

Chapter 1

Introduction

This chapter illustrates the introduction of the study which consists of several sections. The first is basic consideration which describes why this study need to be conducted. The second is research question which shows the specific problem that will be investigated. The third is objectives of the study which describes the purpose of the research. The fourth is significant of the study which shows the benefit of the study for the students, teachers and Head of English Education Department and the last covers the limitation and delimitation of the study.

1.1 Basic Consideration

Indonesia is one of the countries in which English is considered as a foreign language. It means that English is nor the first or the second language of the people who live in this country and other countries, such as Italy, Saudi Arabia, Korea, Indonesia (Gebhard, as cited in Polontalo, 2010). However, in Indonesia English is taught in each level of school not only in elementary school, junior high school, senior high school but also in university. In elementary school, the students study English for six years, in junior high school they study for three years, in senior high school they study for three years, and in the university especially in English Department they study for four years to take their degree. The students who study in the first year in university have been studying English approximately nine years and it is quite a long time for the students in learning English. However, there are some questions remain. Are they be able to speak English? Do they use English in oral communication with their friends?

Based on my preliminary investigation on March 18th and 19th, 2013 in the library of letters and culture faculty in English Education Department it was found some students of English Education Department did not use English when they did the conversation with their friends. One student told that she was shy to make mistake when talked in English.

The students feel afraid of using English outside class and in some way they are unenthusiastic to use English inside classroom (Ramirez, 2010). The students are not confident with their English when they speak to their friends. Whereas, at the first semester, the students got intensive course (IC) to practice their English to be better in either oral or written. Language teachers have trained them for six months intensively with four skills in using English. During course time, they focus on the basic material of English to prepare themselves in learning some other English materials in the next semester. Based on this situation, they should have sufficient skills and knowledge to use English in oral communication. It means that at least at the second semester, they should be able to speak English in their interaction both in and out the class. Deambrosi (2013) stated that “introduce yourself to an English speaker. Then introduce yourself to a group of English speakers. Yes, it can be scary, but you will not improve your speaking if you do not speak”. It means that by practicing English as always as possible can improve the English speaking ability. However, English Education Department students are reluctant to speak English in their interaction with their friends in English Education Department.

This problem is faced by most students in English Education Department in Gorontalo State University. The researcher considers that this case is an

important and a serious problem because it relates to the credibility of English Education Department. It means that the students should be able to use English in their interaction either oral or written. At least, they should be able to use English in their interaction in their small group of English community.

It is believed that the students already have been sufficient skill and knowledge from the teaching and learning process in class during intensive course (IC). Therefore, they should have no reasons that they are reluctant to speak English because they do not have sufficient skills and knowledge in speaking English. If the study finds that the reason is the students do not have sufficient skills and knowledge, it will mean there is something needs to be corrected in learning English.

This study give some information about the real condition of English Education Department students especially in their reluctance for using English in their oral communication. Besides, this study find the reasons and factors of reluctant of students in using English in their daily conversation in English community. Therefore, this study give some important in formation to all stakeholders in English Education Department in looking for the solution and this research give feedback in learning and teaching English in the future.

Thus based on this condition, the researcher tries to find out factors affecting students' reluctance to speak English by doing study or research to the students of English Education Department of State University of Gorontalo. The researcher hopes that this study give clear information about students' problem in speaking English.

1.2 Research Question

Based on the explanation above the research question in this study is *what factors do affect EFL students' reluctance to speak English?*

1.3 Objective of Study

The objective of this study is to find the factors affecting English Education Department students' reluctance to speak English in their interaction with their English community. By knowing the problem, it helps the students and teachers in Education Department in finding the way to solve the problems.

1.4 Significances of Study

The significances of this study give some information and feed back about some reasons and factors students reluctant speak English in their conversation in English community. Therefore, this study is valuable to; the first is Head of English Education Department. It help him to evaluate the policy in determining and planning the ways or method in teaching and learning process. The second for the teachers, they know whether there is weakness in their teaching method for the students. The last is for the students, they know more clearly about their problems to use English in their conversation. Therefore, they use English in their conversation with their friends.

1.5 Delimitation

In this delimitation, it shows the specific scope of study (Creswell, 2003). This study will focus on the factors and the problems that the students face that make them reluctant to speak English in their conversation in English community. The participants in this study are the students of English Education Department of Gorontalo State University Semester six and it is taken two classes.