

Chapter 1: Introduction

This chapter presents the background of study, the research questions, objectives, significance, and scope limitation. The following section is the background to the study.

Background of Study

Speaking is a skill that many people have, but what makes it different is the language they use, because there are many kinds of language in the world. By speaking people can interact with other people as speaking is a major factor in communication to deliver something, such as ideas or information. Speaking can be classified in two types, which are formal and informal. Informal speaking is typically used to communicate with close people such as family and friends, while formal speaking usually used in business or academic conversation, or when meeting with someone for the first time (Al-Nakhalah, 2016, p.99). At present, in the globalization era, speaking skill is used to measure knowledge of someone. Many people in the world try to increase their speaking ability and compete in international level. In brief, speaking is necessary in communication and people speak for many reasons, such as for social life or education.

In education, speaking is used to build communication between teacher and students. In the classroom context, speaking is not only a skill but also a media for teacher to transfer materials or knowledge for students. According to Brown (2001), as cited in Tuan and Nhu (2010), teacher have to give more chance for students to express their opinion by providing speaking activities that enable to them. Students speak to participate or respond to teachers or other students.

Teachers can identify if a student focuses on the material by looking at how student asks questions. According to Burns & Joyce (1997), as cited in Torky (2006), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It means that, speaking is an activity from someone to express his idea. Speakers do not just produce sounds in words or statements form, but the sound contains knowledge, information, and ideas.

Nowadays, students need to be able to use English in various communication contexts because of the status of English as an international language. For some countries, English is used as a second language, while in Indonesia as a foreign language. Yet, the language remains the most important language in international level. In Indonesia, English becomes one of the compulsory lessons in the schools. Starting from junior high school, students in Indonesia learn English to prepare themselves for international level interaction. Speaking English is an alternative way for students to communicate each other and to get a lot of information. By English speaking ability students also can share a lot of information with foreigner not only from Indonesian. Therefore, the students have to learn English seriously if they want to be good in speaking English. But, unfortunately when learning English, there are some students are reluctant to talk. According to Jenkins (2007), as cited in Nugroho (2017), reluctance is reticence to speak up or come into being quiet and reserve. The students prefer to silence during the learning process.

This study reflects to some cases of students in English Department. In the speaking class situation, there are some students who do not participate actively

during the learning process, whereas in speaking class all the students are required to talk. There are several factors that make students reluctant to speak English which are psychological factor and non-psychological factor. The first factor in psychological factor is *self-confidence*, it means the students feel unconfident with their ability in speaking English and student feel worried if the listener misunderstood with the intention. The second factor is *shyness*, the students feel shy to speak English in front of many peoples and become the center of attention in the classroom. The third factor is *fear of mistake*, students' afraid to make mistakes when they speak English in front the class, such as missing pronouncing words and using grammar incorrectly.

These aspects make students afraid to be an object of bullying by their classmates. The fourth factor is *lack of motivation*. Although the students understand the topic, they do not feel interested to participate in the class. These are also supported by Attir (2016), which found that the majority problems of learners' poor in speaking performance are the psychological factors such as anxiety or shyness, lack of self-confidence, lack of motivation, fear of mistakes and inhibition. In line with this issue, Tsui (1996), as cited in Liu and Jackson (2009), found that the commonly causes of students' reticence in the class are lack of confidence, fear of making mistakes, and being language at.

In addition, the other factors of students' reluctance which are include non-psychological factor namely the strategy of teaching, the classroom situation, and the teacher. According to Zheng and Zhou (2014), English teachers is a kind of facilitator which can help students' in learning process by providing organized teaching procedures, clear instructions, positive feedbacks, and ideal classroom

for students. Teaching strategies make some students are not interested to learn because the strategies applied by the teacher/lecturer to determine the topic of discussion. According to Koran (2016, P.3) the role of teacher/lecturer in motivating students is very important; teacher/lecturer can establish the success or failure of students' achievement. Teacher/lecturer should be able to use various teaching materials efficiently and effectively in learning process. If the lecturer/teacher teaching creatively, it makes students feel comfort with the class situation. In this factor the teacher/lecturer becomes the important aspect to engage students in order to make the class enjoyable for the students. Those several factors explained above leads the students reluctant to speak. So, the teacher should provide a proper strategy to solve these problems.

In this field, there is a similar previous study that has been conducted by Wandika (2014). The aims of this research to find out what are the causal factors and the dominant factors that make students reluctant to speak in the English class. In this research, the researcher used qualitative descriptive method and to determine the participants of this research the researcher used purposive sampling. There are two instruments that used to collect the data which were questionnaire and observation. Moreover, the result of the research finds that psychological factor with 47, 1%, linguistic factor with 15% and the last one is socio-cultural factor with 37, 9%. The study suggested that psychological as the dominant factor that could influence students' reluctant to speak in English class.

In some cases, the students' reluctance can be influenced by several factors, either from their self or from students' environment. This study examined the factors that make students in English Department reluctant to speak English.

According to Davies and Pearse (1998) as cited in Tuan and Mai (2015, P.8), the major objectives of English language teaching is giving the learners ability to use English effectively and accurately for communication need. In addition, to find the factors of students' reluctance, this study also determined the most influential factor of students reluctant.

Research Questions

The problem of this study was reflected in the learning experience of the students in English Department. The students have three subjects related to English speaking which are *speaking for general communication, speaking for professional context, and speaking for academic purposes*, they have to master English speaking skill so that they can pass the subjects. However, it was found that some of the students found it difficult to participate orally in *speaking for academic purposes* class. Therefore, this study focused on addressing the following research questions.

1. What are the factors that caused the students of English Department at fourth semester reluctant to speak English in the classroom?
2. What is the most influential factor that caused the students reluctant to speak English in the classroom?

Research Objectives

The objectives of this study is to find out the factors that make students in English Department at fourth semester reluctant to speak English in the classroom and the most influential factors that influence them.

Significance of Study

The result of this study is beneficial for teacher/lecturer, students, and other researchers who are interested in researching the topic addressed in the study.

1. For Teacher/Lecturer

By this study, the teacher/lecturer can identify the factors of students' reluctance and may help them to solve the problems in students' reluctance.

The teacher/lecturer can also understand how to make students more enthusiastic and confident in speaking English.

2. For Students

The students can realize their shortcomings in speaking English. So, they will encourage their self to practice more in order to have better speaking ability and will make them confident to speak English in front of people.

3. Other Researcher

Other researchers may use this study as their reference if they are interested in doing a study in the same field of study as mine or may be their reference in conducting another study with different topic.

Scope and Limitation of Study

According to background of the study, this study has scope and limitation. This study identified the factor of students' reluctance in speaking skill class at students of English Department in fourth semester. Moreover, this study only focuses on some aspects. They are self-confidence, shyness, lack of motivation, fear of mistakes, teaching strategy, classroom atmosphere, and teacher's attitudes.