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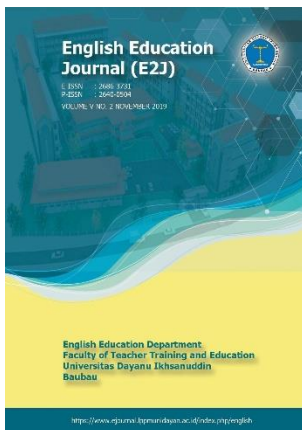
A STUDY OF STUDENTS' RELUCTANCE TO SPEAK AT ENGLISH DEPARTMENT OF UNIDAYAN

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Abstract
The problem of the research was "what factors did affect students' reluctance to speak in Speaking class?" the objective of this research was to know what factors did affect students reluctant to speak in Speaking class. The research was a descriptive qualitative research. The subject of the research were students and a lecturer of Speaking subject in English Department of Unidayan. The data of research were collected through observatin, interview and documentation. The data were analyzed through three steps adopted from Miles and Huberman; data reduction, data display and conclusion drawing. The result of this research showed that students' reluctance to speak in speaking class caused by two factors namely linguistic problems which were lack of vocabulary, grammar and pronounciation. And non linguistic problem which were lack of self confidence, shyness, nervous, shaking, and worried in making mistake. In addition, students also did not gain any additional English courses outside their class.
Keywords: study, speaking class, reluctant

Abstrak
Permasalahan dalam penelitian ini adalah "faktor-faktor apakah yang mempengaruhi siswa enggan berbicara dalam Kelas Speaking?". tujuan penelitian ini adalah untuk mengetahui faktor-faktor yang mempengaruhi keenggenan siswa dalam berbicara dalam Kelas Speaking. Penelitian ini merupakan penelitian deskriptif kualitatif. Subyek penelitian ini adalah mahasiswa dan dosen Bahasa Inggris pada program studi Pendidikan Bahasa Inggris Unidayan. Data penelitian dikumpulkan melalui observasi, interview, dan dokumentasi. Data dianalisis berdasarkan teori Miles and Huberman melalui tiga (3) tahapan yakni reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukan bahwa keengganan mahasiswa

berbicara dalam Kelas Speaking disebabkan oleh 2 faktor yakni; (1) faktor kebahasaan seperti kurangnya kosakata, tata bahasa, dan pengucapan. Dan (2) faktor non kebahasaan seperti kurangnya kepercayaan diri, perasaan malu, gugup, gemetar, dan khawatir salah.

Keywords: belajar, class Berbicara, segan

1. INTORDUCTION

In the teaching and learning of English as a Foreign Language, the active participation of students in the classroom plays an important role in acquiring the target language. As we know that the goal of second language and foreign language learning is to facilitate better communication and understanding between individual from different cultural backgrounds and different languages. As stated by [1] that communication is a basic feature of social life, and language is a major component of it. In addition, [2] considered communication as one of the basic means of learning. However, as [3] stated, having high levels of second language proficiency and second language communicative competence is not enough; learners should also be willing to communicate in the second language. Thus, teachers, while attempting to help learners, should be aware of the types of contexts in which students experience high and low levels of willingness to communicate

Speaking has been considered as the most conspicuous kind of language ability and proficiency enabling learners to meet their basic needs. According to [4], speaking is one of the four macroskills that must be developed as mean of an effective communication in first or second language contexts. Besides, [5] declared that speaking involves producing, receiving and processing information to achieve certain goals or to express opinions, hopes or view points. Speaking is the skill that the students use most in the reallife situation. Besides that, [6] states that speaking is one of the most important skills to be mastered from the four skills, namely listening, reading, and writing However, Speaking is considered as the most difficult skill to master among the four in English because it is a complex skill.. Speaking skill is an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. So, speaking should be mastered by the students because it enables them to communicate with others.

Speaking is the key to being able to communicate as a process to develop meaning in receiving and processing information. In speaking English, speakers must also pay attention to important aspects of English. In addition, according to [7] speaking is a complex skill that necessitates the use of several different abilities at the same time. They include speech components namely pronounciation, grammar, vocabulary, fluency, and comprehension.

1. Pronounciation

According to[8] Pronounciation is focused on occasionally, perhaps to set goals and activity for individual works. pronounciation is a person's way of producing clear language when speaking. Therefore, Pronounciation refers to the students' ability to produce comprehensible speech. wrong pronounciatiation can give different meanings that can lead to misunderstandings. Correct pronunciation is very important because it gives meaning to what is said.

2.Grammar

Grammar is the rules that exist in English. Students need to arrange the correct sentences in speaking. According to [9] Grammar is the basic units of meaning, such as words and a set of rules to combine them into a new sentence. If students do not know the grammar rules, they will not be able to speak English properly and correctly.

3.Vocabulary

According to [10], "The content of vcocabulary use may vary across generation, formaland informanl language, and varieties and dialects of language". Vocabulary is a very basic elemetnt in languaage. In speaking, students cannot communicate effectively if they do not have a lot of vocabulary so it is difficult to express thoughts, ideas, or feelings to others, both orally and in writing. Vocabulary is the most important thing in communication. Students need to know the meaning of each word and how to pronounce it.

4.Fluency

According to[11] "Fluency comes with time and practice and it should not to be expected in the beginning of learning". Fluency can be defined as the ability to speak fluently and accurately. In simple terms,

fluency is the ability to speak freely without too much pause or hesitation. Usually refers to expressing language orally without interruption and quickly with few pauses.

5.Comprehension

Understanding can be interpreted as a person's ability to be able to understand a language orally. In the teaching and learning process, the teacher must speak clearly so that students can understand the meaning of the utterance. In speaking, understanding is a necessary component to avoid misunderstandings when communicating between the speaker and the listener.

As a part of language learning, it is of the basic needs of any English as a foreign language learner to know how to speak and how to communicate orally. Thus, it is essential for every classroom to spend time on individuals' speaking performance and oral communication. Among different types of classroom speaking performance, the imitative ones are of great significance as these drills offer limited practice by repetition [12]. As [7]pointed out, repetition enables students to fix new words or phrases in their memory. In addition, it enables them to improve on what they did before and provides them with the opportunity to think about the way they can re-word things.

EFL learners' reluctance to speak English in the classroom is a problem commonly found in EFL contexts. Consequently, students have fewer opportunities to learn from speaking than the more oral students. Research shows that they develop more negative attitudes to school and are likely to lack motivation to put more effort in it [13]. For other students, working with students who are reluctant to maintain and extend conversations also limits their opportunities for language use.

To sum up, there is a body of evidence which paints EFL students' reluctance to speak in L2 within oral communication courses and this is one of the biggest problems widely encountered in EFL settings. There are considerable number of researches that have been conducted in order to surmount this reluctance problem among L2 students.

Other problems that may become a barrier for the students to become a good English speakers is the psychological problems. [14] states that psychological problems are those problems which often interfere your emotional and physical health, your relationships, work productivity, or life adjustment such as nervous, lack of self confident and afraid to speak.

In general, there are two problems in language learning which are classified as linguistic problems and nonlinguistic (psychological) problems.

a. Linguistic problems

Based on the linguistic perspective, there are three factors that contribute to students' speaking problems, they are lack of pronunciation, lack of knowledge of grammar, and lack of vocabulary. According to [15] some common issues that students face when speaking are as follows:

1) Lack of Pronouncation

Students frequently report a lack of pronounciation because they do not know how to pronounce English words. So they can not speak English very well. Acording to [16] Second language learners need to master the individual characteristics of the sounds of the new language. In learning English, pronunciation is one of the difficulties when learning a language because there are some vocabularies in English which have quite difficult pronunciation and writing that is different from the pronunciation. This makes students confused and difficult to practice.

2) Lack of vocabulary

Vocabulary is a frequent source of difficulty for students. Because the students do not memorize English vocabulary, they will frequently use Indonesian when speaking English. Vocabulary problems are the most common thing when learning to speak. When students lack vocabulary, students will feel confused and don't know what to say.

3) Lack of Grammar

One of the difficulties in speaking English is a lack of grammar knowledge. Grammar is an essential part of learning English. Speakers can convey messages and others can understand them by understanding grammar. Grammar is a set of rules that describe how words are combined, arranged, or changed to convey various types of meaning. So, grammar is the most difficult thing for students to learn because of the many rules that students must master in order to communicate properly and correctly.

b. Non Linguistic Problem

According to [17] in her thesis mentioned that one of the big problem that affected of the students is psychological problem. It is because psychology can be the key to success for the students in speaking ability. Which is mean that psychological aspect is related to output process in communication, the students with high or strong affective filters will not be receptive to language input or will have difficulty in processing it. So this will have a negative effect on student learning performance.

Some phsycological problems that may distrub the students when they speak in class namely fear of making mistake, lack of confident, anxiety, shyness, and lack of motivation

Based on the researchers' observation on students at English Department of Dayanu Ikhsanuddin University (Unidayan) in Speaking class, there are several reasons for students' reluctant in speaking such as students fail to achieve speaking goals since they cannot speak English well and students' motivation to learn is low. They mastered English less so that students' speaking in class became passive and students' participation in class became less. The purpose of speaking is to communicate and exchange information. In this case, when students were asked to answer the question they often just be silent or when they were given any instructions they just looked each other and did not give any responses for a few minutes. If they have conversations in front of the class they were shy and mostly just read the text, or look down, even just smile or laugh so that the purpose of speaking is not achieved as it should. In this case, students felt reluctant to speak. They even could not pronounce familier words well. They cannot memorize the vocabulary, causing them to lack confidence and be embarrassed if laughed at. Students' motivation in learn is low, a situation where students were more silent in class, get reluctant to speak English so it is difficult to develop their speaking ability.

Based on the background above, the researchers were interested to conduct research entitled "A Study of Students' Reluctance to Speak at English Department of Unidayan".

2. METHOD OF THE RESEARCH
2.1 Type of the Research

This research used a qualitative approach with descriptive method. This research's purpose was to find the reasons why the EFL students reluctant to speak in their speaking class. The researcher tried to find out the reasons of reluctance observed among the students who attended speaking class.

2.2 Subject of the Research

The participants of this research were the students of English department at Unidayan who took the Speaking class and a lecturer of Speaking subject. The total number of the students who were taken in this research were 10 students.

The research focused on students' reluctance in English speaking class English Department of Unidayan.

2.3 Instrument of the Research

In qualitative research, researcher is the main instrument in research.

2.4 Technique of Data Collection

In this research, the data are collected using observation, interview, and documentation.
1. Observation.

The researchers used observation to know students' reluctance in practising English in the Speaking class.
The researcher observed the learning activity students in the class because it could support this research in order to find the students reluctant in Speaking class.
2. Interview.

interview is used for researchers to know the things of the respondents more deeply. researcher took 10 students at English Department.
3. Documentation.

In this research, the researchers used the lesson plane, syllabus and some data from the lecturer of Speaking subject.

2.5 Technique of Data Analysis

The data were analyzed through three steps (Miles and Huberman) in [18] data reduction, data display and conclusion drawing.
1. Data Reduction

Data reduction is the process of summarizing or selecting important points in

a data set. The researchers chose data from learning observations, student interviews, and documentation for this research.. The researchers carefully selects the data so that irrelevant data is discarded and relevant data related to students' reluctant in speaking class is entered.

2. Data Display

Data display or data presentation can be done in the form of the brief description, chart, and relationship between categories, flowchart, and its term. After the data needed is in accordance with the research objectives and has gone through data reduction, the next step is to display the data. Most of the data are presented in descriptive text

3. Conclusion Drawing/Verification

The last step in analyzing the data is drawing conclusions or verification. Verification refers to the process of being able to explain the answers to research questions and research objectives. Researchers draw conclusions and verify answers to research questions that have been carried out in displaying data by comparing observation, interview data and documentation data. Thus, the researchers concluded about the students' reluctance in speaking class.

3.RESEARCH FINDING AND DISCUSSION
3.1 Finding

The findings of the research were the students' reluctance to speak in Speaking class. The data of the research was obtained by observation, interview anddocumentation. To gain the objective of the reserach, the researcher analyzed the data and had found each of findings was described and provided with supporting data. The following section presented details findings of the research.

3.1.1 Results of the Interview

The result of interview could be described as follow;

Question 1. Do you like English?

From the data it was found that all respondents (10) answered yes, they do like English.

Based on this result, the researcher concluded that students like to study English.

Question 2. What do you think about Speaking subject?

From this question the researcher found that all students like to study Speaking,

subject because by studying this subject they could practise their English ability, besides, the method used by the lecturer was fun and this subject also gave the students more opportunity to speak.

However, in depth interview the researcher found that students still felt shy when they were asked to answer question or spoke in front of the class.

Question 3. What do you feel when you speak in speaking class?

From the question above, it was found that there were 9 students who answered nervous, and only 1 student who answer great. Besides, from 9 students there were some students who felt shy, and shaking when speaking.

From interview conducted by the the researcher, it was gained the informaton that most of students did not do any practises in speaking unless they were asked by lecturer to do practise in class of speaking. This data supported by result of interview from question below;

Question 4. Have you ever tried to practice your English in front of your friends/other classes than in speaking class?

The data showed that there were 4 students who answered never practised, three students answered seldom, and 3 students who answered ever but only in Speaking class with friends.

Question 5. According to your opinion what are the obstacles to sprak in Speaking class?

From the interview, it found that there were 6 students who answered they had less of vocabulary, and 4 students who answered they had less of self confidence.

From the result above, it could be concluded that the lack of vocabulary and lack of self confidence became the obstacles for students when they did practise English in Speaking class.

Question 6. In Speaking class, can you answer the question given by the lecturer in English?

The result showed that there were 2 students who answered they could answer the question given, 6 students answered sometimes they could answer but sometimes they could not answer the question since they forgot their English words, and only 2 students who answered they could not answer the question given. From this result, it could be identified that most of students

could not answer the question given in English since they lack of vocabulary.

Question 7. Do you have any support from family to learn English?

From the result of interview it was found that all respondents had family support (parents) to learn English.

Question 8. Have you ever joined any course or study club to practise your English?

From the interview result, it was found that 9 students never take any courses or study clubs, and only 1 student who ever joined course.

This result indicated that most of students had no any additional class to practise their English ability.

Besides conducting interviews, the resarchers also did collecting the data from documents used by the lecturer of Speaking subject namely syllabus, lesson plan, and students final test result. From all the documents, it found that the lecturer completed all the documents needed in order to conduct Speaking class.

3.2 Discussion

3.2.1 Students' Reluctance in Speaking English.

In this research, the researchersanalyzed the students' reluctance in speaking class at English Department of Unidayan. Based on what has been collected by researchers through observation and interviews, the researchers found several problems that make students were reluctant to speak in Speaking class. Those problems were experienced by students when learning to speak English.

Most problems that make students were reluctant to speak English was identified in the two different aspects namely linguistic problems and non linguistic problems. Linguistic problems are problems that make students speaking skills poor such as lack of vocabulary, grammar and pronounciation. Meanwhile, non linguistic problems or psychological problems are the problem encountered by students related with their feeling in doing speaking practise such as lack of confidence, anxiety, and shyness.

1. **Nervous, shy and shaking**

Based on interview from students who atttended speaking class, students were shy and nervous in speaking activity.

Besides nervous, there were some students who felt shy, and shaking when speaking.

2. Less practise in speaking

Most of students did not do any practises in speaking unless they were asked by lecturer to do practise in class of speaking.

3. Lack of vocabulary

From the interviewed, it found that students had less of vocabulary and self confidence.

Based on observation done in Speaking class especially in conversation session, the researchers found that some students did not say anything for seconds since they forgot the words they had memorized. Most students just remember the words based on the text given. They were not able to produce some new words using their own words because lack of vocabulary.

4. Lack of self confidence

In this research, the researchers also found that many students still have low self confidence. Based on the observation and interview conducted to students and lecturer, the researchers identified that students felt insecure when the lecturer asked them to answer the question or do practise in speaking in front of the class.

5. Afraid in making mistakes

Besides those problems mentioned above, students also reluctant to speak in Speaking class since they were afraid making mistakes either in pronunciation, or structure.

In speaking practise, the researcher who did also teach the students in this research kept remainding to not hesitate in speaking although the tenses and the pronounciation made during speaking practise sometimes were incorrect. This was due to the main point of speaking class was a bravery to speak first, and the rest like structure and pronunciation would be corrected during the process of speaking practise However, in speaking class, mostly students were not bravery enough to try to speak because they still felt that they would do mistake in pronouncing words and choosing the correct tenses or structure of the sentences made.

stated that there are three main categories of students' difficulties in learning to speak English. First, the students' lack of vocabulary made it difficult for them to make sentences and feel anxious about what to say. Second, about the difficulty of pronunciation.

This makes students feel insecure, embarrassed and afraid of making mistakes in pronouncing words in English. Third, about grammar. The students are afraid that the sentences they pronounce are not correct.

The others were students also felt insecure when they were already in front of the class to do speaking practise or when they were asked to answer the question.

3.CONCLUSION

Based on the data obtained in the field especially the result of interview and vocabulary, it can be concluded that there are some factors that make students of English Department of Unidayan reluctant in speaking. Factors that make students reluctat to speak in Speaking class divided into two aspects namely (1) linguistic problems which are lack of vocabulary, grammar, and pronounciation, and (2) non linguistic problems which are (1) nervous, shy and shaking, (2) less practise in speaking, (3) lack of vocabulary, (4) lack of self confidence, and (5) afraid in making mistakes. Students of English Department of Unidayan do not take some additional class like English course or English club to increase their ability in English.

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