

APPENDICES

Appendix 1. Questionnaire

The sentence below describes the conditions in the speaking class. Fill in the appropriate box with your condition, while you are in speaking class.

- 1: Strongly disagree
- 2: Disagree
- 3: Neither agree nor disagree
- 4: Agree
- 5: Strongly Agree

Level of WTC						
No	Questions	1	2	3	4	5
1.	I'm willing to present my opinion to my class					
2.	I'm ready to give presentation in front of students					
3.	I am willing to ask English teacher to repeat what she or he said					
4.	When I speak English, I'm afraid the other students will laugh at me					
5.	When given the opportunity to speak freely in English in speaking class, I am willing					
6.	When I have a group conversation in speaking class, I am willing to communicate					
7.	If an English teacher asked me a question in English, I will become nervous					
8.	I would feel uneasy speaking English in front of the students					
9.	I'm willing to greet someone in English					
10.	Talking to a friend using English in speaking class					
11.	In my English class, I'm not very good at volunteering answers					
12.	When I have to speak English in front of my class, I get nervous and confused					

13.	I always look forward to my English classes, especially the speaking class					
14.	Learning English is really great					
15.	I enjoy learning English					
16.	I'm having a great time learning English					

Factors Affecting WTC						
No	Questions	1	2	3	4	5
1.	I am sure that I will able to use the English vocabulary and expression that I have learned to communicate with my English teacher or friends					
2.	I'm sure in my ability to use sentences to describe myself in English					
3.	You are willing to speak if you know your classmates are better at speaking English than you are					
4.	You are willing to talk even though the teacher often corrects the grammatical error					
5.	You are willing to answer when the teacher asks you a question in English					
6.	When you speak in English in front of the students, you feel anxious					
7.	If your teacher asks you a question, you become nervous					
8.	When speaking in English, you will become so nervous that you forget what you already know					
9.	You're worried that the other students would judge you when you speak English					
10.	When you asked to do perform in English, you get nervous					
11.	You should try to speak English even though you are aware that you might not do so correctly					
12.	Even if they do not have a large vocabulary,					

	students should actively speak English					
13.	Students should speak English in speaking classes					
14.	When you make a mistake while speaking English, you should be given the opportunity to correct yourself					
15.	The communicative practices planned by the teacher assist you in improving your communicate in English					
16.	You find learning English very enjoyable					
17.	You remember what you learned in English class					
18.	You don't seem to be particularly motivated to learn English					
19.	You are working hard to learn English					
20.	Learn English is important to you					
21.	Activities in speaking class are clear so students know what to do					
22.	The tasks created in the speaking class are attractive					
23.	The teacher responds to the students' concern in a timely manner					
24.	The teacher poses questions to elicit students' perspectives or opinions					
25.	Students understand what they are supposed to do in class because the tasks are clear					

Appendix 2. Guidelines interview to the teachers:

1. What teaching strategies do you use to teach speaking in online learning?
2. What kind of online platform do you use to teach speaking in online learning?
3. What activities are carried out in the classroom to make students speak in the classroom?
4. Are the strategies which have been implemented effective? Why? Why not?
5. Have there been any problems with teaching during this online learning especially in the speaking classroom?
6. What makes students feel reluctant to speak in the classroom?
7. What do you do to increase students WTC?
8. What factors influence students to be able to communicate in English in the classroom?
9. What barriers do you feel when you are teaching English through online learning?

Appendix 3. Guidelines interview to the students:

1. Are you communicative students in speaking class?
2. What kind of communication did you do when you are in speaking class?
3. What makes you reluctant to speak in speaking class?
4. Do you think the speaking class is difficult to learn?
5. How do you feel when the teacher pointed you to speak English?
6. Do you feel enjoy when learning English especially in the speaking class? Why? Why not?
7. Is there any differences in speaking class in face-to-face with online learning? What the differences?
8. What obstacles do you feel when you are learning English?

Appendix 4. Questionnaire Indonesian Version

Kalimat di bawah ini menggambarkan kondisi di kelas berbicara. Isi kotak yang sesuai dengan kondisi Anda, selama Anda berada di kelas berbicara.

- 1: Sangat tidak setuju
- 2: Tidak Setuju
- 3: Tidak setuju atau tidak setuju
- 4: Setuju
- 5: Sangat Setuju

Tingkat WTC						
No	Pertanyaan	1	2	3	4	5
1.	Saya bersedia menyampaikan pendapat saya kepada kelas saya					
2.	Saya siap memberikan presentasi di depan siswa					
3.	Saya ingin meminta guru bahasa Inggris mengulangi apa yang dia katakan					
4.	Ketika saya berbicara bahasa Inggris, saya takut siswa lain akan menertawakan saya					
5.	Ketika diberi kesempatan untuk berbicara dengan bebas dalam bahasa Inggris di kelas berbicara, saya bersedia					
6.	Ketika saya melakukan percakapan kelompok di kelas berbicara, saya bersedia untuk berkomunikasi					
7.	Saya akan menyapa seseorang dalam bahasa Inggris					
8.	Berbicara dengan teman menggunakan bahasa Inggris di kelas berbicara					
9.	Jika seorang guru bahasa Inggris mengajukan pertanyaan kepada saya dalam bahasa Inggris, saya akan menjadi gugup					
10.	Saya akan merasa tidak nyaman berbicara bahasa Inggris di depan para siswa					
11.	Di kelas bahasa Inggris saya, saya tidak pandai menjawab secara sukarela					

12.	Ketika saya harus berbicara bahasa Inggris di depan kelas saya, saya menjadi gugup dan bingung					
13.	Saya selalu menantikan kelas bahasa Inggris saya, terutama kelas berbicara					
14.	Belajar bahasa Inggris sangat bagus					
15.	Saya menikmati belajar bahasa Inggris					
16.	Saya bersenang-senang belajar bahasa Inggris					

Faktor yang Mempengaruhi WTC						
No	Pertanyaan	1	2	3	4	5
1.	Saya yakin bahwa saya akan dapat menggunakan kosakata dan ekspresi bahasa Inggris yang telah saya pelajari untuk berkomunikasi dengan guru atau teman bahasa Inggris saya					
2.	Saya yakin dengan kemampuan saya menggunakan kalimat untuk mendeskripsikan diri saya dalam bahasa Inggris					
3.	Anda bersedia untuk berbicara jika Anda tahu teman sekelas Anda lebih baik dalam berbicara bahasa Inggris daripada Anda					
4.	Kamu mau bicara meski gurunya sering mengoreksi kesalahan tata bahasa					
5.	Anda bersedia menjawab ketika guru mengajukan pertanyaan dalam bahasa Inggris					
6.	Saat Anda berbicara dalam bahasa Inggris di depan siswa, Anda merasa cemas					
7.	Jika guru Anda mengajukan pertanyaan, Anda menjadi gugup					
8.	Saat berbicara dalam bahasa Inggris, Anda akan menjadi sangat gugup sehingga Anda lupa apa yang sudah Anda ketahui					
9.	Anda khawatir siswa lain akan menilai Anda ketika Anda berbicara bahasa Inggris					

10.	Ketika Anda diminta untuk tampil dalam bahasa Inggris, Anda gugup					
11.	Anda harus mencoba berbicara bahasa Inggris meskipun Anda sadar bahwa Anda mungkin tidak melakukannya dengan benar					
12.	Sekalipun mereka tidak memiliki kosakata yang banyak, siswa harus aktif berbicara bahasa Inggris					
13.	Siswa harus berbicara bahasa Inggris di kelas berbicara					
14.	Ketika Anda membuat kesalahan saat berbicara bahasa Inggris, Anda harus diberi kesempatan untuk mengoreksi diri Anda sendiri					
15.	Praktik komunikatif yang direncanakan oleh guru membantu Anda dalam meningkatkan komunikasi Anda dalam bahasa Inggris					
16.	Anda merasa belajar bahasa Inggris sangat menyenangkan					
17.	Anda ingat apa yang Anda pelajari di kelas bahasa Inggris					
18.	Anda tampaknya tidak terlalu termotivasi untuk belajar bahasa Inggris					
19.	Anda bekerja keras untuk belajar bahasa Inggris					
20.	Belajar bahasa Inggris penting bagi Anda					
21.	Kegiatan di kelas berbicara jelas sehingga siswa tahu apa yang harus dilakukan					
22.	Tugas yang dibuat di kelas berbicara itu menarik					
23.	Guru menanggapi perhatian siswa secara tepat waktu					
24.	Guru mengajukan pertanyaan untuk mendapatkan perspektif atau pendapat siswa					
25.	Siswa memahami apa yang harus mereka lakukan di kelas karena tugasnya jelas					



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Appendix. 5 Students' Interview Transcription (English Version)

Student 1 (FA)

Researcher : Hello Fadhilah, sorry to disturb the time, I'll allow you to record the conversation for my data later

Student1 : Oh yes please

Researcher : okay, let's start the interview, Fadhilah, are you a communicative student in English class?

Students1 : No, I'm not a communicative student in class, I'm also not very active in English class

Researcher : Oh ya? Why you are not in the class of students who communicative English Fadhilah?

Students1 : Because I don't understand much about English lessons, so I prefer to stay silent in English class

Researcher : Ohh like that, then if you don't understand what steps do you usually take?

Student1 : Usually, I just write down what the teacher explains when I'm learning to use zoom, then at least I just ask my friends if for example there's something I don't understand.

Researcher : In your opinion, apart from your lack of understanding about English, what are the things that make you rarely speak English in class?

Student1 : I'm afraid you'll make a mistake if you speak English, for example, I'm not fluent in English, so I rarely speak English in English class.

Researcher1 : Oh okay then, do you think learn English, especially in speaking class was pleasant or not and whether when speaking of material difficult to learn?

Student1 : I think learning English is fun. If for speaking class it's a hard difficult easy to learn

Researcher : Ouh okay. Why is learning English fun?

Student1 : Because by learning English, we know more about lessons in English, even though I'm not fluent in English, so I can learn a little bit about English.

Researcher : Yes, that's right, there are many things we can learn by learning English. Fadhilah how do you feel when the teacher asks you to use English?

Student1 : I feel when I'm asked to use English, I'm still nervous, I'm also afraid of getting the wrong answer

Researcher : Oh so you feel nervous when being asked by the teacher using English. Fadhilah, we've been online learning for a year, in your opinion what the difference between face-to-face learning is and online learning at home?

Student1 : If the online learning, I only use a cellphone and open the material, it is also difficult to understand if we study face-to-face, we can directly meet with friends, we can study together with friends, and it becomes easier for me to understand the material that the teacher gives because it is explained directly by the teacher.

Researcher : What obstacles do you feel when online learning?

Student1 : Being lazy when online learning, it is also difficult to understand the material because sometimes the teacher only gives material but it is not explained. It also requires a lot of internet quota to open the material, zoom in with the teacher.

Researcher : Oh like that, yes, there are many obstacles that are felt when online learning. But hopefully this pandemic will end soon so we can also go back to school.

Student1 : Yes ka

Researcher : Then, thank you, Fadhillah, for your time and for being willing to interview me. Excited to keep learning

Student1: Yes, you are welcome

Student 2: (SS)

Researcher : It's been over a year now, we're studying at home through online

Student2 : Yes, it's been over a year

Researcher : How do you feel when you study online at home?

Student2 : If the material is better explained directly, ma'am, so it's better to understand the material if you explain it directly

Researcher : What are the obstacles when you study at home?

Student2 : There is an obstacles Miss, if we don't understand sometimes it becomes difficult to understand the material

Researcher : So what if you don't know the material what are you doing? Are you asking your friends or asking the teacher?

Student2 : Most of all searching on Google, how about this, how is this done, at least that's the way it is

Researcher : Oh, so if you don't know how to learn on your own, just find out for yourself via Google. In English class, Mr. Sumardi teaches through the zoom, right? When you study via zoom, are you a communicative student?

Student2 : No, Miss, I rarely speak English in class

Researcher : Why do you rarely speak English in class?

Student2 : What is it like, Miss, I'm shy, I'm so nervous, I'm also hesitant if I want to speak English like that, Miss. So I'm not confident when I want to speak English

Researcher : But you don't want to be brave enough to speak English so you can be communicative in class?

Student2 : I really want to, Miss, I'm also learning English now, Mom, the grammar is like that, so it's like studying English at school, Miss.

Researcher : What do you usually if you learn English through?

Student2 : Through Tiktok Miss, sometimes on Tiktok there are children who love to share about learning English, so I learned through there, sometimes through Google and sometimes through Instagram too

Researcher : Yes, indeed, now on social media we can learn a lot. Yes, then, when in English class sometimes teacher like to ask questions, so how do you feel when you are asked a question by the teacher?

Student2 : At least I'm doubtful, so I'm nervous. At least, for example, if I have an assignment to make a presentation, study it before presenting so I know how to read it during a presentation

Researcher : Oh, yes, yes, we study first before presenting in class so that later we won't be too afraid when we talk

Student2 : Yes, Miss, that's right, so at least we know how to pronounce English, so we won't be too embarrassed if we read it wrong.

Researcher : Do you enjoy learning English and do you think that when you are in speaking class it is difficult or not to learn?

Student2 : I'm happy, Miss, for speaking class I think sometimes it's difficult Miss, because pronunciation in English is a bit difficult for me Miss

Researcher : Why do you enjoy learning English?

Student2 : I'm glad I was able to meet a foreign friend, Miss, so sometimes I can ask for help from that foreign friend

Researcher : Oh you have foreign friends?

Student2 : Yes Miss

Researcher : Oh, it's fun to have friends from abroad

Student2 : Yes, Miss, I can chat in English, I can learn English with them too

Researcher : Yes, having friends from abroad can help us too, so we can speak English

Student2 : Yes Miss

Researcher : Yes, do you think there is a difference between learning English face-to-face and learning online?

Student2 : It's better to learn face to face, Miss. The teacher can explain in detail so I can understand the material better. If study at home, I have to learn more by yourself

Researcher : Yes, so you have to be able to study on your own at home. Okay then, that's enough from me. Thank you in advance, Secilia for taking the time to be interviewed, keep up the good work, you're in school

Student2 : Iyaa Miss

Student 3: (DS)

Researcher : Assalamualikum, hello Dimas how are you?

Student3 : Waalaikumsalam , good ma'am

Researcher: this time I can record the interview for my data

Student3 : Yes it's okay ma'am

Researcher : Dim, we've been studying online for about a year, right? How do you feel when you study online?

Student3 : I'm glad I 'm studying online at home here

Researcher : Oh are you happy? Why do you enjoy learning online at home?

Student3 : If I study at school, I told to keep learn and learn. Well, if I study at home, it's nice, I can relax. I can also do tasks while lying down, it's more relaxed

Researcher : Oh, I see, do you think there is a difference between face-to-face learning and online learning?

Student3 : Yes, there is a difference ma'am, the difference is that at home I can't meet my friends, if I at school I can meet my friends too

Researcher : That's it, then, Dim in your English class, do you think you are a communicative student?

Student3 : Me ma'am?

Researcher : Yes you

Student3 : Oh no ma'am, I'm not a communicative student

Researcher : Why are you not a communicative student?

Student3 : Because I'm afraid ma'am, especially for communication in English I'm afraid of being wrong, but sometimes I still like to answer the teacher's questions, ma'am when in class

Researcher : Do you speak in English or not? Like, for example, you liked to ask questions in class, so you asked in English?

Student3 : No, ma'am, I rarely use English, at least when I talk to Mr. Sumardi I use English, but it's also a little mixed with Indonesian

Researcher : Do you and your friends like to talk in English when you are in English class?

Student3 : No, ma'am just use Indonesian

Researcher : What is it that makes you rarely speak English in class?

Student3 : I'm embarrassed if I want to speak English, and I don't know how to say it, so it's hard to speak English

Researcher : If for example your English teacher asked you using English, how would you feel?

Student 3 : I'm nervous, I'm scared too, Mam

Researcher : Do you think English is difficult to learn, especially in speaking class, is it difficult?

Student 3 : It's not that hard

Researcher : Do you enjoy learning English?

Student3 : Happy ma'am

Researcher : Why do you enjoy learning English?

Student3 : Because it's just fun, ma'am to learn English

Researcher : What activities do you usually do in English class?

Student3 : It's just an ordinary task, ma'am. The task is through Google classroom but there has also been an assignment to make videos like presentations

Researcher : When you get a task like that, how do you do it?

Student3 : In the beginning, it was a bit difficult, ma'am, because we also have to speak in English, now when we speak English, it's difficult because we don't know how to say it, ma'am

Researcher : When you get an assignment like that how do you feel?

Student3 : In the beginning, it was a bit difficult, ma'am, because we also have to speak in English, now when we speak English, it's difficult because we don't know how to say it

Researcher : But later on you will be able to speak in English Dim

Student3 : Yes ma'am

Researcher : What are the obstacles that you feel when you learning online?

Student3 : The problem, ma'am, is that the task is even more difficult when you study online, sometimes when study through Zoom the signal is also bad, so sometimes it goes in and out of the zoom.

Researcher : Oh that's how the obstacles you feel. Okay, Dim, that's enough, I think for the interview. Thank you, Dimas, for taking the time to interview me, good luck with school

Student3 : Yes, ma'am

Student 4: (ST)

Researcher : Assalamualaikum, hello Tsabit

Student4 : Waalaikumsalam, hello miss

Researcher : How is the school going?

Student4 : Smooth miss

Researcher : Can I record this interview for my thesis data?

Student4 : Yes miss it's okay

Researcher : Tsabit, in your online English class, are you an active and communicative student?

Student4 : It's normal, miss, at least when study through zoom, the teacher likes to ask questions, I like to answer that

Researcher : What activities do you usually do while zooming in English class?

Student4 : Usually when zoomed in, the activity is mostly when there is new material the teacher explains the material, at least ask and answer, miss

Researcher : What made you dare to speak English in Tsabit's class?

Student4 : Because I'm already confident, miss, then I'm used to speaking English with my mother so I already know how to speak and the vocabulary

Researcher : Then, for example, if you are learning English via zoom, then you are asked a question from the teacher, how do you feel?

Student4 : What is the first thing I feel, embarrassed and panicked, and afraid of being wrong too

Researcher: Do you think that learning English in speaking class is difficult or not?

Student4 : No miss

Researcher : Oh really? Why do you think learning English, especially when in speaking class is not difficult?

Student4 : Because my mother is an English teacher

Researcher : Oh yeah? Wow, it's good to be able to study with your mom, Tsabit, we've been studying online for over a year at home, what are the differences between online learning and face-to-face learning?

Student4 : For example, if I study online through cellphone at home, while at home there are a lot of distractions, so the opportunity to do assignments will be small. For example in school there are many tasks, but there are also teachers who supervise so that they are more focused. The school made to study while the house was made for all kinds of rest

Researcher : What obstacles do you feel when studying online?

Student4 : there's a lot, at most it's a lot of distraction, right, because you use a cellphone so there are a lot of distractions. Then, the frequency for not doing the task is a bit, so people don't do that task

Researcher : Yes, it's true, Tsabit, what is the thing that make you dare to speak English in class?

Student4 : Maybe, because there is a teacher who also supervises, then there are also friends who help me like Fabi, so if I am wrong, there is a friend who supervises

Researcher : Does Tsabit like to speak English outside of class?

Student4 : Ah often miss

Researcher : Where does Tsabit usually speak English?

Student4 : Most chat on Whatsapp with my mother, continue to love also played in social media using English. I have many friends from abroad, so the community must use English. So usually I learn English from them, miss.

Researcher : Oh, it's fun to have friends from abroad, where are your foreign friends from?

Student4 : The majority are from America

Researcher : Oh, I see, it's good that Tsabit has friends from abroad who can help you. Okay then, thank you, Tsabit, for taking the time to be interviewed, good luck with your school

Student4 : Yes, miss you are welcome

Student 5: (FA)

Researcher : Hello Frey, how are you?

Student5 : Hello miss, Alhamdulillah good miss

Researcher : Sorry to disturb your time, can I record this interview, please?

Student5 : Yes miss it's okay

Researcher : Frey, are you a communicative student in English class, aren't you?

Student5 : I think it's usual student miss, if for example the teacher asks, I will answer or sometimes I also like to ask the teacher, miss if for example I don't understand the material

Researcher : Means that the type of communication you do in class is about your conversations between teachers, right? Or maybe when you're in an English class you love to talk together friends use English?

Student5 : Yes, miss, I never use English to chat with my friends, at least I use Indonesian.

Researcher : But are you one of the students who dare to speak in English in class?

Student5 : I dare, miss

Researcher : What made you dare to speak English in class?

Student5 : I think it's because I'm confident, miss, because if we're confident, we'll be brave enough to speak English in class

Researcher : Oh, yeah, it's true, if we are confident, we can be brave, don't you think, Frey, English is difficult to learn, especially in speaking class?

Student5 : It's not hard to miss

Researcher : Why do you think English is not difficult to learn?

Student5 : Because, I like learning English, so it's not difficult

Researcher : Oh I see, so you like learning English. So, Frey when the teacher asks you a questions in English class using English, how do you feel?

Student5 : I feel scared too, sometimes I'm nervous too, miss, I'm afraid I can't answer

Researcher : Yes, yes, sometimes when the teacher asks, we like it that way. Don't you like Frey when you learn English? Especially when you are in speaking class?

Student5 : I'm happy miss

Researcher : Why you happy learning English in speaking class?

Student5 : So we can learn to speak English, miss, it's like that, speaking in English, I think it's fun, miss, so I'm happy about that

Researcher : Oh, so it's fun. Oh yeah, it's been more than a year since you online learning at home. Do you think there is a difference between online learning and face-to-face learning at school?

Student5 : Is there a difference, miss

Researcher : What's the difference Frey?

Student5 : The difference, miss, if we're study at home, it's a bit difficult to understand the material and it's like I don't feel like going to school because I'm at home and I don't meet my friends either. At school, we can learn directly from the teacher, it's easier to understand the material, we can also get together with other friends, miss

Researcher : Oh yeah, what do you think are the obstacles you feel when you study online?

Student5 : If the obstacles are lazy, miss, it's also difficult to catch the material, miss

Researcher : Oh, I see, it seems that Frey's interview is enough from me. Thank you, Frey, for taking the time, cheers for school

Student5 : Yes miss you are welcome

Appendix. 6 Teachers' Interview Transcription (English Version)

Teacher 1

Researcher : Assalamualaikum, sir, good night, sorry to disturb your time, sir. Let me introduce myself, my name is Zati, a student at Esa Unggul University who is working on my thesis entitled *An Investigation of Students Willingness to Communicate in Online Learning*. I ask permission to interview you as data for my thesis sir

Teacher1 : Yes please Zati

Researcher : Previously, I had permission to record this interview, sir

Teacher1 : It's okay

Researcher : For about a year, learning has been online, sir, what kind of platform do you use to teach your student, sir?

Teacher1 : Yes, that's the variation that I use. First, we use video in power point, then after that we enter Google classroom, the explanation is via Zoom meeting

Researcher : For zooming yourself, how many times do you usually do it in a month, sir?

Teacher1 : For the use of zoom itself, it is usually left to the teacher of each lesson, if I usually Zoom myself to explain, if the material is a bit difficult, I use Zoom. Usually there are some additions if the material is difficult, there are stages from starting to power point, then we add it again with text in word then added with Zoom

Researcher : So for the class itself, sir, when Zooming in, how are the students' condition when they are learning English, especially in the speaking class, are their own children actively speaking or not, sir?

Teacher1 : In class, the children themselves tend to be passive, they rarely speak English

Researcher : Do you have a strategy that you usually do, sir, so that the students in the class become active or maybe they want to speak in English, sir?

Teacher1 : So, we have previously told you that for example we study English on Wednesday, we have tried to remind ourselves of the time on Wednesday night. Then, by giving in proportion to the student, sometimes we are complacent so we are master classes so that we also forgot that students also need space to talk. For me, I give a place on how to force students to speak English, for example, I give a topic that the child is really enthusiastic about finding his desire to speak, so that the students explore and forces him to speak. For example, if we start with communicative parts, we start with groups so that they can discuss at first, so they don't have a monologue. For example, from an easy start, for example, from simple conversations about everyday life in two-way communication, two-way communication. For the next meeting we can try a monologue, in a presentation like that.

Researcher : Then, sir, from the strategies that you mentioned earlier, do you think the strategies you have used have been effective or not, sir?

Teacher1 : If it's to be effective, we keep trying. That means there needs to be trial and error, and we'll continue to evaluate which ones we think are the students' weaknesses. My notes are that when the student has started to develop self-confidence, so I am also sure that if we continue to give the student more portions and also give motivation, it turns out that the student is also willing to speak English and has talent. For example, when we give a presentation assignment, the student can develop the presentation, develop the video. This means that from the student there is enthusiasm, confidence

arises, creativity arises which is shown to others. Even though there are still mistakes sometimes in speaking English, we still give appreciation, we give encouragement, so we continue to monitor children.

Researcher : So for students who dare to speak English, there is a process, sir

Teacher1 : Yes, so we can't demand that it's perfect according to our expectations, no, but we'll see how he goes until they dare to speak in an active class like that.

Researcher : Yes, sir, when you said earlier, when you were learning in class, many students were still passive, sir, according to you, what made the child passive and reluctant to communicate in English, sir?

Teacher1 : Well if I'm actually not from material, I see that the students are passive and rarely communicates in English because indeed the students want to learn face-to-face, which means face to face with the teacher in class as before. At first Zoom may be enthusiastic, but in the following weeks the students is getting bored and bored. Student also become dissatisfied, especially children who are not used to online learning and are usually embarrassed to communicate in English. In addition, if I hold a zoom for a long time, the students will also think about the large quota, that's how it is.

Researcher : So this is also an obstacle, isn't it, sir, for teaching English in online classes, sir?

Teacher1 : Yes, if I say this is a disaster, it means that it is a disaster, right, it is in an emergency, that's why we study on Zoom. Yes, this can also be called an obstacle, because students also feel bored and are not satisfied with learning through this online

Researcher : Oh, yes, sir, the students are also bored and want to learn face-to-face quickly, the students already miss learning in a real classroom atmosphere, sir.

Teacher1 : Yes, that's right, I even bought a pen tablet to help explain when I was teaching on Zoom, and even then it didn't match what the students wanted to learn face-to-face in class, so two directions were lacking

Researcher : So there are many factors, sir, that make students passive in class and reluctant to communicate in class

Teacher1 : Yes, so if I conclude that it's best if we teach online, students still want to learn directly in class, right? Yes, but after all, our own leadership gives us enthusiasm and motivation for us, even though sometimes it doesn't match our target, yes, to teach

Researcher : Apart from many obstacles from students to learn online, sir, from your own side, are there any obstacles that you feel when teaching online, sir?

Teacher1 : Maybe for the beginning, yes, I need a lot of time to adjust such as making materials for teaching, but after a year, I'm used to it. But it does take a lot of time for this online learning, such as special time to correct student assignments, time to prepare materials, there is extra time to check student assignments whether students are working or not, many of the students also don't collect assignments, so I have to remind the students to submit their assignments. You also need a quota to Zoom, especially when Zooming itself takes quite a long time, not to mention waiting for students to be ready to go to Zoom, sometimes you have to wait 15 minutes for students to enter the Zoom, that's how I feel

Researcher : Yes, sir, especially if zooming takes a long time, sir

Teacher1 : Yes, that's right, we need patience as teachers, especially in this online learning, it takes extra patience to teach, yes besides that we also have to regulate our emotions, because it's not funny when we get angry in class, especially in a situation like this.

Researcher : Yes, sir, it means that we also have to make the class comfortable, sir, so that students are also comfortable to study too

Teacher1 : Yes, that's why I also have the opening when I teach, and there's also a closing. For the opening itself, I like to give music that students like so that students are also enthusiastic about learning, but after a long time students get bored.

Researcher : Hmmm like that, sir, yes, sir, online learning make students get bored quickly in learning. If so, it seems that the answers from you have answered a lot of my questions, thank you, sir, for being ready for me and for taking the time for me to interview, sir.

Teacher1 : Yes, Ms. Zati your welcome, good luck with your thesis, Zati

Researcher : Yes sir, thank you very much sir

Teacher2

Researcher : Assalamualaikum, Good afternoon Ms. Fira, sorry to interrupt your time. First, let me introduce myself, my name is Zati, a student from Esa Unggul University, is working on my thesis entitled *An Investigation of Students Willingness to Communicate in Online Learning*. I ask permission to interview you as the data for my thesis data Ms. Fira

Teacher2 : Okay, yes please

Researcher : May I record this interview, ma'am, as my data?

Teacher2 : Yes you can

Researcher : Right now, learning is taking place online, ma'am, what kind of platform do you often use to teach English, ma'am?

Teacher 2 : So I taught use the Zoom platform meeting the same one I use British Council again as resources for the material

Researcher : Usually when you hold a zoom meeting, how long, ma'am?

Teacher 2 : Usually I do 1 hour, I teach only on Fridays

Researcher : Oh, that's how it is, for the speaking class itself, the condition of the children is usually how the mother is, and do the children want to communicate using English:

Teacher 2 : Yes, for the children themselves, they are interested in speaking, maybe their self-confidence is low because they use English, especially since they often use Indonesian, and maybe the children are afraid of being wrong to speak English.

Researcher : What strategies do you use to teach speaking in online learning, ma'am?

Teacher 2 : I use class discussions, we give questions and answers, I like to ask students one by one so that students want to speak English otherwise I don't know their speaking ability, and they also want to speak English. Besides that, I also take material from the British council, because there the material is diverse and makes children more interested in learning

Researcher : Do you think the strategy you have used is effective or not?

Teacher2 : I think the strategy was quite effective, because it can increase their confidence. So maybe it's effective to encourage them to communicate so it makes the atmosphere in the class active too

Researcher : In this speaking class, what is it that makes students reluctant to communicate using English?

Teacher2 : First the children were not confident, they afraid of being wrong because it uses a foreign language, so they are afraid to pronounce it wrong

Researcher : Hmm, that's how it is, ma'am, what are the factors that influence them to be able to communicate in English in class?

Teacher2 : Oh maybe it's from environmental factors, they don't usually use English conversations with their teachers, and it's a factor from themselves, so they are lazy to use English

Researcher : What problems do you face in this online learning class?

Teacher2 : Ya, most problems in the online classroom is a technical problem of bad signal, in the speaking class, the problem is because of the passive interaction between children

Researcher : What obstacles do you face in this online learning?

Teacher2 : For the obstacles themselves, there are signal problems, network, so many of my students are allowed to zoom in because they say the signal is bad. Students skip a lot because of this online learning

Researcher : Oh, I see, ma'am, indeed the signal is one of the obstacles in this online learning, ma'am. Okay, ma'am, looks like the interview is enough, ma'am. Thank you ma'am for taking the time and thank you for wanting me to be interviewed, ma'am

Teacher2 : Yes, you're welcome

Teacher3

Researcher : Assalamualaikum, Good afternoon Ms. Azizah, sorry to interrupt. First of all, let me introduce myself, my name is Zati, a student from Esa Unggul University who is working on my thesis entitled *An Investigation of Students Willingness to Communicate in Online Learning*. I ask permission to interview your mother as the data for my thesis ma'am

Teacher3 : Yes, please

Researcher : Can I record this interview, ma'am?

Teacher3 : Yes you can go ahead

Researcher : Ma'am, it's been more than a year, yes, this learning is through online. What type of online platform do you use to teach ma'am?

Teacher3 : Yes, the platform I use is Zoom meeting like other teachers use

Researcher : What is the condition of the children themselves when they are zoomed in?

Teacher3 : For the condition of the children themselves, they are more passive, there are rarely interactions, so they are less communicative in class

Researcher : Hmm, that's how it is, ma'am, what kind of strategy do you use to get students to communicate using English in class, ma'am?

Teacher3 : Usually what I use to lure them to communicate, I ask them to make a dialogue together for a few minutes, the time is up and they will demonstrate it in front of their friends. I gave the value of the dialogue, because if they don't use it, they don't want to speak English because they are shy

Researcher : In your opinion, has the strategy you used been effective?

Teacher3 : In my opinion, the strategy I use is not effective, because they feel compelled to speak, but if they are not forced, they also don't want to talk.

Researcher : What activities do you usually do for students to communicate in class like you do?

Teacher3 : Most of the questions and answers are between students, so that the students want to communicate. At the beginning of the activity I held games to encourage students to learn.

Researcher : In your opinion, what makes students reluctant to communicate using English in class ma'am?

Teacher3 : They can't and don't know how to speak English, and maybe they're too lazy to speak English. They are ashamed because their classmate looks at them.

Researcher : Is there a problem with teaching during this online learning especially in speaking?

Teacher 3 : Yes there are some problems faced. The problem faced in online learning is that not all of the students are present at zoom, then in the middle of the lesson there are some students who are left because of signal problems, they are also often busy alone when the teacher is explaining the lesson. Sometimes there are children who idly like to scribble on zoom when I'm displaying power point on zoom. They also tend to be quieter and have to be provoked by a lot of activities to get them to talk

Researcher : Besides that, what obstacles do you experience in this online learning?

Teacher3 : The obstacle is that the signal is difficult, besides that the time limit for using the free zoom platform is limited, so sometimes when you are teaching you like the time is running out,

the learning is not effective because only about 65% of students are present, the delivery of the material is also less effective because sometimes the communication so it's not two-way

Researcher : like that, ma'am. Ok mom, it seems that's enough for the interview, thank you ma'am for taking the time and being willing for me to interview, ma'am

Teacher3 : Yes, you're welcome and good luck for your thesis

Researcher : Yes ma'am, thank you very much ma'am

Appendix. 7 Students' Interview Transcription (Indonesian Version)

Student 1 (FA)

Researcher: Halo Fadhilah, maaf ganggu waktunya ya saya izin rekam percakapannya ya untuk nanti data saya

Student 1: oh iya ka silahkan

Researcher: okay kita mulai yaa wawancaranya, Fadhilah apakah di kelas bahasa inggris kamu termasuk siswa yang komunikatif di kelas?

Students1: tidak ka, saya bukan siswa yang komunikatif di kelas, saya juga tidak terlalu aktif di kelas bahasa inggris ka

Researcher: oh iya? Kenapa nih kamu tidak menjadi siswa yg komunikatif di kelas bahasa inggris Fadhilah?

Students 1: karena aku kurang mengerti ka kalau pelajaran bahasa inggris, jadi saya lebih memilih diam saya di kelas bahasa inggris

Researcher: ohh seperti itu yaa, lalu jika kamu kurang mengerti biasanya langkah apa yang kamu ambil?

Student1: biasanya sih saya hanya mencatat apa yang guru jelaskan ka ketika sedang belajar menggunakan zoom, kemudian paling saya nanya sama temen aja sih ka kalau misalnya ada yang saya tidak pahami

Researcher: menurut kamu selain kamu kurang ngerti tentang bahasa inggris, hal apa aja yang membuat kamu jarang berbicara bahasa inggris di kelas?

Student1: saya takut salah ka kalau misalnya ngomong bahasa inggris, udah gitu saya kurang lancar juga ngomong bahasa inggrisnya jadinya saya jarang berbicara bahasa inggris di kelas bahasa inggris ka

Researcher1: seperti itu yaa, lalu menurut kamu nih belajar bahasa inggris terutama di kelas speaking itu menyenangkan atau tidak dan apakah ketika materi speaking sulit untuk dipelajari?

Student1: menurut saya belajar bahasa inggris itu menyenangkan ka. Kalau untuk speaking sendiri susah susah gampang untuk dipelajari sih ka

Researcher: ohh ya. Kenapa tuh belajar bahasa inggris menyenangkan?

Student1: karena dengan belajar bahasa inggris kita jadi lebih banyak tau pelajaran dalam bahasa inggris, walaupun saya tidak lancar berbahasa inggris saya jadi bisa belajar sedikit sedikit tentang bahasa inggris ka

Researcher: iyaa benar ya, memang banyak hal yg bisa kita pelajari dengan belajar bahasa inggris. Fadhilah bagaimana nih perasaan kamu ketika guru bertanya kepada kamu menggunakan bahasa Inggris?

Student1: perasaan saya kalau ditanya menggunakan bahasa Inggris deg degan sih ka, terus gugup juga takut salah jawab

Researcher: ohh jadi deg degan ya kalau sedang ditanya oleh guru menggunakan bahasa Inggris. Fadhilah, kita kan udh mau setahun ini belajar online menurut kamu apasih perbedaaan belajar tatap muka dengan belajar online di rumah?

Student1: kalau belajar online hanya memakai hp dan buka materi juga sulit dipahami. Kalau belajar tatap muka kita bisa langsung bertemu dengan teman teman, belajar pun bisa bareng bareng dengan teman teman, saya pun jadi lebih mudah memahami dengan materi yang guru berikan karena dijelaskan langsung oleh guru.

Researcher: hambatan apa saja yang kamu rasakan ketika belajar online?

Student1: jadi lebih malas ketika belajar online, sulit juga memahami materi karena kadang guru hanya memberikan materi tetapi tidak di jelaskan. Memerlukan banyak kuota internet juga untuk membuka materi, melakukann zoom dengan guru.

Researcher: ohh seperti itu, memang banyak ya hambatan yang dirasakan ketika belajar online ini. Tapi semoga aja pandemic ini cepat selesai agar kita juga bisa belajar kembali di sekolah ya.

Student1: iyaa kaa

Researcher: kalau begitu terimakasih ya Fadhilah atas waktunya dan telah bersedia untuk saya wawancara. Semangat terus belajarnya

Student1: iyaa sama sama ya kaa

Student 2 (SS)

Researcher: jadi gini, kita kan udh setahun lebih ya kira kira belajar di rumah melalui online ini

Student2: iyaa ka setahun lebih

Researcher: bagaimana sih perasaan kamu ketika belajar online di rumah ini?

Student2: kalau materinya lebih enak dijelasin langsung gitu aja sih bu, jadi lebih enak memahami materinya juga kalau dijelasin langsung gitu

Researcher: ada hambatan apa saja nih ketika kamu belajar di rumah ini?

Student2: ada hambatannya bu, kalau kita gak ngerti itu kadang jadi susah gitu

Researcher: terus nih kalau kamu gak ngerti kamu gimana? Kamu nanya sama temen atau nanya sama gurunya gitu?

Student2: paling searching-searching di google sih gitu, ini tuh gimanasih, ini gimana caranya, paling gitu sih bu

Researcher: ohh gitu jadi kamu kalau gak ngerti belajar sendiri cari tau sendiri aja ya lewat google. Di kelas bahasa inggris nih, Pak Sumardi kan suka ngajar melalui zoom ya, ketika belajar melalui zoom, kamu termasuk siswa yang komunikatif tidak?

Student2: engga sih bu, saya jarang bicara bahasa inggris juga kalau di kelas

Researcher: kenapa jarang bicara bahasa inggris di kelas?

Student2: kaya apasih bu malu saya, terus gugup gitu, terus ragu juga kalau misalnya mau ngomong bahasa inggris gitu bu. Jadi saya gak pede pas mau ngomong bahasa inggris

Researcher: tapi kamu pengen gitu gak jadi berani bicara bahasa inggris gitu agar bisa jadi komunikatif di kelas?

Student2: pengen sih bu, saya juga lagi belajar bahasa inggris sekarang bu kaya tata bahasanya gitu jadi maksudnya kaya di sekolah belajar bahasa inggris gitu bu

Researcher: biasanya kalo kamu belajar bahasa inggris ini lewat apa?

Student2: lewat tiktok bu gitu, kadang kan di tiktok ada anak yang suka share tentang belajar bahasa inggris, jadi saya belajar lewat situ, kadang lewat google juga kadang lewat instagram juga sih biasanya bu

Researcher: iyaa memang yaa, sekarang juga di sosial media kita bisa banyak belajar. Iya, kemudian nih, ketika di kelas bahasa inggris kadang kan guru suka memberikan pertanyaan ya, nah kamu ketika diberikan pertanyaan sama guru itu bagaimana perasaanya?

Student2: paling yaa ragu, terus gugup gitu jadinya. Paling ya kalau misalnya ada tugas disuruh presentasi, belajar dulu sebelum presentasi biar tau bagaimana cara bacanya pas presentasi gitu

Researcher: ohh iyaa memang yaa, kita belajar dulu sebelum presentasi di kelas biar nanti tidak terlalu takut juga yaa pas bagian kita berbicara

Student2: iyaa bu bener, jadinya seengganya kita tau bagaimana cara pengucapan bahasa inggrisnya biar gak terlalu malu kalau salah bacanya bu

Researcher: kamu senang gak sih belajar bahasa inggris dan menurut kamu ketika kamu ada di kelas speaking sulit tidak untuk dipelajari?

Student2: senang bu, untuk speaking sendiri sih menurut saya kadang sulit ya bu soalnya pengucapan dalam bahasa Inggris menurut saya agak susah gitu bu

Researcher: kenapatu kamu senang belajar bahasa inggris?

Student2: senangnya saya bisa bertemu dengan temen luar negeri sih bu, jadi kadang saya bisa minta bantuan dari temen luar negeri itu

Researcher: ohh kamu punya teman luar negeri?

Student2: iyaa bu punya

Researcher: ohh seru ya jadinya punya temen luar negeri

Student2: iyaa bu bisa chat pake bahasa inggris, bisa sekalian belajar bahasa inggris juga bu sama mereka

Researcher: iyaa sih punya temen luar negeri bisa membantu kita juga ya biar bisa bahasa inggris

Student2: iyaa bu

Researcher: iyaa, terus yaa menurut kamu ada gak sih perbedaan antara belajar bahasa inggris langsung tatap muka dengan belajar online?

Student2: enakan secara langsung sih bu, bisa dijelasin secara detail jadi bisa lebih paham materinya. Kalau di rumah jadi harus lebih banyak belajar sendiri sih bu jadinya

Researcher: iyasih, jadi harus bisa belajar sendiri ya di rumah. Oke deh kalau begitu, cukup sih dari saya. Sebelumnya Terimakasih yaa Secilia sudah meluangkan waktunya untuk di wawancara, sukses terus yaa kamu sekolahnya

Student2: iyaa bu sama sama bu

Student 3 (DS)

Researcher: Assalamualikum, halo dimas apa kabar?

Student3: waalaikumsalam, baik bu

Researcher: dimas ini wawancaranya boleh aku rekam yaa buat data aku

Student3: iyaa gapapa bu

Researcher: dim, selama ini kan kita belajar online kurang lebih udah satu tahun ya, bagaimana sih perasaan kamu ketika belajar online ini ?

Student3: senang aja sih bu belajar online di rumah ini

Researcher: ohh senang yaa? Kenapa nih dim senang belajar online di rumah?

Student3: soalnya kalo di sekolah kan kaya apa ya bu, disuruh belajar terus gitu kan ya kalo di sekolah. Nah kalo di rumah nih enak, bisa santai. Ngerjain tugas juga bisa sambil tiduran bu, lebih santai lah

Researcher: ohh gitu ya, menurut kamu nih ada perbedaan gak antara belajar tatap muka dengan belajar online?

Student3: iyaa ada bu perbedaanya, perbedaanya sih yaa kalau di rumah itu gak bisa ketemu teman, kalau di sekolah bisa ketemu langsung sama temen temen juga

Researcher: begitu yaa, kemudian nih dim di pelajaran bahasa inggris kamu ini termasuk siswa yang komunikatif gak menurut kamu?

Student3: saya bu?

Researcher: iyaa kamu

Student3: oh tidak bu saya bukan termasuk siswa yang komunikatif

Researcher: kenapa nih kamu tidak termasuk siswa yang komunikatif?

Student3: karena saya takut bu, apalagi untuk komunikasi dalam bahasa Inggris saya takut salah, tapi kadang saya masih suka menjawab pertanyaan guru sih bu kalau di kelas

Researcher: kamu bicara dikelasnya menggunakan bahasa inggris atau tidak? Kaya misalnya kan tadi kamu suka nanya di kelas, nah kamu nanya nya pake bahasa inggris?

Student3: engga sih bu, saya jarang pake bahasa inggris paling kalau bicara sama Pak Sumardi saya pake bahasa inggris, tapi itu juga dikit dikit dicampur bahasa Indonesia

Researcher: kalau sama temen suka ngobrol pake bahasa inggris ketika kelas bahasa inggris gak?

Student3: engga sih bu, pake bahasa Indonesia aja

Researcher: hal apa nih yang membuat kamu jarang bicara bahasa inggris di kelas?

Student3: malu sih bu kalau mau ngomong bahasa inggris, terus juga gak tau ngomongnya jadi susah gitu mau ngomong bahasa inggris

Researcher: kalau misalnya guru bahasa inggris kamu nanya ke kamu menggunakan bahasa inggris, bagaimana perasaan kamu?

Student 3: saya grogi, takut juga bu

Researcher: menurut kamu bahasa Inggris itu sulit gak sih untuk di pelajari, khususnya di kelas speaking, apakah sulit?

Student 3: tidak terlalu sulit sih bu

Researcher: kamu senang gak belajar bahasa Inggris?

Student3: senang bu

Researcher: kenapa senang belajar bahasa Inggris?

Student3: karena seru aja gitu bu belajar bahasa Inggris

Researcher: biasanya kegiatan apa aja sih di kelas bahasa Inggris?

Student3: tugas biasa aja sih bu, tugasnya lewat classroom tapi pernah juga ada tugas membuat video gitu sama presentasi

Researcher: ketika kamu dapat tugas seperti itu, kamu mengerjakannya bagaimana tuh?

Student3: awal awal sih agak susah gitu yaa bu, soalnya kita juga harus ngomong pake bahasa Inggris, nah pas ngomong bahasa Inggrisnya itu susah soalnya kan gak tau gimana ngomongnya gitu sih bu

Researcher: ketika kamu dapat tugas seperti itu bagaimana perasaan kamu?

Student3: agak kesel gitu sih bu dikit, soalnya kan kita harus ngomong pake bahasa Inggris jadi agak ribet gitu

Researcher: tapi nantinya kan kamu jadi bisa yaa bicara pake bahasa Inggris dim

Student3: iyaa bu

Researcher: hambatan apa sih dim yang kamu rasakan ketika belajar online?

Student3: hambatannya sih bu paling tugasnya jadi lebih susah gitu kalau belajar online, kadang juga kalau ngezoom sinyalnya juga suka jelek jadi kadang keluar masuk gitu zoomnya

Researcher: ohh seperti itu ya Dim hambatan yang kamu rasakan. Oke deh dim, sudah cukup ya ibu rasa wawancaranya. Terimakasih ya Dimas, sudah mau meluangkan waktunya untuk saya wawancara, sukses sekolahnya yaa

Student3: iyaa bu sama sama

Student 4 (ST)

Researcher: Assalamualaikum, halo Tsabit

Student4: waalaikumsalam, halo miss

Researcher: gimana sekolahnya lancar?

Student4: lancar miss

Researcher: ini wawancaranya boleh saya rekam yaa buat data skripsi aku?

Student4: iyaa miss gapapa

Researcher: Tsabit, dikelas bahasa Inggris selama online ini kamu termasuk siswa aktif dan komunikatif gak?

Student4: biasa aja sih miss, paling kalau misalnya lagi di zoom gurunya suka nanya saya suka jawab gitu

Researcher: biasanya kegiatan apa aja yang dilakukan ketika sedang zoom di kelas bahasa inggris?

Student4: biasanya sih kalau di zoom itu kegiatannya paling ketika ada materi baru gurunya menerangkan materi tersebut, sama paling tanya jawab gitu aja sih miss

Researcher: apasih yang membuat kamu berani berbicara bahasa Inggris di kelas Tsabit?

Student4: karena saya sudah percaya diri aja sih miss, kemudian sudah terbiasa juga berbicara bahasa Inggris dengan ibu jadi saya sudah tahu cara berbicara dan vocabularynya

Researcher: kemudian ya kalau misalnya lagi pelajaran bahasa Inggris lewat zoom, terus kamu dikasih pertanyaan sama guru, bagaimana perasaan kamu?

Student4: pertama yang dirasain itu apa yaa, malu sama panik, sama takut salah juga

Researcher: menurut kamu belajar bahasa Inggris itu ketika di kelas speaking sulit gak sih?

Student4: engga sih miss

Researcher: ah iyaa? Kenapa nih menurut kamu belajar bahasa Inggris, terutama ketika di kelas speaking tidak sulit?

Student4: soalnya ibu saya guru bahasa Inggris

Researcher: ohh iya? Wahh enak ya bisa belajar sama ibu, Tsabit kan kita udh setahun lebih ya belajar online di rumah, perbedaan apa aja sih yang kamu rasain antara belajar online dengan belajar tatap muka

Student4: kalau misalnya belajar online kan lewat hp di rumah, sedangkan di rumah itu distraksinya banyak terus tuh jadi peluang ngerjain tugas jadi kecil. Kalau misalnya di sekolah kan tugas banyak, tapi kan ada guru juga yang ngawasin jadi lebih focus gitu. Sekolah itu dibuatnya untuk belajar sedangkan rumah itu dibuatnya untuk rehat segala macam.

Researcher: apanih hambatan yang kamu rasain ketika belajar online?

Student4: banyak sih, paling banyak itu distraksinya banyak kan, karenakan pake hp jadi banyak gangguan gitu. Terus frekuensi untuk tidak ngerjain tugasnya itu dikit, jadi ohh yowes gausah ngerjain tugas gitu

Researcher: iyaa bener bener, Tsabit hal apa sih yang membuat tsabit jadi berani bicara bahasa Inggris di kelas?

Student4: mungkin, karena ada gurunya juga yang ngawasin, terus juga ada temen yang membantu saya kaya Fabi jadi kalau misalkan saya salah ada temen yang ngawasin

Researcher: Tsabit suka ngomong bahasa Inggris gak sih di luar kelas?

Student4: ah sering miss

Researcher: biasanya dimana Tsabit bicara bahasa Inggris?

Student4: paling wa an sama ibu, terus suka juga main di sosial media pake bahasa Inggris. Aku punya banyak temen dari luar negeri, jadi komunitasnya harus menggunakan bahasa Inggris. Jadi biasanya aku belajar bahasa Inggris dari mereka sih miss.

Researcher: ohh seru yaa punya temen dari luar negeri, temen luar negeri kamu dari mana aja?

Student4: mayoritas sih dari Amerika

Researcher: ohh gitu yaa, bagus sih Tsabit punya temen dari luar negeri bisa membantu kamu. Oke deh kalau gitu, makasih ya Tsabit sudah meluangkan waktunya untuk di wawancara, sukses untuk sekolahnya ya

Student4: iyaa miss sama sama yaa

Student 5 (FA)

Researcher: Halo frey, apa kabar nih?

Student5: halo miss, Alhamdulillah baik miss

Researcher: maaf ganggu waktunya ya, ini wawancaranya aku rekam boleh?

Student5: iyaa miss gapapa

Researcher: frey, kamu di kelas bahasa inggris termasuk siswa yang komunikatif gak?

Student5: menurut saya sih biasa aja miss, kalau misalnya guru nanya yaa saya jawab atau kadang saya juga suka nanya sama gurunya sih miss kalo misalnya saya gak paham sama materinya

Researcher: berarti jenis komunikasi yang kamu lakukan di kelas itu sekitar percakapan kamu antara guru aja ya? Atau mungkin ketika kamu di kelas bahasa Inggris kamu suka ngobrol sama temen pake bahasa Inggris?

Student5: iyaa miss, untuk ngobrol sama temen pakai bahasa Inggris sih gapernah miss, paling kalau sama temen ya pakai bahasa Indonesia aja gitu

Researcher: tapi kamu termasuk siswa yang berani gak sih kalau bicara menggunakan bahasa Inggris di kelas?

Student5: berani berani aja sih miss

Researcher: apa sih yang membuat kamu jadi berani buat bicara bahasa Inggris di kelas?

Student5: apaa ya, kayanya sih karena emang saya pede aja miss, karena kan kalau kitanya pede juga jadi berani buat bicara bahasa Inggris di kelas

Researcher: ohh iyaa bener kalau kita pede jadi berani ya, menurut kamu nih frey bahasa Inggris itu sulit dipelajari gak sih, khususnya ketika masuk di Speaking Class?

Student5: sulit gak sulit sih miss, tapi biasa aja sih gak sulit miss

Researcher: kenapa nih menurut kamu bahasa Inggris tidak sulit dipelajari?

Student5: yaa karena saya emang suka aja sih miss sama bahasa Inggris gitu jadinya biasa aja gitu gak sulit,

Researcher: ohh begitu ya, jadi emg suka aja sama bahasa Inggris. Ketika guru memberikan pertanyaan kamu di kelas bahasa Inggris menggunakan bahasa Inggris perasaan kamu gimana tuh?

Student5: perasaan saya sih takut juga, kadang deg degan juga sih miss takut gabisa jawabnya

Researcher: iya ya, kadang kalau guru nanya kita suka deg degan gitu. Kamu senang gak sih Frey ketika kamu belajar bahasa Inggris? Khususnya ketika sedang berada di kelas speaking?

Student5: senang sih miss

Researcher: kenapa tuh kira-kira senangnya?

Student5: kita tuh jadi bisa belajar bicara bahasa Inggris gitu miss, udah gitu bicara menggunakan bahasa Inggris menurut saya seru sih miss jadi saya senang gitu

Researcher: ohh jadi seru ya ternyata. Oh iyaa kita kan udah setahun lebih nih Frey belajar online di rumah. Menurut kamu ada perbedaan gak sih antara belajar online dan belajar tatap muka langsung di sekolah?

Student5: ada sih miss perbedaanya

Researcher: apa aja tuh Frey perbedaanya?

Student5: perbedaanya ya miss, kalau di rumah itu kitnya jadi agak susah pahami materinya gitu, terus juga jadi kayak gak berasa sekolah sih miss karena di rumah, terus gak ketemu temen temen juga. Kalau di sekolah kan kita bisa belajar langsung sama gurunya, lebih mudah pahami materinya, bisa kumpul juga sama temen temen yang lainnya, gitu sih miss

Researcher: ohh iya, menurut kamu hambatan apa aja yang kamu rasain sih ketika belajar di online ini?

Student5: kalau hambtannya sih jadi males miss, terus juga jadi susah nangkap materinya gitu miss

Researcher: ohh begitu yaa, sepertinya cukup sih Frey wawancara dari saya. Terimakasih yaa Frey telah meluangkan waktunya, semangat sekolahnya yaa

Student5: iyaa miss sama sama

Appendix. 8 Teachers' Interview Transcription (Indonesian Version)

Teacher 1

Researcher: Assalamualaikum, pak selamat malam maaf mengganggu waktunya ya pak. Perkenalkan nama saya Zati mahasiswi Universitas Esa Unggul sedang mengerjakan skripsi saya yang berjudul *An Investigation of Students Willingness to Communicate in Online Learning*. Saya meminta izin untuk wawancara bapak sebagai data untuk skripsi saya pak

Teacher1: iyaa silahkan Zati

Researcher: sebelumnya saya izin untuk rekam wawancara ini yaa pak

Teacher1: iyaa gapapa

Researcher: selama kurang lebih setahun ini pembelajaran kan online ya pak, jenis platform apa yang bapak gunakan untuk mengajar anak-anak pak?

Teacher1: yaa, variasi yaa yang saya gunakan. Pertama ada kita gunakan video dalam ppt, kemudian setelah itu kita masuk google classroom, penjelasannya melalui zoom meeting

Researcher: untuk zoom sendiri, biasanya bapak melakukannya berapa kali dalam sebulan pak?

Teacher1: untuk penggunaan zoom sendiri biasanya diserahkan ke guru masing masing pelajaran, kalau saya biasanya melakukan zoom sendiri untuk menjelaskan yaa kira-kira kalau materinya agak susah saya melakukan zoom. Biasanya ada beberapa tambahan jika materinya susah, ada tahapannya dari mulai ppt, kemudian kita tambahkan lagi dengan text di word kemudian ditambahkan dengan zoom

Researcher: nah untuk keadaan kelas sendiri pak ketika zoom, bagaimana kondisinya anak-anak ketika sedang pembelajaran bahasa Inggris terutama di kelas speaking, apakah anak anaknya sendiri aktif berbicara atau tidak pak?

Teacher1: untuk anak-anak sendiri ketika di kelas cenderung pasif ya, jarang berbicara dengan bahasa Inggris

Researcher: dari bapak sendiri ada strategi yang bapak biasa lakukan gak pak agar anak di kelas menjadi aktif atau mungkin jadi mau berbicara dengan bahasa Inggris pak?

Teacher1: jadi memang sebelumnya sudah kita beritahu kalau misalnya kita belajar bahasa Inggris hari rabu, malam rabunya sudah kita coba untuk kita ingatkan dari sisi waktu. Kemudian, dengan memberikan sesuai dengan porsi anak, kadang kan kita terlena gitu kita terlalu menguasai kelas sehingga kita juga jadi lupa bahwa siswa juga butuh ruang untuk berbicara. Kalau saya, saya berikan sebuah tempat bagaimana agar anak memaksakan untuk berbicara bahasa Inggris, misalnya saya berikan topik yang memang anak antusias untuk menemukan keingannya untuk berbicara, sehingga anak menggali memaksakan untuk berbicara. Misalnya kalau bagaian-bagian yang sifatnya komunikatif kita awali dengan kelompok sehingga awalnya mereka bisa diskusi sehingga mereka tidak langsung monolog. Misalnya dari awal yang gampang dulu, misalnya dari percakapan yang sederhana tentang kehidupan sehari-hari dalam komunikasi dua arah, two ways communication. Untuk pertemuan selanjutnya kita bisa coba yang monolog, dalam presentasi seperti itu.

Researcher: kemudian pak dari strategi-strategi yang bapak sebutkan tadi, menurut bapak strategi yang bapak gunakan sudah efektif atau belum pak?

Teacher1: kalau untuk efektif, kita terus mencoba ya artinya perlu ada trial dan error, terus kita evaluasi mana yang kira kira menjadi kelemahan anak. Catatan saya ketika si anak itu sudah mulai

timbul kepercayaan diri, sehingga saya juga yakin kalau kita terus berikan porsi anak itu lebih dan juga kita berikan motivasi, ternyata juga bisa ternyata anak itu mau untuk berbicara bahasa Inggris dan mempunyai bakat. Contoh ketika kita memberikan tugas presentasi, si anak dapat mengembangkan presentasinya, mengembangkan videonya. Artinya dari si anak itu timbul semangat, timbul kepercayaan diri, timbul kreativitas yang ditunjukkan kepada orang lain. Walaupun masih ada salah kadang dalam berbicara bahasa Inggris, kita tetap berikan apresiasi, kita berikan semangat, jadi kita terus memantau anak.

Researcher: jadi untuk anak berani berbicara bahasa Inggris itu ada prosesnya ya pak

Teacher1: yaa, jadi kita tidak bisa menuntut langsung sempurna sesuai harapan kita itu engga, tapi kita lihat bagaimana proses dia sampai dia berani untuk berbicara di kelas aktif seperti itu

Researcher: iyaa pak, ketika yang dibilang sebelumnya pak ketika sedang pembelajaran di kelas banyak anak yang masih pasif ya pak, menurut bapak sendiri apa yang membuat anak itu menjadi pasif dan enggan untuk berkomunikasi menggunakan bahasa Inggris pak?

Teacher1: nah kalau saya sebenarnya bukan dari materi ya, saya melihat itu anak pasif dan jarang untuk berkomunikasi dengan bahasa Inggris karena memang ya anak itu pengennya belajar tatap muka, artinya face to face dengan gurunya di kelas seperti semula. Di zoom pertama mungkin antusias, tapi di minggu-minggu berikutnya anak itu sudah mulai bosan dan jenuh. Anak pun menjadi tidak puas, terutama anak tidak terbiasa dengan belajar online dan malu biasanya untuk berkomunikasi dengan bahasa Inggris. Selain itu jika mengadakan zoom lama-lama juga anak-anak memikirkan kuota yang banyak, begitu kira-kira.

Researcher: jadi ini tuh termasuk hambatan juga ya pak untuk mengajar bahasa Inggris di kelas online ya pak?

Teacher1: yaa kalau ini saya katakan musibah ya, artinya musibah ya ini kan dalam keadaan genting makanya kita belajar di zoom. Yaa ini juga dapat disebut sebagai hambatan yaa, karena siswa juga sudah merasakan bosan ya dan tidak puas belajar melalui online ini

Researcher: ohh iyaa pak anak juga sudah bosan dan ingin cepat belajar tatap muka, anak-anak pun sudah kangen dengan belajar di suasana kelas yang sebenarnya ya pak

Teacher1: iyaa betul, saya sampai beli pen tablet untuk membantu menjelaskan ketika saya mengajar di zoom, itupun juga tidak sesuai dengan keinginan anak-anak yang sudah ingin belajar tatap muka di kelas ya, jadi dua arahnya kurang

Researcher: jadi banyak faktor-faktor juga yaa pak yang membuat siswa jadi pasif di kelas dan enggan untuk berkomunikasi di kelas

Teacher1: iyaa, jadi kalau saya menyimpulkan sebaik baiknya kita mengajar melalui online ini, anak tetap ingin belajar langsung di kelas ya. Yaa tapi bagaimana pun, dari pimpinan kita sendiri memberi kita semangat dan motivasi untuk kita, walaupun kadang tidak sesuai dengan target kita ya untuk mengajar

Researcher: selain banyak hambatan dari siswa untuk belajar online ini pak, dari bapak sendiri ada gak pak hambatan yang bapak rasakan ketika mengajar melalui online ini pak?

Teacher1: mungkin untuk awal-awal ya, saya memerlukan banyak waktu untuk menyesuaikan seperti membuat materi untuk mengajar, tapi setelah setahun ini yaa sudah terbiasa. Tapi memang jadi butuh banyak waktu ya untuk pembelajaran online ini, seperti waktu khusus untuk mengoreksi tugas siswa, waktu untuk menyiapkan materi, ada waktu ekstra untuk mengecek tugas siswa apakah siswa mengerjakan atau tidak, banyak dari siswa juga kan yang tidak mengumpulkan tugas, nah jadi saya

harus mengingatkan lagi kepada siswa untuk mengumpulkan tugasnya. Butuh kuota juga yaa untuk melakukan zoom, apalagi zoom sendiri butuh waktu yang lumayan lama, belum lagi menunggu siswa siap masuk ke zoom kadang harus menunggu 15 menit untuk siswa masuk ke zoom itu, seperti itu lah yang saya rasakan

Researcher: iyaa ya pak, apalagi kalau zoom butuh waktu yang lumayan lama yaa pak

Teacher1: iyaa benar, yaa dibutuhkan kesabaran ya kita sebagai guru, apalagi di pembelajaran online ini memang dibutuhkan kesabaran ekstra untuk mengajar ya, selain itu kita juga harus mengatur emosi kita ya, karena kan gak lucu kalau kita marah marah di kelas apalagi dikeadaan seperti ini ya

Researcher: iyaa ya pak, berarti kita juga harus membuat kelas nyaman ya pak agar siswa juga nyaman untuk belajarnya juga

Teacher1: iyaa makanya saya juga ketika mengajar melakukan pembukaannya juga ada, closingannya juga ada. Untuk di pembukaannya sendiri saya suka kasih music yang anak suka agar siswa juga semangat untuk belajarnya, tapi lama lama juga anak jenuh.

Researcher: hmmm seperti itu yaa pak, memang ya pak pembelajaran online ini membuat anak cepat jenuh dalam belajar. Kalau gitu sepertinya jawaban jawaban dari bapak sudah banyak menjawab dari pertanyaan saya, terimakasih ya pak telah bersedia untuk saya dan sudah meluangkan waktunya untuk saya wawancara pak

Teacher1: iyaa mba Zati sama sama, sukses ya untuk skripsinya Zati

Researcher: iyaa pak, terimakasih banyak ya pak

Teacher2

Researcher: Assalamualaikum, Selamat sore Ibu Fira maaf mengganggu waktunya, sebelumnya perkenalkan nama saya Zati mahasiswa dari Universitas Esa Unggul sedang mengerjakan skripsi saya yang berjudul *An Investigation of Students Willingness to Communicate in Online Learning*. Saya meminta izin untuk wawancara ibu sebagai data untuk skripsi saya bu

Teacher2: ohh iya silahkan ka

Researcher: untuk wawancara ini boleh saya rekam ya ibu sebagai data saya?

Teacher2: iyaa boleh ka

Researcher: sekarang ini kan pembelajaran sedang berlangsung melalui online ya bu, jenis platform apa yang sering ibu gunakan untuk mengajar bahasa inggris bu?

Teacher2: jadi saya mengajarnya pake platform zoom meeting sama satu lagi saya menggunakan british council sebagai resources untuk materinya

Researcher: biasanya ibu kalau mengadakan zoom meeting berapa lama bu?

Teacher2: biasanya saya melakukan 1 jam, saya mengajar hanya di hari jumat

Researcher: ohh seperti itu ya, untuk di kelas speaking sendiri, kondisinya anak-anak itu biasanya bagaimana ibu, apakah anak anaknya mau berkomunikasi menggunakan bahasa Inggris:

Teacher2: yaa untuk anak-anak sendiri, ketertarikan untuk berbicara itu, mungkin untuk kepercayaan dirinya rendah ya karena menggunakan bahasa inggris yaa apalagi mereka seringnya menggunakan bahasa Indonesia, dan mungkin juga anak anak itu takut salah untuk berbicara bahasa Inggris

Researcher: strategi yang ibu gunakan untuk mengajar speaking di kelas online apa saja bu?

Teacher2: saya menggunakan diskusi kelas, kita kasih question and answer, saya suka bertanya satu satu kepada siswa agar siswa mau berbicara bahasa Inggris kalau gak gitu saya gak tau kemampuan berbicara mereka, dan mereka juga jadi mau berbicara bahasa Inggris. Selain itu, saya juga mengambil materi dari British council ya, karena disana materinya beragam dan membuat anak juga menjadi lebih tertarik untuk belajar

Researcher: menurut ibu efektif gak strategi yang sudah ibu lakukan?

Teacher2: menurut saya strategi tadi sudah cukup efektif yaa, karena itu dapat meningkatkan kepercayaan diri mereka ya. Jadi mungkin efektifnya mendorong mereka untuk berkomunikasi jadi membuat suasana di kelas aktif juga

Researcher: di kelas speaking ini, hal apa sih bu yang membuat siswa jadi enggan untuk berkomunikasi menggunakan bahasa Inggris?

Teacher2: pertama anak anak itu gak percaya diri, takut salah karena kan itu menggunakan bahasa asing ya jadi mereka takut salah mengucapkannya

Researcher: hmm seperti itu ya bu, faktor apa saja bu yang mempengaruhi mereka untuk dapat berkomunikasi dalam bahasa Inggris di dalam kelas?

Teacher2: ohh mungkin dari faktor lingkungan, mereka tidak biasa conversation menggunakan bahasa Inggris dengan gurunya, dan faktor dari dirinya sendiri yaa jadi mereka malas ya menggunakan bahasa Inggris

Researcher: masalah apa yang ibu hadapi di kelas pembelajaran online ini?

Teacher2: yaa paling masalah di kelas online adalah masalah teknis dari sinyal jelek, kalau untuk di kelas speaking sendiri masalahnya ya karena interaksi antara anak anak yang pasif ya

Researcher: hambatan apa yang ibu alami di pembelajaran online ini?

Teacher2: untuk hambatannya sendiri masalah sinyal, jaringan, jadinya siswa saya banyak yang izin ketika melakukan zoom karena bilanganya sinyalnya jelek. Siswa jadi banyak bolos karena pembelajaran online ini

Researcher: ohh begitu yaa bu, memang sinyal jadi salah satu hambatan di pembelajaran online ini ya bu. Baik yaa bu, sepertinya wawancaranya sudah cukup yaa bu. Terimakasih ya bu sudah meluangkan waktunya dan terimakasih sudah mau saya di wawancara ya bu

Teacher2: iyaa ka sama sama yaa

Teacher3

Researcher: Assalamualaikum, Selamat sore Ibu Azizah maaf mengganggu waktunya, sebelumnya perkenalkan nama saya Zati mahasiswa dari Universitas Esa Unggul sedang mengerjakan skripsi saya yang berjudul *An Investigation of Students Willingness to Communicate in Online Learning*. Saya meminta izin untuk wawancara ibu sebagai data untuk skripsi saya bu

Teacher3: iyaa ka silahkan yaa

Researcher: untuk wawancara ini boleh saya rekam yaa bu

Teacher3: iyaa ka boleh silahkan saja

Researcher: Bu, sudah setahun lebih ya pembelajaran ini melalui online. Jenis platform online apa yang ibu gunakan untuk mengajar bu?

Teacher3: iyaa ka, platform yang digunakan adalah zoom meeting seperti yang digunakan guru lainnya

Researcher: kondisi anak anak sendiri ketika di zoom itu bagaimana bu?

Teacher3: untuk kondisi anak anak sendiri mereka lebih ke pasif yaa, jarang ada interaksi gitu jadi kurang komunikatif di kelas

Researcher: hmm seperti itu yaa bu, strategi yang ibu gunakan agar siswa mau berkomunikasi menggunakan bahasa Inggris di kelas seperti apa bu?

Teacher3: Biasanya yang saya gunakan untuk mancing mereka untuk berkomunikasi, saya menyuruh mereka membuat dialog berdua berdua selama beberapa menit, waktunya udah habis nanti mereka memperagakan di depan teman temannya. Saya memberi nilai dialog tersebut, karena kalau tidak mancing menggunakan nilai mereka tidak mau berbicara bahasa inggris karena katanya malu

Researcher: menurut ibu strategi yang ibu gunakan apakah sudah efektif?

Teacher3: Strategi yang saya gunakan itu menurut saya belum efektif, karena mereka jadi merasa terpaksa untuk berbicara yaa bu, tapi kalau tidak dipaksa juga mereka juga tidak mau berbicara

Researcher: biasanya kegiatan yang ibu lakukan untuk siswa mau berkomunikasi di kelas seperti ibu?

Teacher3: Paling tanya jawab antar siswa, mancing agar siswanya mau berkomunikasi yaa. Ketika awal kegiatan saya mengadakan games untuk membangkitkan semangat siswa untuk belajar.

Researcher: menurut ibu apa yang membuat siswa enggan untuk berkomunikasi menggunakan bahasa Inggris di kelas bu?

Teacher3: Mereka gabisa dan gangerti cara ngomong bahasa Inggris, terus juga mungkin mereka malas untuk ngomong bahasa Inggris. Malu merekanya karena diliatin temen kelasnya.

Researcher: apakah ada masalah dengan pengajaran selama pembelajaran online ini terutama di speaking?

Teacher 3: iyaa ada beberapa masalah yang di hadapi. Masalah yang dihadapi di pembelajaran online ini, siswanya tidak semua hadir di zoom, terus ditengah tengah pelajaran ada beberapa siswa yang left karena terkendala sinyal, mereka juga sering asik sendiri ketika guru sedang menerangkan pembelajaran. Terkadang ada anak yang iseng suka coret coret di zoom ketika saya sedang menampilkan ppt di zoom. Mereka juga cenderung lebih diam dan harus banyak dipancing kegiatan agar mereka mau berbicara

Researcher: selain itu, hambatan apa yang ibu alami di pembelajaran online ini?

Teacher3: Hambatannya itu susah sinyal, selain itu batas waktu menggunakan platform zoom yang free itu terbatas yaa, jadinya kadang ketika sedang mengajar suka waktunya habis, tidak efektif juga pembelajarannya karena hanya sekitar 65% siswa yang hadir, penyampaian materinya juga kurang efektif karena kadang komunikasinya jadi tidak dua arah

Researcher: seperti itu yaa bu. Baik ibu, sepertinya sudah cukup untuk wawancaranya, terimakasih ya bu telah meluangkan waktunya dan sudah bersedia untuk saya wawancara ya bu

Teacher3: iyaa ka sama sama, sukses ya skripsinya ka

Researcher: iyaa bu terimakasih banyak ya ibu

Appendix. 9 Categorization of Data

Informants:

1. Teacher1
2. Teacher2
3. Teacher3

No	Topic	Data
1.	Platform Type	Teacher 1: - Zoom meeting - Google classroom
		Teacher 2: - Zoom meeting - British council
		Teacher 3: - Zoom meeting
2.	Class Situation	Teacher 1: For the children themselves when in class they tend to be passive, they rarely speak English
		Teacher 2: Yes, for the children themselves, the interest in speaking, maybe for low self-confidence because they use English, especially they often use Indonesian, and maybe the children are afraid of being wrong to speak English
		Teacher 3: For the condition of the children themselves, they are more passive, there is rarely interaction, so they are less communicative in class

3.	Teaching Strategies	<p>Teacher 1:</p> <ul style="list-style-type: none"> - So, we have previously told you that for example we study English on Wednesday, we have tried to remind ourselves of the time on Wednesday night. Then, by giving in proportion to the student, sometimes us complacent so we are master classes so that we also forgot that students also need space to talk. For me, I give a place on how to force students to speak English, for example, I give a topic that the child is really enthusiastic about finding his desire to speak, so that the students explores and forces him to speak. For example, if we start with communicative parts, we start with groups so that they can discuss at first, so they don't have a monologue. For example, from an easy start, for example, from simple conversations about everyday life in two-way communication, two-way communication. For the next meeting we can try a monologue, in a presentation like that. - Yes, that's why I also taught when I did the opening, there was also the closing. For the opening itself, I like to give music that children like so that students are also enthusiastic about learning. <p>Teacher 2:</p> <ul style="list-style-type: none"> - I using class discussion, we love the question and answer, I'd like to ask one of the students so that the students would speak English if not so I do not know their speaking ability, and they are also so willing to speak English - I also take material from the British council, because there the material is diverse and makes children more interested in learning
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		<p>Teacher 3:</p> <ul style="list-style-type: none"> - Usually what I use to lure them to communicate, I tell them to make a dialogue together for a few minutes, the time is up and they will demonstrate it in front of their friends. I gave the value of the dialogue, because if they don't use it, they don't want to speak English because they are shy - At the beginning of the activity I held games to inspire students to learn.
4.	The effectiveness of teaching strategies	<p>Teacher1:</p> <p>If it's to be effective, we keep trying. That means there needs to be trial and error, and we'll continue to evaluate which ones we think are the students' weaknesses. My notes are that when the student has started to develop self-confidence, so I am also sure that if we continue to give the student more portions and also give motivation, it turns out that the student is also willing to speak English and has talent. For example, when we give a presentation assignment, the student can develop the presentation, develop the video. This means that from the student there is enthusiasm, confidence arises, creativity arises which is shown to others. Even though there are still mistakes sometimes in speaking English, we still give appreciation, we give encouragement, so we continue to monitor children.</p> <p>Teacher 2:</p> <p>In my opinion, this strategy is quite effective, because it can increase their confidence. So maybe it's effective to encourage them to communicate so it makes the atmosphere in the class active too</p> <p>Teacher 3:</p> <p>In my opinion, the strategy I use is not effective, because they feel compelled to speak, but if they are not forced, they also don't want to talk.</p>

5.	Factors that make students reluctant to communicate in class	<p>Teacher 1:</p> <p>If I'm not actually from the material, I see that the child is passive and rarely communicates in English because it's true that the child wants to learn face to face, meaning face to face with the teacher in class as before. At first zoom may be enthusiastic, but in the following weeks the child is already getting bored and bored. Children also become dissatisfied, especially children who are not used to online learning and are usually embarrassed to communicate in English. In addition, if you hold a zoom for a long time, the children will also think about the large quota, that's how it is.</p> <hr/> <p>Teacher 2:</p> <ul style="list-style-type: none"> - First, the children are not confident, they are afraid of being wrong because it uses a foreign language, so they are afraid to pronounce it wrong - environmental factors, they are not used to conversations using English with their teachers, and factors from themselves, so they are lazy to use English <hr/> <p>Teacher 3:</p> <p>They can't and don't know how to speak English, and maybe they're too lazy to speak English. They are ashamed because their classmate looks at them.</p>
6.	Problems in speaking class during online learning	<p>Teacher 1:</p> <p>Students also already feeling bored and unfulfilled with learn through this online.</p> <p>Yes, so if I conclude that it's best if we teach online, children still want to learn directly in class, right? Yes, but after all, our own leadership gives us enthusiasm and motivation for us, even though sometimes it doesn't match our target, yes, to teach</p> <hr/> <p>Teacher 2:</p>

		<p>Yes most problems in the online classroom is a technical problem of bad signal, if it's in the classroom is the issue yak speaking arena of interaction between children who are passive</p>
		<p>Teacher 3: Yes, I have some problems. The problem faced in online learning is that not all of the students are present at zoom, then in the middle of the lesson there are some students who are left because of signal problems, they are also often busy alone when the teacher is explaining the lesson. Sometimes there are children who idly like to scribble on zoom when I'm displaying power point on Zoom. They also tend to be quieter and have to be provoked by a lot of activities to get them to talk</p>
7.	Barriers to online teaching	<p>Teacher 1: Maybe for the beginning, yes, I need a lot of time to adjust such as making materials for teaching, but after a year I'm used to it. But it does take a lot of time for this online learning, such as special time to correct student assignments, time to prepare materials, there is extra time to check student assignments whether students are working or not, many of the students also don't collect assignments, so I have to remind the students to submit their assignments. You also need a quota to zoom, especially when zooming itself takes quite a long time, not to mention waiting for students to be ready to go to zoom, sometimes you have to wait 15 minutes for students to enter the zoom, that's how I feel</p> <p>Teacher 2: As for the obstacles themselves, there are signal and network problems, so many of my students have permission when zooming in because they say the signal is bad. Students skip a lot because of this online learning</p>

		<p>Teacher 3:</p> <p>The obstacle is that the signal is difficult, besides that the time limit for using the free zoom platform is limited, so sometimes when teaching likes the time runs out, the learning is also not effective because only about 65% of students are present, the delivery of the material is also less effective because sometimes the communication is not two-way direction</p>
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Informants:

1. student 1: (FA)
2. student 2: (SS)
3. student 3: (DS)
4. student 4: (ST)
5. student 5: (FA t)

No	Topic	Data
1.	Communicative student	FA: Not a communicative student and not active in class
		SS: Not communicative students because they rarely speak in speaking class
		DS: Oh no ma'am, I'm not a communicative student
		ST: It's normal, at least when you zoom in, the teacher likes to ask questions, I like to answer that
		FAT: It's normal, for example , if the teacher asks, I'll answer or sometimes I also like to ask the teacher, miss if for example I don't understand the material
2.	Communication type	FA: Verbal communication
		SS: Verbal communication
		DS: Verbal communication
		ST: Verbal communication and through social media such as chatting using WhatsApp
		Fats :

		Verbal Communication
3.	What makes students reluctant to speak English in speaking class	FA: - afraid of being wrong to speak English - not fluent in speaking English
		SS: - shy and nervous when speaking English - hesitate if you want to speak English - not confident in speaking English
		DS: - embarrassed to speak English - don't know vocabulary in English so feel free to speak English
		ST: - confident in speaking English - know vocabulary in English
		FAT: - confident in speaking English
4.	Is speaking class difficult to learn	FA: hard easy to learn
		SS: Sometimes it's difficult, because pronunciation in English is difficult to pronounce
		DS: Not too difficult
		ST: It's not difficult, because her mother is an English teacher so she's used to speaking English
		FAT: It's not too difficult, because I already like English, so I don't think learning speaking is difficult
5.	Students' feelings when the teacher asks in English	FA: I feel like if you're asked to use English, I'm nervous, I'm nervous and I'm afraid I'll get the wrong answer
		SS: At least I 'm in doubt, I'm still nervous. At least, for example, if you have an assignment to make a

		<p>presentation, study it before presenting so you know how to read it during a presentation</p>
		<p>DS: I'm nervous, I'm scared too ma'am</p>
		<p>ST: What's the first thing you feel, embarrassed and panicked, and afraid of being wrong too</p>
		<p>FAT: I feel scared too, sometimes I'm nervous too, miss, I'm afraid I can't answer</p>
6.	The difference between learning online and at school	<p>FA: If I study online only using a cellphone and opening the material is also difficult to understand. If we study face-to-face, we can directly meet with friends, we can study together with friends, it becomes easier for me to understand the material that the teacher gives because it is explained directly by the teacher.</p>
		<p>SS: It's better directly, ma'am, you can explain in detail so you can understand the material better. If you're at home, you have to learn more by yourself, isn't it?</p>
		<p>DS: The thing is, what is it like at school, ma'am, you are told to keep learning, right at school. Well, if you're at home, it's nice, you can relax. You can also do assignments while lying down, ma'am, it's more relaxed. Yes, there is a difference, ma'am, the difference is that at home you can't meet friends, at school you can meet friends directly.</p>
		<p>ST: For example, if you study online through your cellphone at home, while at home there are a lot of distractions, so the opportunity to do assignments is small. For example, at school, there are many tasks, but there are also teachers who supervise so that they are</p>

		<p>more focused. He made the school to study while the house was made for all kinds of rest.</p>
		<p>FAT: The difference is, miss, if you're at home, the kit is a bit difficult to understand the material, then it doesn't feel like school, miss because you're at home, and you don't meet your friends either. At school, we can learn directly from the teacher, it's easier to understand the material, we can also get together with other friends, miss.</p>
7.	Barriers to online learning	<p>FA: So it's lazier when learning online, it's also difficult to understand the material because sometimes the teacher only provides material but it is not explained. It also requires a lot of internet quota to open the material, zoom in with the teacher.</p> <p>SS: There are obstacles, ma'am, if we don't understand it sometimes it becomes difficult to understand the material</p> <p>DS: The problem is, ma'am, the task is more difficult, if you study online, sometimes when you zoom the signal is also bad, so sometimes the zoom goes in and out.</p> <p>ST: There's a lot, at most it's a lot of distraction, right, because I use a cellphone so there are a lot of distractions. Then the frequency for not doing the task is a bit, so people don't do that task</p> <p>FAT: If the obstacle is really lazy, miss, then it's also hard to catch the material, miss</p>



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Appendix. 10 Responses of the Questionnaires Level of WTC

No	Students	Ite m 1	Ite m 2	Ite m 3	Ite m 4	Ite m 5	Ite m 6	Ite m 7	Ite m 8	Ite m 9	Ite m 10	Ite m 11	Ite m 12	Ite m 13	Ite m 14	Ite m 15	Ite m 16	Total	
1	student 1	5	5	2	1	5	5	5	5	1	2	1	1	5	5	5	5	58	
2	student 2	2	2	3	4	3	2	3	3	5	5	4	4	3	5	4	4	56	
3	student 3	5	5	5	5	3	3	3	3	5	5	3	3	3	5	5	5	66	
4	student 4	3	2	3	4	4	3	3	2	5	4	3	5	3	5	3	4	56	
5	student 5	3	3	5	2	2	3	3	3	4	2	3	4	4	4	4	5	55	
6	student 6	3	3	4	4	3	3	4	4	4	4	4	4	4	3	4	3	4	58
7	student 7	3	4	3	5	3	3	4	2	5	5	4	5	3	3	3	4	4	60
8	student 8	3	5	3	3	2	3	3	3	3	3	4	4	2	3	3	3	3	50
9	student 9	2	2	5	3	3	3	4	3	5	5	3	5	3	5	5	5	5	61
10	student 10	2	2	5	5	2	4	4	2	5	5	5	5	3	5	5	5	5	64
11	student 11	3	3	5	4	3	3	3	3	4	4	4	4	3	3	3	3	3	55
12	student 12	2	3	4	4	3	2	2	2	4	4	5	4	2	3	2	2	2	48
13	student 13	3	3	4	4	2	4	3	3	4	5	4	4	3	3	3	4	4	56
14	student 14	4	3	5	4	3	3	4	3	5	5	4	4	4	4	4	4	4	63
15	student 15	5	3	1	1	5	5	5	3	2	1	1	2	4	5	5	5	5	53
16	student 16	2	2	4	4	3	3	3	3	4	3	4	4	3	3	3	3	3	51
17	student 17	3	3	4	5	3	4	2	1	5	5	5	5	3	4	4	4	4	60
18	student 18	1	1	1	5	1	1	1	1	5	5	1	5	1	1	1	1	1	32
19	student 19	2	3	5	3	4	2	3	3	2	4	1	3	5	5	5	5	3	53

20	student 20	4	5	4	4	4	4	4	4	3	4	4	4	4	5	4	4	65
21	student 21	3	4	3	2	4	5	4	3	2	3	4	2	4	5	5	5	58
22	student 22	5	5	5	2	5	5	4	4	2	2	2	1	5	5	4	5	61
23	student 23	3	5	5	2	5	5	5	4	2	2	2	3	3	4	4	4	58
24	student 24	3	4	5	5	3	4	4	3	5	3	4	4	3	3	3	3	59
25	student 25	4	5	4	4	4	4	4	4	3	4	4	4	4	5	4	4	65

Appendix 11. Responses of Factors Affecting Students' WTC

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	25
student 1	3	4	5	5	5	3	2	3	2	3	5	5	5	5	5	5	4	3	4	5	5	5	4	3	4	4
student 2	2	3	2	4	3	4	5	5	5	4	5	3	3	4	4	4	3	1	3	5	4	3	4	4	5	5
student 3	5	5	5	3	3	3	5	5	3	2	5	5	3	5	5	5	4	3	5	5	5	5	5	5	5	5
student 4	4	2	3	2	3	5	5	4	4	5	4	4	3	3	4	4	2	2	4	5	3	2	3	4	4	4
student 5	4	4	4	4	3	5	4	5	4	2	5	5	3	5	4	5	3	1	5	5	5	5	5	3	4	4
student 6	3	4	4	3	4	4	4	4	3	4	4	3	3	3	3	3	3	3	4	4	4	3	3	3	3	3
student 7	4	3	4	4	3	4	5	5	5	5	4	3	3	4	4	5	4	1	5	4	5	4	3	3	4	4
student 8	3	3	3	3	3	3	4	4	4	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
student 9	5	4	4	5	3	5	5	5	3	5	5	5	5	5	5	5	4	1	5	5	5	4	5	5	5	5
student 10	5	4	2	2	5	2	3	3	4	5	4	3	2	5	4	5	4	3	4	4	5	4	5	5	5	5
student 11	4	3	3	3	3	5	5	4	4	5	5	4	3	5	4	3	3	3	4	5	3	3	3	4	3	3
student 12	4	3	4	3	3	5	5	4	5	4	4	2	2	4	2	2	4	3	3	3	4	4	4	4	4	4
student 13	4	3	3	2	3	4	4	4	4	4	4	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3
student 14	5	4	4	4	4	4	5	4	4	4	4	5	3	4	4	4	4	4	4	3	4	4	4	3	4	4
student 15	5	5	5	5	5	2	2	2	1	2	5	3	2	5	4	5	5	1	4	5	4	4	5	5	4	4
student 16	3	3	2	4	3	3	4	4	4	5	5	3	2	4	2	3	3	2	3	3	2	3	3	3	3	3
student 17	3	2	2	4	3	5	5	4	2	5	5	3	3	4	3	3	3	4	5	3	4	3	3	4	4	4
student 18	1	1	1	1	1	5	5	5	5	5	1	1	1	1	1	1	3	5	1	1	1	1	2	1	1	1
student 19	5	3	5	4	4	5	3	2	1	3	5	4	4	4	4	5	3	2	5	5	5	4	4	5	4	4
student 20	4	4	4	4	4	4	5	4	4	4	5	5	1	4	4	4	4	2	5	5	4	5	4	4	4	4

student 21	4	3	3	4	4	2	3	3	1	2	3	5	3	5	4	4	4	2	4	4	3	4	4	4	4	4
student 22	4	4	5	5	5	4	2	4	2	5	5	4	5	3	5	5	4	1	5	5	5	5	5	5	5	5
student 23	4	4	4	4	4	4	3	3	2	3	4	5	5	4	5	5	4	2	5	5	5	5	5	4	5	5
student 24	3	4	3	3	3	4	4	4	4	4	4	4	3	4	3	4	3	2	4	4	3	3	3	3	3	3
student 25	4	4	4	4	4	4	5	4	4	4	5	5	1	4	4	4	4	2	5	5	4	5	4	4	4	4



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Fakultas Keguruan & Ilmu Pendidikan

Nomor : 117/FKIP-PBI/UEU/V/2021
Lampiran : -
Perihal : **Permohonan Izin Penyebaran Kuesioner dan Interview dalam Rangka Pengumpulan Data untuk Pembuatan Skripsi**

Kepada Yth
Kepala SMPN _ 69
Jakarta
Di Tempat

Dengan hormat,

Teriring salam dan do'a, semoga kita senantiasa dalam Lindungan Tuhan Yang Maha Esa.

Dalam rangka proses pengerjaan skripsi bagi mahasiswa/i semester 6 Program Studi Pendidikan Bahasa Inggris (PBI) Fakultas Keguruan dan Ilmu Pendidikan Universitas Esa Unggul, maka kami mohon izin kepada Bapak/Ibu Kepala Sekolah untuk melakukan penyebaran kuesioner dan interview yang akan dilakukan pada hari **Kamis, 27 Mei 2021** sampai dengan selesai.

Berikut kami sampaikan nama mahasiswa Program Studi PBI yang akan melakukan kegiatan tersebut :

1. Zati Dillah Idzni (20171102004)

dengan judul :

“An Investigation of Students’ Willingness to Communicate in Speaking Class in Online Learning”.

Besar harapan kami sekiranya Bapak/Ibu Kepala Sekolah dapat mengizinkan kepada mahasiswa kami. Atas perhatian dan kerjasamanya kami mengucapkan terima kasih.

Jakarta, 21 Mei 2021
Fakultas Keguruan dan Ilmu Pendidikan
Univesitas Esa Unggul

Dr. Irma Savitri Sadikin, S.Pd, M.Pd
Ka. Prodi Pendidikan Bahasa Inggris



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No. /0.78

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 69 Jakarta Barat :

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N I P / N R K : 196409041989031008 / 145721
Jabatan : Kepala Sekolah
Tempat Tugas : SMP Negeri 69 Jakarta

Menerangkan bahwa :

N a m a : Zati Dillah Idzni
N I M : 20171102004
Program Studi : Bahasa Inggris
Jenjang Pendidikan : Strata Satu (S1)
Universitas : Univ. Esa Unggul

Benar nama tersebut diatas telah melakukan Kegiatan Program Praktik Lapangan (PPL) di SMP Negeri 69 Jakarta pada tanggal 1 s.d 11 Juni 2021 dalam rangka Praktik Pengalaman Lapangan (PPL) dan pengambilan data serta informasi untuk memenuhi tugas perkuliahan dan program dari Universitas Esa Unggul.

Demikian surat keterangan ini kami buat, agar dapat dipergunakan sebagaimana mestinya.

Jakarta, 11 Juni 2021
Kepala Sekolah

SURYANA, M.Pd
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