

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

In this chapter, the writer intends to discuss the analysis of the data related to students' perception of speaking reticence in speaking class. She analyzed the data based on the related theories. The researcher used Microsoft Excel to count the means and the standard deviations.

In obtaining the data, the writer distributed the questionnaire to the Kebon Dalem Junior High School students. They were seventh, eighth, and ninth graders who participated in English Club class. The questionnaire consisted of 14 statements related to the causes of speaking reticence in ESL/EFL classroom.

In conducting the quantitative research, she interviewed 10 students randomly from Kebon Dalem Junior High School. She prepared 32 questions for the interviews. Those questions were related to their condition and situation when they practiced speaking in class.

4.1. The Students' Perception towards the Causes of Reticence

The writer described the result of 14 valid statements which were related to the students' perception towards the causes of speaking reticence in ESL/EFL classroom in order to find out the answer of the first research question. The result of statements from the questionnaire are in the table below:

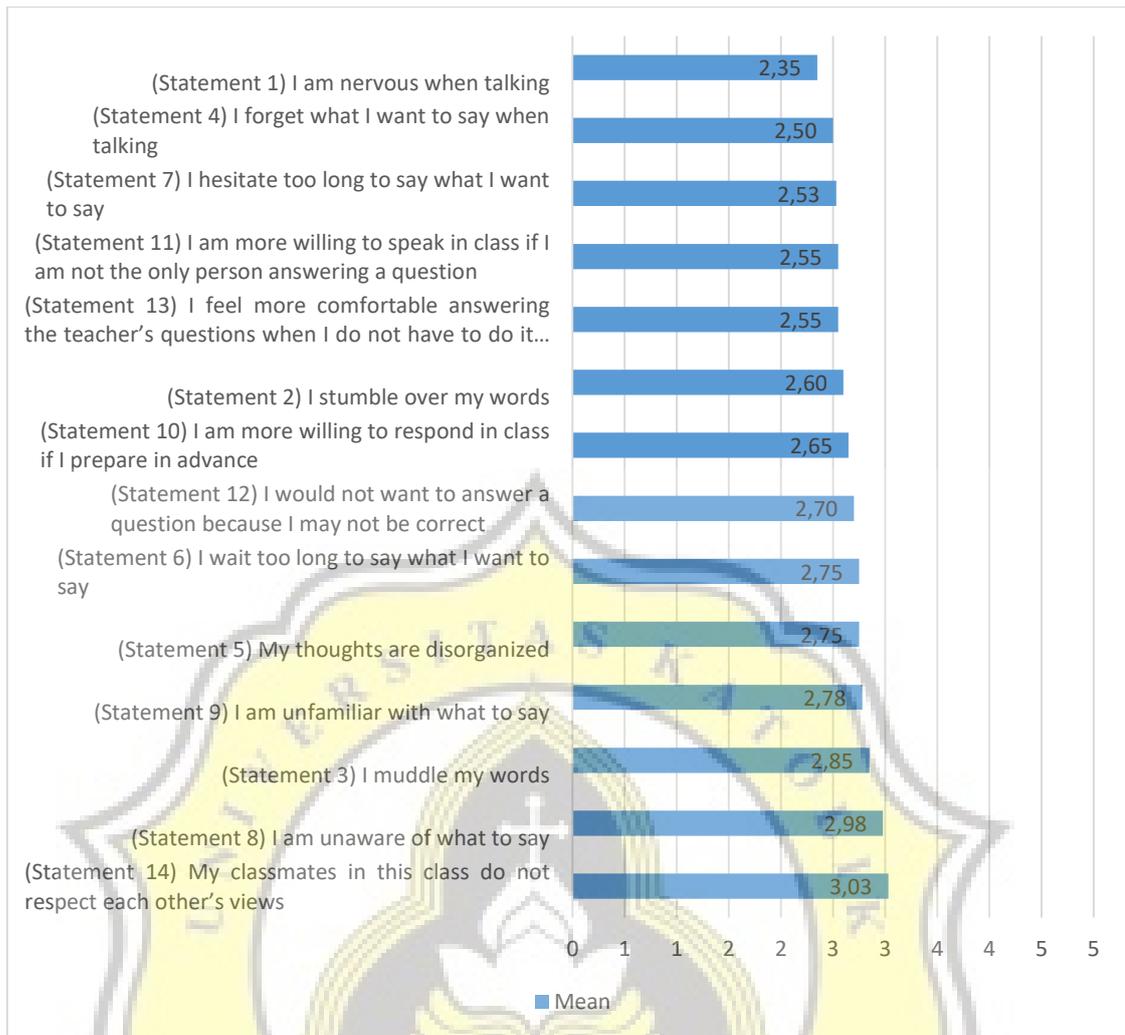


Figure 4.1.1. Students' Perception towards the Causes of Reticence in Speaking

From the table above, we can see that the students in this study had a lot of problems which make them become reticent in class. The median of all the statements is 2.68. It means that those statements that had mean score more than 2.68 are negative to become reticent. On the other hand, for statements which had mean score less than 2.68 belongs to positive that they are reticent in class. In this research, the writer discussed the statement of questionnaire one by one.

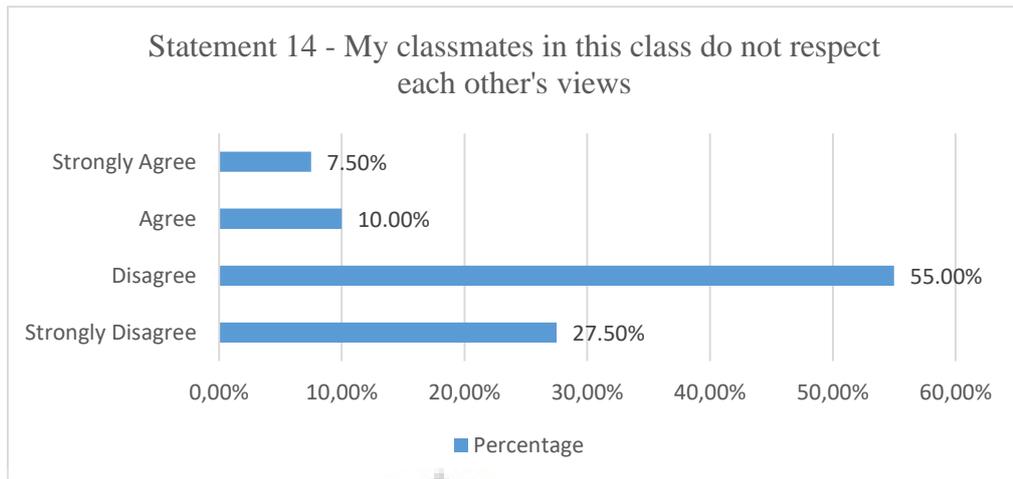


Figure 4.1.2. Responses for Statement 14

After analyzing the data, the researcher found that Statement 14 had the highest mean (3.03) compared to others. The figure above showed that students had different responses. 7.5% of the respondents chose Strongly Agree. Only 10% of them chose Agree. The reason why they felt disrespected because their friends sometimes laughed at them; therefore, it made them less confident. For the Strongly Disagree rate was 27.5% and the highest rate in this statement was Disagree (55%). Participants stated that their friends always paid attention when they practiced English in front of the class.

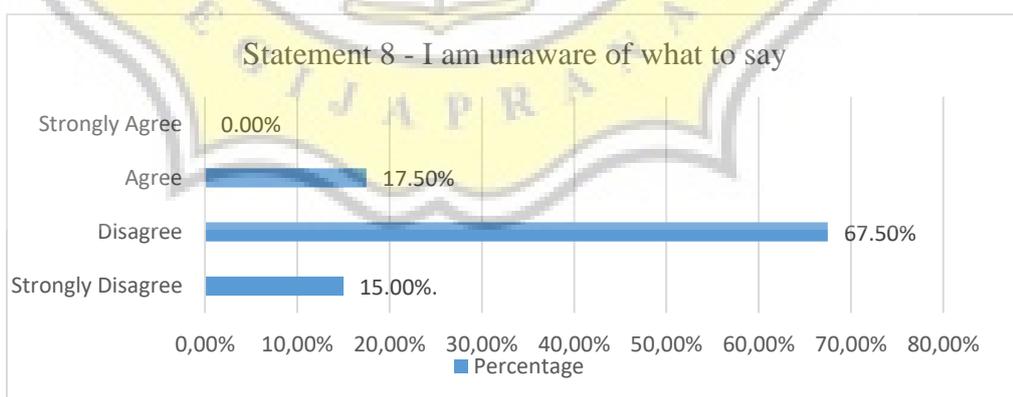


Figure 4.1.3. Responses for Statement 8

The second highest mean is Statement 8. This statement had mean score of 2.98. The data reported that only 17.5% students who chose Agree with this statement. They stated that they sometimes did not understand the topic/material and also felt afraid when they lost their words suddenly in front of the class. This matters caused them become blank suddenly and could not express what they wanted to say. Besides, 15% students chose Strongly Disagree and the highest percentage was Disagree (67.5%). Students believed that they knew exactly what they wanted to say when practicing and discussing topics in English.

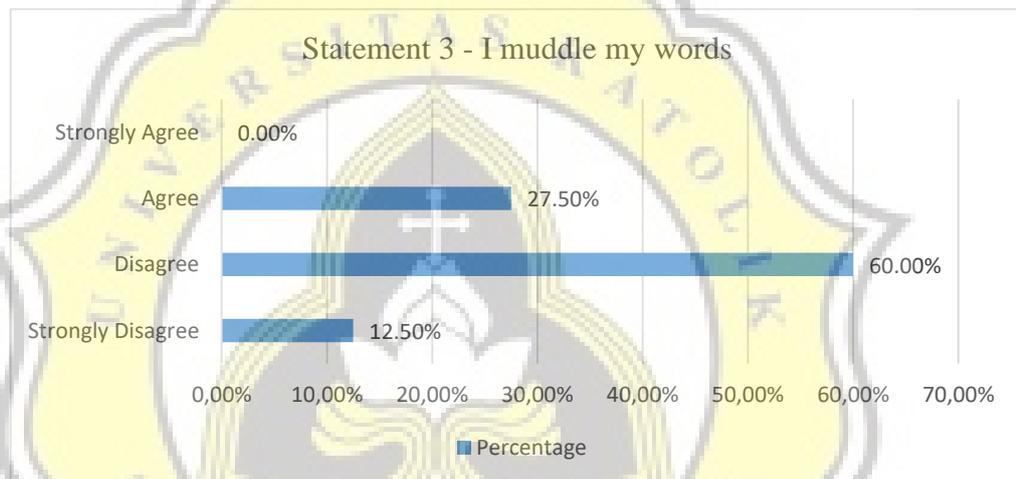


Figure 4.1.4. Responses for Statement 3

The mean score of Statement 3 is 2.85. According to the figure above, Disagree had the highest percentage in this statement. 60% students chose Disagree because they thought that they did not get confused in using English words. Only 27.5% of the respondents chose Agree to this statement. They agreed that they made a lot of mistakes in their spoken words and grammatical errors in practice speaking English.

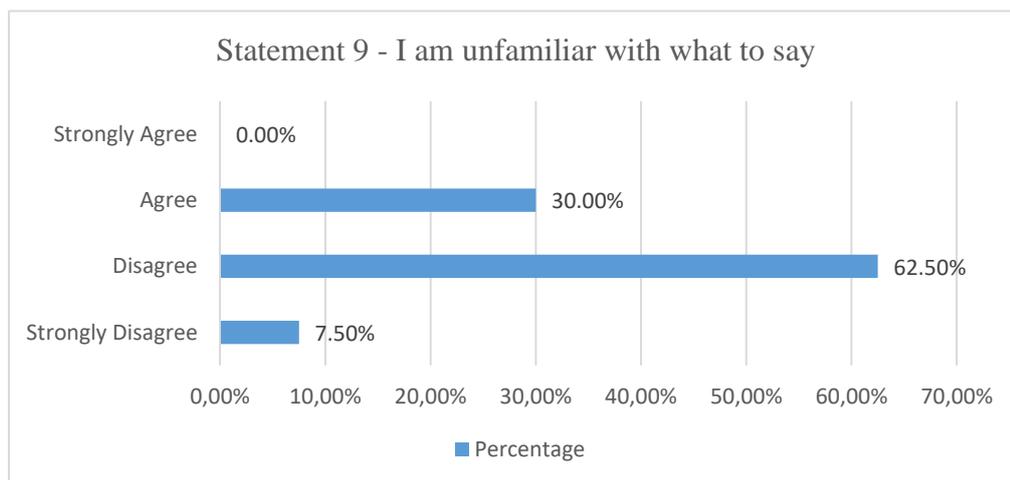


Figure 4.1.5. Responses for Statement 9

The mean score of this statement is 2.78. 62.5% of them chose Disagree. The reason why most of them chose Disagree because sometimes they had a problem with the topics. Lack of confidence also came from their limited knowledge of the topics being discussed.

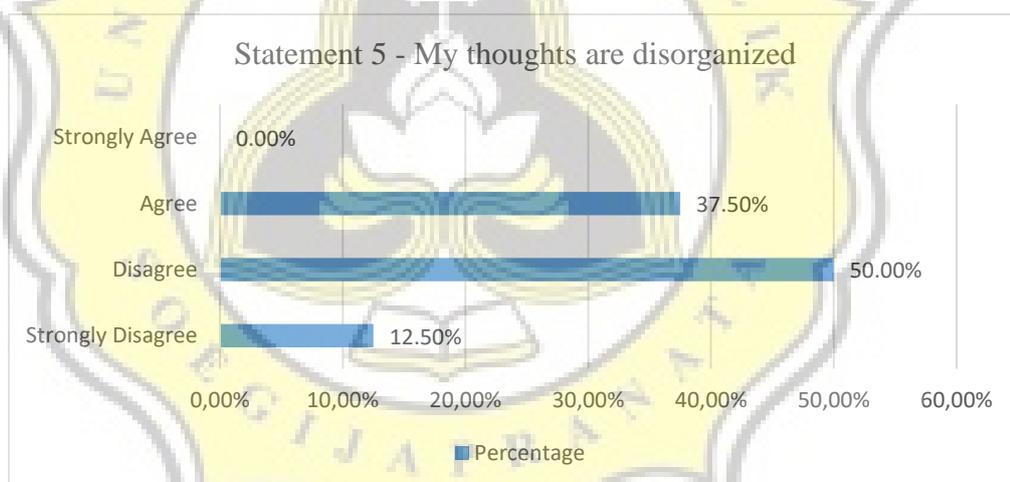


Figure 4.1.6. Responses for Statement 5

This statement had the mean score of 2.75. According to the figure above, half of the students in the class chose Disagree (50%). They chose Disagree because they believed that their thoughts were never disorganized. They always knew how to make their mind calm and not nervous when they practiced in front of class. In contrast, there were 37,5% students who chose Agree. They stated that by the time they should practice speaking in front of class, they felt that their ideas which

already prepared previously had disappeared suddenly. It could happen because of their feeling of anxiety and this caused confusion.

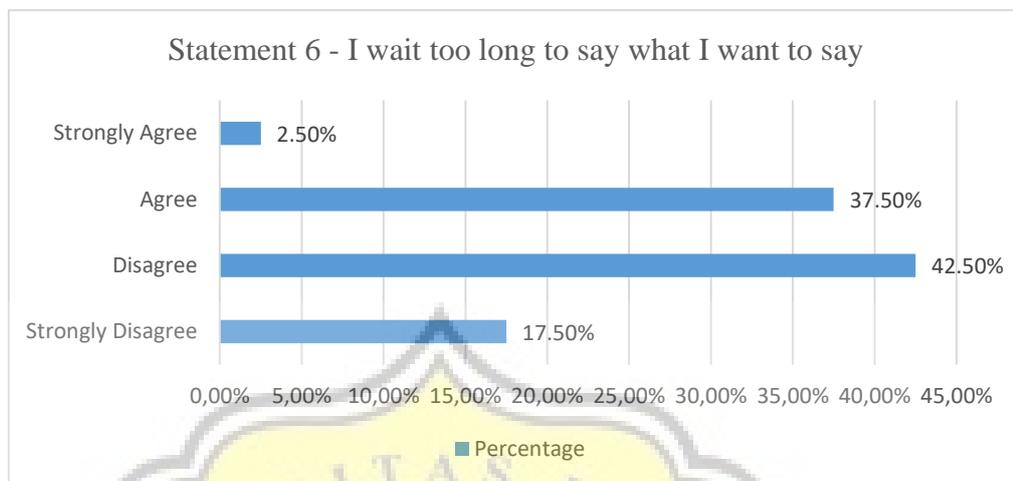


Figure 4.1.7. Responses for Statement 6

The mean score in this statement was 2.75. From the figure above, we can see that Disagree (42.5%) had the higher percentage than others. They said that they were always ready and did not need a long time to speak in front of the class. Only 37.5% students who chose Agree to this statement. Students believed that they needed extra time to prepare what they wanted to said for speaking class.

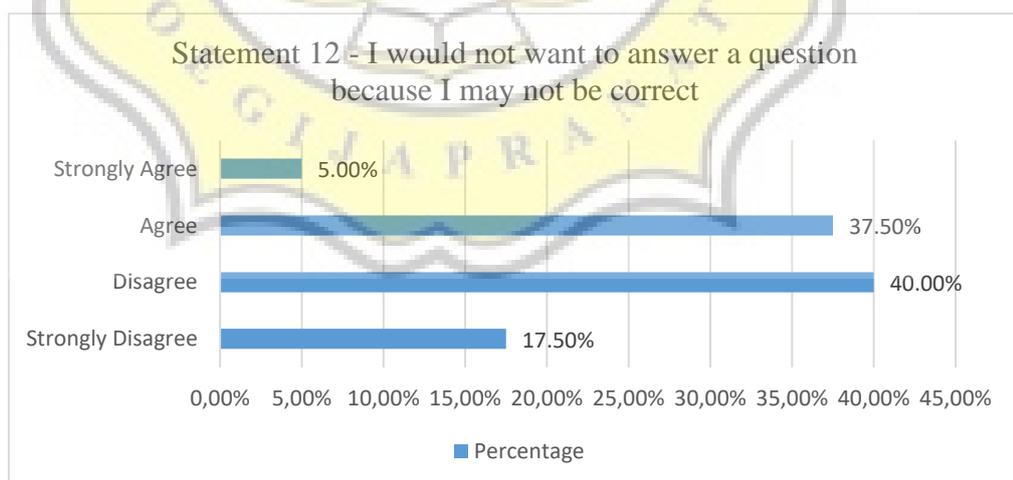


Figure 4.1.8. Responses for Statement 12

Next is Statement 12 which has the mean score of 2.70. According the figure above, it reported that Agree and Disagree only had a little different percentage.

40% students chose Disagree, while only 37.5% of them chose Agree. For the students who agreed with this statement, they believed that being afraid of making mistakes is a common problem that students faced and this prevented them from participating in class actively. If they made mistakes when speaking in front of class, their friends would laugh at them. On the other hand, students who chose Disagree, said that they were confident enough to participate in class and never thought twice when answering questions because they were not afraid of making mistakes. In their opinion, if they did not at least try to participate in class, they would not improve their English.

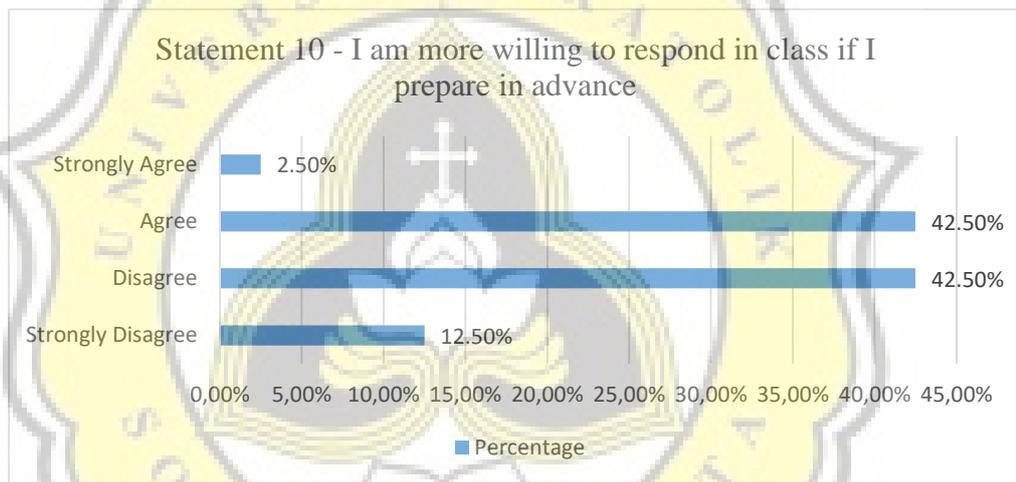


Figure 4.1.9. Responses for Statement 10

The mean score of this statement was 2.65. The figure above showed that Agree and Disagree had equal percentage (42.5%). The reason why students chose Agree because they needed to be well prepared about the lesson before the class start so they could actively participate. Besides, the reason why some of them chose Disagree because they did not need preparation when responding or participating in class, they prefer to speak spontaneously.

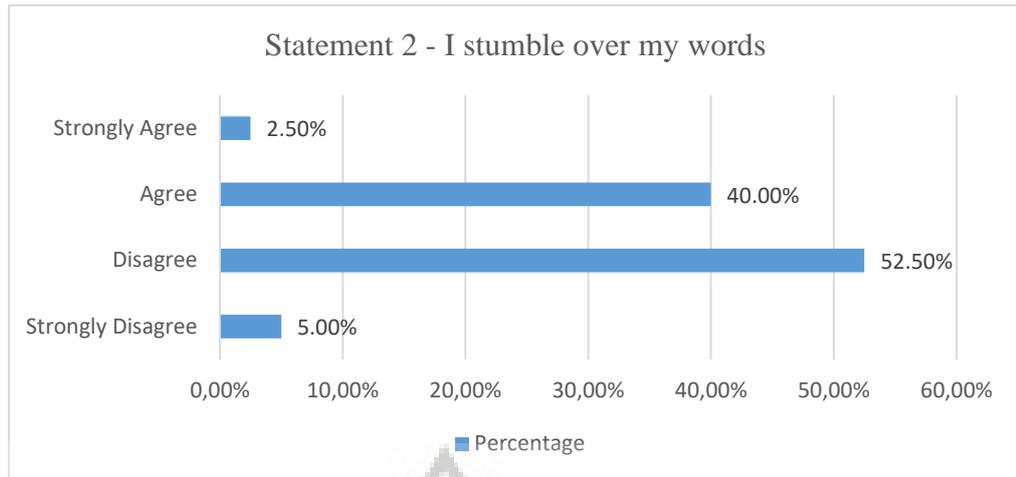


Figure 4.1.10. Responses for Statement 2

The mean score of this statement was 2.60. In this statement, students mostly chose Disagree and the percentage was 52.5%. They said that they were always talkative when the teacher giving some topics to speak in front of class. Whereas, only 40% students chose Agree. The students believed that they felt they had lack of vocabulary mastery. Therefore, they tended to make errors in choosing the appropriate words when speaking in class.

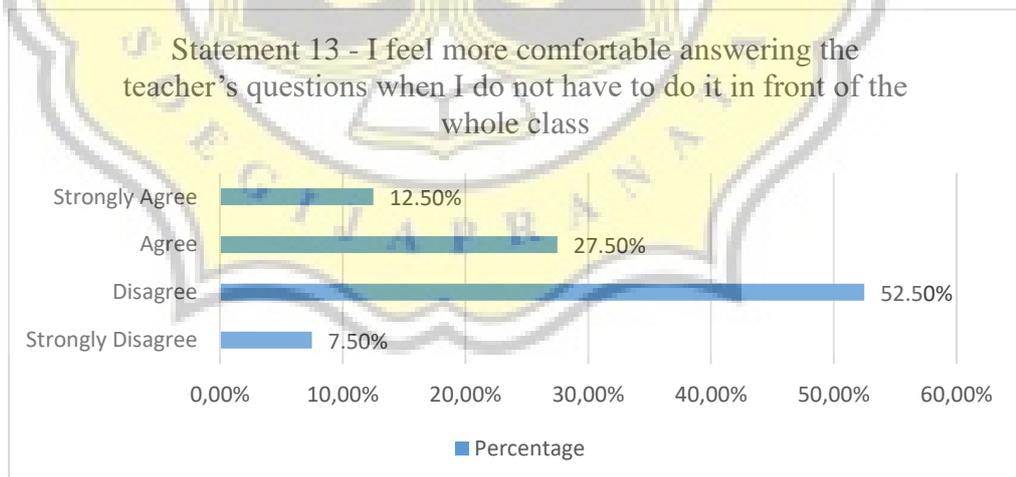


Figure 4.1.11. Responses for Statement 13

This statement had 2.55 of mean score. According to the figure above, it indicates that most students chose Disagree (52.5%). In contrast, only 27.5% of them chose Agree. The reason why the students chose Disagree to this statement

because no matter what the class situation is, they always felt comfortable to answer the teacher's questions in front of the class. On the other hand, students who chose Agree that was they did not feel comfortable with the class situation in which there were some friends that could possibly make fun of them when they made mistakes.

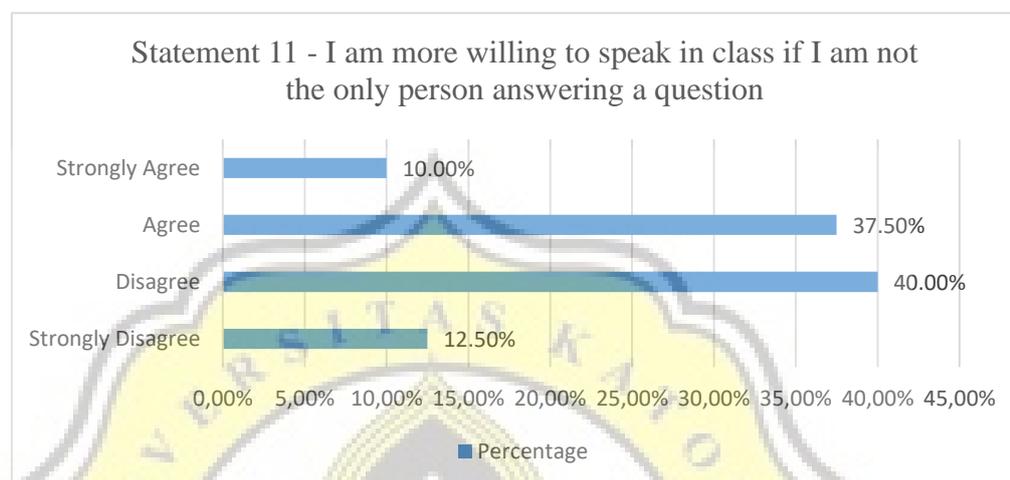


Figure 4.1.12. Responses for Statement 11

Statement 11 had mean score of 2.55. This statement had a slightly different score of Agree and Disagree. 40% of respondents chose Disagree because they did not have any problem, if they were the only one who answer the question in class. According to them, they wanted to participate actively in class and did not pay attention to that problem. For the Agree percentage was 37.5%. In their opinion, they felt lack of confidence and afraid of making mistakes in class. If they wanted to participate in class and answer the teacher's question, then there must be some friends who also answer the teacher's questions; therefore, they did not feel the pressure of competition being dominant.

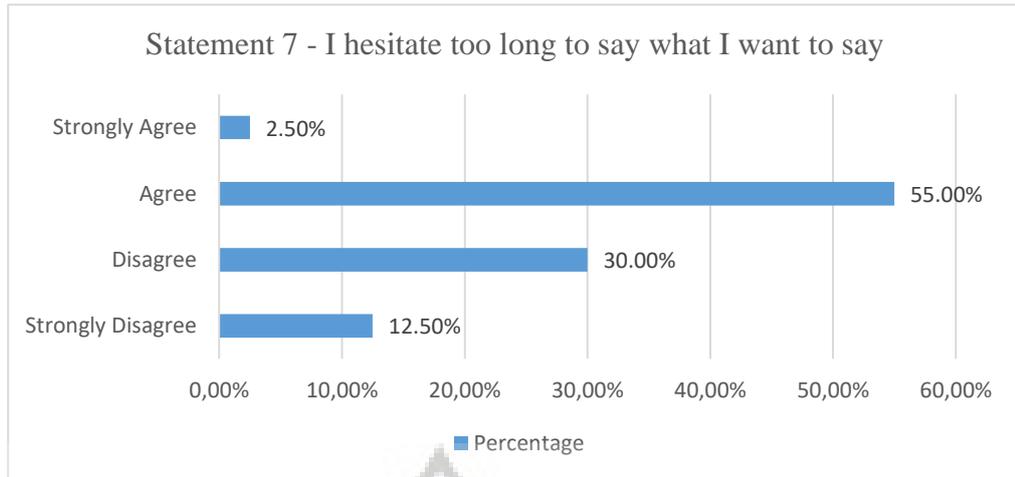


Figure 4.1.13. Responses for Statement 7

According to the data, the statement 4 had the mean score of 2.53. The highest percentage of this statement was Agree (55%). Students believed that they sometimes felt hesitant of what they wanted to say in class. According to them, they hesitated if they would make mistakes in pronunciation, grammar, and also because of their lack vocabularies. Consequently, those problems affected them to become reticent in class.

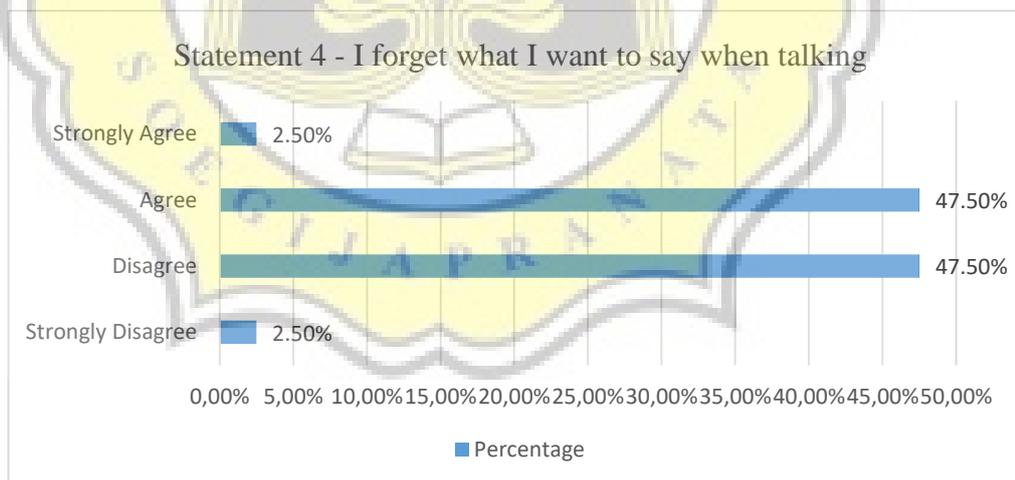


Figure 4.1.14. Responses for Statement 4

The mean score of this statement was low (2.50). The percentage of Agree and Disagree was equal (47.5%). Half students chose Agree because they forgot what they wanted to say when speaking in front of class. Therefore, they became afraid of being laughed at by their peers. When the students chose Disagree because they never experienced forgetting the topic that they wanted to speak in class and they already well-prepared before presenting it in front of class.

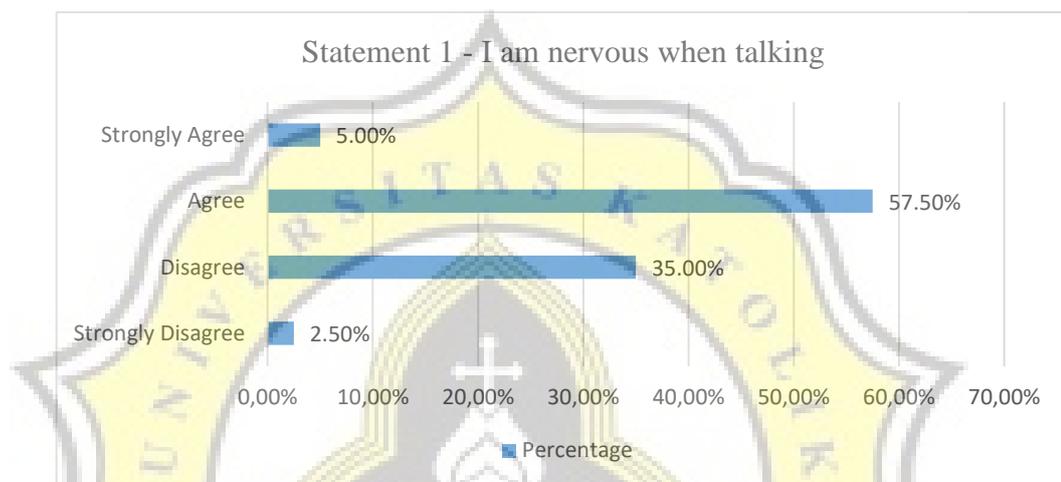


Figure 4.1.15. Responses for Statement 1

This statement had the lowest mean score (2.35) compared to others. From the figure above, it showed that most students chose Agree in this statement. 57.5% students said Agree because they felt nervous when practicing English in class. Due to their fear of making mistakes and lack of confidence made them nervous when speaking in front of their peers.

4.1.1. Internal Factors

Internal factor is divided into two main causes which lead to speaking reticence such as lack of confidence, and lack of fluency. Lack of confidence is one of the main causes of students reticence. Previous studies also mentioned that learning a second language is potentially stressful for the students, and it will cause lack of confidence (Bang, 1999). Most students agreed that Indonesian was their mother tongue. They started to learn English when they were in Kindergarten or Elementary School. So, this caused lack of confidence when learning English because they were not getting used to speaking English in their daily life.

Feeling nervous and afraid to speak in front of the class is students' common problem when learning English. According to them, they were afraid of making mistakes in pronunciation and being laughed at and scrutinized. They lacked confidence. In order to overcome students' fear and nervousness, teachers should create a friendly situation in class. This friendly environment makes students feel free to speak, become more active, confident, and motivated because their classmates will help and support them to overcome their anxiety and improve their speaking ability (Riasati, 2014).

Even though most of them had learned English since Kindergarten, they still found themselves feeling confused and nervous in speaking English. It is proved by one of the statements in questionnaire which has the lowest mean (2.73). This statement--*I am nervous when talking*--has 57.5% students who chose Agree. The participants agreed that they felt nervous because of their mediocre English. They also said if they did not understand the topic or material, they would ask the teacher to explain in more details. Asking help from the teacher is really helped them decrease their confusion and mixed feeling.

The students also said that they felt embarrassed because they thought that their English was not good yet compared to others'. According to Isabel, one of participants, mentioned that

Pertama kali agak bingung karena bukan bahasa keseharian yang saya dengar. (Isabel, wawancara, 10 Mei 2017)

(For the first time, I felt a little confused because English is not my mother tongue, *Isabel, personal interview, May 10, 2017.*)

Isabel further said that the first time she learned English, she felt discouraged because she was unfamiliar with the language. She also said that English was different from Indonesian; therefore, sometimes she felt afraid of making mistakes and this made her less confident when practicing English in front of the class. Other student, Olivia, reported that she had different experience when learning English. She said that

Pada pagi hari dibiasakan menggunakan sapaan berbahasa Inggris, seperti "Good Morning". (Olivia, wawancara, 17 Mei 2017)

(Every morning, I am used to greet others in English, for example "Good Morning", *Olivia, personal interview, May 17, 2017.*)

Before she entered Kindergarten, Olivia already learned English in her daily life. Her parents made her get used to speaking English. Having been introduced to English since an early age gave positive effects to the children and made them become confident. If they are confident with themselves, they are willing to participate actively in class without feeling pressured. In addition, there was one student which had different opinion. Emma said that

...percaya diri asalkan mengerti materi pelajaran. (Emma, wawancara, 10 Mei 2017)

(I feel confident as long as I understand the topic/material, *Emma, personal interview, May 10, 2017.*)

According to Emma, in learning English, we should be confident and understand the material given. If we were not confident, we would feel afraid of making mistakes when practicing English.

If students were in the process of learning, the teacher will give them homework, test, and sometimes practice in front of the class with or without any preparation before. According to Emma, Emily, Clara, and Herry, who said that they were confident enough to practice in front of the class without preparation. While the other 4 students, Sophia, Aurelia, Lily, and Olivia, were afraid and needed more preparation so they could be confident. One participant, Isabel, mentioned that at first she felt apprehensive, but later on she was motivated to speak English well without preparation.

Pertama-tama takut, tapi termotivasi untuk bisa praktek speaking secara spontan tanpa persiapan. (Isabel, wawancara, 10 Mei 2017)

(For the first time, I felt afraid, but I also felt motivated to practice speaking spontaneously without any preparation, *Isabel, personal interview, May 10, 2017.*)

Encouragement in learning was the best method to make themselves become confident to speak spontaneously. Confident students would practice in front of class without feeling afraid of making mistakes. In addition, another student reported that he did not need much time to prepare himself. In the interview, Jimmy said that

Persiapan itu tidak perlu lama-lama. Jika spontan pun juga minder karena belum terbiasa menggunakan Bahasa Inggris, takut ditertawakan. (Jimmy, wawancara, 10 Mei 2017)

(The preparation does not take long. If I do it spontaneously, I also feel less confident because I do not get used to speaking in English and I am also afraid of being laughed at, *Jimmy, personal interview, May 10, 2017.*)

As reported above, the participants confronted the problem if the teacher gave them task for impromptu speech. All of them agreed that they did their best

and found the main points of the topic. Therefore, they could present it well in front of the class.

The second internal factor is lack of fluency. Many students who learned English as a second language felt that they were lack of fluency, in addition to lack of confidence. While studying English, the participants faced some difficulties. Most students said that they lacked vocabulary mastery and pronunciation skill. They overcame their lack of vocabulary mastery by asking the teacher, studying more intensively, reading more English books, and watching English movies. While students who lacked of pronunciation skill chose to listen English songs, practiced in front of the mirror, opened the dictionary and also asked the teacher to overcome their problem. Next, one student, Herry, said that

Saya merasa kesulitan di grammar (if clause). (Herry, wawancara, 17 Mei 2017)

(I got difficulty in grammar (if clause), Herry, personal interview, May 17, 2017.)

Herry further mentioned that he could not easily understand the “if clause” part, therefore he always asked the teacher to explain in more details and gave him more examples. Furthermore, there was another student who had problem in conversation. Emma said that

Saya merasa kesulitan di conversation. (Emma, wawancara, 10 Mei 2017)

(I had a problem in conversation, Emma, personal interview, May 10, 2017.)

According to Emma, conversation was difficult to understand when the sentences were spoken continually without a break. So, she coped with her problem by learning the conversation from YouTube channel and also watched English movies. She hoped those way could improve their proficiency.

In speaking class, there will be students who are active or passive. The participants stated that they belonged to active students in the class. Their reasons for being active were various. One student, Aurelia mentioned that

Dengan menjadi aktif, maka akan lebih cepat memahami materi yang diberikan guru. (Aurelia, wawancara, 17 Mei 2017)

(By being active, we will understand the material quickly, Aurelia, personal interview, May 17, 2017.)

Other students, Clara, and Herry, had the same opinion as Aurelia's. They agreed that if they participated actively in class, they would understand the material and could get the good grades. In addition, another student said that she liked to give opinions in class. Isabel in the interview stated that

Suka aktif berpendapat karena ingin mengeksplor Bahasa Inggris lebih lagi. (Isabel, wawancara, 10 Mei 2017)

(I like to be active in giving my opinion because I want to explore English more, Isabel, personal interview, May 10, 2017).

She further said that being active in class discussion would help her explore English and learn new vocabulary. Then, the other student said that she loved to be active, but she had a problem with seat position in class. Emma explained,

Saya suka aktif, tetapi jika mendapat posisi tempat duduk di belakang, saya kurang bisa menangkap yang dikatakan guru. (Emma, wawancara, 10 Mei 2017)

(I love being active, but if I get a seat behind the class, I cannot understand clearly the material from the teacher, Emma, personal interview, May 10, 2017).

On the other hand, there was another problem which can affect students in class, that thing called "lazy". 4 students, Sophia, Jimmy, Emily, and Lily believed that they were lazy to be active because they had already known the material and they were moody.

4.1.2. External Factors

After discussing the internal factor, the writer continued to discuss the external factor. There were three external factors which influence students' reticence. The first is parents. The findings from the interview revealed that parents had an important role in students' learning process. The participants reported that parents played a big role in introducing English early. One participant, Emily, explained that

Iya, sebelum masuk TK, orang tua sudah mengajarkan Bahasa Inggris dan juga melalui film Bahasa Inggris. (Emily, wawancara, 10 Mei 2017)

(Yes, before entering Kindergarten, my parents already taught me English and I also learned through English movies, *Emily, personal interview, May 10, 2017.*)

In addition, other students, Emma, Aurelia, Clara, Lily, and Olivia, also had same experience like Emily. Their parents introduced English before they entered Kindergarten or Elementary School. The role of parents in exposing them to English early significantly contributed to their English mastery.

The second external factor is teacher. In the learning process, teacher's role in supporting the students would affect their confidence. Previous study stated that the most important thing that teachers should do in order to improve the willingness of the reticent students is by giving them equal attention, motivating them to speak actively in classroom, and also involving them in speaking activities (Riasati, 2012). Those strategies can encourage students to practice and participate actively in class.

All of the participants agreed that Miss Mia, as their English teacher, gave them support and advice when they felt nervous in the speaking class. According to Isabel, Miss Mia mentioned that

Santai saja tidak usah grogi, karena kita di sini juga masih proses belajar. (Isabel, wawancara, 10 Mei 2017)

(Be relax and do not be nervous, because we are still in the process of learning, *Isabel, personal interview, May 10, 2017*).

Isabel and other students further said that Miss Mia only said a simple sentence of advice which really motivated them to speak English better and be confident with themselves.

Getting chances in class is what the students' need to improve their English. All of the participants said that their teacher supported them to participate in class. She always gave them chances to improve their speaking skills in class.

In supporting the learning process, the teacher provided various topics for the students such as presentation, procedure text, drama, storytelling about their vacation or experience, observation task from books, tutorial of how to make something and then practice in front of class, and etc. According to the participants, the topics were interesting. There was one student who stated that

Jika mendapat topik yang tidak menarik, ya saya tetap berusaha semampunya. (Sophia, wawancara, 10 Mei 2017)

(If I get the topic which I am not interested in, I will keep trying to do my best, *Sophia, personal interview, May 10, 2017*.)

She further said that she sometimes suggested her teacher to give the students an opportunity to choose the topic by themselves; therefore, they could express the topic well. In addition, another student reported that she felt lazy doing task from the teacher. Clara in the interview mentioned that

Malas melakukannya karena tidak suka topiknya. (Clara, wawancara, 17 Mei 2017)

(I feel lazy to do the task because I do not like the topic, *Clara, personal interview, May 17, 2017*.)

The other student also stated that she will make the learning process interesting for herself. Isabel said that

Dibuat menarik karena kalau belajar bahasa yang paling penting adalah tertarik, kalau tidak, pasti belajar akan merasa tertekan. (Isabel, wawancara, 10 Mei 2017)

(I will make it interesting because the important thing when you are learning a language is interested in that language. If you are not, so you will be feeling underpressure, Isabel, personal interview, May 10, 2017.)

She further said that if she was motivated in learning English, she would be willing to practice more.

The third external factor is peers. In class, there should be some students who were active and dominant. They said that the dominant students did not make them depressed. But, Isabel and Emma stated that they sometimes felt the pressure in class. Therefore, students should make a friendly atmosphere because being friendly will create positive environment. Friends should be supportive by giving advice to each other. Friendly atmosphere makes students willing to participate actively, answer the questions, and express their ideas freely in class because they will not be afraid of making mistakes (Riasati, 2014). This situation will eventually make them more enthusiastic to learn English. Besides, if their friends were more dominant in speaking class, the participants reported that they would not be silent and they would find a way to have more speaking opportunities. One participant, Isabel, said that

Terus mencoba mendapatkan kesempatan dan meminta kepada guru juga. (Isabel, wawancara, 10 Mei 2017)

(I will keep trying to get the chances and also ask the teacher as well, Isabel, personal interview, May 10, 2017)

Isabel and other students asked Miss Mia to give them the opportunity to speak in class. Therefore, both dominant students and non-dominant students would get the same chance to be active in class.

4.2. The Support System that the Students Wanted

Besides discussing internal and external factors, there were support systems that students wanted to have to improve their learning process in class. The first support system is friends. Most students wanted to get support from their friends and could become confident in the learning. One participant, Jimmy, in the interview said that

Saya ingin teman lebih bisa menghargai dan tidak menertawakan teman lain yang sedang maju di depan kelas. Jika ada yang salah bisa membantu membenarkan. (Jimmy, wawancara, 10 Mei 2017)

(I want friends to be more appreciative and not laugh at other friends when they practice in front of class. If there is anything wrong, they can help them to solve it, Jimmy, personal interview, May 10, 2017.)

He further said that friends affected students' confidence. According to the interview, Jimmy's opinion was in contrast to one of the statements in questionnaire which has the highest mean (3.03). There were 55 % students who Disagree with this statement--*My classmates in this class do not respect each other's views*. They said that their friends always paid attention when they practiced English in front of the class.

The second support system is teacher. Teacher also had an important role in students' support system. According to one student, Emma, explained that

Guru lebih memperhatikan murid-murid yang suka mencontek supaya mereka bisa lebih mengeksplor Bahasa Inggrisnya. (Emma, wawancara, 10 Mei 2017)

(Teacher should pay more attention to the students who like cheating, so they could explore their English more, Emma, personal interview, May 10, 2017.)

Emma continued saying that the teachers' role was needed in the learning process. Teachers should act wisely to decrease cheating in class and also improve students' skills by giving advice to them. In addition, another student said that she needed the teacher's attention to improve her vocabulary. Aurelia mentioned that

Guru lebih memperhatikan murid-murid di kelas dengan memberikan aktivitas yang mendukung penguasaan vocabulary. (Aurelia, personal interview, May 17, 2017)

(Teacher should give attention to the students in class by giving them some task or homework which can improve my vocabulary.)

According to Aurelia, teacher's attention and assignments really helped her improve her vocabulary mastery.

The third support system came from the students. One student said that she should prepare herself well if she wanted to be confident enough in practicing English. Lily in the interview stated that

Saya lebih mempersiapkan diri sebelum maju di depan kelas dan berusaha untuk tidak malas. (Lily, wawancara, 17 Mei 2017)

(I will prepare myself well before I practice in front of class and also try to not be lazy, Lily, personal interview, May 17, 2017.)

Most students in this class had the same opinion as Lily. They said that they always prepared themselves so that they could speak fluently and confidently without being afraid of making mistakes.

4.3. General Findings

According to the findings and analysis in chapter four, the writer can draw some conclusions related to the analysis of students' reticence in speaking class. The writer found three major themes that affected the students to become reticent in speaking class. They were internal factors, external factors, and support system.

In internal factors, we can see that students had two main causes which led to speaking reticence such as lack of confidence, and lack of fluency. Lack of confidence is one of the main causes of students reticence. The students said that they felt confused and nervous in speaking English. This is proved by one of the statement in the questionnaire that has lowest mean (2.73). 57.5% students chose Agree to the statement -- *I am nervous when talking*. They mentioned that they felt nervous because their English was not good yet compared to others'. According to one of the students said that she felt discouraged because she was unfamiliar with the language. Therefore, sometimes she felt afraid of making mistakes and made her less confident in class. The second internal factor is lacked of fluency. Most students said that they lacked vocabulary mastery, lacked pronunciation skill, could not easily understand the "if clause" part, and had problem in conversation. Therefore, they coped the problems by asking the teacher and studying more intensive.

This study also revealed three external factor that influence students' reticence. The first is parents. Parents played an important role to the students in introducing English early. According to the students, their parents introduced English before they entered Kindergarten or Elementary School. The role of parents in exposing them to English early significantly contributed to their English mastery. The second external factor is teacher. The teacher's role in supporting them would

affect the students' confidence. All of the participants agreed that their English teacher always gave them support and advice. Teacher supported them to participate in class by giving some various topics to practice such as presentation, procedure text, drama, storytelling about their vacation, and etc. So, this way would make the students willing to participate actively in class. The third external factor is peers. In class, there should be students who were active and dominant. There were students that they sometimes felt the pressure in class; therefore, in order to overcome the pressure, students should make a friendly atmosphere. Being friendly will create positive environment and they also should support each other by giving advice and learning together.

From the analysis, there were support system that students wanted to have in speaking class. The first is friends. The participants of this study said that they wanted to get support from their friends and became confident when practicing English in class. The second support system is teacher. Teachers' role was needed in the learning process. One of the students said that they need the teacher's attention and also some assignments in order to improve her vocabulary. The third support system is themselves. The participants in this study mentioned that they should prepare themselves well if they wanted to be confident enough in practicing English. This way could make them speak fluently and confidently without being afraid of making mistakes.