THE CORRELATION BETWEEN INFORMAL DIGITAL LEARNING OF ENGLISH (IDLE) AND WILLINGNESS TO COMMUNICATE AMONG EFL STUDENTS

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1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the result of my observations, process, and thought with the guidance of my advisors.
2. The thesis that the writer wrote is original and has never been submitted for another academic degree, neither at Indo Global Mandiri University nor at other Universities.

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DEDICATIONS

First and foremost, I would like to dedicate this thesis to Allah SWT, who has always given me strength, guidance, mercy, and endless blessings throughout my academic journey. I proudly dedicate this thesis to:

1. Myself, who never stopped fighting and never gave up throughout my academic journey. Despite facing various challenges, responsibilities, and obstacles, I remained committed to completing my studies and achieving this milestone.
2. My beloved parents, who have always given me endless love, prayers, support, and sacrifices. Thank you for believing in me, encouraging me, and standing by my side in every situation.
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MOTTO

"Balancing dreams, responsibilities, and challenges is never easy. Yet, I choose to keep moving forward, believing that every sacrifice made today will become a meaningful achievement tomorrow."

"Success is not about never falling, but about always finding the courage to rise again."

— The Author —

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Finally, the researcher realizes that this thesis is not without limitations. Therefore, constructive suggestions and feedback are highly appreciated. It is hoped that this study will contribute to the development of English language education and provide useful insights for future researchers.

Palembang, 21st September 2026



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ABSTRACT

This study aimed to investigate the correlation between informal digital learning of English (IDLE) and willingness to communicate (WTC) among university EFL students at Universitas Indo Global Mandiri Palembang. The study was conducted based on the increasing exposure of EFL students to English through digital platforms, while their willingness to communicate in English may still be limited by factors such as anxiety, a lack of confidence, and limited opportunities to use English. This study employed a quantitative correlational research design involving 113 students of the English Education Study Programme at Universitas Indo Global Mandiri Palembang. Total sampling was used to select all 113 students as participants. Data were collected through a close-ended questionnaire measuring IDLE and WTC and were analysed using descriptive statistics, reliability testing, assumption testing, and Pearson Product-Moment Correlation with the assistance of IBM SPSS Statistics. The results revealed a statistically significant positive correlation between IDLE and WTC ($r = 0.684$, $p = 0.000 < 0.05$). The correlation coefficient indicated a strong positive relationship between the two variables, suggesting that students with higher engagement in informal digital English learning tended to demonstrate higher willingness to communicate in English. These findings indicate that informal digital English learning provides a relevant context for students' engagement with English and may be associated with their willingness to communicate.

Keywords: ***Informal Digital Learning of English (IDLE), Willingness to Communicate (WTC), EFL Students, Correlational Study.***

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