

**EXPLORING FACTORS AFFECTING STUDENTS'
RELUCTANCE IN SPEAKING**

THESIS

Submitted by

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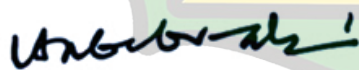
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Exploring Factors Affecting Students' Reluctance In Speaking

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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This study is to find out the factors that affect the students' reluctance to speak English in class. the population of this study is the English department students majoring in 2019. The samples of this study were six students of public speaking class. This qualitative research used random sampling to obtain data through interviews. Answering the question about the low interest of students in speaking in English, it was found that two main factors caused students to hesitate to speak, namely the language factor and the psychological factor. In the language factors the main reason students were reluctant to speak because of lacking vocabulary. sRegarding psychological factors, lack of confidence is why students are reluctant to speak. Low self-confidence and high self-doubt about their abilities make students prefer to be silent and reluctant to speak in English. In addition, students also expressed several external factors why they rarely spoke. Another factor is the lack of support from the surrounding environment. Students said there were not many people to talk to and practice their language skills, so there was no improvement in speaking skills from time to time.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses and elaborates some points related to the study. The discussion focuses on the background of research, formulation of a research problem, research objective, the significance of the research, scope, and limitation of the research, the definition of key terms, and organization of research.

A. Background of the Research

One of the subjects that must be taught in school is the English Language. English has become an important skill that students need to master. It is because English is universally recognized by most countries in the world, whether as the first (native) language, the second (the language which is used after the first language), or a foreign language (the language that is used not as a first or second language). In Indonesia, English is considered a foreign language.

However, students still need to learn the English language to expand their opportunities for the future. In learning English, students must have four language skills: Speaking, Listening, Reading, and Writing.

When it comes to speaking English, many students face some problems in practicing this skill. Some do not feel confident in showing speaking skills, some can not synchronize what they want to say with their vocabulary, and there are still many factors that make them reluctant to speak in English.

English is the language that must be taught in schools, from elementary to senior high school. In elementary school, students learn English for six years (basic English), in junior high school, they study for three years (intermediate), and high school study for

three years(advance), and also in the university, there also learn English in the first semester as a compulsory subject.

Active classroom activities have a big influence on the success of language learning, as stated by Tatar (2005). Participation in the classroom activity is very important for the students in the class to gain more knowledge. When the students are willing to respond to the teacher's question, give some comments, or share their ideas, they are actively involved in the learning process. Learner participation also proves that the student is a classroom member (Jackson (2002). Research has also shown that being active in classroom activity is an important aspect of creating effective learning activity, as Tsui (1996) stated. Students who participate in the learning process tend to have better academic achievement rather than passive students (Liu, 1997)

However, nowadays, based on the students' characteristics, sometimes they do not pay attention to their responsibility as students in class. The students disregard the teacher's explanation and lack the motivation to study even though studying is important for them.

According to the researcher's experience when micro-teaching in man model Banda Aceh Some students are not attentive in class. They tend to be silent during class activities. When teachers ask questions and share their ideas in-class activities, they respond in Indonesian or try to avoid teachers' questions.

This is why the researcher wanted to find out why students were not willing to participate in English classes in this study. Since participating in English class is very important for students to improve their knowledge and understanding of the material, some studies have found almost the same cause or factor. It was causing students to

influence English classroom activities reluctantly. The study by Hamouda (2013) aimed to find out the problem of students reluctant to participate in English classrooms at the university in Qassim, Saudi Arabia. In this study, the researcher wanted to know what caused students to be reluctant. The result revealed that a considerable number of students were reluctant to respond to the teacher and remained silent in oral English language classrooms due to many causes such as low English proficiency, fear of speaking in front of others, negative evaluation, shyness, lack of confidence and preparation, and fear of making mistakes.

Another study by Wandika (2014) also aimed to find out why students are reluctant to speak in English classroom activity a study at SMA Pertiwi 2 Padang, Indonesia. The result of this study also points out that students were reluctant to speak because of Psychological factors which came from the students themselves, such as fear of mistake, lack of confidence, lack of preparation, shyness, and anxiety. Knowing the studies on reluctant students participating in English in Padang is insightful.

B. Research Questions

Base on the background above, what do the factors affect students' reluctance in speaking?

C. Aim of study

The aim of the study is:

To find out the factors that affect the students' reluctance to speak English in the classroom.

D. Significance of the study

For teachers or lecturers, this research should be input to help students improve their expression through speaking activities in class. For students, this research will be an impetus to improve their expressive ability through everyday interactions in the classroom.

For the researcher, this study is expected to be a great experience to face the future when he becomes a real teacher. For the other researchers, this study is expected to be one of the references for relevant research about factors affecting the students' reluctance to speak English in the classroom.

E. Terminology

Definition of key terms are necessary to be given to avoid misunderstanding and misinterpretation about the title of study, they are :

1. Factor, means something that contributes to or has an influence on the outcome of something.
2. Affect, means something's or somebody's actions that act upon or affect somebody or something else. Or it is a feeling associated with action or it is an emotion or mood associated with an idea or action, the external expression of such a feeling. Reluctance to speak English, means reticence to speak up or come forward silence and reserve. It is unwilling to speak in English classroom interaction (Jenkins, 2007). Classroom interaction, as a two-way process between the participants in the learning process. The teacher influences the learners and vice versa (Dagarin, 2002).

3. Students' reluctance in this study refers to the students' unwillingness to speak English.



CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher will discuss and describe some opinions related to this study, The theories are about speaking, factors affecting the students' reluctance to speak English in the class. This chapter also discusses the previous studies conducted by the previous researchers related to the topic of the study about factors affecting the students' reluctance to speak English in the classroom.

A. Speaking

1. Definition of Speaking

Speaking is a human way to communicate and convey opinions or feelings to people. communication becomes an important aspect in daily lives, By speaking, people can express their opinions, convey information such as on TV, oral announcements, meetings, etc.

Based on Brown and Yule (1983,p. 21) there are three functions of speaking, are a) talk as interaction, it is focused on primary social functions such as meeting people, doing small talk, etc.; b) talk as a transaction, it is focused on what is said or done such as conversation in the restaurant, shop, etc.; c) talk as performance, it is focused on transmitting the information before an audience such as in presentation, speech, etc.

2. Components of Speaking

In speaking skills, the component is used to complete the skill. There are five components of language that influence speaking ability (Hadfield, 2009,p. 15)

a) Pronunciation

In linguistically” Pronunciation” is how a word or a language is spoken. An understanding of pronunciation is very important for communication between individuals. To understand a good conversation, pronunciation is important to learn, so you don't misunderstand when the conversation is going on

The user of the language must know how to say a word that is how to pronounce it. It means that the user of the language has to know how to pronounce some words well (Harmer, 2001,p. 248). This knowledge is made up of three areas; sounds, stress, and intonation.

b) Grammar

The term "grammar" can also describe the linguistic behavior of groups of speakers and writers, rather than individuals. According to (Hadfield, 2009,p. 18) grammar is a description of the language system, it shows us how we order words in sentences, how we combine them, and how we change the form of words to change their meaning. Someone who masters grammar will know how to arrange words in sentences, the correct tenses, will be used, etc. So that, grammar is one component to create good sentences.

c) Vocabulary

In linguistically “vocabulary” is a set of familiar words within a person's language vocabulary that can be used to form a sentence, Mastering vocabulary will help us to be good speakers and listeners because we can arrange the sentences when we have a lot of vocabulary.

Based on the explanation above, vocabulary is so important for the speaker and listener, the beginners will find it easier to understand the interlocutor who has good language skills by mastering a lot of vocabulary

d) Fluency

Fluency can be defined as the ability to speak accurately (Hadfield, 2009,p. 27) states that fluency is communicating a message. Even though, we have to speak fluently because listeners can respond to the speaker's said.

In other words, fluency in speaking is closely related to linguistic elements, when someone understands what he will say indirectly he will definitely speak fluently and fluency is not much different from grammar when someone understands grammar automatically he will also speak fluently.

e) Comprehension

In the learning process, the teacher has to speak clearly to comprehend the students. (Brown, 2001,p. 22) states that the teacher needs as good an understanding as we currently have of the nature of comprehension and the process of comprehension. Comprehension is the component of speaking which we needed to avoid misunderstanding between the speakers and listeners.

3. Speaking Reluctance

In the classroom, the teacher helps students in developing their language skills, but many students are reluctant to speak in class so it can be an obstacle for the teachers in developing students' abilities. Reluctance to speak is one of the reasons why the students are shy to speak English. According to Jenkins (2007,p. 15), reluctance means reticence to speak up or come forward silence, and reserve. According to Harmer (2001,p 345), students are often reluctant to speak because they are shy and predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. The theory explains that reluctance is the reticence to speak up. Therefore, the students to be silent and not active in learning English, especially in speaking activities.

B. Factors Affecting the Students' Reluctance to Speak English

1. Psychological Factor

Psychological Factor Psychological factors make students reluctant to speak English is a key constraining factor is anxiety of losing face in front of classmates and teachers (Farmer and Elaine S, 1997,p. 295). students are reluctant to speak in class because they are aware of their language skills and are afraid to make mistakes, students who feel inadequate in their language abilities tend to protect their self-image by not participating in class communication.

Some psychological factors hinder students from practicing their speaking in EFL class.

Each of them is explained below :

a) Lack of Motivation

With regards to the issue of motivation in learning, (Nunan: 1999,p. 201) stresses that motivation is important to notice. It can affect students' reluctance to speak in English

It means that motivation is the main consideration in determining students' readiness to communicate in the classroom. (Zuma: 2008) adds that motivation is inner energy. She said that whatever motivation was given to students could provide great support so that they could compete with others and could also increase students' learning abilities. 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 the weaker motivation of success showing that building students' motivation to learn is urgent for every teacher.

- Causes of lack of motivation

Dealing with this issue, Gardner in Nunan (1999,p. 202) elaborates the causes of the students' lack of motivation, such as uninspired teaching, boredom, lack of perceived relevance of materials, and lack of knowledge about the goals of the instructional program. These four, very often become sources of students' motivation. For example, uninspired teaching affects students' motivation to learn. In this context, monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom. This shows that paying attention to

those four factors is vital. In response to the issue of motivation, Babu (2010) argues that lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of the situation is that students are not motivated by the teachers towards communication in English. In line with what Babu said, Aftat (2008) believes that motivation is a product of good teaching. In his further explanation, Aftat emphasizes that to motivate students to learn well and actively communicate in English, teachers should have passion, creativity, and interest in their students. In another word, student motivation is strongly influenced by the teacher's performance in teaching students, teachers need to show good performance in class.

b) Shyness

Shyness is one of the student's problems when speaking English in class. Therefore, paying attention to this aspect is also quite important to help the students do their best in their speaking performance in the classroom (Gebhard: 2000,p. 107). In line with this, (Baldwin: 2011) further explains 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.

- **Cause of shyness**

Causes of Shyness About the cause of shyness, Robby (2010) argues that some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because speaking English in

front of their friends and teacher is terrifying. Also, most English students are nervous about speaking the language because they think they will make mistakes.

c) Anxiety

Anxiety is a feeling of tension, apprehension, and nervousness associated with the situation of learning a foreign language (Horwitz, Michael, Cope, 1986,p. 125). among other affective variables, One of the most serious challenges to effective language learning is anxiety. In other words, anxiety influences students in learning the language. Therefore, paying attention to this factor of learning should also be taken into consideration. The fact that anxiety plays an important role in students' learning is also shared by other researchers (Horwitz, Michael, Cope,1986, 127). He believes that speaking anxiety can affect students' performance. it can influence the quality and make people appear less fluent than they are. This explanation argues that teachers should make an effort to create a learning environment that provides students with more comfortable learning situations.

- Causes of anxiety **A R - R A N I R Y**

Regarding the causes of anxiety, Horwitz, Michael, and Cope (1986: 131) based on the findings of their study, found out three main causes of students' anxiety i.e. communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension refers to the students' ability to communicate in the target language. Their low ability in this aspect causes anxious feelings among many students. The second cause which is test anxiety deals with

students' fear of being tested. The last cause has to do with other students' evaluations. In this case, other students' evaluation causes anxiety among students themselves. In addition, fear of being evaluated by their teachers is also another affecting students' anxiety (Liu, 1997, p. 130). All of this demonstrates that teachers should be concerned with better understanding students and control classrooms. To minimize this anxiety, teachers must pay close attention to each student's strengths and problems to design a teaching technique that accommodates all students in the classroom.

d) Lack of confidence

Students' lack of confidence is often considered to develop when they realize their conversation partners have not comprehended them or when they do not understand other speakers. In this case, 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, p. 203) says that students who lack confidence in themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of the teacher's focus of attention.

- Cause lack of confidence

The main cause of students' confidence is their low ability in speaking English. In this case, many students think that their English is bad and feel that they cannot speak English well. the other cause of students' lack of confidence also deals

with the lack of encouragement from the teacher (Brown, 2001,p. 15). This case shows that many teachers do not realize the importance of convincing students' self-confidence. As a result, students consider learning to be demotivating rather than motivating.

This suggests that to increase students' confidence, encouragement is important. As a result, encouraging students and demonstrating that they will be able to speak effectively in English is important for their learning progress.

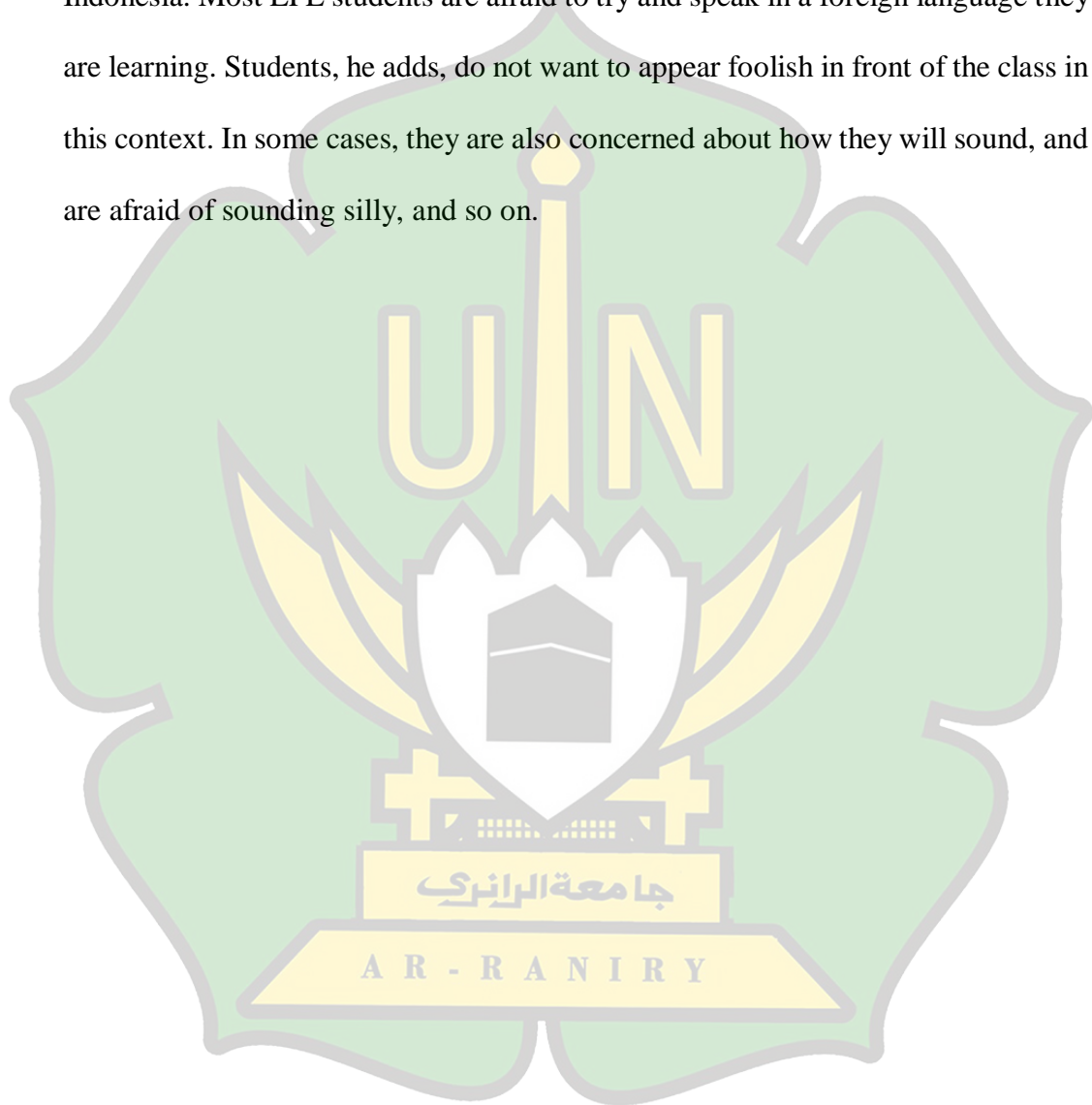
e) **Fear of mistake**

Many theories claim that fear of making a mistake is one of the key reasons why students are reluctant to speak in English in the classroom (Nunan, 1999,p 203). Concerning the fear of making mistakes issue, (Aftat: 2008) adds that this fear is linked to the issue of correction and negative evaluation. However, the students' fear of being criticized by their friends or disciplined by the teacher has a significant impact. As a result, students usually leave the speaking activity (Hieu: 2011). As a result, it is critical for teachers to try to convince their students that making mistakes is neither wrong nor bad because students can learn from their mistakes.

- **Causes of fear of mistake**

The primary reason for fear of mistake is that students are afraid of appearing foolish in front of others and are concerned about how others will perceive them. In addition, students are afraid of making mistakes because they are

afraid that their friends will laugh at them and give them negative comments if they make a mistake when speaking English. Students' fear of making mistakes when speaking English is a common issue, especially in an EFL context such as Indonesia. Most EFL students are afraid to try and speak in a foreign language they are learning. Students, he adds, do not want to appear foolish in front of the class in this context. In some cases, they are also concerned about how they will sound, and are afraid of sounding silly, and so on.



2.Linguistic Factor

Linguistic factors causing reluctance to speak L2. Cover learners' difficulties with the transfer of information from the mother tongue to the target language, with the native-speaker teachers' pronunciation, and a lack of knowledge of grammatical patterns in English as well as cultural and social knowledge (Caletcova in Nunan, 1999 : 231).The linguistic factors affecting the students' reluctance to speak English are :

a. Lack of Vocabulary

Vocabulary has been increasingly recognized as necessary to language use. Lack of vocabulary knowledge could lead to students' difficulties in language reception and production and becomes an obstacle for them to express their ideas in English. Vocabulary is the basic for speaking or conversational skill. In this case, the more words students know, the more they can say and understand things presented, both oral and written, in English. The importance of vocabularies for students has also been argued by some theorists like Huyen and Nga (2003 : 2). They say that in order to communicate well in a foreign language like English, students should acquire an adequate number of words and should also know how to use them accurately. This means that teaching vocabulary to the students should also be accompanied by an explanation of each use of the vocabularies given. Knowledge of vocabulary is founded to be a causal aspect in oral communication. All these show that mastering more and more vocabularies is important for students in order to speak more frequently in the English class.

• Causes of Lack of Vocabulary

Students consider that the teacher's explanation is simply for meaning or definition, pronunciation, spelling and grammatical functions. The students in this context consider that those things mentioned are nothing to do in vocabulary learning. Related to this matter, an online book published by Texas Education Agency (2002: 6) reveals the obstacles faced by students to develop their vocabulary ability as follows :

- a) The size of the task. The number of words that students need to learn is exceedingly large.
- b) The differences between spoken English and written or “literate” English. The vocabulary of written English, particularly the “literate” English that students encounter in textbooks and other school materials, differs greatly from that of spoken, especially conversational English. Students – both English language learners and those for whom English is the first language – may have limited exposure to literate English outside of school.
- c) The limitations of sources of information about words. The sources of information about words that are readily available to students – dictionaries, word parts, and context – pose their own problems. Each can be difficult to use, uninformative, or even misleading
- d) The complexity of word knowledge. Knowing a word involves much more than knowing its dictionary definition, and simply memorizing a dictionary definition does not guarantee the ability to use a word in reading or writing.

Adding to the complexity is the fact that different kinds of words place different demands on learners. The obstacles to master vocabularies caused by factors above call for teachers' intensive guidance in building students' knowledge of English vocabularies. In other words, it is wise that teachers learn to find out good ways to help the students increase their stock of English vocabularies. Through this, students could find it easier to speak in English class due to their better knowledge of the vocabularies.



CHAPTER III

RESEARCH METHODOLOGY

The research method is a significant element in the research activity. In this chapter, the researcher presents a discussion about the research methods and some aspects used to conduct this study. They include the research design, subjects of research, research instrument, data collection method, and data analysis.

A. Research Design

Research design is a structure or plan for conducting research. The research design used follows the research topic. It can be qualitative, quantitative, or qualitative and quantitative (Leavy, 2017). The researcher used a qualitative method based on the existing research questions. This is because the researcher wants to know more about a habit in the form of a strategy applied by some students who get high scores in essay writing class. Qualitative research is usually used to establish the importance of central ideas and explore problems and develop small individual understandings of social problems. In conclusion, a qualitative approach explores phenomena to understand practices and behaviors in real social situations for minor individual problems (Creswell, 2012).

Qualitative research consists of research strategies such as ethnography, grounded theory, narrative, phenomenological, and case studies. Furthermore, Creswell (2014) explains that ethnography is an in-depth study of a cultural or social group in a sustainable natural setting. 1) Grounded theory is a theory that

results from collecting data from communication-based on the perspective of participants in a study; 2) Narrative research observes individual anecdotes, both written and oral, and the information obtained will be transformed into narrative chronology; 3) Phenomenology is a description of individual experiences about certain activities; 4) Case studies are research that consists of in-depth analysis of situations, events, agendas, procedures for certain or more activities.

Based on the theory above, this research uses a case study that involves an in-depth examination of an individual or a small group of individuals from six types of qualitative research designs. Case studies aim to produce accurate case descriptions and provide insight into individual attitudes or behavior. According to Creswell (2014), the structure of a case study must involve problems, context, issues, and lessons. This study explores factors affecting students' reluctance in English class. This study investigates the causes of students' anxiety about speaking in English from the English Language Education Program (PBI) batch 2019. Researcher explore the participants' behavior, perceptions, experiences, feelings, and habits. Researcher collect information to analyze research questions. The researcher used a frame of reference to understand the research better based on the interpretation of the participant's responses to the interviews. Finally, researcher can obtain details of the phenomena that occur and allow them to be understood through descriptions and explanations of the research.

B. Research Participant

1. Population

The population is all research objects consisting of humans, animals, plants, symptoms, test scores, or events as data sources that have characteristics in a study (Haradi, 2010). According to Creswell (2012), the target population is a group of individuals (or organizational groups) with common characteristics that researcher can identify and study.

Based on the above understanding, the population of this study is students of the English Education Department class of 2019 who have taken the Public Speaking course. As for the number of classes that researcher want to research, there are six units with 180 students.

2. Sample

The sample is a small part of the selected population. The sample represents a pre-determined total of subjects (Sugiono, 2010). Samples are needed to facilitate researcher in concluding research.

Simple random sampling is a way of taking samples from a population or universe in a particular way so that every component of the population or universe has the same possibility to be selected or taken (Kerlinger, 2006). Therefore, the researcher used a random sampling technique and took six students of the 2019 batch who had completed the Public Speaking Class. The selection of these six students was based on the number of Public Speaking classes the researcher wanted to research. Each class is represented by a student with different class conditions it

faces. This is done to avoid bias against fellow students in the Department of English Education.

No	NIM	Class/Unit	Student Initial
1.	190203140	1	P1
2.	190203060	2	P2
3.	190203143	3	P3
4.	190203049	4	P4
5.	190203115	5	P5
6.	190203036	6	P6

C. Data collection techniques

The steps in data collection include the boundaries set in the research, the collection of information obtained from structured or semi-structured and unstructured interviews, observations, documents, or visual materials, and established procedures for obtaining and recording the information (Creswell, 2014). In collecting data, researcher used interviews. Interviews are conducted when researcher try to obtain specific and in-depth information about participants' thoughts, knowledge, opinions, beliefs, and feelings about upcoming topics; answers will be written down and recorded (Creswell, 2012).

Interviews were categorized into three parts: structured, semi-structured, and unstructured (Easwaramoorthy & Zarinpoush, 2006). Researcher used semi-structured interviews. Existing questions have been prepared beforehand. However, new questions may appear suddenly based on the answers obtained from the informants.

Interviews were conducted by telephone; the interview was conducted through the exchange of voice notes via WhatsApp chat messenger, considering the current state of the COVID-19 pandemic. Telephone interviews are permitted under conditions where the interviewer and resource person have good enough reason not to conduct a face-to-face interview. Researcher contacted selected participants individually, with a duration of 10-20 minutes. Before the researcher asks questions to the participants, the researcher introduces himself and gives a brief description of the research objectives.

D. Data Analysis

Interview data Participants' answers were transcribed as words in the form of narration. After copying it, the researcher coded the data to present it in a conceptual framework, also entered data, and classified data into certain groups (Corbin & Strauss, 2015, as cited in Habiburrahim et al., 2021). Thematic analysis was conducted through a coding process to analyze interview data (Habiburrahim et al., 2021). The researcher identified general themes from the interviews, and then each general theme was simplified into more specific groups and categories.

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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the findings obtained after data collection. This finding aims to answer the research questions in chapter one. What is the factors affecting students' reluctance in speaking?

A. Research Findings

This study wanted to learn more about students' opinions about the main causes that cause students to feel restless and worried about speaking in English and the main deficiencies or problems that make students reluctant to speak. Sources were obtained from interviews conducted both by telephone and voice recordings via WhatsApp. The participants in this interview were students in 2019 who had completed the public speaking course.

Researcher found that two main factors cause students to be reluctant and even afraid to speak in English. The first factor is related to the language factor, and the second is the psychological factor. The six participants said that vocabulary was the main factor that became an obstacle for students in speaking in English. For the physiological factor, the participants admitted that lack of confidence was the root of the very difficult problem to deal with and solve.

In addition to the two factors previously mentioned, several factors make students reluctant to speak in English, including the lack of support from the surrounding

environment, lack of mastery of the material to be discussed and shyness which is influenced by the fear of making mistakes when speaking in English.

1. Factors that cause students to be unwilling to speak in English

Several problems can cause low speaking skills, such as student knowledge, student motivation, student linguistic knowledge, student personality, and speaking material. Students usually find it difficult when asked to speak English. Many factors can cause students to have difficulty when they speak in English. They do not have self-confidence, and they always feel nervous about speaking English every day. In addition, students are limited in vocabulary mastery, so they feel they have nothing to say. The little motivation to learn to speak English and the absence of speaking habits from the teacher make it difficult for students to speak English fluently (Floriasti, 2013).

The main problems faced by students in speaking English can be divided into problems related to affective, social, and linguistic problems. Affective-related problems include attitudes, self-confidence, motivation, anxiety, length of exposure to language, classroom conditions, environment, family background, and student and teacher competencies. Socially related issues include understanding to practice English outside the classroom and understanding in speaking classes. Problems related to linguistics include vocabulary, fluency, grammar, and pronunciation. Students tend to have problems related to affective speaking for several reasons, such as anxiety, low self-confidence, and nervousness. They tend to speak slowly and fluently because they hope to avoid making mistakes. They are also shy to speak in class

and like to pause while talking. They always try to avoid conversation by answering questions from their lecturers with yes or no answers. In socially related problems, students usually have difficulty understanding conversations when speaking outside of their classrooms. The English-speaking activity always ends as soon as they finish the class. They use their mother tongue or local dialect to talk to their friends and family. In addition, students also face language problems due to personal reasons such as being lazy to read books and rarely practising speaking at home (Afshar & Asakereh, 2016).

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

1.1. Unsupportive environment

Participants described that the unsupportive environment was one of the reasons why they were reluctant to speak English. The lack of friends or interlocutors who can dialogue in English is one of the reasons why their English is challenging to develop. This, in the end, makes the use of English less and less and impacts being reluctant and afraid to speak English because they are not used to it.

As participant 1 explained:

I feel that the environment around me is not conducive to practising English; even in class, some lecturers ask questions in Indonesian, so I feel afraid and reluctant to answer in English for fear of being ridiculed by other

friends and being considered smart because they speak English. In addition, I have tried several times to have a dialogue in English with my friends, but they always answer me in Indonesian, so I feel less motivated to continue the conversation in English.

Participant 3 also stated:

My personal experience is due to a less supportive environment. Many of the courses I take use Indonesian in their daily lives. The dialogue between the lecturers and students is also carried out in Indonesian, so English is rarely used at the end, which makes me accustomed to not using English.

From the answers above, the researcher concludes that the surrounding environment significantly impacts students to dare to speak in English. In addition, the environment is also influential in efforts to improve student's language skills, where the more supportive an environment is, the greater the positive impact given and vice versa.

1.2. *Lack of mastery of the material*

After conducting interviews, the researcher found that some participants felt reluctant to speak because of their minimal mastery of the material. They believe that if they do not master the material well, many mistakes will be made when speaking.

Participant 4 said:

For me, the cause of my difficulty in speaking in English is a lack of understanding of the material being discussed. I am afraid to speak because I do not master the material and vocabulary well.

Participant 6 also claimed:

Mastery of the material is why I am unwilling and prefer silence. I am afraid to answer or speak because I do not know the discussed material.

The researcher concluded that many students were afraid to speak because they did not know the specifics of the material being studied. Students are afraid of making mistakes and will be considered ridiculous by the people around them. Fear of speaking due to lack of mastery of the material makes students prefer to be silent and listen rather than speak and give opinions.

1.3. Low self-confidence

Participants said that trust and courage are the main factors why students struggle to speak and express themselves in English. Some participants admitted they were not confident about appearing and speaking in public.

Participant 1 said:

I am not brave and afraid to make mistakes when speaking. I am very afraid of being criticized or considered weird by others if I speak and make mistakes when speaking.

Participant 5 claimed:

I always lacked confidence and was afraid of making mistakes if I spoke. I am always afraid I will look stupid if I do not get what I am talking about. I have been blank several times when I wanted to say what I was thinking. Regardless, I could not continue what I wanted to say because I was afraid and lacked confidence. So lately, I have decided to listen more than talk.

Participant 6 also stated:

I often feel inadequate and afraid to make mistakes. I am very careful to speak because I lack confidence in my abilities.

From the participants' answers, the researcher concluded that the problem of courage and self-confidence greatly affect a person's speech. Low self-confidence makes students worry about many things, one of which is fear of making mistakes and looking strange in front of their friends.

2. Language factors that cause students to have difficulty speaking

Part of that, to speak English, There are several essential components. Components are what aspects affect how well people speak English. Following the components of speaking skills, speaking is a complex skill because it is at least related to the components of grammar, vocabulary, pronunciation, and fluency (Songsiri, 2007).

In this part, all participants believe that vocabulary is the main component that makes it hard to speak or express themselves in English. Participants said that their lack of vocabulary made it difficult for them to speak.

Vocabulary means proper diction used in communication. Without sufficient vocabulary, a person cannot communicate effectively or express his ideas in verbal and written form. The limited vocabulary is also an obstacle that prevents students from learning the language. Therefore, language teachers should cultivate sufficient knowledge on how to manage an attractive classroom so that learners can succeed in their vocabulary learning. Without grammar, there is little to say; without vocabulary, nothing to say (Songsiri, 2007).

As participant 1 explained:

Vocabulary is the main problem that makes it difficult for me to speak. If you do not master vocabulary well, there is nothing to discuss. I feel this is due to a lack of reading.

Participant 2 stated:

For me, grammar and pronunciation are important. However, vocabulary is in the first place if you want to talk because if you do not know the vocabulary of what you want to convey, then there will be no communication. Choosing the wrong vocabulary will cause a difference in meaning with what we want to convey.

Participant 3 claimed:

If our vocabulary is minimal, it will not be easy to speak and convey what we want well. This also applies vice versa; the more vocabulary we master, the easier it will be to communicate and express what we want.

Participant 4 also stated:

For me, vocabulary is the main reason I have difficulty speaking English. This is because English is a foreign language, so I have little vocabulary. When I speak and get confused about the vocabulary I should say next, I will feel embarrassed and not dare to continue my conversation anymore.

Participant 5 said:

It is very difficult to speak if you do not have enough vocabulary. In addition, I feel that without vocabulary, it is impossible to speak.

Participant 6 argued:

Vocabulary is the main key for someone to be able to speak. Building a long and interesting conversation is impossible if you do not have enough vocabulary.

3. Physiological factors that cause students to have difficulty speaking

Learning difficulties are disorders or barriers to one or more basic physical and psychological factors that include understanding or using language, spoken or written, that appear imperfect in the ability to hear, think,

speak, read, and write. It can make mathematical calculations; these include mild motor impairment, emotional distress, or the result of unfavorable economic, cultural, or environmental conditions. Difficulty can also be interpreted as a problem that requires more effort and skills to deal with it. Therefore, what is meant by difficulties in this study are obstacles or problems experienced by students when learning to speak English. Dealing with these difficulties requires both mental and physical effort so that something can be done successfully and does not negatively impact the learning process (Nurjan, 2015).

Psychology comes from the Greek "psyche," which means soul, and "logos," which means science. Etymologically, psychology studies the soul regarding the types of symptoms, processes, and background (Nurjan, 2015). Psychology can be interpreted as knowledge about the behavior of humans or animals in their environment. Psychological problems will have a negative impact on students' health, such as students physical and emotional.

Desmayani (2019) claims that a person's lack of self-confidence is caused by several aspects such as feelings of shame, unrealistic perfect expectations, fear of making mistakes, depression, and so on. Haidara (2014) also mentions in his thesis that psychological problems are one of the big problems that befall students. Psychological problems often interfere with a person's emotional and physical health, relationships, work productivity, or life adjustments, such as nervousness, lack of confidence, and fear of speaking. These problems may impact students' speaking ability (Xinhua, 2007).

This study's findings align with Juhana's (2012) theory about various psychological problems students face: fear of being wrong, anxiety, shame, lack of confidence, and lack of motivation. Juhana (2012) says that the fear of mistakes is influenced by the student's fear of being laughed at by other students or criticized by the teacher. Juhana (2012) says that shyness is the biggest problem in speaking. Anxiety is also a problem for students speaking and makes students feel uncomfortable when speaking.

Lack of self-confidence usually appears when students realize that their interlocutor does not understand them or when they do not understand other speakers. In this situation, they prefer to be silent while others speak, indicating that students lack the confidence to communicate. Students who lack confidence in themselves and their English inevitably suffer from communication fears (Juhana, 2012).

Participant 1 said:

I find it difficult and shy to speak in front of many people. This is because I feel that my mastery of grammar and vocabulary knowledge is very little. I am afraid I will make mistakes because of using the wrong grammar and choosing the wrong vocabulary.

Participant 2 claimed:

For me, language factors and physiological factors have a close relationship. I do not have the courage and feel ashamed to speak because of my lack of vocabulary.

Participant 3 also stated:

I do not dare to speak English for fear of making mistakes and being ridiculed by friends. I did not have enough courage because I felt my abilities were standard.

Participant 4 declared:

I do not have the confidence to speak in front of other people. I am always afraid to speak in public. I am nervous and lose the material I want to convey when facing a large audience.

Participant 5 argued:

I do not have the confidence to speak in front of many people. I was very afraid of making mistakes and looking stupid. From personal experience, I have been laughed at by friends for making mistakes. From then on, I was careful to speak and even preferred to remain silent.

Participant 6 said:

I am not confident because I do not master the material being discussed well. I am afraid I will choose the wrong word because of my lack of vocabulary.

B. Discussion

This section provides a discussion of the findings from the study. The research question of this study is "what do the factors affect students' reluctance in speaking?" This question concerns students' perceptions of the problem and the factors that cause them to hesitate to speak. The results of the interview found that two main factors are interrelated with each other, namely language factors and physiological factors.

The first factor that causes reluctance to speak is the language factor. The participants considered the language factor, especially vocabulary, to affect significantly speaking skills. Vocabulary is a significant problem in the speaking performance of Saudi EFL students. The importance of vocabulary in oral development for EFL learners is the main focus of the current study in the PYP

section of Saudi Arabian public universities. It pursues to identify the leading causes of the inability of EFL learners in the spoken aspect of language learning. An in-depth study focus reveals that insufficient vocabulary is a significant barrier and significantly affects lower performance in speaking skills which are one of the essential parts of language proficiency and development (Hamad, 2013). All participants said there was much impact given because of their lack of vocabulary.

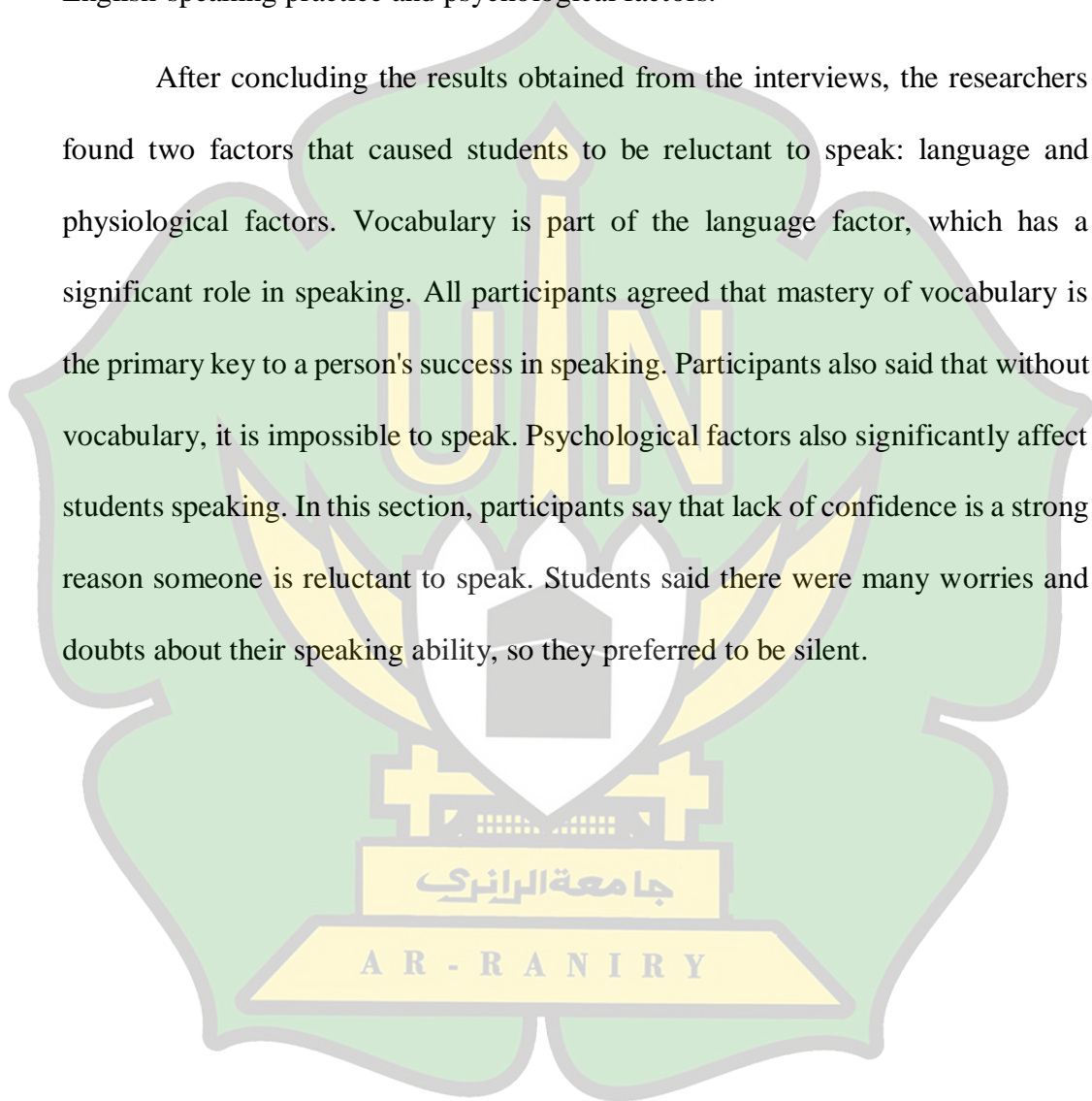
Participants said that many concerns stemmed from their lack of vocabulary. The concerns that students have included fear of running out of vocabulary while speaking so that they feel embarrassed and worried that others will think they are stupid. Students are also afraid that they will make mistakes because of inappropriate vocabulary selection, so the message is not conveyed perfectly to the audience. Vocabulary means proper diction used in communication. Without an adequate vocabulary, a person cannot communicate effectively or express his ideas in verbal and written form. The limited vocabulary is also an obstacle that prevents students from learning the language. Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed (Brown, 2006). Vocabulary is one of the main aspects of communication in teaching and learning. Language learners sometimes need to choose the right words to make their speech meaningful. According to Dewi (2013), vocabulary has several meanings. That is, the vocabulary that complements the reader of a book in a foreign language with the English equivalent of the words used in it believes that all of them are not clear and have the meaning of several groups of individual or entire word stock.

In addition, mastery of material and vocabulary makes students reluctant to speak. The lack of vocabulary related to the material being discussed makes students difficult and reluctant to speak. Students are afraid of being stuck and unable to continue what they want to convey because of their lack of vocabulary stock. Mastery of vocabulary is undoubtedly related to what learners must master types of words. According to Nation (2001), the most important group of words are the high-frequency words of the language. These words appear very often in all kinds of language usage. They are needed in the use of formal and informal language. High-frequency words have the following characteristics: (1) each high-frequency word occurs very often; (2) high-frequency words are helpful. They are also crucial for receptive and productive use, both for spoken and written and for formal and informal use, (3) high-frequency words make up a considerable proportion of words that run across all types of texts and language use; (4) they are a relatively small group of words (2,000) that can be covered in a school teaching program for three to five years.

However, physiological factors affect students' speaking ability. The researcher found that psychological factors greatly influenced students to want to speak in English. Lack of self-confidence is the main reason why students are reluctant to speak. Many worries and doubts about their abilities make them choose to be silent and not speak. Several factors that influence students' lack of confidence in speaking are as follows: unfamiliar vocabulary, difficulty memorizing, difficult pronunciation because it is very different from Indonesian, fear of being wrong, fear of being laughed at by friends, and lack of knowledge of grammar. Some

factors that cause student difficulties lie in students' affective factors. This is reinforced by the results of research (Afisa & Yolanda 2015), which states that the factors that cause difficulties in learning to speak English are the frequency of English-speaking practice and psychological factors.

After concluding the results obtained from the interviews, the researchers found two factors that caused students to be reluctant to speak: language and physiological factors. Vocabulary is part of the language factor, which has a significant role in speaking. All participants agreed that mastery of vocabulary is the primary key to a person's success in speaking. Participants also said that without vocabulary, it is impossible to speak. Psychological factors also significantly affect students speaking. In this section, participants say that lack of confidence is a strong reason someone is reluctant to speak. Students said there were many worries and doubts about their speaking ability, so they preferred to be silent.



CHAPTER V

CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions and recommendations of this study. Conclusions are drawn based on data analysis and research results in the previous chapter. Meanwhile, the written recommendations are expected to be a reference for further research

A. Conclusions

This study answers the problems and reasons why students are reluctant to speak English. It aims to improve the English language skills of PBI students, especially in speaking, considering that language skills are one of the most critical skills to be mastered by someone. Anggryadi (2014) points out that many speakers believe that learning a language can make speaking successful, which is the primary goal of learning English as a foreign language. However, few can speak intelligently and adequately if they do not receive adequate guidance. Copland et al. (2020) thus, state that English instructors should help students with the most outstanding abilities to achieve this speaking goal. Because the advantage of speaking is the speaker's confidence, but in other words, Al Nakhalah (2016) argues that students have problems and difficulties in speaking, so they encounter English. Students' self-confidence will increase because students have speaking competence with lots of practice to ensure that their English is excellent and convincing. (Suroso et al., 2021).

Because of the importance of speaking skills in this international language, Usmonov (2020) states that students and the general public must learn these foreign language skills to achieve high competence orally and in writing so that they can use English communication as a communication method, especially in the study and work activities. In various types of business (Amalyah, 2021). It is not difficult to be more proactive in responding to global information flows as an asset to meet market needs due to the rapid growth of technology. English as the world's social language is not only an academic requirement because its mastery is limited to linguistic skills but is also a medium of international communication (Jenkins, 2013).

Answering the question about the low interest of students in speaking in English, it was found that two main factors caused students to hesitate to speak, namely the language factor and the psychological factor. The language factor found that lack of vocabulary was the main reason students were reluctant to speak. Regarding psychological factors, lack of confidence is why students are reluctant to speak. Low self-confidence and high self-doubt about their abilities make students prefer to be silent and reluctant to speak in English. In addition, students also expressed several external factors why they rarely spoke. Another factor is the lack of support from the surrounding environment. Students said there were not many people to talk to and practice their language skills, so there was no improvement in speaking skills from time to time.

B. Implications

This study provides additional knowledge for English language lecturers, especially lecturers who teach English-speaking courses, about the problems that make students reluctant to speak. The researcher hopes that the results of this study can provide an overview as an evaluation material for speaking learning methods to improve students' speaking skills.

The researcher hopes that this research can provide information to other researchers who want to do research that focuses on speaking problems. In addition, the researcher suggests that other studies should be carried out with a larger sample size considering the limitations of the participants in this study. This aims to get a broader and more specific picture of the problems faced concerning speaking skills.



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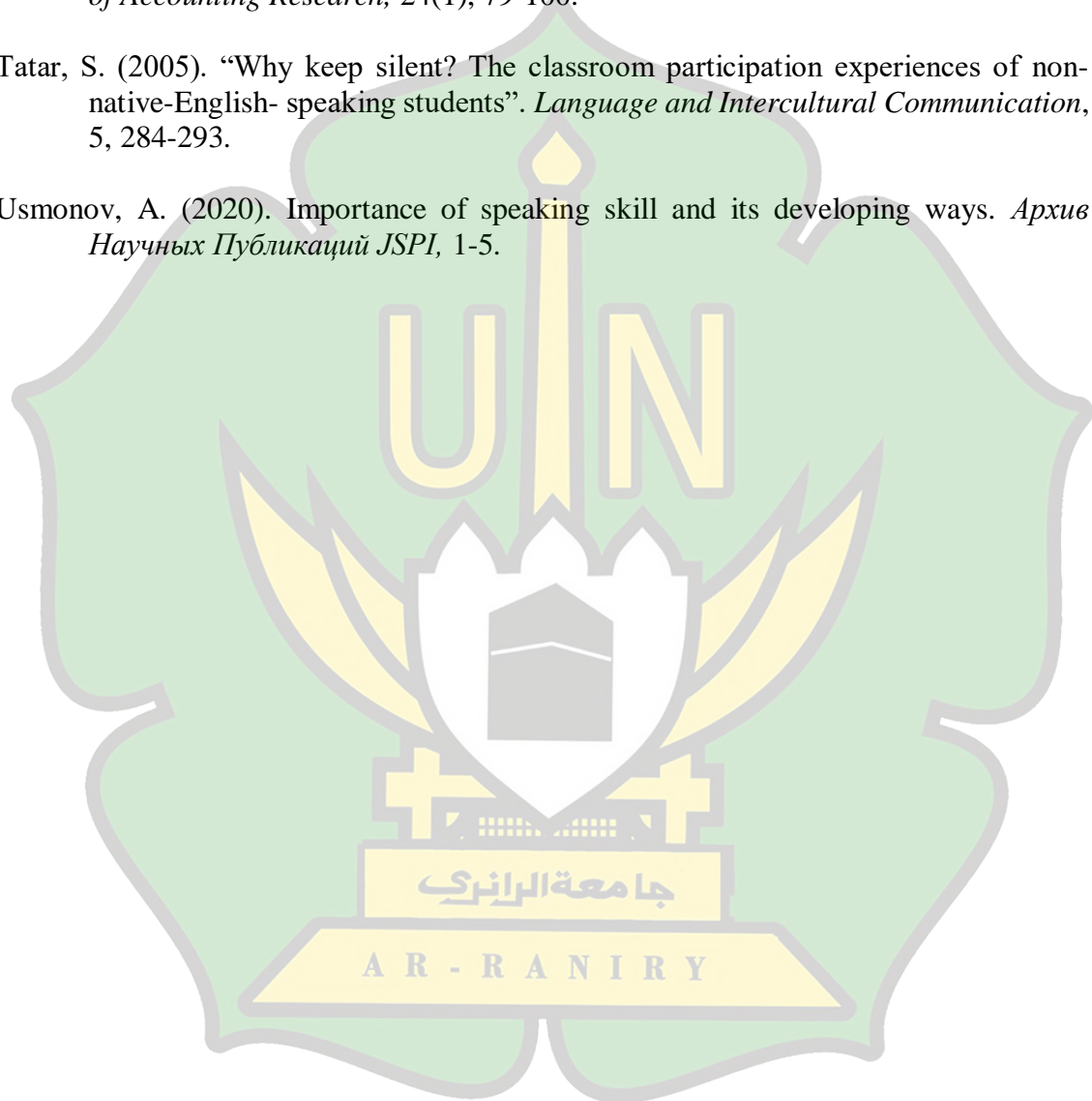
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APPENDICES

APPENDIX A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-16639/UN.08/FTK/KP.07.6/11/2021

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 27 Oktober 2021
- MEMUTUSKAN**
- Menetapkan
PERTAMA : Menunjuk Saudara:
1. Habiburrahim, M.Com., MS., Ph.D Sebagai Pembimbing Pertama
2. Drs. Lukmanul Hakim MA Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Teuku Zaqihul Nafil Zubri
NIM : 170203167
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Exploring Factors Affecting Students' Reluctance in Speaking
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- 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: 09 November 2021



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;

APPENDIX B



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-3575/Un.08/FTK.1/TL.00/03/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIn Ar-Raniry


Assalamu'alaikum Wr.Wb.
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **TEUKU ZAQHLUL NAFIL ZAUHRI / 170203167**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Ketapang Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Exploring Factors Affecting Students' Reluctance in Speaking*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 21 Juli 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

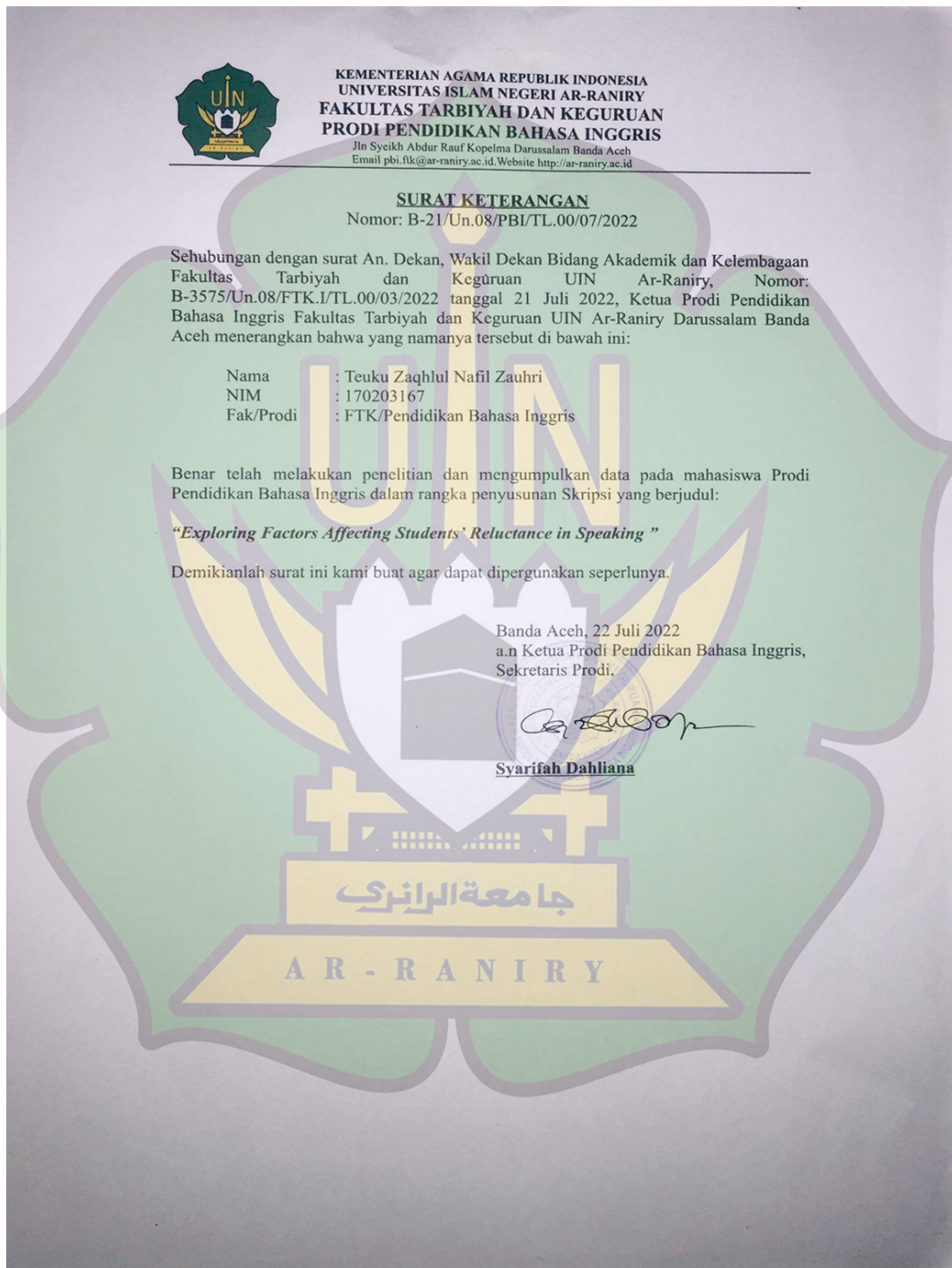


Dr. M. Chalis, M.Ag.

Berlaku sampai : 29 Juli 2022

AR - RANIRY

APPENDIX C



APPENDIX D

Interview Transcript

INTERVIEW TRANSCRIPT

Project : Exploring Factors Affecting Students' Reluctance in Speaking

Interviewer : Teuku Zaqlul Nafil Zuhri

Interviewee : Participant 1

Interviewee : Student of PBI

1. Q : Why do you hesitate to practice speaking in class or outside? Can it be described in general according to your personal experience?

A : I feel that the environment around me is not conducive to practising English; even in class, some lecturers ask questions in Indonesian, so I feel afraid and reluctant to answer in English for fear of being ridiculed by other friends and being considered smart because they speak English. In addition, I have tried several times to have a dialogue in English with my friends, but they always answer me in Indonesian, so I feel less motivated to continue the conversation in English.

2. Q : From the aspect of the Language Factor; Pronunciation, Grammar, and Vocabulary, which aspect is the biggest barrier? Why?

A : Vocabulary is the main problem that makes it difficult for me to speak. If you do not master vocabulary well, there is nothing to discuss. I feel this is due to a lack of reading.

3. Q : From the Psychological Factor aspect; Lack of Confidence, Shyness, Anxiety, or Motivation, which aspect is the biggest obstacle? Why?

A : I find it difficult and shy to speak in front of many people. This is because I feel that my mastery of grammar and vocabulary knowledge is

very little. I am afraid I will make mistakes because of using the wrong grammar and choosing the wrong vocabulary.

INTERVIEW TRANSCRIPT

Project : Exploring Factors Affecting Students' Reluctance in Speaking

Interviewer : Teuku Zaqlul Nafil Zuhri

Interviewee : Participant 2

Interviewee : Student of PBI

1. Q : Why do you hesitate to practice speaking in class or outside? Can it be described in general according to your personal experience?

A : I am not brave and afraid to make mistakes when speaking. I am very afraid of being criticized or considered weird by others if I speak and make mistakes when speaking.

2. Q : From the aspect of the Language Factor; Pronunciation, Grammar, and Vocabulary, which aspect is the biggest barrier? Why?

A : For me, grammar and pronunciation are important. However, vocabulary is in the first place if you want to talk because if you do not know the vocabulary of what you want to convey, then there will be no communication. Choosing the wrong vocabulary will cause a difference in meaning with what we want to convey.

3. Q : From the Psychological Factor aspect; Lack of Confidence, Shyness, Anxiety, or Motivation, which aspect is the biggest obstacle? Why?

A : For me, language factors and physiological factors have a close relationship. I do not have the courage and feel ashamed to speak because of my lack of vocabulary.

INTERVIEW TRANSCRIPT

Project : Exploring Factors Affecting Students' Reluctance in Speaking

Interviewer : Teuku Zaqlul Nafil Zuhri

Interviewee : Participant 3

Interviewee : Student of PBI

1. Q : Why do you hesitate to practice speaking in class or outside? Can it be described in general according to your personal experience?

A : My personal experience is due to a less supportive environment. Many of the courses I take use Indonesian in their daily lives. The dialogue between the lecturers and students is also carried out in Indonesian, so English is rarely used at the end, which makes me accustomed to not using English.

2. Q : From the aspect of the Language Factor; Pronunciation, Grammar, and Vocabulary, which aspect is the biggest barrier? Why?

A : If our vocabulary is minimal, it will not be easy to speak and convey what we want well. This also applies vice versa; the more vocabulary we master, the easier it will be to communicate and express what we want.

3. Q : From the Psychological Factor aspect; Lack of Confidence, Shyness, Anxiety, or Motivation, which aspect is the biggest obstacle? Why?

A : I do not dare to speak English for fear of making mistakes and being ridiculed by friends. I did not have enough courage because I felt my abilities were standard

INTERVIEW TRANSCRIPT

Project : Exploring Factors Affecting Students' Reluctance in Speaking

Interviewer : Teuku Zaqlul Nafil Zuhri

Interviewee : Participant 4

Interviewee : Student of PBI

1. Q : Why do you hesitate to practice speaking in class or outside? Can it be described in general according to your personal experience?

A : For me, the cause of my difficulty in speaking in English is a lack of understanding of the material being discussed. I am afraid to speak because I do not master the material and vocabulary well.

2. Q : From the aspect of the Language Factor; Pronunciation, Grammar, and Vocabulary, which aspect is the biggest barrier? Why?

A : For me, vocabulary is the main reason I have difficulty speaking English. This is because English is a foreign language, so I have little vocabulary. When I speak and get confused about the vocabulary I should say next, I will feel embarrassed and not dare to continue my conversation anymore.

3. Q : From the Psychological Factor aspect; Lack of Confidence, Shyness, Anxiety, or Motivation, which aspect is the biggest obstacle? Why?

A : I do not have the confidence to speak in front of other people. I am always afraid to speak in public. I am nervous and lose the material I want to convey when facing a large audience.

INTERVIEW TRANSCRIPT

Project : Exploring Factors Affecting Students' Reluctance in Speaking

Interviewer : Teuku Zaqlul Nafil Zuhri

Interviewee : Participant 5

Interviewee : Student of PBI

1. Q : Why do you hesitate to practice speaking in class or outside? Can it be described in general according to your personal experience?

A : I always lacked confidence and was afraid of making mistakes if I spoke. I am always afraid I will look stupid if I do not get what I am talking about. I have been blank several times when I wanted to say what I was thinking. Regardless, I could not continue what I wanted to say because I was afraid and lacked confidence. So lately, I have decided to listen more than talk.

2. Q : From the aspect of the Language Factor; Pronunciation, Grammar, and Vocabulary, which aspect is the biggest barrier? Why?

A : It is very difficult to speak if you do not have enough vocabulary. In addition, I feel that without vocabulary, it is impossible to speak.

Participant 6 argued:

3. Q : From the Psychological Factor aspect; Lack of Confidence, Shyness, Anxiety, or Motivation, which aspect is the biggest obstacle? Why?

A : I do not have the confidence to speak in front of many people. I was very afraid of making mistakes and looking stupid. From personal experience, I have been laughed at by friends for making mistakes. From then on, I was careful to speak and even preferred to remain silent.

INTERVIEW TRANSCRIPT

Project : Exploring Factors Affecting Students' Reluctance in Speaking

Interviewer : Teuku Zaqlul Nafil Zuhri

Interviewee : Participant 6

Interviewee : Student of PBI

1. Q : Why do you hesitate to practice speaking in class or outside? Can it be described in general according to your personal experience?

A : Mastery of the material is why I am unwilling and prefer silence. I am afraid to answer or speak because I do not know the discussed material. I often feel inadequate and afraid to make mistakes. I am very careful to speak because I lack confidence in my abilities.

2. Q : From the aspect of the Language Factor; Pronunciation, Grammar, and Vocabulary, which aspect is the biggest barrier? Why?

A : Vocabulary is the main key for someone to be able to speak. Building a long and interesting conversation is impossible if you do not have enough vocabulary.

3. Q : From the Psychological Factor aspect; Lack of Confidence, Shyness, Anxiety, or Motivation, which aspect is the biggest obstacle? Why?

A : I am not confident because I do not master the material being discussed well. I am afraid I will choose the wrong word because of my lack of vocabulary.