

REVEALING STUDENTS' RELUCTANCE TO SPEAK ENGLISH
(A Descriptive Research at the Second Semester Students' of English
Department)



ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
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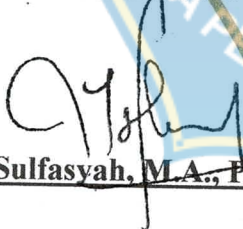
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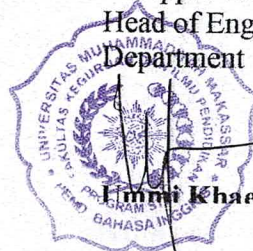
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MOTTO

Do it now

Sometimes “later” can be “never”

DEDICATION

This thesis I dedicated to :

My beloved parents

My beloved sisters

All my friends and family



ABSTRACT

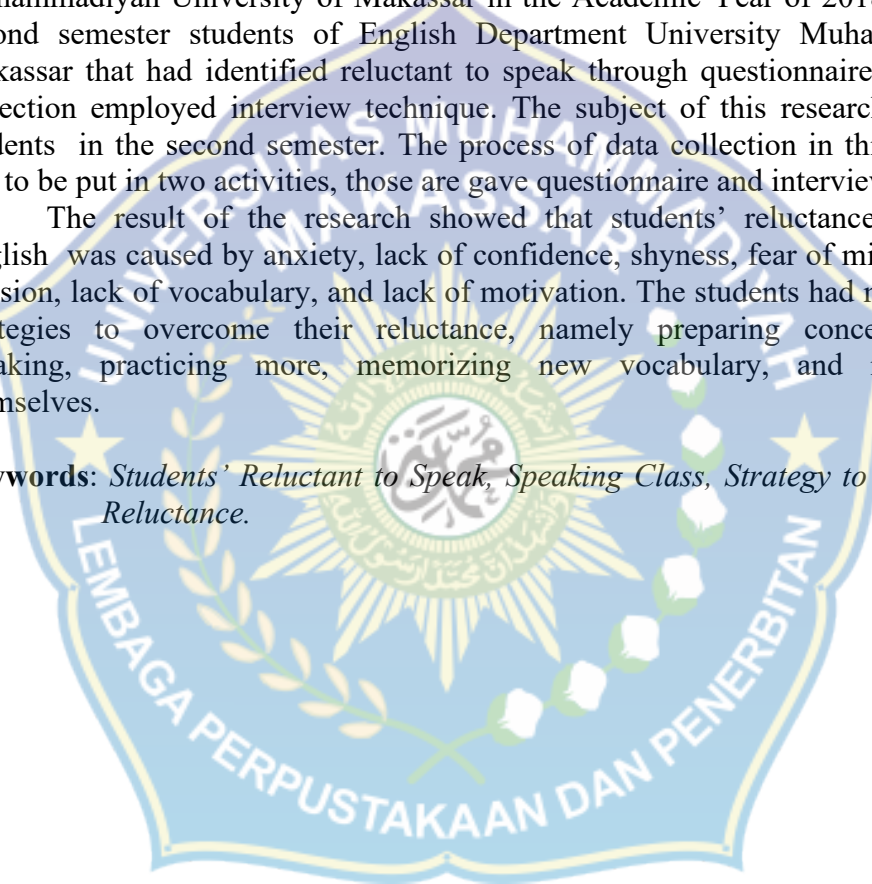
HANA QONITAH RAHAYU. 2019. *Revealing Students' Reluctance to Speak English (A Descriptive Research at the Second Semester Students' of English Department)*. A thesis of English education, Muhammadiyah University of Makassar. Guided by Sulfasyah and Ardiana.

The objective of this research was to identify the causes of students' reluctance and the students' strategy to overcome their reluctance. This research employed descriptive qualitative design.

The population of this research was the second semester of Muhammadiyah University of Makassar in the Academic Year of 2018/2019. 15 second semester students of English Department University Muhammadiyah Makassar that had identified reluctant to speak through questionnaire. The data collection employed interview technique. The subject of this research were 15 students in the second semester. The process of data collection in this research had to be put in two activities, those are gave questionnaire and interview.

The result of the research showed that students' reluctance to speak English was caused by anxiety, lack of confidence, shyness, fear of mistakes and derision, lack of vocabulary, and lack of motivation. The students had made some strategies to overcome their reluctance, namely preparing concept before speaking, practicing more, memorizing new vocabulary, and motivating themselves.

Keywords: *Students' Reluctant to Speak, Speaking Class, Strategy to Overcome Reluctance.*



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Many problems and difficulties has been encountered in finishing this thesis. The researcher realizes that there are many people who are already helped her in arranging and writing this thesis directly or indirectly. Immeasurable appreciation and sincere gratitude are extended to the people who in one way or another have contributed in all the time of the research and writing of this thesis, especially for the researcher’s parents **Indratno** and **Asniar**, the researcher would like to express her genuine gratitude to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general

Makassar, June 2019

The Researcher

Hana Qonitah Rahayu

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CHAPTER I

INTRODUCTION

A. Background of the Research

English is a key, which opens the door to scientific and technological knowledge. Most of people from different countries speak English to communicate. In Indonesia the government has chosen English as the first foreign language to be taught in the schools. English has taught to students, it is started elementary school to college level. English as a formal subject is given to senior high school (SMA) level, which the goals are translated as follows: “The goals of teaching and learning English for this level are improving the four English skills”.

The learning activities are the core of educational activities as a whole. In its process, this activity involves the interaction of individuals, teacher on the one hand and students on the other. Both interaction are called teaching-learning process. In order that the learning process is effective and efficient, the behavior involved in the process should be dynamized well. In Learning English, The student should master of the receptive skills (reading and listening) and the productive skills (speaking and writing) (Balitbang Depdiknas, 2002).

Speaking is one of skill in English it is one of ways of finding information through oral communication in the world. The person who knows and understands English well can easily communicate with other people all over in the world and can make the person get a job, spread news and social transact

his business. In this study, the researcher focuses in teaching speaking. In speaking class, the students should be taught how to speak. Function of speaking is to express one idea, feeling, thought and needs orally. The components of English speaking skill that should be given and studied in English speaking class are pronunciation, vocabulary, grammar, fluency, accuracy and comprehension. Speaking is the most important skill, because it is one of abilities to carry out conversation on the language. Speaking is an interactive process of constructing meaning, receiving, and processing information.

In learning English especially speaking, they are expected to understand how to use grammar correctly, how to pronounce words, how to master a lot vocabulary, and others. These make student think that learning English is very complicated and tedious because they have to deal with the things above, this also promote the students reluctance to learn it. From the results of interviews with several students the researchers got information in addition to lack of confidence and not fluent in English, students are also afraid of being laughed at by their friends when making mistakes while speaking.

Most of the students have problem in speaking likewise the problem faced by the students, they sometime are lazy or even feel shy to speak. Based on the item mentioned previously then the researcher is interested to find out the students' reluctance to speak English by conducting a research "Revealing Students' Reluctance to Speak English the Second Semester Students' of English Department"

B. Problem Statement of the Research

Based on the background above, the researcher assume look to much problem in speaking. And the researcher will research more detail about the students' reluctance to speak

1. What are the most dominant causes of students' reluctance to speak at the second semester students' of English department ?
2. What strategy do the students use to overcome their reluctance to speak ?

C. Objective of the Research

Based on the problem statements above, the objective of this research is formulated as follows :

1. To know the causes of student's reluctance to speak English the second semester students' of English department
2. To find out the strategy do the students' use to overcome their reluctance to speak.

D. Significance of the Research

The result of this research is expected to be useful theoretically and practically. Theoretically, this research is expected to increase the language teaching literature dealing with students' reluctance in speaking.

Practically, the findings of this research try to shed light on the causes of students' reluctance in speaking at the second semester students' of English department" in order to help teachers be aware of the factors that lead to lack of participation in the class. The finding will enable teachers to develop approaches and practices in teaching English.

E. Scope of the Research

In this research, the topic will be limited in order to investigate the problem more accurately, precisely, and correctly. Therefore, the research will be restricted to the disclosure of the causes of students' reluctance in speaking English at the second semester students' of English department" and the students strategy to overcome their reluctance.



CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research Findings

There are a lot researchers conducted their research that related to this research as follows :

Protheroe (2004) in her article” *Motivating Reluctance Learner*” showed that the reasons why a student to speak learner are often complex, and educators need to consider not only the students but also the interaction between the student and the school/classroom environment.

Hamouda (2013) in”*An Exploration of Causes of Saudi Students' Reluctance to Participate in the English Language Classroom*” found that most of the students desire to learn English well and were willing to interact with others in oral English language classrooms. However, due to various reasons such as a lack of practice, low English proficiency, lack of confidence, anxiety, cultural beliefs, personality, and shy, more than two-thirds of the students remained reluctant to respond to the teacher and kept quiet until their friends to answer the question.

Savaşçı(2014) did a research on “*Why Are Some Students Reluctant to Use L2 in EFL Speaking Classes? An action research at tertiary level.*”He found that the causes of reticence and reluctant among learners of English as a second or foreign language cannot be generalized as being applicable to all learners because all the students are different from each other.

Alfi (2015), in *Improving the Students' Speaking Skills Through Communicative Games for the Grade VIII Students*. her thesis the implementation

of communicative games prove to be effective to increase the student speaking skill it also made the English teaching and learning processes run better.

Augustin (2017) in *An Analysis of Students' Reticence in Speaking Class*. mention that there are two factors both internal and external factors, and also support systems which have significant influence on students' reticence. Those internal factors such as being nervous, being afraid of making mistakes, lack of confidence, lack of fluency, and also fear of being laughed at are the main reasons why the students are not confident to actively participate in the classroom. The external factors such as parents, teachers, and peers played very important roles in encouraging students to be more active in class.

Based on the explanation above, this research and the researches have the similarity and difference. The similarity is the main problem faced by the writer is students' reluctance. It also investigate about the students' reluctance. It has a lot of the differences between this research and the previous researches. The differences are the research above discuss about factors faced by students in speaking, the interaction between students, school environment and the reason of students' reluctances to participate. But this research some concerns with the cause of students' reluctance in speaking and strategy to overcome their reluctant.

B. Some Pertinent Ideas

1. Conceptual of Speaking

a. Definition of speaking

English as international language has four common skill to learn, they are listening, speaking, reading and writing. For students in language class speaking is the important skill for English language learning. By oral speaking, the teacher measure the level of their ability and understanding. Oral speaking is the part due to in language class (Harmer, 2001). According to Chaney (2006). speaking in a similar way saying that speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

While, according to Ladouse (1991) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Speaking is an activity done by everyone to express opinions, ideas or thoughts verbally. Speaking is a part of productive skill in English Language Teaching. It consists of producing systematic verbal utterance to convey meaning. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. (Bailey and Nunan, 2005).

According To Harmer (2009) when two people are talked to each other, it means that the speaker makes a define decision to address someone. Speaking forced on him in some way probably but still can say that they want or intend to speak or he will keep silent. He has some communicative purpose namely speaker

says things because they want something to happen because of what they say. He selects from his language store. The teacher has an alternative capacity to create new sentences if he is a native speaker.

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching and learning methodologies.

b. Types of speaking

Speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain. According to Brown (2004) there are six kinds of speaking. Those six categories are as follows:

1. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

2. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes

reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

5. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

6. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

From the above definition, it can be concluded speaking is the students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. It means that students can understand and can distinguish the types of languages appropriately.

c. Elements of Speaking

According to Harmer (1988) there are elements of speaking language features and mental or social processing. The researcher wants to explain language features first. Language features among the elements necessary for spoken production (as opposed to the production of practice example in language drills) are the following: connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also the use fluent connected speech. In connected speech sound are modified, omitted, added or weakened. It is for the reason that the teacher should involve students in activities designed specifically to improve their connected speech. Expressive devices is native speakers of English changes the pitch and stress of particular part of utterance, vary volume and speed, and show by other physical and non verbal means how they are feeling.

A way of getting students to practice this language is to give individual cards, which each have one of these phrases written on them. Then they can start to explain something but insert words or explanation that they are purposefully incomprehensible or obscure. Students then have to use the language forms written on their cards to interrupt and ask what they mean. Speakers also need to the structure of their discourse if they want to be understood, especially in more writing like speech such as giving presentation. They need to use certain phrases to highlight the content structure of their discourse. The use negotiation language shows the structure of their thoughts

or reformulate neither what they are nor saying in order to be clearer, especially when they can see that they are not being understood.

The second elements for speaking is mental or social processing, if a part of speakers productive ability involves the knowledge of language skill such those discussed above success is also dependent upon the aped processing skills talking necessitates. Language processing is effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lesson is to help students develop habits of rapid language processing in English. Interacting with other people in speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening and understanding of how the other participants are feeling and a knowledge of how linguistically to take turns or allow others to do so. Information processing is quite apart their response to other's feeling, they also need to be able to process the information they tell them the moment they get it. The longer it takes the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture specific, and is not prized by speakers in many their language communities.

d. Speaking Goal

Speaking is the way to communication from the speaker to the listener. Someone who speaks they should be able to express their feeling to get the target language/communication. By this communication means the people can interact to other by the language.

As the researcher said before speaking is the main point in the success of learning language. Harmer remarks, “Whatever activity the students is involved if it is genuinely communicative and if it is really promoting language use, the student should have a desire to communicate.” When using a communicate activity, it is important to strive from the classroom in which students feel comfortable and confident, feel free to take a risk and have an opportunity to speak.

Donn Byrne (2003) in his book wrote that the main goal in teaching the productive skill of speaking will be oral fluency. This can be defined as the ability to express oneself intelligibly, reasonably, accurately and without too much hesitation. Bygate’s (1987) routines facilitate communication for first language speakers because they make the interactions more predictable. If language were totally predictable. Then communication would be unnecessary. If it were totally unpredictable, effective communication would probably be impossible. When people have conversation, they work interactively to reduce unpredictability. For second language speakers, routines can be crucial in facilitating comprehension.

e. Speaking English in Senior High School

Most of the people in Indonesia learn foreign language to improve their knowledge and get occupation. Language is something should be learnt for every people not only taught by the teacher at school. It is development of new association as a result of experience. Speaking foreign language is not easy as learning mother tongue. In speaking foreign language, the learner will meet many kinds of problems dealing with vocabulary, pronunciation, and how to arrange words into a good sentence. All of it quite different with the learner's mother tongue. The student should be serious in learning English because it needs physical, emotion response, intellectual and motivation.

The students in senior high school should be given opportunities to use English in every day context. The teacher should bring students in real life situation so that The student will understand the material easily. The students have certain characteristic, The student come to the language class a well established of instinct, skill and characteristic in which assist them to learn another language.

The range of age for students in senior high school is approximately fifteen to seventeen years old. The students need to learn enjoyably and seriously. Many kinds of methods and medium provided in order to motivate students and their interest in learning English. The students love joke, game, sing, and music. Moreover children language classes need to be active rather than passive, The student need to be engaged in activities in which language is main subject. The language learning in senior high school not must related with student's life. The student can play imagine with anything in the world.

2. Concepts of Reluctance in Speaking

a. Definition of Reluctance

Reluctance as adjective word in language, reluctance is unwilling to speak in English classroom interaction. Reluctance to speak is one of the reasons why the students shy to speaking English. According to Jenkins (2007), reluctance means reticence to speak up or come forward silence and reserve. The theory explains that reluctance is reticence to speak up. Therefore, the students to be silence and not active in learning English especially in speaking activities. Thus, it can be hindered the students to participate in classroom interaction.

Hornby, (2000) means hesitating before doing something because the students do not want to do it or because they are not sure that it is the right thing to do. Reluctance is a noun means as hesitancy, hesitation, disinclination, and indisposition It also means the quality or state of being idleness. Furthermore, according to Longman dictionary of contemporary English (1987), the term of Reluctance is identified as unwilling, and perhaps slow to act. From explanation above students' reluctance means that the hesitation of person who is studying at a school in learning because of some reasons. One of the reasons is the student are not sure to learn.

Reluctance students have received the message over time that the students are poor students. As a result, the student feel frustrated, inadequate, confused, or even ashamed (Hebb 2000). As the students continue to receive negative feedback from teachers and parents, the student have even less motivation to excel and

become even more disengaged from academic tasks. This situation is a recipe for failure.

b. The Causes of Students' Reluctance

Reluctance is unwilling of student to speak. It also means the quality or state of being reluctant. Most of the students are reluctant to speak English. It is caused by internal and external factors. Internal factors are factors that come from their selves such as laziness, lack of confidence, etc. External factors is an external factor that affects students in the form of environment, friends, etc. There are a lot factors of reluctance like no self confident, must have lot of vocabulary, etc. According to Homuda (2012) was aimed at find out the problem students' reluctance to participate in English classroom at university in Qassim, Saudi Arabia. In this study the researcher wanted to know what caused students reluctant. The result revealed that a considerable number of students were reluctant to respond to the teacher and remained silent in oral English language classroom due to many cause such as :

1. Lack of Motivation

Motivation is a key to students' learning success (Songsiri, 2007). In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. It has been proven in many studies that students with a strong motivation to succeed in speaking. According to Babu (2010) lack of motivation in speaking causes students' hesitation to speak English in the classroom. He says that the background of the situation

is that students are not motivated by the teachers towards the communication in English.

2. Anxiety

According to Juhana (2012), anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et al cited in Nascente, 2001). Further Nascente writes that, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language.

Regarding the causes of anxiety, Horwitz, Michael, and Cope (1986) based on the findings of their study, found out three main causes of students' anxiety i.e. communication apprehension, test anxiety and fear of negative evaluation. The communication apprehension refers to the students' ability to communicate in the target language. Their low ability in this aspect causes anxious feeling among many students. The second cause which is test anxiety deals with students' fear of being tested. The last cause has to do with other students' evaluation. In this case, other students' evaluation causes anxiety among students themselves. In addition, fear of being evaluated by their teachers is also another affecting students' anxiety (Liu, 2007). All these show that understanding students better and being skill full in managing classroom should be part of teachers' concern. To reduce this anxiety feeling, teachers need to pay attention to each

students' strengths and weaknesses so that they can create a learning method which accommodates all students in the classroom.

3. Lack of Confidence

Lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. Low English proficiency, fear of speaking in front of other, negative evaluation, shyness, lack of confidence and preparation, and fear of making mistakes.

The main cause of students' confidence is their low ability in speaking English. In this case, many students think that their English is bad and feel that they cannot speak English well. the other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

4. Lack of Grammatical Pattern

It is argued so far that learning grammar cannot be separated from learning a foreign language. In fact, learning foreign language becomes difficult since the target language has different system from the native language. When someone learns a foreign language, he often faces interference where he/she applies his/her mother tongue or first language structure to structure of the foreign language which is different from his/her native language.

In terms of the cause of lack of understanding of grammatical pattern, Erikson (2009) states that the teaching of grammar is static and less communicative. This situation causes boring and cumbersome situations of learning for students. This way of teaching, in many cases, discourages students to study grammar. In addition, Murrow (2004) argues that students' inability to use grammar correctly is also caused by the so far teaching of grammar conducted. He states that teachers, very often, teach grammar in isolation. As a result, students do not have opportunity to apply the grammar knowledge in actual discourse or conversation. This condition suggests that teacher's way of teaching grammar becomes necessary to be noticed since it will influence students' achievement in grammar competence (Harmer, 2001).

While according to Nunan (1999), the factors accounting for the Reluctance of students as follows:

1. Students' perceived low proficiency in English.

Meaning that although students have the competence to respond or practice English, The student have no self-confidence, unwillingness to take risks, and their perception that their English is poor, so it will make students' reluctance in speaking English.

2. Students' fear of mistakes and derision.

The fearlessness of making mistakes stems from the students' personality which they are brave enough to take Arise. Making mistakes in common language learning for learners; thus, they do noted ashamed of making makes mistakes. There are some students who are eager to have more opportunities to practice speaking. Language learners who have the willingness to communicate as actively as possible that classroom is the best place for them to practice their English

3. Teachers' intolerance in silence.

Teachers' intolerance in silence is one of factors, it occurs because the noisy classroom atmosphere made teachers not tolerate commotion. Students are reluctant to speak. It also decreases student empowerment.

4. Uneven allocation of turns.

Closely related to intolerance of silence is the uneven allocation of turns. In order to avoid not getting responses from students, teachers tend to ask brighter students from whom they are sure of getting an answer.

5. Incomprehensible inputs.

Many teachers attribute the lack of response to students' not being able to understand teachers' instructions and questions.

While according to Shore (2001), the factors causing students' reluctance are as follows:

1. Lack of relevance.

The student may believe schoolwork is unimportant and does not relate to their life or interests.

2. Fear of failure.

The student may feel it is safer not to try than to try and risk failure or embarrassment.

3. Peer concern.

The student may opt to appear "cool" to their peers by not trying to learn.

4. Learning problems.

The student may find it difficult to keep pace with peers and simply give up in frustration.

5. Lack of challenge.

The students' apathy toward school work may stem from assignments that are below their ability.

6. Desire for attention.

The student may be trying to gain the teacher's attention and support by appearing helpless.

7. Emotional distress.

Their lack of interest in schoolwork or ability to focus may actually be an indication of anxiety, distress, or depression.

8. Expression of anger.

The student may perform poorly in school as an act of rebellion against parental pressure to excel.

Another study conducted by Wijaya (2015) also aimed to find out reason or factor contributing to students' reluctance to participate in English class the result the study shows the reason why student in SMP Stella Matutina Salatiga are reluctant because the student avoid class participation activity, some having trouble with anxiety and motivation.

c. Ways of Overcoming Reluctance

To solve the reluctance of students should be do like give motivation prior knowledge. Beside give motivation prior knowledge, teacher can use strategies to avoid reluctance According to Kondo and Ling (2004), had stated that there are some students strategies to avoid reluctant are, The first strategy is prepare, that usually students do to reduce the reluctance. Especially by improving their learning strategies during class as well as independent study outside the classroom individually or in groups. The second is the students try to enjoy while in class. The aim of this strategy is to minimize or reduce nervousness and fear when students face language class situations. The next strategy is positive thinking. Homuda (2013), argue that this strategy has "palliative functions in suppressing the problematic

cognitive processes that underlie student reluctant." According to these two researchers, this strategy could include self-perception that someone can perform well or try to enjoy the tension of a learning situation.

One of the strategy to overcome the reluctance is communicative games according to Alfi (2015) communicative games prove to be effective to increase the students speaking skill it also made the English teaching and learning process run better. While according to Agustin (2017) the ways to overcome reluctance is motivate their self.



C. Conceptual Framework

The conceptual framework underlying this research is illustrated as follow

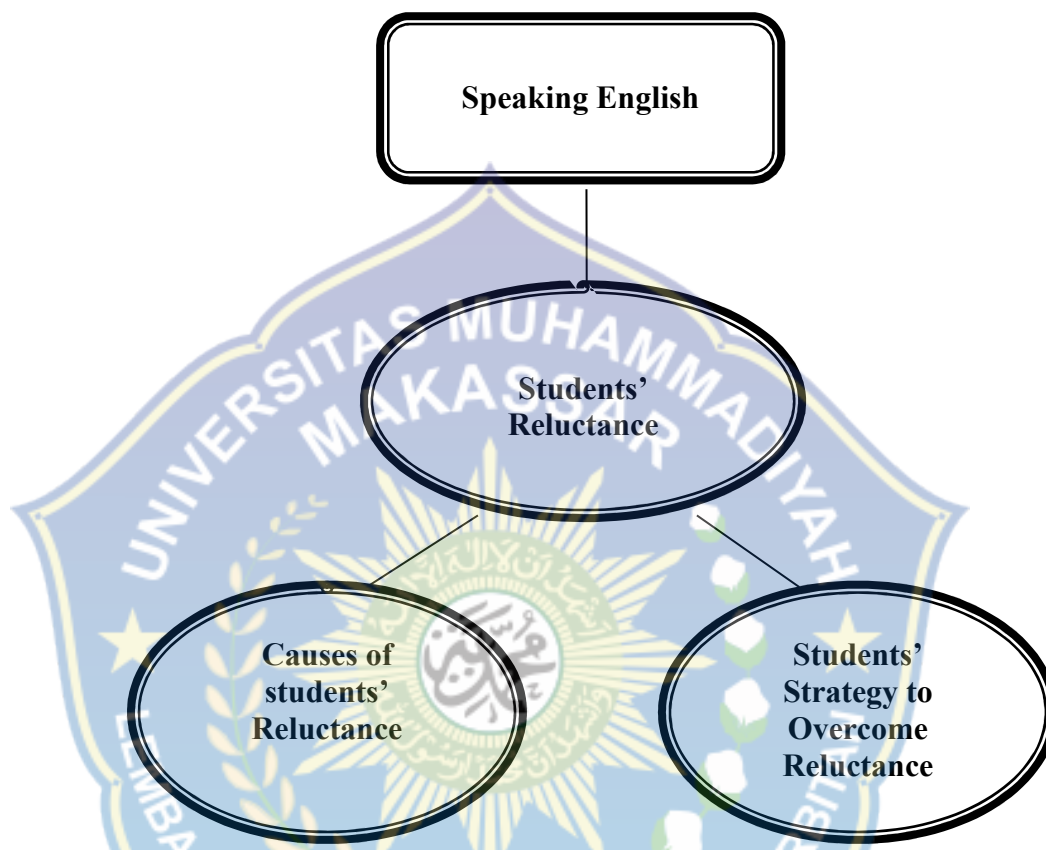


Figure 2.1 Conceptual Framework

Based on conceptual framework above, in learning speaking, researcher will take students' reluctance as the sample because we still find students that are reluctance in speaking English. Therefore, the researcher investigating students' reluctance in teaching learning process hopefully would carry out the teaching and learning better, and the participation of students' would be increased in term of interest in speaking.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research is descriptive qualitative which is procedure research that result a descriptive data which is written words or saying words from people whom can be observed in. Here, the researcher came to the class as a non-participant researcher to observe directly and then take the data from questionnaire and interview.

B. Research Variable

Variable are important to understand because the student are the basic units of the information studied and interpreted in research studies. In variables there two parts of variables such as independent variable and dependent variable. The independent variable is variable that can influence another variable while dependent variable is variable that influence another variable. The variable of this research was the causes of students' reluctance and the strategy to overcome reluctance.

C. Research Subject

The subject of this research were English students of Muhammadiyah University of Makassar, consisting of students in the second semester students year 2018/2019. The fifteen students were those who were identified reluctant to speak based on the result of questionnaire given.

D. Research Instrument

1. In doing this research, the researcher used the modified questionnaire from Wijaya 2015. Questionnaire used to identify the students' who are reluctant to speak. The questionnaire consisted of two parts. First part was about background information of the participants such as name and class. The second part was dealing with the statements related to the students' reluctance to speak. There are 15 statements in this questionnaire which described about the causes of students' reluctance to speak.

2. After distributing the questionnaire, the researcher also interview the students' to gather an authentic understanding of peoples experience. Semi structured interviews used to find problems more openly, those interviewed were asked for their opinions, and ideas. The interview in this research used to obtain data about causes of students' reluctance and their strategy to overcome reluctance. The researcher interview 15 students to collect the data. The questions of interview guidelines can be seen as follows;

1. What do you think about speaking class? do you enjoyed ?
2. How often do you speak?
3. Many students have problem in speaking English, how about you?
4. Does it have relation with the vocabulary and grammar do you have?
5. How often do you feel reluctance to speak English?
6. What makes u reluctant to speak?
7. What is your strategy to overcome the reluctance?

E. Data Collection

In this research, the researcher collected the data by using questionnaire and interview. The researcher asked seven questions related to the cause of student's reluctance and ways to overcome it. The interview recorded by using phone recorder.

F. Analysis of Data

Data gathered from students through questionnaire were put into tables with their percentage and analyzed through description statistics methods and observation. The researcher used questionnaire adopted from Wijaya 2015. The scale used in this research is likert scale. Likert scale used to measure attitude, opinions, and perceptions of a person or group or people about social phenomena. Likert scale a graduation from very positive to very negative (Sugiono, 2013). Instrument research used likert scale is make in the form of checklist (√). The checklist was given on the available column and the statement was in accordance with alternative subject state the answer use is Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

1. The Likert Scale and Scoring

Table.3.1. Likert Scale

No	Items	Score
1	Strongly Agree	5
2	Agree	4
3	Disagree	2
4	Strongly Disagree	1

(Sugiyono, 2012:135)

Calculating the percentage of the students score by using the following formula :

$$P = \frac{f}{n} \times 100\%$$

Where : P : Percentage
 F : Frequency of the score
 n : Total respondent

(Gay, 1981:298)

2. Classifying

In this step, The researchers went to classified students with the highest level of reluctance from the questionnaire to be interviewed as to get information what are the causes were make the students' reluctant to speak.

3. Interview

In this part, the researcher took fifteen students to be interview. The interview has 7 points. In point number four "what makes you reluctant to participate in speaking classes" and point number seven "What is your strategy to overcome your reluctance in speaking class". The researcher also gives some of questions beyond that point to get more information from students.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter is devoted to the description of data as the result of analyzing the data and discussion. The researcher exposes data deal with revealing students' reluctance to speak English and their strategy to overcome it at second semester students of English Department of Muhammadiyah University Makassar academic year 2018/2019.

A. FINDINGS

In this part, the researcher describes the result of the data analysis based on the problem statement through questionnaire and interview. The major purpose of this study was to find out the cause of students reluctance to speak English and their strategy to overcome it.

In this research the researcher collected the data by two ways. Firstly, give the questionnaire to second semester students' and find students' reluctant to speak. The questionnaire has fifteen items to find out students reluctant. The table of the responses of the students' reluctance to speak English with the description are Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree in percentage. From the total classification of students' questionnaire showed that most of students choose strongly agree and agree they were reluctant to speak English. With the description it will show the amount of the student perceive from the each items in questionnaire. The questionnaires were started to distribute on April 11th 2019 may 13th 2019. From the results of the questionnaire the researcher chose fifteen students who had the highest reluctance to speak. In

order to answer the research questions from the fifteen questions. Second, after distributing the questionnaire the researcher interview the students and collected the data. The results of interviews with students can be listened at <https://bit.ly/2lOlh4t>. The data is presented as follow:

1. The Causes of Students' Reluctance to Speak

The researcher described the result of interview from fifteen students' to find out the causes of students' reluctance to speak. The interview has seven items. Item one was to know students' opinion about speaking class, item two, three, four, five and six were to find the causes of students reluctant to speak and item seven was students' strategy to overcome their reluctance.

From the interview with the sample, twelve from the fifteen students' said that they were enjoyed in speaking class. As represented by the sample 6 in speaking class she can improve their ability to speak. Sample 13 said that in speaking class can help students' to increase vocabulary and improve pronunciation. While, some of them mentioned that they are reluctant to speak English because they are not really interested in learning English, as represented by the sample 13 said she did not enjoy in speaking class they always felt anxious because sometime their lecturer appoints one of them to speak in class or answer the questions.

a. Anxiety

The first factor of students' reluctance to speak English is anxiety. Four from fifteen students said that they feel nervous when they have to speak in English. Then, two students' admit that their heart pounding when their names are

called to answer or respond a question from their lecturer. The Anxiety make students' reluctant to speak English.

Extract 1

S#1 : Hmm... saya punya banyak masalah kak di speaking, saya selalu panic, saya merasa jantung saya berdetak lebih cepat dan grogi ketika harus berbicara di depan kelas."

"Hmm... I have many problem in speaking, I always panic, my heart beat faster and nervous when speak front of the class.

Extract 2

S#14 : " Ee... Mm... ketika saya berbicara di depan kelas, saya sangat nervous. Ee... apalagi, ketika saya harus menjawab beberapa pertanyaan. Duhh... saya lebih-lebih takut kalau tidak bisa menjawab pertanyaannya"

"Ee... Mm... when speaking in front of the class, I was very nervous. Ee... Moreover, when I have to answer some questions. Duhh... I got more afraid if I could not answer the questions."

b. Lack of Confidence

The second factor of students' reluctance to speak English is lack of confidence. Five from fifteen students' said they were lack of confident to speak it because they afraid if their lecturer or their friends do not understand what they convey.

Extract 3

S#3 : "Kurang Pede ka kak, anu juga takut ka kalau teman kelasku atau dosen tidak mengerti apa yang ku bilang"

"I lack confidence, I'm afraid if my lecturers and my friends do not understand what I'm saying".

In addition, another students' state that they can't speak English well and always think their friends has better abilities".

Extract 4

“S#8 : kalau saya masalahku di speaking selalu takut salah tidak pede karena tidak bisa berbahasa Inggris dengan baik”.

“My problem in speaking is that I always afraid of being wrong and lack of confident because I cannot speak English well”

c. Shyness

The third factor of students' reluctance to speak English is shyness. Two from fifteen students' were shy got negative response. From the results of students interviewed students have different reasons which caused them felt shyness. They will speak when appointed by the lecturer because their felt shy when they make a mistake and their classmate laugh at them. Students felt shyness have reasons such as:

Extract 5

S#4 : “Jarang ka kak bicara di kelas karena maluka dan grogi tapi saya akan bicara kalau ditunjuk pi sama dosen”

“I rarely spoke in class because I felt embarrassed and nervous so I only spoke when appointed by the lecturer”

d. Fear of Mistakes and Derision

The next factor is fear of mistake and derision that make student' reluctant to speak English. Two from fifteen students' said they don't want to seem unable to speak well in front of their friends. Meanwhile, two students afraid of being foolish when make too many mistake.

Extract 6

S#5 : “ iye kak terkadang saya takut bicara karena grammarku sama pronounciationku tidak terlalu bagus, takut ka salah dan di ketawai sama temanku” .

“Sometimes, I am afraid of speaking because I am not good at grammar and pronunciation. I am afraid of doing mistake and laughed by my friends”.

e. Lack of Vocabulary

The next factor of students’ reluctance to speak is lack of vocabulary. Three from fifteen students’ were lack of vocabulary. Students argue that they do not have adequate vocabulary to express their idea in English and their prefer to be silent when they do not know the English of what they are going to say many things she want to say but they can’t express it because she don’t know what the sentence it.

Extract 7

S#8 : *Sangat sulit bagi saya untuk menemukan kata yang sama untuk mengekspresikan pendapat saya kalau saya lupa kata (Inggris) yang saya mau katakan. Sedikit ji kosa kataku kak”.*

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

f. Lack of Grammatical Patterns

Talking about lack of grammatical pattern knowledge as one of the factor affecting the students’ reluctance to speak English. There are students who often feel confused to construct words when they have to speak spontaneously and there are students always think about the structure of sentence before going speaking. From the results of students interviewed, students’ 12 mentioned that :

Extract 8

S#12 : ” ...Mm... selain pronounciation ku yang bermasalah, saya juga untuk membuat kalimat yang baik”.

“I have some problems in speaking, for example, I still can't arrange good sentences.”

g. Lack of motivation

The last factor of students' reluctance to speak English is lack of motivation. There are students' argue that they often get bored with the lecturing activity so that they feel difficult to find an idea. From the results of students interviewed, students' said that :

Extract 9

S#10 : *Tergantung cara dosennya mengajar sih kak. Saya sering bosan. Saya merasa itu-itu saja tidak ada sesuatu yang baru yang saya dapatkan. Jadi, saya diam saja”.*

”it depends on how the lecturer teaches. I often get bored. I feel there is no something new that I got here. So, I kept quite.

2. The Ways of students to Overcome Their Reluctant

The result of interview showed that the ways of students overcome their reluctant to speak has many ways. Motivate their self not to be lazy to practice speaking English and make a concept before speaking. Students' strategy to overcome their reluctant:

1. Make concept before speaking

Most students say what if they are told to speak in front of the class they feel nervous and it caused them to be blank. But, by making a concept it can help students to remember what they will say.

2. Motivate their self

Students admit that positive thinking and by breathing in and staying calm in any situation.

3. Frequently practice speaking with friend.

Most of the students said that by frequently practice speaking with friend, practice front of a mirror and memorize new vocabulary

Extract 10

S#11 : *“Memotivasi diri jangan malas untuk practice speaking di rumah , bikin konsep sebelum berbicara, harus belajar grammar dan yang paling penting memperbanyak vocab ”.*

”Motivate myself not to be lazy to practice speaking English, make a concept before speaking, I have to learn grammar and most importantly mastery vocabulary

B. DISCUSSION

The result of findings above has showing us that the are many factors make the students’ reluctance to speak English. The factors are anxiety, lack of confidence, shyness and fear of mistakes and derision, lack of vocabulary lack of grammatical patterns knowledge, and lack of motivation. There are five ways of students to overcome their reluctant, they are make concept before speaking, memorize new vocabulary, frequently practice speaking with friend, practice front of a mirror and motivate their self.

1. The Causes of Students’ Reluctance to Speak

The anxiety is the first cause were make students’ reluctance to speak English. From the result of interview many students’ felt nervous when they have to speak in English. It means that students’ are anxious in testing situations. However many

students believed that they have a negative feeling related to expectation as well academic performance. It can be support by Horwitz et al., (1986:125) Anxiety is subjunctive feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. foreign language learners tend to feel more anxious because they try to use foreign language but they do not master it yet. Anxiety has been viewed as problem faced by students, anxiety itself has many types.

MacIntyre (1999) also define that language foreign anxiety is worry and emotional state that appear when the learner try to learn foreign language. This anxiety appears because the learners try to learn foreign language which is not their mother tongue that makes them feel anxious if they cannot get good result. Inside foreign language anxiety there is one of type called communication anxiety which is also related with this research.

With respect to the cause of students' lack of confidence is their low ability in speaking English. In this case, many students think that their English is bad and feel that they cannot speak English well. Ely (1986), state that students lack confidence and feel that they cannot speak English because they think that they do not have the ability to speak English well and their limited knowledge of the language. Based on the data analysis it was found that the majority of the students interviewed.

Shyness was another cause of students' reluctance to speak. Some students said they are rarely speak in class because they felt shy and nervous. So, they only spoke when appointed by their lecturer. Saurik (2011) identifies that most of English

students feel shy when they speak the language because they think they will make mistakes when they talk. They also shy and afraid to make a mistake especially if they speak sometimes their classmates laughed at them”.

Fear of mistakes and derision is another cause of students' reluctance to speak. Some of them argue that the cause of their fear mistake was they are sometimes, afraid of doing mistake when speaking because they are not good at grammar and pronunciation. Those arguments are relevant to the reports by Nunan (1999) The fearlessness of making mistakes stems from the students' personality which they are brave enough to take Arise. Making mistakes in common language learning for learners; thus, they do not feel ashamed of making mistakes. They also afraid of being foolish if they make too many mistakes when they speak using English in class.

Another cause that contributes to the students' reluctance to speak was lack of vocabulary. Students' said that this linguistic factor became their problem to speak. Students argue that they do not have adequate vocabulary to express their idea in English and they prefer to be silent when they do not know the English of what they are going to say. This confirms the report by Smith (2001) saying that vocabulary is the basic for speaking or conversational skill because the more words someone knows, the more he/she can say and understand. With limited vocabulary make students reluctant to speak.

In terms of the cause of lack of understanding of grammatical pattern, Erikson (2009) states that the teaching of grammar is static and less communicative. This situation causes of boring and cumbersome situations of

learning for students. Based on the data from interviewed with students it was they felt confused using grammar when speaking. Students too often feel confused to construct word when they have to speak. Students always think about the structure of sentence before speaking.

Some causes that make students are reluctance to speak English such as: uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. Based on the data analysis the indicator lack of motivation it was found that the majority of the students choose agree. It means that the students lack of motivation to speak because they have trouble with anxiety .It can be proofed by looking the result of the previous part most of the students choose agree, it showed by interview with students' It can be support by Wijaya (2015) aimed to find out reason or factor contributing to students' reluctance to participate in English class the result the study shows the reason why student in SMP Stella Matutina Salatiga are reluctant because the student avoid class participation activity, some having trouble with anxiety and motivation.

2. The Ways of students to Overcome Their Reluctant

As has been presented on findings, results in interview show that students were reluctance to speak. It can be seen from the result of the interview. The result of interview showed students admit that there are some ways of to overcome their reluctant is most of the students admit by study or make concept before speaking, practice speaking, memorize new vocabularies, frequently practice speaking English in the room or in front of a mirror, write what she want to say or better keep quiet

and avoid questions. By making a concept make the students know what they is going to say. This is supported by the theory of Kondo and ling (2004). If students make preparations before speaking this can reduce the unwillingness that occurs in students.

The second is motivate their self. One of ways to motivate your self is think positive. Most of the students said that positive thinking and by breathing in and staying calm in any situation. According to Agustin (2017) there are two ways to overcome the internal causes of reluctance such as increase the confidence by thinking positive and preparing. Motivate their self practicing it can separate because by positive thinking and preparing like making concept it reduces the reluctance.

The third is practicing, it is cover all of the aspect by practicing frequently it can show good process. The examples are practice speaking front of the mirror, memorize new vocabulary, and frequently practicing with friends. In other word, practicing is the key to overcome the reluctance because individual do it to reduce the reluctance by improving their learning strategies during class as well as independent study outside the classroom individually or in groups. It is supported by statement of Alfi (2015) her do experiment class by using communicative games, it is ways to make the students be active make students who used to be passive become active. The activity that students did in the class like discussing with their friends, making concept, memorize vocabulary and speaking in front of people.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study. Conclusion is a summary of the result of the discussion based on the research problems. While, the suggestion is the researcher recommendation based on the result of the research for having better result in learning speak English.

A. Conclusion

After analyzing all the data collected through interview, the researcher concludes that there are some factors that affect the students' reluctance to speak English such as, anxiety, lack of confidence, shyness, fear of mistakes and derision, lack of vocabulary, lack of grammatical pattern, and lack of motivation. Regarding to this issue, all of the students have their own obstacles in speaking caused by those factors so that they are reluctant to speak English. In addition the students' strategy to overcome their reluctance are practicing more, making concept, memorizing new vocabulary and motivating themselves.

B. Suggestion

Based on the conclusion, the researcher would like to give suggestions for the language learners, the students should keep their great motivation to improve their speaking ability more and more. They should have more speaking practice to improve their speaking ability and to minimize their reluctant in speaking. They have to be sure that being active in the classroom helps them to enhance their speaking proficiency and interest. They also

must believe that having mistakes in speaking is not a great matter since they are still in the process of learning.

It is expected that the result of this study can be used as reference for other researchers to conduct a further research that is related to the revealing students' reluctance to speak English and their strategy to overcome their reluctance.



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APPENDIX 1**Students' Name (Sample at Second Semester English Department)**

Sample	Name
1.	AR
2.	N
3.	TL
4.	AA
5.	NP
6.	AL
7.	SWD
8.	SJ
9.	F
10.	SRA
11.	Ni
12.	A
13.	NF
14.	DM
15.	SSM

APPENDIX 2
Questionnaire

Name :

Class :

Note :

SA = strongly agree (sangat setuju)

A = agree (setuju)

D = disagree (tidak setuju)

SD = strongly disagree (sangat tidak setuju)

No.	Item	SA	A	D	SD
1.	<p>I start to panic, when I have to speak without preparation in speaking class.</p> <p><i>Saya mulai merasa cemas, ketika saya harus berbicara dalam kelas speaking</i></p>				
2.	<p>I never practice using English in the class because too many students in the class.</p> <p><i>Saya tidak berlatih menggunakan Bahasa Inggris di kelas karena jumlah murid di kelas terlalu banyak.</i></p>				
3.	<p>I often feel confused to construct word when I must speak spontaneously.</p> <p><i>Saya sering merasa bingung untuk menyusun kata ketika harus berbicara secara spontan.</i></p>				
4.	<p>I feel anxious because I am not confident in my English skills. Example: I do not have enough vocabulary to express my ideas, nor am I sure to use the right information.</p> <p><i>Saya merasa gelisah karena saya tidak percaya diri dengan kemampuan berbahasa Inggris saya.</i> <i>Contoh : saya tidak memiliki kosakata yang cukup untuk mengungkapkan ide-ide saya, juga tidak yakin untuk penggunaan keterangan waktu yang tepat.</i></p>				
5.	<p>I am reluctant to participate in class discussion because I am not interested in English.</p> <p><i>Saya enggan berpartisipasi di kelas bahasa Inggris karena saya tidak tertarik belajar</i></p>				

	<i>Bahasa Inggris.</i>				
6.	<p>I'm afraid to look incapable in front of my friends if I make a lot of mistakes when I speak in English.</p> <p><i>Saya takut terlihat tidak mampu di depan teman-teman bila saya membuat banyak kesalahan saat saya berbicara dengan bahasa Inggris.</i></p>				
7.	<p>To avoid any embarrassing situation, I prefer to remain silent rather than to orally participate in the classroom.</p> <p><i>Untuk menghindari hal memalukan, saya memilih diam di kelas daripada berusaha menjawab pertanyaan dari guru secara lisan di kelas.</i></p>				
8.	<p>I have trouble to coordinate my movements while speaking English.</p> <p><i>Saya mengalami kesulitan untuk mengoordinasikan gerakan saya saat berbicara bahasa Inggris.</i></p>				
9.	<p>I am too afraid to volunteer answer to the lecturer question because my classmate would laugh at me if my answer were wrong .</p> <p><i>Saya sering tidak berani untuk mencoba menjawab pertanyaan dari dosen karena takut apa bila teman-teman akan menertawakan saya jika jawaban saya salah.</i></p>				
10.	<p>In order not to participate in the speaking class, I like to sit at the back rows.</p> <p><i>Karena saya tidak ingin berpartisipasi di kelas bahasa Inggris, saya duduk di belakang</i></p>				
11.	<p>I start to panic, when I have to speak without preparation in speaking class.</p> <p><i>Saya mulai merasa panik saat saya harus berbicara dalam bahasa Inggris tanpa persiapan terlebih dahulu.</i></p>				
12.	<p>I start to panic about doing the wrong pronunciation when I speak English in class.</p> <p><i>Saya khawatir melakukan pengucapan yang</i></p>				

	<i>salah ketika saya berbicara dengan bahasa Inggris di kelas.</i>				
13.	I nervous talking in English because my teacher very thorough and it make me afraid. <i>Saya merasa gugup berbicara dengan bahasa Inggris karena guru saya sangat teliti dan itu membuat saya takut</i>				
14.	I feel apprehensive to participate in the class discussion if the lesson does not interest me. <i>Saya merasa khawatir untuk berpartisipasi di dalam kelas jika topik diskusi tidak menarik.</i>				
15.	I confused using grammar when speaking. <i>Saya merasa bingung untuk menggunakan tata bahasa ketika berbicara.</i>				

Wijaya 2015



The result of the students responses on their questionnaire

Items	Responses			
	SA	A	D	SD
1	6	9	0	0
2	5	6	4	0
3	6	6	3	0
4	5	10	0	0
5	10	3	2	0
6	4	7	4	0
7	4	5	6	0
8	3	7	5	0
9	4	6	5	0
10	6	6	3	0
11	5	10	0	0
12	2	11	2	0
13	1	11	3	0
14	2	5	8	0
15	4	10	1	0
Total	67	112	46	0

THE RESULT OF INTERVIEW (TRANSCRIPTION)

QUESTIONS	ANSWERS
<p>Apa pendapat anda tentang speaking class ?</p>	<p>AR :</p> <p>“Enjoy ji iya kak, tapi kadang tidak tau bagaimana cara berbicara yang baik karena takut salah”.</p> <p>N :</p> <p>“Kadang-kadang saya merasa tidak suka dengan kelas speaking dan saya tidak bisa “enjoy” karena susah untuk saya berbicara secara langsung</p> <p>TL :</p> <p>“Kelas Speaking bagus, tetapi terkadang saya merasa agak malas karena kita dipaksa untuk berbicara”.</p> <p>AA :</p> <p>“Kelas speaking biasanya mendebarkan, terkadang enjoy terkadang tidak tergantung situasi.</p> <p>NP :</p> <p>“Kelas speaking adalah kelas yang bagus dan menguji skill berbicara, ee saya merasa enjoy in speaking class”.</p> <p>AL :</p> <p>“menurut saya kelas speaking baik untuk menginprove kemampuan bicara saya, iya saya enjoy”.</p> <p>SWD :</p> <p>“ kelas speaking baik untuk mengasah skill berbicara kita” iya saya enjoy”</p> <p>SJ :</p>

	<p>“saya selalu was-was di kelas speaking karena dosen speaking saya selalu tiba-tiba menyuruh kita untuk speaking”.</p> <p>F :</p> <p>“Iya enjoy, karena di speaking class kita bisa meningkatkan kemampuan berbicara.”</p> <p>SRA :</p> <p>“Menurut saya sih speaking class adalah metode yang bagus untuk meningkatkan kemampuan speakingnya siswa karena siswa bisa aktif mencari ide trus tidak merasa kaku dengan teman sendiri</p> <p>NS :</p> <p>“Iya saya enjoy karena dosen yang mengajar di kelas asik cara mengajarnya”.</p> <p>A :</p> <p>“Dengan adanya kelas speaking saya sangat terbantu agar saya tidak malu dalam berbicara di depan kelas. Ya saya enjoy</p> <p>NF :</p> <p>“Saya fikir speaking class dapat membantu mahasiswa menambah kosa kata dan memperbaiki pronounciation, yes I enjoy</p> <p>DM :</p> <p>“Kelas speaking bagus, karena bisa mengimprove kemampuan siswa untuk berbicara. Iya saya enjoy</p> <p>SSM :</p> <p>“Iya enjoy”</p>
Seberapa sering kamu berbicara di kelas speaking	<p>AR :</p> <p>“Jarang karena saya sedikit malu untuk</p>

?	<p>berbicara jadi tidak berani”.</p> <p>N :</p> <p>“Kadang kadang, kalau di tunjuk oleh dosen”.</p> <p>TL :</p> <p>“jarang, karena saya selalu sebisa mungkin menghindari”.</p> <p>AA :</p> <p>“Jarang ka kak bicara di kelas karena maluka dan grogi tapi saya akan bicara kalau ditunjuk pi sama dosen”</p> <p>NP :</p> <p>“Saya selalu mendapat kesempatan berbicara tetapi saya selalu berusaha menghindari”.</p> <p>AL</p> <p>“jarang, dan kalau disuruh oleh dosen saya merasa jantung saya mau loncat”.</p> <p>SWD :</p> <p>“Jarang karena saya sedikit malu untuk berbicara jadi tidak berani”.</p> <p>SJ :</p> <p>“Jarang sih kak”</p> <p>F :</p> <p>“sering”.</p> <p>SRA :</p> <p>“Tidak sering sering amat sih, soalnya teman kelas saya juga jarang ada yang speaking gitu jadinya diam diam saja”.</p> <p>NS :</p> <p>“Tidak terlalu sering kecuali ada tugas yang mengharuskan saya untuk speaking di depan kelas”.</p>
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	<p>A :</p> <p>“Tidak terlalu seing, hanya pada saat di sebutkan nama saya”.</p> <p>NF :</p> <p>“Saya tidak terlalu sering berbicara”</p> <p>DM :</p> <p>“jarang”</p> <p>SSM :</p> <p>“Hehe jarang”</p>
<p>Apa masalah kamu dalam speaking class ?</p>	<p>AR :</p> <p>“Hmm... saya punya banyak masalah kak di speaking, saya selalu panic, saya merasa jantung saya berdetak lebih cepat dan grogi ketika harus berbicara di depan kelas”.</p> <p>N :</p> <p>“Kadang-kadang karena saya merasa grogi apalagi ditengah orang-orang banyak”</p> <p>TL :</p> <p>“Kadang-kadang karena saya tidak tahu apa yang harus dikatakan”.</p> <p>AA :</p> <p>“Kadang-kadang karena saya tidak tahu apa yang harus dikatakan”.</p> <p>NP :</p> <p>“Kadang-kadang, karena saya merasa ragu-ragu takutnya salah. “Sometimes, I am afraid of speaking because I am not good at grammar and pronunciation. I am afraid of doing mistake.”</p> <p>AL :</p> <p>“saya memiliki banyak masalah dalam</p>

	<p>speaking, contohnya saya malu untuk berbicara di depan kelas”.</p> <p>SWD :</p> <p>“ masalah saya di itu vocabulary ku kak, sedikit ji”</p> <p>SJ :</p> <p>“Problem saya di speaking itu selalu takut salah dan kurang percaya diri karena tidak bisa speaking English dengan baik.</p> <p>F :</p> <p>“Saya suka panic kalau tiba-tiba nama saya di sebut, saya rasa jantung saya berdetak lebih cepat dari biasanya kalau nama saya disebut untuk tampil speaking”</p> <p>SRA :</p> <p>“Sejauh ini masalah saya saat speaking adalah kurang kosa kata, misal banyak hal yang mau saya bilang tapi tidak mampu ungkapkan gara-gara tidak tau kalimatnya apa, sedih akutih!!</p> <p>NS :</p> <p>“Banyak saya terkadang malu dan takut salah</p> <p>A :</p> <p>“Saya memiliki beberapa masalah dalam speaking misalnya saya masih belum bisa menyusun kalimat yang baik dan masih sedikit malu saat berbicara di depan kelas:</p> <p>NF :</p> <p>“Kurang Pede ka kak, anu juga takut ka kalau teman kelasku atau dosen tidak mengerti apa yang ku bilang”</p>
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	<p>DM :</p> <p>“Ee... Mm... ketika saya berbicara di depan kelas, saya sangat nervous. Ee... apalagi, ketika saya harus menjawab beberapa pertanyaan. Duhh... saya lebih-lebih takut kalau tidak bisa menjawab pertanyaannya”</p> <p>SSM :</p> <p>“I’m afraid of being foolish if I make too many mistake when I speak using English in class “</p>
<p>Masalah apa yang paling sering kamu hadapi di kelas speaking ?</p>	<p>AR :</p> <p>“Iya benar, kurangnya vocabulary dan grammar sangat berdampak pada kemampuan berbicara”</p> <p>N :</p> <p>“iya ada”</p> <p>TL :</p> <p>“iya saya juga “</p> <p>AA :</p> <p>“Iya saya juga sangat merasa sulit dalam berbicara”.</p> <p>NP :</p> <p>“Iya sangat berhubungan apalagi dengan vocabulary karena saya merasa ketika berbicara saya tidak tau Bahasa inggrisnya.”.</p> <p>AL :</p> <p>“iya, vocabulary saya juga kurang grammar saya juga kurang bagus, saya juga sering susah menyusun kata –kata menjadi sebuah kalimat”.</p> <p>SWD :</p> <p>“grammar juga sih kadang”</p> <p>SJ :</p>

	<p>“kalau saya masalahku di speaking selalu takut salah tidak pede karena tidak bisa berbahasa Inggris dengan baik””.</p> <p>F :</p> <p>“I usually confused when I want to talk because I don’t know the English of the word that I want to say.”</p> <p>SRA :</p> <p>“Jelas ada karena kunci orang speaking harus tau banyak vocab, dan kalau speaking harus ikutin role grammar kan”</p> <p>NS :</p> <p>“Ya saya tidak menguasai grammar”</p> <p>A :</p> <p>“Ada hubungannya dan vocabulary saya masih kurang dan pengetahuan grammar saya juga kurang”.</p> <p>NF :</p> <p>Ya, keduanya tidak terlalu bagus terutama grammar itu sulit bagi saya”.</p> <p>DM :</p> <p>“Kurangnya vocaburay membuat saya enggan untuk berbicara”.</p> <p>SSM :</p> <p>“Saya takut salah pronounce”</p>
<p>Apakah kamu sering merasa enggan untuk berbicara di kelas speaking</p>	<p>AR :</p> <p>“Sering, hampir disetiap pertemuan “.</p> <p>N :</p> <p>“sering”</p> <p>TL :</p> <p>“sangat sering”</p>

	<p>AA : “ hehe sering kak”</p> <p>NP : “Kadang-kadang”</p> <p>AL : “sering”</p> <p>SWD : “ always kak”</p> <p>SJ : “ hehe sering”</p> <p>F : “sering sih”</p> <p>SRA : “itu tergantung sama bagaimana dosen itu ngajar. Aku kan anaknya gampang merasa bosan. Aku merasa apa yang aku dapat di sini belum ada yang baru gitu. Jadi aku diam saja”</p> <p>NS : “Tergantung cara dosennya mengajar sih kak. Saya sering bosan. Saya merasa itu-ituu saja tidak ada sesuatu yang baru yg saya dapatkan. Jadi, saya diam saja”</p> <p>A : ”sangat sering”</p> <p>NF : “iya sering”</p> <p>DM : “Saya sering sekali merasa malas untuk berbicara”.</p> <p>SSM : “sering”</p>
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<p>Apa yang membuat kamu enggan untuk berpartisipasi di kelas speaking?</p>	<p>AR : “takut salah”</p> <p>N : “Saya juga terkadang merasa bermasalah, apalagi ketika ingin mengatakan sesuatu tetapi saya tidak tau Bahasa Inggrisnya.”</p> <p>TL : “Saya kurang percaya diri, saya khawatir kalau dosen dan teman teman tidak paham apa yang saya katakan”.</p> <p>AA : “saya memang orangnya tidak suka tampil di depan umum karena kalau saya tampil otomatis jadi pusat perhatian dan saya nervous kalau diperhatikan.”</p> <p>NP : “iye kak terkadang saya takut bicara karena grammarku sama pronounciationku tidak terlalu bagus, takut ka salah dan di ketawai sama temanku”</p> <p>AL : “saya selalu berpendapat masih banyak teman saya yang memiliki kemampuan lebih dibandingkan dengan saya”.</p> <p>SWD : “grogian ka kak kalau di suruh tampil atau bicara di depan kelas”</p> <p>SJ : “sangat sulit bagi saya untuk menemukan kata yang sama untuk mengekspresikan pendapat saya kalau saya lupa kata (Inggris) yang saya</p>
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	<p>mau katakana. Sedikit ji kosa kataku kak”.</p> <p>F :</p> <p>“takut Salah” satunya karena kurang pede saja sih”</p> <p>SRA :</p> <p>“satunya karena kurang pede saja ”</p> <p>NS :</p> <p>“Seperti yang saya katakan tadi saya malu dan takut salah apalagi jika saya berbicara teman kelas saya terkadang tertawa”</p> <p>A : Mm... selain pronunciation ku yang bermasalah, saya juga untuk membuat kalimat yang baik”.</p> <p>NF :</p> <p>“Saya tidak memiliki kepercayaan diri yang tinggi apa lagi banyak yang lebih bagus”</p> <p>DM :</p> <p>“Vocabulary saya sangat kurang sehingga saya sulit untuk membuat sebuah kalimat yang baik. Saya takut kalau apa yang saya sampaikan tidak dapat dipahami oleh teman ataupun dosen”</p> <p>SSM :</p> <p>“Takut salah dan ditertawai oleh teman”</p>
<p>Apa strategi kamu untuk mengatasi keengganan di speaking class ?</p>	<p>AR :</p> <p>“Memotivasi diri agar tidak malas latihan speaking English, membuat konsep sebelum berbicara”.</p> <p>N :</p> <p>“membuat konsep atau diam”</p> <p>TL :</p>

	<p>“Menghafal vocabulary baru dan membuat konsep sebelum berbicara.”</p> <p>AA :</p> <p>“Sering berlatih berbahasa inggris di kamar atau di depan cermin”.</p> <p>NP :</p> <p>“Biasanya mencatat apa-apa yang akan saya katakan atau lebih baik diam dan menghindari pertanyaan”.</p> <p>AL :</p> <p>“membuat konsep, baca do’a kelancaran berbicara”</p> <p>SWD :</p> <p>“buat konsep”</p> <p>SJ :</p> <p>“Bikin konsep dan baca doa”</p> <p>F :</p> <p>“Yaa harus push diri biar lama-lama jadi bisa”</p> <p>SRA :</p> <p>“Yaa harus push diri biar lama-lama jadi bisa”</p> <p>NS :</p> <p>“Memotivasi diri jangan malas untuk practice speaking di rumah , bikin konsep sebelum berbicara, harus belajar grammar dan yang paling penting memperbanyak vocab”.</p> <p>A :</p> <p>“Harus memperbanyak vocabulary dan menyemangati diri sendiri agar tidak enggan dalam speak, harus bisa</p> <p>NF :</p> <p>“Saya harus memiliki kepercayaan diri dengan</p>
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	<p>meningkatkan belajar untuk berbicara”.</p> <p>DM :</p> <p>“Saya harus memiliki kepercayaan diri dengan meningkatkan belajar untuk berbicara”.</p> <p>SSM :</p> <p>“membuat konsep:</p>
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The Scores of the Students Questionnaire

Questionnaire Item	Response															Skor Total	Keterangan
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1	4	3	3	4	4	4	4	4	4	4	4	3	4	3	3	55	
2	4	4	4	3	3	4	3	3	4	4	3	3	3	3	3	51	
3	4	4	4	3	4	4	4	4	4	4	4	3	3	3	3	55	
4	3	3	4	3	4	4	4	3	4	3	3	3	2	2	3	48	
5	4	2	4	3	4	3	3	3	3	3	4	3	3	2	3	47	
6	3	2	4	3	4	3	3	3	3	3	4	3	3	2	3	46	
7	3	3	4	3	3	2	3	3	3	2	3	2	3	4	4	45	
8	3	3	3	3	4	3	4	2	3	3	3	3	3	4	4	48	
9	4	3	3	3	3	3	3	3	2	3	3	3	2	2	4	44	
10	3	3	3	3	4	3	2	3	2	2	3	3	2	2	3	41	
11	3	2	2	4	4	3	2	1	2	2	3	2	3	2	4	42	
12	4	2	2	3	4	2	2	3	2	4	3	2	3	2	4	42	
13	3	4	3	4	2	2	2	2	2	3	3	3	3	2	3	41	
14	3	4	3	4	4	2	2	2	3	4	3	3	3	3	3	46	
15	3	4	2	4	2	3	2	2	3	4	4	4	3	3	3	46	
	Total															697	

DOCUMENTATION



1. Giving the questionnaire to the sample in Class D



2. Participant were working on questionnaire given



3. Distributing the questionnaire to the participants in class E



4. Interviewing process



CURRICULUM VITAE



HANA QONITAH RAHAYU was born in Makassar on July, 20th, 1996. She is the second child in her family. She has one sister and two brother. Her father name is Indratno and her mother name is Asniar. She graduated her kindergarten in 2002. Then she graduated elementary school in 2008 she continued at SMP Negeri 8 Makassar and graduated in 2011.

Then she continued at SMA Negeri 21 Makassar and graduated in 2014. She was accepted at Muhammadiyah University of Makassar as a student of English Education Department in 2014.

At the end of her study, she could finish her thesis under the title “Revealing Students’ Reluctance to Speak English at the Second Semester Students’ of English Department”

