

CHAPTER I

INTRODUCTION

This chapter presents about the introduction of the research. It consist of background of the problem, setting of the research, limitation of the research, formulation of the research, purpose of the research, significance of the research, and definition of the key terms. The researcher discussed all of the contents that have been explained above.

A. Background of the Research

Every human being in this world needs to interact to each other, and language is the most important aspect in human interaction. Language is an important thing to do the communication. Moreover, there are various language in the world. One of the languages has an important role that is English. English is a key, which open the door to scientific and technological knowledge. English become the international language that used to communicate worldwide.

Based explanation above, speaking is an important thing for communication. The goal of teaching speaking is communicate orally. Students are expected to be able to understand and communicate in English in daily communication. Brown (2004:140) states that speaking as productive skill can be directed and empirically observed. The teacher can directly show the students' speaking skill through their speaking performance. It means that the teacher's has a main responsibility to assess the students' mastery on oral language that is to see whether they are able to communicate effectively and to know how far the students comprehend the teaching material by expressing it orally.

In communication, speaking is a way to share our ideas, feeling, thoughts, and opinion, to give information and message to others. Sharing the ideas, opinion, thoughts, message and information would not happen in only one way, but it must happen in two ways. There must be a speaker and listener to get an interactive communication. Furthermore, in language teaching and learning, speaking is considered as ability to be practiced and mastered. Nunan (2003:48) puts it that “speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning”. Moreover, according to Boonkit (2010), argues that “speaking is one of the four macro skill necessary for effective communication in any language particularly when speakers are not using their mother tongue”. It means that speaking is the way of human for communication to deliver message and opinion to the other people in any language.

Learning to speak is different from learning to write. It should be learnt consciously by doing a lot of practices. Realizing that speaking is very important for English learners, it is essential for English teachers to encourage the students to speak. They seem to have difficulties in deciding what techniques and media must be used to teach speaking appropriately, but must be able to find out the ways of how to make speaking easier and be fund activities for the students during the learning process and give motivation to improve their English especially in speaking skill.

In learning English especially speaking, there are expected to understand how to use grammar correctly, how to pronounce words, how to master a lot vocabulary, and others. These make students think that learning English is very

complicated and tedious because they have to deal with the things above, this also promote the students reluctance to learn it.

This research is very important for researcher, because to know the problem of students are not successful English especially in speaking. And to find out the student factors and reasons of reluctance to speaking English. To solve the phenomena, the researcher is interest and want to study on the skill of fourth semester of English study program in University of Pasir Pengaraian in students' reluctance to speak English.

This research is conducted to know the factors and the reasons students' reluctance to speak English. The researcher chose this study because research on the students' reluctance to speak English has not been widely studied. The researcher also chose this study because the students showed low interest to speak English, even though English is their subject. So it makes the researcher challenge to analyze the problems that faced by the students. Based on the phenomena above, the writer is interest to analysis the students' problem in speaking and it is conduct a research entitled **“Students’ Reluctance to Speak English at Fourth Semester Students of English Study Program in University of Pasir Pengaraian”**.

B. Setting of the Research

Based on the explanation above, the researcher can take the conclusion. The students feel shy and even scared to speak English. The students also difficult in speaking because limited vocabulary. When the students express idea, the students do not know which words to use. That is where the researcher wants to know about the student factors and reasons of reluctance to speak English.

C. Limitation of the Research

There were some problems that researcher found in this research. But the researcher limit them on reluctance to speak English at fourth semester of English student program in University of Pasir Pengaraian.

D. Formulation of the Research

Based on the limitation of the problem above, the problem of this research can be formulated in the following question:

1. What are the factors and reasons of reluctance to speak English

E. Purpose of the Research

Based on the problems that have already told above, the researcher want to:

1. To find out the student factors and reasons of reluctance to speak English at fifth semester of English department of university of Pasir Pangaraian.

F. Significant of the Research

These findings of the research are expected to give contributions to the following:

1. For Lecturers

Through this research, the lecturers will be able to anticipate students' reluctance in speaking English.

2. English Researcher

Through this study, the researcher will be able to improve the researcher's knowledge about reluctance, and to improve writing ability

3. For other researcher

Other researcher can use the result of this research as a comparative study.

G. Definition of Key Term

In this research, there are so many terms involved. Thus, to avoid misunderstanding on terms used, the following terms are necessarily defined as follows:

1. Reluctance

Reluctance as an adjective word in language, reluctance is unwilling to speak in English. According to Jenkins (2007:130), reluctance means reticence to speak up or come forward with silence and reserve. It means that, the students tend to be silent and not active in learning English especially in speaking activities.

2. Speaking

According to Thornbury (2005:1) mention that speaking is so much a part of daily life that we take it for granted. It means that speaking is an activity to communicate with others in daily life.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher present about the definition of speaking, reluctance in speaking skill, and factor that cause reluctance in speaking English. Those things are going to be explained by the researcher in this chapter. And those things will be accorded by several experts who give their own definition that is related to this research.

A. Review of Related Theoris

1. The Nature of Speaking

English as international language has four common skill to learn, they are listening, speaking, reading and writing. For students in language class speaking is the most important skill for English language learning. By oral speaking, the teacher measure the level of their ability and understanding. Oral speaking is the part due to in language class (Harmer, 2001). The statement has been supported by Aydogan (2014), argues that Speaking is the productive skill in the oral mode. It like the other skills is more complicated than it seems at first and involves more than just pronouncing words.

Speaking is one of the macro skills of English language teaching and learning. It is not easy to define what is mean by terms such as speaking skill since it has been defined in various ways in different disciplines. The statement has been supported by Boonkit (2010), argues

that speaking is one of the macro skill necessary for effective communication in any language particularly when speakers are not using their mother tongue.

Furthermore, in language and teaching learning speaking is considered as ability to be practiced mastered. Nunan (2003,p 48) puts it that speaking is the productive aural or oral skill, it consists of producing systematic verbal utterances to convey meaning. Speaking relates someone to others in changing information. While, according to Richard (2002, p 201) Speaking is used for various purposes that are to express opinion, to describe something, to complain about something, to persuade someone, or to make polite requests. Moreover, according to Bailey and Nunan (2005) Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

Speaking is very important in second language learning. According to Leong & Ahmadi (2017) speaking is one of the most important skill to be developed and enhanced as mean of effective communication. It means that speaking is the most important one that is very necessary for the effective communication.

Speaking has an important role in daily life. It is the massive means of communication. Thornbury (2005,p 1) mention that speaking is so much a part of daily life that we take it for granted. It means that speaking is an activity to communicate with others in daily life. By speaking, people can express their ideas and purpose orally to the listeners. The statement

has been supported by Harmer (2007, p. 284) who said speaking is how to deliver the expressive communication involving knowledge of language feature and a way to get information and language.

Speaking is important skill that students must have to master because through speaking students can communicate, share information, knowledge, feeling or idea. According Nakhalah (2016) state that speaking is the action of conveying information or expressing one's thoughts and feelings. The statement in line with Niati (2018,p 68) who said speaking is an interaction to producing and receiving information of the two people or more, then people can express their feeling to other people. It means that speaking is an activity from someone to producing and getting information and express his idea.

According to Antoni (2012,p 22) speaking is one of important elements in studying English. In speaking there are some components derived from definitions above, they are; fluency, grammar, vocabulary, accent, and pronunciation. Whereas according to Afri (2019,p 34) speaking is one of language skill which is very important to be mastered by students in order to be good communicator. Moreover, According to Rosdalina et al (2013) speaking is a way for make to communicate with each other, and speaking is also one of language that must to be share to others.

Tridinanti (2018) believes that Speaking skill is one's important skill to improve English proficiency from the very beginning of language learning. It means that speaking skill is very important for students in communicating effectively through spoken language.

Finally, based on the definition given by experts above it can be inferred that speaking is a important element to study English and a process how to deliver to producing and getting information, expressing ideas, opinion, or feelings to others in order to inform, to convey, and to communication in a part of daily life. Delivering opinion includes gesture, eye contact to make the listener easy to understand. And it is one of the most important aspect of language learning.

2. The Nature of Reluctance

Reluctance as adjective word in language, reluctance is unwilling to speak in English. Reluctance to speak is one of the reasons why the students shy to speaking English. According to Jenkins (2007:15), reluctance means reticence to speak up or come forward silence and reserve. The theory explain that reluctance is retience to speak up. Therefore, the students to be silence and not active in learning English especially in speaking activities. Thus, it can be hindered the students to participate in classroom interaction.

Reluctance to speak English means that the condition when the students are unwilling to speak in class which is provoked by several

factors (Jackson 2003). The students' reluctance can be seen through the students' verbal and nonverbal reaction during the teaching and learning process. Nonverbal reaction means a reaction which is shown by the students through eye contact, facial, expression, gestures, postures, position, and the various movement of their body, while verbal reaction means the student's spoken reaction when they feel reluctant to speak.

Reluctance students have received the message over time that the students are poor students. As a result, the students feel frustrated, inadequate, confused, or even ashamed (Hebb, 2000). The statement is also supported by Harmer (2001, p 345), students are often reluctant to speak because they are shy and predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. The theory explains that reluctance is reticence to speak up. Therefore, the students to be silent and not active in learning English, especially in speaking activities.

Reluctance means reticence here belongs to the category of foreign language anxiety, which stands for the feeling of uneasiness, worry, nervousness and apprehension experienced by non-native speakers when learning or using a second or foreign language (Li & Liu, 2011). Reticence is a communication problem with cognitive, affective, and behavioral dimensions and is due to the belief that one is better off remaining silent than risking appearing foolish (Keaten & Kelly, 2000).

Hornby, (2000) means hesitating before doing something because the students do not want to do it or because they are not sure that it is the right thing to do. Reluctance is a noun means as hesitancy, hesitation, disinclination, and indisposition It also means the quality or state of being idleness. Furthermore, according to Longman dictionary of contemporary English (1987), the term of Reluctance is identified as unwilling, and perhaps slow to act. From explanation above students' reluctance means that the hesitation of person who is studying at a school in learning because of some reasons. One of the reasons is the student are not sure to learn.

Furthermore, Hafsah (2017) said that reluctance is the students' condition or feeling of unwillingness to speak English due to psychological constructed, other factors in individuals in the classroom and the quality of being reluctant or inactiveness of the student.

3. Factor of Reluctance

Reluctance is unwilling of students to speak. Most of the students are reluctant to speak English. It caused by some factors. Such as lack of confidences, shyness, and the others. According to Hamouda (2013) was aimed to find out the problem students' reluctance to participate in English classroom at university in Qassim, Saudi Arabia. And the result revealed that many students are reluctant to respond to the teachers and remained

silent in speaking English due to many cause such as lack of confidence, shyness, anxiety, and lack of motivaion.

The first is Lack of Confidence. Lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. He and Chen (2010) state the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well.

The main cause of students' confidence is their low ability in speaking English. In this case, many students think that their English is bad and feel that they cannot speak English well. The other cause of studets' lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001). In this context, many teachers do not think that convicing students that they are able to speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating. This suggest that encouragement becomes as a vita thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in english plays a role in students' success of learning.

The second is shyness. Shyness is an emotional thing that many students suffer from at some time when they are required to speak English

(Nakhalah, 2016, p.102). This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Baldwin (2011) explain that speak in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. In other words, it can be said shyness plays an important role in speaking performance done by students. However, according Hamouda (2013) shyness was another influencing factor which could affect students' participation. Students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers.

The third is anxiety. According to Juhana (2012), anxiety is a feeling of tension, apprehension and nervouness associated with the situation of learning foreign language (Horwitz et al cited in Nascente, 2001). Further Nascente writes that, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Furthermore, according to Liu (2007,p 120) language anxiety manifested itself when students avoided conveying complex messages in the foreign language, when they displayed a lack of confidence or froze up in role-play activities, and when they forgot previously learned vocabulary or grammar in evaluative situations. All these show that understanding students better and being skill full in managing classroom should be part of teachers'

concern. To reduce this anxiety feeling, teachers need to pay attention to each students' strengths and weaknesses so that they can create a learning method which accommodates all students in the classroom.

The fourth is Lack of motivation. According to Songsiri (2007) motivation is a key to students' learning success It has been proven in many studies that students with a strong motivation to succeed in speaking. Motivation is a complex part of human psychology and behavior that influences how individuals choose to invest their time, how much energy they exert in any task, how they think and feel about the task, and how long they persist the task (Bakar, 2014). In addition, Thang & Lei (2011) emphasizes that motivation is recognized as one of the most significant factors affecting' student performance of second language (L2) learning. Motivating means creating the need of the students to learn and become actively involved in the lesson. Motivation in speaking cause students' hesitation to speak English in the classroom. He said that the background of the situation is that students are not motivated by the teachers toward the communication in English.

4. Reasons of reluctance

The reasons of reluctant that come from the individual self or what the students feel when they are speaking English. According to some theorist, there are some identified reasons for reluctant such as fear of mistake, lack of vocabulary, lack of confidence and lack of preparation.

The first is fear of mistakes. For fear of making mistakes, some learners expressed that learning and speaking a foreign language is “always a problem” (Tanveer, 2008). In addition, this is also much influenced by the students’ fear of being laughed at by other students or being criticized by the teacher. The reason for fear of mistakes is that students are afraid of looking foolish in front of other people.

The second is lack of vocabulary. Lack of vocabulary is one of components students’ reluctant to speak in English. The statement has been supported by Hamouda (2013) state that lack of vocabulary was identified as a big source of students’ reticence in oral English language. Furthermore, Freeman (2001) also state that the main problems faced by students in practicing speaking is their poor of vocabulary and grammar. Students are provide ideas easily without both components.

The third is lack of confidence. Shyness is another reason which could affect students’ reluctance to speak English. The statement has been supported by Hamouda (2013) state that another reason that contributes to the reluctance of students to participate in the class discussion was the lack of confidence in using English as a vehicle for spoken communication. In this situation, they prefer to remain silent while others speak, which shows that students lack confidence in communication.

The fourth is lack of preparation. Lack of preparation is another reason of reluctance to speak English. It is related to the students’ anxiety. This statement also supported by Marwan (2007,p 43), lack of preparation

was the major contributor of anxiety. Lack of preparation will absolutely make students feel anxious. They fear if they cannot perform well. It means that they feel nervous and heart pounding when they have no preparation to speak English.

B. Review of Related Findings

Review of related theories is a part where the research will be compared with other research. Actually, this research has many studies are related that have been done by many researchers that have some point to be observed.

First, the research conducted by Naziha (2018) on his research "*Affect and Students' Reluctance in EFL Oral Classrooms*". The aim of his reasearch, it is an attempt to shed light on the reasons behind the students' reluctance in the classroom, and then, focus would be to find out the affective factors related to their lack of participation. The result of this research the findings indicated that among the 36 participants, all recognized the importance of speaking and participating in the oral course. Yet, most of them claimed that when it comes to participate in the classroom, they do not find it so 'easy'. 81% of the population were motivated and showed their positive willingness to speak in the classroom. 75% felt anxious because of a number of causes summarized in the fear of making mistakes, fear of being laughed at, fear of their teacher's reaction, and nearly all students claimed their interest in having the average or 'avoiding bad marks'. And the difference in this study that the research focus on factor of reluctance especially in

speaking. And the similarities in this study, namely the same research method using qualitative method.

Second, Wandika (2014) **“Students’ Reluctance To Speak In English Classroom Interaction At Senior High School A Study At Sma Pertiwi 2 Padang”** the aimed of this thesis was to find out causative factors and dominant factors that cause students to be reluctant to speak in English class. The result of this research was the factors causing students’ reluctance to speak english were *Psychological Factors 47,1%*, *Linguistic Factors 15,0%*, and *Sociocultural Factors 37,9%*. And the most dominant factor that caused students to be reluctant to speak English was the *Psychological Factor*. The difference in this study the research method using purposive sampling. And the similiarities in this study, namely focus on the most dominant factor that causes students to be reluctant to speak

Third, Karomah and Munir from University of Surabaya (2015) on their research paper **“Junior High School Students’ Reluctance To Speak English In Class”**. The purpose of this research was to know what are the reluctant students’ non verbal and verbal reactions when the teacher speaks English fully in class and what are students’ reasons for their reluctance in speaking English fully. It is a basic interpretive study which involved 31 students of class 8A in SMPN 4 Gresik and a certain English teacher. The instruments that used in this research, those were observation and interview. The results of this research show 4 non verbal and 1 verbal reactions of reluctant students when the teacher speaks English fully in the class. Non

verbal reactions include no participation, no sense of belong, look exhausted, new activities, afraid to talk in front of the public. The verbal reaction of reluctant students include asking and answering the teacher by using Bahasa Indonesia mainly. Then, 9 reasons for the students reluctance in speaking English fully include fear negative evaluation of their classmates, lack of grammar and vocabulary, the teacher, lack of comprehension, nature, mother tongue influence, the society, lack of pronunciation, and lack of self-confidence. And the difference in this study that the researcher focus on factors and reasons of reluctance. And the similiarities in this study, namely the same research method using qualitative method.

Fourth, is the journal from Jalambo in *Journal of Social Sciences* (2019). The title is **“EFL Students’ Reluctance in Participating in English Speaking Activities at University College of Applied Sciences: Challenges and Solutions”**. The journal explain about the main reasons behind EFL students’ reticence in participating in speaking activities in the English language classrooms at the University College of Applied Sciences (UCAS) in Gaza, Palestine. And the result is there were three fundamental factors found in this research. First, students witness a lack in language competency represented in insufficient vocabularies, weak grammar, mispronunciation of some words and poor fluency. Second, the teacher is another cause of reticence in terms of controlling classroom and dividing participation equally. Third, low motivation is shown in the lack of preparation and interest in the speaking topics, besides the hard living circumstances that force the students

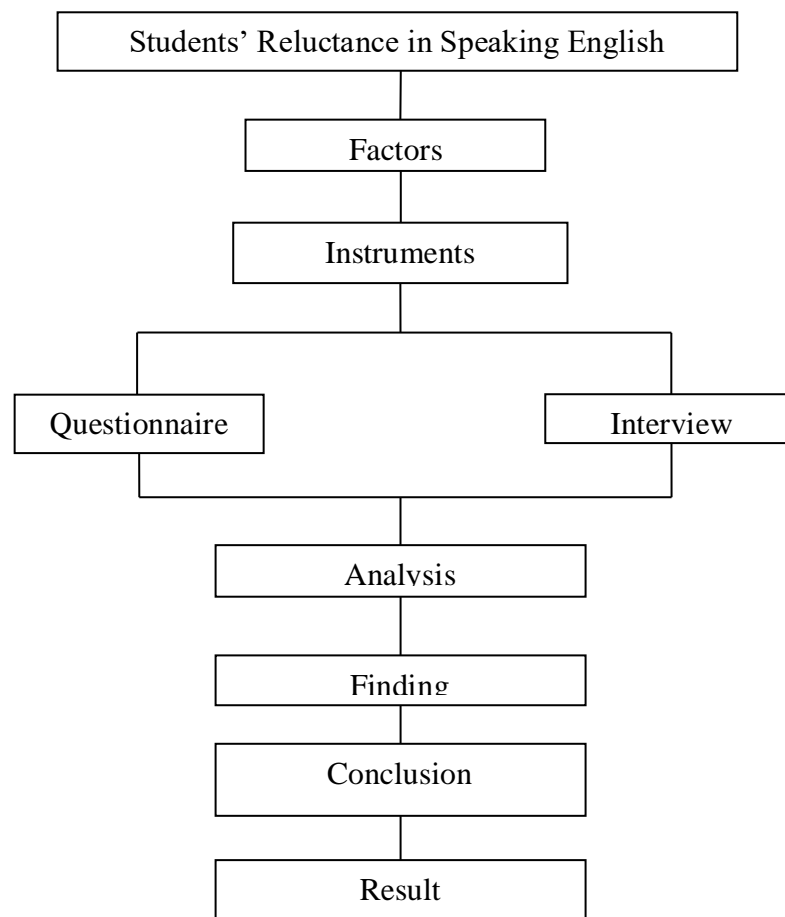
to have part-time jobs, besides their full-time study effect on their physical and mental concentration and willingness to participate. The difference in this study the research method using mixed method. And the similarities in this research discuss about the main reasons of students' reluctance in speaking

Based on the reseaches above, this research also take the same thing to be analyzed, that is students' reluctance in speaking English. The researcher will be focused on reluctance is speaking English the sample of this research is fourth semester English department students in University of Pasir Pengaraian. This study is not the same as the previous ones. Previous research examined junior and senior high school students, while this study examined English students. It could be that the results are different. The reason why this research is conduct, because speaking is very interesting skill to analyze. So, research entitled "*Reluctance To Speak English At Fourth Semester Of English Student Program In University Of Pasir Pengaraian*".

C. Conceptual Framework

This research has conceptual framework, it used to make the reader simply and easily to understand about this research. By looking this conceptual, the reader automatically will see and understand about how this research will be done.

Figure 1. Conceptual Framework of the Research



CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the description of research methodology used in this study. It consists of the research design, setting of the research, instrumentation of the research, procedure of the research, technique collecting the data, and technique of analyzing the data. This chapter also discusses about the population and sample of this research.

A. Research Design

This research is a descriptive qualitative research. According to Sugiyono (2013, p. 2) scientific way to get data with a specific purpose. Meanwhile, the model of research design used in this research is qualitative. Sugiyono (2013, 8) also adds that qualitative study is called naturalistic study because the study is done in natural setting, and qualitative study is also often called ethnography because this approach is mostly used to study about culture anthropology.

In this research, the main point of this research is to collect and to accumulate the basic data in descriptive way. It intends to describe students' reluctance to speak English at fourth semester students of English Study Program University of Pasir Pengaraian. Then, the aim of this research is to find out the student factors and reasons of reluctance to speak English.

B. Setting of the Research

This research is conducted at the English Department in the University of Pasir Pengaraian. The researcher conducted this research towards the fourth semester students of the English Study Program.

C. Population and Sample

According to Sugiyono (2013, p. 215) population is a generalization region that consists of objects, subjects that have quality and certain characteristics who are determined by the researcher to be learned and to be concluded. According to the explanation above, a population is the whole of the subject used by the researcher. The population in this research is the fourth semester students of the English Study Program in the University of Pasir Pengaraian, academic year 2020/2021. There are 30 students and all of the students will be the population.

Based on the consideration above, the researcher used probability sampling. According to Sugiyono (2013, p. 18) probability sampling is a sampling technique where the number of samples is the same as the population. The sample that should have been in this research are 30 samples. So in this research, the amount of samples is the same as the population, there are 30 students.

D. Instrumentations

1. Questionnaire

The researcher gave questionnaires to the respondents related to the students' reluctance in speaking English. The questionnaire is adopted from Arafat Hamouda (2013).

The data were analyzed using Likert scale. According to Sugiyono (2013:94), Likert scale is used to measure attitudes, opinions and perception of a person or group of people about social phenomena. This scale rating has five options. They are: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Agree (SA). For items SA is given score 5, the A is given score 4, U is given score 3, D is given score 2 and the SD is given score 1. The table below shows the Likert scoring table.

Table 1 Table Likert Scale

No	Items	Score
1	Strongly Agree	5
2	Agree	4
3	Undecided	3
4	Disagree	2
5	Strongly Disagree	1

The researcher gives questionnaire for 30 students at fourth semester students of English study program Univerity of pasir Pengaraian. This questionnaires consist of 18 questions for students to determine the factors of students' reluctance.

Table 2 Question Indicators

Dimension	Indicators	Sub Indicators	No Item
students reluctance to speak English.	To find out students factors and reasons of reluctance to speak English.	c. Lack of confidence d. Shyness e. Anxiety f. Lack of Motivation	1, 2, 3, 4, 5, 6, 7, 8, 9 10, 11, 12, 13, 14 15, 16, 17, 18
Total items			18

2. Interview

In this study, the second instruments get by the data interview. Interviews intend to find out why students are reluctant to speak English. According to Sugiyono (2013:137) stated that interview is use as data collection tehcnique to find the problems that must be researched, and to find out more in-depth things for respondent. The interview in this research used to obtain data about causes of students' reluctance. The interview guidelines can be seen as follow:

1. What do you think about speaking in english? Do you enjoy?
2. How often do you speak in English?
3. Do you feel reluctant to speak in English?
4. Why do you feel reluctant to speak English?
5. What the factor that make you reluctance to speak English?

E. Technique Collecting Data

In collecting the data, researcher using questionnaire and interview. The test of this study was conducted at University Pasir Pengaraian, in fourth semester students of English Study Program of the Faculty of Teacher Training and Education. This method is carried out by some steps :

1. The researcher gives questionnaire and give the time to the fourth semester students of English Study Program University of Pasir Pengaraian.
2. After that, the researcher interview to part of the students.
3. The interview consist of five questions to know students reasons of reluctance to speak English.
4. The researcher take a note by filling the observation sheet to categorize the factor of student reluctant to speak English.
5. The last is the researcher analyze what factors and reasons make students reluctant to speak English

F. Technique of Analyzing the Data

After collecting data through questionnaire and interview the data will analyzed to draw the conclusion. The analysis of each instrument was elaborated. Data from questionnaire are collect to determine factors of students' reluctance in speaking English. It utilized Likert scale which ranged from 5 to 1 and make in the form of checklist (√). The checklist was given on the available column and the statement was in accordance with alternative

subject state the answer use is Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

To answer research question, the data from questionnaire were analyzed descriptively. Because of respondents, the data from questionnaire were analyzed mainly in term of precentage. Data were analyzed by measuring the precentage of students' reluctant factors.