

**STUDENTS' RELUCTANCE TO SPEAK ENGLISH IN  
CLASSROOM INTERACTION: A STUDY  
AT SMP NEGERI 5 KOTA BEKASI**

**A THESIS**

**by**

**Annisa Millenia Fitria Malik**

**Student Number: 06011381823046**

**English Education Study Program**

**Language and Art Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY**

**2022**

**STUDENTS' RELUCTANCE TO SPEAK ENGLISH IN  
CLASSROOM INTERACTION: A STUDY AT SMP NEGERI 5  
KOTA BEKASI**

**Annisa Millenia Fitria Malik**

**Student Number: 06011381823046**

**English Education Study Program**

**Language and Arts Education Department**

**FACULTY OF TEACHER TRAINING AND EDUCATION SRIWIJAYA  
UNIVERSITY  
PALEMBANG**

**2022**

**Approved by**

**Advisor**



**Soni Mirizon, M.A., Ed.D.**

**NIP 196711041993031002**

**Certified by**

**Coordinator of English Education Study Program**



**Hariswan Putra Jaya, S.Pd., M.Pd.**

**NIP 197408022002121003**

**STUDENTS' RELUCTANCE TO SPEAK ENGLISH IN  
CLASSROOM INTERACTION: A STUDY AT SMP NEGERI 5  
KOTA BEKASI**

**Annisa Millenia Fitria Malik**

**06011381823046**

**This thesis is defended by the author in the final examination of the program  
and had been approved by the examination committee on:**

**Day : Monday**

**Date : July 25<sup>th</sup> 2022**

**EXAMINATION COMMITTEE APPROVAL:**

**1. Chairperson : Soni Mirizon, M.A., Ed.D**



**2. Member : Machdalena Vianty, M.Ed., M.Pd., Ed.D**

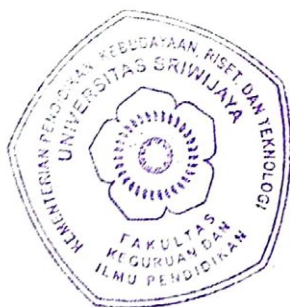


**Palembang, July 2022**

**Certified by**

**Coordinator of English Education**

**Study Program**



**Hariswan Putera Jaya, S.Pd., M.Pd.**

**NIP 197408022002121003**

## DECLARATION

I, the undersigned

Name : Annisa Millenia Fitria Malik

Student Number : 06011381823046

Study Program : English Education

Certified that the thesis entitled “Students’ Reluctance to Speak English in Classroom Interaction: A Study at SMP Negeri 5 Kota Bekasi” is my own work, , and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found plagiarized this work.

Palembang, 4<sup>th</sup> July 2022

The Undersigned,



Annisa Millenia Fitria Malik

06011381823046

## **DEDICATION**

I dedicate this thesis to my father, Malikuswari, S.E. as one and only first love and my mother, Eni Ermawati, S.E as the greatest woman in my life.

Karenina Nurmelita Malik as my awesome sibling.

## ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious and the Most Merciful, all praises and thanks are only dedicated to Allah SWT to His blessing and help given to the writer, so that she could complete her thesis. This undergraduate thesis entitled Students' Reluctance to Speak English in Classroom Interaction A Study at SMP Negeri 5 Kota Bekasi is submitted as the final fulfillment of the requirements for getting a Bachelor's Degree at English Education in the Department of Teacher Training and Education Faculty, Sriwijaya University.

The writer would like to express her gratitude and appreciation to her advisor, Soni Mirizon, M.A., Ed.D for his guidance, advice, and encouragement during the process of writing the thesis until it is finished. The writer also thanks to to the Head of the English Education Study Program, Hariswan Putra Jaya, S.Pd., M.Pd., the Head of the Department of Language and Arts Education, Dr. Didi Suhendi, M. Hum., and the Dean of the Faculty of Teacher Training and Education, Sriwijaya University, Dr. Hartono, MA. for their assistance in administrative matters. Also, the writer would like to express her deepest gratitude and appreciation to all the lecturers.

The writer would like to express her gratitude to the headmaster of SMP Negeri 5 Kota Bekasi, Sri Mulyani, S.Pd. M. M.P. and the English speaking teachers of 9<sup>th</sup> grade classes at SMP Negeri 5 Kota Bekasi, Eti Susilowati, S.Pd. who have helped the researcher in doing the study. The write wants to express special thanks to her beloved family for the uncountable love, support, and prayer. Furthermore, the writer also thanks to all of her close friends (Ega, Aulia Syarifah, Hana, Bella, Indah Amalia, Galuh, Jasmine, Aulia Gusti and Aulia Euis) and SEESPA 2018. Thank you for their support and motivations for completing this research paper.

Palembang, 04 Juli 2022

The Writer,



Annisa Millenia Fitria Malik

## TABLE OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>APPROVAL</b> .....	<b>ii</b>
<b>COMMITTEE APPROVAL</b> .....	<b>iii</b>
<b>DECLARATION</b> .....	<b>iv</b>
<b>DEDICATION</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vi</b>
<b>TABLE OF CONTENTS</b> .....	<b>vii</b>
<b>LIST OF TABLE</b> .....	<b>x</b>
<b>LIST OF APPENDICES</b> .....	<b>xi</b>
<b>ABSTRACT</b> .....	<b>xii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
1.1 Background of the study .....	1
1.2 Problem of the study .....	4
1.3 Objective of the study .....	4
1.4 Significance of the study .....	4
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>6</b>
2.1. Speaking in English .....	6
2.2. Classroom Interaction .....	7
2.2.1. Reluctance to speak English in Classroom interaction .....	8
2.3. Factors Affecting the Students' Reluctance to Speak English .....	8
2.3.1. Psychological Factors .....	9
2.3.1.1. Lack of Motivation .....	9
2.3.1.2 Anxiety .....	10

2.3.1.3. Shyness .....	11
2.3.1.4. Fear of Making Mistake and Being Laughed at .....	11
2.3.1.5. Lack of Confidence .....	12
2.3.2. Linguistic Factor .....	12
2.3.2.1. Lack of Vocabulary .....	13
2.3.2.2. Lack of Understanding of Grammar Patterns .....	14
2.3.2.3. Inaccurate Pronunciation .....	14
2.3.3 Sociocultural Factor .....	15
2.3.3.1. Attitudes towards the Teacher .....	15
2.3.3.2. Classroom Condition and Arrangement .....	16
2.4. Teaching Strategies to Reduce Speaking Reluctance.....	17
2.5. Previous Related Studies .....	20
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>24</b>
3.1. Research Design .....	24
3.2. Operational Definition .....	24
3.3. Site and Participants of the Study.....	25
3.4. Technique of Collecting the Data.....	26
3.4.1. Questionnaires .....	26
3.4.2. Interview.....	27
3.5. Technique of Analyzing the Data .....	27
<b>CHAPTER IV RESEARCH FINDING AND DISCUSSION .....</b>	<b>29</b>
4.1. Finding of the Study .....	29
4.1.1. Finding of the Questionnaire .....	29
4.1.2. Finding of the Interview.....	41



4.2. Discussion of the Study .....	42
<b>CHAPTER V CONCLUSION AND SUGGESTIONS .....</b>	<b>48</b>
5.1. Conclusion .....	48
5.2. Suggestion .....	49
<b>REFERENCES .....</b>	<b>51</b>
<b>APPENDICES .....</b>	<b>55</b>

## LIST OF TABLES

Table 1 Lack of Motivation .....	30
Table 2 Anxiety .....	31
Table 3 Shyness .....	32
Table 4 Fear of Making Mistake and Being Laughed at .....	33
Table 5 Lack of Confidence .....	33
Table 6 Lack of Vocabulary .....	34
Table 7 Lack of Understanding of Grammar Patterns .....	35
Table 8 Inaccurate Pronunciation .....	36
Table 9 Attitudes towards the Teacher .....	37
Table 10 Classroom Condition and Arrangement .....	38
Table 11 The Most Influencing Factor of Students' Reluctance to Speak English .....	39
Table 12 The Order of Psychological Factors.....	39
Table 13 The Order of Linguistic Factors.....	40
Table 14 The Order of Sociocultural Factors.....	40

## LIST OF APPENDICES

Appendix A The Students Questionnaire Form .....	55
Appendix B Transcript of Interview .....	58
Appendix C Transcript of Dialogue Interview .....	62
Appendix D Students' Questionnaire .....	66
Appendix E The Results of Questionnaire.....	68
Appendix F Photos with The Teacher and The Students .....	74
Appendix G Usul Judul Skripsi .....	75
Appendix H SK Penunjukan Pembimbing Skripsi .....	77
Appendix I SK Penelitian .....	78
Appendix J Thesis Consultation Card .....	79

# STUDENTS' RELUCTANCE TO SPEAK ENGLISH IN CLASSROOM INTERACTION A STUDY AT SMP NEGERI 5 KOTA BEKASI

---

## ABSTRACT

In English classroom interaction, students' participation is a very important factor that presents the success of the learning process. However, sometimes teachers have one problem for getting students' responses in classroom interaction due to students being reluctant to speak English. This case study aimed to find factors that cause students' reluctance to speak English and English teacher strategies to reduce students' reluctance to speak English in classroom interaction. The participants of the study were 200 students from the ninth grade and one English teacher of SMP Negeri 5 Kota Bekasi. The data were collected by using questionnaires and interviews. The result of the study showed that factors of students' reluctance to speak English in classroom interaction were (1) psychological factors; lack of motivation, anxiety, shyness, fear of making mistakes and being laughed at, and lack of confidence (2) linguistic factor; lack of vocabulary, lack of understanding of grammatical pattern and inaccurate pronunciation (3) sociocultural factor; attitudes toward the teacher and classroom condition and arrangement. And the most influencing factor of students in speaking was lack of motivation (92.5%), inaccurate pronunciation (91%), and classroom condition and arrangement (87%). Meanwhile, the strategies used by the teacher were brainstorming for psychological factors, drilling for linguistics factors, and students' discussion and presentation for sociocultural factors.

**Keywords:** *Speaking Reluctance, Factors, Strategies*

---

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name : Annisa Millenia Fitria Malik

NIM : 06011381823046

Certified by,

**Head of English Education Study Program**



Hariswan Putera Jaya, S.Pd., M.Pd.

NIP 197408022002121003

Approved by,

**Advisor**



Soni Mirizon, M.A., Ed.D.

NIP 196711041993031002

# **CHAPTER I**

## **INTRODUCTION**

This chapter provides some points dealing with this study. The discussion concerns on the background of the study, the problems of the study, the objectives of the study, and the significance of the study.

### **1.1 The Background of Study**

Students' participation in English class is a very important factor that presents the success of the learning process. The participation of students in class aims to gain more knowledge related to English material. According to Tatar (2005), students who are active in classroom activities have a big influence on the success of language learning. When the students respond to the teacher's question, share their ideas, give some comments and discuss with their friends, it can be concluded that they are actively involved in the learning process.

English as a foreign subject is still considered as one of the lessons that has many challenges although it is actually already learned by Indonesian students from elementary school until university level. The students are demanded to master some English aspects, such as listening, speaking, reading, writing even grammar. Moreover, speaking is one of the language skills that tend to be challenged more than others. According to Nunan (2003, p. 48), many learners feel that speaking in a foreign language is more difficult than reading, writing or even listening for two reasons. First, unlike reading and writing, speaking is done in real time. The person you are talking to is waiting for you to speak immediately. Second, when you speak, you cannot edit or modify what you want to say, as you would when writing.

Besides, the appropriate use of vocabulary, good pronunciation, intonation also makes speaking as a language skill tends to have more challenges than other skills. It is in line with Brown (1994) that speaking is the most difficult skill for

students to master due to the characteristics of oral discourse such as vowel reductions, elision, and contractions; the use of slang and idioms; stress, rhythm, and intonation; and the requirement to converse with at least one other speaker. Although, speaking is considered a difficult skill to learn, it is still an important skill, because in speaking, someone is able to say what they want to express. Also, it is a symbol of words that usually someone conveys when communicating. In addition, among the four basic language skills, speaking is considered the most important skill in learning a foreign or second language. It is in line with Ur (1991, p. 120) that speaking skills is considered to be the most important skill from all four language skills.

In school life, teachers play an important role in improving students' ability in all four language skills, especially speaking skills. The teacher always tries to make their students to speak by providing additional opportunities for speaking in speaking activities that allow them to speak English. Speaking exercises can be carried out in an English class, including debates, discussions, presentations, story-telling, describing objects, and even recounting personal experiences. Those activities will increase the interaction between student to student, or teacher and student and it will motivate students become excited about learning English especially to practice speaking English. Dagarin (2004, p. 128) stated that interaction in the classroom is a two-way process between participants in the language process, the teacher can influence the students. In addition, classroom interaction is very useful to stimulate students to speak because it helps student to think, understand, and gives the respond.

However, sometimes teachers have one problem for getting students' responses in classroom interaction. One problem that some students may have is reluctance to speak English in English classroom. According to Harmer (2001), students are frequently reluctant to talk because they are shy and tend to express in front of others, especially when asked to share personal information or ideas. And according to Jenkins (2007), reluctance is reticence to speak up or come forward,

silence, and reserve. In short, the reluctant students are those who try to avoid speaking and are not active in classroom activity.

Students' reluctance to speak English in classroom interaction mostly appears in EFL class. Looking at one previous study dealing with reluctance to speak English in classroom, the researcher found similar problem in different Junior High School students. The research that was done by Karomah and Munir (2015) found the reluctance in speaking English at Junior High School students at SMP Negeri 4 Gresik. The result showed that the eight grade students of SMP Negeri 4 Gresik had reluctant to speak English with two types, non verbal and verbal reactions. Non verbal reactions mean that communication that is done without words, but using actions, students' problems were no response from students, afraid to speak, and feel not have many energy. Verbal reactions mean that communication with someone, and students' problems were speak Indonesia a lot of time in English class, lack of self-confidence and lack of pronunciation.

According to Wijaya (2015), reluctant students are a serious issue that affects students in every grade of the education sector. The ninth grade students are one of that education sector. The ninth grade students already had English basic skill and many activities or opportunities that enabled them to speak English as often as possible. Their grade as the final year students must be able to speak English well than their junior. It concludes if they cannot speak English frequently they will be marked as not competence student. However, the ninth grade students at SMP Negeri 5 Kota Bekasi still have a low English ability and their still reluctant to speak English while learning English. The ninth grade students are not actively participate in classroom, tend to keep quite, and speak Indonesian a lot of times. Consequently, dealing with the explanation above, the researcher finds similar problem that faced by ninth grade students at SMP Negeri 5 Kota Bekasi which cause students to be reluctant to speak English in classroom interaction. As a result, the researchers

decided to conduct a study titled “Students' Reluctance to Speak English in Classroom Interaction: A Study at SMP Negeri 5 Kota Bekasi”.

### **1.2 The Problems of the Study**

The problems of the study are formulated into the following questions:

1. What factors cause students' reluctance to speak English in classroom interaction at SMP Negeri 5 Kota Bekasi?
2. How does English teacher reduce students' reluctance to speak English in classroom interaction at SMP Negeri 5 Kota Bekasi?

### **1.3 The Objectives of the Study**

Based on the problems above, the objectives of this study are to:

1. find out the factors causing students' reluctance to speak English in classroom interaction at SMP Negeri 5 Kota Bekasi.
2. find out English teacher's strategies to reduce SMP Negeri 5 Kota Bekasi students' reluctance to speak English in the classroom interaction.

### **1.4 The Significance of the Study**

The research's conclusions are expected to be useful and be able to contribute to the improvement of students' English speaking abilities and the effective English teaching and learning strategies in classroom interaction. Along with that, it gives contribution for the students, the teacher, and future researchers. For the English teacher, the result of this study could enrich the understanding of why students are reluctant to speak English, what are the factors that contribute the students' reluctance to speak English in classroom interaction and some strategies to reduce students' students' reluctance in speaking English. The teacher also can encourage, criticize students' speaking abilities and also remind them so that they can improve and it can



make an effective classroom interaction. For the students, this study is expected to be a motivation to make the students more active to participate in their performance in English class. The students also need to practice more and have an extra opportunity in English speaking skill. The students can receive positive and insightful comments from their teacher to improve their speaking ability. And, the students can be more aware of the factors that cause them to be reluctant to speak English. For the further researchers, the results of this study can be used for the other researches which focus on students' reluctance to speak English and other strategies that the teacher can be used to reduce the students' reluctance to speak English.

## REFERENCES

- Al-Yaseen, W. S. (2019). Causes of English major student-teachers' classroom participation reluctance at Kuwait University. *Journal of Educational and Psychological Studies*, 13(4), 643.
- Angelo, & Cross (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.
- Annisa, L., Suganda, L.I., & Jaya, H. P. (2019). Indonesian English Teachers' Social Emotional Competence and Students' English Learning Motivation. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 4(1).
- Arifin, W. L. (2017). Psychological problems and challenge in EFL speaking classroom. *Register Journal*, 10(1), 29-47.
- Ary, D, Jacobs, L.C., and Razaviyah, A. (1979). *Introduction to Research in Education* (Second edition). New York: Holt, Rinehart and Winston.
- Baktash, F., & Chalak, A. (2015). An investigation on Iranian university students' reluctance to participate in EFL classrooms. *Journal of Scientific Research and Development*, 2(6), 1-7.
- Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers of English. *Procedia-social and behavioral sciences*, 2(2), 1305-1309.
- Brown, H. D. (1994). *Teaching by Principles-An Interactive Approach to Language Pedagogy*. Prentice Hall Regents.
- Brown, H. Douglas. (2001). *Principles of Language Learning and Teaching*. USA: San Francisco State University
- Creswell, J. W. (2012). *Educational research fourth edition: planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson Education, Inc.
- Celce-Murcia, M. (2001). *Teaching English as A second or Foreign Language*. Boston: Heinle & Heinle.

- Chandradasa, S. & Jayawardane, D. (2019). Can we break their silence? exploring the causes of undergraduates' reluctance in speaking in english in an esl classroom. *International Conference on Humanities, Education and Society*, 4(2), 137-147.
- Cole, R.W. (2008). *Educating Everybody's Children: Diverse Teaching Strategies for Diverse Students*, Revised and Expanded 2nd ed. Virginia: Association for Supervision and Curriculum Development (ASCD).
- Esmail, A., Mumtaz Ahmed, M., & Noreen, S. (2015). Why Do Pakistani Students are Reluctant to Speak English. *Academic Research International*, 6(3) 372-383.
- Gebhard, G.J. (2000). *Teaching English as a Foreign or Second Language*. USA: The University of Michigan Press.
- Gilbert, J. B. (2009). *Teaching Pronunciation Using the Prosody Pyramid*. Cambridge: Cambridge UP.
- Hafsah, S. (2017).The Factors Causing Student's Reluctance in English Oral Performance in Classroom Activities. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*. 6(11).
- Hamouda, A. (2013). An Exploration of Causes of Saudi Students' Reluctance to Participate in the English Language Classroom. *International Journal of English Language Education*, 1(1)
- Harmer, J. (2001). *The Practice of English Language Teaching*.4th Edition. England: Pearson Education Limited.
- Horwitz, E. K., & Michael H.B. Joann Cope.(1986). Foreign Language Classroom Anxiety.*The Modern Language Journal*, 70(2).
- Jaya, H. P., Wijaya, A., & Kurniawan, D. (2022). Correlation between the ability of using English collocation and academic achievements of students of faculty of teacher training and education Universitas Sriwijaya. *HOLISTIC JOURNAL*, 11(2).
- Jaya, H. P., Petrus, I., & Pitaloka, N. L. (2022). Speaking performance and problems faced by English major students at a university in South Sumatera. *Indonesian EFL Journal*,8(1), 105-112.
- Jenkins, E. (2007). *That's or Which, and Why, A Usage Guide for Thoughtful Writers and Editors*. New York : Routledge.

- Johanna. (1979). Classroom Management. United State Library of Congress Cataloging in Publication Data.
- Juhana, J. (2012). Psychological factors that hinder students from speaking in English class (A case study in a senior high school in South Tangerang, Banten,Indonesia). *Journal of Education and Practice*, 3(12), 100-110.
- Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*, 12(11).
- Khan (2005).Speaking Strategies to Overcome Communication Difficulties in the Target Language Situation. *Language in India Journal*.
- King, J. (2002). Preparing EFL learners for oral presentations.*Dong Hwa Journal of Humanistic Studies*, 4, 401-418.
- Madill, T. R. M. (2016). Fear of Making Mistakes and EFL Speaking Anxiety. *.Humanising Language TeachingJournal*, 18(6).
- McDonough, S. (1983). Psychology in Foreign Language Teaching. London: Cambridge University Press.
- Miles, M. B., & Huberman, A. M. (1994). Qualitative data analysis: An expanded sourcebook, 2nd edn. Thousand Oaks, CA: Sage.
- Ni, Hui. (2012). The Effects of Affective Factors in SLA and Pedagogical Implications. *Journal of Theory and Practice in Language Studies*.2(7), 1508-1513.
- Ningrum, A., Mahdum.,& Novitri. (2019). An analysis on the students' reluctance to speak english at English department FKIP UNRI. *Jurnal Online Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau*, 6(2), 1-10.
- Nugroho, P. (2017). Factors Affecting the Students' Reluctance to Speak English in Classroom Interaction. <http://repo.uinsatu.ac.id/6475/>
- Nunan, D. (1999). Second Language Teaching & Learning. USA. Heinle & Heinle
- Nunan, D. (2003). Practical English Language Teaching. New York : McGraw Hil.
- Pan, Y. (2016). Analysis of listening anxiety in EFL class. *International Journal on Studies in English Language and Literature*, 4(6), 12-16.

- Omolara, S. R. & Adebukola, O. R. (2015). Teachers' attitudes: A great influence on teaching and learning of social studies. *Journal of Law, Policy, and Globalization*, 42, 131-137.
- Pollard, L. (2008). *Teaching English*. London: University of London.
- Ratminingsih, N. M., & Budasi, I. G. (2018). Local culture-based picture storybooks for teaching English for young learners. *International Journal of Instruction*, 13(2), 253-268.
- Safitri & Misdi (2021). Speaking fluency and EFL learners' reluctance to speak English among primary school students: Factors and evidence. *English Teaching Journal*, 12(2).
- Senel, M. (2006). Suggestion for Beautifying the Pronunciation of EFL Learners in Turkey. *Journal of Language and Linguistic Studies*, 2 (1).
- Tatar, S. (2005). "Why keep silent? The classroom participation experiences of non native-english- speaking students". *Language and Intercultural Communication*, 5, 284-293.
- Ur, P. (1991). *A Course in Language Teaching: Practice and Theory*. New York: Cambridge University Press.
- Ur, Penny. (1996). *A Course in Language Teaching, Practice and Theory*. Cambridge: Cambridge University Press.
- Wei, L. S. (2011). Relationship between Students' Perceptions of Classroom Environment and Their Motivation in Learning English Language. Faculty of Educational Studies University of Putra Malaysia. *International Journal of Humanities and Social Science*, 1(21).
- Wijaya (2015). Factors Contributing to Students' Reluctance to Participate in English Class. <https://repository.uksw.edu/bitstream>
- Vogely (1998). Listening Comprehension Anxiety: Students' Reported Sources and Solutions. *Foreign Language Annals*, 31(1).