

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter is devoted to the description of data as the result of analyzing the data and discussion. The researcher exposes data deal with factors affecting the students reluctance to speak English in classroom interaction at the second semester students of English Department of IAIN Tulungagung academic year 2016/2017.

#### **A. The Description of Data**

The description of data consists of the result questionnaire and interview. The questionnaires were started to distribute on April 17<sup>th</sup> 2017 – April 27<sup>th</sup> 2017. Then, the researcher interviewed ten students to elicit the factors affecting them reluctant to speak English in classroom interaction. They were chosen randomly by the researcher.

##### **1. Data about Factors Affecting the Students' Reluctance to Speak English in Classroom Interaction**

The data found by the researcher about the factors affecting the students' reluctance to speak English in classroom interaction could be described as below :

a. Psychological Factor

As we know that there are five categories regarding the psychological factor that make students' reluctance to speak English in classroom interaction as below :

1) Lack of Motivation

Regarding lack of motivation, the data gotten from the questionnaires which were distributed to 203 students of English Department in the second semester shows that 79,8% or 162 students prefer lecturer's explanation than the activities themselves (item no. 1.1). 68,5% students admit that they will be more prepared only if they have presentation or class performance (item no. 1.2). While, 161 students of 79,3 argue that they often get bored with the lecturing activity so that they feel difficult to find an idea (item no. 1.3). It is presented on the following table :

**Table 4.1 Lack of Motivation as Factor Affecting the Students' Reluctance to Speak English in Classroom Interaction**

NO	Factor	Class / Number of Student					Total	%
		A	B	C	D	E		
1.	Lack of Motivation							
1.1	I prefer lecturer's explanation than the activities myself.	34	20	35	34	31	<b>162</b>	<b>79,8%</b>
1.2	I will be more prepared if I have presentation / class performance only.	31	25	26	24	33	<b>139</b>	<b>68,5%</b>
1.3	I often get bored with the monotonous lecturing activity so that I am difficult to find an idea.	34	28	35	29	35	<b>161</b>	<b>79,3 %</b>

While, some of them mentioned that they are reluctant to speak English because they are not really interested in learning English, as represented by the students S#068 and S#076, argue that :

**S#068** : “Actually, I don’t want to take this program for my study, because I think English is difficult and I don’t understand English well.”

**S#076** : “I don’t believe with my English ability. There are no friend or other people that I can practice with. So, I’m not motivated to study English, especially speaking.”

The other causes of students’ lack of motivation are stated by some students in interview as below :

**MNA** : “...*Kalau Bahasa Inggris saya lebih suka belajar grammarnya saja.*”

(I love to learn about the grammar only)

**YMH** : “...., *itu tergantung sama bagaimana dosen itu ngajar. Aku kan anaknya gampang merasa bosan. Aku merasa apa yang aku dapat di sini belum ada yang baru gitu. Seperti masih sama saja kayak yang aku dapat di kursus dulu. Jadi, mau bicara apa begitu aku nggak ada motivasi, Mbak.*”

(.....it depends on how the lecturer teaches. I often get bored. I feel there is no something new that I got here. I think all of them

are still same as what I got from the course. So, I do not have motivation to speak)

**MHT** : “....*dan aktifitas perkuliahannya biasa saja..nggak ada yang menarik bagi saya.. ya aku diam.*”

(...and if there is no interesting activity in classroom..I prefer to be silent)

**ASM** : “*Kalau tidak ada ide ya diam.*”

(If I do not have any idea, I prefer to be silent)

## 2) Shyness

There are three items in questionnaire related to shyness as below :

**Table 4.2 Shyness as Factor Affecting the Students’ Reluctance to Speak English in Classroom Interaction**

NO	Factor	Class / Number of Student					Total	%
		A	B	C	D	E		
2.	Shyness							
2.1	I am afraid of being laughed by my friends when I do some mistakes in speaking.	17	12	14	25	24	<b>92</b>	<b>45,3%</b>
2.2	I am shy to speak in front of people and they are looking at me because I am a kind of shy person.	23	19	18	27	27	<b>114</b>	<b>56,2%</b>
2.3	I cannot speak English well. My English appears not good enough.	35	26	31	33	36	<b>161</b>	<b>79,3%</b>

From the table above, 79,3% or 161 students feel that their English speaking is not good enough (item no 2.3) and 114 students or 56,2% feel shy when they must speak in front of people since they are kind of shy person (item no. 2.2). While 45,3% or 92 students are afraid of being laughed when they do mistake in speaking (item no 2.1). Those are the reasons that make them reluctant to speak English in classroom interaction.

Regarding with shyness, some of the students have reasons such as :

**S#012** : “Because I’m shy if I make mistake in speaking English.”

**S#096** : “Because I can’t speak English well, my pronunciation is not good enough.”

**S#210** : “It’s difficult to speak in front of many people because I am a shy person.”

**S#165** :”Because I’m a type of person that has a lot of shyness and lack of confidence to speak in front of many people.”

**S#009** : “Because I’m a really quiet student and if I try to speak up. I’ll be very nervous. That’s the reason why I am reluctant to speak in the class.”

**S#108** : “I don’t have any confidence to say my opinion.”

**S#098** : “I’m shy to speak in the class because I’m lack of vocabulary and my grammar is not good when I am speaking.”

**S#045** : “I think there are many smart students in my class. they are smarter than me. So, I don’t have a lot of confidence to speak and I just have little vocabulary.”

**S#131** : “I’m very shy when I become a central attention.”

**S#067** : “I often feel shy and nervous when I speak English in the class.”

**S#014** : “I ‘m not brave to say my opinion. It’s really disturbs me.”

**S#156** : “I’m shy if I must speak English in the class alone and my friends just listen to me.”

**S#089** : “I’m shy when I speak in front of the class and my friends look at me.”

**S#142** : “I’m not confidence. I’m afraid if my English is wrong.”

**S#042** : “I cannot speak English well. I’m very shy to speak with people who have good speaking.”

Some students in interview said that :

**MNA** : “*Kalau di koreksi dosen gitu nggak apa-apa Mbak, asal tidak ditertawain.*”

(It doesn’t matter to be corrected by the lecturer, but I hope it will not be laughed at)

**YEW** : “*....kadang agak malu kalo di kasih komentar di depan teman-teman secara langsung.*”

(Sometimes, I feel shy to be corrected in front of friends directly)

**AMR** : “..... takut salah soal grammar dan vocab ... takut kalau misalya salah, nanti teman-teman tertawa, kan aku agak malu juga.”

(...I am afraid of making mistakes in grammatical construction and vocabulary use..I am afraid if I do mistake, my friends laugh at me, I am shy)

**AW** : “....tapi sih kadang kalo dikomentari karena ada salahnya jadi malu.”

(If someone gives me comments since I do mistake, I become shy)

### 3) Anxiety

Regarding with anxiety, the students who argue that they feel nervous when they have to speak English in the whole class (item no. 3.1) are 73,4% or 149 students. 159 students or 78,3% often forget or go blank suddenly about what they want to say (item no. 2.2). Then, 140 students or 68,9% admit that their heart pounding when their names are called to answer or respond to a question (item no. 3.3). Meanwhile, 94 students or 46,3% are afraid of being criticized by friends or lecturer (item no. 3.4). All of them are presented on the following table :

**Table 4.3 Anxiety as Factor Affecting the Students’  
Reluctance to Speak English in Classroom  
Interaction**

NO	Factor	Class / Number of Student					Total	%
		A	B	C	D	E		
3.	Anxiety							
3.1	I am nervous when I have to speak English in front of the whole class.	34	25	25	31	34	149	73,4%
3.2	I often forget (go blank suddenly) about what I am going to say.	35	26	29	33	36	159	78,3%
3.3	My heart pounding when the lecturer calls on my name to answer / respond the question.	31	26	27	28	28	140	68,9%
3.4	I am afraid of being criticized by my friends or lecturer.	19	12	23	19	21	94	46,3%

Talking about anxiety that makes students reluctant to speak English in classroom interaction, students argue that :

**S#075** : “I often feel nervous. So, I always feel confused to speak up.”

**S#072** : “If I’m in front of many people, usually I am full of nervous and afraid because all of them look at me.”

**S#179** : “I am always nervous when I speak English with other person. I feel my English is strange.”

**S#211** : “I don’t really like to speak in front of many people. I will be very nervous.”



**S#088** : I often become blank when I speak in front of my friends because I'm often feel nervous.

**S#127** : "I'm nervous because I'm not confident to speak English."

**S#205** : "I think I often feel nervous when speaking, so my speaking seems not good."

In the interview, the students said that :

**FP** : *".....aku nge-blank Mbak, aku lupa apa yang mau aku ucapkan padahal udah aku persiapkan..."*

(...I got blank, I forgot what I was going to say. Actually, I have prepared all)

*"Aku mesti deg-deg an mbak kalo harus ngomong di depan kelas."*

(I always nervous when speaking in front of the class)

**MNA** : *"Kalau speaking individu aku belum begitu berani Mbak, mesti nervous. Terus ntar jadi salah-salah begitu.."*

(If I have to speak individually or alone I am not rather brave. I must be nervous and I will do mistakes)

**ASM** : *"Gampang nervous, terutama kalau speaking di depan kelas, di depan teman-teman jadi bisa blank, lupa apa yang mau dikatakan..."*

(Always nervous, especially when speaking in front of the class, I can be blank, forgot what I am going to say )

**EA** : *“Aku belum siap sama sekali sebenarnya, bingung apa yang harus aku katakan di depan kelas.”*

(I was not ready yet, I was confused about what I should say in front of class.)

*“... pas tampil bicara sendiri di depan kelas sangat nervous. Apalagi ada bagian tanya jawab. Haduh.. jadi tambah takut kalau sampai nggak bisa jawab.”*

(when speaking in front of the class, I was very nervous. Moreover, when I have to answer some questions. Ouch...I got more afraid if I could not answer the questions)

**AW** : *“Saya lebih deg-deg an kalau sendirian harus bicara di depan teman-teman. Malu, .....saya kalau dilihat teman-teman dan harus maju ke depan kelas seperti itu apalagi ada dosen tambah grogi, nggak bisa bicara lancar.”*

(I am more nervous if I have to speak in front of friends alone. Shy..I am shy if my friends or even lecturer look at me, so that I cannot speak fluently)

#### 4) Lack of Confidence

There are 3 items in questionnaire related with lack of confidence. The result is presented in the table below :

**Table 4.4 Lack of Confidence as Factor Affecting the Students' Reluctance to Speak English in Classroom Interaction**

NO	Factor	Class / Number of Student					Total	%
		A	B	C	D	E		
4.	Lack of Confidence							
4.1	I don't have good pronunciation and cannot speak fluently.	26	28	31	29	32	146	71,9%
4.2	I feel more difficult to express my idea through speaking than writing.	27	25	24	24	27	127	62,6%
4.3	I am lack of practice or chance to speak in / out the class so that I am not confidence.	30	17	28	29	36	140	68,9%

The table shows that the causes of students' lack of confidence in speaking are they feel they cannot speak fluently and do not have good pronunciation (item no. 4.1). There are 71,9% or 149 students. Other students, as many as 127 students or 62,6% have opinion that conveying idea through speaking is more difficult than writing (item no. 4.2). 140 students or 68,9% agree that they lack of confidence because they lack of practice or chance to speak in the class (item no. 4.3).

Based on the result of questionnaire, students have opinion such as :

**S#085** : "Because I think I can't speak English fluently."

**S#064** : “I can’t speak fluently yet because I don’t have friends who can I ask to practice my speaking out of class. So, I’m not confident to speak English in the class.”

**S#190** : “I’m so shy to speak because I cannot speak English well.”

**S#116** : “I am not confident with my English. I am afraid of making mistake in front of my friends.”

**S#117** : “I think I need more practice to use English in communication. I feel not confident if I speak English in the classroom spontaneously.”

**S#121** : “I often feel doubtful with my English, so I’m not confident to speak up.”

Based on the result of interview, the students had opinion such as :

**ASM** : “I always feel nervous when I have to speak in front of the class. May be..because I am not confident with my English.  
.... *belum bisa bicara dengan lancar, karena kurang latihan jadi kurang PD kalau harus bicara di depan teman-teman atau dosen.... kalau nggak PD jadinya ragu-ragu dan akhirnya diam.*”

(I cannot speak fluently yet because of lack of practice so that I am not confident if I have to speak in front of my friends and

lecturer...If I am not confident, I will be doubtful to speak and finally, I will be silent)

**AA** : *“Menurut saya kemampuan Bahasa Inggris saya sangat lemah. Dari 4 skill itu ya bagiku susah semua....”*

(My English ability is not really good. I think, all of the skills are difficult...)

#### 5) Fear of Mistake

Regarding to the issue of fear of mistake that make student reluctant to speak English in the classroom interaction, the result of the questionnaires which were distributed to 203 of second semester students of English Department shows that 135 students or 66,5% admit that they do not want to look foolish in front of the class when they are speaking (item no. 5.3). Meanwhile, 98 students or 48,3% feel afraid of lecturer or friends' negative comments when they do mistake in speaking (item no. 5.1). Then, 41,4% or 84 students are afraid of being laughed at when their English or their answer is wrong (item no. 5.2).

Here are some arguments of the students who feel that fear of mistake become the most factor affecting them reluctant to speak English in the classroom interaction :

**S#052** : “*Saya paling takut salah dan takut dikritisi mengenai pronunciation dan juga grammar saat berbicara di depan teman-teman.*”

(“I am very afraid of doing mistake and being criticized in my pronunciation and grammatical construction when I am speaking in front of my friends.”)

**S#086** : “I don’t want to be laughed by my friends.”

**S#226** : “I know that my speaking is not good especially in pronunciation and grammar. I’m afraid that my friends do not understand about what I say.”

**S#011** : “I am afraid if I can’t speak English correctly and my lecturer criticizes it.”

**S#027** : “I am afraid of being laughed at when my answer is wrong.”

**S#039** : “I am afraid if my pronunciation and my vocabulary that I use in speaking is wrong.”

**S#093** : My grammar is bad. I’m afraid if the lecturer comments my speaking in front of my friends.”

**S#187** : “My grammar in speaking is bad. I don’t want to make mistake in front of my friends.”

**S#219** : “Sometimes, I am afraid of speaking because I am not good at grammar and pronunciation. I am afraid of doing mistake.”

**S#112** : “I am afraid if I say something then it is wrong, it will make my friends laugh. I think that’s so bad for me.”

**S#28** : “I don’t have many vocabulary to express my opinion. So, I am afraid of doing mistake in vocabulary that I use in speaking.”

The result of questionnaire is presented here :

**Table 4.5 Fear of Mistake as Factor Affecting the Students’ Reluctance to Speak English in Classroom Interaction**

NO	Factor	Class / Number of Student					Total	%
		A	B	C	D	E		
5.	Fear of Mistake							
5.1	I am afraid of lecturer or friends’ negative comments when I do some mistakes in speaking.	18	15	24	21	20	<b>98</b>	<b>48,3%</b>
5.2	I am afraid of being laughed at when my answer or my English is wrong.	17	17	16	19	15	<b>84</b>	<b>41,4%</b>
5.3	I don’t want to look foolish in front of the whole class.	26	24	27	27	31	<b>135</b>	<b>66,5%</b>

Here are the statements of some students in the interview :

**MNA** : “*Kan kalau salah kadang diketawain trus jadi malu aku, tambah deg-degan.*”

(Sometimes, If I did mistakes, my friends would be laughing and I became shy and more nervous)

**YEW** : “*Aku tuh orangnya nggak mau Mbak kalo ketahuan salah.. mesti malu..*”

(I don't want my friends know that I do mistake.. if so, I will be shy,..)

**AMR** : “....terlebih takut salah soal grammar dan vocab yang aku punya juga masih kurang. Dan takut kalau misalnya salah, nanti teman-teman tertawa, kan aku agak malu juga.”

(....moreover, I am afraid of making mistake in grammatical construction and I am lack of vocabulary. If I do mistake my friends will be laughing, of course I am shy)

b. Linguistic Factor

1) Lack of Vocabulary

Here is the result of questionnaire regarding with lack of vocabulary that affect the students' reluctance to speak English in classroom interaction :

**Table 4.6 Lack of Vocabulary as Factor Affecting the Students' Reluctance to Speak English in Classroom Interaction**

NO	Factor	Class / Number of Student					Total	%
		A	B	C	D	E		
6.	Lack of Vocabulary							
6.1	I prefer to be silent when I don't know the English of what I am going to say.	22	13	24	29	27	115	56,7%
6.2	I get upset when I don't understand what the lecturer or friend is saying or correcting.	28	20	18	24	39	129	63,5%
6.3	I don't have adequate vocabulary (word) to express my ideas in English.	22	15	22	29	30	118	58,1%



From the table above, the result shows that 63,5% students feel upset when they do not understand what the lecturer or friend is saying or correcting (item no. 6.2). Then, 118 students or 58,1% argue that they do not have adequate vocabulary to express their idea in English (item no. 6.3). The last, the students who prefer to be silent when they do not know the English of what they are going to say (item no. 6.1) are 115 students or 56,7%.

Here are their arguments that they have written in their questionnaires :

**S#223** : “I usually confused when I want to talk because I don’t know the English of the word that I want to say.”

**S#182** : “I often forgot the vocabulary that I remember when I am speaking. It’s difficult for me to memorize it.”

**S#206** : It’s really difficult for me to find the vocabulary that has similar meaning to express my opinion if I forgot the word (English) that I want to say. I just have little vocabulary.

**S#022** : “I feel I can’t speak fluently if I don’t have many vocabularies. So, I often use mix language if I don’t know the English.”

**S#153** : “I am reluctant to speak if I don’t know the English of what I want to say.”

**S#069** : “It’s hard for me to choose suitable vocabulary for speaking because English is a foreign language. If we don’t have many vocabularies, it is hard to study.”

**S#017** : “It makes me confused when speaking if I don’t know the English of what I say. So, I usually use mix language.”

**S#220** : “I feel I can’t speak English fluently because I am lack of vocabulary. So, I feel not confident to speak because I don’t know the English what I want to say.”

These are the students’ arguments that they stated in the interview :

**FP** : “....untuk menghafal banyak vocab itu sulit. Kalo nggak punya banyak vocab kan ya susah memahami pelajarannya termasuk untuk bisa speaking.”

(....it is difficult to memorize many vocabularies. If I do not have many vocabularies, it is difficult for me to understand the materials and also to speak English)

**MNA** : “...nanti kalau saya nggak tau Bahasa Inggrisnya jadi diam palingan.”

(.... if I do not know the English of words, I will be silent)

**YEW** : “Soalnya susah juga memahami penjelasan dosen kalau misalnya beliau menjelaskan materi full in English dan tidak diulangi lagi pakai Bahasa Indonesia. Kadang-kadang sih.”

(Because, sometimes it is difficult to understand the lecturer's explanation if he/she speaks in English fully and he/she does not repeat it in Bahasa Indonesia )

**AMR** : “Sometimes, we speak in mix language if we do not know the English.”

**ASM** : *“kalau nggak punya cukup vocab kan juga nggak bisa menyampaikan atau berbicara Bahasa Inggris dan memahami lawan bicara. Jadi perlu banyak vocab agar dapat berbicara Bahasa Inggris. ...misalnya benar-benar ingin tanya kalau nggak tau artinya 1 atau 2 kata bisa tanya teman dulu, kalau tidak ya pakai bahasa campuran.”*

(If I don't have adequate vocabulary I cannot convey or speak English and I cannot understand my interlocutor. So, I need more vocabularies in order to be able to speak English...when I want to ask something and I do not know the English of words I ask to friend first or I can use mix language)

**EA** : *“Kosa kata yang aku punya kan sedikit jadi kalau mau ngomong itu bingung.....”*

(The vocabulary that I have is still limited, so I am confused to speak....)

*“....aku jawab pertanyaannya, tapi aku pakai bahasa campuran karena beberapa kata aku nggak tau Bahasa Inggrisnya.*

(....I answered the question, but I used mix language because I did not know the English of some words)

**AW** : “...vocab yang saya punya juga masih kurang, kadang ya..tanya-tanya teman dulu.”

(....I am lack of vocabulary, sometimes I ask first to my friend)

“....kalau misal dosen menjelaskan itu kalau bisa ya..setelah Bahasa Inggris..ya selanjutnya pakai Bahasa Indonesia biar lebih jelas. Kadang kalau full English, aku biasanya masih....ha.? apa ?...”

(...if the lecturer explains, I hope the lecturer will explain it again in Bahasa Indonesia in order to be clear. Sometimes, when the lecturer uses English fully, I am still in a question ‘What does it mean ?’)

**AA** : “...takut nggak bisa menjawab Mbak... kemarin kan aku malah tanya Bahasa Indonesia dari pertanyaan itu apa. Aku nggak paham karena nggak tau artiya. Trus ya.. langsung jawab saja pakai bahasa campuran.”

(...I am afraid of being poor in answering the question. Yesterday, I asked her to repeat her question in Bahasa Indonesia because I cannot understand it. Then, I directly answer it by using mix language)

## 2) Lack of Grammatical Pattern Knowledge

This is the table of the result of questionnaire about lack of grammatical pattern knowledge as the factor affecting the students' reluctance to speak English in classroom interaction :

**Table 4.7 Lack of Grammatical Pattern Knowledge as Factor Affecting the Students' Reluctance to Speak English in Classroom Interaction**

NO	Factor	Class / Number of Student					Total	%
		A	B	C	D	E		
7.	Lack of Grammatical Pattern Knowledge							
7.1	I always think about the structure of sentences before speaking.	27	18	16	20	31	112	55,2%
7.2	I often feel confused to construct words when I must speak spontaneously.	33	26	28	35	39	161	79,3%

Talking about lack of grammatical pattern knowledge as one of the factor affecting the students' reluctance to speak English in classroom interaction, there are 79,3% or 161 students who often feel confused to construct words when they have to speak spontaneously (item no. 7.2). While, 112 students or 55,2% always think about the structure of sentence before speaking (item no. 7.1).

These are their reasons why lack of grammatical pattern knowledge becomes factor affecting them reluctant to speak English in classroom interaction :

**S#164** : “I feel confused to make perfect sentences when I am speaking. I often speak without thinking the grammatical pattern.”

**S#015** : “I always think whether my grammar is correct or not when I am speaking. I confused to make sentences because I don’t understand how to use the words correctly. Example : nouns, verbs, adjectives, and etc.”

**S#034** : “I think my speaking is not good because I cannot use correct grammatical pattern.”

**S#196** : “I don’t like to learn grammar. So, it is difficult to speak with good grammatical sentences.”

**S#032** : “Grammar is difficult to learn especially to use it when speaking. When I am speaking, I never use or think about my grammar. If my friends do not understand my words, I use mix language.”

**S#007** : “Before speaking, I always think about what grammatical pattern I should use or tenses that I must use in speaking.”

**S#172** : “I cannot speak English well and my statement is difficult to understand because I don’t have good grammatical structure in speaking.”

**S#020** : “I am shy and not confident if I cannot use good grammatical pattern in speaking. My grammar is not good

especially in tenses, so..sometimes my statement can't be understood."

In the interview, the students said :

**YEW** : "*Pokoknya harus tau susunan kalimat benarnya gimana gitu baru mau ngomong, kalo nggak tau ya sudah diam.*"

(I must know the correct grammar construction first. If not, I will be silent.)

**AW** : "*Kalau saya misalnya mau bicara selalu memikirkan dulu susunan kalimatnya...*"

(If I want to speak, I always think about the correct arrangement of sentences)

**AMR** : "*.....speaking juga harus memperhatikan grammarnya. Hal itu yang selalu buat aku ragu-ragu untuk bicara karena takut kalau grammarnya salah.*"

(.....we must focus on grammar in speaking. It makes me doubtful to speak because I am afraid of making mistake in grammatical construction)

### 3) Incorrect Pronunciation

Regarding to the issue of incorrect pronunciation that makes student reluctant to speak English in classroom interaction, here are some arguments of students who feel that incorrect pronunciation affecting them :

**S#203** : “Pronunciation is the main problem in my speaking because I can’t speak clearly whenever I speak in English and my friends feel difficult to catch what I am speaking.”

**S#228** : “I often cannot understand about what my friends or lecturer said because each word has different in sound and writing. I cannot catch the meaning of speaking well. ”

Regarding with this matter, a student in the interview stated that :

**MHT** : “....aku ragu-ragu kalo bicara, takut pronunciationnya salah.”

(...I am doubtful if I want to speak, I am afraid of mispronunciation)

This following table presents the result of questionnaires related with incorrect pronunciation :

**Table 4.8 Incorrect Pronunciation as Factor Affecting the Students’ Reluctance to Speak English in Classroom Interaction**

NO	Factor	Class / Number of Student					Total	%
		A	B	C	D	E		
8.	Incorrect Pronunciation							
8.1	I am shy when I cannot pronounce certain word well (mispronounce).	16	16	20	23	21	96	47,3%
8.2	My statements are usually difficult to be understood by others.	21	18	9	25	23	96	47,3%



There are two items related to incorrect pronunciation. the first is the students feel shy when they cannot pronounce certain word well when speaking (item no. 8.1). The second is their statements are usually difficult to be understood by their interlocutors (item no. 8.2). Both of the statements have the same total of students who agree with that. There are 47,3% or 96 of 203 students.

c. Sociocultural Factor

1) Attitudes toward Lecturer

The other factor affecting the students' reluctance to speak English in classroom interaction is their attitudes toward their lecturer. Regarding with this, there are five items in questionnaire related to this factor.

The table shows that 66,01% or 134 students are reluctant to speak English in classroom interaction depend on the lecturer who teaches in the classroom and the subject he/she teaches (item no. 9.5). There are 115 students or 56,7% who agree with the statements that they are reluctant to speak English when the lecturer doesn't obligate the students to speak English (item no. 9.1) and they prefer to be silent because I want to avoid the lecturer's criticism / the lecturer trait (item no. 9.3). While, the students who argue that they will speak in the classroom only if the lecturer ask them to speak or calls on their names (item no.

9.2) are 109 students or 53,7%. The last, there are 40,4% or 82 students claim that they love to speak (answering / asking question) only if the lecturer gives score for it (item no. 9.4). The result of questionnaires is presented in the following table :

**Table 4.9 Attitudes toward Lecturer as Factor Affecting the Students' Reluctance to Speak English in Classroom Interaction**

NO	Factor	Class / Number of Student					Total	%
		A	B	C	D	E		
9.	Attitudes towards Lecturer							
9.1	I am reluctant to speak English when the lecturer doesn't obligate the students to speak English.	21	17	20	28	29	115	56,7%
9.2	I will speak in the classroom only if the lecturer ask me to speak or calls on my name.	24	16	19	21	29	109	53,7%
9.3	I prefer to be silent because I want to avoid the lecturer's criticism / the lecturer trait.	22	15	22	28	28	115	56,7%
9.4	I'd love to speak (answering / asking question) only if the lecturer gives score for it.	15	12	19	15	21	82	40,4%
9.5	It depends on the lecturer who teaches in the classroom and the subject he/she teaches.	29	23	28	24	30	134	66,01%

Some arguments are expressed by the students as the following :

**S#018** : “I think the lecturer should make strong rule for students to speak English in the class. So, the students will always try to speak in English. I think, the students including me just speak in English if the lecturer asks me.”

**S#213** : “When the lecturer makes rule in the class to speak in English in the classroom. So, the students will be motivated to do it.”

**S#059** : “If the lecturer can be interactive with students and give many chances to students to speak in classroom will motivate the students.”

In the interview, the students express their arguments as the following :

**MNA** : “*Mungkin karena nggak ada peraturan saja untuk berbicara pake Bahasa Inggris, yang sudah pernah ada itu 50% Indonesia and 50% English gitu Mbak. Jadi...hehe.. Iya pakai Bahasa Indonesia atau mix language begitu.*”

(Perhaps, because there is no rule about using English fully in the class. So, I used Bahasa Indonesia or mix language)

*“.....Kadang kalau dipanggil saja dan harus jawab gitu..baru bicara..”*

(I will speak only if the lecturer calls me and asks me to answer a question)

**YEW** : “..bicara, Mbak. Tapi seingatku cuma 2 atau tiga kali ya..itupun karena sama dosen ditunjuk.”

(...I spoke. But, only two or three times. It was because the lecturer called my name)

**MHT** : “Nanti kalau dosen nyuruh aku bicara ya aku bicara..”

(If the lecturer asks me to speak, I will speak...)

**YMH** : “There is no rules to speak English full in the class. If there is a rule, I think the students will be more motivated to try and enhance their speaking skill.”

**EA** : “Tapi aku biasanya kalau langsung dikoreksi begitu,...langsung dikasih tau salahnya.. aku jadi .....sedikit down.”

(I become sad if the lecturer directly gives me comments about the mistakes I did)

**AW** : “...(Peraturan seperti itu) bagus malah. Kan kita jadi terdorong untuk selalu mencari vocab dan berusaha agar dapat berbicara dengan Bahasa Inggris.”

(I think, it is good. We will be more motivated to look for vocabulary and always try to speak English)

“....kalau ditanya ‘Do you understand ?’ langsung aja ‘Yes..yes.’ ujung-ujungnya tanya ke teman. Soalnya kalau bilang ‘No’ nanti bakal ditanya lagi, “Which one ?”.. bingung lagi kan ngomongnya.”

(...if the lecturer asked, ‘Do you understand ?’ we said ‘Yes, yes.’) although we actually did not know. Because if we say ‘No’ the lecturer will ask me ‘Which one ?’ ... I will be confused to answer it)

**AA** : *“kalau disuruh jawab dan kalau bisa atau kalau memang ada aktifitas speaking seperti kemarin saja baru praktik speakingnya begitu.”*

(only If the lecturer asks me to answer or if I have to perform or speak in front of the class like yesterday I can practice my speaking)

## 2) Classroom Condition

Classroom condition is one of the category in sociocultural factor that affect the students’ reluctance to speak English in classroom interaction. Here are some students’ arguments :

**S#155** : “If my friends in the class speak in English in classroom interaction and the lecturer make the rule about it, I will be motivated to speak in English.”

**S#120** : The classroom condition is very crowded. It is difficult for me to catch the material. So, I am difficult to find the idea and if I have an idea I am reluctant to convey it.

**S#138** : “I think my classroom is not comfortable enough. There are many students in my class that make it crowded. It’s not nice

situation to practice speaking in English. Most of students speak in Indonesia.”

**S#139** : “I think, studying in the classroom is not effective because there are many students in the class and crowded. So, I am not motivated and feel uncomfortable to study.”

**S#193** : “Too many students in my class. I don’t really like that situation. I wish the number of students will decrease ..hehehe.”

**S#207** : “Almost the students in my class speak in Indonesia when lecturing activity except the lecturer asks.”

**S#056** : “Because there is no friend in the class that I can ask to practice or speak English with me. Usually, in classroom discussion (for example) they use Javanese so that I am shy to speak English alone.”

**S#174** : “In my class, there is an English day on Tuesday and Friday. But, I think it doesn’t run well. there are still many students speak in Javanese or Indonesia. So, I am difficult to find a partner to practice speaking English.”

**S#052** : “Kondisi kelas sangat ramai karena terlalu banyak siswa dan itu mengganggu pembelajaran sehingga sangat membosankan.”

(“Classroom condition is very crowded because there are too many students in the class and it disturbs the learning activity, so that it is boring.”)

While, In the interview, the students also argue that :

**MNA** : “Yes, sometimes. *Kalau teman-teman rame dan semuanya pada bicara gitu pas perkuliahan, aku pilih diam Mbak. ‘Kan jadi susah konsentrasi.... kadang mau mendengarkan jadi nggak semangat.’*”

(Yes, sometimes. When the class is crowded I prefer to be silent. It is difficult to concentrate....and makes me unmotivated to listen the explanation)

**YEW** : “*Kalau bagi saya, semakin banyak mahasiswa di kelas, misalnya mau berbicara akan lebih tegang.’*”

(I feel the more students in the class, I will be more nervous to speak)

**AMR** : “*Kayaknya aku lebih berani untuk bicara kalau di kelas ada sedikit anak. Kalau terlalu banyak akan lebih tegang karena yang lihat banyak.’*”

(I feel I will be brave to speak if there is a few students in the class. if there are too many students, I will be more nervous because there are many people look at me)

**EA** : “*...untuk jumlah mahasiswanya saya rasa perlu dikurangi, jangan banyak-banyak karena tidak efektif...’*”

(....there is too many students in the class so that it cannot be effective...)

**AMR** : “....Kayaknya aku lebih berani untuk bicara kalau di kelas ada sedikit anak. Kalau terlalu banyak akan lebih tegang karena yang lihat banyak.”

(... I think I will be brave to speak if there is a few students in the class because if there are too many students I will be more nervous since all of them will look at me)

**YEW** : “Kalau bagi saya, semakin banyak mahasiswa di kelas, misalnya mau berbicara akan lebih tegang.”

(In my opinion, the more students in the class, I will be more nervous to speak)

**Table 4.10 Classroom Condition as Factor Affecting the Students' Reluctance to Speak English in Classroom Interaction**

NO	Factor	Class / Number of Student					Total	%
		A	B	C	D	E		
10.	Classroom Condition							
10.1	I prefer to be silent and sit in the back when the lecturing activity runs tightly.	20	12	21	15	17	85	41,9%
10.2	I'd like to speak if there are a few students in the classroom.	22	16	18	27	26	109	53,7%
10.3	There are big number of students in the class, so that I cannot concentrate well.	21	21	22	22	29	115	56,7%
10.4	The desk arrangement is not comfortable so that I cannot pay attention to the lecturer's explanation well.	15	14	17	21	21	88	43,3%



There are four items in the questionnaire related to classroom condition affecting the students' reluctance to speak English in classroom interaction. Based on the result of questionnaire distributed to 203 students, there are 115 students or 56,7% argue that the class has big number of students, so that they cannot concentrate well in learning (item no. 10.3). 53,7% or 109 students would like to speak if there are a few students in the classroom (item no. 10.2). While, the students who agree that the desk arrangement is not comfortable so that they cannot pay attention to the lecturer's explanation well (item no. 10.4) are 88 students or 43,3%. Then, 41,9% or 85 students agree that they prefer to be silent and sit in the back when the lecturing activity runs tightly (item no. 10.1).

## **2. Data about the Dominant Factor Affecting the Students' Reluctance to Speak English in Classroom Interaction**

The study reveals that most students have factors affecting them reluctant to speak English in classroom interaction. From the three factors, psychological factor is the most factor affecting the students' reluctance to speak English. There are 99 students or 48,8%, while linguistic factor has 42,8% or 87 students, followed by sociocultural factor has 8,4% or 17 students. The table 4.11 below provides the distribution of factors that affect the students reluctant to speak English in classroom interaction.

Table 4.11 The Distribution of Factors Affecting the Students' Reluctance to Speak English in Classroom Interaction

Factor	Class / Number of Student					Total	%
	A	B	C	D	E		
Psychological Factor	31	22	13	13	20	99	48,8%
Linguistic Factor	9	9	21	27	21	87	42,8%
Sociocultural Factor	1	11	2	-	3	17	8,4%
<b>TOTAL</b>						<b>203</b>	<b>100%</b>

From the data above, the researcher can percentage with formula as the following :

$$P = \frac{F}{N} \times 100\%$$

Note :

P : The symbol of percentage

F : The accuracy of occurrence of factors affecting the students reluctant to speak English

N : The total number of student

The percentages of 203 students' factors affecting them reluctant to speak English in classroom interaction at the second semester of English Department of IAIN Tulungagung in academic year 2016/2017 are as the following :

a. Psychological factor is :

$$P = \frac{F}{N} \times 100\% \qquad P = \frac{99}{203} \times 100\% = 48,8\%$$

b. Linguistic factor is :

$$P = \frac{F}{N} \times 100\% \qquad P = \frac{87}{203} \times 100\% = 42,8\%$$

c. Sociocultural factor is :

$$P = \frac{E}{N} \times 100\% \qquad P = \frac{17}{203} \times 100\% = 8,4\%$$

## **B. Discussion**

### **1. Factors Affecting the Students' Reluctance to Speak English in Classroom Interaction**

Regarding with those data, the researcher gets the point that there are many factors affecting the students reluctance to speak English in classroom interaction. The factors are : psychological factor, linguistic factor, and sociocultural factor. There are five categories in psychological factor, they are : lack of motivation, shyness, anxiety, lack of confidence, and fear of mistake. Then, there are three categories in linguistic factor, they are : lack of vocabulary, lack of grammatical pattern knowledge, and incorrect pronunciation. While, attitudes toward lecturer and classroom condition belong to sociocultural factor.

With respect to the cause of shyness as the most frequently chosen by the students (37,4% or 37 of 99 students), some students answered that they felt shy due to their nature as shy persons. The comments are in line with Bowen (2005) arguing that some shy learners are caused by their nature. This needs teachers' effort to keep encouraging their students to build their self-confidence. Some students also argue that they are shy if they do mistake when speaking in front of their friends. Saurik (2011) identifies that most of English 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. This fact is also found in the data of this study that students' shyness is their perception on their own ability. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.

Regarding fear of mistake, it is the second most frequently chosen (28,3%) by the students as their hindrance to speak English in class. This kind of hindrance made them reluctant to speak English in class. Some of them argue that the cause of their fear mistake was they are afraid of being laughed at and afraid of lecturer or friends' negative comments when they do mistakes in speaking. Those arguments are relevant to the reports by Middleton (2009), stating that students are afraid of making mistake because they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. This is the condition those students encountered when they wanted to speak that eventually hinders them from speaking English in class.

With regard to lack of confidence, students found this feeling as an obstacle for them to speak English in class. The cause of feeling lack of confidence was their inability to speak English well. They feel that their pronunciation is not good so that they cannot speak English fluently. Then, they also argue that their lack of confidence is caused by their lack of practice to speak English in / out the class. These are in line with Ely (1986 : 20), state that students lack confidence and feel that they cannot

speak English because they think that they do not have the ability to speak English well and their limited knowledge of the language. This kind of feeling, for sure, hinders them from trying to speak English. He adds that students feel lack of confidence because they do not have any belief that they can do it.

To turn to the cause of anxiety, students said that they feel anxious to speak because they got nervous. They argue that if they feel nervous they may forget about what they are going to say. Moreover, they are afraid of being criticized by friends and lecturer. These are in line with what Zhou (2004 : 18) arguing that error and afraid of being evaluated are the causes of anxiety that make students very anxious in learning oral English. In this case, they are aware their performance is being evaluated by their peers and teachers. That is why they are nervous when they wanted to speak English.

In terms of lack of motivation, 5,1% students mentioned that the cause of their lack of motivation is caused by the teacher's way of teaching. They often get bored with the monotonous lecturing activity. They also will be more prepared only if they have class performance. The fact is lined up with Nunan (1999 : 201), stressing that motivation is a product of good teaching, not its prerequisite, students are unmotivated and unwilling to speak English in the classroom among others are because uninspiring teaching and lack of appropriate feedback.

With respect to lack of vocabulary, 52,9% or 46 of 87 students mentioned that this linguistic factor became their obstacle to speak. This problem did not enable them to express and to convey their ideas by speaking and to understand what other said. This confirms the report by Smith (2001) saying that vocabulary is the basic for speaking or conversational skill because the more words someone knows, the more he/she can say and understand. That is why those students are not able to speak because of this problem. Gebhard (2000 : 209) adds that not knowing the meaning of words or sentences can make students feel reluctant to speak. Having limited vocabularies, students find it difficult to convey what they wanted to say.

To turn to lack of understanding of grammatical pattern, 44,8% or 39 of 87 students found this factor as their obstacle to speak in English class. Some of them mentioned that the cause of their lack of understanding was mainly caused by their lack of practice speaking grammatically. They argued that they rarely apply the grammar they learned in speaking so that they often did many mistakes in speaking especially related to grammatical construction. Regarding with this matter, they always think about the structure of sentences before speaking and they often feel confused to construct words when they must speak spontaneously. Those are caused them reluctant to speak since they prefer to be silent to avoid mistakes in grammatical construction. It is obvious then why the students

felt that lack of understanding grammatical pattern becomes their obstacle as Harmer (2001 : 345).

With regard to incorrect pronunciation, only 2,3% or 2 of 87 students felt that this is the most obstacle made them afraid to speak and found it difficult to pronounce English words. They admit that their statements are usually difficult to be understood by others. Gilbert (2009 : 3) says that it is common for students to feel uneasy when they hear themselves speak with the rhythm of a second language. They find that they “sound foreign” to themselves, and this is troubling for them. Although the uneasiness is usually unconscious, it can be a major barrier to improved clearness in the second language. Thus, it can be understood then those students’ incorrect pronunciation becomes the difficulty for them to speak English in class.

Regarding with sociocultural factor, there are two categories, attitudes toward lecturer and classroom condition. Talking about the attitudes toward lecturer, there are some reasons why the student feel reluctant to speak English in classroom interaction. The students are reluctant to speak English if the lecturer does not obligate them to use English in speaking, they only speak if the lecturer asks them to speak, they are silent to avoid the lecturer’s criticism, even they feel more motivated if the lecturer gives them score for speaking, and the last reason is they are reluctant to speak in the classroom if they do not like the subject or the classroom activity. In line with this issue, Horwitz (1986 :

132) states that foreign language anxiety probably be alleviated, at least to an extent, by supportive teacher who will acknowledge students' feeling of isolation helplessness and over concrete suggestions for attaining foreign language confident.

The last category of sociocultural factor that cause the students' reluctance to speak English in classroom interaction is classroom condition. Regarding with this matter, the students feel uncomfortable to have learning activity in the classroom since there are too many students in the class that make them difficult to concentrate. With a big number of students in the class, the students admit that they would like to speak if there are a few students in the classroom because many students in the class makes them more anxious to speak. They also complain about the desk arrangement which is sometimes not comfortable and they cannot pay attention to the lecturer's explanation well. Wei (2011) states that students who fail in the English subject do not mean that they are weaker than other students in class. But, this is because they do not engage in classroom activities sufficiently. Therefore, in teaching and learning process especially in studying language student needs classroom environment which gives pleasure situation.

## **2. The Dominant Factor Affecting the Students' Reluctance to Speak English in Classroom Interaction**

As the result of questionnaire presented in table 4.11, the study reveals that most students have obstacles affecting them reluctant to speak English in classroom interaction which are caused by some factors. From



the three factors, psychological factor is the most factor frequently chosen by the students as factor affecting their reluctance to speak English in classroom interaction. There are 99 students or 48,8%. While linguistic factor has 42,8% or 87 students, followed by sociocultural factor which is chosen by 8,4% or 17 students. It means that psychological factor is the dominant factor affecting the students' reluctance to speak English in classroom interaction.