

**STUDENTS' RELUCTANCE TO SPEAK ENGLISH**  
(A Case Study at Speaking Classes in the English Study Program of IAIN CURUP)

# **THESIS**

**This Thesis is Submitted to Fulfill the Requirement for “Sarjana”  
Degree in English Language Education**



By

**FEBBRY ANGGRAINI**

**NIM: 16551014**

**ENGLISH TADRIS STUDY PROGRAM  
FACULTY OF TARBIYAH  
INSTITUTE COLLEGE FOR ISLAMIC STUDIES  
(IAIN) CURUP  
2020**



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP**  
**FAKULTAS TARBIYAH**  
Jalan Dr. AK Gani, No 01 Kotak Pos 108 Telp (0732)21010  
Curup – Bengkulu 39119

Hal : Pengajuan Ujian Skripsi  
Kepada  
Yth. Rektor IAIN Curup  
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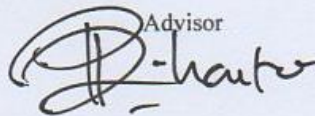
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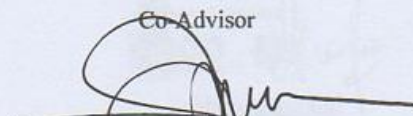
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Curup, Oktober 2020

Advisor  


**Prihantoro, S.S.,M.Pd**  
NIP.19750820 2008 01 1004

Co-Advisor  


**Sarwo Edy, M.Pd**  
NIDN.200700810



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI  
(IAIN) CURUP

**STATEMENT OF OWNERSHIP**

The researcher who sign below:

Nama : Febbry Anggraini

NIM : 16551014

Department : Tarbiyah

Study Program : English Study Program

State that the thesis is entitled "Students' Reluctance to Speak English ( A Case Study at Speaking Classes in the English Study Program of IAIN CURUP ) is pure and never proposed in IAIN Curup and other University.

This statement was made by truly. If in the next day there are a lot of mistakes, the writer ready to responsibility with the regulation.

Curup, Oktober 2020  
The Researcher



Febbry Anggraini  
NIM.16551014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI  
(IAIN) CURUP**

Jalan Dr. AK Gani NO. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010  
Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 32110

**A P P R O V A L**

Nomor : /In 34/FT/PP.00.9/10/2020

Name : Febbry Anggraini  
NIM : 16551014  
Departement : English Study Program  
Title : Students' Reluctance to Speak English (A Case Study at Speaking Classes in the English Study Program of IAIN Curup)

Has been examined by examining board of the English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day / Date : Thursday, October 22<sup>nd</sup> 2020  
Time : 11.00 a.m – 12:30 a.m  
At : Munaqasyah Room 1 IAIN Curup

Has been received to fulfill partial requirements for the degree of Strata 1 in English Study Program of Tarbiyah Faculty of IAIN Curup.

**Examiners :**

**Head**

**Prihantoro, SS., M.Pd**  
NIP 19750820 200801 1 004

**Secretary**

**Sarwo Edy, M.Pd**  
NIDN 2011038702

**Examiner I**

**Jumatul Hidayah, M. Pd**  
NIP 19780224 200212 2 002

**Examiner II**

**Hadi Suhermanto, M. Pd**  
NIP 19741113 199903 1 003

**Dean of Faculty Tarbiyah**

**Dr. H. Ifaldi, M.Pd.**  
NIP 196506272000031002

## **PREFACE**

All praise to Allah SWT that the writer had finally finished writing her thesis entitled Students' Reluctance to Speak English ( a case study at speaking classes in The English Study Program of IAIN CURUP ).

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being perfect in the future.

Curup, Oktober 2020

The Researcher

Febbry Anggraini  
NIM.16551014

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*Assalammu'alaikum Wr.Wb.*

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The researcher finished this thesis entitled *Students' Reluctance to Speak English ( a case study at speaking classes in The English Study Program of IAIN CURUP )*. This thesis is presented in order to fulfil of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to presents his deepest appreciation to:

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2. Mr. Dr. H. Ifnaldi as the Dean Faculty of Tarbiyah IAIN Curup
3. Mrs Jumatul Hidayah as the head of English Study Program of IAIN Curup.

Thank u for your support and kindness

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5. Mr Sarwo Edy, M.Pd as my Co-Advisor, who always give suggestion and motivate to finish my study. For all time Allah will give his bless for you.  
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*Wassalamu'alaikum Wr, Wb.*

Curup, Oktober 2020

Writer

**Febbry Anggraini**

**16551014**

# MOTTO AND DEDICATION

## MOTTO

“BE YOURSELF AND LOVE YOURSELF”

“DON'T FORGET THAT ALLAH ALWAYS GIVES US WHAT WE NEED, NOT WHAT WE WANT”

“DON'T FORGET THE PEOPLE WHO LOVE YOU”

## DEDICATION

This thesis is dedicated to:

1. My best parents Sri Hartati, S.Pd Thank you for prayers, support, the best love for me and thank you for a very meaningful life lesson. You are always be role model in life mom.
2. My one and only beautiful sister Astri Maria Sari, S.P, Thank you always be my support, prayer for me, and always there beside me.
3. My cutie nephew, Rafif Ardana you are my sunshine.
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6. All of TBI students 2016 (T) Unggul Generation.



## ABSTRACT

### **Febbry Anggraini. 2020. “Students’ Reluctant to Speak English” (A Case Study at Speaking Classes in the English Study Program of IAIN CURUP)**

**Advisor** : Prihantoro, S. S., M. Pd

**Co-advisor** : Sarwo Edy, M. Pd

The present research focused on students’ to know of the factors of reluctant to speak English. An instrumental quantitative method was employed to reveal the data-oriented to the mentioned above focuses. The researcher gives the questionnaire to students 4th semester academic year 2019/2020 of English Tadris Study Program. The questionnaire was exerted to collect the data which were further analyzed. During soliciting up to reporting the data, a range of strategies to pursue the data credibility, transferability, dependability and conformability were also applied. The result indicate that the most students' reluctance to speak while in speaking class was influenced by internal factors. Based on percentage of questionnaire, the data of the factors external the most of the item number 3 and 4 on the factor environment which are in the high category. In the item 3 the communicative environment of students is far from using English, which the percentage is 60.71%. And the item 4 their classmates on campus who rarely use English when having conversations, which the percentage is 62.14%. Meanwhile on the internal factors the most high percentage there are 3 item. The item of number 4, 5, and 9. On the item 4 the students who are reluctant to speak English because they feel that they don't have many vocabularies which the percentage the most highest is about 67.14%. On the item 5 it shows that the students are reluctant to speak English because they feel that they are not good at conveying ideas is about 66.43%. The item 9 the students are reluctant to speak English because they feel are not well prepared for it which the percentage 65%. Then, From the data that has been obtained shows that the students who are reluctant to speak English because the students' feel does not have many vocabularies. The most dominant factor that influence the students' reluctant to speak English is internal factor on item 4 it is the students who are reluctant to speak English because they feel that they don't have many vocabularies which has the highest percentage 67,14%.

**Keyword:** Reluctant, Speaking

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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Speaking is one element of communication, speaking is also a kind of productive or active skill. Although the four skills of writing, reading, listening, and speaking are equally important, speaking becomes the most important tool for communication that needs to be achieved. Because the purpose of language is communication and the purpose of speaking in the context of language is to increase communicative efficiency. The important thing to master is to have a lot of vocabulary and what is important to have is the willingness to speak. To master a lot of vocabulary requires practice as much as possible and this is the main key to speaking skills. Practice, practice, and practice.

Speaking is a very important role for EFL learners. This greatly helps students to achieve academic mastery. Speaking is very important because by speaking, people can explore and express their thoughts to others and their ideas verbally. In line with Django Tarigan's opinion that speaking is a skill to convey messages through spoken language.<sup>1</sup> Looking at the speaking function, the lecturer plays an important role in EFL speaking classes so that students can have good abilities through direct speaking. Many expectations of students at the university to be able to speak properly and correctly are very high. If they do not

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<sup>1</sup> Henry Guntur Tarigan, *Berbicara sebagai suatu keterampilan berbahasa*, (Bandung : Angkasa, 1990) p.194

have a lot of vocabulary and high desire, some of them may face experience difficulties by them at university.

As a result, the teacher plays a very important role in the speaking class because the teacher is their supporter and encourages them to have the willingness to speak also makes students aware to the importance of speaking skills by hoping students can eliminate the reluctance of speaking in English class.

Although speaking is an important skill in English, many students at universities are generally reluctant to speak English. That's because many students consider as a foreign language. In fact, in the development of the globalization era as it is now, which has been developing very rapidly being able to speak English is very important especially as usually of English is an international language. When at university students are often reluctant and only remain silent if their teacher asks to speak on their own accord or when conducting a speaking skills test. That's because students have some problems in learning speaking skills such as, lack of vocabulary, lack of practice, not sure what to say, difficult to generate ideas, also difficult to express themselves by speaking, there is a shame if the wrong words when speaking and motivation are low.

The problem most often faced by students is the reluctance to speak, it happens because students sometimes feel embarrassed in front of their peers, fear of the wrong vocabulary when speaking, and sometimes carried away by

mother tongue so that sometimes students are reluctant to speak and do not participate in speaking classes, also the feeling of worry if the wrong word when talking. This is consistent with MacIntyre and Gardner are arguing that when people speak a second language or a foreign language, they become more worried and tense so they are less willing to participate in the conversation.<sup>2</sup> therefore arises a reluctance to students in the English-speaking class, and prefers to be quiet and avoid.

As EFL students who have learned to speak English in English classes intensively, they must be able to save their reluctance to speak and be able to apply their English language skills well. Based on pre-interviews conducted for students in the fourth-semester of the 2019/2020 academic year in the Curriculum Tadris English Study Program IAIN Curup, researcher found a similar problem in almost three different classes related to students' reluctance in speaking classes, that Students are reluctant to speak English because of the influence of circumstances, courage and other factors. Therefore, to find out what factors influence students' reluctance while in class speaking. This perception can be positive or even negative. In addition, the lecturer of the speaking subject said that the students of the fourth semester do not have willing to speak English in speaking class. As stated by students when the researcher

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<sup>2</sup> MacIntyre and Gardner 1989, *JUNIOR HIGH SCHOOL STUDENTS' RELUCTANCE TO SPEAK ENGLISH IN CLASS*, *English Education, Languages and Arts Faculty*, State University of Surabaya 2015, p.2



asked whether in class they all had their own desire or not to speak English, students' said:

*“When we are in speaking class, sometimes we are reluctant and tend not to have the will of our own to speak to various influencing reasons”<sup>3</sup>*

From several reasons that influence what students say, it can be concluded that several factors affect students' reluctance to speak English when in speaking class. Reluctance to speak does not make result in students getting low final scored. That is because the results of the final score have been combined from all other assignment scores and are called cumulative scores. Reluctance to speak can also occur to disinterest in the topic of conversation or lack of knowledge of the topic being discussed. There are also psychological and mental influences, for example when a student is sick or the body is not healthy. The influence of this factor is the possibility of students being reluctant to speak English when at speaking class

Theoretically, based on a study conducted by Granger claimed that the reluctance to participate in some language learners might be “a psychical paralysis, a temporary freezing, a complex combination of an inability to articulate and a lowered self-regard which resulted in the learner being suspended precariously between two selves, living unsteadily in a changed identity between two languages.”<sup>4</sup> Students' reluctance makes the students'

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<sup>3</sup> Source, *Students English Study Program 4th Semester 2019/2020*

<sup>4</sup> Granger 2004, *An investigation on Iranian university students' reluctance to participate in EFL*

characters themselves cannot express themselves by speaking well and arousing insecurity from the consequences described in the previous paragraph. Based on the description above, the researcher interested to investigate the factors of students' reluctance when asked to speak on their own volition without any compulsion to speak English in the EFL speaking class in fourth-semester of the TBI students at IAIN Curup. Thus, the researcher conducted this study entitled: **"Students' Reluctance to Speak English" (A Case Study at Speaking Classes in the English Study Program of IAIN CURUP)**

#### **B. Research Question**

Based on the phenomenon above, the problem of the study is as follows:

1. What are the factors that influence students' reluctance to speak English?
2. What is the most dominant factor influence students reluctance to speak English ?

#### **C. Objective of the Research**

The purpose of this study is as follow, this study aims to find out:

1. The factors that influence students' reluctance to speak English.
2. The most dominant factor influence students reluctance to speak English.

#### **D. Limitation of Research**

Researchers in this study focused on the factor of students' reluctance to speak while in class speaking English. The researcher chose the students' reluctance to speak in the English speaking class because as part of the students from the English Study Program (ESP) had to master one of the four skills namely speaking skills in order to improve their abilities to speak English more fluently. As respondents of this study, the researcher chose 4th semester students, because they were running the 3rd speaking subject course in the English Study Program, so they understood very well what they experienced.

#### **E. Significance of the Research**

The results of the study are expected to give a contribution to the English teacher, student, college, writer, and next researcher at the English Tadris Study Program of IAIN Curup.

##### **1. The Students**

The results of this study can provide additional new experiences for students in the learning process, especially speaking skills, this research is expected to be one way to speak English better.

##### **2. English Study Program**

The result of this study hopefully can assist the English lecturers to choose the appropriate medium in the teaching-learning process, consider the appropriate method used in speaking class, and applied as a method based on students' needs.

### 3. The university

The result of this study hopefully can assist the English lecturers to choose the appropriate medium in the teaching-learning process, consider the appropriate method used in speaking class, and applied as a method based on students' needs.

## F. Operational Defination

### 1. Reluctance

The reluctance of speaking is the students choose not to speak because there are factors that influence, namely external factors and internal factors. There are several parts of external factors, namely Learning expectations, environment, and vernacular. Meanwhile, the internal factors that influence students' reluctance to speak are psychology and mental.

### 2. Speaking

Speaking as one of the important English skills is considered important to be taught speaking is one of which a tool to communicate in using English. Because the initial language they learned was Indonesian. Speak English is rarely used in an area unless they learn them. When learning English it means to say they are learning speaking as a foreign language. For this research, the term speaking refers to English.

## **G. Organization of Thesis**

This part provided the paper organization from chapter one until chapter five. Chapter I was the introduction. Chapter(I) consists of an introduction covering the background of the study, research question, objective of the research, the limitation of the research, and the significance of the research. Chapter (II) is a literature review it consists of the concept of literature that has a relation in this research. Chapter (III) is a research methodology. It deals with kind of research, population, and a sample of the research, the techniques of collecting data, an instrument of the research, validity of the instrument, reliability of the instrument, and techniques of analysis data. Chapter (IV) tells about finding and discussion. Chapter (V) tells about the conclusion and suggestion from the research about the Students' Reluctance to Speak English.

## CHAPTER II

### LITERATURE REVIEW

#### A. Related Theory

##### 1. Speaking

###### a. Definition of Speaking

Speaking includes a skill that can produce sound and produce an active meaning, to cause feedback. By speaking a person can communicate verbally, express themselves, and opine. According to the Kamus Besar Indonesian, speaking is an activity of saying, conversing, speaking, or expressing an opinion orally.<sup>5</sup> Therefore we can convey ideas find the right ideas, so that it can produce interactions with the speaker.

In line with Arsyad and Mukti U.S. also states that the ability to speak is the ability to say sentences to express, explain, convey thoughts, ideas, and feelings.<sup>6</sup> Can we see in everyday life means speaking is a very important skill to build communication verbally and we can convey thoughts we can also express ourselves through words by speaking. Same of the opinions above were concluded by Isah Cahayani that speaking is more than just saying sounds and words, but rather a tool to communicate ideas that are

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<sup>5</sup> Kamus Besar Indonesian 1990, p.114

<sup>6</sup> Mardiyanto Arsyad and Mukti U.S.. *Pembinaan Kemampuan Berbicara Bahasa Indonesia*.(Jakarta: Erlangga, 1993). p. 23

arranged and developed by the needs of the listener.<sup>7</sup> To communicate ideas that will be developed following the wishes of the listener should the speaker first issue a sound as a communication tool that can understand all the meanings that will be conveyed, moreover, it can evaluate the effect of speaking on the listener.

Speaking is inseparable from the concept of one of the skills possessed by everyone, sometimes there are still many people who have not mastered speaking skills, especially foreign languages such as English. Especially in Indonesia, English is the umpteenth language, be it in the world of education or outside. Communicate, interact, share stories or news, and convey information. this can be verbal or through tools and symbols, as conveyed by Chaney, Speaking is the process of constructing and sharing meaning through the use of verbal and non-verbal symbols, in various contexts.<sup>8</sup> Verbal symbols are speaking directly using vowels whereas if we don't use vowels like writing. for non-verbal which is derived from the tone of voice, scream, and sigh. it's to use vowels if we don't use vowels like facial experiments, cues, and appearance.

According to Django Tarigan, he stated that one of the objectives of speaking is to inform, in that information, there is speaking to inform, to report, carried out if someone wants to explain a process, describe, interpret,

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<sup>7</sup> Isah Cahyani, *Mari Belajar Bahasa Indonesia*, (Jakarta: Dirjen Pedes Kemenag RI, 2009).p. 211-212

<sup>8</sup> Chaney 1998, *An Investigation into Factors that Hinder the Participation of University Students in English Speaking Lesson*, *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*. April. 2019.p13

or interpret a matter, and give, spread, or impart knowledge and the last one explains the link.<sup>9</sup> So speak both verbally, verbally, or non-verbally which have the same meaning that they both want to convey information. Because speaking is an interactive process to create meaning that will be conveyed and accepted by the listener.

### **b. The Importance of Speaking**

Speaking as one of the important English skills is considered important to be taught. The ability to speak English also makes it easier for students to master all the sciences. In English, there are 4 skills that we already know namely speaking, writing, reading, and listening but speaking is not an easy skill to master, speaking in a foreign language is usually more difficult than learning to write and read it also listening. Every skill must have a vocabulary that is mastered but for many speaking skills, it requires an inner urge to prevent a reluctance to speak.

According to Donough and Shaw, speaking is a skill that enables people to produce speech when communicating to achieve certain goals.<sup>10</sup> Therefore many language teachers strongly believe that speaking skills are very important, not only language teachers but all people who interact will feel how very the importance of speaking skills is to convey certain meanings both in education and outside. In line with Hoedore Huebner said that

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<sup>9</sup> Henry Guntur, Berbicara, 1990.p.149

<sup>10</sup> Donough and Shaw 1993 *An Investigation into Factors that Hinder the Participation of University Students in English Speaking Lesson*, *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*. April. 2019.p.85



speaking is a skill used by someone in daily life communication both at school and outside.<sup>11</sup> As we often do in daily life both in education and outside, speaking skills are very important because speak one way of communicating by verbal means.

Therefore in the world of education, students must be able to have the skills to speak, especially for students who are taking language education, one of them is English. This is very important to be a good and correct communicator in conveying ideas.

### **c. Kinds of the Speaking**

Mastery of speaking skills in English is a priority for many foreign language learners. Some linguists have categorized the function of speech in human interaction. Brown and Yule who define that there are three types of speech and function.<sup>12</sup> namely:

#### **1) Speak as interaction**

Speaking as an interaction refers to what we usually mean by "conversation" and describes interactions that serve major social functions.<sup>13</sup> When someone meets, they exchange greetings, then talk lightly, tell new experiences, and because of that, they are friendly and build a comfort zone to interact with other people. Such exchanges can be more relaxed and

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<sup>11</sup> Hoedore Huebner, *JUNIOR HIGH SCHOOL STUDENTS' RELUCTANCE TO SPEAK ENGLISH IN CLASS*, 2015.p.2

<sup>12</sup> Brown, G., & Yule, G. 1983. *Teaching the Spoken Language: An Approach Based on the Analysis of Conversational English*. Cambridge: Cambridge University Press.

<sup>13</sup> *Ibid*

formal, depending on the circumstances. They also say that there are several main characteristics of a conversation as interaction: (1) it has a social function (2) shows the relationship with the role (3) reflects the speaker's identity (4) can be formal or relaxed. That means the main characteristics have an interaction that having a social function in a topic of a speech by showing a role then reflecting the identity of the speaker whether formal or informal.

## **2) Speak as a transaction**

Speaking as a transaction always refers to situations where the focus is on what is said or done.<sup>14</sup> Message speakers who make themselves understand clearly and accurately are the main focus and the way they interact socially with one another. There are also some main characteristics of conversation as a transaction delivered by them: (1) it has a focus on main information, (2) its main focus is on messages and not participants, (3) participants will use communication strategies to make themselves understood. The transactional function has the primary purpose of conveying information and facilitating the exchange of goods and services or the exchange of thoughts in a discourse.

## **3) Speak as a show**

Talk as performance refers to public talks, with talks that explain information to the audience, such as class presentations, public

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<sup>14</sup> *Ibid*

announcements, and speech.<sup>15</sup> Speakers will show a tendency toward monologues rather than dialogue, such as a recognizable format (e.g. Welcome), and it looks closer to the written language than the language of conversation. The main characteristics that they convey from speeches as performances are: (1) focus on the core message and audience, (2) predictable patterns and sequences, (3) the importance of form and accuracy, (4) language sounds more formal than casual. Characteristics of speech as a clue will sound more focused on the core message that can be predicted in the pattern and sequence, moreover, this characteristic is concerned with the form and accuracy of a conversation but the language sounds formal rather than casual.

## **2. Speaking Skill**

### **a. Definition of Speaking Skill**

In Indonesia English is made a foreign language, so in the world of English education is taught as a foreign language. When English is taught in schools widely, it does not play an important role in national or social life. Differences in the arrangement can result in errors in learning a foreign language. In learning a foreign language in Indonesia, it is usually disturbed

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<sup>15</sup> *Ibid*

by the elements of the first language or regional language. This disorder is common most of the time and has a large role in learning foreign languages.

Yoko Iwai defines that EFL refers to those who study English in countries that do not speak English.<sup>16</sup> That means the language learned is truly foreign, so countries that are still included in the EFL may sometimes have difficulty developing English language learning skills. Because they are awkward or maybe lack of knowledge of English language skills such as speaking skills. From the difficulties encountered, then from that, some factors affect the speaking skills of EFL students.

As students who are in countries that are still classified as EFL, to develop every English language learning skill such as writing, reading, listening, and speaking sometimes there are still many obstacles. For speaking skills themselves, students should be more proficient because in speaking more requires more abilities such as when students demonstrate their speaking skills must have a greater mentality, not only mental but there must be courage, confidence, and eliminate reluctance to speak. As supported by Ur that of all four skills (Listening, Speaking, Reading, and Writing), Speaking seems to be intuitively the most important.<sup>17</sup> That's

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<sup>16</sup>Yuko Iwai. *The Effects of Metacognitive Reading Strategies: Pedagogical Implications for EFL/ESL Teachers [J]*. The Reading Matrix. 2011.p.151.

<sup>17</sup> Ur, P. 1995. *A Course in Language Teaching: Practice and Theory*. New York: Cambridge University Press.p.121

because speaking is verbal communication that is used to share information. Through talking we can express our ideas to others.

### **b. The Factors Influence Speaking Skill**

In learning English, it is very easy for students to speak in class at a time. In a good classroom setting, students who are oriented to each other with their English at an appropriate level of ability will often participate freely and enthusiastically if they get the appropriate topics and assignments.

However, at other times it is not so easy for students to show their speaking skills. When in class with different individuals, it is not easy to ensure that everyone reaches the success of learning speaking skills. Therefore, Penny Ur explains there are four speaking problems faced by students<sup>18</sup>, namely:

#### **1) Inhibition**

Unlike reading, writing, and listening activities, speaking requires a degree of self-confidence in students.<sup>19</sup> They are often hampered by trying to say a foreign language in the classroom, afraid of making mistakes, afraid of being criticized or embarrassed in front of their classmates, or just avoiding attention. Therefore when students are in the speaking class, there is a reluctance to speak when they are asked to develop speaking skills of their own volition.

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<sup>18</sup> Ur, P. 1995. *A Course in Language Teaching: Practice and Theory*. New York: Cambridge University Press.p.121

<sup>19</sup> *Ibid*

## **2) There is nothing to say**

Even if students are not blocked, sometimes they cannot think of what they want to say in a particular topic.<sup>20</sup> In this case, caused by a lack of knowledge and lack of confidence. Thus, making them have no motivation to express themselves outside the guilt that they must speak. Things like this can trigger a reluctance to speak when students are in the speaking class

## **3) Low or uneven participation.**

In class, there will always be dominant students who always talk too much which can make it more difficult for students who are more closed to express themselves.<sup>21</sup> For example, only one participant can speak at a time if he is heard. This problem is compounded by the tendency of some students to dominate, while others speak very little or nothing. Therefore when students are in speaking class, there is arises reluctance to speak when they are asked to develop their speaking skills of their own volition.

## **4) Use of mother tongue.**

Students who insist on using their native language are students who fear criticism and need to be encouraged to develop English speaking skills.<sup>22</sup> They find it easier to use their mother tongue than foreign languages. Students find it unnatural to talk to each other in a foreign language, and because they feel less exposed if they speak their native language. The impact of using mother tongue

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<sup>20</sup> *Ibid*

<sup>21</sup> *Ibid*

<sup>22</sup> *Ibid*

on each student is not uncommon to find different pronunciations. Things like this can spur the emergence of a reluctance to speak when students are in speaking class.

### **3. The Difficulties of Speaking**

#### **a. Anxiety**

Anxiety is one of the psychological phenomena that are best documented. As we know, anxiety arises from a human body in response to certain situations. Common anxiety can be identified as feeling threatened, worried, tense, or worried. Discovered by researchers there are several definitions of anxiety. According to Passer and Smith defines anxiety as a state of tension and fear as a natural response to perceived threats.<sup>23</sup> This means that people naturally feel anxious when they are threatened. Carlson and Buskist, anxiety is "fear or catastrophe accompanied by certain physiological reactions, such as an accelerated heartbeat, sweating palms, and tightness in the stomach." Furthermore, anxiety arises in response to certain situations. Meanwhile, according to Ormrod, anxiety is an anxious feeling and worry about situations with uncertain results.

Although anxiety and fear sound similar, the two are different. Halgin and Whitbourne illustrate the difference between fear and anxiety. Fear is a natural alarm response to dangerous situations, while anxiety is more future-

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<sup>23</sup> Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), p. 546.

oriented, feelings of worry, and anxiety about the possibility that something terrible might happen.<sup>24</sup> Furthermore, according to Barlow, as quoted in Passer and Smith, the anxiety response consists of emotional components, feelings tense; cognitive component, worry; physiological response, increased heart rate and blood pressure; and behavioral responses, avoiding certain situations.<sup>25</sup>

### **b. Hesitation**

Garret and Bell describe hesitation in three meanings, First; context is related as background, environment, framework, and settings. Second, he defines it as a situation around events that occur before or after a word or sentence and at its peak with a certain meaning. Third, the environment below with the document has been created, including function, purpose, time of use, creator, and recipient.<sup>26</sup> Hesitation is also paused before doing something, especially because the speaker is nervous. The context is not only the language spoken or written but also the whole situation that exists at the time it is spoken.

Hesitation can also be defined as pauses of varying lengths that occur when the speaker loses their words while speaking. Rose as mentioned in (Roza & Rosa) adds that doubt is a period of rest when speaking; The pause can be filled (silent) or filled in by inserting uh, um, you know, I mean, and also, also

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<sup>24</sup> Richard P. Halgin and Susan Krauss Whitbourne, *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*, (New York: McGraw-Hill, 2007), p. 148.

<sup>25</sup> Passer and Smith, 2009, *loc. Cit.*

<sup>26</sup> M. F. Garret and Bell, *Syntactic Processing in Sentences Production*.p.14-16



using repetition to cover differences when speaking.<sup>27</sup> Speakers make such pauses not only in the middle but at the end of the beginning of an idea unit.

Rieger defined Hesitations are pauses of varying lengths, which are not usually left unfilled.<sup>28</sup> In line with that point, Corley & Stewart every filler has different usage. For instance, 'um' is used when the speaker having greater difficulty than 'uh'.<sup>29</sup> It depends much more on the speakers' feeling hardness in uttering next utterances.

### **c. Reluctance**

The reluctance to speak experienced by students while in class speaking comes from several factors. Whether it's from external factors or internal factors. For students themselves speaking in English class is not easy, considering the English they learn as a foreign language. For example, when students want to speak well and are interested in a topic, then making participating more actively is not easy. Then like the delivery of students' ideas, their thoughts, their opinions, unfortunately, it is not very easy for students to talk. According to Floris Students still think that if they speak English as the target language, they cannot be active participants in English-speaking classes.<sup>30</sup> The reluctance of speaking is the only choice of students not to speak because they feel they are not

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<sup>27</sup> *Ibid*

<sup>28</sup> C. Rieger, *Disfluencies and hesitation strategies in Oral L2 tests*, Gothenburg Papers in Theoretical linguistics, 2003. Pdf.

<sup>29</sup> M. Corley and O. W. Steward, *Hesitation Disfluencies in spontaneous Speech: The meaning of um*, Language and linguistics Compass, 2008. P. 5. Pdf

<sup>30</sup> Floris, Flora Debora. (2012). *English as a Medium of Instruction: Voices of High School Students*. Petra Christian University.

active participants when learning the language being studied especially if the students think that a foreign language is not important.

When there is a feeling of reluctance to speak it can be influenced by external factors as well as internal factors. On external factors that influence such as learning expectations that are not appropriate, the influence of the environment and mother tongue. The internal factors can be influenced by psychological, mental and the most influential disorders are a sense of reluctance. Besides the emergence of feelings of shame when in the English class, this is supported by Sato who found that English students were not competent in speaking because they were afraid of making mistakes.<sup>31</sup> So the students feel embarrassed when they will make mistakes that are not accidentally spoken. So students prefer silence and are reluctant to talk because they think they will make mistakes when speaking in front of other students and teachers.

According to Horwitz, et al., Stated that "Anxiety is a subjective feeling of tension, fear, nervousness, and anxiety associated with the arousal of the autonomic nervous system".<sup>32</sup> This feeling of fear and nervousness makes students prefer to be quiet and reluctant to talk because they do not want to look nervous and also cover their worries if they speak wrongly when they are in an English class, especially in front of other students.

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<sup>31</sup> Sato, Koichi. 2003. *Improving Our Students Speaking Skills: Using Selective Error Correction and Group Work to Reduce Anxiety and Encourage Real Communication*. Japan: Akita Prefectural.

<sup>32</sup> Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. In Horwitz, E. K., & D. J. Young (eds.) (1991), *Language Anxiety: From Theory and Research to Classroom Implications*. Englewood Cliffs, NJ: Prentice-Hall.

Not only that, but a lack of confidence can make students prefer silence and lead to reluctance to speak when the English class continues. This is in line with Ely, stating that students lack confidence and feel that they cannot speak English because they think that they cannot have the ability to speak English well and their limited knowledge about the language.<sup>33</sup> As a result of feelings of insecurity sometimes some students arise reluctantly to speak when in English class, it is because students think that they cannot speak English well.

Lack of confidence is still closely related to a lack of vocabulary knowledge. As Gebhard said, not knowing the meaning of words or sentences can make students feel reluctant to speak.<sup>34</sup> When students are lacking in mastering vocabulary, it makes students feel difficult for what they will convey. Students who experience a lack of vocabulary will find it difficult to speak because it makes students do not know what will be spoken right after that students will feel reluctant to speak because of limited vocabulary.

The arise of students' reluctance while in the speaking class is caused by external and internal factors. From this factor, we can know which factor is more dominant affecting students who are reluctant to speak English while in an English class.

#### **4. The Factors of Reluctance**

##### **a. External Factors**

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<sup>33</sup> Ely, C. M. 1986. *An Analysis of Discomfort, Ristalking, Sociability, and Motivation in the L2 classroom*. Language Learning. Vol. 36. 1-25.

<sup>34</sup> Gebhard, J. 1996. "Models of supervision choices". In J. C. Richards and D. Nunan (eds) *Second Language Teacher Education*. New York: Cambridge University Press.

In the state of students who are feeling reluctant to speak comes several factors that influence, such as external factors. External factors are factors that affect a person or individual whose origins are from outside oneself, both social and cultural. Not only that, sometimes one's own experiences and expectations do not follow what they expect, such as chose wrong the major.

In line with Caletcova in Nunan, said that cultural factors that can cause students' reluctance to communicate in language classes are related to previous student learning experiences and expectations.<sup>35</sup> Things like this can already be said to include the influence of external factors. In life, we are inseparable from culture one of our cultures has a variety of regional languages that can affect the difficulty of participants to learn foreign languages.

Seen from the external factors that have been conveyed by Caletcova in Nunan reluctance to speak to students in the English class can be seen several external factors can be concluded, namely:

### **1) Learning Expectations**

As stated by Caletcova in Nunan, cultural factors can cause students' reluctance to communicate in the language class which is related to students' previous learning experiences and expectations.<sup>36</sup> When students expect to take other majors when they enter college, but it is related to their circumstances, it is encouragement from their parents that they choose a major that is determined by

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<sup>35</sup>Caletkova, D. (2014). *The Use of the Mother Tongue in English Classes at Lower Secondary Schools* (master's thesis). Brno: Masaryk University, Faculty of Education, Department of English Language and Literature, 2014. Supervisor of the master's thesis Mgr. Bc. Michaela Šamalová.

<sup>36</sup>*Ibid*

their parents. There is also the possibility that they chose the wrong majors. This can cause students to feel not their learning expectations so that when entering the learning stage, especially when developing skills such as speaking, students prefer silence and reluctance to speak.

## **2) Environment**

In this study, the environment means a place situation for students in learning English especially in speaking subjects. As stated by Shu Dingfang distinguishes the difference between "foreign languages" and "second languages" according to the language environment, language input and affective factors that influence the learning process and so on.<sup>37</sup> This reminds us that students who are still learning English as a foreign language because in Indonesia many different kinds of regional languages automatically affect the environment and language input.

Therefore when students are in English class when they want to develop speaking skills, they are still influenced by the language of their environment or their local language, and can also be affected by slang. Therefore, when English class participants arise a feeling of reluctance to speak which is still influenced by environmental languages.

## **3) Vernacular**

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<sup>37</sup> Shu Dingfang, *Foreign Language, Second Language, Mother tongue, and another language* [J]. Foreign Language Education, 1994:15-19

The vernacular is closely related to language mastery or language mastery that occurs consciously and naturally. The vernacular is the first language acquired by individuals from birth or what is commonly called the mother tongue. In line with Khati's opinion, what is commonly used in mother tongue is as a language learned before other languages are learned, people learn mother tongue naturally since childhood.<sup>38</sup> The use of the mother tongue is very influential when we learn foreign languages, because it may be that every day we always use our mother tongue to communicate at home and finally implement it in social so mother tongue is very influential when we learn foreign languages. From the mother tongue that we usually use there are usually different pronunciations between each mother tongue. Likewise, when they are in a class between students and other students, they have a different mother tongue that they get. Then there are differences in pronunciation and accents between students.

In line with Zhang and Yin researched the problem of the pronunciation of English students in China. The results showed that mother tongue disorders were age, attitude, psychological factors, previous pronunciation instructions, phonetics influenced the acquisition of English pronunciation and lack of knowledge about the phonology of students.<sup>39</sup> The phonetics that affects English pronunciation in the mother tongue are very visible that the effect of

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<sup>38</sup> Khati, A.R. (2011). *When and Why of Mother Tongue Use in the English Classroom*. Journal of Nelta. 16(1-2) p.42-51

<sup>39</sup> Zhang, F., & Yin, P. (2009). *A study of pronunciation problems of English learners in China*. Asian Social Science, 5(6), 141–146.

pronunciation is very large when learning a foreign language. Therefore, when students are in class talking sometimes reluctance to speak when asked to practice speaking.

### **b. Internal Factors**

It is not only external factors that can cause students to be reluctant to speak, more importantly from within themselves namely internal factors. Because internal factors are factors that affect someone whose origin is from within a person or the individual it self. This factor is usually in the form of attitudes as well as the inherent nature of a person. As stated by Farmer and Sweeney affective/psychological factors make students reluctant to speak English.<sup>40</sup> Factors arising from within students when in English class related to the psychological and mental state of students which means the influence of internal factors. When students are in speaking class sometimes a person becomes reluctant to talk because of feelings of fear of being wrong, lacking vocabulary, not good at conveying ideas, and feeling ashamed. To avoid the influence of internal factors that will arise on students, then they will usually be more silent and reluctant to speak when at speaking class.

Seen from the internal factors that have been conveyed by Farmer and Sweeney reluctance to talk with students in the English class, there are psychological and mental factors, namely :

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<sup>40</sup> Farmer, Richard, and Elaine Sweeney. 1997. 'Are You Speaking Comfortably?' *Case Studies of Improving Teaching and Learning from the Action Learning Project* .p. 347-356

## 1) Psychology and Mental

Psychology and mental very are closely related because they both learned behavior and perspectives that formed behavior. Psychology is a field concerned with science applied that studies the behavior, mental functions, and mental processes of humans. Meanwhile mental is a perspective that shapes the behavior or way of thinking of humans to be able to learn and respond to something.

Psychology is a field concerned with applied science that studies the behavior, mental functions, and mental processes of humans. As said by Farmer and Sweeney the affective/psychological factors make students reluctant to speak English.<sup>41</sup> Not a few if someone experiences pressure that affects their psychology, whether it can be seen directly or not. If it has a direct impact on psychology, we can see how it affects those who become physically tremble, fingers that turn cold, and palms that exude excessive sweating. Not only palms sometimes the body and face sweat too. Likewise, for students who are in English class because to avoid the effects of psychology, they choose silence and arise reluctant to speak.

Mental is a way of thinking of humans to be able to learn and respond to a thing. Thus, mentality can be said as a way of thinking about a thing. Mental problems are not the same for everyone. There is a brave mentality, cowardly mentality (fear of being wrong), and ordinary mentality. In this mental insecure sometimes a person feels fear of wrong, arises feelings of shame because of lack

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<sup>41</sup> *Ibid*



of confidence, and fear of making mistakes. In line with Hamouda who has the same opinion about the causes of students' problems in speaking. He said that his English skills were low, fear of speaking in front of others, negative evaluations, shame, lack of confidence and preparation, and fear of making mistakes.<sup>42</sup> Things like this result in a lack of confidence in students' abilities while in English class and this can prevent them from interacting verbally when wanting to develop speaking skills. Therefore, students who are aware of their lack of ability and are afraid of making mistakes, they tend to protect their self-image by not participating in class communication after which arises reluctant to speak.

The following are two factors of students' reluctance to speak English at speaking class, namely external factors and internal factors. The table below will show several theories related to external and internal factors that cause students' reluctance to speak while in speaking class used in this study:

**Table 1.1**

**Factors that influence students' reluctance to speak English in the speaking class**

No	Factors of Reluctance	Description	Indicators
1.	External Factors a. Learning Expectation	Learning expectation what is meant is experiences and expectations that are not as expected	<ul style="list-style-type: none"> <li>• They chose wrong of majors</li> <li>• Encouragement from their parents that the student must choose a major that is</li> </ul>

<sup>42</sup> Hamouda, Arafat. 2013. 'An Exploration of Causes of Saudi Students' reluctance to participate in the English Language Classroom'. International Journal of English Language Education. 1.1: 17

			determined by his parents.
	b. Environment	In this study, the environment means a place situation for students in learning English especially in speaking subjects.	<ul style="list-style-type: none"> <li>• The influence of communicative environment</li> <li>• The student rarely use English when holding a conversation</li> </ul>
	c. Vernacular	Vernacular is as a language learned before other languages are learned, people learn mother tongue naturally since childhood.	<ul style="list-style-type: none"> <li>• Differences in pronunciation of regional languages</li> <li>• The vernacular vocabulary of students is very different</li> <li>• The grammatical construction vernacular of students is so much different</li> <li>• The Influence of slang</li> </ul>

2.	Internal Factors a. Psychology and Mentality	Psychology is a field concerned with science applied that studies the behavior, mental functions, and mental processes of humans.	<ul style="list-style-type: none"> <li>• The negative attitude</li> <li>• A shy person</li> <li>• Afraid of making mistakes</li> <li>• Don't have many vocabularies</li> <li>• Feel not good at conveying ideas</li> <li>• Feel ashamed</li> <li>• Lack confident</li> <li>• Feel afraid of negative evaluations from interlocutor</li> <li>• Not have well-prepared</li> </ul>
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The table is the factor of students' reluctance to speak in the speaking class. For external factors and learning expectations in the table above are taken from the reluctance to speak written by Dana Caletková. External factors that are influenced by the environment are taken from a quote from Shu Ding Fang in Peng Si writing. The last external factors that influence is the mother tongue taken from the writings of Fachun Zhang and Pengpeng Yin. Meanwhile, internal and psychological factors that influence students' reluctance to speak in the table above are taken from the writings of Richard Farmer and Elaine Sweeney.

Internal factors that influence mentality are taken from the writings of Arafat Hamouda. Finally, on internal factors, there is a sense of reluctance taken from the writing of Evan Jenkins. The above perceptions will lead researchers to answer research questions; What are the factors that influence students' reluctance to speak English ?

## **B. Related Findings**

Previous research is useful as a reference for researchers in their research. This is used to show the difference between previous research and current research to avoid claims. Researchers found several previous studies about speaking reluctance in learning speaking classes, some of which are: First, a thesis made by Arafat Hamouda, entitled "An Exploration of Causes of Saudi Students' Reluctance to Participate in the English Language Classroom" The results of this study indicate that it was conducted to investigate the causes of non-participation of students in EFL classrooms at key universities in Qasim, Saudi Arabia. In overcoming the reluctance to speak English. This study as many as 159 non-english first-year majors answered questionnaire 66 items about the attitude of silence. The research findings show that with a large number of students reluctant to respond to the teacher and remain silent when in English class due to many causes such as low English ability, fear of speaking in front of others, negative evaluations, shame, lack of confidence and preparation, and fear of making mistakes. This study also shows some strategies that students can use to participate in class such as practicing what they say and preparing ideas and

questions. Based on the findings, pedagogical implications are discussed to improve the teaching and learning of spoken English in the context of a foreign language.

Second, the thesis made by Farnaz and Azizeh Chalak Subjects Investigation of Factors Inhibiting Participation of University Students in English Speaking Lessons. The subject is An investigation on Iranian university students' reluctance to participate in EFL classrooms. The problem commonly found in foreign language classes is the unwillingness of students to participate. This study attempts to find out the factors found in the non-participation of students in EFL classrooms at Iranian universities. The participants answered questionnaires about students' reluctance to participate as well as the strategies used by students to participate in class. Interviews with participants were conducted to confirm the findings of the non-participation of students in the class. Research findings indicate that various factors influence students' reluctance to respond to instructors in spoken English classes such as instructional evaluations, lack of confidence, and low English ability. Besides, EFL students use different strategies such as writing and saying what they write to participate in oral activities in class. As a result, several steps need to be taken to elevate students to participate in oral activities. The findings of this study help teacher and students consider linguistic and psychological factors in the teaching and learning process.

Third, a thesis made by Dewi Nur Karomah and Ahmad Munir entitled "Junior High School Students' Reluctance To Speak English In Class", the results of the study show that to investigate students' speaking anxiety levels, sources of speaking anxiety and coping strategies. 32 junior high school students in Bandung participated in this study. This research uses a qualitative approach. Data was collected using the Foreign Language Class Anxiety Scale (designed by Horwitz et al.) and an open questionnaire. The study found that most students were mildly anxious (43.8%). Besides, three students were very worried (9.4%), seven students were worried (21.9) and eight students (25%). The results of this study indicate that the sources of student anxiety in speaking English are personal and interpersonal anxiety, student beliefs about language learning, instructor-learner interaction, class procedures, and perceptions of English language proficiency levels. Most students apply positive thinking strategies followed by preparation, relaxation, and resignation strategies. The findings show that anxiety affects student performance in learning English, especially in speaking.

The focus of previous research is on the results of the study showing that to investigate students' speaking anxiety levels, the source of talking about anxiety and coping strategies. While the focus of this research is on the speaking class where students are reluctant to talk by wanting to investigate what factors predominantly affect students so they are reluctant to speak while in the speaking class. Besides, the subjects observed in this study were students of semester 4 of

2019/2020 academic year in the Curriculum Tadris English Study Program IAIN Curup, while the subjects of the previous study were second-year middle-class students in the language class.

## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### A. Kind of the Research

The research used descriptive method, which described in quantitative way. The descriptive method means that researcher focused on describing a situation or condition in a population, systematically, factually, and accurately. It means that the researcher described accurately the conditions of the research population to answer the research question.

According to Gay and Peter earch, quantitative research is based on the collection and analysis of numerical data, usually obtained from questionnaires, tests, checklists or formal papers, and other pencils.<sup>43</sup> In addition, Gay stated that descriptive quantitative research involves collecting some data to answer questions about the current status of research subjects.<sup>44</sup> Hence, the design of this research was survey. The survey design is considered appropriate with the quantitave method to collect the information of the students.

Cresswel stated that the survey is a procedure in quantitative research where researchers conduct survey to take samples or conduct the entire population to describe attitudes, opinions, behavior, or population characteristics.<sup>45</sup> The survey designed in this research was to the analyzed the

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<sup>43</sup> L.R. Gay and Peter Airisian. *Educational Research*. US: Merril Publishing Company

<sup>44</sup> L.R Gay, on Wisnu Budiman, 'By : English Tadris Study Program Faculty of Teacher Training and Education INSTITUTE COLLEGE FOR ISLAMIC STUDIES' ,2019.

<sup>45</sup>John W. Cresswel, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition*, (Pearson Education: USA, 2012) p.376



data of student's reluctant to speak english in speaking class from questionnaire to describe the factors that influence students' reluctance to speak English in the class speaking in 4th semester of English Study Program at IAIN Curup Academic Year 2019/2020.

## B. Population and Sample

### 1. Population

According to Hartas, a population is a group of individuals or organizations that have the characteristic that are of interest to research.<sup>46</sup> That means population is the group which one hopes to apply the result. In this research the population was the entire students of fourth semester of English Study Program of IAIN Curup academic year 2019/2020. There were three classes that can be seen on table below:

**Table 3.1**  
**Population**

No	Class	Total
1	TBI IV A	21
2	TBI IV B	16
3	TBI IV C	19
TOTAL		56

*Source: English Study Program Students' Database*

### 2. Sample

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<sup>46</sup> Dimitra Hartas, *Educational Research and Inquiry* (Qualitative and Quantitative Approaches), (London: Continuum British Library, 2010), p.67

Sampling is the process of selecting several individuals for research that represent the larger group from which they are selected. A sample consists of individuals, items, or events selected from a large group (population). According to Suharsimi Arikunto, the sample is part of the population that represents the whole.<sup>47</sup> It means which sample is information is obtained of the research.

In line with the characteristics of the study, in this study the researcher used a convenient sampling technique. Convenient sampling is a sampling technique whose sample size is the same as the population. In this study, the sample was the fourth semester students in the English Study Program with a total of 56 students in 2019/2020.

### **C. Techniques of Data Collection**

#### **1. Questionnaire**

Researchers used a questionnaire as the main instrument for collecting data. Questionnaire is a data collection technique by giving a group of questions or written questions to respondents to be answered. Researchers used a questionnaire as a technique to collect data about the factors that affect students' reluctance to speak during speaking class. The questionnaire is one method that is widely used in research. This is a way to collect data about the opinions, beliefs, and feelings of subjects about the situation they are feeling. As Cristina Hughes said, a questionnaire is an instrument in which

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<sup>47</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, ( Bandung : Alfabeta,2013),p.122

respondents provide written responses to question items or signs indicating their responses.<sup>48</sup> Students are considered as respondents and research subjects. They were given a question that contained several question items to answer.

In line with Sugiyono, a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to be answered.<sup>49</sup> The questionnaire is an efficient data collection technique because it takes the form of definite variables and knows what the respondents expect. Besides, a questionnaire is also suitable if the number of respondents is large enough and spread over a large area. Questionnaires can be in the form of closed / open questions / statements, can be given to respondents directly or sent via WhatsApp or the internet.

Researchers collected data using closed-ended questions because researchers wanted to get an opinion or find out what reasons they were reluctant to speak while in speaking class. This means that respondents answered questions based on the answers prepared by the researcher. The questionnaire used to determine the research questions, the researcher decided to use a closed questionnaire with a Likert scale design.

Likert scale can be called that the scale most commonly used in covering the attitudes, opinions and perceptions of respondents towards the

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<sup>48</sup> Cristina Hughes, 1998. *Qualitative Research for Education*. Third Edition. USA: Allyn & Bacon

<sup>49</sup> Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

subject. Respondents were asked to indicate their level of agreement with a given statement via an ordinal scale. The researcher will give five choices for the respondents to answer the questionnaire. Answers will be guided by *Strongly Agree*, *Agree*, *Disagree* and *Strongly Disagree* on each questionnaire question. The following are 4 choices for the answer to the questionnaire consisting of:

**Table 3.2**  
**Likert Scale**

<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
4	3	2	1

#### **D. Instrument of the Research**

In this study, researchers used a closed questionnaire instrument. The researcher will give a questionnaire to fourth semester students with a total of 56 students of the English Study Program for the 2019-2020 academic year at IAIN Curup. The topic of the questionnaire is about "Student Reluctance to Speak English" (a case study in the Speaking class at the IAIN CURUP English Study Program).

The instrument is a tool or facility used by researchers to collect data.<sup>50</sup> This instrument is structured based on a combination of several theories about the factors that affect students' reluctance to speak during speaking class. For external factors, researchers elaborated several theories put forward by Caletková, Shu Ding Fang, and Zhang, F., & Yin, P. (see pages 21-24). On

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<sup>50</sup> Suharsimi Arikunto, *Procedure Penelitian Pendekatan Praktik*. (Jakarta: Rineka Cipta, 1996), p.136

internal factors, the researcher also elaborated several theories put forward by Farmer, Richard, and Elaine Sweeney, Hamouda Arafat, and Jenkins. (see pages 24-27). Then, after obtaining the indicators, the researcher determined the students' reluctance to speak in the speaking class. The researcher validates each question with a validator to check the accuracy of the question. Meanwhile, during the validation process, the researcher develops several questions to improve it with context and content. This questionnaire is to determine the factors that affect students' reluctance to speak in speaking class. Therefore, here is a questionnaire about the factors that influence English speaking:

**Table 3.3**  
**Questionnaire of Students' Factors Reluctance to Speak English**

No	Factors of Reluctance	Statements	SD	D	A	SA
1.	External Factors  a. Learning Expectation	1. I am reluctant to speak English because I feel I have chosen the wrong major  <i>(Saya enggan berbicara dalam bahasa Inggris karena saya merasa saya salah pilih jurusan)</i>				
		2. I am reluctant to speak English because I feel it is not my wish to be in this major, but it is just my parents' encouragement  <i>(Saya enggan berbicara dalam bahasa Inggris</i>				

		<i>karena saya merasa bukan keinginan saya untuk berada di jurusan ini, tetapi ini hanyalah dorongan dari orang tua saya )</i>				
	<b>b. Environment</b>	3. My communicative environment is far from English use, so if I am asked to speak English, I tend to be reluctant  <i>(Lingkungan komunikasi saya sangat jauh dari lingkungan berbahasa Inggris, jadi jika saya diminta untuk berbahasa Inggris, saya cenderung enggan)</i>				
		4. My classmates at campus rarely use English when holding conversations with me, so I tend to be reluctant if I am asked to speak English  <i>(Teman-teman kelas saya di kampus jarang berbahasa Inggris saat berkomunikasi dengan saya, jadi jika saya diminta untuk berbicara dalam bahasa Inggris, saya cenderung enggan)</i>				
	<b>c. Vernacular</b>	5. The pronunciation of my vernacular is so much				

		<p>different from that of English so that it contributes to my reluctance to speak English</p> <p><i>(Pengucapan bahasa daerah saya sangat berbeda dengan pengucapan bahasa Inggris sehingga hal ini membuat saya enggan berbicara dalam bahasa Inggris)</i></p>				
		<p>6. Vocabularies of my vernacular are so much different from those of English so that this case contributes to my reluctance to speak English</p> <p><i>(Kosa kata bahasa daerah saya sangat berbeda dengan kosa kata bahasa Inggris sehingga hal ini membuat saya enggan berbicara dalam bahasa Inggris)</i></p>				
		<p>7. The grammatical constriction of my vernacular is so much different from that of English so that this case contributes to my reluctance to speak English</p> <p><i>(Konstruksi tata baasa bahasa daerah saya sangat berbeda dengan konstruksi</i></p>				

		<p><i>tata bahasa dalm bahasa Inggris sehingga hal ini membuat saya enggan berbicara dalam bahasa Inggris)</i></p>				
		<p>8. Vernacular slangs that I usually use in my daily communication are so much different from English so this case makes me reluctant to speak English</p> <p><i>(Bahasa gaul yang saya biasa gunakan dalam komunikasi sehari-hari sangat berbeda dengan Bahasa Inggris sehingga hal ini membuat saya enggan berbicara dalam bahasa Inggris)</i></p>				
2.	<p><b>Internal Factors</b></p> <p><b>a. Psychology and mentality</b></p>	<p>9. I have a negative attitude towards English speaking, so such an attitude leads me to be reluctant to speak English</p> <p><i>(Saya memiliki sikap negatif terhadap berbahasa Inggris, sehingga sikap ini membuat saya enggan berbicara menggunakan bahasa Inggris)</i></p>				
		<p>10. I am a shy person so I feel reluctant to speak English</p>				



		<i>(Saya orang yang pemalu jadi saya enggan berbahasa Inggris)</i>				
		11. I am reluctant to speak English because I am afraid of making mistakes  <i>(Saya enggan berbahasa Inggris karena saya takut salah)</i>				
		12. I am reluctant to speak English because I feel that I don't have many vocabularies  <i>(Saya enggan berbahasa Inggris karena saya mereka tidak memiliki banyak kosa kata)</i>				
		13. I am reluctant to speak English because I feel that I am not good at conveying ideas  <i>(Saya enggan berbahasa Inggris karena saya merasa bahwa saya tidak bagus dalam mengutarakan ide)</i>				
		14. I am reluctant to speak English because I feel ashamed				

		<i>(Saya enggan berbahasa Inggris karena saya merasa malu)</i>				
		15. I am reluctant to speak English because I am not confident  <i>(Saya enggan berbahasa Inggris karena saya tidak percaya diri)</i>				
		16. I am reluctant to speak English because I am afraid of negative evaluations from my interlocutor  <i>(Saya enggan berbahasa Inggris karena saya takut akan penilaian negatif dari lawan bicara saya)</i>				
		17. I am reluctant to speak English because I feel that I am not well-prepared for it  <i>(Saya enggan berbahasa Inggris karena saya merasa tidak siap)</i>				

## **E. Validity and Reliability**

### **1. Validity**

To determine whether the questionnaire to be used is valid or not, the researcher uses a validity questionnaire, because the questionnaire is said to be valid if it measures exactly what you want to measure. According to Sugiyono, validity is when a similarity is found between the data collected and the actual data on the object of research, the validity of the questionnaire instrument means that the instrument used to collect data is valid.<sup>51</sup> A valid instrument means that the instrument is suitable for measuring what will be measured. In this study, researchers asked for assistance from English Language Study Program lecturers to get comments and responses.

According to Sugiyono, by using a reliable and valid questionnaire in collecting data, the research results will be valid and reliable.<sup>52</sup> There are 17 questionnaire items needed to determine the validity of the instrument. Then, to get the construct validity, the researcher distributed the questionnaire to 20 students of 6th semester academic year 2019/2020 as the respondents. After testing, the results of the trial were calculated. In the last stage, the researcher used the MS application. Excel to analyze data and measure whether or not each questionnaire is valid.

### **2. Reliability**

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<sup>51</sup> Sugiyono, *Statistika Untuk Penelitian*, (Jakarta:Rineka Cipta,1998),p.199

<sup>52</sup> *Ibid*, 203

In this study, the reliability test used Alpha Cronbach technique. Alpha was developed by Lee Cronbach in 1951 to measure the internal consistency of a test or scale that is expressed as a number between 0 and 1. Reliability is associated with an instrument that can measure something that will be measured constantly over time. Thus the keyword for the qualification requirements is consistency or unchanging.<sup>1</sup> Therefore, reliability testing is very important to determine the measurement of internal consistency with the qualification requirements that do not change.

In the psychometric test, most descend in the range of 0.75 to 0.83 with at least one asserting a Cronbach's alpha up to 0.90. According to Hair, as quoted in tavakol, the degrees of Cronbach's alpha coefficient are as follows: the alpha coefficient is as follows:

**Table 3.4**  
**Cronbach's Alpha**

<b>Cronbach's Alpha</b>	<b>Internal Consistency</b>
0.0-0.20	Poor
>0.20-0.40	Questionable
>0.40-0.60	Acceptable
>0.60-0.80	Good
>0.80-1.00	Excellent

The reliability analyzing in this research was by using Ms. Excel. As a result, the questionnaire has internal consistency 1.06 it means that the items have "excellent" grade of internal consistency. Accordingly, the items of questionnaire were reliable.

## **F. Technique of Analyzing Data**

This research uses a descriptive analysis method which is used to see the factors that influence students' reluctance to speak English while in speaking class. Data collection was carried out as student responses in tabulated form, and to determine the percentage of students using the percentage technique. The procedure of the questionnaire has the following steps:

- 1) The first step is preparation, the researcher checks whether the answers and entries on each sheet are sticky.
- 2) Second, making a questionnaire. The questions in the questionnaire relate to the reluctance theory of students to speak English when in speaking class for fourth-semester students of the 2019-2020 academic year English Study Program at IAIN Curup. After making a questionnaire, the researcher asked the lecturer to validate the instrument that had been designed.
- 3) Third, after validating the researcher then distributes a questionnaire and asks the subject to fill it out.
- 4) In the fourth stage, the questionnaire in this study used Linkert Scale which was the most common scale that were used in measuring reluctant, opinion and perception of respondents toward subject the maximum score in the likert scale is 4 and the minimum score is 1. In scoring, the researcher counted the number of students given answer in the item based on the questionnaire. In order to get the mean score, for each statement was multiplied with each value ( Strongly Agree=

4, Agree = 3, Disagree = 2, Strongly Disagree = 1). The formula is explained as follows:<sup>53</sup>

$$\mathbf{x} = \frac{(f SAx4)+(f Ax3)+(f Dx2)+(f SDx1)}{N}$$

Where:

*f* : Frekuensi

SA : Strongly Agree

A : Agree

D : Disagree

SD : Strongly Disagree

In scoring, the researcher counted the number of students given answer in the item based on the questionnaire. After the each students' score were calculated, then it catagorized to the range score to get the description of reluctance in each students.

**Highest Score = 4, Lowest Score = 1**

$$\text{Score Range} = \frac{\text{The highest score} - \text{The lowest score}}{\text{Max score}}$$

<sup>53</sup> Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2013) CV. P94

5) The next steps were the researcher accounted the percentage of the each items of questionnaire based on the students answer in questionnaire. It follows the formula<sup>54</sup> :

$$P = \frac{\sum \text{score}}{\text{Max score}} \times 100\%$$

Where:

P : Percentage

$\sum$ score : Total score

Max score : Maximum score

After that, it determined the highest percentage score, the formula was:

$$\frac{\text{Total score each item}}{\text{Maximum score } \times \text{ item of each indicator}} \times 100$$

After knowing the percentage in each indicator, the research want to categorize each category in factors of students' reluctance speaking english in speaking class, the formula was:

$$\frac{\text{Total score each item}}{\text{Maximum score } \times \text{ item of each indicator on each category}} \times 100 \%$$

After counting the percentage, the researcher determined the interval (distance range) and interpretation of percentage in order to find out the assessment by the

<sup>54</sup> Robson, C. (2002). *Real world research: A resource for social scientists and practitioner-researchers* (Vol. 2). Oxford: Blackwell.

method of finding the percentage score interval. Firstly it determined the highest percentage score, the formula was:

$$\frac{\text{Maximum score}}{\text{Maximum score}} \times 100$$

$$\frac{4}{4} \times 100 = 100\%$$

Then it determined the lowest score percentage, the formula was:

$$\frac{\text{Minimum score}}{\text{Maximum score}} \times 100 \%$$

$$\frac{1}{4} \times 100 = 25\%$$

To know the level of the criteria, the result of mean score that the researcher got was consulted to the criterion table.

**Table 3.5**  
**The Category of Difficulties Factors**

Percentage	Category
81% – 100%	Very high
61% – 80%	High
41% – 60%	Fair
21% – 40%	Low
0% – 20%	Very low

Source : Riduan 2012<sup>55</sup>

6) The next coding data, coding is the researcher classifying all data that has been edited before by ensuring all data collected to classify them into certain categories.

<sup>55</sup> Riduwan, *Penelitian Untuk Guru-Karyawan dan Peneliti Pemula*, Bandung: ALFABETA, 2012, p. 8



- 7) Data processing is done by describing the items per item of the questionnaire based on the responses that have been carried out by the subject
- 8) Finally, the researcher collected all the data, analyzed the data, and drew conclusions from the research results.

## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the researcher describes the finding and discussion about the factors that influenced the student's reluctant to speak English in speaking class. After the researcher did investigation by using questionnaire that distributed through google form, the researcher got the answer of the English study program students at fourth semester academic year 2019/2020.

#### A. Finding of The Research

The researcher distributed the questionnaire in google form, to be answered by the English study program students at fourth semester on 9th September 2020. Then, the researcher have got all the data from the students on 21st September 2020. From 56 students who took speaking class at fourth semester, only 35 students who answered the questionnaire and sent back the questionnaire to the researcher. Based on the data that the researcher got, the researcher found some factors that make the student's reluctant to speak English. Look at the following table :

**Table 4.1 The Result Overall Factors**

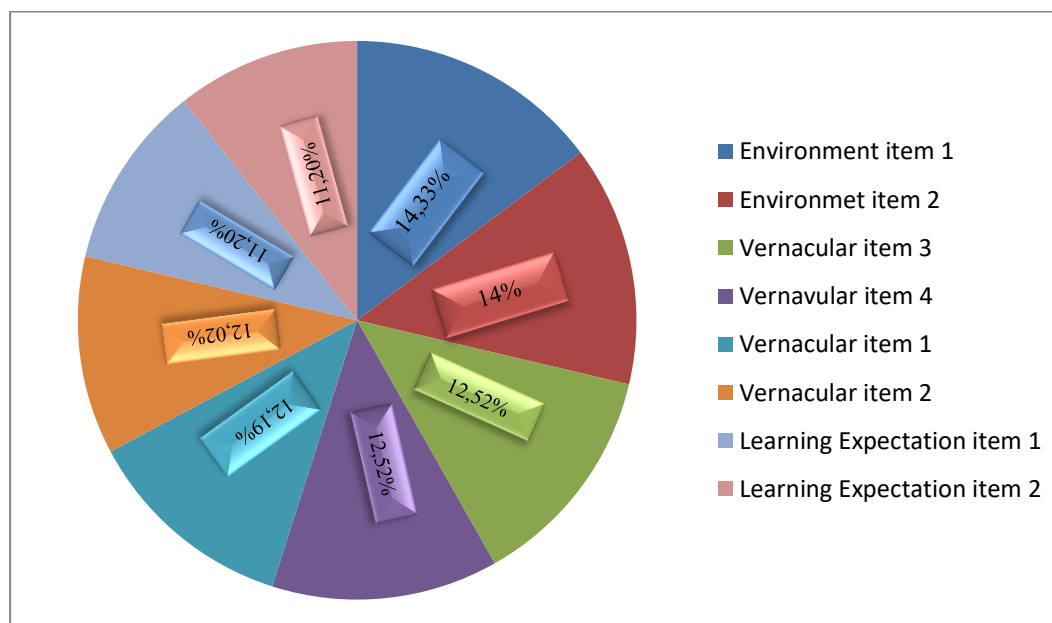
No	Item	Judgment				Total Score
		SD	D	A	SA	
1.	The students are reluctant to speak English because they feel they have chosen the wrong major	14	13	4	4	68
2	The students are reluctant to speak English because they feel it is not their wish to be in this major, but it	11	17	5	2	68

	is just their parents' encouragement					
3	The student's communicative environment is far from English use.	3	16	14	2	85
4	Their classmates at campus rarely use English when holding conversations.	6	9	17	3	87
5	The pronunciation of their vernacular is so much different from that of English so that it contributes to their reluctance to speak English	8	17	8	2	74
6	Vocabularies of their vernacular are so much different from those of English so that this case contributes to their reluctance to speak English	7	20	6	2	73
7	The grammatical constriction of their vernacular is so much different from that of English so that this case contributes to their reluctance to speak English	8	14	12	1	76
8	Vernacular slangs that the students usually use in their daily communication are so much different from English so this case makes them reluctant to speak English	8	15	10	2	76
9	The students have a negative attitude towards English speaking, so such an attitude leads them to be reluctant to speak English	12	14	5	4	71
10	The students are shy person so they feel reluctant to speak English	5	12	16	2	85

11	The atudents are reluctant to speak English because they are afraid of making mistakes	6	8	13	8	93
12	The students are reluctant to speak English because they feel that they don't have many vocabularies	3	9	19	4	94
13	Th students are reluctant to speak English because they feel that they are not good at conveying ideas	3	12	14	6	93
14	The students are reluctant to speak English because they feel ashamed	6	15	10	4	82
15	The students are reluctant to speak English because they are not confident	6	8	16	5	90
16	The students are reluctant to speak English because they are afraid of negative evaluations from their interlocutor	3	17	11	4	86
17	The students are reluctant to speak English because they feel they are not well-prepared for it	3	12	16	4	91
<b>Total score</b>		112	228	196	59	1392
<b>Maximum score of each items</b>						140
<b>Maxium score of all items</b>						2380

From the table above the researcher find that the factors of student's reluctant to speak English because of external factors and internal factors. They are mentioned on the pie below:

**Pie 4.1 Percentage The External Factors of Students' Reluctant to Speak English**



Based on the pie above, it can be seen that the result of the questionnaire to know the students reluctant to speak English. To describe the classification of the student reluctant to speak English at speaking class, see the following table below :

**Table 4.2 The External Factors of student's reluctant to speak English**

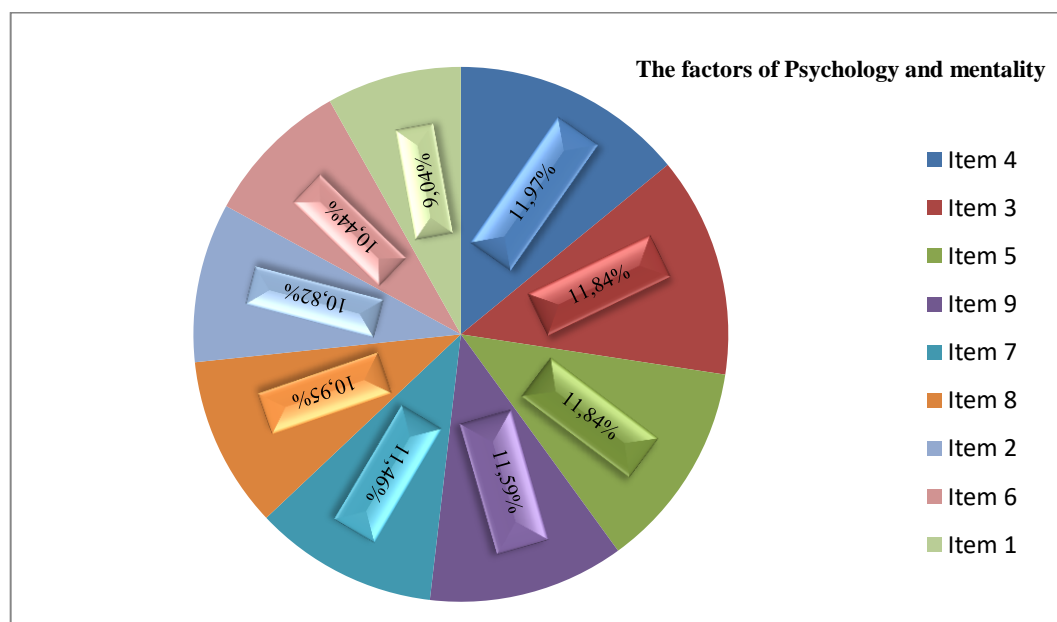
The factors of reluctant	Item	Percentage	Category
<b>External Factors</b>			
<b>Learning Expectation</b>	The students are reluctant to speak English because they feel they have chosen the wrong major	48,57	Fair
	The students are reluctant to speak English because they feel it is not their wish to be in this major, but it is just their parents'	48,57	Fair

	encouragement		
<b>Environment</b>	The student's communicative environment is far from English use.	60,71	High
	Their classmates at campus rarely use English when holding conversations.	62,14	High
<b>Vernacular</b>	The pronunciation of their vernacular is so much different from that of English so that it contributes to their reluctance to speak English	52,86	Fair
	Vocabularies of their vernacular are so much different from those of English so that this case contributes to their reluctance to speak English	52,14	Fair
	The grammatical constriction of their vernacular is so much different from that of English so that this case contributes to their reluctance to speak English	54,29	Fair
	Vernacular slangs that the students usually use in their daily communication are so much different from English so this case makes them reluctant to speak English	54,29	Fair

From the table above, the researcher found that the external factors of student's reluctant to speak English in speaking class on the fair category are item 1, 2, 5, 6, 7 and 8. On the external factor, the high category is on item 3 and 4 which show the percentage 60,71% and 62,14%.

Based on the data that the researcher got, the researcher found the internal factors that make the students' reluctant to speak English. Look at the following pie:

**Pie 4.2 Percentage The Internal Factors of Students' Reluctant to Speak English**



Based on the pie above, it can be seen that the result of the questionnaire to know the students reluctant to speak English. To describe the classification of the student reluctant to speak English at speaking class, see the following table below :

**Table 4.3 The Internal Factors of student's reluctant to speak English**

The factors of reluctant	Item	Percentage	Category
<b>Internal Factors</b>			
<b>Psychology and mentality</b>	The students have a negative attitude towards English speaking, so such an attitude leads them to be reluctant to speak English	50,71	Fair

	The students are shy person so they feel reluctant to speak English	60,71	High
	The students are shy person so they feel reluctant to speak English	60,71	High
	The students are reluctant to speak English because they feel that they don't have many vocabularies	67,14	High
	The students are reluctant to speak English because they feel that they are not good at conveying ideas	66,43	High
	The students are reluctant to speak English because they feel ashamed	58,57	Fair
	The students are reluctant to speak English because they are not confident	64,29	High
	The students are reluctant to speak English because they are afraid of negative evaluations from their interlocutor	61,43	High
	The students are reluctant to speak English because they feel they are not well-prepared for it	65	High

Meanwhile on the internal factor, the fair category is on item 1 and 6. Meanwhile, there is also high category. Then, on the internal factor, the high category is on item 2, 3, 4, 5, 7, 8, and 9. In conclusion, the highest factor is on internal factor, on the item 4 which show the percentage is 67,14%, it means that the



students are reluctant to speak English because they feel that they don't have many vocabularies.

## **B. Discussion of the Research**

Based on the finding above, the researcher interpret the data of factors of student's reluctant to speak English in speaking class. The following is the discussion based on the result of questionnaire:

There are two factors of student's reluctat to speak English. They are external factorr and internral factor. External factor consists of learning expectation, environment, and vernacular. Internal factor consists of psychology and mentally.

### **1. The Factors Influence Students' Reluctance to Speak English**

#### **a. External factors**

Based on the three external factors, namely learning expectations, environment, and vernacular. The environment clearly more affects students' reluctance to speak while in speaking class than learning expectations and vernacular. The items number 1 and 2 about learning expectations which the fair category because the same at a percentage of 48.57%. While the item number 3 and 4 which are in the high category. In the item 3 the communicative environment of students is far from using English, which the percentage is 60.71%. And the item 4 their classmates on campus who rarely use English when having conversations, which the percentage is 62.14%. The vernacular is categorized as fair because in item number 5 which a percentage of 52.86% and item number 6 which a

percentage of 52.14%. The item number 7 and 8 which same a percentage of 54,29%.

### **1) Learning Expectations**

As stated by Caletkova in Nunan, cultural factors can cause students' reluctance to communicate in the language class which is related to students' previous learning experiences and expectations.<sup>56</sup> When students expect to take other majors when they enter college, but it is related to their circumstances, it is encouragement from their parents that they choose a major that is determined by their parents. Related to this theory, the students of English study program of fourth semester were reluctant to speak English because they feel they have chosen the wrong major they feel it is not their wish to be in this major, but it is just their parents' encouragement. It can be seen on the first item and te second item of the student's answer which the percentage is 48,57%. It means that this factor is in fair category.

In conclusion, chosing wrong major can cause students to feel not their learning expectations so that when entering the learning stage, especially when developing skills such as speaking, students prefer silence and reluctance to speak.

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<sup>56</sup>*Loc.Cit*, Caletkova, D. (2014). *The Use of the Mother Tongue in English Classes at Lower Secondary Schools* (master's thesis).

## 2) Environment

In this study, the environment means a place situation for students in learning English especially in speaking subjects. As stated by Shu Dingfang distinguishes the difference between "foreign languages" and "second languages" according to the language environment, language input and affective factors that influence the learning process and so on.<sup>57</sup> Related to this theory, based on the result on the finding above, environment become one of the external factors that makes the students reluctant to speak English. It is shown on the item 3 and 4. First, the student's communicative environment is far from English use is about 60,71%. It means that the students the people around the students do not communicate in English in high category. Second, their classmates at campus rarely use English when holding conversations is about 62,14%. It can be said that it is in high category that the student's classmates in daily conversation seldom to use English.

The researcher concludes that the students are still influenced by the language of their environment or their local language, and can also be affected by slang when students are in English class when they want to develop speaking skills. Therefore, when English class participants arise a feeling of reluctance to speak which is still influenced by environmental languages.

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<sup>57</sup> *Loc.Cit*, Shu Dingfang, p. 15-19

### 3) Vernacular

The vernacular is closely related to language mastery or language mastery that occurs consciously and naturally. The vernacular is the first language acquired by individuals from birth or what is commonly called the mother tongue. In line with Khati's what is commonly used in mother tongue is as a language learned before other languages are learned, people learn mother tongue naturally since childhood.<sup>58</sup> The use of the mother tongue is very influential when we learn foreign languages, because it may be that every day we always use our mother tongue to communicate at home and finally implement it in social so mother tongue is very influential when we learn foreign languages. Related to this theory, based on the result on the finding above, vernacular become one of the external factors that makes the students reluctant to speak English. It is shown on the item number 5 - 8. The point of number 5, the pronunciation of their vernacular is so much different from that of English so that it contributes to their reluctance to speak English is about 52,86 %. It can be said that it is in fair category, this means that the difference in pronunciation between vernacular and English does not really affect students who are reluctant to speak. The point of number 6, vocabularies of their vernacular are so much different from those of English so that this case contributes to their reluctance to speak English is about 52,14%. The difference in vocabulary between vernacular and

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<sup>58</sup> *Loc. Cit* Khati A.R, p.42-51

English does not really affect students' reluctance to speak when at speaking class. It can be said that it is in fair category. The point of number 7, the grammatical constriction of their vernacular is so much different from that of English so that this case contributes to their reluctance to speak English is about 54,29%. And the point of number 8, vernacular slangs that the students usually use in their daily communication are so much different from English so this case makes them reluctant to speak English. Same with percentage of point number 7 is about 54,29%. It can be said that it is in fair category. Because in grammatical construction and vernacular slangs different between vernacular and English does not really affect students' reluctance to speak when at speaking class.

#### **b. Internal factors**

Based on the internal factors namely psychology and mentality. On the internal factors there are 9 items about psychology and mentality. From the data obtained, there are 3 items which high percentage compared to other items on internal factors. The item 3 the students are reluctant to speak English because they are afraid of making mistakes is about 66.42%. Then, on the item 4 the most high percentage the students who are reluctant to speak English because they feel that they don't have many vocabularies is about 67,14%. On the item 5 it shows that the students are reluctant to speak English because they feel that they are not good at conveying ideas about 66.43%.

#### **1) Psychology and Mental**

As stated by Farmer and Sweeney the affective/psychological factors make students reluctant to speak English.<sup>59</sup> In this research, the result shows that the students have a negative attitude towards English speaking, so such an attitude leads them to be reluctant to speak English. It is in fair category as mentioned on the item 1 the percentage is 50,71%. Then, item 2 about 60,71% of the students are shy person so they feel reluctant to speak English, for example the face of the students turn red when speaking English. It is one of the factor in high category based on the result of percentage. As mentioned on the theory that not a few if someone experiences pressure that affects their psychology, whether it can be seen directly or not. If it has a direct impact on psychology, we can see how it affects those who become physically tremble, fingers that turn cold, and palms that exude excessive sweating. Not only palms sometimes the body and face sweat too. Likewise, for students who are in English class because to avoid the effects of psychology, they choose silence and arise reluctant to speak.

Mental is a way of thinking of humans to be able to learn and respond to a thing. Thus, mentality can be said as a way of thinking about a thing. Mental problems are not the same for everyone. Mental problems are not the same for everyone. There is a brave mentality, cowardly mentality (fear of being wrong), ordinary mentality, and so on. In this mental insecurity sometimes a person feels fear of speaking wrong, arises feelings of shame because of lack

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<sup>59</sup> *Loc. Cit* Farmer, Richard, and Elaine Sweeney, p. 347-356

of confidence, and fear of making mistakes. Related to this theory there are some items that become factors of student's reluctant to speak English. For example on the item 3, the students are reluctant to speak English because they are afraid of making mistakes about 66.42%. Then, on the item 4 the percentage of the students who are reluctant to speak English because they feel that they don't have many vocabularies is 67.14%. On the item 5, it shows that the students are reluctant to speak English because they feel that they are not good at conveying ideas about 66.43%. The researcher concludes that item 4, item 5, and item 9 are in high category. Meanwhile, the item 6 is in fair category, the percentage is 58,57%. It means that the students are reluctant to speak English because they feel ashamed.

In line with Hamouda who has the same opinion about the causes of students' problems in speaking. He said that his English skills were low, fear of speaking in front of others, negative evaluations, shame, lack of confidence and preparation, and fear of making mistakes.<sup>60</sup> In this research, it is shown on the item 7, item 8, and item 9. They are 64.29% of students are reluctant to speak English because they are not confident, 61.43% of students are reluctant to speak English because they are afraid of negative evaluations from their interlocutor, and 65% of students are reluctant to speak English because they feel they are not well-prepared for it. All of these items are on high category.

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<sup>60</sup> *Loc.Cit* Hamouda, Arafat. 2013. p. 1.1: 17

It can be said a lack of confidence in students' abilities while in English class and this can prevent them from interacting verbally when wanting to develop speaking skills. Therefore, students who are aware of their lack of ability and are afraid of making mistakes, they tend to protect their self-image by not participating in class communication after which arises reluctant to speak.

## **2. The Most Dominant Factor of Students' Reluctance to Speak English**

From the two factors, namely external factors, and internal factors. The researcher can answer that the most dominant factor affecting students' reluctance to speak English while in speaking class is internal factors. Which consists of 9 items namely, on the item 1 it is in fair category as mentioned 50,71% with the questionnaire so such an attitude leads them to be reluctant to speak English. Then, item 2 about 60,71% of the students are shy person so they feel reluctant to speak English. The item 3, the students are reluctant to speak English because they are afraid of making mistakes about 66.42%. Then, on the item 4 the percentage of the students who are reluctant to speak English because they feel that they don't have many vocabularies is 67.14%. On the item 5, it shows that the students are reluctant to speak English because they feel that they are not good at conveying ideas about 66.43%. On the item 6 is in fair category, the percentage is 58,57%. It means that the students are reluctant to speak English because they feel ashamed. On the 7, item 8, and item 9. They are 64.29% of students are reluctant to speak English



because they are not confident, 61.43% of students are reluctant to speak English because they are afraid of negative evaluations from their interlocutor, and 65% of students are reluctant to speak English because they feel they are not well-prepared for it. All of these items are on high category.

The most dominant factor that influence in internal factor is on item 4 it is the students who are reluctant to speak English because they feel that they don't have many vocabularies is 67.14% on the category the most highest.

From expalanation above, the researcher can take conclusion that the factors that influenced the student's reluctant to speak English are from external factors, such as learning expectation and vernacular are in fair category, environment is in high category. Then, from internal factors such as psychology and mentallity which are in high category.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

Based on the results of the study, from external factors and internal factors, the result indicates that most students' reluctance to speak while in speaking class was influenced by internal factors. Based on the percentage of the questionnaire, the data of the factors external the most of the items number 3 and 4 on the factor environment which is in the high category. In item 3 the communicative environment of students is far from using English, which the percentage is 60.71%. And the item 4 their classmates on campus who rarely use English when having conversations, which the percentage is 62.14%. Meanwhile on the internal factors the most high percentage there is 3 item. The item of number 4, 5, and 9. On item 4 the students who are reluctant to speak English because they feel that they don't have many vocabularies in which the percentage the most highest is about 67.14%. On item 5 it shows that the students are reluctant to speak English because they feel that they are not good at conveying ideas is about 66.43%. Item 9 the students are reluctant to speak English because they feel are not well prepared for it which the percentage 65%. Then, From the data that has been obtained shows that the students who are reluctant to speak English because the students' feel do not have many vocabularies. The most dominant factor that influences the students' reluctance to

Speak English is the internal factor on item 4 it is the students who are reluctant to speak English because they feel that they don't have many vocabularies which has the highest percentage 67,14%.

## **B. SUGGESTION**

Based on the result of this research, the researcher recommends the following :

### 1. For the Students

The students must have high motivation in learning English, especially if the students want to develop their speaking skill in order they are not reluctant to speak English. Practice is also can be one of solution for the students to make the speaking ability increased.

### 2. For the Lecturer

The lecturer have to motivate the students to practice their English to develop the student's speaking ability, such giving the students some works of speaking at home or other method to help the students not to be reluctant to speak English.

### 3. For the Researcher

The researcher can take the student's experience as the a lesson for the researcher in the future to have a good way in helping the student's to be confidence and brave to speak English.

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**APPENDIX I**

**Table Validation Instrument of Questionnaire  
Questionnaire of Students' Factors Reluctance to Speak English**

No	Factors of Reluctance	Statements	SD	D	U	A	SA
1.	<b>External Factors</b>  <b>b. Learning Expectation</b>	9. I am reluctant to speak English because I feel I have chosen the wrong major  <i>(Saya enggan berbicara dalam bahasa Inggris karena saya merasa saya salah pilih jurusan)</i>					
		10. I am reluctant to speak English because I feel it is not my wish to be in this major, but it is just my parents' encouragement  <i>(Saya enggan berbicara dalam bahasa Inggris karena saya merasa bukan keinginan saya untuk berada di jurusan ini, tetapi ini hanyalah dorongan dari orang tua saya )</i>					
	<b>b. Environment</b>	11. My communicative environment is far from English use, so if I am asked to speak English, I tend to be reluctant  <i>(Lingkungan komunikasi saya sangat jauh dari lingkungan berbahasa Inggris, jadi jika saya diminta untuk berbahasa Inggris, saya cenderung</i>					

		<i>enggan)</i>					
		<p>12. My classmates at campus rarely use English when holding conversations with me, so I tend to be reluctant if I am asked to speak English</p> <p><i>(Teman-teman kelas saya di kampus jarang berbahasa Inggris saat berkomunikasi dengan saya, jadi jika saya diminta untuk berbicara dalam bahasa Inggris, saya cenderung enggan)</i></p>					
	<b>d. Vernacular</b>	<p>13. The pronunciation of my vernacular is so much different from that of English so that it contributes to my reluctance to speak English</p> <p><i>(Pengucapan bahasa daerah saya sangat berbeda dengan pengucapan bahasa Inggris sehingga hal ini membuat saya enggan berbicara dalam bahasa Inggris)</i></p>					
		<p>14. Vocabularies of my vernacular are so much different from those of English so that this case contributes to my reluctance to speak English</p> <p><i>(Kosa kata bahasa daerah saya sangat berbeda dengan kosa kata bahasa</i></p>					

		<i>Inggris sehingga hal ini membuat saya enggan berbicara dalam bahasa Inggris)</i>				
		<p>15. The grammatical constriction of my vernacular is so much different from that of English so that this case contributes to my reluctance to speak English</p> <p><i>(Konstruksi tata baasa bahasa daerah saya sangat berbeda dengan konstruksi tata bahasa dalm bahasa Inggris sehingga hal ini membuat saya enggan berbicara dalam bahasa Inggris)</i></p>				
		<p>16. Vernacular slangs that I usually use in my daily communication are so much different from English so this case makes me reluctant to speak English</p> <p><i>(Bahasa gaul yang saya biasa gunakan dalam komunikasi sehari-hari sangat berbeda dengan Bahasa Inggris sehingga hal ini membuat saya enggan berbicara dalam bahasa Inggris)</i></p>				

2.	<b>Internal Factors</b>  <b>a. Psychology and mentality</b>	<p>18. I have a negative attitude towards English speaking, so such an attitude leads me to be reluctant to speak English</p> <p><i>(Saya memiliki sikap negatif terhadap berbahasa Inggris, sehingga sikap ini membuat saya enggan berbicara menggunakan bahasa Inggris)</i></p>				
		<p>19. I am a shy person so I feel reluctant to speak English</p> <p><i>(Saya orang yang pemalu jadi saya enggan berbahasa Inggris)</i></p>				
		<p>20. I am reluctant to speak English because I am afraid of making mistakes</p> <p><i>(Saya enggan berbahasa Inggris karena saya takut salah)</i></p>				
		<p>21. I am reluctant to speak English because I feel that I don't have many vocabularies</p> <p><i>(Saya enggan berbahasa Inggris karena saya mereka tidak memiliki banyak kosa kata)</i></p>				
		<p>22. I am reluctant to speak English because I feel that I am not good at conveying ideas</p>				

		<p><i>(Saya enggan berbahasa Inggris karena saya merasa bahwa saya tidak bagus dalam mengutarakan ide)</i></p>					
		<p>23. I am reluctant to speak English because I feel ashamed</p> <p><i>(Saya enggan berbahasa Inggris karena saya merasa malu)</i></p>					
		<p>24. I am reluctant to speak English because I am not confident</p> <p><i>(Saya enggan berbahasa Inggris karena saya tidak percaya diri)</i></p>					
		<p>25. I am reluctant to speak English because I am afraid of negative evaluations from my interlocutor</p> <p><i>(Saya enggan berbahasa Inggris karena saya takut akan penilaian negatif dari lawan bicara saya)</i></p>					
		<p>26. I am reluctant to speak English because I feel that I am not well-prepared for it</p> <p><i>(Saya enggan berbahasa Inggris karena saya merasa tidak siap)</i></p>					

#### Validator's notes

1. There are some grammatical mistakes found in the items, so the validator helps modify the items in order to be readable. Parts modified by the validator are highlighted in purple.
2. There are also some mistakes in terms of theoretical construction which underlie the items. For example, the researcher wrote an item concerning the following: (one's face is blushing when he/she is speaking English). Such an item was categorized as the internal factor of reluctance to speak English in terms of psychology or mentality. Such an item actually does not indicate "the factor of reluctance to speak English", but it exhibits the effect on someone when he feels ashamed. So, the ideal item to indicate the psychological factor could be: (e.g. I am reluctant to speak English because I feel ashamed). The validator has modified all items grounded in this case.
3. This instrument has now been adequately valid in terms of content validity. Thus, the researcher can proceed to examine the construct validity and reliability of this instrument in ways of doing try-out and conducting statistical analysis.
4. In the options, the researcher wrote SD, D, U, A, SA. What does U stand for? Perhaps, U is meant to be (neutral). However there is a problematic issue in terms of using (a neutral option). Oftentimes, respondents who don't know the ideal answer tend to choose a neutral option, but those who are truly neutral will choose the neutral option too. In this regard, the neutral option can lead to multiple interpretations. *I recommend that you don't use the neutral option. You'd better just use SA (with the score of 4), A (3), D (2), SD (1).*

September 6th, 2020  
Validator

Ruly Morganna, M. Pd

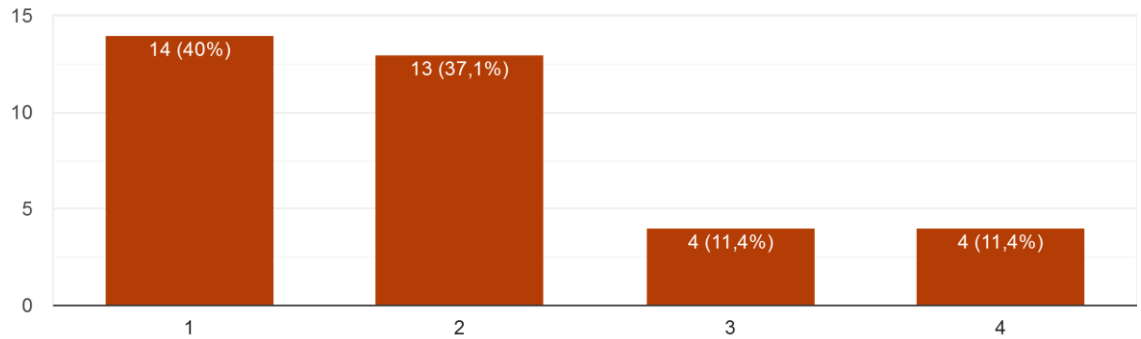
### Appendix III

#### The Questionnaire of Likert Scale

1. I am reluctant to speak English because I feel I have chosen the wrong major

(Saya enggan berbicara dalam bahasa Inggris karena saya merasa saya salah pilih jurusan)

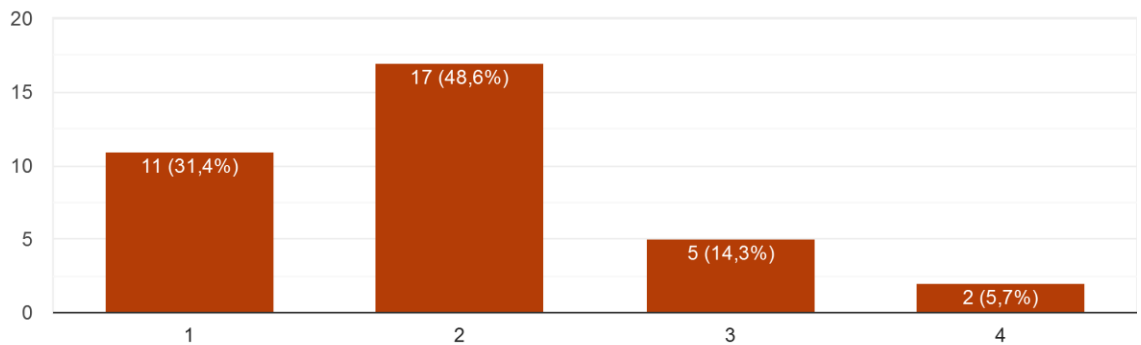
35 tanggapan



2. I am reluctant to speak English because I feel it is not my wish to be in this major, but it is just my parents' encouragement

...san ini, tetapi ini hanyalah dorongan dari orang tua saya )

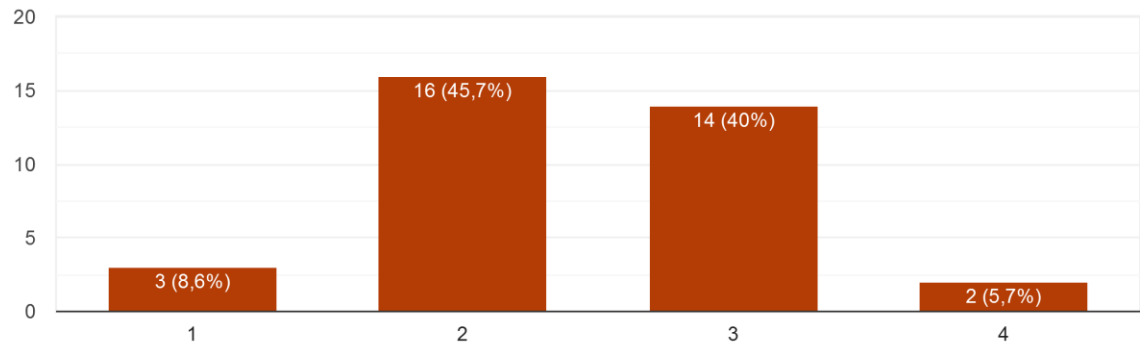
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3. My communicative environment is far from English use, so if I am asked to speak English, I tend to be reluctant

...

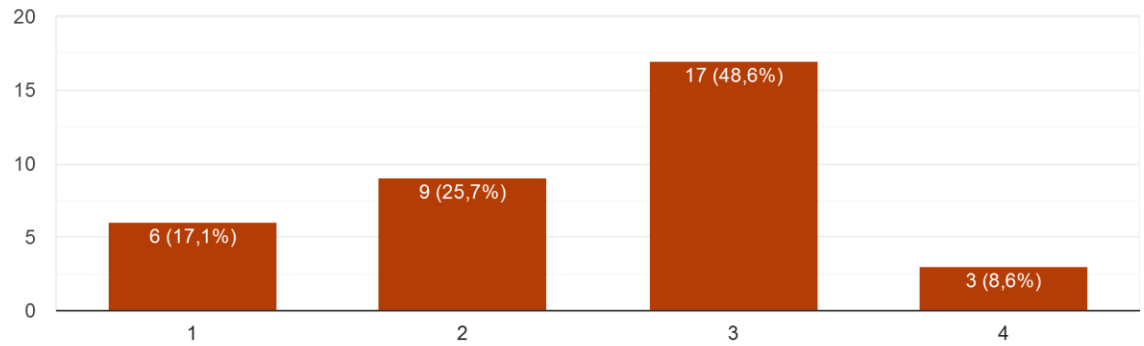
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4. My classmates at campus rarely use English when holding conversations with me, so I tend to be reluctant if I am asked to speak English

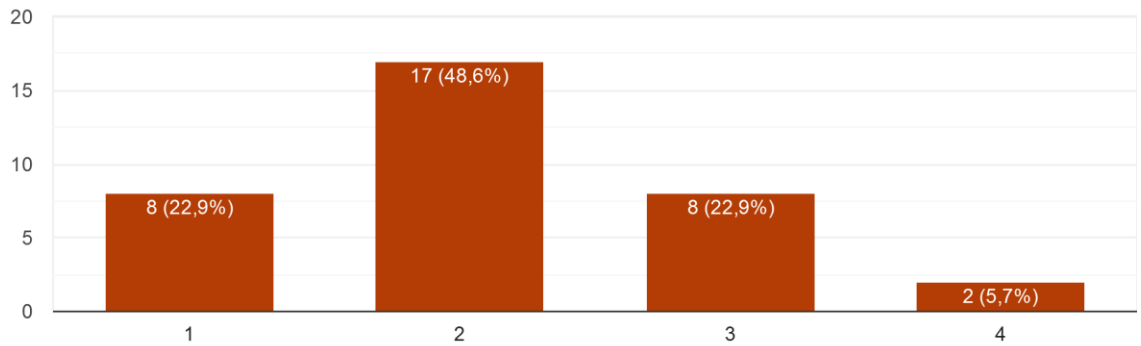
...bicara dalam bahasa Inggris, saya cenderung enggan)

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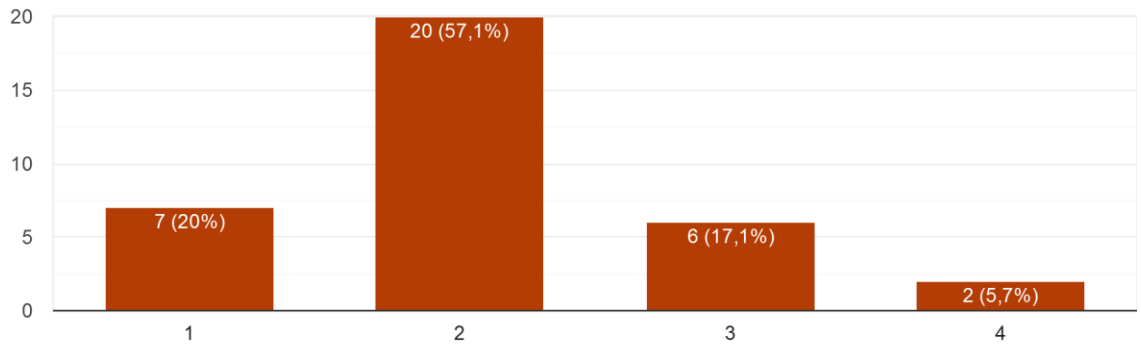




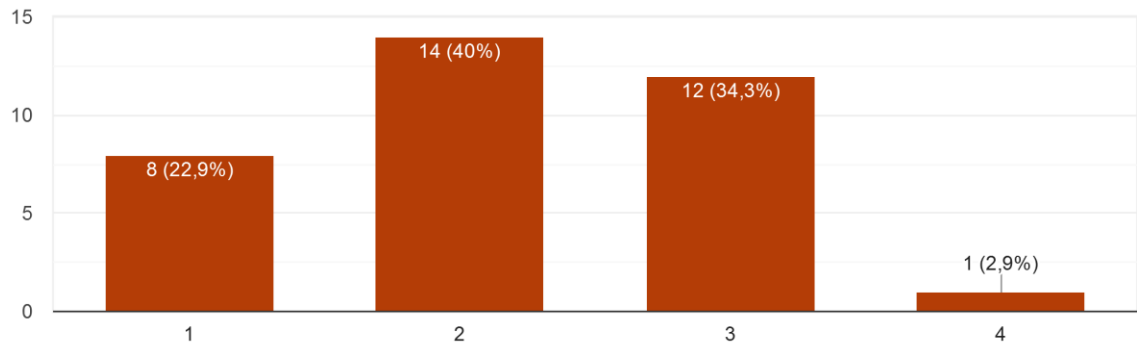
5. The pronunciation of my vernacular is so much different from that of English so that it contributes to my reluctance to speak English ...mbuat saya enggan berbicara dalam bahasa Inggris)  
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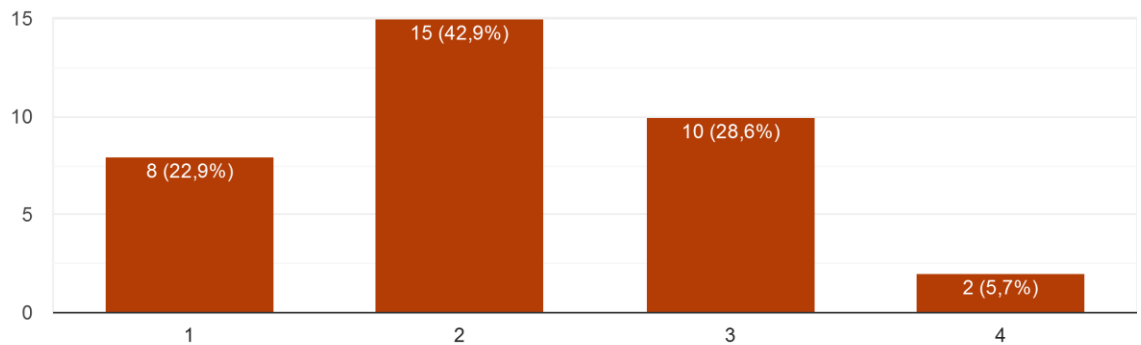
6. Vocabularies of my vernacular are so much different from those of English so that this case contributes to my reluctance to speak English ...mbuat saya enggan berbicara dalam bahasa Inggris)  
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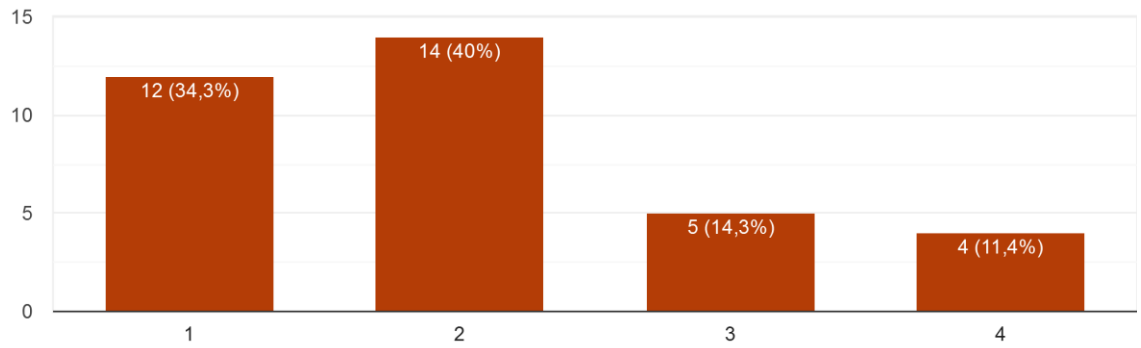
7. The grammatical constriction of my vernacular is so much different from that of English so that this case contributes to my reluctance to speak E...buat saya enggan berbicara dalam bahasa Inggris)  
35 tanggapan



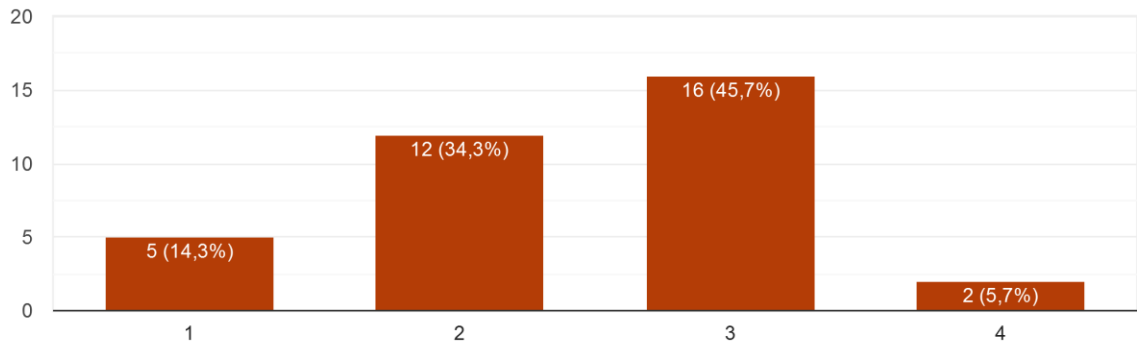
8. Vernacular slangs that I usually use in my daily communication are so much different from English so this case makes me reluctant to speak ...buat saya enggan berbicara dalam bahasa Inggris )  
35 tanggapan



9. I have a negative attitude towards English speaking, so such an attitude leads me to be reluctant to speak English  
...embuat saya enggan berbicara menggunakan bahasa Inggris)  
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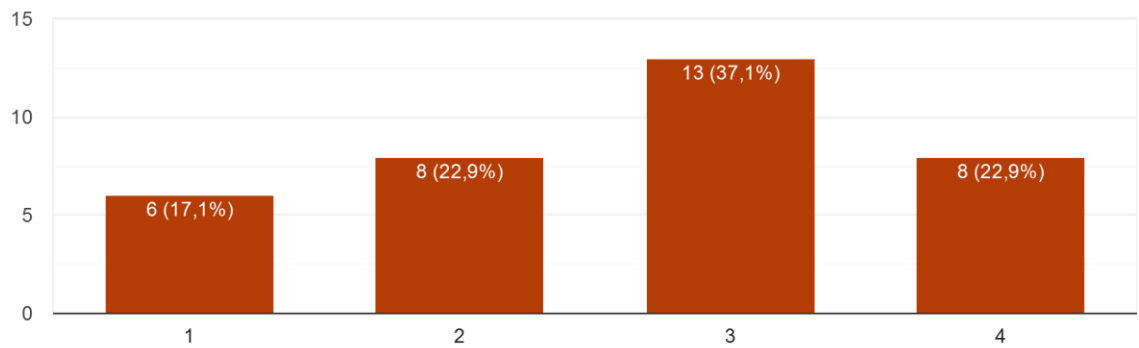
10. I am a shy person so I feel reluctant to speak English  
(Saya orang yang pemalu jadi saya enggan berbahasa Inggris)  
35 tanggapan



11. I am reluctant to speak English because I am afraid of making mistakes

(Saya enggan berbahasa Inggris karena saya takut salah)

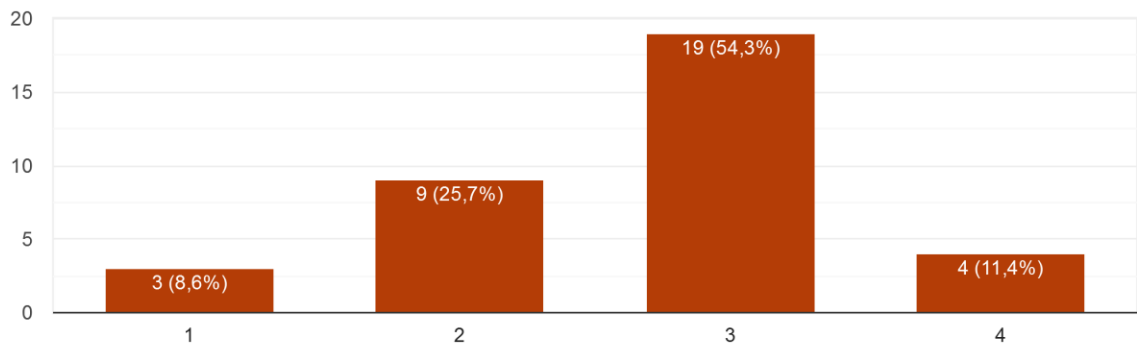
35 tanggapan



12. I am reluctant to speak English because I feel that I don't have many vocabularies

(Saya enggan berbahasa Inggris karena saya merasa tidak memiliki banyak kosakata)

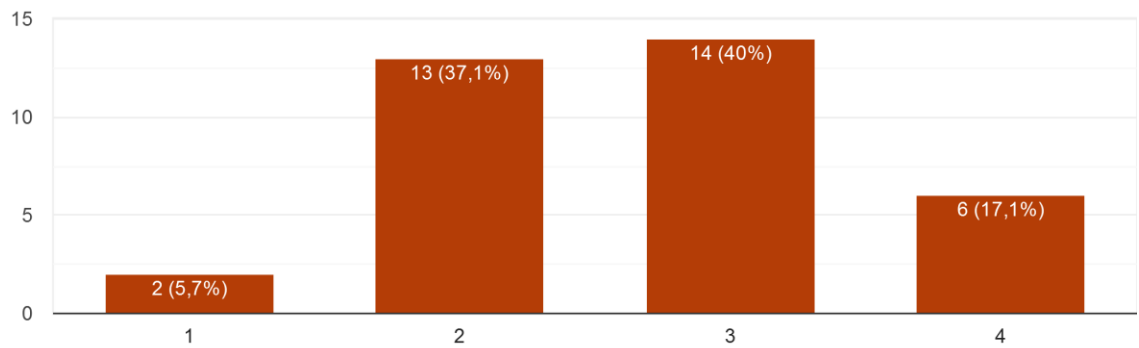
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13. I am reluctant to speak English because I feel that I am not good at conveying ideas

(Saya e...a saya merasa bahwa saya tidak bagus dalam mengutarakan ide)

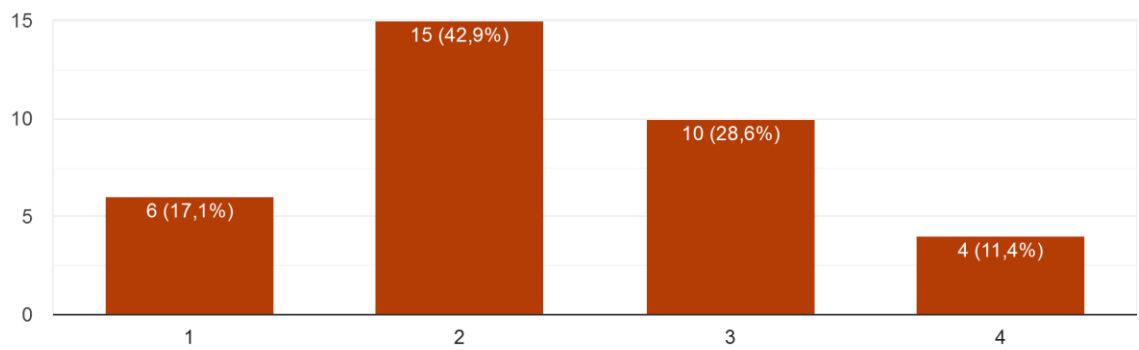
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14. I am reluctant to speak English because I feel ashamed

(Saya enggan berbahasa Inggris karena saya merasa malu)

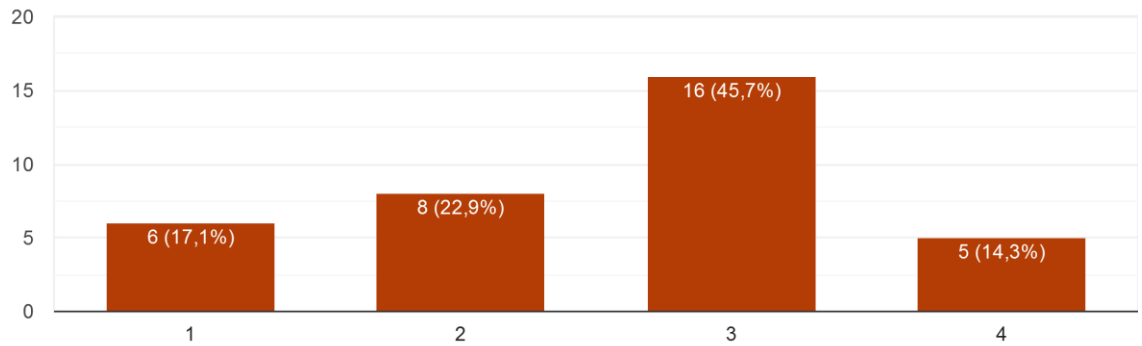
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15. I am reluctant to speak English because I am not confident

(Saya enggan berbahasa Inggris karena saya tidak percaya diri)

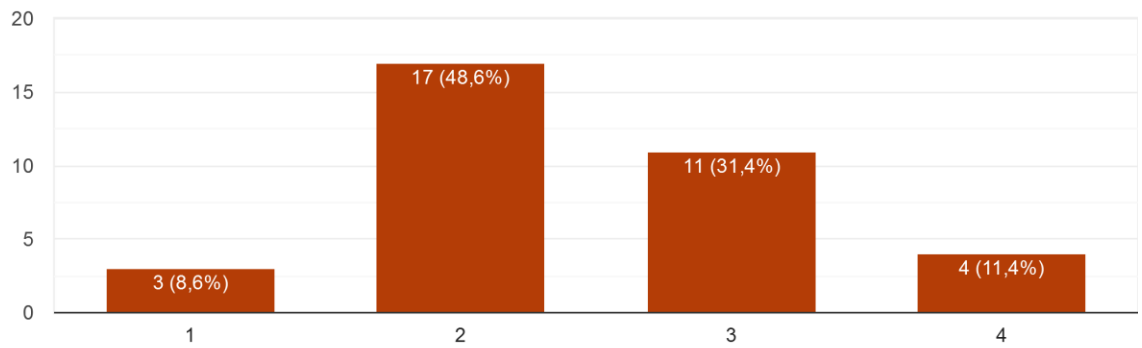
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16. I am reluctant to speak English because I am afraid of negative evaluations from my interlocutor

...is karena saya takut akan penilaian negatif dari lawan bicara saya)

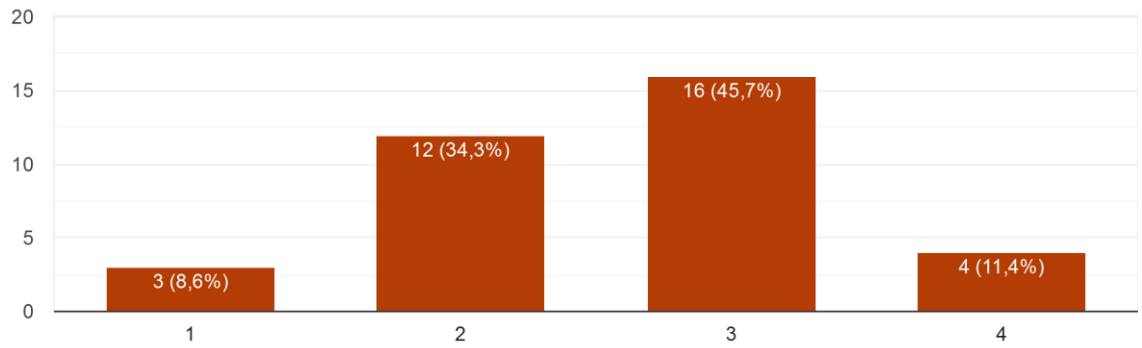
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17. I am reluctant to speak English because I feel that I am not well-prepared for it

(Saya enggan berbahasa Inggris karena saya merasa tidak siap)

35 tanggapan





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INSTITUT AGAMA ISLAM NEGERI CURUP  
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KEPUTUSAN DEKAN FAKULTAS TARBİYAH

Nomor : 189 /In.34/FT/PP.00.9/12/2019

Tentang

PENUNJUKAN PEMBIMBING I DAN II DALAM PENULISAN SKRIPSI  
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;  
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;  
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;  
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;  
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;  
5. Keputusan Menteri Agama RI Nomor B.II/3/15447.tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022 ;  
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup ;  
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. Prihantoro, S.S., M.Pd 19750820 200801 1 004  
2. Sarwo Edy, M.Pd 200700810

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Febby Anggraini

N I M : 16551014

JUDUL SKRIPSI : Students Reluctance to Speak English.  
(A Case at Speaking Classes)

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
pada Tanggal 10 Desember 2019



Tembusan : Disampaikan Yth :

1. Rektor
2. Bendahara IAIN Curup
3. Kabag Akademik kemahasiswaan dan kerja sama
4. Mahasiswa yang bersangkutan





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Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010  
Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 39119

Nomor : 950 /In.34/FT/PP.00.9/10/2020  
Lampiran : Proposal dan Instrumen  
Hal : Permohonan Izin Penelitian

1 Oktober 2020

Kepada Yth. Rektor IAIN Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Febry Anggraini  
NIM : 16551014  
Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris  
Judul Skripsi : Students' Reluctance to Speak English (a case study at Speaking Classes in the English Study Program of IAIN Curup  
Waktu Penelitian : 1 Oktober s.d 1 Januari 2021  
Tempat Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.  
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan

Wakil Dekan I,

H. Abdul Rahman, M.Pd.I

NIP. 19720704 200003 1 004

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	01/07 <sup>20</sup>	1. Revisi bab 1 dan 2 (Bimbingan online)		H
2	28/09 <sup>20</sup>	2. lanjut bab 3 3. Pengumpulan data (Bimbingan online)		H
3	09/09 <sup>20</sup>	1. Revisi cover 2. Revisi bab 2, 3, 4 dan 4		H
4	09/10 <sup>20</sup>	1. Revisi bab 2 2. Revisi bab 4 dan 5 3. Pembuatan skema laporan akhir		H
5	12/10 <sup>20</sup>	1. Revisi bab 1 - 5 2. ACC skripsi		H
6				
7				
8				

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	22/06 <sup>20</sup>	1. Revisi background		H
2	25/06 <sup>20</sup>	1. Revisi background 2. Revisi bab 1		H
3	30/06 <sup>20</sup>	1. ACC bab 1 2. lanjut bab 2		H
4	7/07 <sup>20</sup>	1. Revisi bab 2		H
5	13/08 <sup>20</sup>	1. Revisi bab 2 2. Pembuatan point bagian bab 2 3. Pembuatan table indikator		H
6	28/08 <sup>20</sup>	1. Revisi bab 2 2. Revisi point-point bagian bab 2 3. Revisi table indikator		H
7	18/09 <sup>20</sup>	1. ACC bab 2 2. lanjut bab 3 3. lanjut pengumpulan data dan bab 4		H
8				

**KARTU KONSULTASI PEMBIMBING SKRIPSI**

IAIN CURUP

NAMA : Febby Anangcahi  
 NIM : 16551019  
 FAKULTAS/JURISAN : Tarbiyah / Td  
 PEMBIMBING I : Sunardi, S.S., M.Pd  
 PEMBIMBING II : Sunardi, S.S., M.Pd  
 JUDUL SKRIPSI : Student's Knowledge to Speak English (a case at speaking class)

\* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing 2;  
 \* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;  
 \* Agar ada waktu cukup untuk perbahkan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.

**KARTU KONSULTASI PEMBIMBING SKRIPSI**

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NAMA : Febby Anangcahi  
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 PEMBIMBING I : Sunardi, S.S., M.Pd  
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 JUDUL SKRIPSI : Student's Knowledge to Speak English (a case at speaking class)

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I : Sunardi, S.S., M.Pd  
 NIP. 19750826 200801 1004

Pembimbing II : Sunardi, S.S., M.Pd  
 NIP. 200100810