

Factors That Cause Students Reluctant to Speak English at STKIP Tomakaka Tiwikrama

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Abstract

This research tried to find out factors that cause students reluctant to speak English at STKIP Tomakaka Tiwikrama. Reluctance to speak can cause difficulties in a student's life as troubling in expressing her opinion and troubling in giving information to the other. In the condition of understanding a factor causing reluctance, the students to speak is an alternative to solving the event. The objective of this research is to find out factors that cause students reluctant to speak English at STKIP Tomakaka Tiwikrama. This study used a qualitative approach because it generated the data through the use of instruments such as field notes and transcriptions from observations and interviews. This study also used data from observation and interviews from students in STKIP Tomakaka Tiwikrama Academic year 2020 and 2021. After conducting this research entitled "The factors that cause the students" reluctance to speak English at STKIP Tomakaka Tiwikrama" some conclusions can be drawn. Based on the data analysis from the research, it could be concluded that there are two factors of students' reluctance to speak English at STKIP Tomakaka Tiwikrama. The first one was the language factor, namely: pronunciation, vocabulary and grammar. The second one was psychological factors, which are: lack of confidence, shyness, anxiety and motivation.

Keywords: Factors, Reluctant, Speaking.

Introduction

Language is a needs of every person in the life to express their thinking and feeling to the other. Language can be applied in many aspects, such as education, society, politics, economics and culture. Language as the most complete and effective communication to convey ideas, messages, intentions, feelings and opinions to the others. (Walija, 1996)

In Indonesia, English as a second language, study about it there are four skills that students go through in the schools as a reading, writing, listening and speaking. We will understanding about a knowledge from a listening and a reading and to communication our feeling, need and desires through writing and speaking. These four skills are critical for people who learn or want to master English.

Speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. According to Nunan (2004:48) speaking involves producing systematic verbal utterances to convey meaning. By speaking we will getting the point from the information what we want to found on someone.

Speaking is identified to be difficult skill to learn. Where as speaking is usefull in human life. Besides that, speaking is one of the most important skills from the other skill to be master of language as a reading, listening and writing. However speakers must also pay attention about the aspects of English. According to (J. Harmer : 2007) speaking is a complex skill that necessitates the use of several different abilities at the same time. So that when we

will speaking English we must knew several the aspect as a vocabularies, pronounciation, and grammar.

As a part of speech learning, it is a basic needs of English to know how to speak and how to communicate to someone. But the problems are appear on several students was reluctant to speak English.

Actually, the learner's knowledge will get limitedness if she has not speaking skill. And then, reluctance to speak can cause difficulties in a student's life as troubling in expression her opinion and troubling in giving a information to the other. In the condition understanding a factor causing a reluctance the students to speaking is alternative to solving the event.

Based on the researchers' observation on students at STKIP Tomakaka Tiwikrama in speaking English, there are several reasons for students' reluctant in speaking such as students difficult to mention a vocabularies of English, they seen difficult to say something, they have not a pressing to theirselves for speaking and students' motivation to speak is low. In this case, every day the student speak Indoneia when the students meet with the other in the campus area, when there are questions they often just be silent and smile. If they have conversations group they were laugh without talking and they cannot to respons a conversations because they were not understood a meaning of, they even could not pronounce familier word well. They cannot memorize the vocabulary and never try themselves, cause them to lack confidence and be embarrassed so reluctant to speak English.

Method

The methodological activities concerning with the location and time of the research, research design, population and sample, subject of the research. Technique of the collection data, and technique of data analysis are carried out to answer the Research question. This section is devoted to describe those points in details.

1. Research Location and research time

The research location has conducted in STKIP Tomakaka Tiwikrama. This campus is located in the parks seaside of the city which has a very strategic location. The reason the researcher chose this campus is because from the survey results there has never been a researcher who has research that students reluctant to speak English.

2. Research Design

The type of research design used in this research is case study, where the definition of case study is a research method that specifically investigates contemporary phenomena (the object is ongoing or has been ongoing but still leaves a broad, strong or specific impact and influence at the time the research was carried out). contained in the context of real life, using various data sources. key case study research makes it possible to investigate a particular event, situation, or social condition and to provide insight into the processes that explain how certain events or situations occur (Hodgetts & Stolte, 2012).

This type of case study research is included as type of descriptif qualitative research. Qualitative research is a research intended to comprehend certain phenomenon which is happened on a research subjects (related to their behavior, perception, motivation implementation, evaluation, ect) and holistically described by using and contextual language processed in a certain research method (Moleong, 2007: 6). In addition, Qualitative research is described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 2012:58).

In conclusion, this study used qualitative approach because it generated the data

through the using of instruments such as field notes and transcriptions from observations and interview. This study also used data from observation and interview from students in STKIP Tomakaka Tiwikrama Academic year 2020 and 2021.

3. Research Procedures

Procedure involve the order of work that a researcher must do in a study. A procedure is a series of actions, steps or actions that a person must perform in order to reach a certain stage in the relationship of attaining his final goal, according to A.S (Moenir 1982:110). The procedure of this research include as survey the location, observation in the class, interview the students, analysis data, and find a conclusion.

Based the measures above, the researcher prepare the research procedure: First, the researcher began to survey the location to STKIP Tomakaka Tiwikrama. Second, making observation in the class to find a data of researching. Third, interview the students to get more perfect information. Fourth, Data analysis of current observations and interviews. Fifth, find a conclusion and recommendations from the data to be reported as research results.

4. Population and Sample

a. Population

Research participants of this research is student of STKIP Tomakaka Tiwikrama Academic year 2021/2022. There two classes, namely, class A and class B which total population of this research is thirty four students

b. Sample

The researcher uses purposive sampling technique where class A of STKIP Tomakaka Tiwikrama Academic year 2021/2022. The factual population on based on the result of early observation and an interview with the English researcher find out that the class A is the most proper class to represent the all of population because of the vary of students ability in English and the differences in the level of motivation to learn English.

English and the differences in the level of motivation to learn English.

Data collection techniques in the study include observations, interviews, and questionnaires to obtain the necessary information. In this study, the researcher used observation to observe the reluctance of students to speak English in class, as well as interviews with 10 students of STKIP Tomakaka Tiwikrama to dig deeper information. Qualitative data analysis follows the procedures of Miles et al. (2014) which consists of data collection, data condensation to simplify information, data presentation to help draw conclusions, and conclusion/verification as the final stage of interpretation of data analysis results.

Result

After the writer researched at STKIP Tomakaka Tiwikrama about what factors that cause students reluctant to speak English can be found two factors cause student reluctant to speak English there are student's language factor and Students' Psychological Factor. Below will outline the results of the study as follows.

1. Students' Language Factor of Reluctance to Speak English

The interpretation of students' language factor of reluctance to speak English at STKIP Tomakaka Tiwikrama will be explained on the Table below.

Table 1. The Overall Percentage of Students' Language Factor of Reluctance to Speak English at STKIP Tomakaka Tiwikrama

1.1 Language factors		
Pronunciation		
No	Statement	Percentages
1	I feel difficulted when I pronounce words.	80 % from 10 stundents
2	I am worried about my pronunciation when I speak English.	90% from 10 students
3	Someone does not understand me if I mispronounced.	80% from 10 students
Grammar		
4	When I want to speak english "I have confused about a pronoun to be used".	50% from 10 students
5	I don't participate in conversation because I am scared that I would make noticeable grammar error.	40% from 10 students
6	I have difficulty in constructing sentences when I speak English.	50% from 10 students
Vocabulary		
7	I feel that I don't have exact words to express my idea.	70% from 10 students
8	I feel that I do not have enough vocabulary to express my thoughts.	70% from 10 students
9	I fell confused to use exact words to express my ideas.	60% from 10 students

Findings on the first indicator shows that the students feel difficulted when pronounce a words (80%). It can be interpreted that the students really paid attention to their pronunciation in speaking English. On the statements 2 and 3 indicate that mispronouncing made the students worried that the interlocutor won't understand them. This reason had caused them reluctance to speak English inside and outside class. The students would not use their English if they were too worry and overthinking about mispronouncing words even though they know how to speak English.

Secondly, the findings from statements 4 and 6 about grammar factor showed that the students had confused in used the pronoun. They were not sure which pronoun to be use when they speak English. The students also had difficulty in constructing sentences because they not understanding yet about pronoun. On the statement 5, the students neither agree nor disagree that they don't participate in conversation because they scared that they would make noticeable grammar.

Then, the findings from statements 7, 8 and 9 show that the student agreed that they didn't have enough vocabulary to express their though or idea. Vocabulary is an important part in speaking. Lack of vocabulary can cause the students reluctance to speak English because they don't know what to say. They didn't have the vocabulary in their

mind.

In conclusion, the students' first language factor of reluctance to speak was pronunciation, the second was vocabulary and the last was grammar. The highest index percentage on pronunciation factor showed that the fourth semester English department students had problem with their pronunciation when they were speaking English. Mispronouncing words was an embarrassing thing for them. On the vocabulary factor the students were lack of vocabulary when they wanted to speak English. They got confuse to use the exact words when they wanted to express their idea. The last was grammar factor. The students have difficulty in using tenses. They were not sure which tense they have to use when they spoke English.

2. Students' Psychological Factor of Factor of Reluctance

The interpretation of students' language factor of reluctance to speak English at STKIP Tomakaka Tiwikrama will be explained on the Table below.

Table 2. The Overall Percentage of Students' Psychological Factor of Reluctance to Speak English at STKIP Tomakaka Tiwikrama

1.2 Psychological Factors		
Inhibition / Lack of Confidence		
No	Statements	Percentage
10	I never feel quite sure of myself when I am speaking English.	60% from 10 students
11	I feel my English language is not good.	60% from 10 students
12	I feel that the other students speak English better than I do.	70% from 10 students
13	I only talk when I am very sure what I utter is correct.	70% from 10 students
14	I think what keeps me silent is my poor English proficiency.	60% from 10 students
Shyness		
15	It is unpleasant speaking English because my mistakes make me feel incompetent.	70% from 10 students
16	I am afraid of being seen as foolish if I make too many mistakes when I speak English.	60% from 10 students
17	I am afraid of making mistakes in speaking English in front of my interlocutor.	70% from 10 students
18	I am afraid others will laugh at me if I make some mistakes in speaking English.	70% from 10 students
Anxiety		
19	I get tense and nervous when I am speaking English.	60% from 10 students
20	I feel my heart pounding when I am called upon to answer a question in English.	60% from 10 students
21	I feel more anxiety in speaking English because my friends always correct me in a very bad way.	50% from 10 students
22	I start to panic when I have to speak without preparation.	60% from 10 students
23	I get nervous when someone asks questions in	50% from

	English.	10 students
Motivation		
24	I am not motivated in speaking English because my several friends think I'm british while speaking English.	50% from 10 students
25	I fell unmotivated in speaking English because I myself lack of speaking ability.	70% from 10 students
26	I don't fell motivated even though my friends encourage me to speak English.	40% from 10 students
27	I tend to speak Indonesian because my friends rarely speak English out of class.	80% from 10 students

The findings on the inhibition factor statement 12 shows that the students think their friends speak English better than they do. Lacking confidence had made them believed that their speaking ability was lower than other students. Students with poor English proficiency tend to keep silent. They only talked whenever they were sure they utter correctly. On the statement 11, the students agreed that they felt their English was not good. Young (1991) finds that learners' affective attitudes to English have a significant effect on their speaking self-rating the more negative the affective attitudes, the lower the self-rating. The last, on the statement 10 shows that the students neither agree nor disagree if they never feel quite sure of their selves when they are speaking English.

Secondly, shyness is another influencing factor which could affect students' reluctance to speak English. On the statements 16, 17 and 18 show that the students were embarrassed when they made too many mistakes while speaking English. The students thought that they would be looked as foolish. They thought this would distort their image in front of their friends. Fear of being laughed is one of the causes which contribute to the passively and reluctance of students to speak English.

This findings have supported the previous findings of Hamouda (2013) who reported that the students felt afraid and even panic because of the fear of committing mistakes or errors in front of classmates and students expressed their anxiety of making mistakes because they think their mistakes make them feel incompetent. On the statement 15 the students neither agree nor disagree that they feel unpleasant speaking English because their mistakes have made them feel incompetent.

Next, lack of preparation is another factor of students' reluctance to speak English. It is related to the students' anxiety. They feel nervous and heart pounding when they have no preparation to speak English. This finding is consistent with that of the study carried out by Mustaphaa, Nik Abd Rahman, and Yunus (2010). They found that lack of preparation, fear of appearing unintelligent to their classmates or instructors, and feeling intimidated have made students become less inclined to participate. The finding on the statements 19, 20 and 22 shows that the students start to panic when they have to speak English without preparation. The students agree that they feel heart pounding when they are called upon to answer a question in English.

On the other hand, more students attributed their anxiety to lack of preparation and expressed that they would feel less anxious and more confident to speak English with preparation, similar to those students in Tsui's (1996) study. However, on the statement 21 the students neither agree nor disagree that they feel more anxiety in speaking English because their friends always correct them in a very bad way. On the statement 23 the students neither agree nor disagree that they get nervous when someone ask question in

English. On the statement 23 the students

Findings on the motivation indicator had shown that the student's motivation to speak English at STKIP Tomakaka Tiwikrama was their friend. The students were reluctance to speak English because their friends tended to speak Bahasa Indonesia. It proved that English department students rarely used English in their conversation. The influence of L1 was still dominant among English department students at STKIP Tomakaka Tiwikrama. On the other hand, the students neither agree nor disagree with 3 statements: they were not motivated in speaking English because their several friends think they are british while speaking English., they fell unmotivated in speaking English because they lack of speaking ability and they don't feel motivated even though their friends encourage them to speak English.

In conclusion, the psychological factors that cause the students' reluctance to speak English are lack of confidence, motivation, shyness and anxiety. The highest index percentage came from lack of confidence factor. The students tended to think that the other students spoke English better than they did. The second was motivation. The students were reluctance to speak English because their friends rarely spoke English when they had conversation. The third was shyness. The students were reluctant to speak English because they were afraid to be looked foolish if they make too many mistakes in front of interlocutor. The last was anxiety. Un-well preparation in speaking English had made the students felt nervous and heart pounding.

Conclusion

Based on the data analysis from the research, it could be concluded that there are two factors of students' reluctance to speak English at STKIP Tomakaka Tiwikrama. The first one was language factor, namely: pronunciation, vocabulary and grammar. The second one was psychological factor, they are: lack of confidence, shyness, anxiety and motivation. The highest index percentage on pronunciation factor indicated that the five semester English department students have problem with their pronunciation in speaking English. Mispronouncing words was an embarrassing thing for them. On the vocabulary factor, the students were lack of vocabulary when they wanted to speak English. They got confused to use the exact words when they want to express their idea. The last was grammar factor. The students have difficulty in using tenses. They weren't sure which tenses they had to use when they spoke English.

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