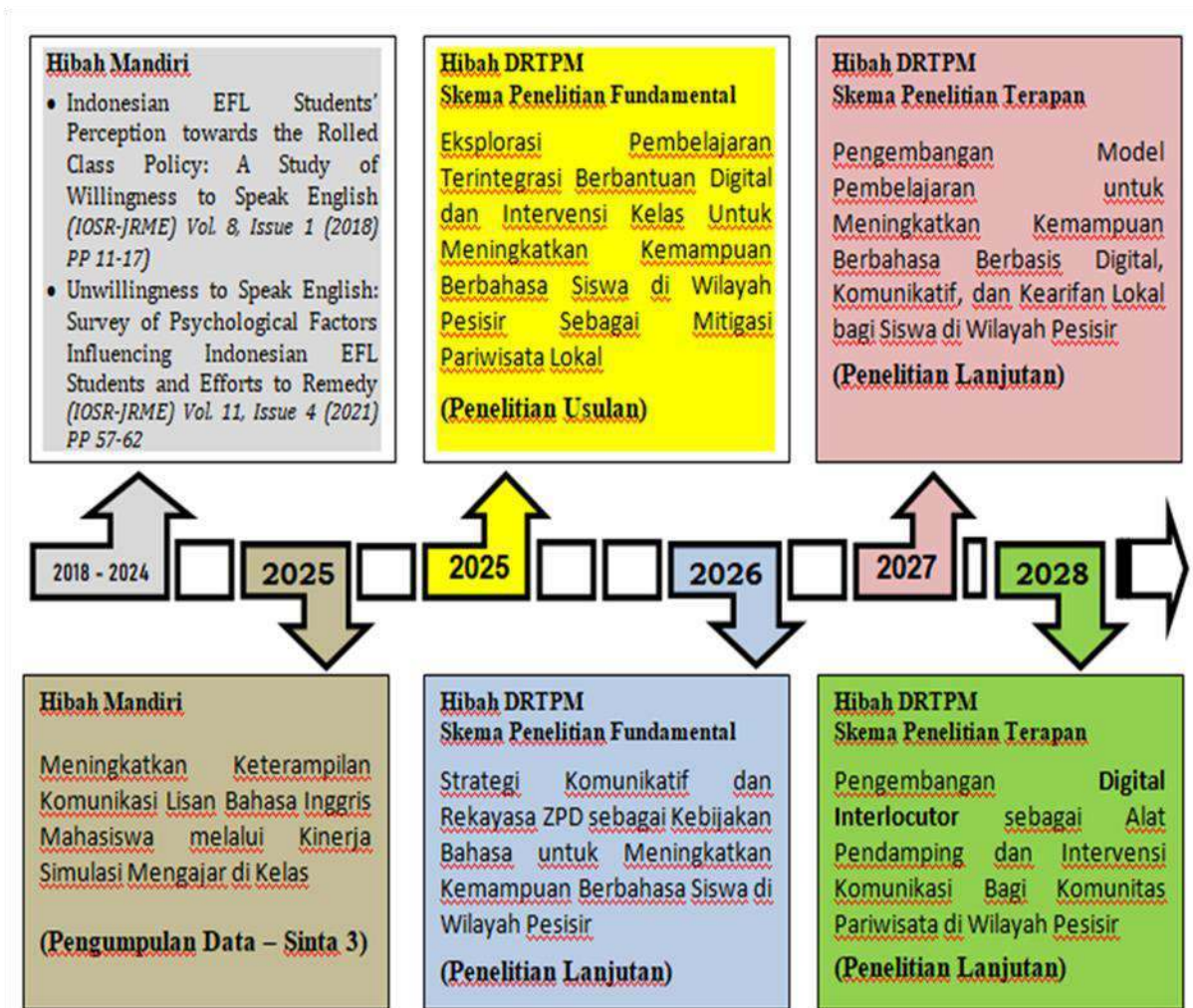
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F. **KENDALA PELAKSANAAN PENELITIAN:** Tuliskan kesulitan atau hambatan yang dihadapi selama melakukan penelitian dan mencapai luaran yang dijanjikan, termasuk penjelasan jika pelaksanaan penelitian dan luaran penelitian tidak sesuai dengan yang direncanakan atau dijanjikan.

Kesulitan yang dihadapi dalam pengumpulan data adalah data awal yang dikumpulkan berbentuk data mentah dalam bahasa Indonesia. Sebab, hal ini juga disesuaikan dengan keadaan peserta atau siswa dilapangan dimana pengantar bahasa yang digunakan adalah bahasa Indonesia. Untuk kepentingan publikasi, data dan interpretasi dikonversi ke bahasa Inggris (bahasa tujuan jurnal). Dengan mempertimbangkan jarak waktu dan/atau durasi publikasi jurnal tujuan atau periode terbitan berkala di bulan Januari 2026, maka target perampungan dan pengiriman draft atau manuskrip artikel direncanakan bulan september 2025. Dengan, durasi pengumpulan data dan analisis data mulai Juni sampai dengan September, maka data yang dikumpulkan kadang tidak tersusun rapi, sebab lebih memprioritaskan interpretasi data terlebih dahulu agar nunsu/gambar/hal penting yang ditemukan dapat disajikan dalam draft artikel. Setelah itu baru merapikan data yang dikumpulkan

G. RENCANA TAHAPAN SELANJUTNYA: Tuliskan dan uraikan rencana penelitian selanjutnya berdasarkan indikator luaran yang telah dicapai, rencana realisasi luaran wajib yang dijanjikan dan tambahan (jika ada) di tahun berikutnya serta *roadmap* penelitian keseluruhan. Pada bagian ini diperbolehkan untuk melengkapi penjelasan dari setiap tahapan dalam metoda yang akan direncanakan termasuk jadwal berkaitan dengan strategi untuk mencapai luaran seperti yang telah dijanjikan dalam proposal. Jika diperlukan, penjelasan dapat juga dilengkapi dengan gambar, tabel, diagram, serta pustaka yang relevan. Jika laporan kemajuan merupakan laporan pelaksanaan tahun terakhir, pada bagian ini dapat dituliskan rencana penyelesaian target yang belum tercapai.

Jika melihat roadmap penelitian yang diusulkan pada tahun 2025 ini, penelitian selanjutnya pada tahun 2026 adalah: “Strategi Komunikatif dan Rekayasa ZPD sebagai Kebijakan Bahasa untuk Meningkatkan Kemampuan Berbahasa Siswa di Wilayah Pesisir”.



Gambar 2. Roadmap Penelitian yang telah dilaksanakan sejak 2018 dan Rencana Tindak lanjut Penelitian sampai Tahun 2028

Namun, setelah menjalani penelitian ini, maka terjadi perubahan untuk riset selanjutnya. Sebab, setelah melakukan penelitian ini, ada peluang keberlanjutan yang masih menjadi kekosongan sekaligus menjadi temuan kebaruan dari penelitian yang ditemukan yang nanti bisa dikembangkan pada tahun berikutnya. Pada tahun ini riset berfokus pada siswa di wilayah pesisir, dengan kontribusi terhadap pengembangan pariwisata lokal, dengan metode penelitian eksplorasi. Pada tahun 2026, akan dilanjutkan dengan riset yang berfokus Pembelajaran bahasa terintegrasi AI pada masyarakat pesisir orang dewasa (andragogi), dengan kontribusi terhadap peningkatan UMKM di wilayah pesisir sebagai pengembangan ekonomi komunitas pesisir. Penelitian ini direncanakan akan menggunakan metode campuran (Mixed method Research) sebagai pondasi untuk ke tahap pengembangan Model Pembelajaran terintegrasi AI di wilayah pesisir dengan menggunakan Desain penelitian

DBR pada penelitian tahun 2027. Pengembangan Pembelajaran Terintegrasi Berbantuan GenAI yang ditujukan kepada pembelajar Andragogi, yang dimaksudkan untuk peningkatan atau memberikan dampak terhadap UMKM wilayah pesisir yang juga sekaligus berkontribusi pada pengembangan pariwisata berkelanjutan merupakan hal yang masih baru baik secara praktis maupun referensi akademis yang dipublikasi. Maka, untuk usulan penelian pada **Tahun 2026**, judul penelitiannya: **“Pembelajaran Andragogi Berbasis Komunitas Penutur dan GenAI untuk Meningkatkan Kemampuan Berbahasa Inggris Masyarakat Pesisir 3T menuju Ekonomi Biru”**

H. DAFTAR PUSTAKA: Penyusunan Daftar Pustaka berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada laporan kemajuan yang dicantumkan dalam Daftar Pustaka.
--

1. Mason, J. (2002). *Qualitative researching* (2nd ed.). Sage Publications.
2. Ponelis, S. (2015). Using Interpretive Qualitative Case Studies for Exploratory Research in Doctoral Studies: A Case of Information Systems Research in Small and Medium Enterprises. *International Journal of Doctoral Studies*, 10, 535–550. <https://doi.org/10.28945/2339>
3. dst.

EKSPLORASI PEMBELAJARAN TERINTEGRASI BERBANTUAN GENAI DAN INTERVENSI KELAS UNTUK MENINGKATKAN KEMAMPUAN BERBAHASA SISWA DI WILAYAH PESISIR SEBAGAI MITIGASI PARIWISATA LOKAL

UNIVERSITAS TOMPOTIKA LUWUK

SKEMA PENELITIAN DASAR (PENELITIAN DASAR FUNDAMENTAL DAN PENELITIAN DASAR KERJA SAMA ANTAR PERGURUAN TINGGI)

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TAHUN PELAKSANAAN

Tahun 2025

Kata Kunci

Keinginan berkomunikasi (WTC); GenAI; Pembelajaran Bahasa Inggris Pesisir; Pariwisata Berkelanjutan; Studi Kasus Eksploratori Mixed-Methods

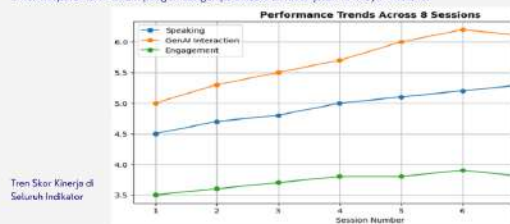
RINGKASAN PENELITIAN

Penelitian ini mengeksplorasi penggunaan Generative AI (GenAI) dalam pembelajaran bahasa Inggris terintegrasi untuk meningkatkan Kesiapan Berkomunikasi (Willingness to Communicate/WTC) siswa SMA di daerah pesisir Indonesia, serta mendukung pengembangan pariwisata lokal berkelanjutan. Studi ini dilakukan di Kabupaten Banggai dengan melibatkan 40 siswa dari dua sekolah di sub-distrik Balantak dan Pagimana.

Metode: Penelitian menggunakan desain mixed-methods dengan pendekatan kualitatif dominan, meliputi observasi kelas, diskusi kelompok terfokus (FGD), wawancara mendalam, dan wawancara terstruktur dengan skala Likert.

HASIL PENELITIAN

Strategi pembelajaran terintegrasi yang menggabungkan GenAI dukungan guru dan kesiapan diri siswa terbukti efektif dalam meningkatkan WTC siswa pesisir. Pendekatan ini tidak hanya meningkatkan kemampuan komunikasi bahasa Inggris, tetapi juga memberdayakan generasi muda untuk berperan aktif dalam pengembangan pariwisata berkelanjutan di wilayah mereka.



LUARAN

Luaran penelitian yang diujikan dalam penelitian ini, yaitu Publikasi Artikel Ilmiah di Jurnal bereputasi internasional (Teaching English Language, Scopus Q2, SJR 0.24), dengan alamat scimago: <https://www.scimagojr.com/journalsearch.php?q=2101168867&tip=sid&clean=0>. Artikel ini akan memaparkan temuan orisinal tentang peningkatan WTC melalui integrasi GenAI dalam pembelajaran di konteks pesisir. Alamat jurnal: <https://www.tejjournal.org/>

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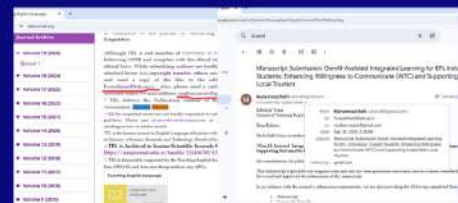
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TKT AKHIR

Tingkat Kesiapan Teknologi (TKT) akhir pada Penelitian berada pada Level TKT 3



Analisis Sentimen Catatan Reflektif



Full Title:

GenAI-Assisted Integrated Learning for EFL Indonesian Coastal Students: Enhancing Willingness to Communicate (WTC) and Supporting Sustainable Local Tourism

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Short Title:

GenAI-Assisted Learning and WTC in Coastal EFL

GenAI-Assisted Integrated Learning for EFL Indonesian Coastal Students: Enhancing Willingness to Communicate (WTC) and Supporting Sustainable Local Tourism

Abstract

This study explores how Generative AI (GenAI)-assisted integrated learning can foster coastal Indonesian students' Willingness to Communicate (WTC) in English and support sustainable tourism development. Conducted as an exploratory case study with 40 high school students from Balantak and Pagimana sub-districts, the research employed a qualitative-dominant mixed-methods design. Data were collected through classroom observations, focus group discussions, in-depth and structured interviews, all conducted in Bahasa Indonesia and later translated into English for analysis. Qualitative data were analyzed using thematic and sentiment analysis, while quantitative Likert-scale responses were examined through descriptive statistics. Findings reveal that GenAI provided low-stakes rehearsal opportunities, enhanced vocabulary acquisition, and boosted students' confidence, while teacher interventions such as scaffolding and supportive interruptions were pivotal in sustaining communicative engagement. Enabling factors included repeated practice, supportive environments, and the contextual relevance of English for tourism, while barriers included anxiety, limited vocabulary, and uneven use of GenAI. Importantly, students connected English learning with promoting local culture, livelihoods, and environmental awareness, underscoring WTC as both a linguistic and socio-cultural practice. The study highlights that an integrated model combining GenAI, teacher facilitation, and contextualized learning empowers coastal youth for sustainable tourism communication.

Keywords: Willingness to Communicate; Generative AI; Coastal Students; Teacher Scaffolding; Sustainable Tourism, EFL

1. Introduction

In language teaching programs, the notion of *Willingness to Communicate* (WTC) in second language (L2) education is considered one of the ultimate goals (MacIntyre et al., 1998). It remains an ongoing area of inquiry and continues to generate empirical interest. Over the past decade, fostering WTC among language learners has remained a central theme in second language acquisition research (Clement et al., 2003; Cao, 2011; Dewaele, 2019; Lee, 2020; Vongsila & Reinders, 2016; Kim & Su, 2024; Shen et al., 2023). In the EFL context, this emphasis stems from the expectation that learners should actively engage in communicative practices as an integral part of teaching and learning. Thus, EFL teachers must make greater efforts to cultivate learners' willingness to communicate in the classroom. In particular, teachers are expected to provide increased opportunities for learners to participate in communicative tasks and classroom interactions (Nunan, 1989; Brown, 2001; Chaudron, 1998; Harmer, 2007; Richards & Rodgers, 2014). In this regard, teacher-related factors—including personality, instructional methods, and classroom environment—have also been shown to significantly influence WTC (Riasati, 2012; Daar & Ndorang, 2020).

A wide range of factors have been identified in the literature as directly or indirectly influencing WTC. These include perceived communicative competence, motivation, social support and learning context, and communication anxiety (Baker & MacIntyre, 2000; MacIntyre et al., 2002; Clement et al., 2003). In the EFL classroom, more context-specific variables have also been found to affect WTC, such as group size, classroom atmosphere, seating arrangements, topic familiarity, preparation level, students' self-awareness, confidence, and their relationship with interlocutors. Instructional approaches, classroom rules, and teachers' verbal and non-verbal behaviors are also influential (Amalia et al, 2019; Marshalina,

2025; Weda et al., 2021; Hu & Wang, 2023; Zhang, 2023; Solhi & Thumvichit, 2024). These findings are supported by previous projects (Cao & Philip, 2006; MacIntyre & Legatto, 2011; Pawlak et al., 2016), which highlight that elements such as task type, classroom atmosphere, teacher behavior, and perceived safety all significantly affect learners' WTC. Overall, these factors can be broadly categorized into learner-related variables, interactional dynamics, and classroom environment.

Although a growing body of scholarship has examined the role of GenAI in enhancing language learning and, to some extent, in fostering learners' willingness to communicate (WTC), its contribution has largely been confined to general classroom interaction and academic contexts (Chan, 2023; Xu, 2025; Kuleto et al., 2021; Yang et al., 2025; Kittredge et al., 2025; Wang et al., 2024; Yuen & Schlote, 2024; Wang et al., 2024; Zhang et al., 2024; Guan et al., 2024; Yan et al., 2024). Far less attention has been given to how GenAI-supported WTC development may extend to context-specific needs, particularly in local community settings where English serves not only as an academic skill but also as a tool for engaging in socio-economic activities such as tourism. In coastal regions where tourism plays a vital role in sustainable development, the ability of learners to confidently interact with international visitors represents a critical, yet underexplored dimension of WTC research. Addressing this gap, the present study positions GenAI-assisted integrated learning as both a pedagogical innovation and a locally grounded strategy that empower students to strengthen their communicative readiness in ways directly relevant to supporting sustainable tourism in their communities.

This study seeks to investigate how GenAI-assisted integrated learning can promote students' WTC by combining learner self-readiness, teacher facilitation, and GenAI interaction in a coastal EFL context. By focusing on Banggai's coastal communities, where limited willingness to

communicate in English hinders interaction with visiting tourists, the study also connects WTC development to sustainable tourism initiatives. The novelty lies in extending WTC research into the intersection of technology-assisted pedagogy and coastal education, providing both pedagogical and socio-cultural implications.

Based on these issues, this study addresses the following research questions:

- How effective is WTC-based learning supported by GenAI and teacher interventions in enhancing the communicative willingness of coastal students?
- What factors are perceived by students as barriers and enablers in developing students' willingness to communicate (WTC) in the context of tourist interactions?
- What are students' experiences and perceptions regarding the implementation of GenAI-assisted WTC-based learning in preparing them to communicate within the local tourism sector?
- What is the level of students' engagement as coastal youth in supporting sustainable tourism development through improved English communication skills?

2. Literary Review

2.1 Willingness to Communicate (WTC) in EFL

In English as a Foreign Language (EFL) classrooms, student participation through expressing ideas, thoughts, or opinions is highly valued. Such participation often takes the form of group discussions or peer interactions that require active communication. The concept of Willingness to Communicate (WTC) refers to an individual's readiness to engage in discourse using a second language with a specific person or group at a given moment (MacIntyre & Doucette, 2010). The notion of WTC is built upon several theoretical foundations. Early perspectives viewed it as a personality trait – relatively stable across different communicative situations (McCroskey

& Baer, 1985). Later developments proposed that WTC is influenced by communication apprehension, perceived competence, introversion, and self-esteem (MacIntyre, 1994). Additional research emphasized the roles of motivation, anxiety, and attitudes, suggesting that these variables not only affect communication frequency, but also shape the learner's motivation and willingness to interact in the L2 (MacIntyre & Charos, 1996). Ultimately, the model evolved to integrate various strands of language learning theory, positioning WTC as a central goal of language instruction, beyond mere linguistic competence (MacIntyre et al., 1998).

Building on these foundations, WTC has been widely recognized as a fundamental objective in both ESL and EFL teaching contexts (MacIntyre et al., 2001; Yashima, 2002; MacIntyre et al., 2003; Kang, 2005). In the Indonesian context, a growing body of research has examined the various internal and external factors that influence learners' willingness to communicate in EFL settings. For instance, Solikah et al. (2025) identified intrinsic motivation, vocabulary mastery, and teacher support as key contributors to junior high students' WTC. Similarly, Amalia et al. (2019) found that motivation, learner agency, and classroom environment significantly predicted WTC among university-level learners. Weda et al. (2021) also emphasized that engaging discussion topics and collaborative group work fostered more positive speaking behaviors. Burhanuddin et al. (2022) further highlighted that cultural identity and anxiety play critical psychological roles in shaping communication behavior, noting that high language proficiency does not necessarily equate to high WTC when anxiety is present. In addition, Mulyono and Saskia (2020) demonstrated that motivation, self-confidence, and anxiety significantly affect WTC in both face-to-face and digital learning contexts.

Collectively, these findings reinforce the idea that both learner-related variables and instructional strategies—such as promoting topic

familiarity, boosting confidence, and encouraging peer interaction—are crucial in fostering students' WTC. Consequently, EFL teachers are encouraged to implement communicative, inclusive, and learner-centered approaches to optimize students' engagement and language use.

2.2 Integrated Learning in EFL

In the context of EFL instruction, willingness to communicate (WTC) is closely tied to a learner's readiness to engage in communicative interactions. Originally framed as a personality-based orientation in L1 settings (McCroskey & Baer, 1985), this concept has expanded to include a learner's willingness and ability to manage their own learning process (Cotterall, 1995). According to Littlewood (1996), learner autonomy relies on both perceived competence and willingness. In line with this, Jafari et al. (2017) demonstrated that EFL learners who perceive themselves are more capable in managing their learning are also more willing to take responsibility for it, thereby reinforcing autonomous learning. In EFL contexts, autonomy underpins self-directed learning, which enhances knowledge acquisition, metacognitive development, and learner motivation (Dewi & Wilany, 2023; Ahmed & Hossain, 2024; Ozer & Yukselir, 2021). In line with this, Code (2020) emphasizes that learner agency—emerging through intentionality, motivation, self-efficacy, and self-regulation—enables students to take ownership of and succeed in their learning. Taken together, these insights suggest that learner readiness is a product of internal development, which may be strengthened through integrated learning approaches that include autonomy and active engagement.

Among the internal factors influencing WTC, self-readiness plays a pivotal role. Psychological constructs such as motivation, self-esteem, confidence, and language anxiety are frequently cited as predictors of communicative willingness (Horwitz et al., 1986; MacIntyre & Gardner, 1994; Clément et al., 2003; Gardner, 2007; Dewaele, 2013). More recent

studies have reinforced the strong link between psychological readiness comprising confidence, anxiety levels, L2 proficiency, and personality traits and learners' WTC. For example, Darasawang and Reinders (2021) found that communicative self-confidence was the most significant predictor of WTC, followed by language proficiency and anxiety. Likewise, Ghanbarpour (2016) reported that learners with greater linguistic self-confidence and lower anxiety demonstrated higher levels of willingness to communicate in L2 settings. In a related study, Nizigama et al. (2024) showed that motivational self-systems positively predict students' interest to the L2 language communication. Similarly, Fathi et al. (2023) identified ideal L2 self, enjoyment in language learning, and intercultural communicative competence as strong contributors to learners' communicative confidence. These findings collectively suggest that supporting students' psychological readiness is essential for fostering communicative participation, and should be a core consideration in designing integrated learning strategies in EFL contexts.

The degree to which students are prepared to participate in real-time classroom communication is closely related to the quality of their individual preparation. Lack of personal readiness often results in heightened anxiety, which can negatively impact WTC (Solhi, 2024; Shirvan et al., 2019). Preparatory activities such as self-regulated rehearsal and personalized materials serve not only to improve linguistic competence but also to build a sense of security when entering a communicative situation (Zhang, 2024; Ni'mah et al, 2025; Suratullah et al., 2023). To bridge this preparation with classroom performance, integrated learning approaches that incorporate technology are increasingly recommended. For instance, AI-assisted tools can function as artificial interlocutors, allowing students to rehearse in low-pressure environments and gradually build confidence. These tools, when combined with teacher support and structured classroom interactions, form an integrated learning ecosystem that reinforces both psychological readiness

and communication skills. In these sense, self-directed preparation, AI assistance, and teacher scaffolding together contribute to a more holistic strategy for fostering WTC in EFL learners.

2.3 Generative AI (GenAI) in Language Learning

In English language education, particularly in ESL contexts, published learning materials often support both classroom-based and self-directed learning. Many course books such as those by Gairns and Redman (2008; 2009), McCarthy and O'Dell (2010; 2016), Redman (2017), and Hewings and Haines (2015) include exercises, answer keys, and even video components designed to facilitate independent study. While these traditional resources provide valuable input, recent advancements in technology offer dynamic and interactive alternatives for self-learning. In this regard, the integration of generative AI tools such as AI chatbots or speech simulators has emerged as a compelling strategy for facilitating learner autonomy and supporting affective readiness (Chang et al., 2023; Ng et al., 2024; Xia et al., 2023; Kaiss et al., 2023; Sayed et al., 2024; Yin et al., 2025). These tools function as artificial interlocutors, allowing students to rehearse conversations and reduce anxiety before participating in real-time communication. Notably, Wang et al. (2024) demonstrated that EFL learners who interacted with GenAI-based avatars showed higher WTC and reduced foreign language speaking anxiety, indicating the potential of AI to prepare learners emotionally and cognitively for classroom interaction.

With the rise of digital communication tools, learners now engage in language practice both within and beyond the classroom. A growing body of research highlights the positive influence of informal digital learning environments such as social media, language apps, and AI chat tools on learners' motivation and communicative confidence. Lee and Sylvén (2021) found that students who frequently interacted with English outside class via digital platforms were more willing to initiate communication in formal

settings. Similarly, Amira et al. (2021) and Alshammri (2023) noted that extramural digital engagement creates a comfortable, low-stakes environment that fosters WTC. These findings are echoed by Liu et al. (2025), who demonstrated that AI-mediated informal digital learning can reinforce students' ideal L2 self and enjoyment, two psychological factors closely linked to increased willingness to communicate. This suggests that integrating GenAI into learners' daily digital practices may be an effective extension of in-class instruction.

Building on these insights, recent attention has shifted toward the use of generative AI—particularly ChatGPT—as a pedagogical tool for English language teaching and learning. Unlike traditional digital platforms, ChatGPT provides learners with an interactive interlocutor capable of simulating authentic conversational exchanges, offering feedback, and supporting self-directed practice (Kasneci et al., 2023; Javier & Moorhouse, 2023; Li et al., 2023; Liu, 2024). This potential positions ChatGPT not only as an extension of extramural digital learning but also as an innovative resource for fostering learners' willingness to communicate (WTC) in both formal and informal settings (Pham et al., 2025; Xiao & Zhi, 2023; Lo et al., 2024). Recent studies further indicate that ChatGPT can enhance learner motivation, promote autonomy, and reduce communication anxiety, thereby creating conditions that align closely with WTC-oriented pedagogy (Yamaoka, 2024; Kanwal, 2025; Xu et al., 2024; Almineei et al., 2025).

Numerous studies have confirmed that technology-enhanced instruction can significantly improve learners' communicative competence. For example, Evers and Chen (2020) reported gains in pronunciation accuracy using an automatic speech recognition system, while Fathi et al. (2024) found that AI-based speaking tools improved learners' WTC and reduced communication anxiety. Additional evidence from Zhang et al. (2024) suggests that students interacting with GenAI powered chatbots

displayed greater enjoyment and communicative engagement, supporting the idea that AI can function as an emotionally supportive learning partner. Despite these promising developments, studies also emphasize the continuing importance of the teacher's role in moderating, guiding, and humanizing AI integration in the classroom (Lin & Chen, 2024; Wang et al., 2023). Therefore, this study proposes a collaborative instructional model that brings together student self-readiness, teacher scaffolding, and GenAI as an interactive support tool. This integrated approach has yet to be fully explored in Indonesian EFL settings, especially in geographically marginalized regions, and offers a promising direction for motivating students' WTC.

2.4 Teacher Interruptions

In managing classroom interaction, teachers occupy a central role in shaping both the structure and tone of communication. They fulfill a variety of functions including organizing, prompting, guiding, assessing, tutoring, and observing (Harmer, 2003; Wolff et al., 2020; Badash, 2024; Gage et al., 2018; Karasova & Hehyba, 2025). Beyond these instructional roles, teachers also foster social and interpersonal relationships, which are essential for sustaining communicative classrooms (Richards & Rodgers, 2014). Classroom discourse is typically regulated through turn-taking, feedback, questioning, and negotiation of meaning—activities that help facilitate opportunities for students to speak (Chaudron, 1998). These roles not only promote interaction but are also linked to enhanced student willingness to communicate (WTC), especially when they create a sense of immediacy and relational closeness between teachers and learners (Sheybani, 2019).

In EFL classrooms, the teacher's verbal and non-verbal behavior plays a pivotal role in motivating students to engage in communication. Interruptions—when applied constructively—can serve as pedagogical scaffolds during students' turn-taking. These verbal interventions may include supplying vocabulary, rephrasing student output, or affirming their

partial responses to help students maintain communicative momentum. Rather than impeding interaction, teacher interruptions can reduce communicative anxiety and support language production to ensure students do not feel lost or judged. Constructive teacher-student relationships and supportive classroom conditions mitigate learners' anxiety, foster a sense of belonging, and thereby enhance their confidence and willingness to communicate (Cai, 2021; Khajavy et al., 2017). By guiding students in real time, teachers model strategic competence while also serving as affective supporters, particularly during oral tasks.

The relationship between WTC and teacher behavior especially immediacy and supportive classroom interaction has received increasing scholarly attention. Recent studies have emphasized that both verbal and non-verbal teacher immediacy significantly predict students' communicative willingness (Hu & Wang, 2023; Cai, 2021; Yuan, 2024; Borkowska, 2023). While reinforcement, self-disclosure, and interaction strategies have been widely examined, teacher-led interruptions—delivered supportively—remain underexplored in the literature. These interruptions, especially during group work or student presentations, are perceived as signs of teacher presence and care. When timed and delivered appropriately, such interventions offer students a heightened sense of communicative security and continuity. In effect, the teacher acts as a “safety net,” reducing the risk of speech breakdowns while promoting fluency. This facilitative role strengthens students' psychological readiness and sustains their motivation to speak. Nonetheless, the strategic use of interruptions as a tool to support WTC in EFL classrooms particularly in under-resourced or culturally specific contexts still warrants further empirical exploration.

In summary, the literature reveals that willingness to communicate (WTC) in EFL settings is shaped by a constellation of interrelated factors, including learners' psychological readiness (Amalia et al., 2024; Lee, 2020;

Namaziandost et al., 2024; Dastgoshadeh & Javanmardi, 2021; Mulyono & Saskia, 2021; Solhi, 2024), instructional strategies (Hu & Wang, 2023; Musa, 2023; Rafiee & Abbasian-Naghneh, 2021; Cai, 2021), digital engagement (Han et al, 2024; Ouyang et al., 2024; Lee & Lu, 2021; Fan, 2022), and the socio-affective role of teachers (Hu & Wang, 2023; Aladini et al., 2024; Cai, 2021). Integrated learning—particularly when supported by generative AI (GenAI)—offers promising pathways to foster communicative confidence by bridging self-directed learning with structured classroom interaction. At the same time, teacher immediacy and supportive interventions, such as instructional interruptions, play a crucial role in reducing anxiety and sustaining learner motivation. While previous studies have examined these variables in isolation, there remains a notable gap in empirical research exploring their combined impact, especially in geographically marginalized EFL contexts such as coastal regions.

To address this gap, the present study proposes a preliminary integrated learning model that synthesizes GenAI support, teacher interruptions, and student self-readiness to enhance learners' WTC. To illustrate the conceptual framework of this study, Figure 1 depicts the dynamic interplay among key components of integrated learning in EFL classrooms. The model highlights the collaborative sequence in which student self-readiness is supported by GenAI functioning as an interlocutor, and further reinforced through teacher interruptions during classroom activities. As shown in the figure, student self-readiness, GenAI-assisted learning, and teacher support through instructional interruptions are interconnected in fostering communicative readiness and engagement. This model represents a collaborative instructional approach in which technology and pedagogy converge to minimize affective barriers, enhance confidence, and promote active participation in classroom communication. This preliminary model is constructed as a conceptual framework informed by the

literature and refined through mixed-methods data collection aligned with the four research questions. It further seeks to identify trends and sentiments emerging from coastal students' reflections, thereby capturing the contextual nuances of WTC in marginalized regions.

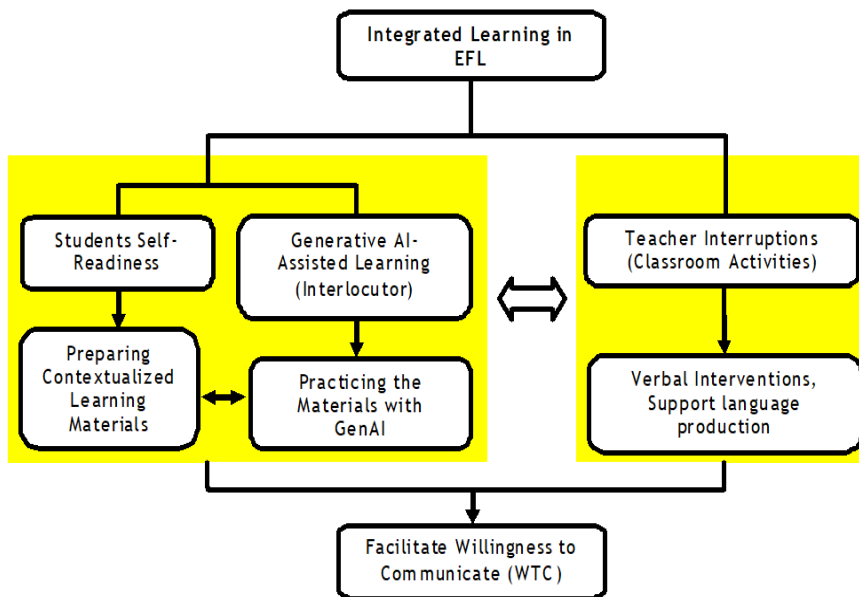


Figure 1. The Relationship among Self-readiness, GenAI Assistance, and Teacher Interruptions

3. Research Methodology

3.1 Participants

A total of 40 high school students from coastal areas participated in the study. These students were drawn from two public senior high schools located in Banggai Regency's coastal sub-districts, with 20 participants from Balantak and 20 participants from Pagimana. Demographically, the participants were students residing in coastal areas that host tourism destinations and receive visits from international tourists, particularly within these two sub-districts. The selection of Balantak and Pagimana was based on

their strategic role as coastal areas where English communication skills are increasingly relevant for interactions with international visitors and for supporting the development of local tourism. All participants were between 17 and 18 years old. All students voluntarily agreed to participate and expressed a strong sense of self-readiness and commitment to completing the entire research process, which aimed to foster their willingness to communicate (WTC) in English.

3.2 Data Collection and Analysis

This study employed an exploratory case study design, characterized by its flexibility in generating rich and contextual data (Mason, 2002; Ponelis, 2015). The primary focus was on a qualitative-dominant mixed-methods data collection approach, supported by quantitative descriptive data to strengthen triangulation. Following Yin's (2018) perspective, case studies allow researchers to investigate specific practices within natural settings, while Creswell (2009) highlights the importance of involving participants in authentic contexts—in this case, coastal high school students. In addition, the preliminary model integrated into the language instruction was treated as a pilot framework (Cohen et al., 2018, p. 377), providing a foundation for subsequent research and refinement. Peer evaluations were also incorporated to ensure alignment with the specific goals of this study, including the exploration of trends, sentiments, and reflections through the formulated research questions and the involvement of participants. As emphasized by Creswell and Creswell (2018), the primary research questions should be closely aligned with the overall purpose of the inquiry, the selection of participants, and the data collection instruments employed.

The qualitative strand consisted of classroom observations using engagement rubrics and teachers' reflective notes, focus group discussions (FGDs), and in-depth interviews. The quantitative strand, on the other hand, involved structured interviews conducted with a Likert-scale format. All data

collection activities were conducted in Bahasa (Indonesian language) to ensure accessibility and comfort for coastal students, given their dominant language background. For publication purposes, the transcripts and excerpts were subsequently translated into English, with care taken to preserve the accuracy of meaning and nuance.

The qualitative data were analyzed through several complementary techniques. First, observation notes were examined using descriptive trend analysis, percentage distributions, and overall performance patterns, alongside sentiment analysis applied to teachers' reflective notes. Second, focus group discussions (FGDs) were analyzed through qualitative content analysis and thematic analysis to capture shared perceptions, motivational dynamics, and barriers to communication. Third, semi-structured interviews were analyzed using thematic analysis and category-based sentiment analysis to explore learners' emotional and cognitive reflections. Finally, structured interviews were analyzed using descriptive statistics (mean, median, mode, and distribution). A comprehensive summary of all data collection instruments and their corresponding analytical methods is presented in Table 1, which aligns each data source with its respective analytical technique. This tabular overview ensures methodological transparency and provides a clear framework for understanding how the study's findings were derived.

Table 1. Data collection methods, Analytical approaches, and Research Purposes

Data collection category	Instrument	Analytical techniques	Purpose
Observation	Classroom observation using engagement rubrics (frequency of speaking, interaction with GenAI, participation in discussion,	Descriptive trend analysis, Percentage distributions, Overall performance patterns, and sentiment analysis (teachers' notes).	Effectiveness of GenAI-assisted WTC-based learning

	speaking initiative, non-verbal expression, and teachers' reflective notes (responses & behaviors).		
Focus group discussions (FGD)	List of questions (10 items) exploring perceptions, motivation, and barriers.	Qualitative content analysis (subtheme, frequency, findings), and thematic analysis (themes, subthemes, codes).	Barriers and enablers of WTC in tourist interactions
Semi-structured interview	List of questions (6 items) examining learners' experiences and reflections.	Thematic analysis (themes, subthemes, codes), and category-based sentiment analysis (category, positive, negative, neutral, interpretation)	Experiences and perceptions of GenAI-assisted WTC-based learning
Structured interview	Close-ended questions (20 items) using Likert-scale format.	Descriptive statistics (Mean, Median, Mode, Frequency Distribution)	Students' engagement in supporting sustainable tourism

4. Results

4.1 Observation Analysis

This section analyzes eight sessions' data to identify trends and evaluate integrated learning effectiveness. The analysis focuses on five indicators: frequency of speaking, interaction with GenAI, engagement in discussion, English speaking initiative, and non-verbal expressions. It covers overall performance metrics, performance trends, the distribution of student performance, and proportion of high-performing students.

The visualization trends show that GenAI interaction demonstrates the steepest growth, increasing from 5.1 to 6.3 (Figure 2). While speaking frequency improves only marginally and engagement remains stable, students appear to be becoming more comfortable with GenAI tools over time. Verbal participation is increasing, although it remains inconsistent.

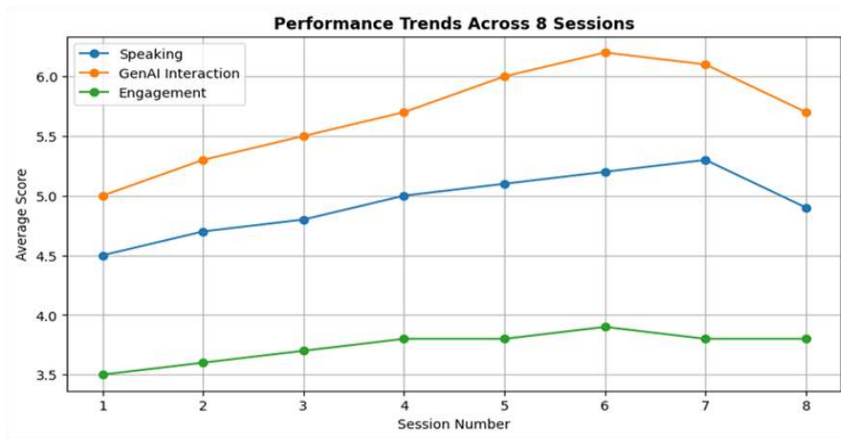


Figure 2. Trend of Performance Scores across Indicators

Aggregate data from all session show that GenAI interactions were dominate, reaching a performance level of 65% (Figure 3). This suggests that students are most comfortable using GenAI tools and that digital platforms have been successfully integrated into learning activities.

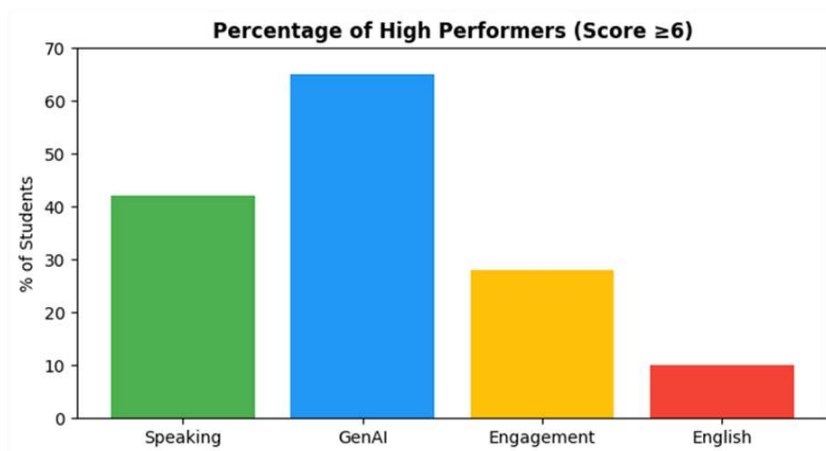


Figure 3. Percentage Share of Performance by Indicator

Further analysis indicates that interaction with GenAI averages 5.7, suggesting successful adoption of the tools in learning. This trend correlates with a slight rise in speaking frequency, with most students moderately active in verbal participation (Table 2).

Table 2. Overall Performance Metric (Averages)

Metric	Average Score (1-8 scale)	Trend
Frequency of Speaking	4.9	Slight increase
Interaction with GenAI	5.7	Significant increase
Engagement in Discussion	3.8	Stable
English Speaking Initiative	1.9	Minimal improvement
Non-verbal Expressions	3.5	Stable

Overall, the data reveal a consistent pattern in which GenAI interaction leads the performance metrics, aligns with gradual improvements

in verbal engagement, and highlights specific areas, particularly students' participation and engagement that warrant further pedagogical attention. To complement these quantitative findings, sentiment analysis was conducted on teachers' reflections to provide additional qualitative insights' experiences and attitudes.

Based on the data from teachers' reflections interpreted into the sentiment analysis, the majority of students (58.75%) exhibited positive sentiments, often linked to active participation in discussions and confidence building factors (e.g., feeling confident after practice). Negative sentiments (18.75%) were primarily associated with low verbal contribution despite high GenAI interaction, often due to factors like lack of familiarity with GenAI or fear of mistakes. Neutral sentiments (22.50%) were observed in students who balanced GenAI use and verbal participation moderately, without strong positive or negative indicators. Figure 4 presents the sentiment analysis results, in which the pie chart highlights a predominantly positive sentiment among students, suggesting effective engagement with GenAI and classroom activities.

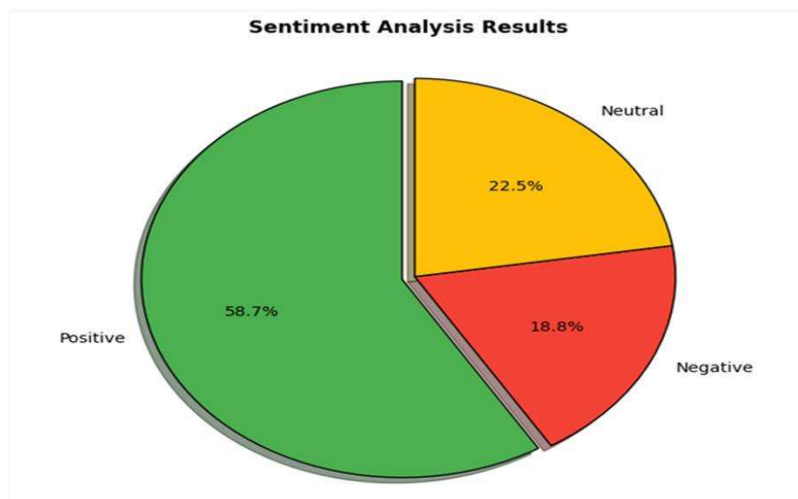


Figure 4. Sentiment Analysis of Reflective notes

4.2 Focus Group Discussions Analysis

Qualitative content analysis explored students' reflections and FGDs to uncover factors affecting their English communication willingness. Two categories emerged (Table 3 & 4): enablers and barriers. Enablers facilitate communication, whereas barriers obstruct students' participation. Each category includes sub-themes, supported by mention frequency and participant quotes, revealing patterns in EFL and tourism contexts.

Table 3. Enablers of Willingness to Communicate (WTC)

Sub-theme	Frequency	Findings	Representative Quotes
Increased Confidence through Practice	28	Repeated practice sessions helped students feel more confident using English.	<i>"After trying several times, I no longer feel too nervous speaking English, even if my grammar is not perfect."</i> (P7)
Supportive Learning Environment	24	Teacher encouragement and peer collaboration motivated students to speak.	<i>"When the teacher appreciates even small efforts, it makes me want to try harder to speak."</i> (P12)
Integration of GenAI as Learning Support	18	AI tools provided quick feedback and vocabulary suggestions, enhancing students' willingness to participate.	<i>"The AI helped me find the right words quickly, so I dared to join the conversation with tourists."</i> (P19)
Relevance to Local Tourism Context	20	Recognizing the usefulness of English in local tourism motivated students.	<i>"When tourists come, I feel proud if I can explain about my village in English."</i> (P23)

Table 4. Barriers to Willingness to Communicate (WTC)

Sub-theme	Frequency	Findings	Representative Quotes
Limited	30	Lack of sufficient	<i>"Sometimes I just</i>

Vocabulary and Grammar Knowledge		vocabulary prevented students from speaking.	<i>want to speak, but I stop because I don't know the right word."</i> (P2)
Fear of Making Mistakes and Anxiety	26	Anxiety about errors or being laughed at inhibited communication.	<i>"I feel nervous that others will laugh if I say something wrong in English."</i> (P16)
Unequal Use of GenAI Tools	12	Some students felt overwhelmed or unsure how to use AI, limiting engagement.	<i>"I don't always understand how to ask AI the right question, so I avoid using it."</i> (P29)
Lack of Real-Life Exposure to Tourists	15	Limited opportunities to interact with tourists reduced practical speaking practice.	<i>"I only speak English in class, but outside I don't have the chance to meet foreigners."</i> (P35)

The findings show students' WTC in English grows through confidence building, collaborative environments, practical relevance, and technological intervention. Conversely, barriers such as limited language knowledge, anxiety, uneven use of AI tools, and lack of real-world interaction hinder their communication efforts. These insights provide a nuanced understanding of factors that can inform instructional strategies aimed at enhancing students' engagement in English communication, particularly within the context of local tourism.

Based on the thematic analysis, the Focus Group Discussions (FGDs) revealed several overarching themes related to students' willingness to communicate (WTC) in the context of local tourism interactions. First, enablers of WTC emerged, including increased confidence in using English through practice, strong peer and teacher support, and the perceived relevance of English to real-life tourism opportunities. These factors motivated students to actively engage in communication, both in the

classroom and in relation to future interactions with tourists. On the other hand, barriers to WTC were identified, such as fear of making mistakes, limited vocabulary, and anxiety during face-to-face communication. These barriers highlight the psychological and linguistic challenges that still hinder students' active participation, despite their motivation.

The role of GenAI was highlighted as both supportive and potentially problematic. While many students saw it as a valuable tool to practice and build confidence before real conversations, others showed signs of dependency, preferring digital interaction over direct communication. Finally, the theme of tourism awareness and the role of coastal youth reflected how students connected their English learning with broader goals of sustainable tourism and cultural identity. Many expressed pride in showcasing their local culture and recognized the importance of English in promoting environmental awareness to tourists. These themes demonstrate the complex interplay between psychological, technological, and socio-cultural factors in shaping students' willingness to communicate in the tourism context. The following Table 5 provides a detailed thematic coding, including sub-themes, specific codes, and illustrative quotes from the participants.

Table 5. Thematic Coding of FGDs

Theme	Sub-theme	Code	Example Quote
Enablers of WTC	Confidence in English	Increased confidence after practice	<i>"I feel more confident speaking in English when I try first with GenAI before talking in front of my friends."</i> (P7, S2)
	Peer teacher support &	Encouragement from peers	<i>"When my friends support me, I feel brave to talk with tourists."</i> (P15, S3)
	Relevance to tourism	Motivation from real-life use	<i>"If I can communicate with tourists, I can help my family's small business."</i> (P22, S3)

Barriers of WTC	Fear of mistakes	Anxiety about grammar/pronunciation	<i>"I am afraid the tourist will not understand me if I make mistakes." (P9, S2)</i>
	Limited vocabulary	Difficulty recalling words	<i>"Sometimes I stop speaking because I forget the English word." (P30, S4)</i>
	Anxiety in face-to-face	Hesitation in real conversations	<i>"Typing with GenAI is easier than speaking directly." (P35, S4)</i>
Role of GenAI	Scaffolding tool	Practice before real talk	<i>"Practicing with GenAI makes me ready before I talk to the class." (P5, S1)</i>
	Dependency risk	Over-reliance on GenAI	<i>"I prefer to type in GenAI rather than speak, because it feels easier." (P18, S3)</i>
Tourism Awareness and Youth Role	Local identity	Pride in coastal culture	<i>"I want to show tourists our culture, so I must improve my English." (P12, S2)</i>
	Sustainable tourism	Linking English with eco-awareness	<i>"If I can explain about the beach in English, tourists will respect our environment." (P28, S4)</i>

4.3 Semi-structured Interviews Analysis

Based on the thematic analysis of in-depth interviews, several overarching themes emerged. Students consistently highlighted enhanced vocabulary acquisition, greater confidence in speaking, and the practical use of GenAI for rehearsal as key aspects of their learning experience. In terms of perceptions, they emphasized the relevance of learning for tourist communication, the interactive nature of GenAI-assisted classes, and the sense of psychological safety that allowed them to experiment without fear. These findings suggest that GenAI integration plays a crucial role not only in linguistic development but also in building communicative readiness and confidence among coastal students preparing for interactions in the tourism sector.

To provide a clearer overview, the Table 6 below presents the thematic coding derived from students' responses, which includes the main themes, sub-themes, representative quotations, and interpretations.

Table 6. Thematic coding of in-depth interviews

Main Theme	Code/Sub-theme	Example Quotation (Participants)	Interpretation
Learning Experience with GenAI	Vocabulary improvement	<i>"I feel that the learning experience with GenAI makes it easier for me to understand new insights."</i> (P1)	Students consistently report that GenAI helped expand their vocabulary effectively.
	Increased confidence in speaking	<i>"In learning, I became more confident to try to speak English."</i> (P3)	GenAI-assisted practice reduces anxiety and builds speaking confidence.
	Use of GenAI for practice	<i>"I often use GenAI to practice conversations before speaking live."</i> (P6)	Students see GenAI as a safe rehearsal space before real conversations.
Perceptions of GenAI-assisted WTC-based Learning	Preparation for tourism communication	<i>"I think this learning helps me prepare myself to communicate with tourists"</i> (P12)	Students recognize the relevance of learning for real-world tourist interaction.
	Interactivity and engagement	<i>"I feel GenAI-assisted learning is more interactive than traditional methods."</i> (P18)	GenAI-based learning perceived as more engaging than conventional teaching.
	Psychological safety	<i>"I feel safer because I can try GenAI first before talking directly."</i> (P25)	GenAI provides a safe space that lowers fear of making mistakes.

Based on the category-based sentiment of in-depth interviews, students' responses revealed diverse emotional and cognitive reactions towards GenAI-assisted WTC-based learning. The analysis grouped responses into six categories: Use of GenAI, Confidence, Vocabulary Acquisition, Tourism Communication, Teacher's Role, and Learning Comfort as in Table 7. Each category displayed positive, negative, and neutral sentiments that provide insights into students' experiences and perceptions.

Table 7. Category-based sentiment of in-depth interviews

Category	Positive Sentiment	Negative Sentiment	Neutral Sentiment	Interpretation
Use of GenAI	Students felt motivated, could rehearse before speaking, and gained confidence. <i>"I like using GenAI because I can practice before speaking."</i> (P1) <i>"GenAI helps me feel more confident when I answer in English."</i> (P7) <i>"It makes learning more fun and interactive."</i> (P12)	Some experienced technical difficulties or limited understanding of how to use it. <i>"Sometimes I cannot use it well because of internet problems."</i> (P4) <i>"I get confused with some of the GenAI responses."</i> (P15)	A few remained indifferent, with no strong impression s. <i>"I use it occasionally, but it doesn't change much."</i> (P9) <i>"It feels the same as normal class for me."</i> (P20)	GenAI is seen as motivating and helpful, though technical barriers and limited understanding reduce its potential.
Confidence	Students	Some	A portion	GenAI fosters

	reported increased willingness to speak and less fear of mistakes. “Now I am braver to speak in English.” (P3) “I feel less afraid of making mistakes.” (P11) “GenAI gives me courage to try new sentences.” (P18)	remained shy or hesitant, particularly in formal contexts. “I still feel shy in front of my friends.” (P5) “Sometimes I cannot speak unless the teacher asks me.” (P14)	did not observe significant change. “My confidence is the same as before.” (P2) “I don’t see much change in my courage.” (P22)	confidence, but personal barriers such as shyness persist.
Vocabulary Acquisition	Students gained practical vocabulary relevant to tourism communication. “I learned new words about tourism, like ‘souvenir’ and ‘local guide’.” (P6) “GenAI teaches me practical words I can use with tourists.” (P19) “It helps me	Some struggled to recall or apply new vocabulary effectively. “Sometimes I forget the new words quickly.” (P8) “It is hard to apply the vocabulary in real situations.” (P16)	A few saw little change in their vocabulary use. “I don’t learn many new words, just repeat the old ones.” (P10) “Vocabulary feels the same for me.” (P28)	Vocabulary development was evident, but reinforcement strategies are needed.

	remember simple expressions.” (P25)			
Tourism Communication	Students felt more prepared for interactions with tourists through contextual practice. “I feel more ready to talk to tourists because of practice.” (P13) “The examples are useful for real tourism situations.” (P23) “Now I know how to introduce my village in English.” (P30)	Some still struggled with adapting language to real-life situations. “I still get nervous when thinking about speaking to real tourists.” (P9) “It is difficult to adapt my English to different contexts.” (P21)	Others did not perceive substantial improvement. “I haven’t had the chance to use it with tourists yet.” (P17) “Maybe it helps, but I am not sure.” (P27)	GenAI offers relevant support, though real-world practice remains essential.
Teacher’s Role	Teachers were seen as crucial facilitators guiding effective GenAI use. “The teacher explains how to use GenAI clearly.” (P2) “Our teacher encourages us to try with	A few students felt the guidance was insufficient. “Sometimes the teacher cannot check everyone’s use of GenAI.” (P15) “I feel lost if the teacher	Some perceived the role of teachers as neutral or unchanged. “The teacher’s role feels the same as before, not much different.” (P31)	Teacher support is critical to ensure effective integration of technology.

	<i>AI and then does not "I think the speak." (P26) help." (P29) teacher is "I feel guided when the important, teacher combines but my experience is neutral." (P33) GenAI with discussion." (P35)</i>			
Learning Comfort	Students experienced psychological safety, comfort, and less fear of being judged. <i>"I feel safer because I can try answers with GenAI first." (P32)</i> <i>"I am not afraid of being laughed at." (P18)</i> <i>"It makes me more relaxed to speak." (P36)</i>	Some still felt awkward or pressured during activities. <i>"Sometimes I still feel awkward using English." (P22)</i> <i>"I feel pressured when I cannot answer quickly." (P38)</i>	Others felt unaffected by the new environment. <i>"For me, the class feels the same as usual." (P24)</i> <i>"No big change in comfort, just normal." (P40)</i>	Comfort increased for many, though some still feel awkward or pressured.

Overall, the majority of students expressed positive sentiments across all categories, particularly in vocabulary acquisition, confidence building, and learning comfort. Negative sentiments were primarily linked to technical challenges with GenAI and difficulties applying knowledge in authentic communication. These findings highlight that GenAI plays a significant role in enhancing linguistic and psychological readiness, while teacher support and practical exposure remain crucial for maximizing its impact.

4.4 Structured Interviews Analysis

This section presents the descriptive statistical analysis of the data collected from 40 respondents (P1 to P40) through a structured interview questionnaire. The questionnaire was divided into four sections: (A) Perception of Learning Methods (Items 1-5), (B) Influence on Ability and Understanding (Items 6-10), (C) Ease and Comfort in Learning (Items 11-15), and (D) Engagement in Sustainable Tourism Context (Items 16-20). The data is analyzed using frequency distribution, measures of central tendency (mean, median, mode), and data visualization to provide a clear overview of the respondents' perceptions.

The mean, median, and mode for each item are summarized in Table 8 below. The mean scores range from 3.35 (Item 11) to 4.05 (Item 12), indicating that, on average, respondents' answers leaned between "Neutral" and "Agree" across all items. The median for almost all items is 4 ("Agree"), suggesting that the central value of the dataset consistently reflects a positive perception. The mode, or the most frequent response, is also 4 ("Agree") for the majority of the items, further confirming this trend.

Table 8. Descriptive statistics (Mean, Median, Mode)

Item	Statement Focus	Mean	Median	Mode
1	Understanding Material	3.68	4	4
2	Learning Motivation	3.75	4	4
3	Method Effectiveness	3.43	3.5	4
4	Confidence in Tasks	3.70	4	4
5	Ease of Understanding	3.48	4	4
6	Improved Understanding	3.93	4	4
7	Active Participation	3.60	4	4
8	Problem-Solving Skills	3.95	4	4
9	Interest in Material	3.60	4	4
10	Critical Thinking	3.58	4	3
11	Comfort in Learning	3.35	4	4
12	Clear Instructions	4.05	4	5
13	Ease of Technology Use	3.63	4	4
14	Learning Flexibility	3.85	4	4
15	Not Academically Burdensome	3.50	4	4

16	Readiness to Communicate	3.90	4	4
17	Importance of English for Tourism	3.58	4	4
18	Motivated to Promote Culture	3.58	4	4
19	English for Coastal Tourism Dev.	3.95	4	4
20	Desire for Active Involvement	3.55	4	4

The frequency distribution for each response category (1 to 5) is presented in Figure 5. The visualization provides a detailed view of the consensus and dispersion of opinions for each item.

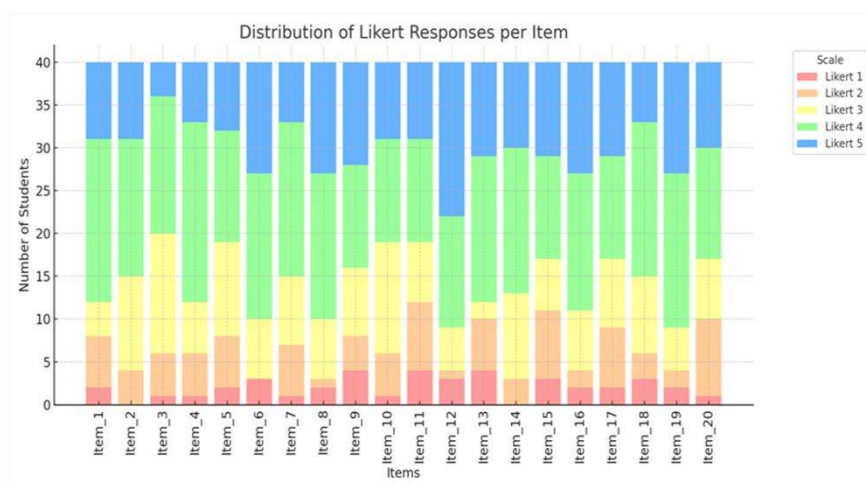


Figure 5. Distribution of Likert-Scale Responses per Item

A closer analysis of the distribution reveals key insights. First, Item 12 (The instructions given in this learning method are clear and easy to understand) received the highest mean score ($M = 4.05$) and had the largest number of “Strongly Agree” responses (18 out of 40). This demonstrates widespread approval for the clarity and accessibility of the instructional design. Second, several items also displayed consistently positive outcomes. Items 6 (Improved Understanding), 8 (Problem-Solving Skills), 14 (Learning Flexibility), 16 (Readiness to Communicate), and 19 (English for Coastal Tourism Development) all scored highly ($M \geq 3.85$), with the majority of responses clustered around “Agree” and “Strongly Agree.” These findings

indicate that the integrated GenAI-assisted learning approach contributes significantly to comprehension, communication readiness, and contextual application in coastal tourism. Third, two items showed relatively mixed perceptions. Item 3 (This learning method is more effective) and Item 11 (I feel comfortable) recorded the lowest mean scores in their respective sections (3.43 and 3.35). While the mode remains 4 (Agree), these items had higher proportions of “Neutral” and “Disagree” responses compared to others. This suggests that while most students still view the method positively, some remain uncertain about its comparative effectiveness and comfort level. Finally, the overall trend indicates a strong positive skew. For nearly all items, the combined frequencies of “Agree” (4) and “Strongly Agree” (5) substantially outweighed “Disagree” (2) and “Strongly Disagree” (1). This demonstrates that the majority of participants perceive the GenAI-assisted integrated learning method as highly beneficial for enhancing their English communication skills, particularly in preparation for interactions within the coastal tourism sector.

5. Discussion

The purpose of this study was to examine how GenAI-assisted integrated learning fosters coastal students’ willingness to communicate (WTC) in English within the context of local tourism. Building on the findings, this section discusses the results in relation to previous literature, highlighting the barriers and enablers of WTC, the role of teacher and GenAI interventions, students’ engagement with sustainable tourism, and their perceptions of the overall learning model.

Q1. How effective is WTC-based learning supported by GenAI and teacher interventions in enhancing the communicative willingness of coastal students?

In this study, students reported increased confidence after practicing with AI tools before engaging in real conversations, highlighting the role of

GenAI as a low-stakes rehearsal partner that reduces affective barriers. This finding underscores that AI-assisted pre-communication practice can strengthen learners' readiness to participate in authentic exchanges. Similar trends have been observed in other contexts: Qiao and Zhao (2023) found that learners demonstrated notable improvements in L2 speaking proficiency alongside enhanced self-regulated learning, while Wei (2023) reported higher motivation and greater use of self-regulated strategies among students engaged with AI-mediated tasks. These studies echo our results, suggesting that GenAI can both boost performance and nurture learner autonomy. Likewise, Wang et al. (2024) showed that avatar-based AI reduced foreign language anxiety and increased WTC, and Liu et al. (2024) emphasized that informal AI-mediated practice fostered enjoyment and an ideal L2 self—two psychological drivers of communicative willingness. However, our findings also confirm that GenAI alone is insufficient. Teacher interventions, particularly supportive interruptions and scaffolding, were pivotal in sustaining momentum and preventing anxiety-driven withdrawal. This aligns with earlier studies on teacher immediacy and scaffolding as predictors of WTC (Sheybani, 2019; Cai, 2021; Zhi & Wang, 2024). More recent critiques also caution against overreliance on AI, highlighting risks related to creativity, cognition, and ethical implications (Yan et al., 2024; Chan & Lee, 2023; Cogo et al., 2024). Taken together, our study extends the literature by showing that the synergy between GenAI and teacher mediation is particularly effective for coastal learners, where AI provides individualized rehearsal and teachers ensure affective security and contextual integration. Similar hybrid models have been shown to enhance learning benefits in cross-cultural settings (Järvelä et al., 2023; Weber et al., 2024; Fan, 2023; Nguyen et al., 2024).

Q2. What factors are perceived by students as barriers and enablers in developing students' willingness to communicate (WTC) in the context of tourist interactions?

The findings demonstrate that students' WTC was shaped by both enabling and inhibiting factors. On the enabling side, repeated practice with GenAI tools, supportive learning environments, and the contextual relevance of English for tourism strongly motivated students to participate. These findings resonate with MacIntyre et al.'s (1998) heuristic model of WTC, which emphasizes the role of communicative confidence and situational context in encouraging participation. Similar results have been reported in Indonesian EFL contexts, where motivation, teacher support, and peer collaboration acted as strong predictors of WTC (Amalia et al., 2024; Weda et al., 2021). Conversely, barriers such as limited vocabulary, communication anxiety, and uneven use of GenAI tools hindered students' engagement. This aligns with prior studies noting that linguistic limitations and fear of negative evaluation restrict learners' willingness to speak (Cao & Philip, 2006; Riasati, 2012). The psychological dimension—particularly anxiety—proved especially salient, reflecting earlier findings that high language proficiency does not automatically translate into high WTC when affective barriers persist (Solhi, 2024; Welesilassie & Nikolov, 2024; Wang et al., 2022; Myhre, 2023). Thus, the interplay between enabling and inhibiting factors underscores the dynamic and context-dependent nature of WTC. In coastal tourism contexts, understanding this balance is vital, since overcoming linguistic and psychological barriers while strengthening enablers directly influences students' ability to engage meaningfully with international visitors.

Q3. What are students' experiences and perceptions regarding the implementation of GenAI-assisted WTC-based learning in preparing them to communicate within the local tourism sector?

Students' perceptions of GenAI-assisted learning were largely positive, with reports of increased vocabulary acquisition, confidence, and psychological safety. These perceptions align with recent studies (Karatas et al., 2024; Qu & Wu, 2024; Pikhart et al., 2024; Li, 2023), which demonstrate that ChatGPT enhances learner motivation, vocabulary growth, and overall EFL performance. Students described GenAI as a rehearsal partner that reduced fear of mistakes and provided a sense of security before live communication. This echoes Fathi et al. (2024) and Zhang et al. (2024), who found that AI-enhanced tools promote engagement and reduce communication anxiety. Nevertheless, some students reported technical challenges, limited familiarity with AI features, or a preference for digital over direct interaction, raising concerns of over-reliance on technology. These observations resonate with Zhi and Wang (2024), who caution that while AI fosters confidence, it must be moderated by teachers to avoid dependency and ensure balanced language use. Similar concerns are also reported in broader contexts, where overdependence on AI tools may diminish opportunities for authentic peer interaction or raise ethical and pedagogical challenges (Chan & Lee, 2023; Cogo et al., 2024). Overall, students viewed the integration of GenAI as more interactive and engaging than traditional methods. Importantly, they emphasized the teacher's role as a guide in effectively integrating technology into learning. This highlights that successful adoption of GenAI-assisted pedagogy depends not only on the technology itself but also on pedagogical design and teacher facilitation. These positive perceptions of GenAI use are especially valuable in local tourism settings, where confidence and reduced anxiety can translate into more authentic and sustained interactions with international visitors.

Q4. What is the level of students' engagement as coastal youth in supporting sustainable tourism development through improved English communication skills?

The study found that coastal students demonstrated meaningful engagement in supporting sustainable tourism development through improved English communication. Many participants expressed pride in promoting their local culture and environment, reflecting a form of learner agency that extends beyond classroom-based language practice. Learner agency, as understood in recent scholarship, emphasizes individuals' capacity to intentionally and proactively regulate, control, and monitor their learning in social and communicative contexts. It emerges from the interplay of intentionality, intrinsic and extrinsic motivation, self-regulation, and self-efficacy, all of which are shaped by social and environmental conditions (Code, 2020; Frazier et al., 2021; Mairitsch et al., 2023). In line with studies of Korean learners, where independent English learning through digital media outside the classroom has been identified as a strong predictor of WTC (Lee & Sylvén, 2021), the Indonesian context presents both parallels and contrasts. While Indonesian youth increasingly engage with English via platforms such as YouTube, TikTok, and online games, their actual opportunities to use English in daily social communication remain limited, as it is not part of everyday public discourse. Within this context, students' reflections in the present study suggest that WTC is not merely a linguistic construct but also a socio-cultural practice that strengthens coastal resilience. They perceived English as a tool for supporting family livelihoods, sharing cultural identity, and raising environmental awareness among visitors. Taken together, these findings underscore that fostering WTC in coastal students provides dual benefits: enhancing their communicative readiness while empowering them to contribute actively to sustainable tourism development.

6. Conclusion

This study investigated the integration of Generative AI (GenAI), teacher interventions, and learner self-readiness in enhancing coastal students' willingness to communicate (WTC) in English, with a particular

focus on the tourism context in Banggai Regency, Indonesia. The findings revealed that students' WTC was shaped by both enabling and inhibiting factors. Supportive learning environments, contextual relevance to tourism, and opportunities for practice emerged as strong enablers, while limited vocabulary, communication anxiety, and technological unfamiliarity continued to present barriers. These results reaffirm that WTC is a dynamic construct influenced by psychological, linguistic, and situational dimensions. The study also demonstrated that the combination of GenAI-assisted practice and teacher facilitation was particularly effective in fostering students' communicative willingness. GenAI provided low-stakes rehearsal opportunities and enhanced learners' vocabulary and confidence, but teacher interventions, especially supportive interruptions and scaffolding, played a crucial role in sustaining engagement and alleviating anxiety. This synergy highlights that technology alone is insufficient and that meaningful teacher presence remains indispensable. Furthermore, the research revealed that developing WTC carried broader socio-cultural implications. Students expressed pride in using English to promote their local culture and tourism, showing that communicative readiness in this context is not only a linguistic achievement but also a contribution to sustainable tourism development. In this sense, fostering WTC empowers coastal youth to engage in community resilience and socio-economic participation. Students' experiences and perceptions of GenAI-assisted learning were largely positive, as they viewed AI tools as effective rehearsal partners that reduced fear of mistakes and improved readiness for real communication. However, some concerns were raised regarding potential over-reliance on technology, suggesting that balanced integration with teacher guidance remains essential.

In terms of pedagogical implications, this study suggests that teachers in coastal and marginalized areas should integrate GenAI tools as supplementary supports while maintaining active roles in scaffolding and

motivating learners. Curriculum designers are encouraged to embed tourism-related content in EFL instruction to increase learners' sense of relevance and agency, while schools should also promote digital literacy to maximize the potential of AI-supported environments. Theoretically, this study extends the heuristic model of WTC by demonstrating how technology-mediated rehearsal and teacher interventions jointly influence communicative readiness, while also positioning WTC development as a socio-cultural contribution beyond the classroom. Future research is recommended to test this integrated learning model in diverse marginalized contexts and to employ longitudinal designs that track the durability of WTC gains and their real-world applications in tourism communication. Comparative studies exploring the effects of different GenAI tools, such as chatbots, avatars, or VR-based platforms, would also provide deeper insights into technology's role in supporting learner engagement. In addition, the use of AI as an interlocutor or learning partner outside the classroom should be further explored, particularly through design-based research approaches that can develop and refine instructional models for sustained communicative readiness. In conclusion, this study highlights that enhancing WTC among coastal students requires an integrated approach where GenAI, teacher facilitation, and learner readiness converge to reduce affective barriers, strengthen communicative confidence, and empower youth to participate in sustainable tourism development.

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SURAT PERNYATAAN TANGGUNG JAWAB BELANJA

Yang bertanda tangan di bawah ini :

Nama : MUH RAFI'I S.S., S.S., M.Pd, M.Pd

Alamat : -

berdasarkan Surat Keputusan Nomor 0419/C3/DT.05.00/2025 dan Perjanjian / Kontrak Nomor 137/C3/DT.05.00/PL/2025; 853/LL16/AL.04/2025;281 13/T.10/PN.00.03/2025 mendapatkan Anggaran Penelitian Eksplorasi Pembelajaran Terintegrasi Berbantuan GenAI dan Intervensi Kelas untuk Meningkatkan Kemampuan Berbahasa Siswa di Wilayah Pesisir Sebagai Mitigasi Pariwisata Lokal Sebesar Rp. 108.960.000

Dengan ini menyatakan bahwa :

1. Biaya kegiatan Penelitian di bawah ini meliputi :

No	Uraian	RAB 100%	Realisasi
1	Bahan Bahan Paket ATK, Bahan Penelitian (Habis pakai), Barang Persediaan	Rp. 2.328.000	Rp. 2.328.000
2	Pengumpulan Data Pengumpulan Data HR Pembantu peneliti, pembantu lapangan, moderator FGD; dan Konsumsi Tim Peneliti dalam kegiatan pengumpulan data, Konsumsi partisipan dalam kegiatan pengumpulan data;	Rp. 41.820.000	Rp. 41.820.000
3	Analisis Data Analisis Data HR Pengolah Data, Narasumber, dan Konsumsi Rapat Tim	Rp. 11.540.000	Rp. 11.540.000
4	Sewa Peralatan Sewa Peralatan Sewa Ruang penunjang penelitian, dan sewa Kendaraan pelaksanaan kegiatan penelitian	Rp. 30.272.000	Rp. 30.272.000
5	Pelaporan Luaran Wajib Pelaporan Luaran Wajib Biaya konsumsi Rapat	Rp. 23.000.000	Rp. 23.000.000
6	Lain-lain	Rp. 0	Rp. 0
Realisasi (100 %)			Rp. 108.960.000

2. Jumlah uang tersebut pada angka 1, benar-benar dikeluarkan untuk pelaksanaan kegiatan Penelitian dimaksud.

Demikian surat pernyataan ini dibuat dengan sebenarnya.



uwuk, 22-05-2025, Ketua

MUH RAFI'I S.S., S.S., M.Pd, M.Pd

NIP/NIPK 0912068502