STUDENTS' RELUCTANCE IN SPEAKING ENGLISH DURING ENGLISH ZONE

(A case study at the English Tadris Study Progam of IAIN CURUP)

THESIS

By

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PENGAJUAN SKRIPSI

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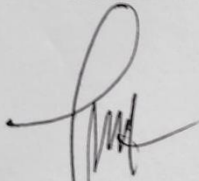
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Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi mahasiswa IAIN Curup Program Studi Tadris Bahasa Inggris yang bernama Risa Triani NIM. 20551057 yang berjudul: "Students' Reluctance in Speaking English During English Zone" Sudah dapat diajukan dalam sidang Munaqasyah Institut Agama Islam Negeri(IAIN) Curup.

Demikian permohonan ini kami ajukan, sekian dan terima kasih.

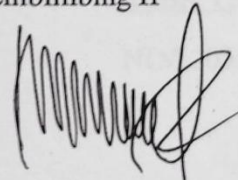Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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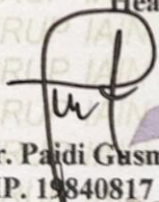
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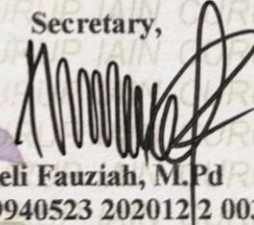
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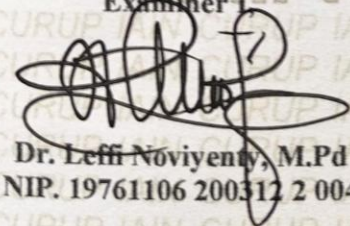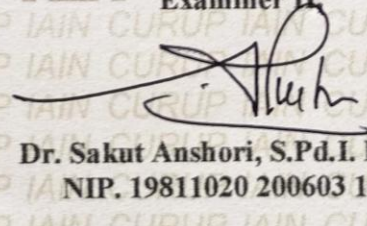
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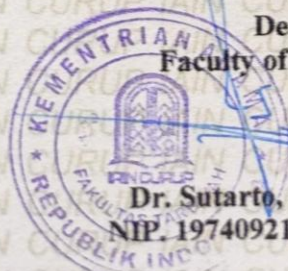
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PREFACE

All praise to Allah SWT that the writer had finally finished writing her thesis entitled Students' Reluctance to Speak English (a case study 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 Islamic Institue of Curup (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, 05 Febuari 2025

The Researcher

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalammu'alaikum Wr.Wb.

Alhamdulillahirabbil'alamin, all of praises to Allah SWT the all mighty and merciful god who has given the researcher mercy, blessing and guidance so the researcher can finish this research completely. Peace and salutation always be given to Prophet Muhammad (Peace Be Upon Him), and all of his family and followers who have been a good example for every Muslim in this world and has brought us from the darkness (Jahiliyah) to the lightness (Islam) as we felt together.

The researcher finished this thesis entitled ***Students' Reluctance in Speaking English During English Zone (a case study 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 deepest appreciation to:

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Finally with humility, hoping that this thesis can be useful for others and the author realizes that this thesis is still very far from perfection. therefore, the author apologizes for all shortcomings and to Allah asking for His Riddho. For the help of the parties, the author expresses deepest gratitude.

Wassalamu'alaikum Wr, Wb.

Curup, 05 Febuari 2025

The Researcher

Risa Triani

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MOTTO

"when we have done the best we can,

then failure is not something to be regretted, but make a lesson or

self-motivation."

"......dan janganlah kamu berputus asa dari rahmat Allah. Sesungguhnya tiada berputus asa dari rahmat Allah, melainkan kaum yang kafir....."

(Q.S yusuf:87)

DEDICATION

This thesis is dedicated to:

1. I would like to express my deepest gratitude to my father's first love and my mother's heavenly door. Both great parents have always been an encouragement and made me rise from the word surrender by providing motivation, praying and giving full support so that I can complete this thesis. It is a pride to have parents who support their children to achieve their goals. I thank you once again for helping me to become a scholar.

2. My sister and brother, Thank you for always being there in any condition, always participating in the process of preparing this thesis, thank you for helping and providing extraordinary enthusiasm and infinite prayers and always accompanying in this process.

3. My self Risa Triani thank you for being strong until this moment, who is able to control herself from outside pressure. who does not give up no matter how difficult the obstacles of college or the process of preparing a thesis, who is able to stand tall when hit by existing problems, who always tries and does not get tired of trying. thank you for deciding not to be discouraged in completing this thesis as much as possible. this is an achievement that should be celebrated for yourself, always be happy wherever you are. Risa Triani whatever less and more you are let's celebrate yourself.

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6. All of TBI students 2020.

7. All respondents

ABSTRACT

Risa Triani   : **Students' Reluctance in Speaking English During   English Zone.**

Advisor   : **Dr. Paidi Gusmuliana, M.Pd**

Co-advisor   : **Meli Fauziah, M.Pd**

Learning a language in the English Zone Program offers many advantages for students. Therefore, this study aims to identify the factors that influence students' reluctance to speak English in the English Zone conducted in out-of-class activities. The Research 110 respondents through stratified random sampling, this study followed an explanatory approach, combining quantitative and qualitative data collection methods. Data regarding students' reluctance in the English zone was collected through questionnaires, supplemented by interviews involving 6 students through purposive sampling to deepen the survey findings. Analysis involved descriptive statistics and Miles' framework theory by collecting, condensing, displaying, and verifying.The findings show that non-linguistic and linguistic factors inhibit students to speak in terms of psychology. While the strategies found show that non-linguistic and linguistic factors inhibit students significantly through motivation, environment, and daily activities. In terms of situational, the findings show that using different teaching strategies, such as project-based teaching strategies or problem-based teaching strategies, to improve students' English speaking ability. Then developing students' English speaking ability through interesting activities, such as discussions or games, to improve students' English speaking ability.

Keywords: *Students' Reluctance, Speaking, English, English Zone.*

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CHAPTER I

INTRODUCTION

A. Background of the research

Speaking skills are one of the four skills that must be mastered by foreign language learners to achieve success in learning spoken foreign languages. Here, to achieve success, practicing speaking regularly is important. According to Fulcher that speaking is the verbal use of language to communicate with others.[1] Maxom states that speaking is the most important skill in English language teaching to be mastered in campus. Through speaking, students express their ideas, feelings and desires to others. In school, the student lerns how to speak English easier because there are lecture and friends who can be their facilitator and pairs to practice English.[2] So, speaking is ability of people to communicate with other people by using verbal language.

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.

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[1] Glenn Fulcher, *Teaching Second Language Speaking,* New York: Pearson-Longman, p.24 (2003)

[2] Nurokhma, *Elicitation Technique Used in Teaching Speaking,* Yogyakarta:Unpublished Thesis, p.183(2009)

Reluctance is concerned with people who do to communicate effectively, unwillingnes to communcicate.[3] In this case, despite the fact that they can speak the language only a little, English department students have a few reasons for their reluctance. Based on the researcher's observations, the majority of students in the English department exhibit fear of being judged or a sense of being judged. It has to do with "ego." In order to be classified as an English Department student, they must speak the language more fluently than other students who are not majoring in English. It implies that they will be classified as an incompetent pupil if they are unable to speak English fluently. The dread of making a mistake is another factor. A lot of students still fear making mistakes when speaking English. When they attempt to speak with their partner, the pupils inadvertently make.

Reluctance is the condition or feeling of students who are reluctant to speak English because of psychological construction, other factors in the individual in the class and the quality of the student's reluctance or inactivity. [4] The construct of unwillingness to communicate focuses precisely on what its name suggests, the individual's reluctance to communicate with others. This means that how students minimize their reluctance. Speaking seems to be a very difficult skill to develop because students are reluctant to use language freely for oral activities. They prefer some other silk such as writing, reading or participating in previously

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[3] Fernando, S. M. C.and Lee, Adriana de Koning., *A Case Study About a Student"s Reluctance to Speak in the Target Language in Classroom Setting*. A Journal (2018)

[4] Babu, A. R., & Rao, J. *Amiable Tactics to Enliven The Reluctant in The EFL Classroom*. Language in India, (2012).

memorized dialogues to get a passing mark rather than using language to convey their ideas.

The main goal of a language academic program should be to focus on communication; that is, to present and maintain the structure of language to communicate in real contexts. However, the activities carried out in class do not support communication in class; students do not use language meaningfully.[5] In addition, they mostly use foreign languages for repetition and memorization. In relation to this situation, it is very important to study the factors that hinder the use of a foreign language and participation in spoken activities. There are internal and external aspects that need to be analyzed to overcome obstacles that do not allow students to develop their communicative competence effectively. The English Zone is an activity carried out for English education students aimed at honing their speaking skills in English. This activity is carried out not every day but on mondays and wednesdays. That way students can hone each other's speaking skills by directly practicing with their friends.

English Zone is an initiative specifically designed to create a supportive learning environment for students to hone their English language skill.[6] English Zone is a program or learning environment designed to facilitate English language acquisition and practice. Typically, these programs include engaging storylines, lively dialogues, clear

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[5] Juhana, *Psychological Factors That Hinder Students from Speaking in English. Journal of Education and Practice.* South Tangerang.Banten, Indonesia.*Indonesia Open University.* (2012)

[6] Eka Aprinai, Sakut Ansori, and Sarwo Edy,2019. "*Efektivitas English Zone Dalam Meningkatkan Kemampuan Berbicara Bahasa Inggris Mahasiswa Di IAIN Curup*", Cendekia

grammar presentations, and cultural elements to make the learning experience more interesting and effective. English Zone in English Study Program is held every Monday and Wednesday, starting from 07.30 am to 12.00 pm. This English zone was formed to provide training to students to train their speaking. This program also has a rule where if there is a student who does not use English on a predetermined day, they will get a fine of 1000 rupiah per sentence. In various educational environments, such as language courses for young learners, which aim to motivate students to speak English through fun activities and interactive learning experiences. In addition, some English Zone programs may offer opportunities to explore language learning, and in some cases, they may also provide instruction in other foreign languages.

In this case of course there are still many students who do not apply this learning in the English zone. Semester 3 and 5 students reluctant to speak English because they feel less confident to communicate in English. As explained in the previous point, sometimes students are afraid to speak English. They felt insecure about whether the spoken English word was correct or not. Not only that, the thing that makes students not confident in English is when they have bad memories. For example, they was sneered atand laughed at when they mis pronounced a wordin English. As a result they was afraid to speak English in the future. And the second problem is focused on grammar, Speaking English with the correct rules is very enjoyable and proud. Many people want likethis. They don't want to

start talking before mastering grammar. This can also arise because of fearof using the wrong words.[7]

The most common issue that students encounter is their reluctance to speak. This can be caused by a variety of factors, including feelings of embarrassment in front of their peers, fear of using the incorrect vocabulary when speaking, and sometimes even a strong attachment to their mother tongue, which makes students reluctant to speak and avoid participating in speaking classes. This is in line with MacIntyre and Gardner's contention that speaking a second or foreign language makes people more nervous and anxious, which makes them less inclined to engage in conversation. As a result, there is reluctance to interact with pupils in the English-speaking class and a preference to keep silent.[8]

There are several problems faced by students such as linguistic and non-linguistic problems. In addition, these problems are caused by 2 factors, namely internal and external. The dominant causes of students' reluctance in spoken English performance in class activities were motivation, inhibition, grammar and vocabulary. The problem most often encountered is the reluctance of students to speak, this happens because students sometimes feel embarrassed in front of their peers, are afraid of the wrong vocabulary when speaking, and are sometimes carried away by their mother tongue so that sometimes students are reluctant to speak and

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[7] Donough and Shaw, *An Investigation into Factors that Hinder the Participation of University Students in English Speaking Lesson, IOSR Journal Of Humanities And Social Science (IOSR-JHSS).*p.85 (2019)

[8] MacIntyre and Gardner, *JUNIOR HIGH SCHOOL STUDENTS' RELUCTANCE TO SPEAK ENGLISH IN CLASS, English Education, Languages and Arts Faculty,* State University of Surabaya 2020

speak. Not attending speaking classes, as well as feeling worried if say the wrong word when speaking. When people speak a second or foreign language, they become more worried and tense so they are less willing to participate in the conversation. Therefore, to find out what factors influence students' reluctance while in class speaking.

Reluctance to speak English can be caused by a variety of factors, both linguistic and non-linguistic. These factors can include lack of confidence, fear of making mistakes, limited vocabulary, lack of exposure to practical uses of English, or even less effective teaching methods. The impact of this reluctance is significant, as it can hinder the development of students' English language skills and reduce the overall effectiveness of learning.

Student findings feel reluctant to speak English Students may feel anxious or afraid when speaking English because they are worried about making mistakes or not being understood. Then lack of Confidence, Students feel insecure in speaking English because they feel they do not have enough ability. Lack of Motivation Students do not have enough motivation to speak English because they do not see the benefits or do not have clear goals. Then it was also found that the Linguistic reasons for students' reluctance to speak English were Difficulties with Grammar, Students have difficulty understanding or using the correct sentence structure in English. Then Difficulties with Vocabulary Students have difficulty understanding or using the correct words in English. Difficulty

with Pronunciation, Students have difficulty pronouncing words correctly in English.

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 wich resulted in the learner being suspended precariously between two selves, living unsteadily in a changed indentity between two languages.[9] Because of their hesitation, students' characters find it difficult to communicate effectively through speech, which breeds uneasiness due to the outcomes mentioned in the preceding paragraph.

However, in previous research conducted by Kurniawan found speaking problems experienced by some Junior High School student at SMP Kristen Satya Wacana in term of external discouraging factors faced by the students during speaking skills in English Zone Club.[10] Based on that previous study, the researcher was inspired to do further research in a different context of the study with different research participants. Because of this, the Speaking for Social Purposes course was where the current study was conducted. By Hamouda research, a significant portionof students in oral English language classrom were reluctant to respond to the teacher and remained silent for a variety of reason, including low English

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[9] Granger, *An investigation on Iranian university students' reluctance to participate in EFL* (2014)

[10] Kurniawan, A. *External factors that discourage students to practice speaking in english*. (Undergraduate Thesis, Satya Wacana Christian University, Salatiga, Indonesia). (2020).

proficiency, a fear of speaking in front of others, receiving a poor grade, shyness, a lack of confidence and preparation, and a fear of making mistakes.[11] The study also indicated some strategies used by students to participate in the class such as rehearshing what they say and preparing the ideas and questions. In study conducted at SMA Pertiwi 2 Padang, Indonesia, Wandika also sought to determine the reason behind students' reluctance to talk during English class activities. The study findings further demonstrate that students' reluctance to talk was due to psychological elements that the students' themselves brought up, including error related dread, awardness, worry, lack of preparedness, and lack of confidence. Being aware of the research on it's interesting to see reticent pupils in Padang participate in English class.

Based on research in Siti Hafsah thesis with the title The Factors Causing Students' Reluctance in English Oral Performance in classroom Activies. The case found is that students are reluctant to use English as the dominant language in classroom activities. Instead, she spoke in Indonesian predominantly. There are several causes that make her reluctant in the oral performance of English. The dominant causes include motivation, inhibitions, grammar and vocabulary, while the less dominant causes are pronunciation and anxiety.

With the existence of many moderately prevelant causes of students' reluctance to paticipate in speaking. It's recommended for the

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[11] Hamouda, Arafat. '*An Exploration of Causes of Saudi Students' reluctance to participate in the English Language Classroom'*. International Journal of English Language Education. (2020)

teachers on how to encourage students to participate through thei teaching styles or strategies and their behaviour manifested in their words and gestures. A seminar workshop may be facilitated to addres this concern. To guidance office may take care of the issues related to overcoming nervousness and tensions when facing a large number people, and developing self confidence among students'.

Based on the description above, the researches needs to investigate about **"Students' reluctance in speaking English during English zone"**

B. Research Questions

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

1. What are non-linguistic factors affecting students' reluctance to speak English?
2. What are linguistic factors affecting students' reluctance to speak English?
3. How do the students overcome linguistic and non-linguistic factors that affect their reluctance to speak English?

C. Objectives of the Research

Based on the research questions above, the objective of this study are:

1. To find out the non-linguistic factors affecting students' reluctance to speak in the English zone.
2. Tofind out the linguistic factors affecting students' reluctance to speak in the English zone.

3. To explain how students overcome linguistic and non-linguistic factors affecting students' reluctance to speak English in the English zone

D. Significance of the Research

The results of this study are expected to contribute to the students, english study program, the university, and the next researchers in the English Study Program at IAIN Curup.

1. The Students

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

2. English Study Program

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

3. The Institution

The results of this study hopefuly can assist the English lectures 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.

4. The Futher researcher

The results of this research can develop her experience related to her knowledge in research on education and English teaching, especially for speaking.

E. Operational Definition

1. Students' Reluctance

The reluctant students are hesitant to speak out is that they choose not to speak up due to the influencing factors of external and internal factors. There are several external factors, such as learning expectations, environment, and spoken language.[12] On the other hand, the internal factors that affect students' reluctance to speak are psychological and spiritual. The causes of students' are being tensed and nervous to speak in front of the whole class and having faulty pronunciation in English. Also, the most popular strategy use by students' to participate in English zone to think carefully about what to communication before they participate.

2. Speaking

Speaking is a crucial and special skill. Any language's initial outcome and the only ability that requires partner practice. You can only listen to audio sources, read your own books, and write your own letters; nevertheless, you are unable to talk on your own. You must speak with someone.[13] As a result, it is crucial to practice speaking in English while learning because it provides a chance to do so in a classroom setting. In

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[12] Crizjale V Ahmad, *Causes of Students' Reluctance to participate .* ASEAN Journal of Science and Engineering Education. (2021)

[13] Cigdem Gunes, Iskandar Hakki Sarigoz. *Speaking Struggle of Young EFL Learners.* International Journal of Curriculum and Instruction. (2021)

keeping with the value of learning a language, learning to speak in this situation involves at least some emotional feelings.

3. **English Zone**

English Zone is a program or learning environment designed to facilitate English language acquisition and practice. Typically, these programs include engaging storylines, lively dialogues, clear grammar presentations, and cultural elements to make the learning experience more interesting and effective. English Zone in English education is held every Monday and Wednesday, starting from 07.30 am to 12.00 pm. In addition, some English Zone programs may offer opportunities to explore language learning, and in some cases, they may also provide instruction in other foreign languages.

4. **Linguistic**

According to Noam Chomsky, linguistics is the study of the structure and function of human language. Chomsky is an American linguist known for his theory of generative grammar.[14] Human language has a deep and universal structure, called universal grammar. This grammar is the innate ability of humans to understand and produce language. This theory has had a significant impact in the fields of linguistics, psychology, and philosophy. it helps understand how human language works and how we can understand and produce language.

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[14] Noam Chomsky. Philosophy and Progress: Vols. LI-LII, January-June, July-December, 2012.

Linguistic factors are factors that are directly related to language and can influence students to speak English.

5. **Non-Linguistic**

Non-Linguistic refer to aspect that are not directly related to language, but can affect language use or comunication. According to theory, non-linguistic refer to aspects of emotion that affect language use, such as self-confidence and comunication.[15] With the existence of these non-linguistic factors, it has illustrated the findings of researcers why students are reluctance to speak English, because non-linguistic factors are often experienced by almost all students.

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[15] Gardner,R.C. Social psychology and second language learning: The role of attitudes and motivation. Newbury House. 2018

CHAPTER II

LITERATURE REVIEW

A. Review of Related Teories

1. Speaking

a. Definition of Speaking

Speaking is one of the language skills used daily. Speaking is done as a more effective means of communication and plays an important role in life. Speaking is the process of conveying information from the speaker to the listener with the aim of changing the knowledge, attitudes and skills of the listener as a result of the information received. Changes in the knowledge, attitudes, and skills of the listener as a result of the information he receives. One of the most crucial communication skills in the world is speaking. It is used by people to share crucial details about one another. It is very important for us to learn and utilize English if speak it when interacting with people abroad.

Speaking is a productive auralskill it consists of producing systematic speech to convey meaning. Teaching to Talk Sometimes it is considered a simple process. [16] Commercial language schools around the world employ people who do not have the training to teach conversations. Speaking is something that naturally, speaking in a language other than our own is not easy at all.

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[16] Watkins, Peter. *Learning to Teach English* : *A Practical Introduction for New Teachers.*England : Viva Books Private Limited. p. 26 (2017).

Speaking is often treated the same way in language teaching. This is sometimes thought of as something that is sufficiently covered by being heavily tied up in the teaching of everything else, although many students feel that being able to communicate effectively through their top priority, when speaking is the main aim of the lessons that can be taught. Sometimes this leads to dissatisfaction.

As can see, there are several reasons why people communicate with one another. One of language's most important uses is to establish and sustain social bonds. When meet someone new, introduce ourselves and strike up a conversation about lives, our families, careers, and favorite sports.

According to Arsyad and Mukti, the United States also declares that speaking is the capacity to articulate, clarify, and transmit ideas, feelings, and thoughts via the use of phrases.[17] As can see, speaking is a critical ability for developing verbal communication. It allows us to articulate thoughts and express verbally. The conclusions as those expressed above, namely that speaking is a tool for communicating ideas that are organized and evolved in response to the demands of the listener rather than merely a means of uttering sounds and words. In order to convey concepts that will be developed in accordance with the listener's wishes, the speaker needs first make a sound using an understandable communication tool.

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[17] Maidar Arsayd and Mukti U.S.. *Pembinaan Kemampuan Berbicara Bahasa Indonesia*.(Jakarta: Erlangga, (2019).

Speaking is a skill that everyone should be able to perform; nonetheless, many people still struggle with speaking, particularly when it comes to foreign languages like English. English is the most widely used language, both inside and outside of education, particularly in Indonesia. Engage in conversation, exchange news or stories, and transmit information. This can be expressed verbally or through instruments and symbols. Speaking is the process of creating and communicating meaning in a variety of circumstances by utilizing both verbal and nonverbal signals.[18] Vowels are directly used in verbal symbols when speaking, however they are not used in writing. For non-verbal cues like screams and sighs, which come from voice tones. If don't utilize vowels, then it's to use looks, clues, and facial experiments.

b. The Importance of Speaking

Speaking is regarded as one of the key English language competencies that has to be taught. Proficiency in English facilitates students' acquisition of all scientific subjects. The four skills of English that already know are speaking, writing, reading, and listening. However, speaking is a tough skill to acquire; speaking a foreign language is typically more challenging than learning to write, read, and listen in that language. Each skill needs to have a well-versed vocabulary, but for many speaking skills, the motivation to speak must come from within.

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[18] Chane. *An Investigation into Factors that Hinder the Participation of University Students in English Speaking Lesson, IOSR Journal Of Humanities And Social Science (IOSR-JHSS).* (2019)

According to Donough and Shaw, speaking is a skill that enables people to produce speech when communicating to achieve certain goals.[19] As a result, a lot of language instructors firmly think that having good speaking abilities is crucial. However, speaking abilities are vital for conveying particular meanings both within and outside of the classroom, and not just to language instructors.

2. **Problem in Speaking Skill**

Speaking fluency is a important skill to have when learning a second or foreign language, and learners' ability to speak the language they have learned is used to gauge how well they have acquired it. But being able to speak is the main objective of most language learners in order to be able to converse. Speaking in a second or foreign language has long been thought to be the most difficult of the four skills.[20] Speaking fluently is therefore more important than having other language skills, though the latter should not be undervalued. Proficiency in English speaking necessitates the use of real language, which implies that pupils must use the language whether communicating or in all situations.

Speaking issues among students also include anxiousness and a lack of confidence. They could experience emotions like timidity, worry, nervousness, anxiety, and lack of confidence that impact their ability to communicate in English. It has become a major issue for the pupils if they

[19] Donough and Shaw, *An Investigation into Factors that Hinder the Participation of University Students in English Speaking Lesson, IOSR Journal Of Humanities And Social Science (IOSR-JHSS).* (2019)

[20] Bailey, Kathleen M. and Lance Savage. *New Ways in Teaching Speaking*. Illinois: Pantagraph Printing. (2019)

do not think they are capable of speaking. One of the most crucial things to keep in mind while speaking with someone who has speech difficulties is that speech is frequently clearer when a person is feeling confident and at ease.[21] Speech difficulties can also be influenced by an individual's emotional condition. As a result, devising a solution for speaking issues becomes crucial to improving the student's English speaking abilities.

3. Students' Reluctance

The reluctant students are hesitant to speak out is that they choose not to speak up due to the influencing factors of external and internal factors. There are several external factors, such as learning expectations, environment, and spoken language.[22] On the other hand, the internal factors that affect students' reluctance to speak are psychological and spiritual.

A. Non-Linguistic Factors

In this case there are several non-linguistic factors in the reluctance that students experience in speaking, namely:

a) Anxiety

Anxiety is a common emotion of uneasiness or trepidation that people experience when confronted with circumstances that they perceive as frightening, such as job interviews, presentations in class, public

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[21] Lawtie. Biodiesel and Speech Difficulties. available at: z.mortonjones@worc.ac.ukhttp:/www.scips.worc.ac.uk/subjects_and_challenges/biosciences/biosci_speech. (2014)

[22] Crizjale V Ahmad, *Causes of Students' Reluctance to participate* . ASEAN Journal of Science and Engineering Education. (2021)

speaking, and undertaking tasks they believe are beyond their capabilities. Things like these have the potential to cause extreme anxiety. Anxiety is a synonym of worry, uneasiness, disquitude, and inqietude.[23] These unfavorable emotions come on as a reaction to unpleasant and undesired circumstances, including when someone feels depressed, afraid, or self-conscious. Anxiety can be defined as a negative response that arises when an individual consents to a situation or action that they perceive to be frightening or threatening. Additionally, stressful or psychologically traumatizing events can also lead to anxiety.

Students' anxiety levels during foreign language acquisition have a significant impact on their language proficiency. A student's ability to acquire language is negatively correlated with their level of anxiety. Put differently, students' language acquisition suffers when they experience anxiety related to language.

Based on the explanation above, the conclusion that language anxiety is a negative emotion that students frequently experience when learning a foreign language, such as fear or anxiety. Students that experience this feeling frequently feel depressed during specific situations, such as when speaking in the language they are learning. Students' anxiety related to foreign languages can be very challenging to manage, and it can negatively affect how well they learn the language.

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[23] Fitri, K. *The Correlation Between Anxiety and Students' Speaking Performance in the EFL Classroom*. State Islamic University of Jakarta. (2019).

There are 3 component indicators of anxiety in speaking stated by Horwitz et al.[24] Namely test anixety, communication apprehensive, fear of negative evaluation. From the 3 components above, the researcher defined the indicators of students' speaking anxiety as follows:

a. Students lack response or participation

Speaking anxiety may be the cause of a student's lack of participation or response during speaking exercises. Speaking nervousness can cause people to hesitate to voice their thoughts, avoid posing questions or engaging in debate, and avoid speaking engagements.[25] Students can use a variety of tactics to get over their fear of public speaking, including practicing relaxation techniques, thinking positively, asking their peers for support, and being well-prepared for speaking engagements. Additionally, by promoting student paticipantion, offering helpful criticsm, and cultivating a good classroom environment, teachers can establish a supportive leraning environment.

b. Students have a lack of enthusiasm

Students that don't seem excited when they speak could be nervous when they speak. Speaking anxiety can result in a lack of vocabulary, a lack of drive to learn English, and a lack of confidence when speaking in front of others. Many things can contribute to this anxiety, including shyness, dislike of the topic being spoken, lack of preparation, practice,

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[24] Horwitz, E. K., & Young, D. J. *Language anxiety : from theory and research to classroom implications. .* (2011).

[25] Horwitz, E. K., Horwitz, M. B., & Cope, J. *Foreign Language Classroom Anxiety*. The Modern Language Journal. (2019).

vocabulary, self-confidence, conviction, lack of motivation, fear of making mistakes, and fear of being laughed at or mocked.[26] Students can use a variety of tactics to get over their fear of public speaking, including practicing relaxation techniques, thinking positively, asking their peers for support, and being well-prepared for speaking engagements. Teachers can also foster a supportive learning atmosphere by promoting engagement, offering helpful criticism.

c. Students are nervous when speaking with their friends

Anxiety among students during conversations with their friends can stem from a number of things, such as a lack of confidence in one's ability to communicate, fear of being judged, or social pressure.[27] A few of the causes of this concern Students may be afraid to say anything humiliating or incorrect, or they may worry about how their friends will see them. This fear of criticism may have its roots in previous instances of scorn or criticism. To help kids remember that everyone makes errors and that their peers are probably going to be sympathetic and understanding of them. This dread can be lessened by engaging in compassionate practices and keeping your attention on the discussion rather than on possible criticsm.

d. Students are nervous to speak in front of the class

When students are nervous to speak in front of the clss due to anxiety, it can be a challenging obstacle to their academic and personal

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[26] Asysyifa, et al. *Students' Speaking Anxiety in EFL Classroom*. Professional Journal of English Education. (2019).
[27] *ibid*

growth.[28] Exploration of why students may experience this anxiety. The most common reason students feel anxious about speaking in front of the class is the fear of being judged by their peers. They worry about making mistakes, stumbling overwords, or being perceived negatively, which can paralyze them whit anxiety.

e. Students are not brave to speak.

Anxiety related speech difficulties in kids are frequently caused by a confluence of feelings, including dread, self-doubt, and the perception of unfavorable outcomes from speaking up.[29] Investigation of the reasons why pupils who are anxious might not feel bold enough to speak Students' fear of being judged by their peers or teachers is a major reason why they might not feel brave enough to speak up when they are nervous. They are afraid of saying the wrong thing or being misunderstood, which makes them self-conscious and reluctant to speak up.

b) Self Confidence

According to Ibbadurrohman in Lasiyah, when someone has self confidence, they believe in themselves and are motivated to perform better than others. The person with greater self confidence will succeed at the other difficult task.[30] Self confidence in speaking a variety of settings is known as self-confidence in speaking performance. It is one of the most

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[28] Horwitz, E.K., & Dolly, J.Y. *Language Anxiety: From Theory and Research in Classroom Implications*. New Jersey: Prentice-Hall, Inc. (2019).

[29] Rajitha, K., & C, A. *A study of factors affecting and causing speaking anxiety*. Procedia Computer Science, 172. (2020).

[30] Lasiyah, L. *The Correlation between Self-Confidence and Speaking Achievement of the Undergraduate Students of English Study Program of UIN Raden Fatah Palembang.* UIN Raden Fatah University, Palembang. (2017).

important factors in determining speaking performance since it affects students' communication readiness and fluency. Language proficiency, situational confidence, communication confidence, and language potential confidence are the four facets of self-confidence that influence how well students speak English.

Speaking with confidence is essential because it can inspire learners with boldness, excitement, and stimulation. Because learners who possess a strong sense of self-worth will perform at their best when it comes to speaking fluently. Oral performance and high self-confidence can be positively connected. As a result, the student who exudes greater confidence than the rest is able to speak effectively. They therefore speak English more fluently than the other pupils. This is corroborated by the claim that a learner's propensity to communicate is significantly influenced by their situational self-confidence in communicating.

In other words, one's level of confidence can either promote or inhibit learning. Students that are anxious will find it difficult to pay attention in class. They might not learn as much and might not be able to apply what they have learnt. Even worse, anxiety may prevent pupils from achieving the goals they set for themselves when studying English.

The areise of students' reluctantance while in the speaking class is caused by external and internal factors. This element allows us to determine which component has a greater influence on pupils who find it difficult to speak English in class.

According to Febrianto there are 4 indicators of self-confidence,[31] namely:

1. Believing in their own abilities

It is the conviction that all phenomena are tied to an individual's capacity to assess and overcome those phenomena. Self-efficacy, or having faith in one's own talents, is the conviction that one can accomplish a task or reach a desired result. It includes self-assurance in oneself and one's capacity to carry out duties and overcome obstacles. It's critical to have confidence in oneself since it affects motivation, output, and general wellbeing. Individuals who have self-confidence tend to see challenges as opportunities to learn and grow, and they are more able to bounce back from failures.

2. Act Independent in Making Decisions

That is, having the ability to act and believe in oneself enough to carry out autonomously or without the assistance of others while making decisions for oneself. Being able to act independently in decision-making means that one can follow one's own beliefs, values, and interests without depending too much on other people or being too influenced by outside forces. Being independent in decision-making can help people become more confident because it gives them the confidence to trust their own judgment and decision-making skills, which increases their sense of self-worth and self-esteem.

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[31] Febrianto . *STUDENTS' SELF-CONFIDENCE IN SPEAKING SKILL.* International Journal of Educational Investigation. (2022),

3. **Dare to Express opinions**

One component of self-confidence is having the courage to voice one's opinions, which is the ability to speak honestly about oneself without worrying about being rejected or facing unfavorable outcomes. It is the capacity to voice one's thoughts with assurance and assertiveness, free from undue peer pressure or the desire to fit in with other people's opinions. Daring to voice one's ideas in public can help people overcome nervousness and improve their public speaking abilities. People can exhibit their knowledge and skill by speaking boldly about their opinions, which can boost their credibility and influence.

4. **Have a positive self-concept**

It is the presence of a sound self-evaluation, derived from perspectives and behaviors that build a positive self-image and future. A crucial component of self-confidence is having a good self-concept. A person's perception and emotions about themselves are referred to as their positive self-concept. It is a composite of one's self-image and self-esteem, shaped by a number of variables including one's self-worth, self-acceptance, and self belief. A positive self concept is essential for succes in life since it sets' one's performance bar and inspires one to explore novel, creative, and unconventional ideas and behaviors. Additionally, it results in increased capacities, capability, and self-competence, which can assist people in realizing their.

B. Linguistic Factors

There are several linguistic factors that can cause students' oral/speaking in learning English, namely the factors of pronunciation, grammar, and vocabulary by Thombury.[32] Therefore, the causes are discussed as follows ck of pronunciation, lack of knowledge of grammar, and lack of vocabulary.

1) Lack of Pronunciation

Because they are unable to pronounce English words, students often report having trouble pronouncing words correctly. Consequently, their English is not particularly good. According by Hinkel Learners of second languages must become proficient in each unique sound in the new language.[33] Pronunciation is one of the hardest things to master when learning a language, especially in English, as several vocabulary words have exceptionally difficult pronunciations and differ in writing from their spoken forms. This leaves students perplexed and makes practicing challenging.

Pronunciation indicators are metrics that gauge an individual's ability to produce vocabulary with accurate pronunciation. These metrics are essential for assessing how well language instruction and acquisition work. Pronunciation cues in the context of language learning can include:

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[32] Thornbury, S. *How to Teach Speaking*. Essex: Longman. (2020).
[33] J.Hinkel, *Handbook of Research in Second Language Teaching and Learning.*(2019).

a. Intelligibility

A speech intelligibility is determined by how simple and straightforward it is for the reader to understand its content. It has to do with the text's general coherence, idea arrangement, and linguistic clarity. Put differently, the degree to which a text is able to successfully communicate its intended meaning to its readership is known as its intelligibility.

b. Fluency

Fluency refers to the ability to perform a task, such as speaking or reading, with ease, speed, and accuracy. It entails the fluid and effective communication of concepts, ideas, or facts, frequently marked by a lack of hesitation or difficulty coming up with the proper words. When it comes to language learning, fluency is the capacity to converse successfully in a foreign language with appropriate vocabulary, syntax, and pronunciation and without experiencing prolonged pauses or difficulty.

c. Accuracy

Speaking accuracy in speech refers to a speaker's capacity to employ the language appropriately, including vocabulary, grammar, and pronunciation. It entails communicating simply and concisely, making sure that the intended meaning is understood. Stated differently, speaking accurately entails speaking clearly, with minimal errors, and expressing the desired message without any ambiguity.

d. Native-like

A native speaker of that language would, is referred to as "speaking like a native" in that language. In order to reach this level of proficiency, a person must not only acquire the language skills but also create a cultural identity within it. This identity includes things like accent, intonation, posture, and body language, as well as a body of knowledge and experience that comes close to matching that of a native speaker.

2) **Lack of Vocabulary**

For students, vocabulary is a common cause of difficulties. The students commonly speak in Indonesian when speaking English since they do not memorize English vocabulary. The most frequent issue encountered when learning to speak is vocabulary. Students who are lacking in vocabulary will be perplexed and at a loss for words. Discovered that some kids were silent for a brief period of time because they were forgetting the words they had learned. The majority of students only retain the words based on the provided text. Their limited vocabulary prevented them from creating new words with their own ones.

Indicators of vocabulary mastery are measures used to assess the level of proficiency in understanding and using vocabulary in a language. These indicators are crucial in evaluating the effectiveness of language learning and teaching methods.[34] In the context of language learning, indicators of vocabulary mastery can include:

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[34] Adam, M. A. A. *Role of Vocabulary Learning Strategies in Promoting EFL Learners Performance.* Sudan University of Science and Technology. (2019)

a. Spelling

Spelling is the arrangement of letters that make up a word, or the writing of a word. It is essential to written language because it enables efficient written communication. Spelling is the process of arranging letters correctly to produce words in a consistent way. This helps to reduce the possibility of misconceptions caused by words that sound similar but have different spellings.

b. Synonym

Synonyms, such as "ophthalmologist" and "eye specialist," are paradigmatic relations that allow lexically simple units to have the same meaning as lexically complex units and vice versa.[35] Simple words are permitted to have the same meaning as complicated terms. The author made the assumption that a synonym is a word or words with the same meaning.

c. Antonym

A word that has the exact opposite meaning of another word is called an antonym. Stated otherwise, an antonym is a term whose meaning entirely negates the meaning of any other word. Tall and short are diametrically opposed. It is impossible for something to be both short and tall at the same time, because both terms allude to a similar degree of deviation from the typical or average height. Another pair of absolute

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[35] Maja Stanojevic, *A Cognitive Synonym: General Overview*, *Linguistic and Literature Series*, Facta Universitas. (2019)

opposites is good and evil. Something cannot logically be both good and bad at the same time or in the same manner.

3) Lack of Grammar

Grammar is referring to the mechanism according to which language works when it is used to communicate with other people.[36] The rules that control how letters are placed to make words in a language are know as spelling grammar. This covers the customs forvjoining letters, appending suffixes and managing rules expections. Compregending these guidelines is vital for proficient wrriten communiation, since it guarantees accurate phrasing and effortless reader recognition. Grammar is very important to be understood in learning English language, because grammar is the central component of language. In the context of language learning, indicators of grammar can include:

a. Sentence

The rules for assembling words into longer units are covered by grammar. Typically, a sentence is the greatest unit of grammar that is described. Word combination that follow those patterns are subsequently sentences with proper grammar.

b. Word classes

Traditionally, word classes including nouns, verbs, adjectives, and so on have been referred to as parts of speech. The number of word classes

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[36] Lock, Graham. 2019. *Functional English Grammar*. (USA: Cambride University Press). p. 148

is not set in stone. As many calsses and subcalsses as necessary can be created for our examination. We require more classes and subclasses the more thorough our study is there are you two types of word classes: open classes and closed classes. Word class types include determiner, auxiliary, adjective, adverb, pronoun, main verb, and noun.

c. Tenses

In addition to the aforementioned grammatical elements, there is one more thing that applies to all language. Numerous patterns in grammar are dependent on the context and are typically referred to by tenses. There are three absolute tenses:

- Present : location at the moment of speaking or writing, or an extended period including the moment of speaking and writing.
6. Past : a time before the moment of speaking or writing
7. Future : a time after the time of speaking or writing.

4. Strategy to overcome non-linguistic and linguistic factors speaking English

a. Non-linguistic Factors

In this case there are several non-linguistic factors in the strategy that students experience in speaking. Namely:

1. Motivation

Motivation plays a crucial role in all we undertake. We have the ability to perform at our highest level when we do anything. Furthermore, motivation is a crucial component of the teaching and learning process. Motivation facilitates and enhances the learning and teaching process.[37] When teachers and students support one another during the teaching and learning process, it is excellent. Behavior is energized, directed, and sustained by mechanisms known as motivation. This indicates that the process of encouraging and demonstrating to students how to take action and continue with an activity is known as motivation. Students that are driven will have a strong desire to succeed and will be eager to do so. It is comparable to Schunk's theory, which holds that pupils are motivated when they carry out tasks based on their.

The indicators of motivation in strategies for speaking English can be summarized as follow:

a. Extrinsic Motivation

Motivation that views an action as a means to an end is known as extrinsic motivation. Extrinsically motivated students put effort into their work because they think that their participation will lead to positive consequences like rewards, commendation from teachers, or penalties.[38] This involves outside forces like incentives, acknowledgment, or peer

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[37] Masrul. Wida R. Khairani Z. *"An Analysis on Students' motivation in Speaking English at SMP Negeri 3 Bangkinang"*. Universitas Pahlawan Tuanku Tambusai (2023).
[38] Hasbawati. *The Students' Learning Motivation in Speaking Course at the Thrid Semester of English Program Tarbiyah Departement in IAIN Parepare. (2018)*

pressure. Students' answers to questionnaires measuring their motivation levels which frequently cover topics like reaching objectives, expecting failure, and feeling a great deal of responsibility for can be used to determine whether or not they are extrinsically motivated.

b. Intrinsic Motivation

This is the internal motivation to acquire and use English, which is frequently sparked by a desire for enjoyment, self-actualization, or personal curiosity. Students who are willing to participate in speaking activities without feeling pressured by others are demonstrating intrinsic motivation, which is essential for long-term learning. Because they have the drive to do things from within, individuals with intrinsic motivation will work hard in class and enjoy studying.

2. Environment

The presence of a required active language program in its implementation, which takes the form of guidance in the form of providing practice speaking exercises both inside and outside the classroom, realizes the role of the language environment, which includes formal and informal learning that provides an important role in developing and improving students' speaking skills. One factor that significantly influences language learning procedures and practices in improving English speaking proficiency is the environment.[39] It suggests that language and human society are closely related, allowing people to communicate through

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[39] Islamiati Rena. *" The English Environment Role in Developing Students' English Speaking Ability"*. Universitas Of Raden Intan Lampung. 2019

interactive language in their surroundings. The environment seems to be vitally significant for the interactive transfer of ideas from one person to another.

The indicators of environment in strategies for speaking English can be summarized as follow:

a. Naturalness of the Environment

In English speaking tactics, the term "naturalness of the environment" refers to the creation of a welcoming and pleasurable atmosphere for language practice. This entails participating in language-related activities that foster a laid-back environment so that students can speak English naturally and without feeling under pressure. A friendly atmosphere boosts students' self-esteem and promotes language use frequently, both of which are essential for efficient learning and communication.

b. Supportive Environmental Conditions

Students can become more confident speakers of English and develop their speaking skills in a supportive setting. Creating a supportive environment for students to learn English speaking is a critical responsibility for lecturers, who can do this by implementing a variety of tactics that can boost students' interest, motivation, and speaking proficiency. Giving pupils the freedom to select the best learning techniques and be innovative in their approach to mastering English language skills will help achieve this.

3. **Pshycological Factors**

Speaking clearly is crucial both inside and outside of the classroom. Psychological considerations are one of the factors. Psychological elements are those that frequently obstruct relationships, work productivity, emotional and physical health, or life adjustment. The main underlying cause of students' dislike of speaking is psychological. [40]Therefore, in order to govern their psychological states, students must comprehend them. Additionally, when educating, educators need to take into account the psychological aspects of their pupils' conditions. This implies that psychological elements must be taken into consideration in order for students to succeed in speaking English.

The indicators of psyhcological factors in strategies for speaking English can be summarized as follow:

a. **Shyness**

Another psychological obstacle that keeps pupils from speaking English fluently is shyness. Speaking in front of peers or teachers causes anxiety in many students, which might prevent them from participating in class discussions.[41] Fearing they would sound foolish or unintelligible, shy speakers may find it difficult to engage in conversation. This might impede their language development, as insufficient practice limits their fluency and vocabulary growth. Effective communication requires

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[40] Ruzigul Rajapova. 2022. *" Psyhcological Factors Worsening Speaking Skill in English Language"*. International Journal on Integrated Education

[41] Bhattacharya, S. 2017. *A Study on the Factors Affecting ESL Learners' English Speaking Skill.* Intrnational Journal of English Research.

overcoming shyness, and some techniques to do so are to practice in low-stress settings, use basic vocabulary, and expose yourself to speaking situations more often over time.

b. Fear of Mistakes

The fear of making mistakes is a common psychological factor that affects English language learners. Students may avoid speaking English altogether because they fear being laughed at or corrected. These mistakes can be errors in pronunciation, vocabulary, or sentence structure. Fear of mistakes is a significant psychological factor in English speaking strategies, and it is important to address this anxiety in an appropriate way to improve students' speaking ability.

b. Linguistic Factors

In this case there are several linguistic factors in the strategy that students experience in speaking. Namely:

1. Grammar

For EFL students, grammar is still seen as a challenging language element. Grammar rules have several exceptions, which is why EFL students frequently find them challenging. As a result, pupils must focus more and learn numerous formulae that are utilized in grammar. For pupils to be proficient in producing sentences in a foreign language, grammar

rules are an essential component.[42] Grammar is a system of language that establishes appropriate sentence structures for spoken and written communication. Grammar should not be disregarded as a component of correctness in speaking ability, along with vocabulary and pronunciation, as a lack of it will result in erroneous communication. When someone speaks well, their grammar is correct.

The indicators of grammar in strategies for speaking English can be summarized as follow:

a. Grammar Mastery

Understanding and applying grammatical rules is crucial for effective communication in English. Poor grammar can lead to confusion and hinder the ability to convey intended meanings clearly, Grammar Mastery is very important because it can help students to communicate more effectively and not make mistakes that can interfere with the speaking process.[43] Students need to be able to use the right words in the right context, including the use of nouns, verbs, adjectives, and auxiliaries. By understanding the proper language rules, students can speak more fluently and effectively, so they can better convey ideas and notions. This can increase students' confidence in speaking English.

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[42] Zam Zam F, aminah S, Budi R. *"THE CORRELATION BETWEEN GRAMMAR AND SPEAKING SKILL OF UNDERGRADUATE STUDENTS"*. journal pendidikan bahasa Inggris. 2021

[43] Ngilma, Siti, Z. *The Correlation Between Students' Gramar Mastery and Speaking Achievement at MAN 1 PONOROGO*. Faculty Tarbiyah and Teacher Training IAIN PONOROGO. 2022

b. **Grammar and Speaking Correlation**

There is a positive correlation between grammar and speaking skills. Students who master grammar tend to perform better in speaking, although there are other aspects like accuracy, fluency, and comprehensibility that also play significant roles. This correlation shows that a person's grammatical ability has a positive impact on their speaking ability. Besides grammatical ability, other supporting factors such as vocabulary, clarity, and cohesiveness also play an important role in improving speaking ability.

2. **Vocabulary**

One of the language skills that someone learning a foreign language must acquire is vocabulary. Since learning a foreign language can be difficult when one's vocabulary is restricted, vocabulary is frequently seen as an essential skill for language learners. It is referred to be the "building blocks of language" and, moreover, vocabulary acquisition is a major concern in second language contexts due to its significant impact on academic performance.[44] These days, it's widely accepted that vocabulary, grammar, and phonetics make up the three main parts of language understanding. Because academic vocabulary is more detailed and occasionally abstract, making it harder to understand, it is noticeably harder to master than conversational English.

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[44] Purwata Ichwan. *Developing Stuents' Vocabulary In English Speaking Ability By Using Talk-Show Video As Directed Practice Media*. Voice of English Language Eduaction Society. 2018

The indicators of vocabulary in strategies for speaking English can be summarized as follow:

a. Vocabulary Mastery

Proficiency in a diverse vocabulary is essential for proficient English communication. Pupils that have a strong vocabulary typically talk more fluently because they can articulate their ideas and thoughts with clarity. The fluency and command of vocabulary that a student possesses is referred to as vocabulary mastery in tactics for speaking English, and it has a substantial impact on their ability to communicate successfully. Vocabulary mastery is essential because promotes communication learners may have more natural discussions by using a rich vocabulary, which enables them to convey their ideas and thoughts more correctly and clearly.[45] Improves Speaking Skills: Students who possess a larger vocabulary typically speak more confidently and fluently. There is a clear association between vocabulary mastery and speaking skills.

b. Vocabulary Acquisition

Strategies such as using talk-show videos can improve vocabulary acquisition by exposing students to various words in context, which helps in understanding their meanings and usage.[46] It encompasses various methods and techniques that learners use to enhance their vocabulary knowledge, which is crucial for speaking fluently and confidently. Use of

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[45] Aisyah, D. N. *The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery*. Journal Bahasa Lingua Scienta. 2017

[46] Bai, Z. *An Analysis of English Vocabulary Learning Strategies.* Journal of Language Teaching and Research. 2018

Learning Strategies by Applying various strategies such as guessing meanings from context, using dictionaries, and engaging in discussions to strengthen vocabulary retention, then Practice Regularly using new vocabulary in speaking and writing to solidify comprehension and recall. Effective vocabulary acquisition strategies are essential for improving overall language proficiency and enabling learners to communicate more effectively in English.

3. Pronunciation

English majors understand the significance of understanding this component of the language since pronunciation is critical to efficient communication in the language. However, many students struggle to achieve native-like fluency because of the intrinsic complexity and diversity of English pronunciation.[47] Thus, educators and language scholars have a great interest in learning the tactics used by English major students to improve their pronunciation. Grammar correctness, vocabulary mastery, and a clear, understandable pronunciation are all necessary for effective English communication. Students majoring in English, who are learning the language at a high level, are aware that how they pronounce words affects how other English speakers and native speakers understand them.

The indicators of pronunciation in strategies for speaking English can be summarized as follow:

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[47] Guo, L. Tian, Q. *English Pronunciation Learning Strategies Among English Major Students'* 2023.

a. Regular Practice

Regular practice in English speaking strategies involves various activities done regularly to improve speaking skills and understand English better. Regular practice of pronunciation, including focusing on specific sounds and phrases, aids in reinforcing and solidifying pronunciation patterns. Develop Speaking Skills by Doing regular speaking practice with a friend, partner, or instructor to boost confidence and reduce fear. Then get used to speaking in everyday situations, such as talking to friends or family, to improve your ability to communicate in English.

b. Visual Aids

Using visual aids like phonetic transcriptions can enhance awareness of the specific sounds and pronunciation features of words, phrases, and sentences.Visual aids can also increase learning motivation, improve speaking skills, and make the learning process more interactive and fun. Various interesting and interactive media, such as Videos and slides can be used to show dialogs in specific situations, attract students' attention, and increase their learning motivation. For example, videos from YouTube containing dialogs in certain expressions can help students understand the use of English in real situations.

B. Review of Previous Studies

There are several previous studies that have been conducred by previous researheers, namely:

The first, Based on the data obtained in the field, especially the results of interviews and vocabulary, it can be concluded that there are several factors that make students of the Unidayan English Study Program reluctant to speak.[48] The factors that make students reluctant to speak in Speaking class are divided into two aspects, namely linguistic problems namely lack of vocabulary, grammar, and pronunciation, and non-linguistic problems namely nervousness, shyness and trembling, lack of speaking practice, lack of speaking, lack of vocabulary, lack of confidence, and fear of making mistakes. Students from Unidayan's English Study Program do not take additional classes such as English courses or English language clubs to improve their ability in English.

The second, Based on the data provided by second to fifth year students from those studying at Notre Dame of Tacurong College, it can be concluded that there are quite common causes that hinder the participation of some students in their class discussions in their classes.[49] There are causes that stem from their personal thoughts or feelings in the form of feeling tense and nervous when called upon by the teacher to answer questions in front of the class; embarrassment and feeling incompetent when corrected when speaking English; not being able to answer the teacher's questions immediately; lack of confidence to pronounce; and fear of expressing their

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[48] Andris Nety. " *A Study of Students' Reluctance to Speak English Departement UNIDAYAN"*. 2022

[49] Crizjale v. Ahmad. "*Causes of Students' Reluctance to Participate in Classroom Discussions"*. 2021

Opinions in a large class, and fear of facing a large number of classmates. There is also a fairly common cause that stems from their perception of their ability to use English. They are reluctant to participate in class discussions due to their incorrect pronunciation, and inadequate English vocabulary which is crucial in communicating their ideas in communicating their ideas in communicating their ideas in group discussions. They also feel uncomfortable with rude comments and negative attitudes.

The thrid study is written by Fitri, "The Correlation between Anxiety and Students' Speaking Performance in The EFL Classroom".[50] The purpose of this study was to determine whether students' anxiety affects their speaking performance. Thirteen students from SMA PGRI 56 Ciputat's tenth grade participated in this quantitative investigation. Researchers evaluated students' anxiety levels using the Five Likert Scale and the FLCAS, and they evaluated their speaking abilities in oral exams. The findings demonstrated that speaking performance was impacted by students' anxiety levels. Students' speaking performance is more negatively impacted by increasing levels of anxiousness.

Previous studies have concentrated on finding ways to better understand students' anxiety levels when speaking, as well as the reasons for their anxiety-related conversations and coping mechanisms. Although the primary emphasis of this research is the speaking class, where students

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[50] Fitri, K. *The Correlation Between Anxiety and Students' Speaking Performance in the EFL Classroom*. State Islamic University of Jakarta.2019

are afraid to speak, it also aims to find out what factors primarily influence students' reluctant in speak. Both them have some distinctions and commonalities. The first three studies examined the relationship between students' anxiety levels and their speaking abilities; two of them concluded that anxiety levels had a detrimental effect on speaking abilities, while the third researcher discovered no relationship between anxiety levels and speaking abilities.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of The Research

This research uses a mixed method approach, which combines quantitative and qualitative methods. Specifically, this study applied a sequential explanatory design, where quantitative data collection and analysis were conducted first, followed by qualitative data collection and analysis. The use of mixed methods was chosen due to the complexity of the English speaking reluctance phenomenon which cannot be fully understood through only one approach. This method allows researchers to gain a more comprehensive and in-depth understood of the problem under study.

Tashakkori and Teddlie emphasize the importance of considering the ethical implications of combined quantitative and qualitative methods, by stressing the importance of deep integrated between quantitative and qualitative approaches.[51] Mixed methods is not simply combining two methods, but creating a new approach that drew on the strengths of both. By provided guidance on how to report mixed methods research results effectively, emphasizing the importance of how both types of data contribute to a more comprehensive understood. Then provided a solid foundation for understood and applied mixed methods research, with an emphasis on integration, flexibility, and pragmatism in research approaches.

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[51] Tashakkori, A., & Teddlie, C. *Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioral Sciences* 2023.

The data collection designed in this study is to analyze data on students' reluctance to speak English in the English zone program from questionnaires and interviews to describe the factors that influence students' reluctance to speak English in speaking classes in semesters 3, 5 and 7 of the English Study Program at IAIN Curup in the 2021/2022 to 2023/2024 academic years.

B. Population and Sample

1. Population

According to Hartas, a population is a group of indiiduals or organization that have the characteristic that are of interest of research.[52] In other words, the population is the group to whom the results are intended. All English Department students in the 3, 5, and 7 semesters for the 2021-2022 to 2023-2024 academic years at IAIN Curup as the research population with a total of 152 people. The table below shows the four classes that were available:

Table 3.1

Population of The Research

NO	CLASS	TOTAL
1	TBI III A	17
2	TBI III B	22
3	TBI III C	19
4	TBI V A	19
5	TBI V B	19

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[52] Dimitra Hartas,2010. *Educational Research and Inquiry* (Qualitative and Quantitative Approaches),(London: Contium British Librar.)

6	TBI V C	20
7	TBI VII A	20
8	TBI VII B	15
	TOTAL	152

Source: English Study Program Students' Database

2. **Sample**

According to Suharsimi Arikunto, the sample is part of the population that represent the whole.[53] Sampling is the practice of choosing a number of research subjects who are representative of the broader population. A sample is a subset of people, things, or occasions chosen from a larger population (group).

The researcher employed a practical sampling approach in this study in accordance with the study's characteristics. A sampling strategy known as convenient sampling uses a sample size that is equivalent to the population. The sample taken by the researcher uses random sampling technique because taking sample members from the population is done randomly without paying attention to the strata in the population.

There are 152 students enrolled in the English Department in the 2021/2022 academic year to the 2023/2024 academic year, but the researcher did not take all students as samples. For the quantitative sample in this study, the researcher only took classes that often violated the English zone, namely in classes 3a,c and 5a,c. And also classes that have finished taking speaking courses, namely in classes 7a,b. And also classes

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[53] Suharsimi Arikunto,2020. *Procedure Penelitian Pendekatan Praktik*. (Jakarta: Rineka Cipta)

that have finished taking speaking courses, namely in classes 7a,b. so the quantitative sample in this study was 110 students. then for the qualitative sample the researcher took each class 1 representative who would be seen from the results of their filling out the questionnaire, so the qualitative sample in this study was 6 students.

C. **Techniques of Data Collection**

1. **Questionnaire**

In line with Sugiyono, a questionnaire is a data collection technique that is carried out by giving a set of questions or writter statements to respondents to be answered.[54] Because it knows what the respondents expect and takes the shape of specific variables, the questionnaire is an effective tool for gathering data. Furthermore, if the respondents are sufficiently numerous and dispersed throughout a wide region, a questionnaire is also appropriate. Forms of questionnaires include statements and closed/open questions. They can be transmitted online or by WhatsApp to respondents.

This study uses a questionnaire that will be filled in by the samples that have been selected by the researcher, the questionnaire used is in the form of a google form that will be distributed via online (whatsaap). before being distributed, the researcher will confirm the class head of the class first, then the google form will be distributed through the intermediary of the class leader who will later be distributed in each class group.

[54] Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D.* Bandung: Alfabeta. 2012

The Likert scale is often utilized to assess respondents' attitudes, opinions, and perceptions regarding a given issue.Using an ordinal scale, respondents were asked to rate how much they agreed with a certain statement. When it comes to answering the questionnaire, the respondents will have four options from the researcher. Answer will be guided by Strongly Agree, Agree, Disagree and Strongly Disagree on each questionaire question. The following are 4 choices for the answer to the questionaire consisting of:

Tabel 3.2

Likert Scale

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

Source: Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D.* [55]

2. Interview

Reflective interviewing is an interview technique specifically designed to encourage participants to reflect deeply on their experiences, practices and thoughts related to language teaching or learning.[56] This reflective interviewing approach can provide rich and in-depth data about students' experiences, which is invaluable for understanding the phenomenon of reluctance to speak English from students' own perspectives. the purpose of this interview is to Explore thinking and decision-making processes in the

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[55] Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D.* Bandung: Alfabeta. 2012

[56] Mann, S . *Reflective interview in language teaching research.* 2021

context of language teaching or learning which will elicit critical reflection on English language teaching practices or learning strategies.

This qualitative method with interview instruments is invaluable for gaining a rich and contextualized understanding of the phenomenon of English speaking reluctance, complementing quantitative data that might be obtained through other methods such as questionnaire. This study uses interviews that will be answered by samples that have been selected by researchers, interviews used Structured Interviews that use a set of questions that have been predetermined by the researcher. before the interview, the researcher will confirm in advance to the selected students to be interviewed, then the researcher will conduct research face to face with the respondents.

D. Instruments

1. Questionnaire

In this study, researcher used a closed questionnaire instrument. The researcher will give the questionnaire to the samples. The researcher took classes 3 A&C, 5 A&C and 7A&B with a total of 110 students of English Department in the academic year 2022-2023 and 2023-2024 at IAIN Curup. The topic of the questionnaire is about "Students' Reluctance to Speak English" (a case study on the English zone in IAIN Curup's English Department).

The instrument is a device or facility that researcher use to gather information.[57] This tool was developed using a variety of theories regarding the variables influencing students' hesitancy to communicate in

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[57] Suharsimi Arikunto,2020. *Procedure Penelitian Pendekatan Praktik*. (Jakarta: Rineka Cipta.)

English zone. The researcher then ascertained the pupils' reluctance to speak in English zone after obtaining the signs. To ensure that the questions were accurate, the researcher had a validator answer each one. In the meantime, the researcher created a few questions to provide them with context and subtance during the validation procedure.

This questionnaire is to determine the factors that affect students' reluctance to speak in English zone. Therefore, here is a questionnaire about the factors that influence English Zone:

Table 3.5

Questionnaire of Factors Affecting Students' Reluctant

No	Factors of Reluctant	Indicators	Statements	SA	A	D	SD
Non-Linguistic Factors							
1	**Anxiety**	a. Students lack response or participation.	1. I hesitate to voice my thoughts during speaking exercises in the English zone.				
			2. I am not very active in posing questions, engaging in debate, or participating in speaking activities in the English zone.				
		b. Students have a lack of enthusiasm.	3. I am not excited when speaking practices in the English zone take place on Monday and Wednesday.				

			4. I am less interested when speaking English in the English zone program.				
		c. Students are nervous when speaking with their friends	5. I am afraid of making mistakes when speaking English with my friends in the English zone.				
			6. I am anxious when invited to speak English by my friends in the English zone.				
		d. Students are nervous to speak in front of the class	7. I get anxious when speaking English in front of the lecturer and friends during formal class settings.				
			8. I am not comfortable giving a talk in English when there is a lecturer present during the English zone activities.				
		e. Students are not brave to speak	9. I am afraid of saying the wrong thing in English or being misunderstood in the English Zone.				
			10. I am reluctant to speak up in the English zone.				
2	**Self Confidence**	a. Believing in self-abilities	11. I feel a lack of confidence in my own English				

			abilities in the English Zone.				
			12. I am not sure that I can accomplish English-speaking tasks and achieve the desired results in the English zone.				
		b. Act Independent in making decisions	13. I am unable to independently decide what ideas to convey when speaking English in the English Zone.				
			14. I depend too much on other people (friends or lecturers) or outside influences to speak in the English zone.				
		c. Dare to express opinions	15. I would rather keep silent because I am not confident in speaking my ideas in the English zone.				
			16. I am not brave enough to exhibit my knowledge and English skills by speaking boldly about my opinions in the English Zone.				
		d. Have a positive self-concept	17. I feel that my speaking skills are trained very well in the English Zone.				

			18. I believe that my competence is good in speaking in the English Zone.				
Linguistic Factors							
1	**Pronunciation**	a. Intelligibility	19. I am more often silent in the English zone because my pronunciation is bad.				
			20. It is difficult for me to pronounce English words so it makes me less clear in speaking English in the English Zone.				
		b. Fluency	21. I am not fluent in speaking English in the English Zone.				
			22. I often hesitate when speaking English in the English zone because of prolonged pauses or difficulty in speaking.				
		c. Accuracy	23. I am often inaccurate in mentioning vocabulary and grammar during speaking in the English Zone.				
			24. I doubt my own ability to use language appropriately including pronunciation				

			skills.				
		d. Native like	25. I am not very active in the English zone because my pronunciation including accent and intonation is not like that of a native speaker.				
			26. I feel hopeless about learning pronunciation because it is difficult to speak like a native.				
2	**Vocabulary**	a. Spelling	27. I am not able to spell certain English words correctly in the English zone.				
			28. I am not interested in memorizing unfamiliar vocabulary to be used in the English zone.				
		b. Synonym	29. I am not happy when the English zone is running because my vocabulary is still lacking.				
			30. I am lazy when the English zone activities require me to think of a synonym for a word.				
		c. Antonym	31. I doubt my proficiency in understanding vocabulary, especially				

			antonyms when I am in the English zone.				
			32. I feel inadequate when I am in the English zone because my proficiency in using vocabulary, especially antonyms is poor.				
3	**Grammar**	a. Sentences	33. I would rather be silent than get the grammar of my sentences wrong in the English zone.				
			34. I am afraid of making grammar mistakes in my English sentences in the English Zone.				
		b. Word classes	35. I am not serious when learning word classes in grammar class, which made me lazy to speak English in the English zone.				
			36. I often do not follow the grammar material in class, especially about Word classes so I prefer to be quiet in the English zone.				
		c. Tenses	37. I still lack of knowledge English tenses				

			so I am afraid to speak English in the English zone.				
			38. I am not interested in learning English tenses in class so I am confused about using English Tenses properly in the English Zone.				

Table 3.6

Questionnaire of Strategies Factors Affecting Students' Reluctant

No	Factors of strategies	Indicators	Statments
Non Linguistic Factors			
1	**Motivation**	**a.** Extrinsic Motivation	1. Are there any external factors that play a role in motivating you to learn to speak English in the English zone?
		b. Intrinsic Motivation	2. Are there any internal factors that play a role in motivating you to learn to speak English in the English zone?
2	**Environment**	a. Naturalness of the Environment	3. What are your strategies for adapting to the environment in which you learn to speak English in the English zone?
		b. Supportive Environment Conditions	4. Are you stressed in the English zone environment when you have to speak English?
3	**Psyhcological Factors**	C. Shyness	5. Do you feel shy or uncomfortable when

		D. Fear of Mistake	6. Were the strategies you used to overcome the fear of making mistakes when speaking English in the English zone helpful?
Linguistic Factors			
1	**Grammar**	B. Grammar Mastery	7. Did the activities you used improve your grammar knowledge in speaking English in the English zone?
		C. Grammar and Speaking Correlation	8. Do you feel more confident speaking English in the English zone when you are confident with your grammar?
2	**Vocabulary**	a. Vocabulary Mastery	9. Do you use a dictionary in learning English?
		b. Vocabulary Acquisition	10. Do you use strategies to improve your vocabulary?
3	**Pronunciation**	a. Regular Practice	11. Do you practice speaking English regularly?
		b. Visual Aids	12. Can visual aids improve students' speaking?

2. Interview

According to Creswell, an interview occurs when the researcher asks general, open-ended questions of one or more participants and records their responses. from one or more participants and records their responses.[58] This interview is intended to find out more deeply and in detail about the factors

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[58] Creswell, J. W. Research design: *Qualitative, quantitative, and mixed methods approaches* 2009.

that cause student factors that cause students to be reluctant to speak English and find out the solutions to overcome the problem.

The researcher addressed causes and solutions by considering two perspectives, both from students with non-linguistic factor levels and students with linguistic factor levels Based on the current situation, the type of interview conducted in this study was a face-to-face interview. In addition, there were a total of 38 questions for the questionnaire. In terms of qualitative data, an instrument or interview was created based on 12 questions that asked the explorers how they overcame their English speaking reluctance in the English zone. The researcher believes that qualitative inquiry can provide the best in-depth understanding to support quantitative data as expected.

Table 3.6

Instrument Interview

No	Factors of strategies	Indicators	Statments
Non Linguistic Factors			
1	**Motivation**	c. Extrinsic Motivation	13. What motivates you to learn to speak English in the English zone? Are there any external factors at play?
		d. Intrinsic Motivation	14. What motivates you to learn to speak English in the English zone?
2	**Environment**	c. Naturalness of the Environment	15. what strategies do you use to adapt to unfamiliar environments?

		d. Supportive Environment Conditions	16. How do you feel about being in an English zone environment when you have to speak English?
3	**Psyhcological Factors**	E. Shyness	17. What makes you feel shy or uncomfortable when speaking English in the English zone?
		F. Fear of Mistake	18. What do you do to overcome the fear of making mistakes when speaking English in the English zone?
Linguistic Factors			
1	**Grammar**	D. Grammar Mastery	19. What activities do you use to improve your knowledge of grammar in speaking English in the English zone?
		E. Grammar and Speaking Correlation	20. Do you feel more confident speaking English in the English zone when you are confident in your grammar?
2	**Vocabulary**	c. Vocabulary Mastery	21. Do you use a dictionary in learning English?
		d. Vocabulary Acquisition	22. What strategies do you use to improve students' vocabulary?
3	**Pronunciation**	c. Regular Practice	23. do you practice speaking English regularly?
		d. Visual Aids	24. How can visual aids improve students' speaking skills?

E. Data Analysis Technique

In line with the mixed method research that researchers use in this study, the research data analysis technique consists of two techniques, namely the two techniques of data analysis.This research, then the research data analysis technique consists of two techniques. The researcher managed the quantitative data (i.e., questionnaire data) using the Statistical Package for the Social Sciences (SPSS). Google Forms was used to collect the data, which Excel was then used to tabulate. Additionally, SPSS was used for descriptive statistical analysis, which examined fundamental statistical descriptions including mean and standard deviation.[59] Although descriptive statistics have drawbacks, such as sensitivity to outliers, directionality, and a lack of distributional information, they also have benefits. When interpreted by a researcher with statistical expertise, descriptive statistics provide a simple way to measure the average score of each indication.

Therefore, researchers calculate the average of each indication using this statistical analysis. In this study, the trend will be indicated by the indicator with the highest mean value. This interpretation's provisions are based on a statistical manual that suggests comparing the mean value of each indication to identify which ones are obstructing. The following formulas mean and standard deviation determining arepresented below:

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[59] Deborah J. Rumsey, "*Statistics For Dummies*", 2nd Editio (The Ohio State University, 2023), P. 16.

$$Mean\ (\mu) = \frac{\sum_{i}^{n} = 1^{xi}}{n}$$

Explanation:

1. μ (mu) is the symbol for the mean.

2. x_i represents each individual value in the dataset.

3. n is the number of values in the dataset.

4. $\sum_{i}^{n} = 1^{xi}$ indicates the sum of all values from x_1 to x_n

$$Standard\ Deviation\ (\sigma) = \sqrt{\frac{\sum_{i=1}^{n}(xi-\mu)^2}{n}}$$

Explanation:

1. σ (sigma) is the symbol for the standard deviation.

2. xi represents each individual value in the dataset.

3. μ is the mean of the dataset.

4. n is the number of values in the dataset.

5. $\sum_{i}^{n} = 1(xi - \mu)^2$ indicates the sum of the squared differences between each value and the mean.

6. The square root ($\sqrt{}$) is taken of the entire fraction to get the standard deviation.

Additionally, a criteria for categorizing indications can be the median of the average score for each indicator. where contributing indicators are defined as those with a value below the median. On the

other hand, signs that are hindering are those whose mean value is greater than the median.

Meanwhile, in the qualitative data stage, researchers analyzed the data using Miles' theoretical framework and the data will be described in the form of descriptive text.[60] The following are the three steps:

1. Data Collection

    Data was collected by conducting interviews using an interview guideusing an interview guide and documented with photographs, recordings, and other methods.

2. Data Condensation

    In this step, the data was simplified through rhetorical sentences that conveyed the same meaning of the respondents' statements. In this step, the data is simplified through rhetorical sentences that convey the same meaning of the respondents' statements. Furthermore, the rhetorical sentences were categorized and presented in MS Word.

3. Conclusion drawing/verification

    Then the researcher evaluates, draws conclusions, and verifies them. The data will be re-examined by researchers, who then use theory to draw conclusions.

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[60] Miles et all, *The Sage Handbook of Qualitative Research* (Sage publications, (2023).

CHAPTER IV

RESEARCH FINDING AND DISCUSION

The study's research questions are covered in this chapter. Questionnaires and interviews were the primary tools used to gather data for the descriptive statistical the students' reluctance to speak English in the English zone. To verify or validate the consistency or discrepancy of findings pertaining to each of the three study questions, triangulation of data was carried out utilizing questionnaire and interviews.

A. Finding

The researcher gives all of the data and its analysis in this section. Quantitative data is presented first, followed by qualitative data, because this study employs a mixed technique with an explanatory design. Students in the English study program were interviewed by researchers and given questionnaires in the form of Google Forms. 6 students perfomed interviews after 110 students received questionnaires. Researcher discovered a number of factors that contribute to students' reluctance to speak English based on the data they collected.

1. Non-Linguistic and Linguistic factor affecting students' reluctant to speak English

The following discussion presents the non-linguistic factors that contribute to students' reluctance to speak English in the English zone based on data from the questionnaire through descriptive statistical analysis.

a. Questionnaire Result of the Non-Linguistic and Linguistic Factors

The purpose of the questinnaire data collection was to validate the survey results and ascertain whether there were any inconsistencies from the survey results. A thorough explanation of whether Non-Linguistic and Linguistic factors have a substantial impact on the English language zone is provided by the respondents' responses from the questionnaire. The following results were obtained:

Table 4.1 Data Findings for Non-Linguisticn Factors

No	Factors of Reluctant	Indicators	TOTAL
Non-Linguistic			
1.	Anxiety	a. Students lack response or participant	10,4%
		b. Students have a lack of enthusiasm	7%
		c. Students are nervous when speaking with their friends	12,9%
		d. Students are nervous to speak in front of the class	20,5%
		e. Students are not brave to speak	9%
2.	Self confidence	a. Believing in self-abilities	15,7%
		b. Act independent in making decisions	9,2%
		c. Dare to express opinions	11,3%
		d. Have a postive self-concept	4%
Linguistic			
1.	Pronounciation	a. Intelligibility	8,4%
		b. Fluency	10,6%
		c. Accuracy	10,8%
		d. Native like	5,6%
2.	Vocabulary	a. Spelling	10,8%

		b. Synonym	8,2%
		c. Antonym	9,2%
3.	Grammar	a. Sentences	10,7%
		b. Word classes	10,2%
		c. Tenses	15,5%

From the results non-linguistic factors of the table above, the researcher drew the conclusion that obstacles have been found that affect students' reluctance to speak, with the indicator students are nervous to speak in front of the class, and From the results linguistic factors of the table above, the researcher drew the conclusion that obstacles have been found that affect students' reluctance to speak, with the indicator tenses.

It shows that anxiety is a significant psychological aspect in this non-linguistic factor. This shows how anxious students are when learning English. Lack of English practice Due to the lack of opportunities to practice speaking English in authentic contexts, students often feel uncomfortable and uneasy when speaking, which can lead to harsh criticism from English-speaking peers or ridicule from classmates or instructors when they make mistakes. Their communication skills and fear of making mistakes can be paralyzed by this phobia. Students often worry that they will make a grammar, pronunciation or word choice mistake. They pause and become less confident when speaking as a result of this fear. A summary of these findings is presented in the table below:

Table 4.2 Findings of non-linguistic factors

		The Indicators	Mean
Non- Linguistic		Anxiety	59.80
		Self-confidence	40.20

In this case the non-linguistic factor contained in anxiety which is very significantly influential is that students are nervous to speak in front of the class. psychologically, the social anxiety that these students have may be that they are afraid to be judged or ridiculed by their friends when speaking English for reasons of low self-confidence so that it hinders students' development in speaking skills. it is important to know that speaking in front of the class requires a comfortable environment, support, motivation and experience.

Supportive and comfortable environmental conditions will make students feel less nervous about speaking English because with not much experience and minimal ability will make students feel afraid to make mistakes when speaking. in individual psychology students lack sufficient practice and practice speaking at home so they feel uncomfortable speaking because the benefits of practicing are numerous which will encourage students to be more comfortable when speaking English. By practicing students will have their own habits to speak English with the provision of trained abilities with experience students will not feel afraid to speak English.

Many students have such high standards for themselves that they feel they have to speak perfectly without any mistakes, which is unrealistic even for native speakers and can be anxiety-inducing in formal situations such as classroom presentations or oral exams. It is important to understand that anxiety in language learning is common and normal. With the right support and effective strategies, students can gradually overcome their anxiety and develop English speaking skills with more confidence.

Meanwhile, self-confidence is the lowest mean score in non-linguistic factors with a score of 18.89. This indicates that students have moderate confidence in learning English. Unsupportive learning environment the lack of exposure to English in daily life and the lack of opportunities to practice with fellow learners can hinder the development of self-confidence, coupled with limited vocabulary and grammar mastery, students feel their vocabulary is limited and lack mastery of grammatical structures, making it difficult to express themselves appropriately as they want. The wrong mindset Some students have the thought that they are "untalented" in language or must master the language perfectly before daring to speak because students often compare their abilities with classmates or standards are too high, which makes them feel incompetent or untalented.

Students who have bad experiences such as being laughed at when they mispronounce words during the English zone, being criticized harshly, or failing an English exam can create trauma that affects self-confidence, so they cannot express their personality and thoughts fully in

English like when using their mother tongue. Building self-confidence in speaking English takes time and process. With the right approach and consistent support, students can gradually develop their confidence in speaking English.

According to the survey data, there are two significant markers in the speaking learning process for students from both perspectives, as shown in the above table. As discussed in Chapter III, this classification is motivated by the emphasis on indications from non-linguistic elements that exhibit notable influence. In this case, comparing average values might serve as a standard by which to gauge which signs are facilitating or impeding.

The median of each indicator's mean score can serve as a classification standard, as discussed in Chapter 3. Supporting indicators are those whose mean scores are higher than the median, and inhibiting indications are those whose mean scores are lower than the median.

In this case, it shows that students have quite low grammar skills in learning English. While on grammar, It is important to remember that the main purpose of language is communication. Although grammar is important, it should not be a barrier to speaking. With the right approach and consistent practice, students can gradually improve their grammar ability while still developing their speaking skills. Fear of structural errors Students often feel anxious that their sentence structure is wrong, which makes some of them hesitate when speaking. They focus too much on

whether the subject-verb agreement is correct, or whether the tenses used are right, which hinders their speaking fluency. A summary of these findings is presented in the table below:

Table 4.4 Findings Linguistic Factors

	The Indicators	Mean
Linguistic	Pronunciation	35.43
	Vocabulary	28.19
	Grammar	36.38

In this case, the linguistic factors contained in grammar that have a significant influence are tenses. Tenses in English are often considered abstract concepts and difficult to understand, especially for students who do not have proficiency in English. Psychologically, students are afraid of being wrong and negative judgments from friends or lecturers, which makes students reluctant to speak. They are worried that they will make mistakes in using tenses and be considered not fluent.

English tenses have many exceptions and special rules that need to be remembered and understood by understanding when to use present tense, past tense or future tense which is very confusing. This makes students easily feel overwhelmed and afraid of being wrong when speaking. The English zone program should be able to make students interact more with fellow learners who will help them indirectly to practice English regularly so as to keep away the fear and anxiety to speak.

Meanwhile, the mean score of vocabulary in the Linguistic factor is 28.19. This shows that students have moderate vocabulary skills in learning English. Lack of reading habit, reading is one of the most effective ways to enrich vocabulary, but many students do not have the habit of reading English texts regularly. Without exposure to a variety of words through reading, vocabulary development is limited. Reliance on passive learning students often rely solely on memorizing word lists without using them in real contexts. This passive learning makes it difficult for words to be remembered and actively used in conversation during the English zone. Students often have difficulty remembering new words because they do not use effective memory techniques or do not revise regularly and the lack of opportunities to use vocabulary in daily conversation makes it difficult for students to remember and apply the words they have learned so that during the English zone students hesitate to speak.

Pronunciation as an influential factor in this linguistic factor as evidenced by the mean score of 35.43. In this case, it shows that students have quite low pronunciation in learning English. The lack of practice to practice pronunciation actively is very limited, especially in the environment or at home where English is not a daily language then students also rarely hear the correct pronunciation of English from native speakers. Most only hear from friends, lecturers or limited media, so they are less familiar with accurate pronunciation. The placement of word stress in English is very important but often overlooked. Students have difficulty determining which syllables should be stressed. Spelling and pronunciation

discrepancies English has an inconsistent relationship between spelling and pronunciation.

The researcher measured the central tendency of each feature in order to draw conclusions based on the interpretation of the data above. This method is founded on earlier studies that demonstrate how descriptive statistics can give a broad picture of many facets of speaking among a particular group of students participating in the English zone. Furthermore, those without a background in statistics can understand the application of descriptive statistics with ease.

In conclusion, there is a compelling argument for the study's use of descriptive statistics data collection for this study did not begin before the English zone was put into place. Additionally, by comparing the students' mean scores with their maximum and minimum scores, conclusions were drawn on the potential influence of speaking skill elements.

2. **The students strategies Non-Linguistic and Linguistic Factors**
   a. **Questinnaire Result**

The purpose of the questinnaire data collection was to validate the survey results and ascertain whether there were any inconsistencies from the survey results. A thorough explanation of whether Non-Linguistic and Linguistic factors have a substantial impact on the English language zone is provided by the respondents' responses from the questionnaire. The following results were obtained:

Table 4.5 Findings Non-Linguistic and Linguistic Factors

	The Indicators	Mean
Non-Linguistic and Linguistic	Motivation	17.80
	Environment	20.26
	Psyhcology Factors	26.25
	Grammar	10.12
	Vocabulary	11.50
	Pronunciation	14.07

From the results of the non-linguistic and linguistic factor strategies in the table above, the researcher draws the conclusion that strategies have been found that overcome students' reluctance to speak, with indicators of psychological factors contained in non-linguistic factors.

This suggests that psychological factors are a significant aspect in students' reluctance to speak English. Overall, psychological factors can help students overcome the emotional and mental barriers that prevent them from speaking English. By overcoming anxiety, increasing self-confidence, boosting motivation, overcoming shyness, and building a positive attitude, students can become more willing and able to speak English.

By integrating these psychological strategies into English learning, it can help students overcome emotional and mental barriers, so that they feel more confident and motivated to speak English. Lack of confidence is a major barrier to speaking English. Through psychological techniques such as positive affirmations, realistic goal setting and focusing on progress, students can build

their confidence, so providing positive and constructive feedback can also help boost students' confidence.

In psychological factors there is an aspect of anxiety where this aspect often occurs among students in this case, the way psychological factors overcome anxiety is by creating a safe learning environment so as to create a supportive classroom atmosphere, where students feel comfortable taking risks and making mistakes. This can be done by encouraging collaboration, avoiding harsh criticism, and promoting mutual respect. It can also be done with gradual desensitization techniques by starting with simple speaking activities, such as reading aloud or answering short questions, and gradually increasing their complexity. This helps students build confidence and reduce anxiety gradually.

3. **The students strategy to overcome Non-Linguistic and Linguistic factors that affect their reluctance to speak English**

The following discussion presents the linguistic and non-linguistic factors that contribute to students' reluctance to speak English in the English zone based on data from the interview.

a. **Instrument Result of Non-Linguistic Factors**

The purpose of gathering interview data was to validate the survey results and ascertain whether there were any discrepancies or inconsistencies between the survey and interview results. A thorough explanation of whether factors Non-Linguistic had a substantial impact on the English zone was given by the respondents' responses. The interviews identified a number of variables interviews uncovered a number of variables

that affect students' communication hesitancy. These elements included speech indicators, sentiments of inadequacy and incompetence, and impediments to successful communication resulting from these characteristics.

In this study, the participants had a range of common issues relating to why they hesitated and found it difficult to express themselves or speak in English. The researcher described the answers obtained into the following classifications:

1. Motivation

The participants explained that unsupportive motivation was one of the reasons why they were reluctant to speak English. Lack of experience and goals related to English language skills is one of the reasons why English is difficult to develop. This, in turn, makes the use of English reduced and resulted in a reluctance and fear of speaking in English because they were not used to it.

Factors of Strategy	Findings
Non-Linguistic Factors	
Motivation	As participiant 1 explain: *"So that I can have good English skills because career pportunities with English are very much needed, for external factors alone are provisions for traveling abroad"* *"Develop speaking skills"* As participiant 2 explain: *"I don't have any motivation because I am going through this study flatly*

	without any encouragement" *"There is no motivation but what is clear is that for me to be able to speak English is a cool person"* As participant 3 explain: *"My motivation is to prepare for a career starting with learning English "* *"Look proud in the eyes of others"* As participant 4 expalin: *" My motivation is to prepare for a career starting with learning English "* *" Look proud in the eyes of others "* As participant 5 explain: *"Motivation from my external factors is probably so that I can run my career easily armed with English"* *"Can travel abroad"* As participant 6 explain: *" My motivation is that I like the challenge of learning English to make myself challenged to rise and improve my abilities"* *"Proud of myself, because learning English is not easy"*

So the conclusion of this motivational factor is that we can understand that the students are hampered by the absence of motivation to learn English. this is what influences students' reluctance to speak in the English zone. the ability they have is limited but they have no motivation to learn so there is no good achievement in improving their English in the English zone.

Motivation has an important role in improving English speaking skills because motivation can increase students' interest in learning English, so they are more eager to speak and practice. with the motivation that students have can increase students' confidence to speak by expressing their thoughts and ideas.

2. Environment

Participants clarified that one of the reasons they are reluctant to speak English is an unsupportive environment reasons for their reluctance to communicate in English. One of the reasons English is challenging to learn is a lack of acquaintances or interlocutors who can converse in the language. Learning English is challenging. Consequently, this led to the usage of English and its effects on their anxiety and hesitancy to communicate in it as they are not accustomed to it.

Factors of Strategy	Findings
Non-Linguistic Factors	
Environment	As participant 1 explain: *"Strategies to adjust to new situations or environments by observing the environment"* *"Nervous, anxious because my English speaking skills are lacking so it makes me reluctant to speak in the English zone"* As participant 2 explain: *" Just adjusting"* *" Not comfortable because I am lacking in English"* As participant 3 explain: *" Observation of the new environment*

	by observing the situation and circumstances "
	" There is pleasure and doubt, the pleasure is that I can learn by listening to my friends speak then for doubt"
	As participant 4 explain: *" Adapting to new friends, learning to know each other by understanding the conditions of the place"* *" Worried because I can't speak English, my ability is very minimal"*
	As participant 5 explain: *"I personally am actually shy, what else has to adapt to a new environment, maybe the first thing I do is try to adapt slowly"* *"Shy because with the limited abilities I have to be heard by my friends"*
	As participant 6 explain: *" Adapting to a new environment by recognizing the situation and understanding how I will contribute to this environment"* *" A little happy and anxious. I'm happy that I can develop my skills, then for the anxiety when I have to force myself to speak English with a limited ability"*

In environmental factors, the researcher draws the conclusion that the new environment does not affect students because students can adapt to the new environment by first recognizing the environmental conditions. However, when students are given the opportunity to speak English, students will feel anxious, nervous, embarrassed and afraid of making mistakes. Students realize their limited abilities, interlocutors in

the English zone can affect students' reluctance to speak English, if their friends do not speak English then they will not speak either.

3. Psyhcological Factors

Learning difficulties are impairments or barriers in one or more basic physical and psychological factors that include the understanding or use of language, spoken or written, that appear imperfect in speech. It can make mathematical calculations; it includes mild motor impairment, emotional distress or an unfavorable environment. Difficulty can also be defined as a problem that requires more effort and skill to overcome. Therefore, what is meant by difficulties in this study are obstacles or problems experienced by students when learning to speak the language. experienced by students when learning to speak English.

Factors of Strategy	Findings
Non-Linguistic Factors	
Psyhcological Factors	As participant 1 explain: *"afraid of making mistakes with what I say and lack of confidence"* *"Shut up and don't continue the conversation so as not to make the same mistake"* As paticipant 2 explain: *" I have little vocabulary and my pronunciation is not clear"* *" Shut up and continue using Indonesian"* As participant 3 explain: *"Being judged negatively by my friends because they dont understand my pronounciation"* *" Silence by taking a breath then*

	trying to repeat the wrong speech"
	As paticipant 4 explain: *"Being laughed at by my friends because they don't understand what I'm saying"* *"Maybe I'll start learning and practicing so that I don't make mistakes in speaking"*
	As participant 5 explain: *"Fear of being wrong in pronunciation or improper grammar delivery"* *"Stay focused on communicating and don't focus on perfection"*
	As participant 6 explain: *"The interlocutor whose ability is higher than mine so that I am not comfortable to communicate with him"* *"Don't focus on mistakes but always learn from mistakes so that we can correct all the mistakes"*

Psychological problems are one of the major that afflict college students. Psychological problems often interfere with a person's emotional and physical health, relationships, or life adjustments, such as nervousness, lack of confidence, and fear of speaking. psychology can be interpreted as knowledge about human behavior in its environment. Psychological problems will negatively affect students' health, such as students' physical and emotional health.

Anxiety can make students feel uncomfortable and not confident to speak English. students may be afraid of making mistakes when speaking English, so they prefer not to speak. students' personality also

has an effect in this case such as intovert or extrovert can affect their reluctance to speak English.

b. Interview Result of Linguistic Factors

The purpose of gathering interview data was to validate the survey results and ascertain whether there were any discrepancies or inconsistencies between the survey and interview results. A thorough explanation of whether factors Non-Linguistic had a substantial impact on the English zone was given by the respondents' responses. The interviews identified a number of variables interviews uncovered a number of variables that affect students' communication hesitancy. These elements included speech indicators, sentiments of inadequacy and incompetence, and impediments to successful communication resulting from these characteristics.

In this study, the participants had a range of common issues relating to why they hesitated and found it difficult to express themselves or speak in English. The researcher described the answers obtained into the following classifications:

1. Grammar

Talked about the lack of knowledge of grammatical patterns as one of the factors affecting students' reluctance to speak English in interactions in the English zone. the following are the reasons why the lack of knowledge of grammatical patterns is a factor that influences their reluctance to speak English in the English zone.

Factors of Strategy	Findings
Linguistic Factors	
Grammar	As participant 1 explain: *"I have learned English on the duo linggo application, in that application you can learn Grammar for everyday life"* *"No, because I feel my grammar is lacking and still often makes mistakes when speaking"* As participant 2 explain: *" I don't have any specific activities and to learn Grammar I only rely on learning in class."* *" No because my grammar is very messy and I'm ashamed of it"* As participant 3 explain: *" Because I like to read novels, of course, to improve my knowledge of English, I read novels whose contents use English, but when I don't know the meaning of the words / sentences in the novel, I look for the translation in the dictionary "* *" It depends on the other person. When my interlocutor has the same ability as me, of course I am confident in my grammar. But when my interlocutor is higher in ability I will not be sure of my Grammar ability"* As participant 4 explain: *"I only rely on learning in class"* *"No, because I realize that my English ability is minimal and I don't do any activities at home to learn English"* As participant 5 explain: *"Self -study from YouTube"* *"Not sure because I am still embarrassed to show my minimal English skills"* As participant 6 explain:

	" Self-study at home " *"Whether I am sure or not depends* *on the person I am talking to"*

Grammar has an important role in influencing students' reluctance to speak. students have difficulty understanding and using the correct sentence structure in English. in grammar there are 16 tenses that they must understand with this students find it difficult to use the correct tenses. in addition, students also find it difficult to use the correct words and phrases in English. the lack of practice and practice to learn grammar makes it difficult for students to improve their speaking skills. students feel that when speaking they must use the correct tenses by saying perfect sentences without any mistakes. they are too focused on the perfection of sentences without trying with the abilities they have.

2. Vocabulary

Vocabulary is very important for both speakers and listeners. Speakers can speak fluently if they have a lot of vocabulary. In addition, the listener can understand what the speaker is saying if the speaker has a lot of vocabulary so that the listener can understand it. Listeners will also appreciate the speaker if the speaker can expand his/her vocabulary. The following are the reasons why lack of vocabulary is a factor that affects their reluctance to speak English in English zone.

Factors of Strategy	Findings
Linguistic Factors	
Vocabulary	As participant1 explain: *"Yes, but that was when I was still in school, now it's rare and more often learn English by watching movies "* *" Watching movies and listening to English songs, these strategies can increase my vocabulary although not much but I prefer these strategies because they are fun and exciting"* As participant 2 explain: *" Yes but rarely"* *" Using the learning application duolingo"* As participant 3 explain: *"Yes but rarely"* *"reading books"* As participant 4 explain: *" No, I don't like reading resources that are monotonous only writing without any interesting and colorful pictures because most dictionaries that I know are only black and white and contain only writing"* *" There is no particular strategy that only relies on listening or learning provided by friends, teachers or lecturers"* As participant 5 explain: *" Yes but sometimes"* *" Watching YouTube, but not movies but learning videos"* As participant 6 explain: *" Yes because it really helps me "* *" Learning in the duo linggo application, with the availability of sentences and words that are easy to understand "*

Vocabulary means the correct diction used in communication. Without an adequate vocabulary, one cannot communicate effectively or express their ideas in oral and written form. Limited vocabulary is also an obstacle that hinders students in speaking in the English zone. Therefore, language teachers should develop sufficient knowledge on how to manage an engaging classroom so that students can succeed in learning. so that students can succeed in their vocabulary learning.

3. Pronunciation

Regarding the issue of mispronunciation that makes students reluctant to speak English in interactions in the English zone, here are some arguments of students who feel that mispronunciation affects them:

Factors of Strategy	Findings
Linguistic Factors	
Pronunciation	As participant 1 explain: *"No, I rarely practice speaking English at home because I have no friends"* *" With visual aids I can learn confidently because the information I get is more interesting to learn so that I can remember the vocabulary little by little"* As participant 2 explain: *"No, I'm lazy to practice"* *"Visual aids are very helpful with delivery using simple sentences and interesting images so it's fun to learn English "* As participant 3 explain: *"Rarely, depending on the mood"* *"I don't like bisual aids because I don't like watching and listening."*

	As paticipant 4 explain:
	" Never, I am embarrassed if my English speech is heard by family members and friends "
	" Maybe by watching podcasts or watching movies can help improve English knowledge "
	As paticipant 5 explain:
	" No because at home there is no one to talk to"
	"With the strategies that I have implemented by watching YouTube for me it is a very pleasant visual tool even though I did not immediately get so much improvement"
	As participant 6 explain:
	" Yes but not so organized "
	" With the duolingo application that I learned, it is proven that audio-visual can improve speaking skills because the duolingo application not only teaches listening and writing but also gives the opportunity to practice speaking by repeating the sentences that have been given"

Pronunciation is a difficult area for students due to their low proficiency. This means that a good command of English pronunciation should also be the focus of teachers' professional development in order to be a good role model for their students. Pronunciation errors are often caused by the lack of sound similarity between English and students' native language. In this situation, students expect to speak English fluently but most of them find English too difficult to master. that students tend to feel uncomfortable when hearing themselves speak English. They feel that they "sound foreign" to themselves, and this

bothers them. Although such discomfort is usually unconscious, it can be a major obstacle to improving clarity in English.

B. Discussion

This study concludes that the integration of English speaking in the English zone can significantly improve vocabulary, grammar, comprehension, fluency, and skills, but can cause fear in students whose speaking skills are lacking.[61] The survey results show that in the aspects of speaking skills, it significantly facilitates students' ability to apply in speaking skills in the English zone. The survey results showing barriers in this aspect of speaking skills are supported by qualitative data from the interviews which reinforce these findings.

Factors that make students reluctance to speak in English zone are divided into two aspects, namely linguistic problems namely lack of vocabulary, grammar, and pronunciation, and non-linguistic problems namely nervousness, shyness and trembling, lack of speaking practice, lack of speaking, lack of vocabulary, lack of confidence, and fear of making mistakes.[62]

The results of this study indicate that anxiety, pronunciation, confidence and English language ability are significant factors affecting students' difficulty in speaking English in the English zone. anxiety can affect English speaking ability because students feel afraid

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[61] Apriani, Anshori, Edy

[62] Tsegaye Abera, *„Factors Affecting Oral Communication/Exploring Impacting Factors of Interpersonal Communication",* International Journal of English Literature and Culture, 8.3 (2020).

of making mistakes or not being able to understand what the interlocutor is saying.[63] Pronunciation can affect English speaking ability because students feel afraid of mispronunciation so that what they say cannot be understood by other friends. this is what influences students to be reluctant to speak English.

Opinions in large classes, and fear of facing a large number of classmates. There is also a fairly common cause that stems from their perception of their ability to use English.[64] They are reluctant to participate in class discussions because of their improper pronunciation, and inadequate English vocabulary which is crucial in communicating their ideas in communicating their ideas in communicating their ideas in group discussions. They also felt uncomfortable with rude comments and negative attitudes.

Finding ways to better understand students' anxiety levels when speaking, as well as their anxiety-related reasons for speaking and coping mechanisms. Although the main emphasis of this study is the speaking class, where students are afraid to speak, this study also aims to find out what factors mainly influence students' reluctance to speak. Both have some differences and similarities.

Related to the data, the researcher concluded that there are many factors that influence students' reluctance to speak English in the English language zone. These factors are non-linguistic factors and

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[63] *opcit*
[64] *opcit*

linguistic factors such as lack of motivation, shyness, anxiety, lack of confidence, fear of making mistakes, lack of vocabulary, lack of knowledge of grammar patterns, and improper pronunciation.[65] It takes effort to continuously encourage students to build their confidence. Most English students feel shy when they speak English because they think that they will make mistakes when they speak.

In addition to anxiety and pronunciation, confidence also affects because students who have high confidence are more likely to speak and participate in discussions. the results of this study have significant implications for English language learning in the English zone. some of the implications that can be drawn from these findings are the development of a more effective and enjoyable English language learning program because the improvement of students' language skills can be trained and practiced in a more developed manner, because with more effective training it can reduce anxiety and increase students' confidence in speaking English in the English zone.

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[65] Linda Septiyana, Puri Widiarti, Tika Purnama Sari, Eka Nur Kasih, Hijjriah Al Mukaromah. . "English Zone (EZo): *A Fun Activity in Learning English Speaking Skill for Young Learners*." Journal of Applied Linguistics. 2020

CHAPTER V

CONCLUSION AND SUGGESTION

Having processed the findings of this research in the previous section, this research now draws conclusions and provides suggestions as the final section. The conclusions answer the research questions directly, while the suggestions aim to provide guidance for readers interested in exploring this field further.

A. Conclusion

The conclusion of the Linguistic factors obtained from the questionnare is the anxiety factor with indicators of students nerves when speaking in front of the class this is an obstacle to students reluctant to speak English. This factor is very much experienced by students who have poor English skills and lack of self-confidence because they feel that when speaking English in front of the class will cause negative judgment to these students, these inhibited students always focus on perfection in speaking they are not sure that the sentences they will say are correct and easily understood by their friends.

The conclusion of the Non-Linguistic factors obtained from the questionnare is the Grammar Factor with the tenses indicator. Inadequate grammar skills can affect students' English speaking skills. Having difficulty in using the right tenses in sentences, thus affecting their speaking ability. Students also have difficulty in using the right sentence structure, thus affecting their speaking ability. Students have difficulty in using the right words in sentences, thus affecting their speaking ability.

In the strategies that students use to speak English contained in Linguistic Factors, some students use grammar exercises and language games to improve grammar skills. They rarely use dictionaries, flashcards and reading books to improve vocabulary. They choose to use audio, video, and podcasts to improve their listening, speaking and grammar skills because they think learning using audio visuals is more effective. Meanwhile, from non-linguistic factors, students use rewards and positive feedback to increase motivation. They rarely do challenging exercises and have successful experiences to increase their confidence.

B. Suggestion

1. Implication for English zone

Based on the findings and discussion that have been presented previously, here are some suggestions for the English language study program at the English zone for further research is overcoming reluctance develop learning programs to overcome students' reluctance to interact more effectively. This could include such activities that aim to improve students' speaking skills as well as creating a learning environment that encourages collaboration among students.

Conduct research to identify ways to improve the English zone program to support students with better practices so as to create a comfortable atmosphere in the English zone. This could involve exploring the role of the English zone, student interactions and the physical learning environment in fostering motivation and language learning proficiency.

2. Directions for Further Researcher

Based on the findings of this study, future research can explore English zone concepts. In addition, the emerging English zone concepts that classify aspects of speaking continue to evolve and can be used. It can also analyze the influence of other factors such as listening and reading skills on English speaking difficulties and develop more effective and enjoyable English learning strategies. Then it can analyze the role of technology in supporting English learning. This can also be investigated in the English language zone, taking into account the bias in the interview data where informants also discussed the cultural factors that influence their speaking. Then finally in this study, the researcher has limitations in the quantitative stage, namely the researcher only uses simple statistics that measure the mean as a benchmark.

3. Direction of Students

Students should practice speaking English regularly, both inside and outside the classroom. So that students can find opportunities to speak English, such as joining or interacting with friends in the English zone or participating in other discussions. With the development of technology, students can use media such as videos, podcasts, and applications to learn English so that students are not afraid to make mistakes when speaking English, because mistakes are part of the learning process.

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APPENDICES

APPENDIX A

Table 1. Sampling for Questionnaire

NAMA	KELAS	TOTAL
silvia ralika p	5c	87
Salsabila	7b	75
Nurul Dzakiyyah	7b	57
M Royhan Hidayat	7b	90
Natasya Aulia Putri	7b	106
BUNGA FEBRIANA	3a	106
Fiddini iponika	7a	92
Amanda Aulia	7a	99
Adeka Fajar	7a	100
Ajeng fatimah z	3a	102
Dwi oktaviani	7a	90
Deki perliansyah	7a	59
Arintan Ishika Aura	7a	88
FITRI ADE SARI	7a	43
Illal Fittya	7a	92
wulandari	5c	121
Ahmad Annizar	7a	87
Fiddini iponika	7a	96
Andhini Septaliana	7a	99
Indriani	7a	96
Fadiza Kartika	7a	82
Fanzia Arpemi Santia	7a	68
DEPRI ARESA WIJAYA	7a	75
Amanda Aulia Tifani	7a	97
Anisa Wulandari	7a	112
Ajeng Fatima Zulaiha	3a	104
Sandi kurniawan	7b	88
AZIZA RAHMI	3a	48
Janpatika	7b	107
Dea kifka alisyah	3a	98
Alifah	3a	89
Dea Anita	3a	100
Megi Ari Pratama	7b	43
Nazlah	5c	41
Yulia Vitalhoka	3c	89

DENI	7a	77
Arini	3a	101
Samqina Hafifa	5c	109
Welinsah Yusat W	5c	73
Renita Wulandari	7b	86
SINTIA	5c	83
Nanda Dwi Masta	5c	114
Rahma Madani	5c	94
Gita Indah Cahyani	5c	90
Rimalismadona	5c	107
Sinta Nia Yunisa	5c	74
Sarina	7b	122
Chynthia Monicha	3a	71
Carissa	3a	83
NURHALIZA	3c	77
Selin N.A	3c	93
Naufal Ardiansyah	3c	99
Vioni Cahya M	5c	90
Nova	3c	91
Novi Tara Fauzia	3c	68
Rizka septiyanti	3c	84
Ratih Pramuditia	3c	84
Shella Novia Tamara	3c	89
Nadya Triwahyuni	3c	102
Resta Lestari	3c	105
ZAHRA SALSABILA R	3c	104
Tri Marhati	3c	82
Rahma Anggita Fitri	3c	91
Anesha Artika Putri	3a	66
Resi Anggraini Puspitasari	3c	99
Diah Ayu Pitaloka	3a	87
Winda Lestari	5c	95
Atikah Arin Salsabilla	3a	119
REFO AGUNG RAJA F	3c	96
Dendra Avianto	3a	92
Nur Aulia Nesa Afifah	5c	108
Nosita Rahma Dania	7b	77
Abdullah Azzam	3a	89
Putri Ulandari	7b	77
Yelse elfira	3c	111
Cahaya Maimunah	3a	90

Intan Purnama Sari	7b	103
Jesi Nuraini	5a	65
Dioba meliza K	5a	58
Naila shafira putri	5a	93
Dwi Indah Sari	5a	107
Lova Novriati	5a	67
Agnes Feronika	5a	107
Dwi aninda sari	5a	119
Leza melfia	5a	113
Nafisah Kamal	5a	86
Laras Ariani	5a	96
Aisyah Nurhidayah	5a	99
Aditya G.P	7a	83
Ahmad fajar P	7a	81
Fadel Muhammad	7a	77
Fenica Melati	7a	81
Ilham sahbandi	7a	77
Raden femas S	3c	69
Wela aulia	3c	74
Thania Putri Shoftlana	7b	87
Anju pangestu	3a	97
Defrian	3a	69
Abdul Karim A	5a	74
Ahsanu Izi T	5a	69
Ane adeliyah	5a	84
Dio putra R	5a	80
Dwiki Farhan A	5a	87
M Ikhsan F	5a	97
Muhammad attilaroid	5a	98
M razieq	5a	79
Fahmi A	5c	80
Gustiantara	5c	85
Irpan Hidayat	5c	89

Table 2. Sampling of Interview

Nama	Kelas	Total terendah	Total tertinggi
Anesha	3a	66	-
Atikah	3a	-	119
Novi	3c	68	-
Yelse	3c	-	111
Lova	5a	67	-
Dwi Aninda	5a	-	119
Nazlah	5c	41	-
Wulandari	5c	-	121
Fitri	7a	43	-
Anisa	7a	-	112
Megi	7b	43	-
Sarina	7b	-	122

Table 3. Reliablity test

Reliability Statistics

Cronbach's Alpha	N of Items
.941	38

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q01	85.3361	261.663	.464	.940
Q02	85.3361	258.076	.526	.940
Q03	85.8033	259.168	.469	.940

Q04	85.9754	262.504	.392	.941
Q05	85.3033	257.899	.448	.941
Q06	85.4918	255.062	.602	.939
Q07	85.0902	257.405	.519	.940
Q08	85.2295	257.583	.526	.940
Q09	85.3033	253.254	.633	.939
Q10	86.0082	259.529	.518	.940
Q11	85.3443	252.327	.708	.938
Q12	85.6230	255.658	.566	.939
Q13	85.4836	255.392	.622	.939
Q14	85.6066	258.753	.438	.941
Q15	85.4672	253.292	.637	.939
Q16	85.4918	256.037	.615	.939
Q17	85.5984	255.069	.846	.938
Q18	85.6230	263.493	.291	.942
Q19	85.6311	255.425	.570	.939
Q20	85.5246	256.136	.596	.939
Q21	85.3525	256.957	.582	.939
Q22	85.3443	254.823	.654	.939
Q23	85.2705	261.538	.384	.941
Q24	85.3607	259.489	.437	.941
Q25	85.4672	257.077	.500	.940
Q26	85.9672	260.429	.421	.941
Q27	85.5820	260.295	.460	.940

Q28	85.9754	260.454	.410	.941
Q29	85.9918	259.562	.478	.940
Q30	85.7951	257.602	.487	.940
Q31	85.4262	258.098	.515	.940
Q32	85.5246	259.127	.464	.940
Q33	85.7295	255.108	.666	.939
Q34	85.4016	255.598	.619	.939
Q35	86.0246	258.735	.478	.940
Q36	86.1721	260.160	.477	.940
Q37	85.5164	252.252	.642	.939
Q38	86.1885	258.270	.505	.940

Documentation of Interview

Questionnaire through G-Form
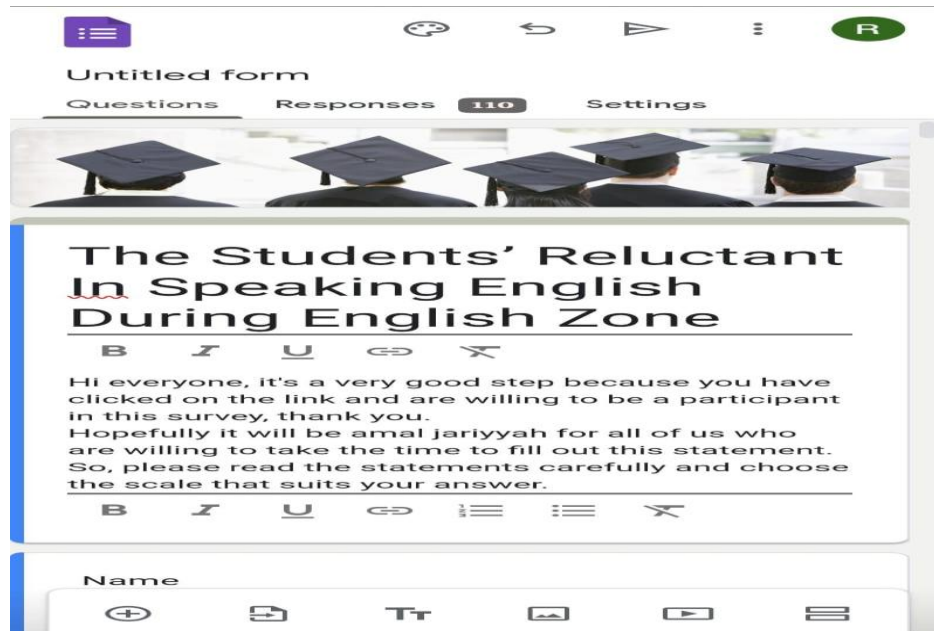
Table 4. Descriptive test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Anxiety	110	10.00	77.00	59.8064	9.83200
Self	110	8.00	58.00	40.2009	9.12054
Valid N (listwise)	110				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pronunciation	110	8.00	42.00	35.4355	4.05374
Vocabulary	110	6.00	39.00	28.1973	2.82878

Grammar	110	6.00	33.00	36.3809	3.16907
Valid N (listwise)	110				

Table 5. Interview Result

Factors of Strategy	Findings
Non-Linguistic Factors	
Motivation	As participiant 1 explain: *"So that I can have good English skills because career pportunities with English are very much needed, for external factors alone are provisions for traveling abroad"* *"Develop speaking skills"* As participiant 2 explain: *"I don't have any motivation because I am going through this study flatly without any encouragement"* *"There is no motivation but what is clear is that for me to be able to speak English is a cool person"* As participant 3 explain: *"My motivation is to prepare for a career starting with learning English "* *"Look proud in the eyes of others "* As participant 4 expalin: *" My motivation is to prepare for a career starting with learning English "* *" Look proud in the eyes of others "* As participant 5 explain:

	"Motivation from my external factors is probably so that I can run my career easily armed with English" *"Can travel abroad"* As participant 6 explain: *" My motivation is that I like the challenge of learning English to make myself challenged to rise and improve my abilities"* *"Proud of myself, because learning English is not easy"*

Factors of Strategy	Findings
Non-Linguistic Factors	
Environment	As participant 1 explain: *"Strategies to adjust to new situations or environments by observing the environment"* *"Nervous, anxious because my English speaking skills are lacking so it makes me reluctant to speak in the English zone"* As participant 2 explain: *" Just adjusting"* *" Not comfortable because I am lacking in English"* As participant 3 explain: *" Observation of the new environment by observing the situation and circumstances "* *" There is pleasure and doubt, the pleasure is that I can learn by listening to my friends speak then for doubt"* As participant 4 explain: *" Adapting to new friends, learning to know each other by understanding the conditions of the place"* *" Worried because I can't speak*

	English, my ability is very minimal"
	As participant 5 explain:
	"I personally am actually shy, what else has to adapt to a new environment, maybe the first thing I do is try to adapt slowly" *"Shy because with the limited abilities I have to be heard by my friends"*
	As participant 6 explain:
	" Adapting to a new environment by recognizing the situation and understanding how I will contribute to this environment" *" A little happy and anxious. I'm happy that I can develop my skills, then for the anxiety when I have to force myself to speak English with a limited ability"*

Factors of Strategy	Findings
Non-Linguistic Factors	
Psyhcological Factors	As participant 1 explain:
	"afraid of making mistakes with what I say and lack of confidence" *"Shut up and don't continue the conversation so as not to make the same mistake"*
	As paticipant 2 explain: *" I have little vocabulary and my pronunciation is not clear"* *" Shut up and continue using Indonesian"*
	As participant 3 explain: *"Being judged negatively by my friends because they dont understand my pronounciation"* *" Silence by taking a breath then trying to repeat the wrong speech"*

	As paticipant 4 explain: *"Being laughed at by my friends because they don't understand what I'm saying"* *"Maybe I'll start learning and practicing so that I don't make mistakes in speaking"* As participant 5 explain: *"Fear of being wrong in pronunciation or improper grammar delivery"* *"Stay focused on communicating and don't focus on perfection"* As participant 6 explain: *"The interlocutor whose ability is higher than mine so that I am not comfortable to communicate with him"* *"Don't focus on mistakes but always learn from mistakes so that we can correct all the mistakes"*

Factors of Strategy	Findings
Linguistic Factors	
Grammar	As participant 1 explain: *"I have learned English on the duo linggo application, in that application you can learn Grammar for everyday life"* *"No, because I feel my grammar is lacking and still often makes mistakes when speaking"* As participant 2 explain: *" I don't have any specific activities and to learn Grammar I only rely on learning in class."* *" No because my grammar is very messy and I'm ashamed of it"*

As participant 3 explain:

" Because I like to read novels, of course, to improve my knowledge of English, I read novels whose contents use English, but when I don't know the meaning of the words / sentences in the novel, I look for the translation in the dictionary "

" It depends on the other person. When my interlocutor has the same ability as me, of course I am confident in my grammar. But when my interlocutor is higher in ability I will not be sure of my Grammar ability"

As participant 4 explain:

"I only rely on learning in class"

"No, because I realize that my English ability is minimal and I don't do any activities at home to learn English"

As participant 5 explain:

"Self -study from YouTube"

"Not sure because I am still embarrassed to show my minimal English skills"

As participant 6 explain:

" Self-study at home "

"Whether I am sure or not depends on the person I am talking to"

Factors of Strategy	Findings
Linguistic Factors	
Vocabulary	As participant1 explain: *"Yes, but that was when I was still in school, now it's rare and more often learn English by watching movies "* *" Watching movies and listening to English songs, these strategies can increase my vocabulary although not much but I prefer*

these strategies because they are fun and exciting"

As participant 2 explain:
" Yes but rarely"
" Using the learning application duolingo"

As participant 3 explain:
"Yes but rarely"
"reading books"

As participant 4 explain:
" No, I don't like reading resources that are monotonous only writing without any interesting and colorful pictures because most dictionaries that I know are only black and white and contain only writing"
" There is no particular strategy that only relies on listening or learning provided by friends, teachers or lecturers"

As participant 5 explain:
" Yes but sometimes"
" Watching YouTube, but not movies but learning videos"

As participant 6 explain:
" Yes because it really helps me "
" Learning in the duo linggo application, with the availability of sentences and words that are easy to understand "

Factors of Strategy	Findings
Linguistic Factors	
Pronunciation	As participant 1 explain: *"No, I rarely practice speaking English at home because I have no friends"* *" With visual aids I can learn confidently because the information I get is more interesting to learn so that I can*

	remember the vocabulary little by little"
	As participant 2 explain:
	"No, I'm lazy to practice"
	"Visual aids are very helpful with delivery using simple sentences and interesting images so it's fun to learn English "
	As participant 3 explain:
	"Rarely, depending on the mood"
	"I don't like bisual aids because I don't like watching and listening."
	As paticipant 4 explain:
	" Never, I am embarrassed if my English speech is heard by family members and friends "
	" Maybe by watching podcasts or watching movies can help improve English knowledge "
	As paticipant 5 explain:
	" No because at home there is no one to talk to"
	"With the strategies that I have implemented by watching YouTube for me it is a very pleasant visual tool even though I did not immediately get so much improvement"
	As participant 6 explain:
	" Yes but not so organized "
	" With the duolingo application that I learned, it is proven that audio-visual can improve speaking skills because the duolingo application not only teaches listening and writing but also gives the opportunity to practice speaking by repeating the sentences that have been given"

Table. 5 Validitas Test

		Q01	Q02	Q03	Q04	Q05	Q06	Q07	Q08	Q09	Q10
Q01	Pearson Correlation	1	.357**	.179*	0,145	.255**	.359**	.354**	.425**	.292**	.244**
	Sig. (2-tailed)		0,000	0,049	0,112	0,005	0,000	0,000	0,000	0,001	0,007
	N	122	122	122	122	122	122	122	122	122	122
Q02	Pearson Correlation	.357**	1	.263**	.219*	.335**	.323**	.291**	.463**	.471**	.185*
	Sig. (2-tailed)	0,000		0,003	0,015	0,000	0,000	0,001	0,000	0,000	0,042
	N	122	122	122	122	122	122	122	122	122	122
Q03	Pearson Correlation	.179*	.263**	1	.228*	0,096	.334**	0,085	0,110	0,123	.387**
	Sig. (2-tailed)	0,049	0,003		0,012	0,292	0,000	0,352	0,226	0,175	0,000
	N	122	122	122	122	122	122	122	122	122	122
Q04	Pearson Correlation	0,145	.219*	.228*	1	.335**	.259**	0,115	.211*	.357**	.464**
	Sig. (2-tailed)	0,112	0,015	0,012		0,000	0,004	0,206	0,019	0,000	0,000
	N	122	122	122	122	122	122	122	122	122	122
Q05	Pearson Correlation	.255**	.335**	0,096	.335**	1	.384**	.316**	.302**	.409**	0,150
	Sig. (2-tailed)	0,005	0,000	0,292	0,000		0,000	0,000	0,001	0,000	0,100
	N	122	122	122	122	122	122	122	122	122	122
Q06	Pearson Correlation	.359**	.323**	.334**	.259**	.384**	1	.467**	.452**	.440**	.366**
	Sig. (2-tailed)	0,000	0,000	0,000	0,004	0,000		0,000	0,000	0,000	0,000
	N	122	122	122	122	122	122	122	122	122	122
Q07	Pearson Correlation	.354**	.291**	0,085	0,115	.316**	.467**	1	.461**	.420**	0,162

	Sig. (2-tailed)	0,000	0,001	0,352	0,206	0,000	0,000		0,000	0,000	0,075
	N	122	122	122	122	122	122	122	122	122	122
Q08	Pearson Correlation	.425**	.463**	0,110	.211*	.302**	.452**	.461**	1	.557**	.279**
	Sig. (2-tailed)	0,000	0,000	0,226	0,019	0,001	0,000	0,000		0,000	0,002
	N	122	122	122	122	122	122	122	122	122	122
Q09	Pearson Correlation	.292**	.471**	0,123	.357**	.409**	.440**	.420**	.557**	1	.352**
	Sig. (2-tailed)	0,001	0,000	0,175	0,000	0,000	0,000	0,000	0,000		0,000
	N	122	122	122	122	122	122	122	122	122	122
Q10	Pearson Correlation	.244**	.185*	.387**	.464**	0,150	.366**	0,162	.279**	.352**	1
	Sig. (2-tailed)	0,007	0,042	0,000	0,000	0,100	0,000	0,075	0,002	0,000	
	N	122	122	122	122	122	122	122	122	122	122
Q11	Pearson Correlation	.371**	.360**	.363**	0,170	.420**	.591**	.470**	.279**	.417**	.228*
	Sig. (2-tailed)	0,000	0,000	0,000	0,061	0,000	0,000	0,000	0,002	0,000	0,011
	N	122	122	122	122	122	122	122	122	122	122
Q12	Pearson Correlation	.288**	.397**	0,139	.297**	.281**	.408**	.370**	.298**	.485**	.275**
	Sig. (2-tailed)	0,001	0,000	0,126	0,001	0,002	0,000	0,000	0,001	0,000	0,002
	N	122	122	122	122	122	122	122	122	122	122
Q13	Pearson Correlation	.334**	.274**	.337**	.225*	.324**	.372**	.292**	.342**	.431**	.244**
	Sig. (2-tailed)	0,000	0,002	0,000	0,013	0,000	0,000	0,001	0,000	0,000	0,007
	N	122	122	122	122	122	122	122	122	122	122
Q14	Pearson Correlation	0,106	.284**	.340**	.189*	0,106	.379**	.207*	.327**	.280**	.346**
	Sig. (2-tailed)	0,245	0,002	0,000	0,037	0,245	0,000	0,022	0,000	0,002	0,000

	N	122	122	122	122	122	122	122	122	122	122
Q15	Pearson Correlation	.378**	.324**	.200*	.367**	.257**	.422**	.292**	.392**	.477**	.524**
	Sig. (2-tailed)	0,000	0,000	0,027	0,000	0,004	0,000	0,001	0,000	0,000	0,000
	N	122	122	122	122	122	122	122	122	122	122
Q16	Pearson Correlation	.246**	.454**	.233**	.298**	.467**	.348**	.437**	.376**	.581**	.250**
	Sig. (2-tailed)	0,006	0,000	0,010	0,001	0,000	0,000	0,000	0,000	0,000	0,005
	N	122	122	122	122	122	122	122	122	122	122
Q17	Pearson Correlation	.458**	.489**	.429**	.315**	.494**	.518**	.459**	.474**	.554**	.455**
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000
	N	122	122	122	122	122	122	122	122	122	122
Q18	Pearson Correlation	.259**	0,054	.335**	-0,008	0,107	.308**	0,114	0,016	0,059	0,074
	Sig. (2-tailed)	0,004	0,551	0,000	0,929	0,242	0,001	0,210	0,861	0,521	0,419
	N	122	122	122	122	122	122	122	122	122	122
Q19	Pearson Correlation	.215*	.309**	.321**	.308**	.274**	.324**	.277**	.317**	.384**	.388**
	Sig. (2-tailed)	0,018	0,001	0,000	0,001	0,002	0,000	0,002	0,000	0,000	0,000
	N	122	122	122	122	122	122	122	122	122	122
Q20	Pearson Correlation	0,140	.317**	.190*	0,171	.351**	.282**	.376**	.377**	.472**	.238**
	Sig. (2-tailed)	0,124	0,000	0,036	0,060	0,000	0,002	0,000	0,000	0,000	0,008
	N	122	122	122	122	122	122	122	122	122	122
Q21	Pearson Correlation	0,147	.285**	.225*	0,084	.228*	.407**	.430**	.302**	.415**	0,085
	Sig. (2-tailed)	0,106	0,001	0,013	0,358	0,012	0,000	0,000	0,001	0,000	0,354
	N	122	122	122	122	122	122	122	122	122	122

Q22	Pearson Correlation	.327**	.471**	.288**	0,149	.399**	.404**	.489**	.522**	.446**	.180*
	Sig. (2-tailed)	0,000	0,000	0,001	0,102	0,000	0,000	0,000	0,000	0,000	0,047
	N	122	122	122	122	122	122	122	122	122	122
Q23	Pearson Correlation	.189*	0,141	.181*	0,012	0,012	.240**	.316**	0,133	.259**	.184*
	Sig. (2-tailed)	0,037	0,122	0,046	0,900	0,898	0,008	0,000	0,144	0,004	0,042
	N	122	122	122	122	122	122	122	122	122	122
Q24	Pearson Correlation	0,163	.218*	0,116	0,156	.255**	.179*	.254**	.304**	.345**	.215*
	Sig. (2-tailed)	0,072	0,016	0,204	0,086	0,005	0,048	0,005	0,001	0,000	0,017
	N	122	122	122	122	122	122	122	122	122	122
Q25	Pearson Correlation	.207*	.288**	0,061	0,073	.271**	.342**	.246**	.295**	.368**	.183*
	Sig. (2-tailed)	0,022	0,001	0,502	0,423	0,003	0,000	0,006	0,001	0,000	0,044
	N	122	122	122	122	122	122	122	122	122	122
Q26	Pearson Correlation	0,169	.182*	.268**	.272**	.184*	0,138	0,075	.188*	.264**	.405**
	Sig. (2-tailed)	0,064	0,045	0,003	0,002	0,043	0,129	0,410	0,038	0,003	0,000
	N	122	122	122	122	122	122	122	122	122	122
Q27	Pearson Correlation	.245**	.358**	.277**	0,158	.368**	.245**	0,137	.253**	.295**	0,123
	Sig. (2-tailed)	0,006	0,000	0,002	0,083	0,000	0,006	0,132	0,005	0,001	0,176
	N	122	122	122	122	122	122	122	122	122	122
Q28	Pearson Correlation	0,158	0,172	.390**	.249**	-0,032	0,154	0,058	0,097	.216*	.426**
	Sig. (2-tailed)	0,083	0,058	0,000	0,006	0,728	0,090	0,527	0,287	0,017	0,000
	N	122	122	122	122	122	122	122	122	122	122
Q29	Pearson Correlation	.262**	0,109	.417**	.280**	0,137	.316**	.242**	0,167	0,153	.433**

	Sig. (2-tailed)	0,004	0,230	0,000	0,002	0,133	0,000	0,007	0,066	0,092	0,000
	N	122	122	122	122	122	122	122	122	122	122
Q30	Pearson Correlation	0,139	.234**	.347**	.362**	0,104	0,168	.243**	.247**	.315**	.372**
	Sig. (2-tailed)	0,125	0,009	0,000	0,000	0,252	0,065	0,007	0,006	0,000	0,000
	N	122	122	122	122	122	122	122	122	122	122
Q31	Pearson Correlation	.320**	.321**	.302**	0,169	.250**	.351**	.271**	0,154	.231*	.179*
	Sig. (2-tailed)	0,000	0,000	0,001	0,062	0,005	0,000	0,003	0,091	0,011	0,049
	N	122	122	122	122	122	122	122	122	122	122
Q32	Pearson Correlation	.277**	.284**	0,146	.217*	.249**	.252**	0,170	0,152	.329**	.250**
	Sig. (2-tailed)	0,002	0,002	0,108	0,016	0,006	0,005	0,062	0,094	0,000	0,005
	N	122	122	122	122	122	122	122	122	122	122
Q33	Pearson Correlation	.312**	.332**	.396**	.368**	.223*	.449**	.423**	.317**	.385**	.385**
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,013	0,000	0,000	0,000	0,000	0,000
	N	122	122	122	122	122	122	122	122	122	122
Q34	Pearson Correlation	.360**	.441**	.297**	.255**	.376**	.401**	.415**	.432**	.410**	.311**
	Sig. (2-tailed)	0,000	0,000	0,001	0,005	0,000	0,000	0,000	0,000	0,000	0,000
	N	122	122	122	122	122	122	122	122	122	122
Q35	Pearson Correlation	.301**	0,120	.312**	.208*	0,169	.251**	.243**	.193*	.222*	.414**
	Sig. (2-tailed)	0,001	0,187	0,000	0,021	0,063	0,005	0,007	0,033	0,014	0,000
	N	122	122	122	122	122	122	122	122	122	122
Q36	Pearson Correlation	.245**	0,106	.253**	.264**	.268**	.258**	0,177	0,172	.274**	.360**
	Sig. (2-tailed)	0,007	0,245	0,005	0,003	0,003	0,004	0,052	0,058	0,002	0,000

	N	122	122	122	122	122	122	122	122	122	122
Q37	Pearson Correlation	.276**	.362**	.451**	0,049	0,156	.430**	.486**	.338**	.343**	.313**
	Sig. (2-tailed)	0,002	0,000	0,000	0,594	0,085	0,000	0,000	0,000	0,000	0,000
	N	122	122	122	122	122	122	122	122	122	122
Q38	Pearson Correlation	.224*	.343**	.458**	.253**	0,159	0,164	0,141	.230*	.288**	.402**
	Sig. (2-tailed)	0,013	0,000	0,000	0,005	0,080	0,070	0,121	0,011	0,001	0,000
	N	122	122	122	122	122	122	122	122	122	122
TOTAL	Pearson Correlation	.493**	.558**	.504**	.426**	.490**	.633**	.554**	.560**	.664**	.547**
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000
	N	122	122	122	122	122	122	122	122	122	122

Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25
.371**	.288**	.334**	0,106	.378**	.246**	.458**	.259**	.215*	0,140	0,147	.327**	.189*	0,163	.207*
0,000	0,001	0,000	0,245	0,000	0,006	0,000	0,004	0,018	0,124	0,106	0,000	0,037	0,072	0,022
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.360**	.397**	.274**	.284**	.324**	.454**	.489**	0,054	.309**	.317**	.285**	.471**	0,141	.218*	.288**
0,000	0,000	0,002	0,002	0,000	0,000	0,000	0,551	0,001	0,000	0,001	0,000	0,122	0,016	0,001
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.363**	0,139	.337**	.340**	.200*	.233**	.429**	.335**	.321**	.190*	.225*	.288**	.181*	0,116	0,061
0,000	0,126	0,000	0,000	0,027	0,010	0,000	0,000	0,000	0,036	0,013	0,001	0,046	0,204	0,502
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
0,170	.297**	.225*	.189*	.367**	.298**	.315**	-0,008	.308**	0,171	0,084	0,149	0,012	0,156	0,073
0,061	0,001	0,013	0,037	0,000	0,001	0,000	0,929	0,001	0,060	0,358	0,102	0,900	0,086	0,423
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.420**	.281**	.324**	0,106	.257**	.467**	.494**	0,107	.274**	.351**	.228*	.399**	0,012	.255**	.271**
0,000	0,002	0,000	0,245	0,004	0,000	0,000	0,242	0,002	0,000	0,012	0,000	0,898	0,005	0,003
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.591**	.408**	.372**	.379**	.422**	.348**	.518**	.308**	.324**	.282**	.407**	.404**	.240**	.179*	.342**
0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,001	0,000	0,002	0,000	0,000	0,008	0,048	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.470**	.370**	.292**	.207*	.292**	.437**	.459**	0,114	.277**	.376**	.430**	.489**	.316**	.254**	.246**

0,000	0,000	0,001	0,022	0,001	0,000	0,000	0,210	0,002	0,000	0,000	0,000	0,000	0,005	0,006
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.279**	.298**	.342**	.327**	.392**	.376**	.474**	0,016	.317**	.377**	.302**	.522**	0,133	.304**	.295**
0,002	0,001	0,000	0,000	0,000	0,000	0,000	0,861	0,000	0,000	0,001	0,000	0,144	0,001	0,001
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.417**	.485**	.431**	.280**	.477**	.581**	.554**	0,059	.384**	.472**	.415**	.446**	.259**	.345**	.368**
0,000	0,000	0,000	0,002	0,000	0,000	0,000	0,521	0,000	0,000	0,000	0,000	0,004	0,000	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.228*	.275**	.244**	.346**	.524**	.250**	.455**	0,074	.388**	.238**	0,085	.180*	.184*	.215*	.183*
0,011	0,002	0,007	0,000	0,000	0,005	0,000	0,419	0,000	0,008	0,354	0,047	0,042	0,017	0,044
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
1	.480**	.496**	.338**	.482**	.532**	.612**	.320**	.373**	.377**	.599**	.522**	.330**	.335**	.463**
	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.480**	1	.400**	0,095	.378**	.416**	.506**	.243**	.274**	.421**	.343**	.356**	0,169	.298**	.335**
0,000		0,000	0,298	0,000	0,000	0,000	0,007	0,002	0,000	0,000	0,000	0,062	0,001	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.496**	.400**	1	.319**	.325**	.447**	.540**	.349**	.273**	.446**	.363**	.403**	.302**	.411**	.431**
0,000	0,000		0,000	0,000	0,000	0,000	0,000	0,002	0,000	0,000	0,000	0,001	0,000	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.338**	0,095	.319**	1	.373**	.359**	.420**	0,000	.263**	.276**	.349**	.387**	.243**	.329**	0,121
0,000	0,298	0,000		0,000	0,000	0,000	0,996	0,003	0,002	0,000	0,000	0,007	0,000	0,185

122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.482**	.378**	.325**	.373**	1	.419**	.510**	0,041	.601**	.279**	.365**	.362**	.295**	.321**	.437**
0,000	0,000	0,000	0,000		0,000	0,000	0,654	0,000	0,002	0,000	0,000	0,001	0,000	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.532**	.416**	.447**	.359**	.419**	1	.505**	0,073	.351**	.523**	.442**	.525**	.231*	.431**	.319**
0,000	0,000	0,000	0,000	0,000		0,000	0,422	0,000	0,000	0,000	0,000	0,011	0,000	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.612**	.506**	.540**	.420**	.510**	.505**	1	.326**	.540**	.571**	.564**	.580**	.335**	.389**	.466**
0,000	0,000	0,000	0,000	0,000	0,000		0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.320**	.243**	.349**	0,000	0,041	0,073	.326**	1	0,153	0,144	.180*	0,129	0,169	0,049	.183*
0,000	0,007	0,000	0,996	0,654	0,422	0,000		0,092	0,113	0,047	0,158	0,063	0,591	0,044
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.373**	.274**	.273**	.263**	.601**	.351**	.540**	0,153	1	.358**	.427**	.268**	0,096	.189*	.302**
0,000	0,002	0,002	0,003	0,000	0,000	0,000	0,092		0,000	0,000	0,003	0,293	0,037	0,001
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.377**	.421**	.446**	.276**	.279**	.523**	.571**	0,144	.358**	1	.493**	.517**	.306**	.342**	.308**
0,000	0,000	0,000	0,002	0,002	0,000	0,000	0,113	0,000		0,000	0,000	0,001	0,000	0,001
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.599**	.343**	.363**	.349**	.365**	.442**	.564**	.180*	.427**	.493**	1	.553**	.448**	0,208*	.529**
0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,047	0,000	0,000		0,000	0,000	0,022	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122

.522**	.356**	.403**	.387**	.362**	.525**	.580**	0,129	.268**	.517**	.553**	1	.280*	.523**	.457**
0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,158	0,003	0,000	0,000		0,002	0,000	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.330**	0,169	.302**	.243**	.295**	.231*	.335**	0,169	0,096	.306**	.448**	.280**	1	0,145	.312**
0,000	0,062	0,001	0,007	0,001	0,011	0,000	0,063	0,293	0,001	0,000	0,002		0,110	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.335**	.298**	.411**	.329**	.321**	.431**	.389**	0,049	.189*	.342**	.208*	.523**	0,145	1	.313**
0,000	0,001	0,000	0,000	0,000	0,000	0,000	0,591	0,037	0,000	0,022	0,000	0,110		0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.463**	.335**	.431**	0,121	.437**	.319**	.466**	.183*	.302**	.308**	.529**	.457**	.312**	.313**	1
0,000	0,000	0,000	0,185	0,000	0,000	0,000	0,044	0,001	0,001	0,000	0,000	0,000	0,000	
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.288**	.294**	.217*	.225*	.377**	.238**	.379**	-0,025	.264**	.286**	.183*	.279**	.251**	.252**	.291**
0,001	0,001	0,016	0,013	0,000	0,008	0,000	0,782	0,003	0,001	0,044	0,002	0,005	0,005	0,001
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.392**	.285**	.345**	0,160	.275**	.219*	.401**	0,124	.245**	.371**	.325**	.403**	.243**	0,102	.236**
0,000	0,001	0,000	0,079	0,002	0,015	0,000	0,172	0,007	0,000	0,000	0,000	0,007	0,266	0,009
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
0,145	.240**	.261**	.237**	.300**	0,053	.395**	.259**	.313**	.257**	0,115	0,014	.226*	0,025	0,062
0,112	0,008	0,004	0,008	0,001	0,564	0,000	0,004	0,000	0,004	0,208	0,876	0,012	0,783	0,496
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.337**	0,152	.230*	.369**	.397**	.221*	.451**	0,135	.245**	.210*	.200*	.345**	0,153	.200*	0,172

0,000	0,094	0,011	0,000	0,000	0,015	0,000	0,138	0,007	0,020	0,027	0,000	0,094	0,027	0,058
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.254**	.257**	.343**	0,168	.366**	.342**	.407**	0,135	.292**	.340**	0,173	.271**	0,078	.275**	0,169
0,005	0,004	0,000	0,065	0,000	0,000	0,000	0,138	0,001	0,000	0,057	0,003	0,395	0,002	0,062
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.555**	.418**	.419**	0,063	.264**	.293**	.450**	.381**	.238**	.200*	.295**	.308**	.342**	0,172	.370**
0,000	0,000	0,000	0,491	0,003	0,001	0,000	0,000	0,008	0,027	0,001	0,001	0,000	0,058	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.372**	.480**	.440**	0,031	.250**	.359**	.382**	.296**	.199*	.386**	0,169	.285**	.259**	.270**	.304**
0,000	0,000	0,000	0,736	0,005	0,000	0,000	0,001	0,028	0,000	0,062	0,001	0,004	0,003	0,001
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.488**	.329**	.368**	.359**	.433**	.367**	.548**	.223*	.571**	.369**	.433**	.359**	.224*	.278**	.278**
0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,014	0,000	0,000	0,000	0,000	0,013	0,002	0,002
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.506**	.328**	.288**	.348**	.540**	.493**	.525**	0,085	.578**	.383**	.461**	.398**	0,124	.205*	.289**
0,000	0,000	0,001	0,000	0,000	0,000	0,000	0,351	0,000	0,000	0,000	0,000	0,173	0,024	0,001
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.305**	.324**	.252**	0,170	.380**	0,102	.444**	.211*	.447**	.218*	.276**	0,159	0,136	0,055	0,170
0,001	0,000	0,005	0,061	0,000	0,265	0,000	0,019	0,000	0,016	0,002	0,081	0,136	0,547	0,061
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.240**	.292**	.338**	0,124	.257**	.184*	.467**	.191*	.214*	.397**	.228*	.382**	0,126	.208*	.259**
0,008	0,001	0,000	0,173	0,004	0,042	0,000	0,035	0,018	0,000	0,012	0,000	0,167	0,021	0,004

122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.531**	.267**	.424**	.353**	.320**	.355**	.546**	.253**	.380**	.390**	.502**	.459**	.478**	.344**	.302**
0,000	0,003	0,000	0,000	0,000	0,000	0,000	0,005	0,000	0,000	0,000	0,000	0,000	0,000	0,001
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.259**	.193*	.303**	0,158	.243**	.193*	.489**	.237**	.291**	.285**	0,164	.333**	0,074	.217*	.195*
0,004	0,033	0,001	0,081	0,007	0,033	0,000	0,009	0,001	0,001	0,072	0,000	0,417	0,017	0,032
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
.732**	.600**	.651**	.479**	.667**	.643**	.856**	.333**	.603**	.625**	.611**	.680**	.422**	.475**	.538**
0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122	122

Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38	TOTAL
0,169	.245**	0,158	.262**	0,139	.320**	.277**	.312**	.360**	.301**	.245**	.276**	.224*	.493**
0,064	0,006	0,083	0,004	0,125	0,000	0,002	0,000	0,000	0,001	0,007	0,002	0,013	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.182*	.358**	0,172	0,109	.234**	.321**	.284**	.332**	.441**	0,120	0,106	.362**	.343**	.558**
0,045	0,000	0,058	0,230	0,009	0,000	0,002	0,000	0,000	0,187	0,245	0,000	0,000	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.268**	.277**	.390**	.417**	.347**	.302**	0,146	.396**	.297**	.312**	.253**	.451**	.458**	.504**
0,003	0,002	0,000	0,000	0,000	0,001	0,108	0,000	0,001	0,000	0,005	0,000	0,000	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.272**	0,158	.249**	.280**	.362**	0,169	.217*	.368**	.255**	.208*	.264**	0,049	.253**	.426**
0,002	0,083	0,006	0,002	0,000	0,062	0,016	0,000	0,005	0,021	0,003	0,594	0,005	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.184*	.368**	-0,032	0,137	0,104	.250**	.249**	.223*	.376**	0,169	.268**	0,156	0,159	.490**
0,043	0,000	0,728	0,133	0,252	0,005	0,006	0,013	0,000	0,063	0,003	0,085	0,080	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
0,138	.245**	0,154	.316**	0,168	.351**	.252**	.449**	.401**	.251**	.258**	.430**	0,164	.633**
0,129	0,006	0,090	0,000	0,065	0,000	0,005	0,000	0,000	0,005	0,004	0,000	0,070	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
0,075	0,137	0,058	.242**	.243**	.271**	0,170	.423**	.415**	.243**	0,177	.486**	0,141	.554**

0,410	0,132	0,527	0,007	0,007	0,003	0,062	0,000	0,000	0,007	0,052	0,000	0,121	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.188*	.253**	0,097	0,167	.247**	0,154	0,152	.317**	.432**	.193*	0,172	.338**	.230*	.560**
0,038	0,005	0,287	0,066	0,006	0,091	0,094	0,000	0,000	0,033	0,058	0,000	0,011	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.264**	.295**	.216*	0,153	.315**	.231*	.329**	.385**	.410**	.222*	.274**	.343**	.288**	.664**
0,003	0,001	0,017	0,092	0,000	0,011	0,000	0,000	0,000	0,014	0,002	0,000	0,001	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.405**	0,123	.426**	.433**	.372**	.179*	.250**	.385**	.311**	.414**	.360**	.313**	.402**	.547**
0,000	0,176	0,000	0,000	0,000	0,049	0,005	0,000	0,000	0,000	0,000	0,000	0,000	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.288**	.392**	0,145	.337**	.254**	.555**	.372**	.488**	.506**	.305**	.240**	.531**	.259**	.732**
0,001	0,000	0,112	0,000	0,005	0,000	0,000	0,000	0,000	0,001	0,008	0,000	0,004	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.294**	.285**	.240**	0,152	.257**	.418**	.480**	.329**	.328**	.324**	.292**	.267**	.193*	.600**
0,001	0,001	0,008	0,094	0,004	0,000	0,000	0,000	0,000	0,000	0,001	0,003	0,033	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.217*	.345**	.261**	.230*	.343**	.419**	.440**	.368**	.288**	.252**	.338**	.424**	.303**	.651**
0,016	0,000	0,004	0,011	0,000	0,000	0,000	0,000	0,001	0,005	0,000	0,000	0,001	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.225*	0,160	.237**	.369**	0,168	0,063	0,031	.359**	.348**	0,170	0,124	.353**	0,158	.479**
0,013	0,079	0,008	0,000	0,065	0,491	0,736	0,000	0,000	0,061	0,173	0,000	0,081	0,000

122	122	122	122	122	122	122	122	122	122	122	122	122	122
.377**	.275**	.300**	.397**	.366**	.264**	.250**	.433**	.540**	.380**	.257**	.320**	.243**	.667**
0,000	0,002	0,001	0,000	0,000	0,003	0,005	0,000	0,000	0,000	0,004	0,000	0,007	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.238**	.219*	0,053	.221*	.342**	.293**	.359**	.367**	.493**	0,102	.184*	.355**	.193*	.643**
0,008	0,015	0,564	0,015	0,000	0,001	0,000	0,000	0,000	0,265	0,042	0,000	0,033	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.379**	.401**	.395**	.451**	.407**	.450**	.382**	.548**	.525**	.444**	.467**	.546**	.489**	.856**
0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
-0,025	0,124	.259**	0,135	0,135	.381**	.296**	.223*	0,085	.211*	.191*	.253**	.237**	.333**
0,782	0,172	0,004	0,138	0,138	0,000	0,001	0,014	0,351	0,019	0,035	0,005	0,009	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.264**	.245**	.313**	.245**	.292**	.238**	.199*	.571**	.578**	.447**	.214*	.380**	.291**	.603**
0,003	0,007	0,000	0,007	0,001	0,008	0,028	0,000	0,000	0,000	0,018	0,000	0,001	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.286**	.371**	.257**	.210*	.340**	.200*	.386**	.369**	.383**	.218*	.397**	.390**	.285**	.625**
0,001	0,000	0,004	0,020	0,000	0,027	0,000	0,000	0,000	0,016	0,000	0,000	0,001	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.183*	.325**	0,115	.200*	0,173	.295**	0,169	.433**	.461**	.276**	.228*	.502**	0,164	.611**
0,044	0,000	0,208	0,027	0,057	0,001	0,062	0,000	0,000	0,002	0,012	0,000	0,072	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122

.279**	.403**	0,014	.345**	.271**	.308**	.285**	.359**	.398**	0,159	.382**	.459**	.333**	.680**
0,002	0,000	0,876	0,000	0,003	0,001	0,001	0,000	0,000	0,081	0,000	0,000	0,000	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.251**	.243**	.226*	0,153	0,078	.342**	.259**	.224*	0,124	0,136	0,126	.478**	0,074	.422**
0,005	0,007	0,012	0,094	0,395	0,000	0,004	0,013	0,173	0,136	0,167	0,000	0,417	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.252**	0,102	0,025	.200*	.275**	0,172	.270**	.278**	.205*	0,055	.208*	.344**	.217*	.475**
0,005	0,266	0,783	0,027	0,002	0,058	0,003	0,002	0,024	0,547	0,021	0,000	0,017	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.291**	.236**	0,062	0,172	0,169	.370**	.304**	.278**	.289**	0,170	.259**	.302**	.195*	.538**
0,001	0,009	0,496	0,058	0,062	0,000	0,001	0,002	0,001	0,061	0,004	0,001	0,032	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
1	.271**	.231*	.334**	.221*	.197*	.197*	.184*	.200*	.267**	.297**	.233**	.295**	.458**
	0,003	0,010	0,000	0,014	0,029	0,029	0,043	0,027	0,003	0,001	0,010	0,001	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.271**	1	0,149	.201*	0,152	.267**	.336**	.179*	.268**	.252**	.380**	.300**	.293**	.494**
0,003		0,101	0,026	0,094	0,003	0,000	0,048	0,003	0,005	0,000	0,001	0,001	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.231*	0,149	1	.429**	.462**	.228*	.212*	.430**	.203*	.411**	.302**	.328**	.522**	.449**
0,010	0,101		0,000	0,000	0,012	0,019	0,000	0,025	0,000	0,001	0,000	0,000	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.334**	.201*	.429**	1	.412**	.212*	0,149	.447**	.320**	.273**	.263**	.282**	.413**	.512**

0,000	0,026	0,000		0,000	0,019	0,102	0,000	0,000	0,002	0,003	0,002	0,000	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.221*	0,152	.462**	.412**	1	.245**	.309**	.416**	.215*	.289**	.366**	.255**	.516	.525**
0,014	0,094	0,000	0,000		0,006	0,001	0,000	0,017	0,001	0,000	0,005	0,000	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.197*	.267**	.228	.212*	.245**	1	.645**	.324**	.298**	0,127	.214*	.420**	.250**	.548**
0,029	0,003	0,012	0,019	0,006		0,000	0,000	0,001	0,163	0,018	0,000	0,006	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.197*	.336**	.212*	0,149	.309**	.645**	1	.233**	0,112	0,132	.238**	.194*	0,170	.500**
0,029	0,000	0,019	0,102	0,001	0,000		0,010	0,220	0,146	0,008	0,032	0,061	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.184*	.179*	.430**	.447**	.416**	.324**	.233**	1	.597**	.514**	.238**	.602**	.397**	.691**
0,043	0,048	0,000	0,000	0,000	0,000	0,010		0,000	0,000	0,008	0,000	0,000	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.200*	.268**	.203*	.320**	.215*	.298**	0,112	.597**	1	.397**	.195*	.514**	.247**	.647**
0,027	0,003	0,025	0,000	0,017	0,001	0,220	0,000		0,000	0,031	0,000	0,006	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.267**	.252**	.411**	.273**	.289**	0,127	0,132	.514**	.397**	1	.567**	.401**	.357**	.514**
0,003	0,005	0,000	0,002	0,001	0,163	0,146	0,000	0,000		0,000	0,000	0,000	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.297**	.380**	.302**	.263**	.366**	.214*	.238**	.238**	.195*	.567**	1	.249**	.444**	.509**
0,001	0,000	0,001	0,003	0,000	0,018	0,008	0,008	0,031	0,000		0,006	0,000	0,000

122	122	122	122	122	122	122	122	122	122	122	122	122	122
.233**	.300**	.328**	.282**	.255**	.420**	.194*	.602**	.514**	.401**	.249**	1	.440**	.673**
0,010	0,001	0,000	0,002	0,005	0,000	0,032	0,000	0,000	0,000	0,006		0,000	0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.295**	.293**	.522**	.413**	.516**	.250**	0,170	.397**	.247**	.357**	.444**	.440**	1	.540**
0,001	0,001	0,000	0,000	0,000	0,006	0,061	0,000	0,006	0,000	0,000	0,000		0,000
122	122	122	122	122	122	122	122	122	122	122	122	122	122
.458**	.494**	.449**	.512**	.525**	.548**	.500**	.691**	.647**	.514**	.509**	.673**	.540**	1
0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	
122	122	122	122	122	122	122	122	122	122	122	122	122	122

Table 6. Tabulalation

Name	Class	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
silvia ralika p	5c	2	2	1	2	3	2	3	3	3	2
Salsabila	7b	2	2	2	2	2	3	2	3	3	2
Nurul Dzakiyyah	7b	2	1	2	1	1	1	2	2	1	1
M Royhan Hidayat	7b	2	3	2	2	4	2	3	2	4	2
Natasya Aulia Putri	7b	2	4	2	2	3	3	3	4	4	2
BUNGA FEBRIANA	3a	4	3	3	2	3	3	3	3	3	3
Fiddini iponika	7a	3	4	3	3	3	3	3	3	3	2
Amanda Aulia	7a	3	3	2	2	3	3	3	3	3	2
Adeka Fajar	7a	3	3	2	2	3	2	4	2	4	3
Ajeng fatimah z	3a	3	2	2	2	3	3	3	3	2	2
Dwi oktaviani	7a	2	3	3	3	2	2	2	3	2	3
Anisa Wulandari	7a	2	2	3	3	2	2	2	1	1	1
Arintan Ishika Aura	7a	3	3	2	2	3	3	3	2	3	2
FITRI ADE SARI	7a	1	1	1	1	2	1	2	2	1	1
Illal Fittya	7a	1	2	2	2	3	3	3	2	3	2
wulandari	5c	3	3	3	3	4	4	4	4	3	2
Ahmad Annizar	7a	3	3	2	2	3	3	3	3	2	2
Fiddini iponika naqsyabandi.s	7a	3	3	2	3	4	3	4	4	4	2
Andhini Septaliana	7a	3	3	2	3	3	3	3	3	3	2
indriani	7a	3	3	2	2	3	2	3	3	3	3

Name	Class									
Fadiza Kartika	7a	3	3	3	2	2	1	3	2	2	2
Fanzia Arpemi Santia	7a	3	3	1	1	3	3	2	3	2	2
DEPRI ARESA WIJAYA	7a	2	3	2	1	1	3	3	3	2	1
Amanda Aulia Tifani	7a	3	3	2	2	3	3	3	3	3	2
Deki perliansyah	7a	2	2	3	4	4	4	3	3	4	2
Ajeng Fatima Zulaiha	3a	1	3	4	2	3	2	2	2	3	2
Sandi kurniawan	7b	3	3	2	2	4	1	4	3	2	1
AZIZA RAHMI	3a	1	1	1	1	1	1	1	1	1	1
Janpatika	7b	3	3	2	2	3	3	3	3	3	2
Dea kifka alisyah	3a	3	3	2	2	3	3	3	2	3	2
Alifah	3a	3	3	1	1	3	2	3	3	3	1
Dea Anita	3a	2	3	2	2	3	2	3	3	3	2
Megi Ari Pratama	7b	1	1	1	1	1	1	1	1	1	1
Nazlah	5c	1	1	1	1	1	1	1	1	1	1
Yulia Vitalhoka	3c	3	3	1	2	1	2	4	3	3	2
DENI	7a	2	2	2	2	3	2	2	2	2	2
Arini	3a	3	3	2	2	3	2	3	3	3	2
Samqina Hafifa	5c	3	4	2	2	1	2	4	3	4	2
Welinsah Yusat W	5c	2	2	2	2	3	3	3	3	2	2
Renita Wulandari	7b	2	2	2	1	3	2	3	2	3	2
SINTIA	5c	2	2	1	2	3	2	3	3	3	2
Nanda Dwi Masta	5c	3	3	3	3	3	3	3	3	3	3
Rahma Madani	5c	2	3	2	3	2	3	3	3	3	2
Gita Indah Cahyani	5c	2	2	2	2	2	2	2	3	3	2
Rimalismadona	5c	3	3	3	2	3	3	2	3	3	2

Sinta Nia Yunisa	5c	3	2	2	1	2	2	3	3	2	1
Sarina	7b	4	3	4	3	4	4	4	4	4	3
Chynthia Monicha	3a	3	2	1	1	2	2	3	3	3	1
Carissa	3a	3	2	2	2	2	2	2	3	2	2
NURHALIZA	3c	2	2	2	2	2	2	3	2	2	2
Selin N.A	3c	3	2	2	2	2	2	3	2	3	2
Naufal Ardiansyah	3c	3	3	2	2	3	3	3	3	3	2
Vioni Cahya M	5c	3	3	2	2	3	2	3	3	3	2
Nova	3c	3	3	1	2	3	2	3	3	3	1
Novi Tara Fauzia	3c	3	2	1	1	2	2	3	2	1	1
Rizka septiyanti	3c	2	3	2	2	3	3	3	3	3	3
Ratih Pramuditia	3c	2	2	2	2	3	2	3	3	2	2
Shella Novia Tamara	3c	3	3	1	1	3	4	4	4	4	1
Nadya Triwahyuni	3c	3	4	2	2	2	3	4	4	3	2
Resta Lestari	3c	3	3	3	2	3	3	3	3	3	2
ZAHRA SALSABILA RASYID	3c	3	3	2	2	4	4	4	4	4	3
Tri Marhati	3c	2	3	2	2	2	2	3	2	2	2
Rahma Anggita Fitri	3c	2	2	2	2	2	2	3	2	3	2
Anesha Artika Putri	3a	3	2	1	1	1	1	3	2	1	1
Resi Anggraini Puspitasari	3c	3	3	2	2	3	3	3	2	3	2
Diah Ayu Pitaloka	3a	3	2	2	3	2	2	2	2	3	2
Winda Lestari	5c	3	3	2	2	3	2	3	3	3	3
Atikah Arin Salsabilla	3a	3	3	2	2	4	4	4	4	4	2
REFO AGUNG RAJA FACHRIZA	3c	2	3	2	1	1	2	3	3	3	2

Dendra Avianto	3a	3	3	3	2	3	2	3	3	2	2
Nur Aulia Nesa Afifah	5c	3	3	2	3	3	3	3	4	3	3
Nosita Rahma Dania	7b	2	2	2	2	2	2	2	2	2	2
Abdullah Azzam	3a	2	2	2	2	3	2	3	2	3	2
Putri Ulandari	7b	3	2	2	2	2	2	2	2	2	2
Yelse elfira	3c	3	4	3	2	3	3	4	3	3	2
Cahaya Maimunah	3a	2	3	2	2	2	2	3	3	2	1
Intan Purnama Sari	7b	3	2	2	2	3	3	3	4	3	2
Jesi Nuraini	5a	2	1	2	2	2	2	3	2	2	2
Dioba meliza K	5a	2	2	2	2	2	2	1	1	3	1
Naila shafira putri	5a	3	3	2	2	3	3	3	3	3	1
Dwi Indah Sari	5a	3	3	3	3	4	3	3	3	4	2
Lova Novriati	5a	2	3	4	1	1	1	2	1	1	1
Agnes Feronika	5a	3	3	3	2	4	4	4	3	3	2
Dwi aninda sari	5a	3	4	3	2	4	3	4	4	4	2
Leza melfia	5a	3	3	3	3	3	3	3	3	3	3
Nafisah Kamal	5a	2	3	2	1	3	3	4	3	3	2
Laras Ariani	5a	3	3	3	2	3	3	2	3	3	2
Aisyah Nurhidayah	5a	3	3	2	2	3	2	4	3	3	2
Aditya G.P	7a	3	3	2	2	2	3	4	2	2	2
Ahmad fajar P	7a	2	2	2	3	1	3	3	3	2	2
Fadel Muhammad	7a	3	4	2	2	2	3	3	4	3	1
Fenica Melati	7a	3	3	4	1	3	2	2	3	2	1
Ilham sahbandi	7a	2	3	1	2	2	3	2	1	1	1
Raden femas S	3c	3	1	1	1	3	2	2	2	2	1

Name	Class	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Wela aulia	3c	3	2	1	1	4	4	4	3	3	1
Thania Putri Shoftlana	7b	3	2	4	2	1	2	1	4	2	3
Anju pangestu	3a	3	1	3	1	1	4	4	2	1	2
Cheren marenza	3a	2	2	1	3	3	1	2	1	1	2
Defrian	3a	2	1	2	2	3	1	4	2	1	1
Abdul Karim A	5a	3	2	2	2	2	2	2	2	2	1
Ahsanu Izi T	5a	3	3	1	1	2	1	2	3	2	1
Ane adeliyah	5a	2	2	2	2	3	3	3	3	2	1
Dio putra R	5a	2	3	2	2	3	2	2	2	3	2
Dwiki Farhan A	5a	3	3	1	2	3	2	2	2	2	2
M Ikhsan F	5a	3	2	2	2	3	2	2	3	3	2
Muhammad attilaroid	5a	3	2	2	2	3	2	3	3	3	2
M razieq	5a	3	3	2	1	2	1	1	2	3	1
Fahmi A	5c	2	3	3	2	3	2	2	2	2	2
Gustiantara	5c	2	2	2	1	2	2	3	3	3	2
Irpan Hidayat	5c	2	3	2	2	2	2	3	3	3	2

Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25
2	3	3	2	2	3	2	2	2	3	3	2	3	2	3
2	2	2	2	2	3	2	2	2	2	2	2	2	2	2
2	1	2	2	1	1	1	2	1	1	2	1	3	2	1
3	2	2	2	2	3	2	2	2	2	3	3	2	3	3
3	3	3	3	3	3	3	3	2	3	3	3	3	3	4

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3	2	2	3	3	3	3	3	2	2	3	3	3	3	3
2	2	3	3	3	2	3	2	2	3	2	3	3	2	3
3	2	3	2	3	3	3	3	2	3	3	3	4	3	4
3	2	2	3	3	2	2	1	2	2	3	3	3	2	3
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1	1	1	1	1	1	1	1	1	2	1	1	2	1	1
3	2	3	3	3	3	2	2	2	4	2	3	3	3	3
4	3	4	4	4	3	3	3	4	3	3	4	4	4	3
3	2	3	2	2	2	2	2	2	3	3	3	3	2	3
3	2	3	3	3	3	3	2	2	2	3	3	2	3	3
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3	2	3	3	3	3	3	2	3	3	3	3	3	3	3
3	1	2	3	2	4	2	1	2	3	2	2	3	3	1
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3	1	2	3	2	1	2	2	1	2	3	3	3	2	2
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Frequencies

Total_Q

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	1	3.4	3.6	3.6
	11	2	6.9	7.1	10.7
	12	5	17.2	17.9	28.6
	13	3	10.3	10.7	39.3
	14	3	10.3	10.7	50.0
	15	5	17.2	17.9	67.9
	16	3	10.3	10.7	78.6
	17	2	6.9	7.1	85.7
	18	2	6.9	7.1	92.9
	20	1	3.4	3.6	96.4
	22	1	3.4	3.6	100.0
	Total	28	96.6	100.0	
Missing	System	1	3.4		
Total		29	100.0		

Rentang nilai		Frequency	Percentage
0	4	0	0%
5	9	0	0%
10	14	1	4%
15	19	18	64%
20	24	8	29%
25	29	1	4%
30	34	0	0%

Non-linguistic Bar Chart

	4	9	14	19	24	29	34
	0	5	10	15	20	25	30

Frequency   Percentage
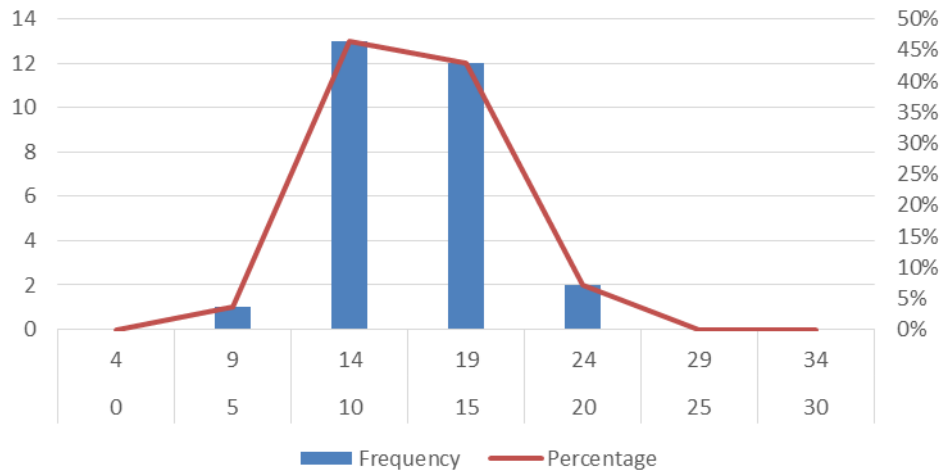
Linguistic

Total_X

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	1	3.4	3.4	3.4
	9	2	6.9	6.9	10.3
	10	1	3.4	3.4	13.8
	11	1	3.4	3.4	17.2
	12	3	10.3	10.3	27.6
	13	4	13.8	13.8	41.4
	14	2	6.9	6.9	48.3
	15	5	17.2	17.2	65.5
	16	3	10.3	10.3	75.9
	17	4	13.8	13.8	89.7
	18	2	6.9	6.9	96.6
	22	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Rentang nilai		Frequency	Percentage
0	4	0	0%
5	9	3	10%
10	14	11	38%
15	19	14	48%
20	24	1	3%
25	29	0	0%
30	34	0	0%

Linguistic Bar chart
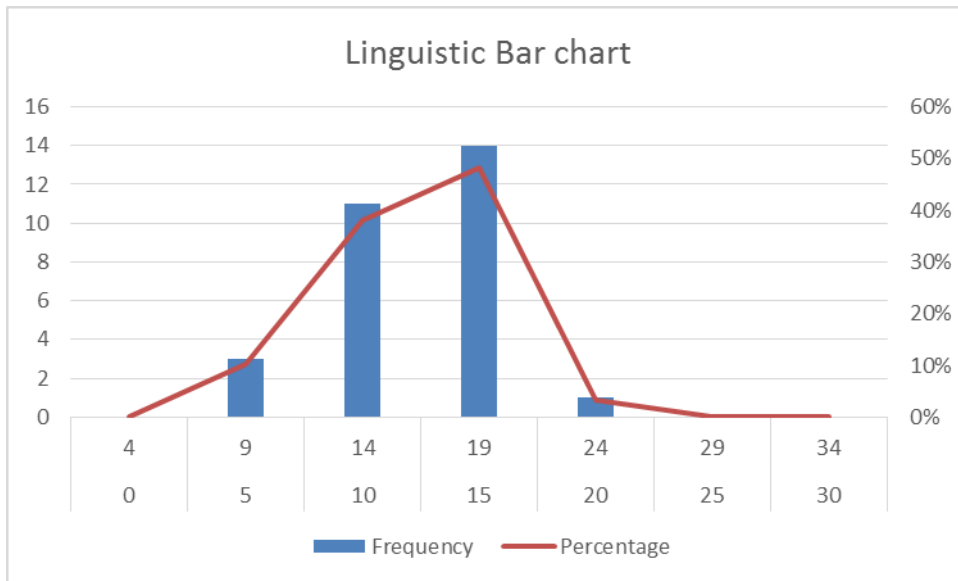
BIOGRAPHY

Risa Triani, usually called Risa. She was born in Nusa Tunggal Village, Belitang III Sub-district, East OKU Regency on June 26, 2002. She lives in Nusa Tunggal Village. She is the youngest daughter of Mr. Langkak and Mrs. Sumarmi. She has two siblings named Purwanto and Susianti. She studied at PAUD CAKRA Nusa Tunggal, SDN Nusa Tunggal, Mts Al-Musthofa Nusa Tunggal, MA Al-Musthofa Nusa Tunggal. In 2020 she entered IAIN Curup and chose the English Department. Alhamdulillah hirabbil 'alamin, she successfully completed her studies and has taken the final exam. In other words, she successfully completed her Bachelor's degree (S-1) this year (2025). With perseverance and high motivation to continue learning and trying hard, the author managed to complete his studies and write this thesis. Hopefully, the writing of this thesis can make a positive contribution to the world of education. Finally, the author expresses his deepest gratitude to Allah S.W.T. and thanks to all those who have helped until the completion of the thesis entitled "STUDENTS' RELUCTANCE IN SPEAKING ENGLISH DURING ENGLISH ZONE".