# EFL STUDENTS' WILLINGNESS TO COMMUNICATE IN POST-PANDEMIC CLASSROOM: AN OBSERVATIONAL STUDY

A Thesis

Presented to the Department of English Education as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Education

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STATEMENT OF WORK'S ORIGINALITY

I hereby declare that my manuscript entitled "EFL STUDENTS' WILLINGNESS TO COMMUNICATE IN POST- PANDEMIC CLASSROOM: AN OBSERVATIONAL STUDY" is an original work of my own. To the best of my knowledge, it contains no sources or resources other than the ones mentioned and acknowledged.

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ABSTRACT

This research aims to observe students' willingness to communicate (WTC) in a post-pandemic classroom, and strategy used by the teachers to improve students' willingness to communicate in the classroom. This is an observational study which is qualitative in nature. The instrument for this research was adapted from Cao's (2019) theory of WTC. One EFL classroom teacher was willing to be observed as a participant in this research. The data were collected through observation by using a direct video recorder. The researcher found that most of the students were relatively engaged and willing to communicate in the classroom. The strategies used by teachers successfully boosted their WTC and only a small percentage of students were unwilling to communicate as a result of their individual dimension. Further implications and recommendations are also described in this research. The findings of this study recommend utilizing a variety of data collection methods, such as interviewing students in English classrooms or conducting in-depth interviews.

Keywords: EFL high school students, post-pandemic classroom, willingness to communicate.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The COVID-19 pandemic era has transformed many sectors in our lives, including the educational sector. Moving forward, we go to a new normal period after more than two years in the pandemic situation where we should go back to the offline class which causes transformation in our educational system. This situation requires the students to excel in their academic performance. Based on the preliminary observation, one of the high school teachers in Yogyakarta supports this statement. She shared her experience instructing various classes in the post-pandemic situation at the "*Pelatihan Mengajar Kelas Bahasa Inggris*". According to her, the majority of students were reluctant to talk since they were still trapped in the online learning activities where they were accustomed to turning off their camera and microphone. It also affected the practice of English skills (Taufiq, et.al, 2022). In fact, students' willingness to communicate is very influential in language classrooms.

Willingness to Communicate (WTC) is a key factor that should be considered in the language classroom environment. This is due to the fact that

WTC enables students to prepare themselves for learning and motivates them to initiate and interact in the target language (Bernales, 2016). In short, WTC helps students and teachers grasp the learning goals. Some researchers have reported several factors underlying WTC in an EFL context, and it is due to a variety of complex reasons. According to Fadhila (2018), language perceived competency, classroom atmosphere, educational technique, group discussion, and feedback are some of the factors to consider regarding students' WTC. In terms of interlocutor, educators could also contribute to the success of students' learning and communication in the classroom environment. As cited by Sheybani and Wala (2019), willingness of students to communicate can be influenced by teaching communication strategies. Based on their study, they believe teacher immediacy as a useful educational tool for raising students' WTC. Given the significance of educators' contributions to the development and maintenance of students' WTC in a foreign language, it appears critical to build a positive connection between teachers and students in the classroom.

The studies addressing EFL learners' Willingness to Communicate (WTC) in various contexts and age groups have gained attention in recent years, such as Tapalov and Knezevic (2018); Lee and Drajati (2019); Mulyono, et al. (2020); Henry, et.al (2021); Lee and Liu (2022). However, the majority of those studies were conducted in quantitative, for example Tapalov, et al. (2018); Lee and Drajati (2019); Mulyono, et al. (2020); Henry, et al. (2021). To the best of the

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researcher's knowledge, only a few qualitative studies have been undertaken and a small number of research have been discussed in post-pandemic situations. Within this regard, the current observational study in a post-pandemic English classroom is needed to fill this gap.

Based on the information above, the aim of this study is to observe students' interaction as well as teachers' strategies to encourage students to be willing to communicate, particularly in EFL post-pandemic classrooms.

1.2 Identification of the Problems

Given the fact of the rapid move from offline-online and back to offline learning, both teachers and students are affected in practicing English. They are suddenly forced to adapt with a new educational method, which requires them to shift from their previous learning habits. As evidenced by the fact, the majority of the students were become unwilling to communicate in the classroom due to they were still trapped in the online learning activities.

In line with the aim of this study, it only observed senior high school students' willingness to communicate as well as teachers' strategies in post-pandemic classroom situations.

1.3 Formulation of the Problems

The following questions are addressed in this study:

1. In what classroom situations are EFL students willing to communicate and unwilling to communicate?

2. What is the strategy used by the teachers to improve students' willingness to communicate in the classroom?

1.4 Objectives of the Study

The study is being undertaken in order to observe students' willingness to communicate in a post-pandemic classroom, and to find out the situations that students are willing to communicate and vice versa in EFL senior high school.

1.5 Significance of the study

This study looks deeper into students' WTC in offline classes, focusing on how EFL students in senior high school used WTC in their spoken communication. This study is expected to aid other English teachers in their efforts to improve students' WTC in EFL post-pandemic

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classes, as it will enable them to plan suitable activities that will encourage students to participate. For the other researchers, this study could also offer benefits to find the most recent information about students' WTC in an EFL post-pandemic classroom.

CHAPTER II

LITERATURE REVIEW

2.1 Willingness to communicate in EFL context

The term Willingness to communicate (WTC) was first established by McCroskey and Baer (1985) in L1 and is based on Burgoon's (1976) work on unwillingness to communicate. It was proposed as a personality characteristic that defined why one person started speaking while another did not in the identical situation. In this context, WTC was measured in L1 speakers of English. While attempting the second language acquisition context, Derwing, Munro, and Thomson (2008) discovered that the L2 WTC concept reveals a student's readiness to communicate in a second language when given the opportunity to do so and has been gradually shown to be associated with students' language fluency and capability, just like their speaking abilities.

In language classroom context, a number of researchers have identified the characteristics that affect students' willingness to communicate. Cao (2011) elaborate the factors into three dimensions, such as environmental, individual and linguistic. The situational variables which influence WTC are learning motivation

(Yashima, 2019), interlocutors, topic, and perceived opportunities (Syed &

Kuzborska, 2019).

2.1.1 Learning Motivation

The ability to speak in an L2 classroom was influenced by

motivation, which also affected self-confidence in L2 communication. A

motivated student typically feels more competent and less anxious than a

person who is not as motivated (Yashima, 2019).

2.1.2 Interlocutors

The data's findings from Syed & Kuzborska (2019) illustrated that

the interlocutor is one of several factors that significantly affect L2 WTC

students in the classroom. A good communicator was the main attractor

that inspired and influenced students' communicational behavior

2.1.3 Topic

Relevant and interesting topics given by the teacher increased

students' willingness to communicate in the classroom. The study

participants Syed & Kuzborska (2019) concurred that they felt more

comfortable speaking in class because of the topics that related to their personal life experiences. On the other hand, they were initially uncommunicative and uninterested in the discussion due to the boring topics.

2.1.4 Perceived Opportunities

Opportunities to talk and polite behavior of the teacher can affect students' WTC. If all of the instruction is only provided by the teacher, there will be less student conversation in the classroom (Syed & Kuzborska, 2019).

2.2 Review of Relevant Studies

Many researchers have conducted studies on the topic of willingness to communicate (WTC). Some of those studies are presented in the table below.

Table 2.1. Table of Relevant Studies

Researchers(s)	Research setting & year	Instrument	Participant(s)
Ju Seong Lee	Korea, 2020	Questionnaire	Middle School, High School and University Students

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| Idzni & Setiawan | Indonesia, 2021 | Questionnaire & interviews | The eighth-grade students and three English teachers |
| Weda, et al | Indonesia, 2021 | Questionnaire | Higher Education |

A number of studies have looked at situations where students are willing to communicate. Weda, et al. (2021) reported that the majority of their participants from seventy university graduate students majoring in English from the Graduate Program State University of Makassar, agree to emphasize the importance of group discussions in a variety of activities as one of the most common and significant factors affecting EFL students' willingness to communicate (WTC) in the classroom. The majority of participants are eager to interact with their classmates during group discussion exercises. They appreciate participating in group discussions and like to get the conversation going with a few challenging questions. Therefore, In order to promote student discourse and understanding in the EFL classroom, the teachers or lecturers are recommended to create strategies or approaches to encourage student conversation and understanding by incorporating discussion into learning activities, whether it be a small group discussion, a large class discussion, or even a debate.

In line with this, Idzni and Setiawan (2021) added some additional activities that can minimize students' unwillingness to communicate in a

classroom context. Three English teachers at one of junior high schools in Jakarta participated as the study's respondents. As a result of their interview, they discussed how they use a variety of interactive activities, such as assigning games as opening activities to make students enjoy and become more enthusiastic, using technology to stimulate students' interest and increased their confidence in speaking English, and providing a variety of interactional activities to get them speaking in the class.

Lee (2020) provided support for those statements. Based on the findings of his study, which involved a total of 647 participants (137 middle school, 323 high school and 187 university students), He concluded that by giving the aforementioned affective and capacity supports as well as by creating a good learning environment, the teacher who teaches in an EFL classroom can boost students' L2 WTC.

2.3 Theoretical Framework

These elements of WTC in the classroom were divided into three larger categories by Cao (2011) namely, environmental dimensions, individual dimensions, and linguistic dimensions.
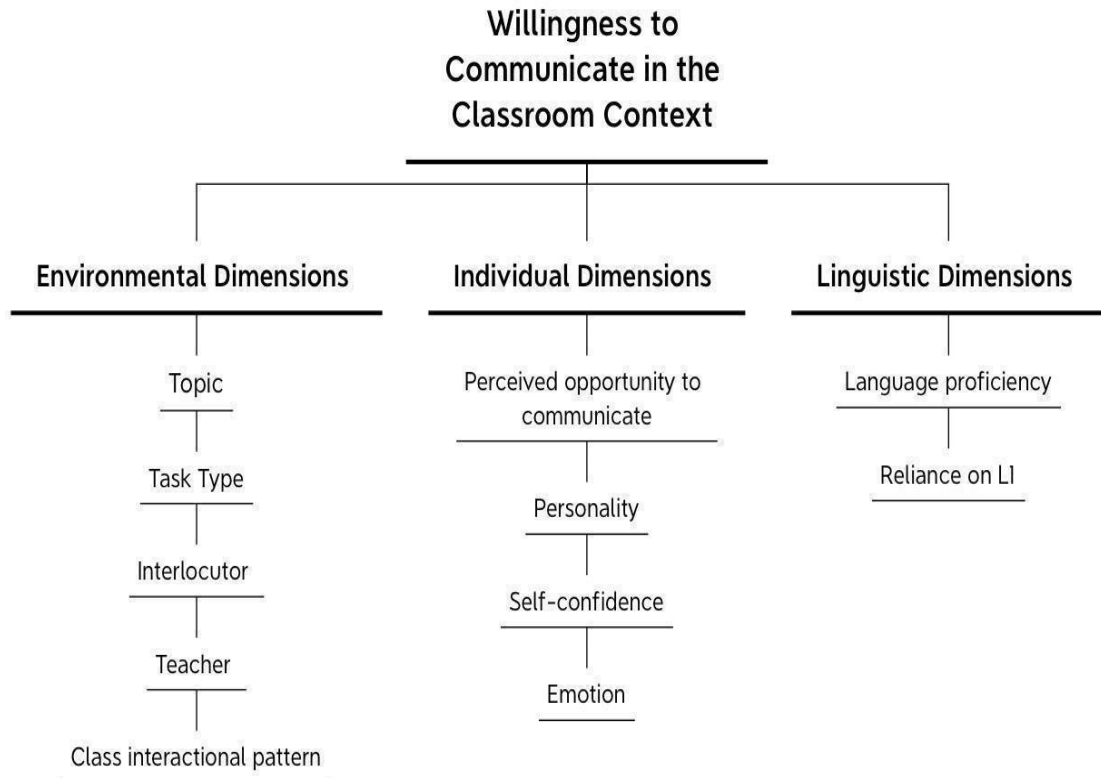
Figure 2.1. Conceptual Framework of WTC in the Classroom (Cao, 2011)

a. **Environmental Dimensions**

The Environmental factors refer to elements present in the immediate class context that affected students' WTC. They covered the external aspects, including the topic, task type, interlocutor, teacher, and style of class interaction.

b. Individual Dimensions

The individual factors refer to personal traits, specifically internal psychological and affective characteristics that each student possesses and that have an impact on his or her WTC. They covered communication opportunities, personality, self-confidence, and emotion.

c. Linguistic Dimensions

The linguistic factors refer to the actual and perceived capacity for thorough and accurate L2 expression as well as the willingness to return to L1 in order to maintain communication. Language proficiency and dependency on L1 are two factors that belong to this dimension.

CHAPTER III

RESEARCH METHOD

3.1. Research Design

An observational study was used to examine the factors that influenced WTC of EFL students' at one of the senior high schools in Yogyakarta through the offline class. As cited by Creswell (2011) the practices of collecting open and direct knowledge by looking at the people and places at the research site are known as observation.

3.2. Data Preparation

In order to conduct this study, one EFL classroom at senior high school in Yogyakarta had been chosen. To get the data, the researcher observed the teaching and learning progress in that classroom directly.

a. Setting and Participants

The research was conducted through classroom observation. It was performed in the second semester in the academic year 2022/2023 at one of the senior high schools in Yogyakarta. The researcher prefers to observe

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this school since it is well-known for having high achiever students . After discussing with the teacher, she suggested observing the English class in the morning section which can offer ease to the researcher to conduct observation as the condition of the students is still fresh and active in learning progress. This class consists of 34 students, (28 female and 6 male).

b. Types of Data

The types of data focus on qualitative research data in the form of video observation, exactly the EFL class observation in Junior High School level where the data would be displayed in a transcribed data afterwards.

c. Sources of Data

Data of this research were gathered from the classroom observation in the English lesson in the XI grade of senior high school in Yogyakarta.

d. Informed consent

The next compulsory step that the researcher must complete is dealing with informed consent as one of the ethical issues after choosing the class to observe, selecting the most suitable participant, and deciding the data type and data source of the research. The teacher of the class that was observed must be informed about the research and confirm how she was involved in order to sign the consent form including that she agreed to be recorded.

3.3. Data Collection Technique

This present study used the observation research instrument adapted from the theory of WTC from Cao (2011) which consists of eight components. Some of those components include sub-component branches as shown in Table 3.1 below.

Table 3.1 Observation Research Instrument Table

Dimension	Sub-dimension	Category	Description
Environmental	Topic	The use of topic is familiar	The topic is familiar and interesting to the students
	Interlocutor	Talk to neighbor/another group member	A student talks to another group member or a student from another group as part

			of a lesson or as informal socializing.
	Teacher	Respond to students' questions actively	A teacher responds to a question by the student actively.
	Class Interactional Pattern	Give an answer to the teacher's question in a whole-class activity	A student responds to a question addressed by the teacher in a whole-class activity.
		Give an answer to the teacher's question in a small group	A student responds to a question addressed by the teacher in a small group.
		Give an answer to the teacher's question in pairs	A student responds to a question addressed by the teacher in pairs.
Individual	Perceived Opportunity to Communicate	Ask for the clarification	A student asks for a clarification of the teacher's information or other students' ideas.
	Personality	Show high response	A student shows high response by initiating to ask questions before being asked.
	Self-Confidence	Volunteer an answer/a comment (hand-raising included)	A student volunteers a comment.
	Emotion	Show positive emotions	A student shows positive emotions such as enjoyment and satisfaction.
Linguistic	Reliance on L1	Answer a questions by using L1	A student answers a question by using L1.

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		Ask the teacher to explain in L1	A student asks the teacher by using L1.
Language Proficiency		Try out a difficult form in the target language	A student attempts at a difficult lexical, morphological or syntactic form.
		Guess the meaning of an unknown word	A student makes an attempt to guess the meaning of a new word.

Table 3.2 Observation Checklist

Dimension	Sub-dimension	Category	Tally	Total(N)
Environmental	Topic	The use of language is simple		
	Task Type	The use of project work		
	Interlocutor	Talk to neighbor/another group member		
	Teacher	Respond to students' questions actively		
	Class Interactional Pattern	Give an answer to the teacher's question in a whole-class activity		
		Give an answer to the teacher's question in a small group		
		Give an answer to the teacher's question in pairs		
Individual	Perceived Opportunity to Communicate	Ask for the clarification		

	Personality	Show high response
	Self-Confidence	Volunteer an answer/a comment (hand-raising included)
	Emotion	Show positive emotions
Linguistic	Reliance on L1	Answer a questions by using L1
		Ask the teacher to explain in L1
	Language Proficiency	Try out a difficult form in the target language
		Guess the meaning of an unknown word

3.4. Data Analysis Technique

The data were analyzed based on thematic analysis promoted by Braun and Clarke (2006). As shown in the figure below (Figure 3.1).
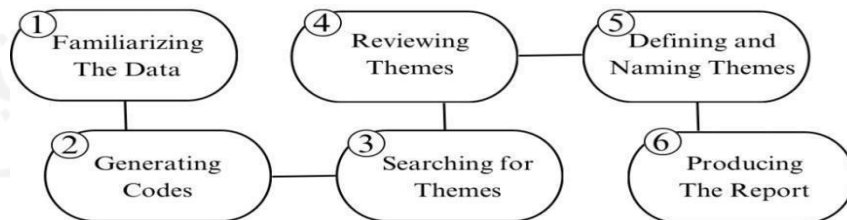
Figure 3.1 Components of thematic analysis (Braun and Clarke, 2006).

In details, the stages of the thematic analysis include:

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a. Familiarizing the data

In this first phase, the researcher transcribed the data through the video recorder by creating a complete written copy of the recording and typing in each word that is spoken.

b. Generating Codes

For the second phase, the researcher read each transcript, line by line, and made a note of each category.

c. Searching for Themes

The third phase, the researcher categorized the initial code into the theme.

d. Reviewing Themes

In this phase, the researcher should review the initial code of the data and the data itself.

e. Defining and Naming Themes

The next phase the researcher needs to make sure that these overarching themes are not repetitive, or they do not overlap.

f. Producing the Report

The last phase, the researcher refamiliarized the data to construct the overarching themes and write down the findings and discussion parts of the research paper.

3.5. Trustworthiness

To gain trustworthiness in this qualitative research, the researcher will fulfill some common criteria conceptualized by Guba's (1981) construct below.

Credibility — Transferability — Dependability — Confirmability
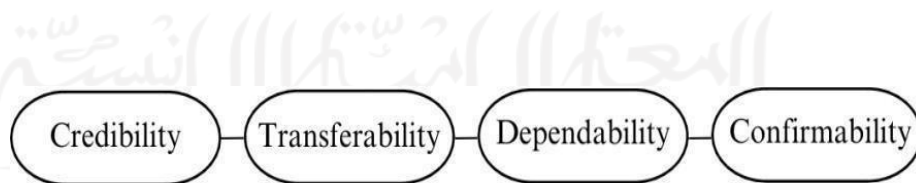
Figure 3.2 Trustworthiness Construct (Guba, 1981)

In credibility, the purpose is to determine whether the results of the study can be considered as reliable. In this process, the researcher re-checked the data through re-watching the video that had been observed. For transferability, the researcher had to report the research results in detail and in depth. Next, dependability, this process is to overcome errors in the research, the researcher consulted the supervisor as an expert and the researcher herself. Last, confirmability, the aim is to know whether the data obtained is objective or not. In this process, the researcher checked the confirmability by discussing it with the supervisor.
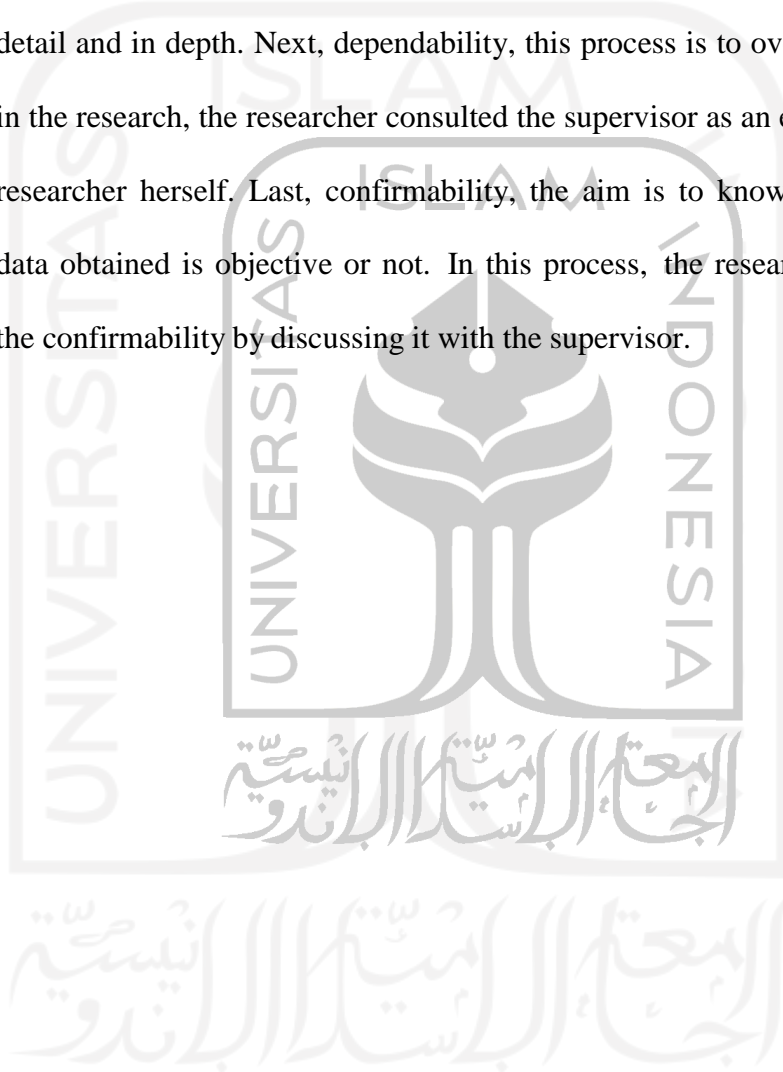
CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

The result of this study was obtained by the researcher from observations of a class at one senior high school in Yogyakarta. The researcher collected the data by conducting direct observations in the classroom and simultaneously documenting the learning progress. Table 4.1 below shows the general findings of the study.

Table 4.1. Overall findings of the Study

Dimension	Sub-dimension	Category
Environmental	Topic	The use of topic is familiar
	Interlocutor	Talk to neighbor/another group member
	Teacher	Respond to students' questions actively
	Class Interactional Pattern	Give an answer to the teacher's question in a whole-class activity
Individual	Perceived Opportunity to Communicate	Ask for the clarification
	Self-Confidence	Volunteer an answer/a comment

		(hand-raising included)
	Emotion	Show positive emotions
Linguistic	Reliance on L1	Answer a questions by using L1
	Language Proficiency	Try out a difficult form in the target language

4.1.1. Students' willingness to communicate in the post-pandemic classroom

According to the observation video's results, the researcher found that the students were mostly willing to communicate when: 1 volunteering an answer/a comment (hand-raising included) the tally is twenty eight, trying out a difficult form in the target language the tally is fifteen, talking to a neighbor or another group member the tally is thirteen , asking for clarification the tally is seven, responding to students' questions actively the tally is five, showing positive emotions the tally is four. For the other categories, such as: the use of language is simple, give an answer to the teacher's question in a whole-class activity and answer a questions by using L1 the tally is one. This result can be seen in Table 4.2 below.

Table 4.2. Table of Observation Tally

Dimension	Sub-dimension	Category	Tally	N
Environmental	Topic	The use of language is simple	1	
	Task Type	The use of project work	-	
	Interlocutor	Talk to neighbor/another group member	13	
	Teacher	Respond to students' questions actively	5	20
	Class Interactional Pattern	Give an answer to the teacher's question in a whole-class activity	1	
		Give an answer to the teacher's question in a small group	-	
		Give an answer to the teacher's question in pairs	-	
Individual	Perceived Opportunity to Communicate	Ask for clarification	7	
	Personality	Show high response	-	39
	Self-Confidence	Volunteer an answer/a comment (hand-raising included)	28	
	Emotion	Show positive emotions	4	
Linguistic	Reliance on L1	Answer a questions by using L1	1	
		Ask the teacher to explain in L1	-	16
	Language Proficiency	Try out a difficult form in the target language	15	

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Guess the meaning of an unknown word	-

a. Talking to a neighbor or another group member

Based on the observation results, one student was willing to speak with his friend who had ideas to share as a part of the learning process. This student listened intently to his friend's ideas as they were being discussed in class, then he talked to that friend to express agreement on what that friend said. The example of the observation transcript is displayed below.

S1 : " The earthquake destroyed the city and caused many deaths, 5.6 the Richter scale. The reason why the earthquake causes so many deaths because it's so close to the sources"
*S2 : "Yaa, agree with your opinion"(**OBS/V/S/ENV/IR/066**)*

In some cases, the students conversed with the interlocutor as means to informal socializing. One student attempted to talk to his friends outside of the topic of discussion of learning. It is proven by the sample from the video transcript below.

*S1 : "Dho, do you want to know how you respond (to him)?"(**OBS/V/T/ENV/IR/177**)*
*S2 : "How?"(**OBS/V/S/ENV/IR/178**)*

b. Ask for clarification

Since delivering information is the part of communication in the classroom, the transference should be clear. According to the findings of the observation, sometimes the students ask for clarification to make sure of the instructions or information given by the teacher. It is proven by the sample from the video transcript below.

*S : "Miss, one adjective only, and the reason ?"(**OBS/V/S/EF/CR/019**)*
T : "Yes, one adjective and the reason"

The students also ask for clarification from the ideas conveyed by other friends in whole-lass, due to the information they have received was unclear or they might have linguistic challenges. The example of the observation transcript is shown below.

S1 : "It's too many victims because the earthquake in Cianjur"
T : "Okaay. Calis, Calis repeat once more"
*S2 : "Can you repeat once more?"(**OBS/V/S/EF/CR/243**)*

c. Volunteering an answer/a comment (hand-raising included)

Some students raised their hands to participate in the class activity by offering an answer or comments based on the video they had been analyzed. The example of the observation transcript is shown below.

T : "Is that okay? Who have finished, please raise your hand"
S : "(raise hand)" **(OBS/V/S/IND/SC/030)**
T : "Ya, Marvin. Stand up please"
S : "... aaa… there are too many victims in that accident, because there are six hundred person died in that accident"
(OBS/V/T/IND/SC/038)

T : "Anyone else?"
S : "(raise hand)" **(OBS/V/S/IND/SC/062)**
T : "Yaa"
S : "The earthquake destroyed the city and caused many deaths, 5.6 on the Richter scale. the reason why the earthquake causes so many deaths because it's so close to the sources"
(OBS/V/T/IND/SC/064)

d. Try out a difficult form in the target language

The classrooms that were observed used an activity that might improve students' language skills by paying attention to other students' perspectives and repeating the idea by coming to a

conclusion. The examples of the observation transcript are displayed below.

T : "Okay repeat once again about Alissa"
S : "It's about the building, and it is risk for them to go back"
(OBS/V1/S/L1N/LP/117)

T : "Ya Dara, come on (.....)"
*S : The earthquake was too dangerous, because a lot of buildings were destroyed" **(OBS/V1/S/L1N/LP/139)***

4.1.2. Emergent Findings

In light of the findings of the observation video, the researcher found two additional conditions where the students were willing to communicate during the learning process. Those two points are in the environmental dimensions on the teacher's part, they are giving points or appreciation and asking for attention. The amount of those aspects can be seen in table 4.3 below.

Table 4.3 Table of Emergent Findings Tally

Dimension	Sub-dimension	Category	Tally	N
Environmental	Teacher	Giving Point or Appreciation	**7**	**19**
		Asking for Attention	**12**	

a. Giving point or appreciation on students' answers

According to the observation video's results, the teacher praised the students by giving points to encourage them to participate in class discussions. The teacher gave points to those who were able to provide their comments regarding the video activity that has been analyzed. These strategies proved to increase students ' participation in the classroom. The examples of the observation transcript are displayed below.

T : "Ya, please. I'll give you 5 minutes to analyze the video, and after that finish,
you share one by one, please raise your hand, okay?"
T : "If you raise your hand, you'll get a
*point"***(OBS/V/T/EF/GPA/014)***

After students shared their ideas or comments, the teacher tried to appreciate their response to keep them motivated during the learning process. It is proven by the sample from the video transcript below.

S : "There are too many victims, that's why people are raising to serve for them."
*T : "Okay, right. Good."***(OBS/V/T/EF/GPA/262)***

b. Asking for the attention

The result of the observation video showed that the teacher directly asked for the attention of the students who seem less active or do not focus well many times. The teacher employed this strategy to help the students to be willing to communicate in the process of learning activity. Examples of the observation transcript are shown below.

S : "(most of the students do not pay attention to Tommy's idea)"
*T : "hey, listen"(**OBS/V/T/EF/AA/205**)*

*T : "Anyone else? look! He keeps quiet. Hello, what is your name? Boycle ya"(**OBS/V/T/EF/AA/277**)*

4.2 Discussion

4.2.1 EFL students' willingness to communicate in the post-pandemic classroom

The construct of willingness to communicate (WTC) addresses the conditions under which one might feel free to choose whether or not to communicate. As specified in the literature review, the framework from Cao (2011) on willingness to communicate is separated into three

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dimensions, including environmental, individual, and linguistic, which is followed by some sub-dimension. According to the findings of the observation, most of the students are relatively engaged and willing to communicate in each dimension in the classroom.

The part in which they have high willingness to speak in the classroom came from their individual factor in the self-confidence category. Based on the research findings, they were willing to volunteer comments in the classroom because the teacher rewarded those who were confident enough to express their opinions in class with points. Besides self-confidence, the factor that made students willing to communicate was their language proficiency. Given the fact that the school I observed is one of the favorite schools in the city, most of the students' language skills are great. They believe with the language ability and proficiency they have. Therefore, they were more willing to communicate well in the classroom.

Only a small percentage of students were unwilling to communicate. As seen on the observation results, one student remained silent when the teacher asked a simple question related to the topic due to his personality In line with this, the result of Weda's (2010) study concluded the students' low personality, nervousness, and unwillingness to

express themselves were contributing factors in their reluctance to share their ideas with other students. Idzni (2021) added the majority of her participants believed they were too hesitant to communicate in class, they were insecure while speaking English since they did not know how to pronounce English words and on average, they did not know the vocabulary in English. It might be concluded that the reasons why students were unable to communicate were caused by their own individual dimension.

4.2.2. Teacher's strategies to improve students' WTC

The results of the observation confirmed that the teacher used a few strategies to boost the students' WTC with one another in the classroom. Idzni (2021) argued that teachers have a greater role to play in creating a comfortable classroom atmosphere so that students become more interested in learning English. It has been proven that using that by using some strategies in teaching English makes students more willing to communicate.

One of the the teacher's strategies were found in this study was such as using a topic that is familiar with the students. The results of the study are consistent with those of recent studies conducted in the EFL and

ESL contexts. Similar to Chinese students (Zeng's, 2010) and Chinese, Korean, Japanese and Swiss–German students (Cao & Philp 2006), they would prefer to speak on topics they were familiar with or things that were directly related to their lives, and this is what causes their WTC increase. In short, topics familiarity might be facilitative in students' willingness to communicate and their further progress in the classroom communication.

Another strategy was the teacher should actively participate in the classrooms, as concluded by Havwini (2019), a teacher is a model for their students. The students will be more engaged in the classroom when the teacher is teaching more actively. The observation result of this study shows that while the teacher was attempting to engage in teaching the lesson and asking questions to the whole class, the students were active in their responses.

Based on the emergent findings, the researcher found two additional strategies used by the teacher in the classrooms. The first strategy was that the teacher gave points or appreciation on students' answers, by this way it led the student to be more willing to communicate in the classroom because they received extra points from the teacher. This strategy is supported by Lestari (2020), she concurred that awarding additional points will encourage students to be more engaged in classroom

activities. The second strategy is the teacher requesting the attention of any students who did not participate in the learning process to make them focused. As cited by Abdullah, et al. (2012), it is important for teachers to promote active participation when students are passive in the classroom. Thus, it is essential for the teacher to provide a conductive learning atmosphere that will encourage the students to participate actively in class. There are a variety of options that might be employed by the teacher in the classroom. According to the results of this observation, the teacher tried to approach a passive student and provided a simple question on the topic being discussed.
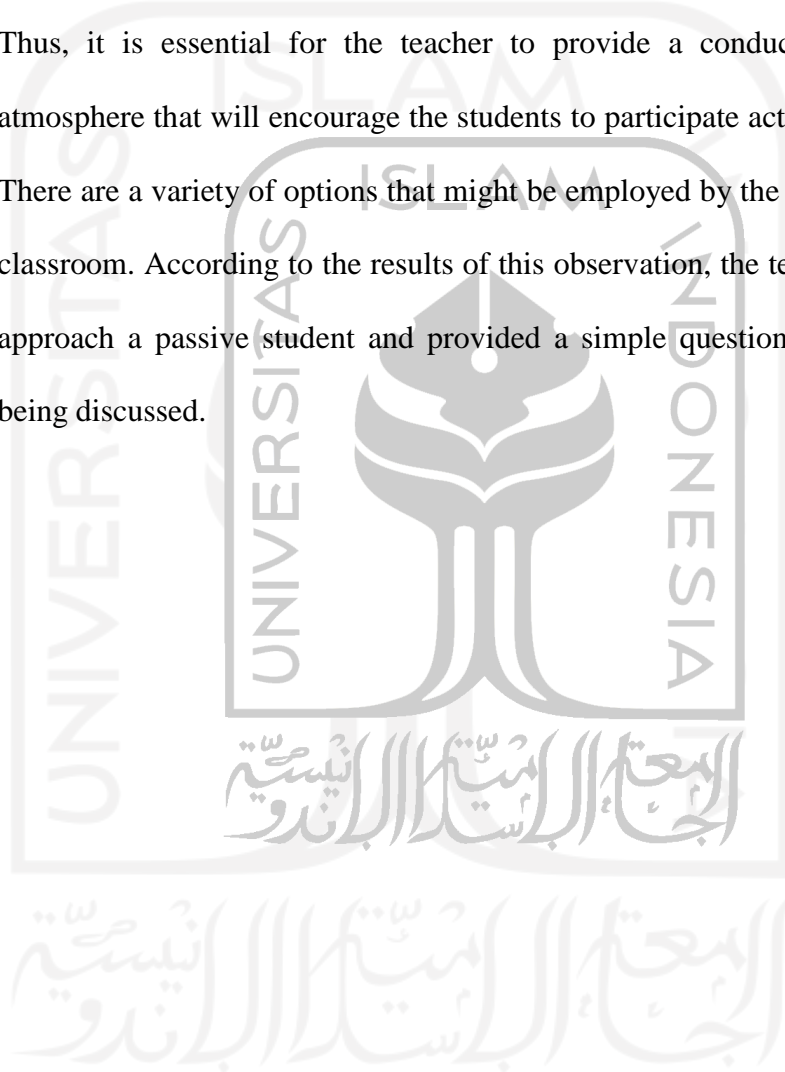
CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This qualitative study aims to explain the EFL senior high school students' willingness to communicate (WTC) in post pandemic situations. Through direct observation in the classroom that had been observed, the researchers were able to draw the conclusion that most of the students were engaged and enjoyed their learning process, due to the strategies employed by the teachers, who successfully boosted their WTC.

The situation which makes students unwilling to communicate is their personality. In accordance with the observation, the students do not show high responses by initiating to ask questions before being asked by the teacher. Nevertheless, in this research there were some strategies used by the teacher to enhance the students' willingness to communicate, with more effort and enthusiasm a teacher is able to improve the personality of students who are less active by encouraging them, giving them attention and asking them simple questions related to the lesson, then rewarding them with additional points or appreciating their responses. For the situation which allows them to be willing to

communicate is when they are sure with their language proficiency, at this time it increases their self-confidence to communicate by volunteering an answer and responding to the teacher's question during the classroom section.

5.2 Suggestions

The scope of this study is to determine students' willingness to communicate in post-pandemic situations by using observational study. To gain more concrete variables, future researchers could use a variety of data collection techniques, such as interviewing teachers and/or students in English classrooms or conducting in-depth interviews.

Furthermore, the researcher hoped that this research will be useful for English language teachers to improve their approach in increasing students' willingness to communicate. After seeing the factors that affect students' willingness to speak, the teacher can recognize the students' challenges to communicating in English, in order to apply the suggested strategies or to create the new ones.

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APPENDICES

Appendix 1

Thematizing matrix

Constructs	Themes	Code
Environment	Topic	OBS/V/T/ENV/TC/008
	Interlocutor	OBS/V/S/ENV/IR/040
	Teacher	OBS/V/T/ENV/TR/020
	Class Interactional Pattern	OBS/V/T/ENV/CIP/007
Individual	Perceived Opportunity to Communicate	OBS/V/S/IND/POC/038
	Self-confidence	OBS/V/S/IND/SC/030
	Emotion	OBS/V/S/IND/EN/048
Linguistic	Reliance on L1	OBS/V/S/LIN/RL/019
	Language Proficiency	OBS/V/S/L1N/LP/041

Emergent Findings

Giving Point or Appreciation	OBS/V/T/EF/GPA/014
Asking for Attention	OBS/V/T/EF/AA/039

Coding matrix

Coding sample	Meaning
OBS/V/T/ENV/T/007	OBS = Observation V = Video T = Teacher

	ENV = Environment T = Topic 008 = Line
OBS/V/S/ENV/IR/040	OBS = Observation V = Video S = Students ENV = Environment IR = Interlocutor 040 = Line

Appendix 2

Data Transcription

T : Teacher
S : Students

Subj.	Line	Transcript	Theme	Code
T	001	"hello, good morning everybody"		
S	002	"good morning, miss"		
T	003	"thank you, Daniel, "thank you, Anggita"		
T	004	"okay for today, please remember that yesterday I shared with you about the video, right?"		
S	005	"yes"		
T	006	"what the video is it? tentang apa?		
S	007	"earthquake"	Class Interactional Pattern (whole class)	OBS/V/T/ENV/CIP/007
T	008	"gempa bumi, right? okay, Cianjur.	Topic	OBS/V/T/ENV/TC/008
T	009	what's more? I asked you to discuss with your friends"		
T	010	"hello…. to discuss with your friends in pairs, and then check again about the video based on your Google		

		Classroom, check your ponsel and gadget, ya, and after that I need you to discuss in the few minutes, 5 minutes enough. 5 minutes video, 5 minutes discuss or ten minute discuss, and after that you do in pairs to share what you see and what situation there, ya, okay?" and don't forget … because yesterday you learned about the use of adjective using too and enough, right? yaaa so hopefully you can share by this comment, ya, one by one. after watching video, everybody must have one sentence enough for you, ya"		
T	011	"for example using too much, too, show, whatever you want to say. it must be in an adjective, right? and give the reason. it's too cool, it's too drastically, it's too dangerous, okay?"		
S	012	"okay"		
T	013	"ya, please. I'll give you time 5 minutes to analyze the video, and after that finish, you		

		share one by one, please raise your hand, okay?"		
T	014	"if you raise your hand, you'll get a point"	EF (giving point or appreciation on students' answer)	OBS/V/T/EF/GPA/014
T	015	"sorry, the LCD is not on, tidak on LCD nya sorry. please you check again about the video first, discuss with your friend, okay? and after that by analyzing the video, you share the comment by using adjectives, show or enough. okay?"		
S	016	"okay"		
T	017	based on the situation. contohnya misalnya. it's too drastically disaster, because there are many victims"		
S	018	"(raise hand)"		
S	019	"miss satu adjective saja, dan alasannya?"	Perceived Opportunity to Communicate	OBS/V/S/IND/POC/019
T	020	"ya, satu adjective saja dan alasannya"	Teacher	OBS/V/T/ENV/TR/020
S	021	"(raise hand)"		

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S	022	"miss, satu orang satu?"	Perceived Opportunity to Communicate	OBS/V/S/IND/POC/022
T	023	"ya, satu orang satu"	Teacher	OBS/V/T/ENV/TR/023
T	024	"okay, the example, ya… it's too … to … it's … enough to … it's enough … to it's too much … miss Indah kasih tau ya, too much boleh menggunakan uncountable noun, seperti kemarin yang kita pelajari sayang, ya atau you can use it's too many … ini untuk pemula awal, kalimat awalnya. too many countable noun. pokoknya kita sudah belajar ya countable noun or uncountable noun, right? gitu, disini kamu bisa pakai adjective, disini juga pakai adjective. kalau seperti ini yang ketiga ini, it's enough … to. okay boleh, ini disini kamu bisa pakai kata benda, noun, silahkan"		

T	025	"i think you all much about those, ya. kamu sudah belajar banyak, okay? terus kemudian give me the reason, alasannya? that why … bisa juga menggunakan because …, in this case …, itu terserah kamu, kalau dalam bahasa Indonesia you can say oleh karena itu"		
S	026	"miss, jadi alasannya itu tentang kalimat yang tadi?"	Perceived Opportunity to Communicate	OBS/V/S/IND/POC/026
T	027	"iya, kalimat kamu tadi"	Teacher	OBS/V/T/ENV/TR/027
S	028	"oooh"		
T	029	"is that, okay? siapa yang sudah, please raise your hand"		
S	030	"(raise hand)"	Self-confidence	OBS/V/T/IND/SC/030
T	031	"okay, Marvel"		
S	032	"(laugh), Marvin "		
T	033	"Marvin, ya, Marvin. stand up please, berdiri lho"		
S	034	"eem, dibacain?		

T	035	"ya dibacain, ga dibacain juga langsung aja gausah dibaca, kan sudah hafal, yaa"	Teacher	OBS/V/T/ENV/TR/035
S	036	"oh, dialognya?"	Perceived Opportunity to Communicate	OBS/V/S/IND/POC/036
T	037	"bukan dialognya, share comment aja tadi kan dialognya kamu belum selesai. okay Marvin, i'm sorry, nanti setelahnya kamu nulis di komen miss Indah, ya. okay, come on, yuk Marvin"		
S	038	"aaa… there are too many victims in that accident, because there are six hundred person died in that accident"	Perceived Opportunity to Communicate	OBS/V/T/IND/SC/038
T	039	"eh Dito, what he said? ngomong apa tadi? repeat once more"	EF (asking for the attention to the students who seem not active or do not focus well)	OBS/V/T/EF/AA/039
S	040	"can you repeat, please?"	Perceived Opportunity to Communicate	OBS/V/S/IND/POC/040
S	041	"okay, there are many victims in that accident,		

		because there are six hundred person, aaa died in that accident"		
T	042	"okay,that's right"		
T	043	"do you get it? what he said? what he said? you get it? it is good, great tentang apa dia? ngomomg apa?		
S	044	"aaa about the earthquake "	Language Proficiency	OBS/V1/T/L1N/LP/044
T	045	"yaa"		
S	046	"many victims"	Language Proficiency	OBS/V1/T/L1N/LP/046
T	047	"ya, that's good. thank you"	EF (giving point or appreciation on students' answer)	OBS/V/T/EF/GPA/047
S	048	"(applause)"	Emotion	OBS/V/T/IND/EN/048
S	049	"(raise hand)"	Self-confidence	OBS/V/T/IND/SC/049
T	050	"ya, Damlen "		
S	051	"aaa, the earthquake is enough to destroy small town, because the earthquake was 5.6 on the richter scale"	Perceived Opportunity to Communicate	OBS/V/T/IND/SOC/051
T	052	"okay, ya"		

T	053	"hello, wait a minute. hello, Satrio, what he said?	EF (asking for the attention to the students who seem not active or do not focus well)	OBS/V/T/EF/AA/053
S	054	"aaa it 5.6 magnitude"		
T	055	"magnitude, yes, is that correct?"		
T	056	"once more, sekali lagi, stand up, please"		
S	057	"the earthquake is enough to destroy small town, because the earthquake was 5.6 on the richter scale"		
T	058	"please"		
S	059	"destroy the small town"	Language Proficiency	OBS/V1/T/L1N/LP/059
T	060	"ya, the small town, and there are many victims there. that's good, okay"		
T	061	"anyone else?"		
S	062	"(raise hand)"	Self-confidence	OBS/V/T/IND/SC/062
T	063	"yaa"		
S	064	"the earthquake destroyed the city and caused of many deaths,	Perceived Opportunity to	OBS/V/T/IND/SC/064

		5.6 on the richter scale. the reason why the earthquake causes so many deaths because it's so close to the sources"	Communicate	
T	065	"okay, that's great"		
S	066	"yaa, agree with your opinion"	Interlocutor	OBS/V/T/ENV/IR/066
T	067	"hello, you know what he said? yaa come on"		
S	068	"aaa, because of the scale 5.6, because of, euum, aaaa, dampak"	Reliance on L1 (answer L1)	OBS/V/T/LIN/RL/068
T	069	"dampak? defect, defect"	Teacher	OBS/V/T/ENV/TR/069
S	070	"defect, ya defect"		
T	071	"is that correct?"		
S	072	"yes"		
T	073	"yes, that's good anyone else?, hello"	EF (giving point or appreciation on students' answer)	OBS/V/T/EF/GPA/073
S	074	"(raise hand)"	Self-confidence	OBS/V/T/IND/SC/074
T	075	"ya, Argito"		
S	076	"because… (the voice		

		of the student does not clear enough, due to another students talk with other friends)"		
T	077	"okay, right"		
T	078	"hello, by the way, who knows? yaaa, Airis. hello Airis, I want to know what Argito said?"	EF (asking for the attention to the students who seem not active or do not focus well)	OBS/V/T/EF/AA/078
S	079	"(laugh)"		
T	080	"once again, okay. Airis attention please. once again, come on"	EF (asking for the attention to the students who seem not active or do not focus well)	OBS/V/T/EF/AA/080
S	081	"okay"		
T	082	"ee stand up please, Gito. stand up"		
S	083	"because… (the student's voice is still unclear.)"		
T	084	"hello, Airis, get it?"		
S	085	"euum"		
T	086	"once again, pleasee, Gito once again, please		

		please"		
S	087	"(laugh)"		
T	088	"okay"		
S	089	"eeee okay"		
T	099	okay, okay yo yoo		
T	091	"hello, hey everybody, attention please"	EF (asking for the attention to the students who seem not active or do not focus well)	OBS/V/T/EF/AA/091
S	092	"ssstttt"		
T	093	"slowly, slowly		
S	094	"because yaa…"		
T	095	"hey, Airis listen	EF (asking for the attention to the students who seem not active or do not focus well)	OBS/V/T/EF/AA/095
S	096	"Dara nanya"		
T	097	"ouh nanti Dara. Airis, listen"		
S	098	"because (unclear		

		voice)		
T	099	"ya, Airis please"		
S	100	"(unclear voice)		
T	101	"ya, is it correct? the most of the city"		
T	102	"good, Airis that's good ya"	EF (giving point or appreciation on students' answer)	OBS/V/T/EF/GPA/102
T	103	"anyone else? I think you have to analyze the video that I shared yesterday, and then now please share, please share by using this to review, okay. and there is any reason, because, why. Cianjur. earthquake, disaster. okay?"		
T	104	"anyone else?"		
S	105	"(raise hand)"	Self-confidence	OBS/V/T/IND/SC/105
T	106	"ya, what's your name? hello"		
S	107	"Alissa"		
T	108	"Alissa, okay Alissa please you stand up"		
T	109	"hey, listen, awas loh yang lainnya ga	EF (asking for the	OBS/V/T/EF/AA/109

		dengar"	attention to the students who seem not active or do not focus well)	
S	110	"(the voice of the student do not clear enough)"		
T	111	"euh, once again, once again Alissa, maybe your friends still confused about what you talked about"		
S	112	"your mask, your mask"	Interlocutor	OBS/V/T/ENV/IR/112
T	113	"yaaa…"		
S	114	"it is the risky for them to go back, because most of the buildings are in apprehensive condition"	Perceived Opportunity to Communicate	OBS/V/T/IND/SC/114
T	115	"aaaa see"		
T	116	"okay repeat once again about Alissa"		
S	117	"it's about the building, and it is risk for them to go back"	Language Proficiency	OBS/V1/T/L1N/LP/117
T	118	"it is about the condition of the building, is that correct? hello, Alissa"		
S	119	"ya, so they can't go		

		back to the building "		
T	120	"aaa, see it's more complete. yaa. yaa, Alissa?"		
S	121	"yaa"		
T	122	"yaa, that's good" thank you, Alissa"	EF (giving point or appreciation on students' answer)	OBS/V/T/EF/GPA/122
T	123	"anyone else? please share raise your hand. ya miss Indah gamau nunjuk loh, kan gamau maksa kan. raise your hand, please		
S	124	"(raise hand)"	Self-confidence	OBS/V/T/IND/SC/124
T	125	"yaa"		
S	126	"naah, dari kemarin gitu lho"	Interlocutor	OBS/V/T/ENV/IR/126
T	127	"yok, Dito "		
S	128	"the earthquake was too dangerous, because it makes a lot of building destruction"	Perceived Opportunity to Communicate	OBS/V/T/IND/SC/128
T	129	"okay, right"		
T	130	"hello, everybody. who wants to repeat what Dito said?		

S	131	"Dito?"		
T	132	"eee Dito"		
S	133	"Defri Ridho"		
T	134	"ohh Defri Ridho"		
S	135	"(laugh)"		
T	136	"hello, come on. siapa yang mau ulang?"		
S	137	"miss, (raise hand)"	Self-confidence	OBS/V/T/IND/SC/137
T	138	"ya Dara, come on"		
S	139	"the earthquake was too dangerous, because a lot of buildings were destroyed"	Language Proficiency	OBS/V1/T/L1N/LP/139
T	140	"is that correct?"		
S	141	"yes"		
T	142	"yes, waah"		
S	143	"yeee (applause)"	Emotion	OBS/V/T/IND/EN/048
T	144	"okay raise your hand please, please share comments. siapa lagi?		
T	145	"nanti kalau yang sudah komen, nanti tagih ke miss Indah nilainya, ya. ya, yang sudah komen tadi ya,		

		okay		
S	146	"(raise hand)"	Self-confidence	OBS/V/T/IND/SC/146
T	147	"ya silahkan" I'm sorry. could you stand up, please?		
S	148	"too many victims caused by the earthquake, because (unclear voice)"	Perceived Opportunity to Communicate	OBS/V/T/IND/SC/148
T	149	"aaa see, hello by the way, who can repeat umm Tiara?		
S	150	"(raise hand)"	Self-confidence	OBS/V/T/IND/SC/150
T	151	"ya gito, Gito. okay Gito want to repeat. Tiara, please pay attention it is correct or not. come on, Gito"		
S	152	"aaaaa… (unclear voice)		
T	153	"is it correct?"		
S	154	"yes"		
T	155	"okay, that's good, great thank you, next. anyone else, please share about what you have analyzed" "Airis, maybe?"	EF (giving point or appreciation on students' answer)	OBS/V/T/EF/GPA/155

S	156	"yes, miss"		
T	157	"ya, Airis, Airis. Airis, stand up, please. berdiri, biar dengan suaramya"		
S	158	"the earthquake killed too many people, 406 people died because of disaster"	Perceived Opportunity to Communicate	OBS/V/T/IND/SC/158
T	159	"hello, you get it?"		
T	160	"yes. okay, ee maybe one of you please to share, to repeat again about Airis"		
T	161	"disini deh, yang pojok ini, ya please repeat again about Airis, what Airis said"	EF (asking for the attention to the students who seem not active or do not focus well)	OBS/V/T/EF/AA/161
S	162	"Moris, Moris "		
S	163	"(raise hand), miss can I?"	Self-confidence	OBS/V/T/IND/SC/163
T	164	"okay, okay come on"		
S	165	"the earthquake eum killed too many people, 406 people died because of that disaster"	Language Proficiency	OBS/V1/T/L1N/LP/165
T	166	"he'eh okay		

		how, Airis?"		
S	167	"(mengangguk, and show okay sign)"		
T	168	"okay, if yes I say yes. ya, because it's your comment"		
T	169	"anyone, else?"		
S	170	"me me (raise hand)"	Self-confidence	OBS/V/T/IND/SC/170
S	171	"aku sek, aku sek"	Interlocutors	OBS/V/T/ENV/IR/171
T	172	"yaa, Ridho ridho first, next Calis"		
S	173	"it was too (the voice is unclear)"		
S	174	"ngomong apasii"	Interlocutor	OBS/V/T/ENV/IR/174
S	175	"406 people died and 700 people injured"		
T	176	"okaay" Hello, anybody want to repeat again about what he said? in this line, in this line"		
S	177	"Dho, kamu mau tau ngga kamu kya gimana?"	Interlocutor	OBS/V/T/ENV/IR/177
S	178	"gimana"	Interlocutor	OBS/V/T/ENV/IR/178
S	179	"amunemomnuumouo"	Interlocutor	OBS/V/T/ENV/IR/179
S	180	"hahaha"	Interlocutor	OBS/V/T/ENV/IR/180

T	181	"okay, aa could you help me please to repeat once again"		
S	182	it was too high … because of that 406 people died and 700 people injured"	Language Proficiency	OBS/V1/T/L1N/LP/182
S	183	"kamu … (unclear voice)"		
S	184	"iya"		
S	185	"hahaha"		
T	186	"Hello everybody, is there any student to repeat again about he said? this slide, come on, ayok aaa miss Indah ingin inii"		
S	187	"(laugh)"		
T	188	"ayok, yana. come on, repeat once again. what he said ?"	EF (asking for the attention to the students who seem not active or do not focus well)	OBS/V/T/EF/AA/188
S	189	"(unclear voice)"		
T	190	"ngomong apa tadi, aa miss Indah ga denger, ngomong apa?"		
S	191	"ga denger, miss"		

T	192	"ooo, okay. Dho, could you repeat once again? hey come on"		
S	193	"it was too high … too destroy many buildings, because of that 406 people died and 700 people injured"	Language Proficiency	OBS/V1/T/L1N/LP/193
T	194	"please"		
S	195	"the earthquake destroyed many buildings, 406 people died and 700 people injured"	Language Proficiency	OBS/V1/T/L1N/LP/195
T	196	"eee, Ridho is that okay?"		
S	197	"okay"		
T	198	"next, what about you Tomy? Tomy you share"	EF (asking for the attention to the students who seem not active or do not focus well)	OBS/V/T/EF/AA/198
S	199	"diaa … (unclear voice)"		
S	200	"haha"		
T	201	"oh yaa"		
T	202	"Tomy, Tomy yaa, ayoo. by analyzing the		

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		video, what is in your mind? Hello, Tommy stand up, please. berdiri lah"		
S	203	"aaaaa"		
S	204	"(most of the students do not pay attention to Tommy)"		
T	205	"hey, listen"	EF (asking for the attention to the students who seem not active or do not focus well)	OBS/V/T/EF/AA/205
S	206	"can I say like Ridho?"		
T	207	"okay"		
S	208	"it was very high magnitude of earthquake, destroy aa many buildings and … aaa it make 406 died and 700 people injured"	Perceived Opportunity to Communicate	OBS/V/T/IND/SC/208
T	209	"yaa"		
S	210	"(applause)"	Emotion	OBS/V/T/IND/EN/048
T	211	"okay that's good. ya Tommy you repeat again about Ridho, ya"		
T	212	"Calis, hello Calis hey, Calis want to say		

		something, by analyzing the video Calis want to say something. so hopefully, you can listen together and repeat, come on"		
S	213	"there are too many victims because of the earthquake and the earthquake was strong enough to injured people"	Perceived Opportunity to Communicate	OBS/V/T/IND/SC/213
T	214	"yaa"		
S	215	"(raise hand)"	Self-confidence	OBS/V/T/IND/SC/215
T	216	"yaa, repeat?"		
S	217	"aa too many victims from that accident, and the earthquake is strong enough to injured so many people"	Language Proficiency	OBS/V1/T/L1N/LP/217
T	218	"okay, right. good anyone else who wants to repeat?"		
T	219	"ya, Aisa. Ais, ai, ayo is ulangin is ala tadi, ngomong apa dia?"		
S	220	"because the accident is too strong enough"	Language Proficiency	OBS/V1/T/L1N/LP/220
T	221	"strong enough? yuk louder please, louder"		

S	222	"there are so many victims, because the accident is too strong enough"	Language Proficiency	OBS/V1/T/L1N/LP/220
T	223	"is that correct?"		
S	224	"yaaa"		
T	225	"yaa, okay correct"		
T	226	"okay, this line, ayo come on nanti kalian harus tulis comment kalian ya di Google Classroom miss Indah, ya. what you see, give the reason, okay? kalau belum miss Indah ga akan kasih nilai point. nah kecuali the one who shares directly, maybe you can ask me, I'll give you point, okay?"		
T	227	"anyone else? ini deh, kayanya diem aja deh. Hello what is your name? Boycle ya"	EF (asking for the attention to the students who seem not active or do not focus well)	OBS/V/T/EF/AA/277
S	228	"(laugh)"		
S	229	"Alvonda, miss"		
T	230	"okay Alvonda, come on. Alvonda ayo. by analyzing the video,"		

		what will you share? stand up please"		
S	231	"(do not answer)"		
T	232	"oo jangan malu dong, ayo stand up kan tadi miss udah suruh menganalisa video toh, apa yang sudah ditangkap? what you got?"		
S	233	"belum, miss"		
T	234	"ooo belum, adu du du duu ini lho dengan menggunakan ini kata kuncinya, ya"		
S	235	"(most of the students do not pay to the teacher)"		
T	236	"hello, ssstt"		
T	237	"menggunakan ini ya, choose one of them, pilih salah satu for the beginning on your sentence form, ya"		
T	238	"Alvonda, eh yang pojok sana please listen ya, Alvonda mau bersuara"		
S	239	"wow Alvonda Alvonda"	Emotion	OBS/V/T/IND/EN/048
T	240	"could you stand up? berdiri"		

S	241	"it's too many victims because the earthquake in Cianjur"	Perceived Opportunity to Communicate	OBS/V/T/IND/SC/241
T	242	"okaay, yok. Calis, Calis repeat once more"		
S	243	"can you repeat once more?"	EF (Clarification request)	OBS/V/S/EF/CR/243
T	244	"Alvonda, could you repeat again, please?"		
S	245	"it's too many victims because the earthquake in Cianjur"		
S	246	"haa haaa?"	Interlocutor	OBS/V/T/ENV/IR/246
S	247	"too many victims, too many victims"	Interlocutor	OBS/V/T/ENV/IR/246
S	248	"oh yeah, too many victims because the earthquake "	Language Proficiency	OBS/V1/T/L1N/LP/248
T	249	"there are many victims because the earthquake in Cianjur, okay correct?"		
S	250	"correct"		
T	251	"anyone else? yang belum silahkan berarti nilainya masih setengah, yaa"		
S	252	"(raise hand) mauu mauu"	Self-confidence	OBS/V/T/IND/SC/252

T	253	"ok berdiri, hello"		
S	254	"there are too many victims, that's why many people serve them"	Perceived Opportunity to Communicate	OBS/V/T/IND/SC/254
T	255	"okay, ya once again please Ya, Ajeng maybe you want to respond"		
S	256	"ulang fa"	EF (Clarification request)	OBS/V/S/EF/CR/256
S	257	"there are too many victims, that's why many people serve them"		
T	258	"okay"		
S	259	"(raise hand)"	Self-confidence	OBS/V/T/IND/SC/259
T	260	"ya Dara, Dara"		
S	261	"there are too many victims, that's why people are raising serve for them"	Language Proficiency	OBS/V1/T/L1N/LP/261
T	262	"okay, right. good"	EF (giving point or appreciation on students' answer)	OBS/V/T/EF/GPA/262
T	263	"anyone else? sorry ya yang ga ngomong tadi nilainya setengah"		

S	264	"(raise hand) aku mau "	Self-confidence	OBS/V/T/IND/SC/264
T	265	"oke, Dara, stand up please"		
S	266	"the 5.6 magnitude earthquake caused too many victims, because 700 people needed to be taken to the hospital"	Perceived Opportunity to Communicate	OBS/V/T/IND/SC/266
T	267	"alright, okay"		
S	268	"(raise hand)"	Self-confidence	OBS/V/T/IND/SC/268
T	269	"yaa, Dito"		
S	270	"the 5.6 magnitude earthquake caused many victims, and 700 people taken to the hospital"	Language Proficiency	OBS/V1/T/L1N/LP/270
T	271	"okay, ya"		
T	272	"Thank you all, so don't forget you can share on the Google Classroom, what you've said you write by using this, okay? and next week you can practice together with your friends, okay? bersama sama nanti ya okay thank you very much for today. assalamu'alaikum warahmatullahi wabarakatuh"		

S	273	"Wa'alaikumussalam thank you, miss"		

Appendix 3

Observation Checklist

Dimension	Sub-dimension	Category	Tally	N
Environmental	Topic	The use of topic is familiar	**1**	
	Task Type	The use of project work		
	Interlocutor	Talk to neighbor/another group member	**13**	
	Teacher	Respond to students' questions actively	**5**	**20**
	Class Interactional Pattern	Give an answer to the teacher's question in a whole-class activity	**1**	
		Give an answer to the teacher's question in a small group	**-**	
		Give an answer to the teacher's question in pairs	**-**	
Individual	Perceived Opportunity to Communicate	Present own opinion in class/respond to an opinion	**7**	
	Personality	Show high response	**-**	**39**
	Self-Confidence	Volunteer an answer/a comment (hand-raising included)	**28**	
	Emotion	Show positive emotions	**4**	
Linguistic	Reliance on L1	Answer a questions by using L1	**1**	

	Ask the teacher to explain in L1	-	
Language Proficiency	Try out a difficult form in the target language	15	16
	Guess the meaning of an unknown word	-	

Appendix 4

FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo
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Tanggal : 26 Desember 2022
Nomor : 2590/Dek/70/DURT/XII/2022
Hal : Permohonan Ijin Pengambilan Data Skripsi

Kepada :
Yth. Kepala Sekolah SMA Negeri 3 Yogyakarta

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa : Fawwaz Dhea Mentari

Nomor Induk Mahasiswa : 19322012

Program Studi : Pendidikan Bahasa Inggris

Pembimbing : Banatul Murtafi'ah, S.Pd., M.Pd

Judul Skripsi :

**"EFL Students' Willingness to Communicate in Post-Pandemic Classroom:
An Observational Study"**

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Dr. phil. Qurotul Uyun, S.Psi., M.Si., Psikolog
NIP: 963200102

Appendix 5

Informed Consent

INFORMED CONSENT

Saya yang bernama Fawwaz Dhea Mentari (19322012), mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia. Bermaksud melakukan penelitian sebagai salah satu kegiatan dalam menyelesaikan tugas akhir untuk mendapatkan gelar sarjana pendidikan. Tujuan penelitian ini adalah untuk mengetahui bagaimana komunikasi siswa di dalam kelas pada masa post-pandemic. Manfaat dari penelitian ini dapat menjadi referensi pengetahuan untuk calon guru dan guru bahasa inggris itu sendiri.

Tidak ada kerugian yang didapat apabila bersedia menjadi subjek karena peneliti akan menjaga data subjek dengan sangat hati-hati dan mengutamakan kenyamanan subjek. Identitas pribadi sebagai subjek akan dirahasiakan dan semua informasi yang diberikan hanya akan digunakan untuk penelitian ini.

Prosedur penelitian yang akan dilakukan adalah subjek secara sukarelawan bersedia untuk ikut serta dalam penelitian ini. Kemudian akan dilakukan observasi kelas. Tidak ada paksaan dalam ketersedian menjadi subjek penelitian ini. Peserta berhak untuk ikut atau tidak ikut berpartisipasi tanpa ada sanksi dan konsekuensi buruk dikemudian hari. Atas perhatian dan kesediaannya menjadi subjek dalam penelitian ini saya ucapkan terima kasih.

Saya yang bertanda tangan dibawah ini :

Nama : Noer Indah yati, S. Pd. M.Pd. B.I

Pengalaman mengajar : 20 th

Alamat : Modalan RT 01 Bangontapan Bantul D.I.Y

Bersedia secara sukarela untuk menjadi subjek penelitian dengan judul **"EFL Students' Willingness to communicate in Post-pandemic Classroom"**

Saya telah mendapat penjelasan secukupnya mengenai kegiatan yang akan diadakan dan menyadari manfaat dalam penelitian ini.
Saya bersedia menjalani subject penelitian sesuai dengan yang telah direncanakan sesuai tujuan penelitian.
Saya dapat mengundurkan diri sewaktu-waktu, meskipun penelitian ini masih berlangsung, apabila keadaan saya tidak mengijinkan untuk tetap ikut serta dalam penelitian ini.
Demikian pernyataan ini saya buat dengan sebenarnya tanpa texanan dan pihak manapun.

Yogyakarta, 9 January 2023

Peneliti

Yang membuat pernyataan,

Noer Indah yati, S.Pd. M.Pd. B.I

Fawwaz Dhea Mentari

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