CHAPTER I

INTRODUCTION

This chapter provides and discusses some points dealing with the research. The discussion concerns on the research context, statement of research problems, the research objective, significance of the research, scope and limitation of the research, definition of key terms and organization of the research.

A. Research Context

Students' participation and activeness in English class present a success of learning process. The students' responses toward the teacher's instruction are aimed to gain any knowledge related with English material. According to Tatar (2005) active students in classroom's activities provides big influence in the success of language learning. Moreover, when the students do willing to response the teacher's questions, give several comments or sharing their ideas, it means that they actively involved in the learning process (Wijaya, 2015).

The students' activeness in language class particularly English is the expectation of most English teacher. Because according to Dogancy-Aktuna (2005: 99) frameworks of expectations, attitudes, values, and beliefs about what constitutes good learning, about how to teach or learn,

whether and how to ask questions, what textbooks are for, and how language teaching relates to broader issues of nature and purpose of education". In addition, Nhapulo (2013: 87) supports that it seems very important to take into consideration teachers' beliefs in pedagogical decisions and instructional materials choices, for the improvement and the benefit of the teaching practice itself. Sense of teacher's expectation is quite important because it gives an influence toward students' achievement later on. Research on second and foreign language learning suggests that the expectations that teachers form for their students can often have an impact on students' behavior and achievement (Zabel and Zabel, 1996: 22). So, activeness is needed to measure whether the students have good concern toward material or not.

Meanwhile, recently the students who learn English as foreign language are found that they have less attention to English material given by their teacher. They mostly have low motivation and no effort to participate as well although studying is important for them even English will be one of examination's subjects later that can influence their achievement. It is in line with Liu (2005) that the students who participate in learning process actively tend to have better academic achievement rather than passive students.

English actually has already been learned by the Indonesian students in formal school since they were in Elementary school even before until University level. However, as foreign subject, English is still

considered as one of the lesson that has many challenges. The students are demanded to master grammar until some language skills. Moreover, one of the language skills that tends to have more challenges than other skills is speaking. According to Nunan (2003: 48) the reason why speaking is difficult language skill because many learners feel that speaking in a foreign language is harder than reading, writing, or even listening for two reasons. First, unlike reading or writing, speaking occurs in real time like the person you are talking to is waiting for you to speak right then and second, as speaker cannot revise what has been delivered.

In addition, speaking English has various demands in classroom interaction. According to Brown (1999: 270) speaking becomes difficult due to it involves some important points such as clustering, redundancy, reduced forms, performance variable, and colloquial language. However, although speaking skill is argued as the difficult skill to be learned, it is also considered as important skill in order to stimulate students' ability in communication. Ur (1991: 120) believes that of the all four language skills, speaking is considered to be able the most important skill.

In instructional English class, teacher's role is to trigger students to practice speaking in English although the result is not always correct in delivering. However, the effort of English teacher should always try to make their students are able to speak by giving some opportunities in any moments to speak up although in a very simple way. Brown (2001: 12) supports that as English teachers, they have to give more opportunities to

their students in expressing themselves by providing them with speaking activities that enable them to speak English.

There are various speaking activities that can be done in English class such as presentation, telling story, meeting and greeting, describing certain object, debate or even telling about own experience like recount spoken text. Commonly, those activities emerge the interaction between teacher and student, or even student to students which by doing one of them is hoped can stimulate students excitement to learn English particularly to practice speaking English. The above statement is in line with Dagarin (2002: 128) that classroom interaction as a two way process between the participants in the learning process which is the teacher can influence the learners. Regarding to Dagarin's statement, classroom interaction is defined as a whole process of doing interaction that mostly guide the learners to do speaking with their peers around easily and consequently it will provide them to do well participation in learning process (Nugroho, 2017: 4).

During developing the idea of lesson, the students are always helped by their teacher. This action is done by English teacher to make their students becomes confident and active in English class and reduce any fear to speak up. However, sometimes still found many students that are reluctant to speak English in instructional classroom. Their reluctant refers to unwilling in giving statement by using English although they already know what belong to be stated. Harmer (2001: 345) believes that

students are often reluctant to speak English due to shyness and they are predisposed to expressing themselves in front of public, particularly when they are being asked to give personal information or opinions.

This is a common problem that mostly appears in EFL class for any level of students. Reluctant student is a big problem that always appears in every grade of school students (Wijaya, 2015: 9). Understanding to that case, Jenkins (2007) adds that reluctance means reticence to speak up or come forward silence and reserve. Shortly, the reluctant students are they who try to avoid teacher's instruction or order because they are shy to speak, no motivation to speak and even low self-esteem.

Looking at some previous studies dealing with reluctance to speak English, the researcher summarizes as follow. First, the research that was done by Wijaya (2015) found the reluctance in speaking English toward Junior High School students at Stella Matutina Salatiga. The students' participation in English class activities was low. It can be proved from the result of the research that the students seemed to have own trouble in learning English like experiencing anxiety and no motivation. Second, Al Nakhalah (2016) finds out that in the level of University, English Department students are found that they are reluctant due to psychological factors from speaking such as fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation. Third, Hafsah (2017) reveals English Department students in Tanjungpura University are reluctant to speak

English in speaking activities because of two factors. The first is linguistic factor that consists of lack in grammar or tenses and lack of vocabulary. The second is psychological factor that tends to feeling of shyness, fear to make some mistake, panic, and no motivation to speak English.

Understanding the above case and previous studies, the researcher also conducted observation in the level of senior high school on October 5th, 2020. When the previous studies mostly were done in the level of University, in this case the researcher did pre-investigation in the private Vocational High School, namely SMK Baitul Izza Tulungagung. Based on the researcher's own investigation, the result revealed that still many reluctant students found they were passive even reluctant to speak English. It was proved from their behaviors that tended to be categorized into three forms of reluctant behaviors. The first behavior was being silent when the teacher gave certain instruction by using English words. The second was some students did not give any attention to what teacher's explanation. The third, most of them just answered teacher's questions by Indonesian. The last behavior was trying to answer the teacher's question but with low voice. They were not confident delivering their own answers. Furthermore, English teacher also clarified that those students' behaviors were truly happened when she usually taught English, particularly the students who still sit in twelve grades with major Tata Busana or shortly called as XII TBS 1.

Consequently, regarding the above explanation, the gap of this research is considered based on the previous studies and preliminary study before. There are two research focuses of this study. First, the researcher find the factors causing students' reluctance in speaking English and Second, English teacher's strategies reducing the students' reluctance to speak English in class interaction. Moreover, the students' level and school type are different than the previous studies above. The level is senior high school students and the type of school is Vocational school. As the above statements, the researcher intends to conduct a study entitled ***"The factors causing vocational high school students' reluctance to speak English in classroom interaction".***

B. Statement of the Research Problems

In line with the context of the study, the research problems are formulated as follows:

1. What are the factors causing reluctance to speaking of Vocational High School Baitul Izza Tulungagung students'in English classroom interaction?

2. What are English teacher's strategies to reduce reluctance to speaking of Vocational High School Baitul Izza Tulungagung students' in English classroom interaction?

C. Objectives of the Research

The purposes of this study are to answer the research problems formulated above, they are:

1. To identify the factors causing Vocational High School students of Baitul Izza Tulungagung reluctant to speak English in the classroom interaction.

2. To identify English teacher's strategies to reduce Vocational High School of Baitul Izza Tulungagung students' reluctance to speak English in the classroom interaction.

D. Significance of the Research

Theoretically, the result of this research can give new academic contributions for the future researcher who interest in investigating the problem occurs in English Language Teaching or ELT.

Practically, for the English teacher who teaches particularly in Vocational High School is expected to get several inputs from the result of this research. The input can be in form of the factors that successfully make the students become reluctant in speaking English and the strategies that can be employed by English teachers to reduce students' reluctance in speaking English. For the students, this research is expected to be a motivation to upgrade their speaking skill by knowing the factors that reduce their performance in English class.

E. Scope and Limitation

The scope of this research is on the factors causing the students reluctance to speak English in instructional listening class. Moreover, the level of students is Senior High school students. Dealing with the factors of speaking reluctance, the first limitation of the research focuses in term of psychological factor such as fear of mistake, anxiety, lack of confidence, shyness, and lack of motivation. Linguistic factor is such as lack of vocabulary, grammar, and pronunciation. The last factor is in term of sociocultural factor such as attitudes towards the teacher and classroom condition. Moreover, the limitation is also concerned to English teacher's strategies in order to reduce students' reluctance to speak English in class interaction. Furthermore, dealing with the level of student, the researcher studies the students of XII TBS in the private vocational school of Baitul Izza Tulungagung.

F. Definition of Key Terms

To avoid misunderstanding of the concept used in this research, the researcher provides some relevant definitions of the terms used in this research. Those are:

1. Factor

Something that contributes to or has an influence on the outcome of something (Nugroho, 2017)

2.   Cause

The term of "cause" is defined as something that produces an effect and the factor as something that contributes to the production of an effect (Kralova: 2016).

3.   Reluctance

It means reticence to speak up or come forward silence and reserve. In addition, this term refers to unwilling to speak English in classroom interaction (Jenskin, 2007: 15)

4.   Classroom interaction

As two way process between the participants in the learning process. The teacher influences the learners in certain class activities and vice versa (Dagarin, 2002: 128)

5.   Strategy

The way or effort in form of activities that is employed by English teacher to reduce students' reluctance to speak English.

G. Organization of the Research

The organization of the research is made in order to make the readers know and understand the content of this thesis proposal easily by some relevant points. The organizations simply can be seen as below:

Chapter I is Introduction of the research which presents the research context, statement of research problems, the research objective, significance of

the research, scope and limitation of the research, definition of key terms and organization of the research

Chapter II is Theoretical Framework. It deals with several relevant literatures based on the title of the research. In detail, it talks about some sub chapter such as the definition of speaking, the reluctance in EFL class, factors causing the students reluctance to speak English, strategies used to minimize students' reluctance, and previous studies.

Chapter III is Research Methods. It covers the research design, subject of research, data and data sources, technique of data collection, technique of data verification, and technique of data analysis.

Chapter IV is Research Finding.

Chapter V is Research Discussion.

Chapter VI is Conclusion and Suggestion