

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter, the researcher presents the data as the result of observation (O) and interview (I). The researcher reveals the data deal with the factors causing students' reluctance to speak English and the strategies employed by English teacher to reduce students' reluctance in classroom interaction at SMK Baitul Izza Tulungagung.

#### **A. The Factors causing Students' Reluctance to Speak English in the Classroom Interaction experienced by Twelve Grade Students at SMK Baitul Izza Tulungagung.**

This part, the researcher found the data in the field dealing with the factors (**F**) causing students' reluctance to speak English. The data was from the result of the observation in the form of field note and interview in the form of interview transcript which had already found originally from the field. There were three subjects they were Student 1, Student 2, and Student 3 (S1, S2, and S3) who indicated experienced speaking reluctance based on the process of observation which done twice and in this chance, researcher interviewed them to obtain the depth information related with factor of speaking reluctances.

The factors of students' reluctance were divided into three big umbrella, they were reluctance because of (1) psychological factors; lack of confidence and shyness (2) linguistic factors; lack of vocabulary and incorrect pronunciation, and (3) sociocultural factor; classroom condition.

a. Psychological Factor

1. Lack of confidence

The first factor causing students to be reluctant to speak English was because they didn't believe on themselves. Shortly, it was called as lack of confidence. Mostly, the students with this psychological factor was so quite or even they tried to speak but very low sounds. From the result of investigation, it was found that most of the students in twelve grades of SMK Baitul Izza were quite students. It was felt by S1 when she got the question from her English teacher and she must tried to answer in English.

*R: "disaat kamu menjawab pertanyaan dari guru, apakah ada perubahan dari nada suara kamu?"*

*"When you answer a question from the teacher, is there a change in your tone of voice? (translated)"*

*S1: "Lirih gitu, pokoknya ya karena saya mungkin sendiri gak PD (Percaya Diri)." (S1-F-I) See appendix 6.*

*"So quiet, anyway because I might not have confidence in myself" (translated)*

Moreover, being silent or just low in voice was not only done when the students got the question from their teacher. They did that because they avoided "laughing" from their friends when they tried to speak English and to avoid making a mistake in speaking English. S2 was in line with that case, she stated;

*“...saya jawabnya ya lirih takut salah soalnya apalagi nanti kalau ngomong inggris terus salah, biasanya ditertawakan sama teman-teman. Jadi mending saya gak keras-keras ngomongnya.” (S3-F-I) See appendix 8.*

“I answered in a low voice, because I am afraid of making mistake, the problem is that if we continue to say wrong English, my friends usually laugh at it. So it is better if I don't speak out loud” (translated)

The above case was also seen by the researcher when doing the first observation on Monday 19<sup>th</sup> October 2020 at 07.00-09.40 am. It was proved like follow, *“...she seemed not confident in delivering her speaking because her volume was too low even I cannot catch or hear her speaking clearly.” (O1).* See appendix 4. While in the second observation on Monday 26<sup>th</sup> October 2020 at 07.00-09.40 am. The researcher still also looked the same condition. The students who came forward was low voice when doing presentation. *“One of students “S” started the job interview practice with low voice and her pronunciation was unclear” (O2) See appendix 5.* Moreover, *“When they turned to practice, there was one student “S” tried to explain her experience but her sound volume was too low” (O2).* See appendix 5.

## 2. Shyness

The second factor that made students became reluctant to speak was being shy in the classroom interaction. Shyness was come when the students in a hard situation which they cannot avoid that. Furthermore, shy person sometimes has become his or her characteristic. As what had found in this research, most of students were shy when they were asked by the teacher to speak English.

Hence, better they just keep silent. Particularly, when the students were asked to speak English in front of their friends, they were shy a lot. According to S1, she said;

*“Gini bu, saya itu anaknya pemalu lho sebenarnya. Jadi kalau disuruh maju kedepan apalagi untuk ngomong Inggris, wah saya pasti malu dari awal...” (S1-F-I)* See appendix 6.

“Look, I’m a shy person, you know. So, if teacher ask me to move forward especially to speak English, wow I must have been shy from the start” (Translated)

Moreover, being shy to speak English was also experienced by S2 because she was afraid to make any mistake in delivering. She said that *“...Saya malu kalau berbicara bahasa Inggris di kelas karena takut kalau salah ngomongnya gitu!” (S2-F-I)* see appendix 7 “I am embarrassed when I speak English in class because I am afraid that I will say it wrong” (Translated). S2 also adds that she would become so shy when her friends laughed at her when she was speaking English. She said;

*“Saya perasaanya kembali ke awal tadi malu buat menjawab. Apalagi kalau jawab pakai bahasa inggris biasanya kalau salah ngomong di tertawain sama yang lain jadi tambah malunya.” (S2-F-I)* see appendix 7.

I feel back to the beginning but shy to answer. Especially if i answer in English, usually if i say the wrong thing, my friends laugh at me, and i will be even more shy. (Translated)

The result of interview above was also seen by the researcher when doing the first observation on Monday 19<sup>th</sup> October 2020 at 07.00-09.40 am. *“Badly, her friends laughed at her until she stopped*

*her statement, she looked so shy.*” (O1). See appendix 4. While in the second observation on Monday 26<sup>th</sup> October 2020 at 07.00-09.40 am. “...*she got difficulty to pronounce the English word, and by knowing that her friends laughed at her which they thought it was funny.*” (O2)

See appendix 5.

b. Linguistic Factor

1) Lack of vocabulary

Vocabulary is needed when the students learn English particularly on oral performance. It is also a big challenge for EFL learner because most of them were lack in vocabulary. Hence, they always avoid speaking activities in the classroom interaction.

As what had already found in this research, all of research subjects were reluctance to speak English due to lack of vocabulary. S3 stated that “...*gak tau bahasa inggrisnya kosa katanya bu. Jadi, mending saya gak usah ngomong Inggris gitu bu.*” (S3-F-I) see appendix 8 “I don’t know the English vocabulary ma’am. So, I better not have to speak English, ma’am” (Translated)

It was in line with S1, she said;

*“ya, tetep saya jawab sebisa saya. Tapi, pakek bahasa Indonesia. Karena lebih enak dan biar faham maksud saya gimana gitu”* (S1-F-I) see appendix 6. “I still answer as best I can. But, I use Indonesian. Because it is more understandable and people can understand what I mean easily.” (Translated)

Using Indonesian was also done by S2 to ease her statement when explaining statements. She said;

*“ya pakai bahasa Indonesia bu njawabnya, lebih mudah. Cuma pas dikasih pertanyaan Umm sama saya gak bisa ngartikan”.* (S2-F-I) see appendix 7. “yes, i use Indonesian because it is easier. It was just when I was asked a question and I couldn’t interpret it well.” (Translated)

The result above was also seen by the researcher when doing the first observation on Monday 19<sup>th</sup> October 2020 at 07.00-09.40 am. First, there was one of student who needs translation from the teacher. *“...she often asked to the teacher about how to translate some words into English which it would relate with her answer.”* (O1) See appendix 4. When the teacher asked students to describe a picture, they used Indonesian. *“However, most of them described the picture by Indonesian.”* (O1) See appendix 4. Moreover, *“...the students looked hard to find some English words to deliver and physically their head or eyes looked at the ceiling.”* (O1) See appendix 4.

Furthermore, in the second observation on Monday 26<sup>th</sup> October 2020 at 07.00-09.40 am, translation from English to Indonesian or vice versa was also emerged. *“She (one of students) asked to the teacher how to translate in English about her Indonesian language answer.”* (O2) See appendix 5. Even, in discussion the students did not only use Indonesian but they also did joking with their friends rather than talking about the material. *“...most of students discussed by using Indonesian language and they did not only discuss*

*the topic but also had a joke with others therefore it made the class become crowded beside the sound from the outside class.” (O2) See appendix 5.*

## 2) Incorrect pronunciation

Another linguistic factor that can make students become reluctant to speak is Pronunciation. The students are uncommon to utter words by words in English because the form of the words and how to pronounce are different.

It was as what had encountered by all of the research subjects in this research. They said similar that they were reluctant to speak English due to they could not pronounce English words in proper way. One of them (S2) said that *“Gini bu apa itu! Pokoknya bingung ngomongnya. Tulisan sama ngomongkannya tuh beda” (S2-F-I) See appendix 7.*“Like this! I’m confused what to say. The writing and what will be pronounced is are different” (Translated). S2 also said that *“...kemarin itu pas di ajak dialog sama Mam. “D” tentang job interview pakai bahasa Inggris. Saya kurang bisa ngucapin bahasa inggrisnya, gitu. (S2-F-I) See appendix 7.* “... Yesterday, when I was having a dialogue with Ma’am “D” about job interview in English, i can’t speak English very well” (Translated)

Then, S1 said that she was reluctant to speak English because of incorrect pronunciation when her English teacher asked to answer

the question using English and she thought that English pronunciation was weird. She said;

*“Pengucapannya gitu lho bu, sulit aneh sih hehe. Karena mungkin jarang tau cara bacanya. Terus, Umm untuk kapannya ya! Yaa itu pas di suruh gurunya untuk menjawab pertanyaan sama di suruh maju kedepan buat presentasi gitu. Pokoknya saya tuh apa ya “ndredeg” gitu bu karena takut salah ngucapin kata-katanya.” (S1-F-I)* See Appendix 6. The pronunciation is hard and it is weird. Because, maybe i rarely know how to read it. Then, it was happened when the teacher tells me to answer the same question, and she (teacher) asks to come forward for the presentation. The point is, heartbeat like that, for fear of saying the wrong words” (Translated)

S3 also was in line with the above statements. She said;

*“...saya gak mau ngomong dengan bahasa Inggris karena gatau pronounce nya...” (S3-F-I)* See Appendix 8 “I don’t want to speak English because I don’t know how to pronounce it...” (Translated).

S3 added;

*“Itu bu saya gak tau cara ngucapkan dengan benar karena bahasa inggris itu tulisan sama cara bacanya aneh, kayak beda gitu bu.” (S3-F-I).* See Appendix 8. “I don’t know how to pronounce it in proper way because English writing and its pronunciation are weird, like different, Ma’am.” (Translated)

The result above was also observed in the first observation on Monday 19<sup>th</sup> October 2020 at 07.00-09.40 am. *“When certain student guessed the lyric of the song, most of them looked difficult to pronounce the words and even wrong to pronounce it.” (OI)* See appendix 4. Furthermore, in the second observation on Monday 26<sup>th</sup> October 2020 at 07.00-09.40 am, *“At the same time, when “S” (one of*



*students) was telling her story during training, she got difficulty to pronounce the English word...” (O2) See appendix 5.*

c. Sociocultural Factor

1) Classroom condition

In this point, students can be reluctant because of the condition or atmosphere of the classroom that is not comfortable. The room has significant role to enhance students' enthusiastic in learning. So, a good classroom must be set not too cold not too hot and good in enlightenment so that the students can follow the class as well.

However, as what happened in this research, most of students felt that the classroom was uncomfortable. Starting from stuffy, hot, and low enlightenment had made all of research subjects uncomfortable in participating English class. As a result, they were not enjoyed with learning process. According to S1 revealed that the lamp was so dim which it made her feel lazy to learn until better she slept. She said;

*“...pengap sekali. Ditambah lagi apa itu Umm, lampunya itu gak terlalu cerah bu! Jadi gimana ya? Redup gitu. Jadi males aja bu buat belajar, apalagi kalau pas lampu nya redup sekali jadi males buat ngapa-ngapain mending tiduran hehe.” (S1-F-I) See Appendix 6. “...so stuffy. Plus what is it? the lights are not that bright ma’am! So what do i do? It’s so dim. So it’s just lazy to study, especially if the lights are so dim, i becomes lazy for what to do, it’s better to lie down.” (Translated)*

Moreover, S2 added that the classroom was stuffy, and hot which it made her learning was not enthusiastic. She said;

*“pengap, panas, sehingga belajarnya kurang maksimal. pokok saya kalau sudah tidak nyaman sama kondisi kelas, saya gampang ngantuk trus tidak semangat buat belajar.”*  
**(S2-F-I)** See Appendix 7. “Stuffy, hot, so it makes my learning is not optimal. My point is that when I am not comfortable with class conditions, I can easily get sleepy then I am not enthusiastic about studying.” (Translated)

In line with S1 and S2, S3 also was in the same condition. She said that *“Pengap dan panas, bu suhu ruangnya. Saya jadi tidak nyaman belajarnya yang pada akhirnya males gitu mau ngapain.”* **(S3-F-I)** See Appendix 8. “ the class is stuffy and hot ma’am the room temperature. I am uncomfortable to study and in the end I was lazy to do anything.” (Translated)

The result above was also seen by the researcher in the first observation on Monday 19<sup>th</sup> October 2020 at 07.00-09.40 am. *“On the other hand, during the class begun, I felt that the class atmosphere was hot and lack of the lighting.”* **(O1)** See appendix 4. While, dealing with the second observation that was done on Monday 26<sup>th</sup> October 2020 at 07.00-09.40 am, the researcher found the students were sleepy. *“Even, I looked some students were sleepy by taking their two hands and head on the table.”* *“In addition, the class atmosphere was lack of light, air, and I heard so noise outside of the classroom.”* **(O2)** See appendix 5.

**B. The Strategies employed by English Teacher to Reduce Students' Reluctance to Speak English in the Classroom Interaction experienced by Twelve Grade Students at SMK Baitul Izza Tulungagung.**

The second research finding data was dealing with the English teacher's strategies (TS) in order to reduce students' reluctance to speak English in the classroom interaction. The data was from the result of the observation in the form of field note and interview in the form of interview transcript which had already found originally from the field. The subject that observed and interviewed was English teacher who taught Twelve Grades of SMK Baitul Izza. Based on the investigation, it was found four strategies to reduce students' reluctance to speak English. They were Meeting and Greeting, Presentation, Describing Picture, and Song Lyrics through LCD Projector.

a. Meeting and Greeting

Meeting and Greeting is the set of activity that mostly done in the beginning time of class. Teacher does this in the same time to start the class by praying. According to the result of the research, this strategy was effective used by English teacher to stimulate students to speak English because the duration of the time was only short and not much waste the time. *"Oh kalau Meeting and Greeting itu hampir tiap pertemuan ya! Di awal jam bahasa Inggris sebelum students di kasih material gitu. Kurang lebih itu cukup sekitar five until ten minutes..."*

(TS-I) See appendix 9. "Oh, Meeting and Greeting is almost every

meeting, particularly in the early hours of English class before students are given material. It was about five until ten minutes is enough.” (Translated).

Furthermore, the English teacher also added the effect after employing Meeting and Greeting toward students’ speaking performance. She said; “...kebanyakan mereka juga mau bicara Inggris karena Greeting kan di lakukan selalu itu-itu saja bahasa yang dipakai jadi anak-anak hafal gitu. Tapi ada juga yang diam gitu mungkin malu ya mbak ngomongnya.” (TS-I) See appendix 9. “Most of them also want to speak English because Greeting is always done like in each meeting, the language used is often trained and spoken so the students can memorize it well. But, there are still also those who are silent so maybe they are shy” (Translated).

To enhance the above result, the researcher also saw that the teacher did Greeting with her students in the beginning class in the first observation on Monday 19<sup>th</sup> October 2020 at 07.00-09.40 am. “After they have already begun the class, the teacher started by doing greeting and reviewed about greeting material dealing with job interview as she has already explained before” (TS-O1) See appendix 4. Moreover, in the second observation that was done on Monday 26<sup>th</sup> October 2020 at 07.00-09.40 am, the researcher also found the same activity that was greeting. “To start the class, the teacher did greeting and talking about students’ activities in the weekend. The English

*teacher also tried to stimulate students to speak English before starting to today's material. Only some students who responded their teacher's asking by English" (TS-O2) See appendix 5.*

b. Presentation

The second strategy to reduce students' reluctance to speak English in the classroom interaction is done by student's presentation. Presentation is used to make the students had each chance to speak English in front of the class.

The result of investigation showed that the English teacher used long enough time duration to employ presentation. So that the class time was enough, she set the activity was in a pair. She explained the procedure as below;

*"Kalau untuk presentasinya itu, Umm waktunya kira-kira 90 menit untuk waktunya. Karena waktunya lebih lama buat mereka mempersiapkan tugas semacam interview text gitu pakai bahasa Inggris. Terus, Umm, saya buat mereka membentuk pair atau pasangan gitu untuk mempraktekan speaking nya dengan temannya. Nah, anak-anak bisa reading conversation ke bukunya masing-masing kemudian berbicara tanpa pakai buku semacam dialog berpasangan gitu mbak. Untuk ini kurang lebih Umm 10 menit." (TS-I) See appendix 9*

"For the presentation, the time is approximately 90 minutes. Because the time is longer for them to prepare assignments such as interview text in English. Then, Umm, I made them form a pair or partner to practice speaking with their friends. So, children can read the conversation to their respective books and then talk without using books, such as pair dialogue. For this approximately Umm 10 minutes" (Translated)

She also said that one meeting was not enough for 35 students.

So, she did students' presentation was in twice. She stated;

*“Jadi saya suruh per individu yang saya tunjuk untuk mempraktekan dialog bahasa inggris tentang job interview dengan saya. Ini per anak kurang lebih 10 menit. Jadi kalau 35 anak ya bisa 2 kali meeting mbak.”* (TS-I) See appendix 9. “So I asked each individual that I appointed to practice the English dialogue about the job interview with me. This per child is approximately 10 minutes. So if there are 35 children, you can have two meetings.” (Translated)

By employing student’s presentation can enrich student’s vocabulary in order to enhance student performance in speaking Skill. *“ya sama kayak describing picture tadi, pastinya anak-anak bisa nambah Vocabulary nya...”* (TS-I) See appendix 9. “Yes, it’s the same as describing the picture earlier, of course the student can add the more the English vocabulary” (Translated)

Furthermore, this strategy was seen by the researcher in the second observation on Monday 26<sup>th</sup> October 2020 at 07.00-09.40 am. *“Teacher asked students to tell their experience during their study in training (Industry) like what did they do like doing conversation one by one”* (TS-O2) See appendix 5.

### c. Describing Picture

The next strategy to reduce students’ reluctance to speak English is done by Describing Picture. In this case, the picture is the media for stimulating student to speak English. Based on the result of this research, the researcher saw the English teacher did this strategy by LCD projector and through book only.

As the result of observation on Monday 19<sup>th</sup> October 2020 at 07.00-09.40 am. “... *the teacher began to give some questions to the students about the picture that was displayed on the projector. The picture showed two people who shake hands in the office. They sat on their own chair seems they were greeting to start interview. The teacher asked students to describe the picture*” (TS-O1) See appendix 4. Moreover, in the second observation that was done on Monday 26<sup>th</sup> October 2020 at 07.00-09.40 am, “*She gave students certain picture from the book while telling class activities on that day’s meeting*” (TS-O2) See appendix 5.

While the result of interview showed more detail. The English teacher explained the preparation of the strategy. She said;

*“Yang jelas gambarnya ya mbak baik soft file yang bisa di lihat di LCD, trus laptop, baru kalau sudah ready semua, anak-anak baru menebak itu gambar apa dan mendeskripsikannya.”* (TS-I) See appendix 9.

“Actually, the picture must be clear particularly the soft file can be seen on the LCD, then the laptop, only when everything is ready, the students just guess what the picture is and describe it” (Translated)

This strategy was done long enough time. She said that “*Nah, kalau describing picture itu yang agak butuh tenaga extra ya mbak karena waktunya pasti lama habisnya. Umm ya kurang lebih sekitar 20 menit lebih lah mbak untuk describing picture*” (TS-I) See appendix 9. “If you describe a picture that needs extra energy, because the time will definitely run out. It takes approximately 20 minutes or more for describing pictures” (Translated)

She also added the effect of this strategy toward students' activeness in speaking English. The good effect was enrichment of English Vocabulary. *“Ada mbak jelasnya menambah Vocabulary mereka saat mendeskripsikan picture”* (TS-I) See appendix 9. “Of course, there is! It can add their vocabulary when describing the picture” (Translated). She also added the picture from LCD projector;

*“Nah, describing picture itu ada yang lewat LCD projector. Pas ini Umm, anak-anak lebih aktif dari raut mukanya karena mungkin bisa jelas gambarnya dan besar ya mbak. Bahkan kemarin itu sampai 10 gambar saya kasihkan di LCD mereka mayoritas aktif gitu mbak ngomong bahasa Inggrisnya tapi cuma kata-kata dasar dan kebanyakan pakai bahasa Indonesia dan saya yang ngasih tau kayak “bahasa inggrisnya gini lho”.* (TS-I) See appendix 9. “Well, describing the picture is through the LCD projector. When using LCD, the students are more active from their faces because the pictures can be clear seen. Even yesterday, I gave 10 pictures on the LCD, they were mostly active to speak English, but still only basic words that they do not know and sometimes they used Indonesian also I told them like ‘the translation is like this’ (Translated)

On the other hand, Describing the picture from the book was made students less enthusiastic than through LCD projector. She said that *“...kalau gambarnya hanya dari buku ya mereka biasa saja sih mbak, begitu. Cuma tetap ngomongnya campur bahasa Inggris ada bahasa Indonesianya ada.”* (TS-I) See appendix 9. “If the pictures are only from books, they are just so. But still speaking by using English, and Indonesian” (Translated)



#### d. Song Lyrics through LCD Projector

The last strategy that was used by English teacher to reduce students' reluctance to speak English was song lyric. This strategy provided the training of pronunciation in the form of sing a song. As what had already found in this research, the English teacher employed this strategy stimulate students to be brave in speaking English.

Based on the result of observation on Monday 19<sup>th</sup> October 2020 at 07.00-09.40 am. *“The teacher directly play the song but not only listening to it, the students could also see the lyric. The lyric of the song was displayed onto the projector. There were two songs with different title played they were “Bad Liar by Imagine Dragon” and “Surrender by Natalie Taylor” (O1) See appendix 4. The above observation was clarified by English teacher in interview and she also explained the procedure in detail. She said;*

*“nah yang pertama saya putar lagunya mbak kemarin ada 2 lagu Inggris kalau tidak salah. Nah, pas ini anak-anak mau ngomong bahasa Inggris walau dengan menyanyi dengan melihat lyric lagu dari bahasa Inggris. Bahkan banyak dari mereka cukup bagus pronounce nya karena mungkin familiar ya dengan lagunya. (TS-I) See appendix 9. “First I played 2 English songs if I’m not mistaken. At that time, students wanted to speak English even by singing and by looking at the lyric of the song. In fact, many of them pronounce quite well because they may be familiar with the song.” (Translated)*

*“...sesi kedua, mereka tetap menyanyikan lagunya tapi beberapa teks atau vocab dari lirik lagunya saya hilangkan gitu supaya mereka juga belajar listening. Seterusnya ya saya ulang-ulang gitu lagunya. Kurang lebih kalau song lyric sih ada 30 menit.” (TS-I) See appendix 9. “In the second session, they still sing the song*

but I removed some vocab from the song's lyrics so they could also learn listening. So on, I repeated the song. More or less if the song lyric is 30 minutes" (Translated)

The missing lyric was also seen by researcher when doing observation on Monday 19<sup>th</sup> October 2020 at 07.00-09.40 am. *"The teacher also used song lyric as learning strategy for students by making some activities. One of those was missing song lyric. The students tried to guess the appropriate words contained in the missing lyric"* (O1) See appendix 4.

Moreover, English teacher also explained the preparation for this strategy. She said that *"...harus siap LCD projectornya, laptop, Hp saya sendiri, kemudian lagu-lagunya harus ada, kemudian teks liriknya harus ada"* (TS-I) See appendix 9. "The LCD projector must be ready, the laptop, my own cellphone, then the songs must be there, then the lyrics must also be ready" (Translated).

In addition, English teacher also added the advantage of employing song lyric through LCD projector as below;

*"...Tambahannya, kalau song lyric itu juga membuat kelas menjadi lebih hidup ya karena anak suka nyanyi-nyanyi, gak ada yang kelihatannya males, pokoknya yang saya lihat mereka pada senang lah."* (TS-I) See appendix 9. "In addition, the song lyric made the class livelier because the students mostly liked to sing, no one seemed lazy, just what I saw they were happy with the activity." (Translated).