

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses and elaborates some points related to the study. The discussion focuses on background of research, formulation of research problem, research objective, significance of research, scope and limitation of research, definition of key terms, and organization of research.

A. Background of the Research

English is one of languages which is known and used by most people in the world either as the first (the native language), the second (the language which is used after the first language), or foreign language (the language that used not as first or second language). Indonesia is one of the countries in which English is considered as foreign language. It means that English is not the first or the second language of the people who live in this country.

English is taught in each level of school in Indonesia, not only in Elementary School, Junior High School, Senior High School but also in University. In Elementary school, the students study English for about six years, in Junior High School they study for three years, in Senior High School they study for three years, and in the university especially in English Department they study for four years to take their degree. The students who

study in the first year in university have been studying English approximately twelve years. It is quite a long time for the students in learning English.

At the first semester of English Department, the students got intensive courses to practice their English to be better in either oral and written. Language lecturers have trained them for about five months intensively with four skills in using English. During course time, they focus on the basic material of English to prepare themselves in learning some other English materials in the next semester. Based on this situation, they should have sufficient skills and knowledge to use English in oral communication. It means that at least at the second semester, they should be able to speak English in their EFL classroom interaction. Deambrosi (2013) states that introduce yourself to an English speaker. Then introduce yourself to a group of English speakers. Yes, it can be scary, but you will not improve your speaking if you do not speak. It means that by practicing English as always as possible can improve the English speaking ability.

Speaking is one of the four basic skills of language which is used as a medium of interaction to express one's thought and emotions. In the teaching of English, as one of the productive skills, speaking activity must focus on how to assist students to use and to communicate in English (Richard, 2008 : 19). Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Richards also says that learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors

interact. For this reason, it is understandable that EFL learners find a significant difficulty to speak the target language fluently and appropriately. Despite this fact, however, many learners often measure their success in language learning as well as the effectiveness of their EFL course on the basis of how much they feel they have improved in their speaking proficiency.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, nonlinguistic elements such as gestures and body language / postures, facial expression, and so on may accompany speech or convey messages directly without any accompanying speech. Brown (1994 : 241) states that there is tremendous variation cross-culturally and cross-linguistically in the specific interpretations of gestures and body language. Furthermore, different cultural assumptions about the purposes of particular interactions and expected outcomes of encounters also affect communication. Consequently, owing to minimal exposure to the target language and contact with native speakers, adult EFL learners in general are relatively poor at spoken English, especially regarding fluency, control of idiomatic expressions, and understanding of cultural pragmatics. Few can achieve native like proficiency in oral communication.

Teachers have to give more opportunities to their students to express themselves by providing them with speaking activities that enable them to speak English (Brown, 2001 : 12). In the classroom, there are many speaking activities such as presentation, information-gap, storytelling, favorite objects, meeting and greeting, describing things or person, debate, describing pictures, picture differences, things in common, solving a problem and discussion. All the activities require interaction among the class participants. Classroom interaction is very essential in education system because classroom interaction is related to how the lecturer and the students communicate with other. The teacher and the students will communicate whether they are talking about the material during teaching and learning process. Dagarin (2002 : 128) argues that classroom interaction as a two way process between the participants in the learning process. The teacher influences the learners and vice versa. Means, classroom interaction is a process of interaction that will guide the learners to communicate with their peers easily and will give them to participate in learning process.

Teacher helps the students to develop their idea. The students are hoped to be active in the classroom. But, sometimes, many students are reluctant to speak English in 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 informations 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.

Looking at the previous study conducted by Fitri Ayu Wandika (2014) entitled *Students' Reluctance to Speak in English Classroom Interaction at Senior High School (A Study at SMA Pertiwi 2 Padang)*. The study aims to know the factors affecting and the dominant factors affecting the students' reluctance to speak in English in the English class. There are 103 students of the twelfth grade as the subjects of the study who were chosen by using purposive sampling technique taken from 5 classes. The data collection method used observation and distributing questionnaires. There are 58 items of question in the questionnaire and the researcher observed the 5 classes. Then, the questionnaires were distributed. Based on the result of the study, the researcher found that the factors affecting the students' reluctance to speak English are psychological factor (47,1%), linguistic factor (15,0%), and sociocultural factor (37,9%). Thus, it can be concluded that the dominant factor affecting the students' reluctance to speak English is psychological factor.

As the EFL students, they are required to be able to use English in their everyday EFL classroom interaction. Based on the result of the interview

conducted by the researcher to some English Department students in the second semester, sometimes, students will speak English only if the lecturer asks them to do or calls on their names. If the lecturer does not ask them to speak English, automatically they would use their native (Indonesia). Furthermore, fear of mistake, fear of being laughed at, nervousness, shyness, even their consideration to their lack of English speaking proficiency are their reasons to be reluctant to speak in EFL classroom interaction.

However, there are some factors affecting students' reluctance to speak English, they are : 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. He says that 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.

Dealing with the explanation above, the researcher finds several problems that similar with the problem encountered by the second semester students of English Education Department of IAIN Tulungagung which cause students reluctant to speak English in EFL classroom interaction. Therefore,

the reasearcher intended to conduct a study entitled *Factors Affecting Students' Reluctance to Speak English in Classroom Interaction*.

B. Formulation of Research Problems

Based on the background of study, the researcher formulated the research problems of this study are :

1. What factors are affecting the students' reluctance to speak English in classroom interaction ?
2. What dominant factor is affecting the students' reluctance to speak English in classroom interaction ?

C. Objectives of the Research

The purposes of this study are to answer the research problems formulated above. They are : to investigate and to know the factors affecting the students' reluctance to speak English in classroom interaction and to know the dominant factor affecting students' reluctance to speak English in classroom interaction.

D. Significances of the Research

For the teachers or lecturers, this study is expected to be one input to help the students to improve their speaking ability through speaking activities in the classroom. For the students, this study is expected to be a motivation to upgrade their speaking ability through daily classroom interaction.

For the researcher, this study is expected to be a great experience to face the future when she becomes a real teacher. For the other researchers,

this study is expected to be one of references for relevant researches about factors affecting the students' reluctance to speak English in classroom interaction.

E. Scope and Limitation of the Research

Based on the background of study, this study has scope and limitation. The scope of this study is study on the about factors affecting the students' reluctance to speak in classroom interaction. While, the limitation of the study is only about factors affecting students' reluctance to speak English in classroom interaction. They are : Psychological factor (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), Sociocultural factor (attitudes towards the teacher and classroom condition).

F. Definitions of Key Terms

Definition of key terms are necessary to be given in order to avoid misunderstanding and misinterpretation about the title of study, they are :

Factor, means something that contributes to or has an influence on the outcome of something.

Affect, means something's or somebody's actions that act up on or have an effect on somebody or something else. Or it is a feeling associated with action or it is an emotion or mood associated with an idea or action, the external expression of such a feeling.

Reluctance to speak English, means reticence to speak up or come forward silence and reserve. It is unwilling to speak in English classroom interaction (Jenkins, 2007 : 15).

Classroom interaction, as a two way process between the participants in the learning process. The teacher influences the learners and vice versa (Dagarin, 2002 : 128).

G. Organization of the Study

The organization of study is given in order to make the readers know and understand the content of this thesis easily. The organization of this study is given as follow :

Chapter I is introduction of the study which deals with the backgroud of research, formulation of research problem, objectives of study, significance of research, scope and limitation of research, definition of key terms, and organization of research.

Chapter II is review of the related literature. It is the explanations of some literatures based on the title of this study. It covers the explanation about definition of speaking, reluctance, factors affecting the students' reluctance to speak English (psychological factor, linguistic factor, and sociocultural factor), and classroom interaction.

Chapter III is the research methods. It covers research design, subjects of research, research instrument, data collection method, and data analysis.

Chapter IV deals with the research finding and discussion that is loaded of result that contains of the data description and discussion. This chapter is

very important because the researcher will analyze the data gotten. So, the data are processed in this chapter. Finally, all the data can be analyzed and interpreted based on the research problem of the study.

Chapter V presents the conclusion of the study and suggestion for further research to make the better study. Conclusion is the summary of the discussion based on research problems. This part is the last chapter of this study.