

CHAPTER I

INTRODUCTION

In this chapter the researcher focuses to discuss about the background of the study, the formulation of the research problem, the research objective, the significance of the research, the scope and limitations of the study, and the definition of key terms.

A. Background of the Research

English is a tool for communicating spoken and written. Communication is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture. Therefore, English subjects are directed to develop these skills so that graduates are able to communicate and speak in English at a certain level of literacy. There are four level of literacy. Wells (1987) identifies four levels of literacy: (1) performative, (2) functional, (3) informational, and (4) epistemic. The first level is the ability to read and write, while the second level is the ability to use language for living purposes. At this level, language is used for life-like activities like filling out the form, booking tickets, shopping, etc. This level of literacy becomes a target of learning in junior high school. The third level is the ability to access knowledge in English and be a target for learning In high school.

Meanwhile, the epistemic level is the ability to transform knowledge in English. As a modern science, English has been taught since kindergarten. English Language has been incorporated into the learning curriculum, and

taught to students as a foreign language, and also English has been applied in schools as a subject for students. English language learning in Junior High School/ Islamic Junior High School is targeted for learners to achieve the functional level of communicating orally and writing to solve everyday problems.

However in learning, junior high school student is not an easy matter. There are several explanations connected with this phenomenon. First, English is not their mother tongue of theirs. In terms of grammar, pronunciation, and spelling, it may have several variations that make it hard to read the reading text. Second, Indonesia has differences in cultures from other English-speaking countries which affect the way the people write. That is why the students still have hard time in understanding the style of the English language. Third, not all students have good motivation in learning in English class.

Active classroom activities also have a big influence on the success of language learning. Participation in the classroom activity is very important for the students to do in class in order to gain more knowledge. When the students are willing to respond to the teacher's question, give some comments, or share their ideas it means they actively involved in the learning process. Learner participation is also a prove that the student is a member of the classroom. Research also shown that active in classroom activity is important aspect in order to create effective learning activity. Students who participated in learning process tend to have better academic achievement rather than passive students. However, nowadays based on the students' characteristics, sometimes they do not pay attention to their responsibility as students in class. The students disregard the teacher's

explanation and they lack of motivation to study even though studying is important for them.

The students are hoped to be active in the classroom. But, sometimes, many students are reluctant to speak English in the classroom. Reluctance is unwilling to speak in English classroom interaction. Reluctance to speak is one of the reasons why the students are shy to speak English. According to Harmer (2001 : 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 will be silent and not active in learning English especially in speaking activities. It can be hindered the students to participate in classroom interaction. Thus, to build the interaction, the teacher should be able to talk well to the students because the important interaction in the classroom begins with talking. Usually some factors affecting students' reluctance to speak English, as follow : a) Psychological factor such as fear of mistake, shyness, anxiety, lack of confidence, lack of motivation; b) Linguistic factor such as lack of vocabulary, lack of knowledge of grammatical pattern, incorrect pronunciation; c) Sociocultural factor such as attitudes toward English teacher and classroom condition. These are also supported by (Hamouda : 2013 : 32) which has similar opinion about the problem affecting the students' reluctance to speak English. The various reasons such as a lack of practice, low English proficiency, lack of confidence, anxiety, cultural beliefs, personality, and fear of losing face affect the students' reluctance to speak English.

Attention to affective factors can definitely improve language learning and the effectiveness of teaching, in turn, the affective classroom can contribute in a significant way to educating learners affectively (Minghe and Yuan: 2013). Affective factors have an influence on English language learning. Self-esteem, anxiety, risk taking, and motivation are some examples of affective factors. Theoretically, when a learner feels unable to master English, then there is a tendency he will feel worried, restless, anxious, uncomfortable in the learning process. Conversely, if a student feels worried, restless, nervous, psychologically uncomfortable, then his confidence becomes low. If the low self-confidence of the learner concerned behaves dare not take risks, do not dare to make mistakes with all the consequences. In fact, in learning a foreign language, making mistakes is part of the natural learning process. The learning motivation factor holds an important role in the child's spelling process. Motivation is divided into two basic groups: internal motivation and external motivation. A person learns English seriously because he considers that learning a foreign language gives his own satisfaction. Instead, one can become motivated due to factors beyond the learner.

There are some previous studies related to this topic, There are previous studies that have conducted research about affective factor influencing the student in learning English. The first is the reearch conducted by Syifaul Lathifah (2015) entitled *:Affective Issues in Speaking Faced by English and Accounting Department Students(A Case Study of the Second Semester English and Accounting Department Students of Semarang State University in the Academic Year Of 2014 – 2015*. This study investigated the affective issues in English

speaking that were faced by English and Accounting department students and its causes. This type of research is a qualitative descriptive study. The study identified a lack of self-confidence, a fear of making mistakes, and anxiety as the emotional concerns that students in the two departments encounter when speaking English. These challenges were frequently brought on by both the internal and external factors of the students. On the basis of the observation sheet, the researcher can determine the students' classroom conduct, their interactions with the teacher, and their participation in a class discussion that influence the affective challenges in speaking encountered by English and Accounting Department students.

The second is research conducted by Siti Hafsa (2017) entitled *Reluctance in English Oral Performance in Classroom Activities*. The purpose of this research is to investigate students' reluctance in performing English orally in classroom activities. The finding showed that the participants were reluctant to use English in the classroom activities because they seemed to have no motivation to speak in English because they were shy and did not get motivation from classmates to speak in English. They also had no motivation to make an effort in expressing her ideas in English. They were also shy and afraid of making mistakes because they were worried if used incorrect grammar. Then, they were also confused which tenses to use when speaking.

The third research is conducted by Pipit Nugroho (2017). With the research entitled: *Factors Affecting the Students' Reluctance to Speak English in Classroom Interaction*. The data about factors affecting the students' reluctance to

speaking English in classroom interaction is collected by distributing questionnaire and conducting interview. Based on the result of data shows that all the students have their own obstacles in speaking so that they are reluctant to speak English in classroom interaction. It is caused by three factors : psychological factor which has five categories that cause the students feel reluctant to speak English, they are : lack of motivation, shyness, anxiety, lack of confidence, and fear of mistake. Linguistic factor has lack of vocabulary, lack of grammatical pattern knowledge, and incorrect pronunciation. Then, socio-cultural factor consists of attitudes toward lecturer and classroom condition.

The fourth is conducted by Etel Samira Austin Perez (2018) entitled "*Social Affective Factors in Online Learning Environments to Learn English*" This study has shown that social affective factors affect in a positive way student's English learning process. The social affective factors help student learn English. They fulfilled one of the main needs of virtual students which is to receive support and company. This stimulates the interest and the attention of students in their learning. Teacher motivation still represents the most outstanding social affective factors that impact student in keeping improving his skills and to keep involved in the course.

The last is a journal of case study conducted by Juhana (2012) about psychological factors that hinder students from speaking in English class and the 9 causes of the factors as well as the possible solutions to overcome the factors. It was Second graders at a Senior school of South Tangerang chosen as the sample. The result of the study showed that psychological factor such as fear of making

mistake, shyness, anxiety, lack of confidence, and lack of motivation hinder students from speaking in English class. Therefore, it's better for teacher concerning on affective factor issue that faced by students.

Besides that, it was based on the the researcher's experience as a pre-observations in English class in MTsN 2 Trenggalek, from this pre-observation the researcher found that some of the students did not pay attention in class. They tended to keep silent in class activity and when the teacher asked questions and share their idea in class activity, they answered in Indonesian or try to avoid teacher questions. That is why in this study, the researcher wants to find out the reasons why the students are reluctant to participate in the English classroom.

Based on the description of the background above, the researcher finds several problems encountered by the students of English, which cause students to be reluctant to participate in English class. Therefore, the researcher conducted a study entitled: **THE AFFECTIVE FACTOR INFLUENCING STUDENTS' RELUCTANCE IN LEARNING ENGLISH AT MTSN 2 TRENGGALEK**

B. Statement of Research Problem

Based on the research background above, there are several topics that can be discussed. Then, this study specifically aims to find answers to the following questions:

1. What affective factors are influencing students' reluctance in learning English at MTsN 2 Trenggalek?
2. What are the most dominant affective factors are influencing the students' reluctance in learning English at MTsN 2 Trenggalek?

C. Objectives of the Research

The researcher formulated the objective of the research as : to investigate and to know what affective factors are influence students' reluctance in learning English at MTsN 2 Trenggalek and to know what is the most affective factor influencing reluctance in learning English at MTsN 2 Trenggalek.

D. Significance of The Research

This research is beneficial for teachers, learners, and researchers as follows:

- a. For teachers, this research is helpful for learning evaluation in order to provide appropriate treatment for students learning English.
- b. For students, the benefits of this research can be used to increase knowledge about affective factors that cause students' reluctance to learn English.
- c. For other researchers, this study's benefits can be used as a reference, especially when the researcher discusses or analyzes the students' reluctance to learn English.

E. Scope and limitation of the Research

In this study, the researcher limited the problem mainly to affective factors affecting students' reluctance to participate in English class, including Psychological factors (fear of mistake, shyness, anxiety, lack of confidence, and lack of motivation), Linguistic factor (lack of vocabulary, lack of grammatical pattern knowledge, and incorrect pronunciation),

Socio-cultural factor (attitudes towards the teacher and classroom condition).

F. Definition of the Key Terms

1. Affective, is a domain includes behavioral dispositions such as feelings, interests, attitudes, emotions, or values. (Anderson, 1981).
2. Affective Factor, are emotional factors which influence learning. (British Council).
3. Reluctance is hesitation or unwillingness to carry out an activity.
4. Learning, is a process that leads in long-term behavioral change, which, via practice or other types of experience, creates a range of behaviors in certain ways and capabilities
5. Learning English

Learning English in this study refers to the process by which English education is important to be taught in order to be able to gain knowledge and English language skills.