

**THE LECTURERS' APPROACH TO ENCOURAGE RELUCTANT
STUDENTS' PARTICIPATION IN SPEAKING CLASS**

(A Study at Department of English Language Teaching UIN AR-Raniry)

THESIS

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ABSTRACT

Speaking is a very important part of foreign language learning. The ability to communicate in a foreign language is important in relaying ideas and thoughts to others and to improve one's mastery in the language. The pedagogical approach implemented by lecturers plays an important role in creating a conducive and supportive environment that allows students to be motivated to speak in class. The aim of this study is to figure out the approach taken by lecturers to increase student's participation in speaking class and the adjustments made to encourage reserved students to speak in class. Classroom observation and in-depth interviews with the lecturers were conducted over the course of 9 days. Research findings show that different lecturers use different approaches to teach speaking in class to encourage active participation from students. These different approaches include cooperative language learning which maximizes the use of cooperative activities in smaller groups in class as well as task-based language teaching approach where the language of instruction is used in accomplishing task in class. The research findings show that different approaches yielded different results. The results show that a certain approach is more effective in encouraging students to speak in class. The lecturers argued that teaching approach is necessary during teaching and learning process in order to manage the classroom well, run the class efficiently, and motivate students to actively participate in classroom.

Key Words: Lecturer's approach, Reluctant students, English Speaking

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is classified as a productive skill which takes a crucial role in mastering English. As a productive skill, speaking becomes a measurement of the language mastery of the learners. As stated by Richards (2008), English learners evaluate their success in learning language by knowing how much they feel that they have improved in their spoken language proficiency. In this case, learners will think whether they have mastered the language or not by measuring their spoken ability in using the language itself.

According to Kayi (2006), speaking is considered as an important part of second language teaching and learning. For this reason, the goal of teaching speaking should improve students' communicative skills, because only in that way students can express themselves and learn how to deal appropriately with the social and cultural rules in each target language communicative circumstance. However, helping students to have communicative skill in English is not easy as classroom may provide some challenging situations for both teacher and students.

The main issue in the process of teaching and learning speech is that students prefer to be silent. There might not be enough opportunities for student to actively speak up in class and this can be accrued to the appropriateness of the teaching methodology used in teaching speaking.

In line with this, the highlight of this study is on capturing and understanding the lecturer's approach. Lecturers are professional educators and scientists whose main job is to transform, develop, and disseminate knowledge, technology, and art through education, research and community services. As professionals in Indonesia, they are expected to possess pedagogic, personal, social, and professional competencies (Suhaemi & Aedi, 2015, p. 241). Undergraduates in Ar-Raniry possess very few opportunities to speak English beyond the four walls of their classroom; As a result, some students believe that learning English may not have any obvious practical benefit. Students have limited exposure English-speaking culture, most often through distorted lens of popular culture such as TV or music (Oxford university press ELT, 2011).

As a matter of fact, lecturer at English Education Department of UIN Ar-Raniry mostly uses English language in teaching and learning process. In the learning and teaching process, some requirements are needed to ensure that teaching and learning process goes smoothly. Teaching and learning involves the process of planning for lessons, followed by the actual act of teaching before such lessons are being evaluated upon the completion of teaching of the lesson.

Therefore, to ensure that learning and teaching process takes place smoothly, lectures need to provide various approaches to adapt to students' aptitude and attitude as learning via the conventional method cannot be used anymore (Vandika, 2016). In the context of UIN Ar-Raniry, it is paramount to know the lecturers' approach so that students are able to participate actively in Speaking Class. According to Patel and Jain (2008), approach is the theories of language learning which influence everything that happens in a classroom from the objectives, the learning activities, and even the role of the learners and teacher.

There are two approaches of teaching speaking acquired, namely traditional and current approach. Traditional approach is similar with teacher-centered approach, teachers transfer knowledge to students and students receiving information passively. On the other hand, the current approach is similar with student-centered approach; is students being the owner of their learning and teachers working as facilitators to help students decide what to learn and how to learn based on student's interest (Brown, 2008).

Communicative language teaching approach has been applauded by many teachers as one of the effective approaches, as it encourages students to actively participate in classroom (Heng & Tan, 2006). However, the use of this approach has become a challenging situation for most EFL learners who tend to be passive and are often reluctant to speak. Using this approach in the classroom may lead passive learner to have fewer opportunities to learn rather than the more oral

students. For this reason, a particular strategy that can lead to optimally use of communicative language learning is necessary. It is important as working with students who are reluctant to maintain and extend conversation will limit other students' opportunities in language use (Hue, 2010). As a result, it will affect the performance of all students in the classroom.

Based on the understanding above, it is important to figure out an ideal and appropriate approach that is used by the lecturers to make students participate in speaking class. Thus, the passiveness problems can be resolved with both parties, students and teacher. For this reason, this study is focused on the lecturer's approach in teaching speaking related to reluctant student's participation.

B. Research Question

This study focuses on the willingness of lecturers to make students participate actively in classroom. From the background above, there are two research questions that need to be defined in this study, they are:

1. What is the lecturers' approach to increase student's participation in speaking class?
2. What adjustments do the lecturers make in their approach in order to encourage reluctant students to participate in classroom activities?

C. The Aim of Study

The aims of this study are:

1. To find out the lecturers' approach towards reluctant student in order to increase their active participation in speaking class.
2. To figure out the lecturer's adjustment in order to encourage reluctant students to increase their participation in class.

D. Significance of Study

This study was designed to contribute toward empowerment of teaching English as Second Language at UIN Ar-Raniry in general and the English Department in particular. The contribution by appearing the conceptualized an ideal approach to deal with students who are reluctant to participate in speaking class. Because of many reluctant learners do not know how to study effectively, hopefully the English Department of UIN Ar-Raniry will suggest a new approach to increase students' participation in speaking class.

E. Terminology

There are some terms that need to be elucidated in this thesis, in order to avoid misunderstanding of this study. The terms are:

1. Lecturer's Approach in Speaking

Following Anthony (1963), approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. In addition, according to Richards & Rodgers (1999, p. 15), an approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic and describes the nature of the subject matter to be taught. So approach is not debatable and everyone accepts it. In this study, approach refers to how lecturers apply the teaching method, for instance, when the lecturers use communicative approach, they have to apply discussion method or lecture method to support that approach.

2. Reluctant Student at English Education Department

Reluctant means hesitating before doing something because someone does not want to do it or not sure that is the right thing to do (Oxford Dictionary, p.1244). The writer uses this term to describe students who are passive learners in EFL classroom; they do not complete tasks, avoid challenges, and have less interest in what the school is offering (Protheroe, 2004, p. 46-48).

3. Speaking Classroom

Speaking is an interaction process between a speaker and listener. Bailey (2003) stated that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It can be perceived that speaking is a kind of interaction process involving two or more people (as speaker(s) and listener(s) in order to convey and receive the intended information. Therefore, those who are involved in the interaction process should strive to speak clearly so that information can be conveyed and accepted as expected.

In line with this argument, Hybels (1986) argued that speaking is process in which people share information, ideas and feelings. This process involves not only the spoken and written words but also body language, personal manners, and style, the surrounding and anything that adds meaning to message. In this study, speaking is the activity to practice and express ideas orally and to deliver the meaning of a context to each other.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theories related to some terms and problems of reluctant; it is divided into five sections: Definition of speaking, speaking learning activities, approach in language teaching, approach in teaching speaking, and the reluctant learners.

A. Definition of Speaking

Speaking is the language skill which is lead people to be able to express their ideas to others. Speaking is the core aspect of language. Richard (2008) said that speaking is activity to get something done, exploring ideas, working out some aspects of the world, or simply being together. Speaking is one of English language skills that is frequently evaluated to measure someone's ability in English. Therefore, speaking has become a priority for many language learners.

Speaking also has another definition as stated by Nunan (1995) that speaking is a skill which is deserved more attention every bit as much as literary skills, in both first and second language. Mastering speaking skill is the important aspect of learning

a foreign language. Successful in language mastery is measured by the ability to carry out a conversation in the language practice.

In addition, Speaking is a productive ability and it cannot be separated from listening. When we speak, we produce the sentences and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and feedback. Also, speaking cannot be separated from pronunciation because it encourages learners to learn the English through the sound. In learning speaking, someone must be able to manage words to be conveyed to the listener or audience in order to get an appropriate response from the audience or listener. The quality of delivery in speaking highly influenced listeners to respond. Thornbury (2005) implied that even in monologue speaking, such as lectures speech, political speeches, and stand-up comedy, most speakers adjust their delivery to take into account the response of their audience.

According to Harmer (2007, p. 269), there are four language features in speaking as follows:

1. Connected speech: in the connected speech students should be able to create the individual phonemes of English (e.g. I would have gone for picnic) and the connected speech (e.g. I would've gone for picnic). Connected speech includes assimilation or sounds modification, elision or omitted sounds, contractions and stress patterning.

2. Expressive devices: it contains the stress and pitch changes of particular parts of utterances, variety of volume and speed, and using non-verbal codes and face-to-face interaction to show people's feeling. However, the use of these devices increases the ability to communicate intentions.
3. Lexis and grammar: by using number of common lexical phrases marks the natural speech, particularly in the performance of certain language functions.
4. Negotiation language: when we are listening to someone else talk we often need their clarifications. The advantages of speaking from the negotiator language are to look for clarification and to show the structure of a conversation. This is important for student and also need to structure their discourse to make them be understood. Especially in more writing-like speech such as giving presentation. They used of language of negotiation to show the structure of their thoughts or redefine what they say to be clearer.

However, people cannot live without delivering and receiving words because every word has their own meaning and purpose. Thornbury (2005) stated that speaking is a part of daily life that people take it for granted, in fact, they produce thousands of words a day.

B. Speaking Learning Activities

There are many learning activities which offer students opportunities to actively practice their speaking skill in teaching and learning process. According to Kayi (2012), some activities can be used in learning speaking, such as discussion, story-telling, role-play, speech in front of audience, information gap, brainstorming, debate, dialogue, interviews, picture describing, and prepared talks.

1. Discussion

A discussion can be held by the teacher to strengthen students' understanding toward a lesson after giving theoretically explanation. Students are divided into two groups or more to discuss any interesting topic. They can conclude a lesson, find a solution and share ideas in the discussion (Kayi, 2012).

2. Story-Telling

Students can briefly summarize a tale or story heard from somebody before hand, or they create their own stories to tell their classmate. Story telling helps students express ideas and nurture their creative thinking (Kayi, 2012).

3. Role-Play

Role play encourages students to be more creative in learning and put themselves in another person for a while. In this activity, the teacher gives information to the learners such as who they are and what they think or feel (Kayi, 2012).

4. Speech in front of Audience

This is a rather hard activity to be done by students. In this case, the students should be able to make a paper to be presented in front of audience, in addition, student will present one of the topics of their idea (Kayi, 2012).

5. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities provide many purposes such as solving a problem or collecting information. Furthermore, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because each student has the opportunity to talk in English (Kayi, 2012).

6. Brainstorming

On a certain topic, students can create ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas (Kayi, 2012).

7. Debate

In this activity, students' are divided into two groups, and teacher will give one topic to debate. They will be free to express their opinion on the topic. At the end of it, teacher might like to put the issues to vote or make conclusion about the topic that has been already debated (Kayi, 2012).

8. Dialogue

Dialogue is one of the media in teaching speaking. It helps the students practice in speech, pronunciation, intonation and stress. Dialogue also increases students' vocabulary. The main purpose of using dialogue is developing students' competences in speaking like native speaker. They perform privately in pairs or publicly in front of their friends. Learners can be asked to perform the dialogue in the different topic such as their relationship in their family, culture, and other ideas (Kayi, 2012).

9. Interviews

Interviews can be held in speaking activities by using different topics. It can be performed with two or more people by grouping students based on the prepared topics. In this way, students can provide their own questions based on the predetermined topics. Interviews can improve students' knowledge in formulating questions relevant to the topics and in providing statements. Afterward, students can present their result of the interview to the class (Kayi, 2012).

10. Picture Describing

The use of picture in the speaking activity is by giving each student the picture and they have to describe what in the picture is. Students can be clustered and given different pictures. Students discuss the picture with their group, then a spokes person for each group describes the picture to the whole class. This activity establishes students' activity and imagination as well as their public skills (Kayi, 2012).

11. Prepared Talk

Prepared talk is a popular kind of activity where a student presents a presentation on a topic. This kind of activity is designed for informal spontaneous conversation because they have prepared to talk. If it is possible, students are requested to speak from notes rather than from a text (Harmer,

2001). However, based on the statement above, it can be concluded that a good speaking activity should be previously prepared by the students rather than to see from the text.

C. Approach in Language Teaching

Approach defines beliefs and theories about the nature of language and the nature of language learning which manage as axiomatic constructs or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in classroom. In other words, approach is axiomatic which the nature of the subject matter to be taught (Richards & Rodgers, 1986). An approach gives the way of teaching something, which use classroom activities or techniques to help learners learn.

Furthermore, within the teaching method framework, the approach is composed by those theoretical principles on which the curricular design is based (Richards and Rodgers, 1986). An approach is the style of action within a system and approach creates the philosophy of the system. It is like the beat of a drummer, which sets the pace for all of the activity of the system. But it is not only one of components of the system. Rather it informs, stimulates, and guides such aspects of the system as its structure, its leadership, its program, its resources, and its linkages. Thus, an approach is usually understood as the body of linguistic, psychological and pedagogical theories which inspire the teaching practice (Harun, 2003).

There are two approaches acquired, namely traditional and current approach. Firstly, traditional approach is similar with teacher-centered approach which refers to the effective transfer of knowledge from the teacher, and the learning process is a knowledge acquisition process (Bonk & King, 1998). Additionally, in the teacher-centered approach, the teacher's role is to be the primary information giver and evaluator. According to Khaled (2013), in a traditional approach, students become passive learners, or rather just recipients of teachers' knowledge and wisdom. They have no control over their own learning. Teachers make all the decisions concerning the curriculum, teaching methods, and the different forms of assessment. Duckworth (2009) stated that teacher-centered learning actually prevents students' educational growth. Based on the view of Richards and Rodgers (2007, p. 67), there are several methods namely traditional methods, these are: The Grammar-Translation Method, The Direct Method, The Audio-Lingual Method, The Bilingual Method, Suggestopedia, Total Physical Response, The Silent Way.

Secondly, the current approach is similar to student-centered approach, which is aimed at engaging students in expressing their own emotion through art works. The teachers' role is to encourage expression and help students in creative works, and the students' role is to prepare for learning. Teachers evaluate students' work based on individual's need (Lam & Kember, 2006). In student-centered approach students are actively learning and they have greater input into what they learn, how they learn it, and when they learn it. It means that students take responsibility of their own

learning and are directly involved in the learning process. Student-centered teaching focuses on how students learn instead of how teachers teach (Weimer, 2002; Wohlfarth, Sheras, and Bennett, 2008). As a result, student-centered approach is most suitable for the more autonomous, and more self-directed learners who not only participate in what, how, and when to learn, but also construct their own learning experiences. The student-centered approach reflects and is rooted in constructivist philosophy of teaching (Brown, 2008; McCombs & Whistler, 1997; Weimer, 2002, and Schuh, 2003). Thus, According to Simamora (2009), there are several methods in current method, these are: Lecture Method, Discussion Method, Demonstration Method, Experimental Method, Peer Teaching Method, Team Teaching Method and etc.

Based on the explanation above, it can be concluded that in the teacher-centered approach, students become passive learner and just receive teachers' knowledge. But in the student-centered approach, students are actively involved and construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving and so on. The explanation about approaches in speaking will be explained in further section.

D. Approach in Teaching Speaking

Fitria (2014) stated that designing appropriate approach for students which provides many opportunities for them to speak English is needed. Students sometimes are passive and unmotivated in speaking activity because their teachers dominate to speak more in the class. Therefore, the teacher needs to apply an appropriate approach to lead the students to speak. Basically, there are some approaches that can be used in teaching speaking.

1. Communicative Language Teaching Approach

Communicative Language Teaching (CLT) is one of the teaching approaches which emphasizes on language use rather than on language structure (Hossen, 2008). In other words, CLT concerns more on how language is used to communicate than on how language is produced correctly. Finocchiaro and Brumfit (1983) also said that communicative language teaching is a teaching approach which language is taught in communicative way. It means that learners learn language through communication. In communicative language teaching, learners learn language by using it in real communication. It can be said that CLT approach provides some activities that can encourage the students to speak more in the class.

2. Project-Based Learning Approach

Grant (2002, p.1) saw PBL as “an instructional method centered on the learner.” This approach organizes learning around projects which are realized in the form of complex tasks. While making the project, students can develop their problem-solving, decision-making, and investigation skills. They also have the opportunity to work autonomously over a given period of time to create realistic products in a variety of presentation form. The products are personally meaningful and become the representation of what they have learnt (Thomas, 2000; Klein, Traveras, and Commitante, 2009). Some studies showed that PBL enhanced the students’ intrinsic motivation and self-esteem and also enhances the integration of the four language skills as the students processed information from a various resources while doing the project (Fitria, 2014). It has shown that PBL approach has rich speaking activities in the classroom.

3. Cooperative Language Learning

Cooperative learning is an approach to group work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team (Amosa & Olalere, 2013). Students work together to learn and are responsible for their team-mates learning as well as their own. Cooperative learning involves more than just asking students to work together in groups. Instead, conscious

thought goes in to helping students make the experience as successful as possible.

Kagan (1989) said that in cooperative learning the teacher designs the social interaction structures as well as learning activities. In addition, Slavin (1996) argued that a critical element of cooperative learning is group team work and team goals. An essential element of cooperative learning is the appropriate use of interpersonal and small group skills. These social skills include staying with the group, using quiet voices, giving direction to the groups' work, encouraging participation, relating present learning to past learning, criticizing ideas without criticizing people, asking probing questions and requesting further rationale (Johnson & Johnson, 1990).

4. Content-Based Instruction

Content-Based Instruction is commonly used to describe approaches that integrate language and content instruction (Met, 1999). Richards and Rodgers (2001) stated it as an approach to second language education arranged around content or information, rather than around a linguistic syllabus. Since the difference between Content-Based Instruction and other language-driven approaches is that Content Based Instruction employs subject area content in its instruction, it is desirable to look at what is considered content. Furthermore, Crandall and Tucker (1990) defined it as academic subject matter, while Genesee (1994) suggested that content need not be

academic, it can include any topic, theme or non-language issues of interest or importance to the learners (p.3).

In addition, content-based instruction is believed to motivated students to acquire not only a target language but also content. Briton, Snow and Wesche (2003) mentioned that the use of informational content which is perceived as relevant by the learner is assumed by many to increase motivation in the language course, and thus to promote more effective learning

Based on the explanation above, it can be concluded that content based instruction is an approach to language teaching which integrates language instruction with instruction in the content areas. The focus is thus on the substance or meaning of the content that is being taught, with language learning being a by-product of such a focus on meaning.

5. Task-Based Language Teaching Approach

TBLT approach is considered become effective approach that helps in teaching and learning process. TBLT is assumed as an alternative approach to traditional language teaching because it favors a methodology in which functional communicative language use is aimed at and strived for achieving the outcome (Willis, 1996). According to Nunan (2004), TBLT focuses on learners using language naturally in pairs or group work, allowing them to

share ideas, and it encourages them to be actively involved in the learning process. Furthermore, Task-based language teaching (TBLT) approach provides many advantages for teachers, how the teachers make the students enthusiastically because Task-based language teaching approach offers the language experience in the classroom.

In addition, in task- based language teaching, tasks are central to teaching and learning activity. It means that students can learn more effectively when their brain focuses on the task. Furthermore, TBLT enables the teacher to develop the students' speaking skill and to practice making oral representation immediately. Using TBLT in the classroom, the situation is comfortable, cooperative, nonthreatening and enjoyable. Consequently, the students speak confidently in performing the task.

Based on the elaboration above, it can be concluded that teachers must first know what strategies and approaches work best in the classroom because different classes have different conditions to be applied with different strategies and approaches. This statement has similarities with Goss & Somemann (2017), they found that in Australia, many students are consistently disengaged in class: as many as 40 per cent are unproductive in a given year. They also mentioned that overcoming student disengagement is complicated. What is taught and the way it is taught are crucial, but creating a good learning environment in the classroom is necessary too.

E. The Reluctant Learners

Jacson & Stark (2010) stated that a reluctant learner is a learner who appears not to be eager, willing and ready to learn what you want to teach. According to Herzog (2002), there are several reasons why these students are reluctant; cognitive elements or mental skills, affective correlates or emotions, physiological factors, and environmental effects. Furthermore, Jackson (2010, p. 10) defined that “reluctance is not a permanent personality trait but a modifiable state which is clinical case approach the reluctant learners would overcome their habits”. In addition, Landsman, Moore, & Simmons (2008) said that the discussion about reluctant learners seems to imply that students itself must become more involved in the schooling process.

EFL learners’ reluctance to speak English in the classroom is a problem commonly experienced in foreign language classroom context. For this reason, in teaching English as a Foreign Language (EFL), teachers from different countries have faced a very common issue regarding the students’ ‘unwillingness’ to speak English (Riasati, 2012), ‘reluctance’ to speak English (Babu & Rao, 2012; Nguyen, 2010) or ‘fear’ of speaking English (Cutrone, 2009) in EFL speaking classrooms. Many students express their inability and sometimes even acknowledge their failure in learning other skills but when it comes to learning to speak foreign language, they claim to have a “mental block” against it.

According to Schwartz & Thamburay (2005), there are some other psychological factors that may lead students to become reluctant in EFL speaking class and there are possible solutions to overcome each of them.

1. Anxiety

Anxiety is a part of human life and it is the most well-known and documented psychological phenomena. Generally, anxiety happens from human body as a response to certain situation, such as a feeling of being threatened, apprehension, or worry. According to Ormrod (2011), “anxiety is a feeling of nervousness and apprehension concerning with a situation of learning a target language”. It can influence the quality of oral language production and make individuals appear less fluent than they really are.

In order to overcome anxiety, Sato (2013) on his research about improving students’ speaking skill recommended that teachers should be more careful about anxiety which can be intense in students and find techniques that allow students to participate more in oral activities. Furthermore, providing students with positive reinforcement (Keramida, 2009), and creating an ease environment in class are important to be noticed by the teacher since it can lower students’ anxiety, increase their confidence, and encourage their willingness to communicate (Chan, 2002 cited in Noon-ura, 2008). Dealing with anxiety in students’ learning, Tsui (in Nunan, 1999) explains that to deal with the reluctant students, teachers should accept a variety of answers. Thus,

the students can feel more confident in answering the teacher questions and participating in every activities of the class.

2. Lack of Confidence

Lack of confidence happens when students do the conversation and deliver the message and they realize that the receiver does not understand what he/she said about. Therefore, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate.

In response to this, Nunan (1999) stated that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. It means that the teacher should also learn from both theories and practical experience on how to build the students' confidence (Juhana, 2012).

With regard to possible solution to overcome the students' lack of confidence, Yi Htwe (2007) shared the strategy to build students' confidence. He said that maximizing students' exposure to English is a good way to build the students' confidence. In addition, Kubo (2009) said that to build students' confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation and to converse freely. By doing this, students will experience a greater sense of ability to speak English. Hence, teacher should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking.

3. Shyness

According to Juhana (2012) shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. In this situation, shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. In line with this, Baldwin (2011) further explained that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. In other words, it can be said that shyness plays an important role in speaking performance (Juhana, 2012).

In trying to get possible solutions of shyness, Pesce (2011) as cited in Juhana said that it is urgent for teacher to create a friendly and open classroom environment. Therefore, shy students will feel fine of making mistakes in their learning. Thus, students will not worry of their imperfect pronunciation and grammar. Consequently, they dare to speak in their speaking class. However, the students need guidance from their teachers to make their feeling of shyness are disappear (Juhana, 2012).

4. Lack of motivation

Motivation is a key to students' learning success (Songsiri, 2007). With considered to the issue of motivation in learning, Nunan (1999) emphasized that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration

in determining the preparedness of learners to communicate. Zua (2008) further added that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher (Juhana, 2012).

In terms of possible solution to overcome students' lack of motivation, Aftat (2008) suggested that to encourage students' motivation, teachers should provide constantly encouragement and support as well as ask questions that reveal the basis of students' problems. Doing this becomes very crucial because encouragement also gives students feeling of secure and welcome in their learning process. In addition, Liu & Huang (2010) said that to overcome students' lack of motivation, teachers can do activities like promoting students' awareness of the importance of English, enhancing students' interest in English, and developing their self-confidence.

To sum up, based on the elaboration above we can draw conclusion that reluctant learners are students who feel or show doubt in learning and reticent in engaging in EFL pedagogical process. It appears in their participatory behaviors that tend to be more passive. However, the reluctance does not only come from students

themselves but reluctant teachers will also lead their students to be reticent in classroom participation.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is purposed to figure out the lecturers' approach to increase student's participation in speaking class and what adjustments does the lecturer make in their approach in order to encourage the reluctant students in speaking class in Department of English Language Education at Ar-Raniry State Islamic University.

In this thesis, the writer used a qualitative research. According to Creswell (2003), qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure.

B. Population and Sample

The population is the group of individuals having one characteristic that distinguishes them from other groups (Creswell, 2012). At the most specific level, researchers select a few individuals as samples of studied people from the target

population. The Population of this research involved 7 speaking lecturers of the English Education Department and Teacher Training Faculty of Islamic State University of Ar-Raniry who taught basic speaking in this semester. The writer decided to choose the population because the students were in transition period from senior high school to university. Speaking course is something new from them. In senior high school they did not have such a course. Hence, they need an appropriate approach in basic speaking course to make them being active in class and will adapt easily in the next speaking course.

The sample is the group of participants in a study which are selected from the target population from which the writer generalizes to the target population (Creswell, 2012). In this research, the writer selected the sample by using purposive sampling. Creswell (2003, p. 185) stated that “purposive refers to selection of sites or participants that will best help the researcher understand the problem and the research question, they must be willing to reflect on and share this knowledge”. In addition, as stated by Cohen, Manion, and Morrison (2000) in purposive sampling, researchers build up a sample that is satisfactory to their specific needs. Hence, in this case the writer chose the respondents purposively. Thus, there were 7 lecturers who taught basic speaking in this semester but only 3 lecturers that were available to be observed and interviewed. As a result, there were 3 participants in this thesis as representative of lecturers who teach basic speaking in English Education Department. In qualitative research, there are no overall formal criteria for determining sample size and,

therefore, no rules to suggest when a sample size is small or large enough for the study. Creswell (2007) recommended that “3-5 participants be used for case study research, along with other types of data.

C. Methods of Data Collection

In this study, the writer used classroom observation and interview (in-depth interview) as the primary technique of data collection.

1. Observation

Observation according to Creswell (2008, p. 221), is the process of gathering open-ended, firsthand information by observing people at research site. In line with this, Bungin (2007) said that observation is a data collection technique used to collect data through observation and sensing. For this research, site of observation took place in Department of English Language Education. The role of writer in the observation was observer. The writer observed four different classrooms with different lecturers on speaking class and each class was observed for one meetings. The writer obtained permission from the lecturers and students to observe the activities taking place in the classroom. Each session of the classroom observation lasted approximately 95 minutes. The purpose of observation is to figure out the lecturers' approach in speaking class, then to monitor the lecturers whether they do particular approach to attract reluctant students to participate in speaking class. Thus,

observation checklist was prepared as a guide in collecting data (See appendix 1).

2. Interview

Interview was used as one of data collection in this research. According to Cohen et.al (2000, p. 267), “interviews enable participant to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of views”. For this research, the aims of interview are to gather the information from the lecturers, to know about the perspective of interviewee about the topic, and to know the reasons of that perspective.

In-depth interview was applied in this data collection. Boyce and Neale (2006) stated that in-depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a specific idea, program, or situation. In line with this, Bungin (2007) said that in-depth interview is a process to obtain information for the purpose of research by face to face questioning between the interviewer and informant or interviewee, with or without the use of an interview guide. Therefore, face to face, involving one interviewer and one participant, was considered as the primary sources of data in this study to obtain a better understanding of the several participants’

perspective. In order to capture all detail about the participants, the interviews were recorded and then transcribed.

Furthermore, to answer the first research question, the writer asked questions about teaching approach, the important of teaching approach, an approach to overcome the students' reluctant to speak English and attract students to participate, the problems in using approach, an appropriate approach to help students who tend to be passive in class, the description of students' participation in speaking class, and the biggest problem during teaching speaking. Next, to answer the second research question, the writer asked question about the adjustments that lecturers need in speaking approach.

D. Methods of Data Analysis

1. Interview

In this study, the writer used a descriptive analysis to report the result of the data. The gathered data of the interview were analyzed and concluded descriptively. Furthermore, the data was divided and addressed in several sections based on particular theme. Moreover, the writer transcribed each data of interview. Thus, to analyze the data, the writer needs to read the transcript of the interview several times for having deeper understanding about the

information from participants' statements. In addition, during the interviews, digital recording was used to make sure the data fully transcribed.

2. Observation

The technique of data report used in this research was interpreted descriptively by the writer. After gathering data from the observation, the writer analyzed the data gathered. In analyzing the data report, the writer used observation checklist. Furthermore, the digital video and audio recording was also used in order to avoid misunderstanding in collecting the data.

E. Time and Location of the research

This study took place at Department of English Language Education of Ar-Raniry State Islamic University which is located in Darussalam, Banda Aceh. The research period starts from 23 November 2017 until 13 December 2017. The reason of this research was done at Department of English Language Education of Ar-Raniry State Islamic University is that there are several speaking classes in this semester which provide a various approach in teaching. As a result, the writer can have richer data and figure out various approaches that the lecturers use in teaching speaking in order to encourage reluctant students' participation in speaking class.

CHAPTER IV

RESULT AND DISCUSSION

The purpose of this study is to figure out the lecturers' approach towards reluctant student to increase their active participation in speaking class. This chapter discusses the research findings based on the data gained from the interviews and it endeavors to answer the questions of the study. This study was constructed to answer the main research question "what is the lecturers' approach to increase student's participation in speaking class?"

To gain an understanding of the lecturers' approach to encourage students to actively participate in speaking class, classroom observations were used and in-depth interviews were conducted. Three lecturers from speaking class were chosen as the representative of lecturers who teach English speaking class and who were available to be observed and interviewed in English Education Department. There were two females and one male lecturers of English speaking class who were available to be observed and interviewed for this research.

A. Brief Description of Research Location

This study took place at Department of English Language Education of Ar-Raniry State Islamic University. The university was established on October 5th in

1963 and is located at Jl. Ar-Raniry, Kopelma Darussalam, Banda Aceh. The university is headed by Prof. Dr. Farid Wajdi Ibrahim, MA. as the rector. It has nine faculties and one of them is Faculty of Education and Teacher Training. The faculty concentrates on education and consists of several departments under its authority; one of them is Department of English Language Education. The objective of Department of English Language Education is to educate and prepare its undergraduate students to be educational experts and professional teachers in teaching English.

The Department of English Language Education (*PBI*) which is currently led by Dr. T. Zulfikar, S.Ag. M.Ed, has 32 permanent and 35 adjunct lecturers and 918 students hailing from several regions in Aceh. PBI is one of the most favorite departments not only within the Faculty of Education but also within Ar-Raniry State Islamic University. This is evident from the rapid development of registration every year, enrolling more than a thousand students. The majority of students completed their study within the expected candidature period, which is 4 years. Most students graduate with high qualification and good merit. A large number of graduates receive job immediately with some of them awarded scholarship, such as LPDP, AAS, NZAID, Fulbright, USAID, LPSDM, DAAD to undertake their master's degree in Australia, the United State of America, the United Kingdom, New Zealand, and some other developed countries.

PBI is one of the departments employing teaching staffs, graduating from overseas universities. It has 11 teaching staffs holding a doctorate degree from

Australia, Germany, and Malaysia, and has more than 15 teaching staffs graduating from overseas universities. PBI also employs adjunct teaching staff whose degrees are from different universities in USA, UK, Australia and some other foreign countries.

PBI also provides some supporting facilities for academic activities such as multimedia room, which provides sound system, radio, television, DVD player, projector, and computers; library which provides academic and non-academic books, cassettes, newspapers, encyclopaedia, dictionaries, and theses which had been written by the students of the Department of English Language Education as the partial fulfilment of the requirement for Degree of Bachelor Education.

B. The Data Analysis Procedure

There were several interconnected steps used in the process of analyzing data. The first step was to arrange and prepare the data for analysis. This involved observing the speaking class, filling the observation checklist, interviewing the participants, making the transcript of interviews, sorting and arranging the important data depending on the purposes of this study.

The observation section had been done by filling the observation checklist. The digital audio recording was used in order to avoid misunderstanding of the data. Each observation lasted approximately 95 minutes. The interview section had been done by asking three participants. The writer recorded interviewees' answer and

opinion with an audio recorder before transcribing them. Each interviewee spent more than 11 minutes to response to the questions and instructions from the interviewer. Each participant received the same questions that should be answered. To seek the information deeply, some additional questions were asked based on the interviewee's answer in agreement with the topic. The available lecturers in this study as the participants were:

1. Lecturer 1 (female)
2. Lecturer 2 (female)
3. Lecturer 3 (male)

The second step began with data analysis. The writer analyzed the data from the observation and interview. In analyzing the data observation, the writer used observation checklist. Then the result of the observation checklist was interpreted descriptively by the writer. In analyzing the data interview the writer needed to hear the audio recording several times to obtain valid information from participants' statements. The writer then read and looked at all the data. This step provided a general sense of the information and gave an opportunity to reflect its overall meaning; what common ideas were the participants saying? what was the core and conclusion of the whole information?. The final step in data analysis involved making an interpretation of the findings or results. This consisted of summarizing the results, comparing the results with past literature and theories, and ending with suggestions for future research.

C. The Analysis of Observation

The writer observed three English speaking classes by asking permission from the lecturers and students to observe the activities taking place in the classroom. Prior to the exercise, observation checklist was prepared as a guide in collecting data. After gathering data from the observation, the writer analyzed the data gathered. The result of the data observation was interpreted descriptively by the writer.

Lecturer 1:

In this result, the third classroom observation was conducted in the class of Mrs. Az on December, 13th 2017. The writer came to the class and sat at the back and observed the process of teaching and learning in the speaking class, paying close attention to the lecturer's approach in speaking class. The writer observed if the lecturer applied any particular approach to attract reluctant students to speak based on the observation checklist.

From the result of the observation checklist, the lecturer applied approach in speaking class and attempted to attract reluctant students to participate in the class. The lecturer started the class by putting them in pairs before giving instructions on what they had to do. The theme given to the student was solving the problems in speaking, include the problems the students faced in speaking .After the students discussed and shared with their respective partners, the lecturer then asked them to present their discussion in front of the class. Students were asked to volunteer themselves to share before the lecturer called on students to do so.

The table below presents the observation checklist from the Mrs. Az's class.

Table 4.1 The lecturer used cooperative language learning

NO		YES	NO
1	The lecturer applied different work style and organize students into small groups and then deliver instruction conventionally to the whole class.	✓	
2	The lecturer gave instruction to the whole class first and placed the students into groups so they could consolidate the knowledge with joint efforts together.	✓	
3	Students were placed in small groups and work together under the lecturer's guidance to attain group goals that cannot be obtained by working alone or competitively.	✓	
4	Students discuss and help each other learn and encourage personal achievements in other members in the group.	✓	

Based on table 4.1 and the description of the situation in the class above, the lecturer used cooperative language learning by applying think-pair-share strategy in the classroom. Think-pair-share is a cooperative learning strategy that can promote and support higher level thinking where the teacher would ask the students about a specific topic, pair them with another student to discuss their thoughts and share their ideas with the group. According to Scimast (1994) and Knight (2009), some of the class activities in cooperative language learning include think-pair-share, jigsaw, group investigation, and numbered heads together.

Lecturer 2:

The second classroom observation was conducted in the class of the Mrs. Ay on December, 6th 2017. The writer observed if the lecturer applied a particular approach to attract reluctant students to speak based on the observation checklist.

The results showed that the lecturer had applied approach in speaking class and attempted to attract reluctant students to participate in the class. The lecturer started the class by greeting students first. Then the lecturer talked about the task that was given in the previous meeting which was a performance of talk show where the lecturer had divided the students into several groups. On that day the last group would perform the task in front of class. The lecturer called the names of the group members to come forward to present about the talk show. From the result of the task, all of the members spoke in the speaking class because they had their own part to speak about the task. After the performance was done the lecturer corrected the students' mistake during the talk show.

The table below is the data from the observation checklist from the Mrs. Ay's class.

Table 4.2 The lecturer used task-based language teaching approach

NO		YES	NO
1	The lecturer did not dominate the classroom but only as facilitator, initiator, guider and mentor.	✓	
2	The lecturer tried to give chances to each student to speak.	✓	
3	The lecturer created more questions for students to encourage them to think and answer.	✓	
4	The lecturer let students talk about the things which happened in the daily life or the heated topics to express their own opinions.	✓	
5	The lecturer prepared learners for tasks.	✓	
6	The lecturer as selector and sequencer of tasks.	✓	
7	The lecturer has an active role in choosing, adapting and designing tasks and then building these tasks in keeping with learner needs, expectations, interests and language skill levels.	✓	

Based on table 4.2, the lecturer used task-based language teaching approach (TBLT). One of the characteristics of TBLT is the performance of tasks as the chief focus (Mao, 2012). From the description of the situation in the class above and the result of the observation checklist, it can be said that the lecturer had used TBLT in the speaking class.

Lecturer 3:

The first classroom observation was conducted in the class of the Mr. M on December, 5th 2017. The writer came to the class and sat at the back and observed the process of teaching and learning in the speaking class, paying close attention to the lecturer's approach in speaking class. The writer observed if the lecturers had applied a particular approach to attract reluctant students to speak based on the observation checklist.

From the result of the observation checklist the lecturer had applied approach in speaking class and attempted to attract reluctant students to participate in the class. The lecturer started the class by asking them about the task which was given in the previous meeting. Then the lecturer called each student in the attendance list to present the task. The lecturer allowed the students to talk about the quotidian things in life or to present their opinion on any heated topics. At the end of the class the lecturer gave a new task to the students to present in the next meeting. The lecturer gave 2 topics and the students had to choose one of them.

The table below is the data from the observation checklist from the Mr. M's class.

Table 4.3 The lecturer used task-based language teaching approach

NO		YES	NO
1	The lecturer gave follow up tasks to the students in the end of the classroom.	✓	
2	The lecturer did not dominate the classroom but only as facilitator, initiator, guider and mentor.	✓	
3	The lecturer tried to give chances to each student to speak.	✓	
4	The lecturer created more questions for students to encourage them to think and answer.	✓	
5	The lecturer let students talk about the things which happened in the daily life or the heated topics to express their own opinions.	✓	
6	The lecturer prepared learners for tasks.	✓	
7	The lecturer as selector and sequencer of tasks.	✓	
8	The lecturer has an active role in choosing, adapting and designing tasks and then building these tasks in keeping with learner needs, expectations, interests and language skill levels.	✓	

Based on table 4.3, the lecturer used task-based language teaching approach (TBLT). In task-based language teaching, tasks are central to teaching and learning activity (Gunawan, 2016). This approach has been used by lecturer 3 to attract students' participation in speaking class.

D. The Analysis of Interview

The writer interviewed three English speaking lecturers by face to face, with or without the use of an interview guide after observing the speaking class. Ten questions were asked relating to the lecturers' approach to encourage reluctant

students' participation in speaking class (See appendix 2). The analysis of the interview was focused on three topics. First, the important of teaching approach during teaching speaking class. Second, the helpful approaches in situation where students tend to be more passive in speaking class. Third, the lecturers' adjustments to encourage students' participation in speaking class.

1. The necessary of teaching approach during teaching speaking class

According to the result of the interview about the first topic, the writer found that all participants claimed that applying approach was necessary during teaching and learning process to manage the class well and to teach effectively. Hence, by assigning lecturers to apply an approach in speaking class they then figured out a suitable method and various strategies that they could use during teaching and learning process.

The Lecturer 1 said:

“Yes of course, when we know the approach this suitable for students it's easier for us to running the class well, because not all approach we can use for all classes”.

Similarly, lecturer 2 stated that:

“Sure, it's necessary, it's needed because by understanding or by knowing the teaching approach we can try to teach effectively, we can manage the time, we can give them various techniques and we know

what we do and we know how to access the student by knowing the approach”.

Then lecturer 3 said that:

“Yes very important to teach in the class, because to motivate them, to make them feel comfortable with the lecturer, to upgrade their trust, if they don’t believe it’s difficult to speak”.

From the lecturers’ explanation above, it can be concluded that all lecturers have a positive opinion in applying approach during teaching speaking class. This result corroborated with Dina (2012), who argued that approach was one of the key to effective teaching. Lecturer 1, 2 and 3 said that approach can manage the classroom well, run the class efficiently, and motivate students to actively participate in classroom. In line with this, similar with what was said by Dyer and Osborne as cited in Shinn (1997), they proposed that the selection of an appropriate teaching approach is one of the most important processes to have teaching success and improve student achievement.

2. The helpful approaches in the situation of students tend to be more passive in speaking class

In this part, all participants explained the helpful approaches to help students who are reluctant to participate in speaking class.

Lecturer 2 stated that:

“Sometimes to get the passive students to engage to participate or to be involved in that activity, it is a must for everybody to talk and I monitor them when they are speaking or not. We know that there are extroverted students and introverted students, for those who are active they would show their ability in speaking but sometimes some passive student they just keep silent. But I try to encourage their ability in speaking by giving them like individual or personal task. So everybody should speak so sometimes I give them task, different task, could be small group, pairs, or sometimes individual task”.

Similarly, lecturer 3 said that:

“Basically, for those more better as much as to give them picture then they bring home they can prepare well and then they can tell what the picture, but the picture is only them who can see it and another friend they guessed it”.

Then lecturer 1 argued that:

“I think cooperative learning. I have a student at the first time she came to the class she even cannot speak English and then I wanted her to able to speak English and every meeting in my speaking class I put them in pair or group. I asked them to speak personally or

individually, first I give them some topics and then I will ask them to sit in pair and in group. Ya that's why because the one who cannot speak from others and it will make him or her become self confident and because his friend or her friend help her".

Based on the explanation above, it can be concluded that lecturers used approach in their speaking class to lead the students to speak. There were various approaches applied in the class. For instance, lecturers 2 and 3 used task-based language teaching where the lecturers were the selector and sequencer of task. They also had an active role in choosing, adapting, and designing tasks. From the result above lecturer 1 used cooperative language learning where students were placed in pair or group and worked together under the lecturer's guidance. They would consolidate the knowledge together and students cooperated to find information. Zhang (2010) argued that cooperative learning refers to a systematic instructional approach in which students work together in small groups to accomplish shared learning goals. Hence, it can be said that all of the lecturers highly used approach in their speaking class. The approach used by the lecturers varied and depended on the student's passivity level.

3. The lecturer's adjustments in speaking approach to encourage student's participation in speaking class

In this part, all participants shared their opinions regarding their adjustments in speaking class in order to encourage students who are reluctant to participate in class becoming more.

Lecturer 1 said that:

“I will give opportunity to the passive one to talk more but I tell to my other students that today I'll give the opportunity to her to speak or I will tell them because every meeting not every student has opportunity to speak because they have not enough time to speak all. But I told them that the passive one must speak in every meeting. I use this to support, to motivate them to be active, I can see the result they become active”.

Then lecturer 2 continued that:

“Sometimes when I am explaining material, I would like to motivate the students as well. Because motivation is really important so we have to come to their work and they have to come to our work, so it is sometimes like playing, students like playing game so sometimes the kind of activities that I give to my student it's like a game but there is something I give them material, so for reluctant students I give them role-play it's like a group and I told them so many times that in role-play all of the members have to speak. Each person should have their

own role so everybody has to talk no body just keep silent or just show their gesture or pantomime role anything so it is a must for them”.

Then lecturer 3 stated that:

“We need basically for those who learn speaking, in the lab, provide a good facility, a good material. Speaking for me relate to good media, so to help them to talk. So it needs good facilities, good media for us to teach them to speak”.

As above explanation, it can be deduced that each lecturer had different adjustments in their speaking approach to encourage student’s participation in speaking class. According to the result of the interview about this topic, lecturers revealed that they needed to focus on the passive students to get them to normalize speaking and being active in speaking class, and partially passive students to speak more than active students. Furthermore, besides focusing on passive students the lecturers also made a game to ensure active participation across all students in the class. However, classroom learning is not enough to learn speaking because there are many mediums involved in teaching. When the lecturer applied his approach he needed a lab, provide a good facility, and a good material to lead the passive students to speak.

E. Discussion

This section discussed the research findings that the writer has conducted at Department of English Language of Ar-Raniry State Islamic University. The writer used classroom observation and in-depth interview as the primary technique of data collection. Based on the results of the observation and interview, the writer has elaborated some important points in this part to answer the research questions.

The first research question about what is the lecturers' approach to increase students' participation in speaking class. The result of the research showed that each lecturer applied an approach depended on the students. Sometimes the lecturers applied task-based language teaching to attract the students' participation and sometimes used cooperative language learning if the students tend to be more passive in the class. Thus, it can be concluded that the approach used by the lecturers to increase students' participation in speaking class was depended on the level of the passiveness of the students. The lecturers applied the approach in the speaking class because they considered that the approach can manage the classroom well, run the class efficiently, and motivate students to actively participate in classroom.

The second research question is asking about what adjustments lecturers make in their approach in order to encourage reluctant students to increase their participation in class. The adjustments of the lecturers can be identified from the interview results. For instance, there was a lecturer who needed to focus on the passive students to make them speak in speaking class, and there was a lecturer who

used games to make the class active. In addition, there was a lecturer, who needed a lab, provide a good facility, and good material to lead the passive students to speak.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This last chapter presents the conclusion of this qualitative study. The aims of this study was to find out the lecturers' approach towards reluctant students to increase their participation, and also to know the lecturers' adjustments in speaking approach in order to encourage students who are reluctant to participate in class. The participants of this study were three lecturers as representatives who teach speaking in this semester in English Education Department.

Speaking is a very important part of foreign language learning. The ability to communicate in a foreign language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that the lecturer pays great attention to the students by providing them with appropriate approach in order to encourage students to speak in speaking class. Approach is a very important part of teaching and learning process because it is one of the keys to effective teaching. The result of this study showed that different lecturers used different approaches to teach speaking in class to encourage active participation from students. These different approaches include cooperative language learning and task-based language teaching approach. All participants showed positive perception towards applying approach in speaking class and they argued that teaching

approach was necessary during teaching and learning process. It can manage the classroom well, run the class efficiently, and motivate students to actively participate in classroom.

Additionally, all the lecturers needed to make some adjustments in their speaking approach to encourage student's participation. The adjustments of the lecturers can be identified from the interview results. For instance, there was a lecturer who needed to focus on the passive students to make them speak in speaking class, and there was a lecturer who used games to make the class active. In addition, there was a lecturer, who used a lab, provide a good facility, and good material to lead the passive students to speak.

B. Suggestion

The writer would provide further recommendations for future research in light of the limitations of this study. The limitation of this study comes from the problems in data collection. The writer did not get enough information from the class observation to fill the observation checklist. It is hoped that future research would involve observing the class for at least two meetings to get perfect information. Secondly, the sample size of the participant was too small in this study. There were only three participants in this research which limits any kind of generalizations from these results. It is important to increase the sample size for future research to make it generalizable.

Based on the result of the study, there were still several students who tend to be passive in the class and they do not know how to study effectively. It is important for the lecturers to find out suitable approach to attract students' participation and make them actively participate in the classroom.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/61/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 7 Desember 2016
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
1. Syarifah Dahliana, M.Ag.,M.Ed.,Ph.D Sebagai Pembimbing Pertama
2. Suraiya, M.Pd Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Muhammad Fajri
NIM : 231324262
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Lecturers' Approach to Encourage Reluctant Students' Participation in Speaking Class
- KEDUA** : Pembiayaan/honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 25 Januari 2017


Dekan
Dr. Muliburrahman, M. Ag
NIP. 197109082001121001

- Tembusan**
1. Rektor UIN Ar-Raniry (sebagai laporan);
 2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
 3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
 4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
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Nomor : B-11065 /Un.08/TU-FTK/ TL.00/11/2017

21 November 2017

Lamp : -

Hal : **Mohon Izin Untuk Mengumpul Data**
Menyusun Skripsi

Yth,

di-
Tempat

Assalamu'alaikum Wr. Wb.

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara (i) memberi izin dan bantuan kepada:

N a m a : **Muhammad Fajri**
N I M : 231325262
Prodi : Pendidikan Bahasa Inggris (PBI)
Semester : IX
A l a m a t : Jl. Keuchiek Amin, Lr. Tatsuya, No.40, Beurawe - Banda Aceh

Untuk mengumpulkan data pada:

Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry, Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Lecturers' Approach to Encourage Reluctant Students' Participation in Speaking Class

Demikianlah harapan kami atas bantuan dan keizinan serta kerjasama yang baik kami ucapkan terima kasih

An. Dekan
Kepala Bagian Tata Usaha,

M. Said Farzah Ali





DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

Surat Keterangan

No: B-064/UN.08/KJ.PBI/TL.00/01/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-11065/Un.08/TU-FTK/TL.00/11/2017 tanggal 21 November 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : **Muhammad Fajri**
NIM : **231 325 262**
Prodi /Jurusan : **Pendidikan Bahasa Inggris**

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

The Lecturers' Approach to Encourage Reluctant Students' Participation in Speaking Class

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 24 Januari 2018,
Ketua Prodi Pendidikan Bahasa Inggris


I. Zulfikar

“OBSERVATION CHECKLIST”

University : UIN Ar-Raniry Date : 13 December 2017

Name of lecturers : Mrs. Az (Participant 1)

Class : Speaking

NO		YES	NO
1	The lecturer brought topic-interest/supporting materials.		✓
2	The lecturer stimulated students to speak English in the classroom related to the topics given.	✓	
3	The lecturer corrected students' mistake after speaking.	✓	
4	The lecturer gave example of correct sentences orally.	✓	
5	The lecturer allowed students to ask about the words they do not understand.	✓	
6	The lecturer used attractive material to develop students' interest in speaking class.	✓	
7	Every student was given an equal opportunity to participate in the speaking activities.	✓	
8	The lecturer gave follow up tasks to the students in the end of the classroom.		✓
9	The lecturer did not dominant the classroom but only as facilitator, initiator, guider and mentor.	✓	

10	The lecturer tried to give chances to each student to speak.	✓	
11	The lecturer created more questions for students to encourage them to think and answer.		✓
12	The lecturer used different forms in class: group discussions, student's PPT and performances, debates, role play, and work together to write a short story and analysis of news.		✓
13	The lecturer let students talk about the things which happened in the daily life or the heated topics to express their own opinions.		✓
14	The lecturer prepared learners for tasks.		✓
15	The lecturer as selector and sequencer of tasks.		✓
16	The lecturer has an active role in choosing, adapting and designing tasks and then building these tasks in keeping with learner needs, expectations, interests and language skill levels.		✓
17	The lecturer role, it can be emphasized that the lecturer deploys an amalgamation of form-focusing techniques, covering attention, focusing pre-task activities, examining the given text, guided exposure to similar task, and employment of highlighted material.		✓
18	The lecturer applied different work style and organized students into small groups and then delivered instruction conventionally to the whole class.	✓	
19	The lecturer gave instruction to the whole class	✓	

	first and placed the students into groups so they could consolidate the knowledge with joint efforts together.		
20	Students were placed in small groups and work together under the lecturer's guidance to attain group goals that cannot be obtained by working alone or competitively.	✓	
21	Students discuss and help each other learn and encourage personal achievements in other members in the group.	✓	
21	The lecturer used authentic materials, such as newspaper, articles, and advertisements.		✓
22	The lecturer has the ability to organize jigsaw reading arrangements.		✓
23	The lecturer has wider idea about the content they are teaching in the class.		✓
24	The lecturer has the ability to provide prior knowledge about particular topics and language skills required for learner success.		✓
25	The lecturer helps students to form coping strategies.		✓

“OBSERVATION CHECKLIST”

University : UIN Ar-Raniry Date : 6 December 2017

Name of lecturers : Mrs. Ay (Participant 2)

Class : Speaking

NO		YES	NO
1	The lecturer brought topic-interest/supporting materials.		✓
2	The lecturer stimulated students to speak English in the classroom related to the topics given.	✓	
3	The lecturer corrected students' mistake after speaking.	✓	
4	The lecturer gave example of correct sentences orally.	✓	
5	The lecturer allowed students to ask about the words they do not understand.	✓	
6	The lecturer used attractive material to develop students' interest in speaking class.	✓	
7	Every student was given an equal opportunity to participate in the speaking activities.	✓	
8	The lecturer gave follow up tasks to the students in the end of the classroom.	✓	
9	The lecturer did not dominant the classroom	✓	

	but only as facilitator, initiator, guider and mentor.		
10	The lecturer tried to give chances to each student to speak.	✓	
11	The lecturer created more questions for students to encourage them to think and answer.	✓	
12	The lecturer used different forms in class: group discussions, student's PPT and performances, debates, role play, and work together to write a short story and analysis of news.		✓
13	The lecturer let students talk about the things which happened in the daily life or the heated topics to express their own opinions.	✓	
14	The lecturer prepared learners for tasks.	✓	
15	The lecturer as selector and sequencer of tasks.	✓	
16	The lecturer has an active role in choosing, adapting and designing tasks and then building these tasks in keeping with learner needs, expectations, interests and language skill levels.	✓	
17	The lecturer role, it can be emphasized that the lecturer deploys an amalgamation of form-focusing techniques, covering attention, focusing pre-task activities, examining the given text, guided exposure to similar task, and employment of highlighted material.	✓	

18	The lecturer applied different work style and organized students into small groups and then delivered instruction conventionally to the whole class.		✓
19	The lecturer gave instruction to the whole class first and placed the students into groups so they could consolidate the knowledge with joint efforts together.		✓
20	Students were placed in small groups and work together under the lecturer's guidance to attain group goals that cannot be obtained by working alone or competitively.		✓
21	Students discuss and help each other learn and encourage personal achievements in other members in the group.		✓
21	The lecturer used authentic materials, such as newspaper, articles, and advertisements.		✓
22	The lecturer has the ability to organize jigshaw reading arrangements.		✓
23	The lecturer has wider idea about the content they are teaching in the class.		✓
24	The lecturer has the ability to provide prior knowledge about particular topics and language skills required for learner success.		✓
25	The lecturer helps students to form coping strategies.		✓

“OBSERVATION CHECKLIST”

University : UIN Ar-Raniry Date: 5 December 2017

Name of lecturers : Mr. M (Participant 3)

Class : Speaking

NO		YES	NO
1	The lecturer brought topic-interest/supporting materials.		✓
2	The lecturer stimulated students to speak English in the classroom related to the topics given.	✓	
3	The lecturer corrected students' mistake after speaking.	✓	
4	The lecturer gave example of correct sentences orally.	✓	
5	The lecturer allowed students to ask about the words they do not understand.	✓	
6	The lecturer used attractive material to develop students' interest in speaking class.	✓	
7	Every student was given an equal opportunity to participate in the speaking activities.	✓	
8	The lecturer gave follow up tasks to the students in the end of the classroom.	✓	
9	The lecturer did not dominant the classroom but only as facilitator, initiator, guider and	✓	

	mentor.		
10	The lecturer tried to give chances to each student to speak.	✓	
11	The lecturer created more questions for students to encourage them to think and answer.	✓	
12	The lecturer used different forms in class: group discussions, student's PPT and performances, debates, role play, and work together to write a short story and analysis of news.		✓
13	The lecturer let students talk about the things which happened in the daily life or the heated topics to express their own opinions.	✓	
14	The lecturer prepared learners for tasks.	✓	
15	The lecturer as selector and sequencer of tasks.	✓	
16	The lecturer has an active role in choosing, adapting and designing tasks and then building these tasks in keeping with learner needs, expectations, interests and language skill levels.	✓	
17	The lecturer role, it can be emphasized that the lecturer deploys an amalgamation of form-focusing techniques, covering attention, focusing pre-task activities, examining the given text, guided exposure to similar task, and employment of highlighted material.	✓	
18	The lecturer applied different work style and		✓

	organized students into small groups and then delivered instruction conventionally to the whole class.		
19	The lecturer gave instruction to the whole class first and placed the students into groups so they could consolidate the knowledge with joint efforts together.		✓
20	Students were placed in small groups and work together under the lecturer's guidance to attain group goals that cannot be obtained by working alone or competitively.		✓
21	Students discuss and help each other learn and encourage personal achievements in other members in the group.		✓
21	The lecturer used authentic materials, such as newspaper, articles, and advertisements.		✓
22	The lecturer has the ability to organize jigshaw reading arrangements.		✓
23	The lecturer has wider idea about the content they are teaching in the class.		✓
24	The lecturer has the ability to provide prior knowledge about particular topics and language skills required for learner success.		✓
25	The lecturer helps students to form coping strategies.		✓

List of Interview questions

1. How are your students' participation in speaking class?
2. What is the biggest problem you are encountered during teaching in speaking class?
3. Have you been familiar with teaching approach?
4. Do you think that teaching approach is necessary during teaching and learning process? (why/why not?)
5. What approach do you use to overcome the students' reluctant in speaking class?
6. Do your approach effective to attract students to participate in your speaking class? (why/why not?)
7. What kind of reaction do you have from your students by using that approach?
8. What are the problems in using that approach?
9. Which approach is helpful in the situation of students tend to be more passive in your class?
10. Do you need some adjustments in your speaking approach in order to encourage students who are reluctant to participate in your class? What adjustments do you need?

INTERVIEW TRANSCRIPT

The Writer	How are your students' participation in speaking class?
The Participant 1	Emm actually this semester I only teach basic speaking, aaa they are from the first semester of English Department. At the first time emm actually they have aaa eager emm how to say, they are really motivated to come to basic speaking class even some of them aaa are little bit passive at the first time.
The Writer	What is the biggest problem you are encountered during teaching in speaking class?
The Participant 1	Emm the biggest problem, ya emm for me when I found some students become very passive, I will find a method or a technique to make the passive students become active and usually my concentration more to the passive students than active students because an active students will rise their hand everyday but the passive student just keep silent, so I will focus on them.
The Writer	Have you been familiar with teaching approach?
The Participant 1	Haha approach mean some theories related to teaching learning process. Emm yes of course I am familiar with approach. I read some theories that related to approach which approach is suitable for this, for this subject aaa because I teach some subjects this semester aaa and for speaking. I chose emm you want me to mention the approach? A technique I think a method.
The Writer	Do you think that teaching approach is necessary during teaching and learning process? (why/why not?)
The Participant 1	Yes of course, ya because when we know the approach, this suitable for students it's easier for us to running the class well, because you can oh this one is suitable for this class because not all approach we can use for all classes.
The Writer	What approach do you use to overcome the student's reluctant in speaking class?
The Participant 1	Ya actually I don't know the name, aaa it's hard for me to remember the name of the approach but usually when I found the reluctant or passive students aaa like this semester, I have a student at the first time she came to the class she even cannot speak English and then aaa I want her to be able to speak English and then aaa every meeting, aaa in my speaking class I put them aaa in pair or in group. Ya that's why because the one who cannot speak from others and it will make him or her become self confident, ya because his friend or her friend help her. Because I combine ya I mean I

combine sometimes I asked them to speak aaa personally or individually. But I very rarely asked him, ok first I give them some topics and then aaa I will ask them to sit in pair and in group, pair and group, what's the name cop aaa cooperative learning yes.

The Writer Do your approach effective to attract students to participate in your speaking class?

The Participant 1 Yes, yes of course. The one who I told you before that at the first time she came to the class never talk but the next week he tried to speak and then every week I ask her group to say something every time. Nowadays, when I do not ask her to speak aaa sometimes I talk to them, ok today I will not ask the girl to speak and then she rise her hand. "miss I want to say something" that's good for me.

The Writrer What kind of reaction do you have from your students by using that approach?

The Participant 1 Aaa I see that they feel great, aaa they love the technique emm and then they enjoy the class. That's the most important thing. Ya because when I choose the partner sometimes I choose it by myself and sometimes I ask them to choose their own partner when they feel oh I feel free to talk with him or her, so I saw that they enjoy that approach. In speaking class usually for example I give the topic about talking about ability and disability aaa before I ask them to speak I give them the materials and I explain to them aaa when you want to say about your abilities you said I can do this, I can swim, I can bla bla bla or if you can't use, I can't this, I can't this, I can't this and then I will ask them who want to give the example and all of them rise their hand, ya miss miss, sometimes ok I call your name.

The Writer What are the problems in using that approach?

The Participant 1 Emm I think in pair emm the one who are active sometimes will speak more than one who is passive. But usually emm I will ask the students who is passive to speak more than the one who is active. So I will give time, ok you only ask the question and she will answer the question. Both of them has a part in the conversation but the passive one will have more part than the active one. So I will choose the student the active passive, active passive or if I have no passive ya active. Sometimes both of them will speak a lot ya in in may be in group. I don't exactly may be in speaking class aaa I give the simpulsion to my students to speak. Ya may be I

mean in other subject may be I got problem with group because no one not all of students will speak, on ly few ok let say in the group there are students only 2 or 3 students will speak and the rest keep silent. But in speaking emm I will give opportunity to them to speak or even ya some of them sometimes just keep silent.

The Writer Which approach is helpful in the situation of students tend to be more passive in your class?

The Participant 1 Ya I think cooperative learning.

The Writer Do you need some adjustments in your speaking approach in order to encourage students who are reluctant to participate in your class? Wht adjustments do you need?

The Participant 1 Ya for me may be I will give opportunity to the passive one to talk more but I tell to my other students I tell to them and they can see that, I tell them that ok today I'll give the opportunity to her to speak or I will tell them because every meeting aaa not every student can speak I mean have opportunity to speak because they have not enough time for them to speak all but I told them that the passive one must be speak every meeting but the active one sometimes just a meeting she or he has opportunity to speak but next week I will postpone, I mean that ok I'll choose another student, emm how to say emm I will divide them for this week this one for next week this one but the passive one must be speak every meeting. Yes it's I use this to support to motivate them to be active ya I can see the result they become active.

The Writer	How are your students' participation in speaking class?
The Participant 2	As we know, sometimes we know that there are extroverted students and introverted students for those who are active they would show their ability in speaking but sometimes some passive student they just keep silent. But I try to encourage their ability in speaking by giving them like individual or personal task. So everybody should speak so sometimes I arrange emm I mean I give them task, emm different task various sometimes could be small group, pairs or sometimes individual task.
The Writer	What is the biggest problem you are encountered during teaching in speaking class?
The Participant 2	Sometimes it's difficult to aaa for individual presentation of for personal task, it's a bit difficult to cover all because of the number of the students ya and then because of the time. So that would be the biggest problem sometimes when aaa we listen to student presenting or talking while sometimes other students need to be given other activities to do, otherwise they would speak a lot and they would not to be saved sometimes.
The Writer	Have you been familiar with teaching approach?
The Participant 2	Yes sure, I teach based on the principle of language teaching using method, technique or strategy in teaching speaking based on what I know.
The Writer	Do you think that teaching approach is necessary during teaching and learning process? (why/why not?)
The Participant 2	Sure, but here what teaching approach do you mean, is it approach principle of theories of language teaching specially speaking or approach how to approach the students. Which one do you mean here. Theories and principle ya, yes it's necessary, it's needed emm because by understanding or by knowing the teaching approach we can try to aaa teach effectively we can manage the time, we can give them various technique and we know what we do and we know how to access the student by knowing the approach.
The Writer	What approach do you use to overcome the student's reluctant in speaking class?
The Participant 2	Aaa it's various sometimes aaa not only one approach I use but I mix or combine the approaches in teaching speaking.
The Writer	Do your approach effective to attract students to participate in your speaking class?

The Participant 2	Aaa I think so, I think so, I do. Aaa sometimes we can see from their performance and their motivation when their speaking, if they would like to do like what we asked them to aaa or the rules of that the activities that we have arranged or we have aaa I have explained in the classroom. So they do it aaa actively they would participate even though sometimes their ability is still low not high because this is basic speaking class so I should understand their ability and I should find the best or the appropriate technique in teaching.
The Writer	What kind of reaction do you have from your students by using that approach?
The Participant 2	Emm reaction, emm they look active most of the student look active but sometimes some of the students still look passive ya it depends on their aaa may be their characteristic or their learning style so emm mostly I think they give passive responsive but even though sometimes they aaa aware that they aware sometimes their ability is still how to say is still low and still need to be train.
The Writer	What are the problems in using that approach?
The Participant 2	Aaa sometimes aaa ya , aaa sometimes we find problems I found the problems in teaching because what we expect about we plain sometimes doesn't run what we want to, so aaa sometimes aaa students will cannot engage , ya they cannot aaa participate actively sometimes they don't understand what they have to do or sometimes if I use English almost full almost full English in the classroom sometimes I I can see from their eyes sometimes they stil look like they don't understand or sometimes they miss interpret what I explain them to do.
The Writer	Which approach is helpful in the situation of students tend to be more passive in your class?
The Participant 2	Ohh I think aaa approach here that I would like to explain you I would like to go to the specific one, I like to speak specifically if we talk about approach it's too high and the top, approach is in the top but we do in the classroom is that the upper one eh sorry sorry the lower one means that technique or method. We sometimes do not use totally one method when we are teaching but we use techniques ya and we use strategies in teaching or activities we can say in our daily activity in the classroom. So if we talk about approach it's sometimes it has no connection with what explain you later yes I have explained you, so I would like to talk about

techniques that I used or activities that I conducted or I used in the classroom for the students to do. So technique that I used aaa sometimes to get the passive students to engage to participate or to be involved in that activity. I it is a must for everybody to talk and I control a monitor them when they are speaking even though this is pair and sometimes pairs work. If I make I give them like a game. I make a game and then they would work in pairs, I will control them go around the class to check their activity and to monitor to control weather they are speaking or not. When they used bahasa I would I would ask them to use English and always remain them to use English.

The Writer

Do you need some adjustments in your speaking approach in order to encourage students who are reluctant to participate in your class? Wht adjustments do you need?

**The Participant
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Sometimes aaa I when I lecturer I give them a lecturer means that when I am explaining a material aaa when I am explaining material, I would like to motivate the students as well. Because motivation is really important to we have to come to their work and they have to come to our work, so it sometimes like playing, students like playing game so sometimes the kind of activity that I give to my student it's like a game even though they are still learning inside ya so doing something while playing but there is something I give them their material so for reluctant student aaa ya I have talked you several times that all of them sometimes I give them role-play it's like a group and I told them so many times that in role-play all of the members have to speak. Aaa each person should have their own role so they everybody has to talk no body just keep silent or just show their gesture or pantomime role anything so it is a must for them.

The Writer	How are your students' participation in speaking class?
The Participant 3	You have been conducting observation by class, you have seen what the problem, they not stupid, they good, they still shy to speak in front of class. That's the problem and another most important problem they still not prepare well for the material that I have given. Otherwise I have to change every day the method in the class, always have to change material everything.
The Writer	What is the biggest problem you are encountered during teaching in speaking class?
The Participant 3	My biggest concern during in teaching in my class I feel I don't like very very much when they don't want to speak in front of the class, not because of they don't know but they afraid to come, afraid is belong to psychology that kind a very urgent, very urgent case that they have afraid because aaa lecturer always motivate them, how to motivate them to come in front of the class and then they have to prepare well the material, like you see.
The Writer	Have you been familiar with teaching approach?
The Participant 3	Yes
The Writer	Do you think that teaching approach is necessary during teaching and learning process? (why/why not?)
The Participant 3	Yes very important to teach in the class. Because one reason to motivate them just to make them feel comfortable with the lecturer. Approach lecturer with student very important to create, to upgrade their trust, kalau mereka ndak percaya susah untuk ngomong.
The Writer	What approach do you use to overcome the student's reluctant in speaking class?
The Participant 3	If they delete a few student there in my class, they aaa reluctant to come to the class, they always keep silent I need to call one by one if they unable to come in front of their friend, I need to call them to our Prodi so they can speak. That the case that I have found, mereka ndak mau maju susah di sini I call because they feel uncomfortable in front of their friend, they feel shy, they feel unconfident, they feel untrusted jadi harus kita panggil another one by one, I have to conduct one by one for speaking class when another friend no in the class.
The Writer	Do your approach effective to attract students to participate

	in your speaking class?
The Participant 3	Very effective, because that depend on the reason, if they feel shy, they feel unconfident to speak in front of the class they cannot prepare the material not just they do not understand the material they aaa well prepare but they afraid to come to call on by one to the Prodi, so they can explain everything in the prodi. One by one not other friends.
The Writer	What kind of reaction do you have from your students by using that approach?
The Participant 3	Almost 80% of them they love it, they love to see the picture, explain the picture, to retell the story and I think that most motivate method for student to speak.
The Writer	What are the problems in using that approach?
The Participant 3	The problem only for some students for those not from the material but they feel shy that the biggest problem they don't to come in front of the class because they less confident to speak in front of the class not cause of the material. So another way I have to do I have to call one by one aaa if they still unable I give them another method seperti tadi I change aaa the method directly in the class just motivate them to speak, masih ada juga yang enggak ngomong.
The Writer	Which approach is helpful in the situation of students tend to be more passive in your class?
The Participant 3	Basically, for those more better as much as to give them picture then they bring home they can prepare well and then they can tell what the picture. Tapi gambar itu hanya mereka yang lihat jadi mereka menjelaskan gambar itu, another friend they guessed it. Jadi akan tebak apa gambar itu.
The Writer	Do you need some adjustments in your speaking approach in order to encourage students who are reluctant to participate in your class? What adjustments do you need?
The Participant 3	We need basically for those who learn speaking, in the lab, provide a good facility, a good material. Speaking relate for me relate to good media, so to help them to talk. Jadi perlu fasilitas yang bagus, media yang bagus untuk kita ajarkan mereka untuk bicara.

AUTOBIOGRAPHY

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