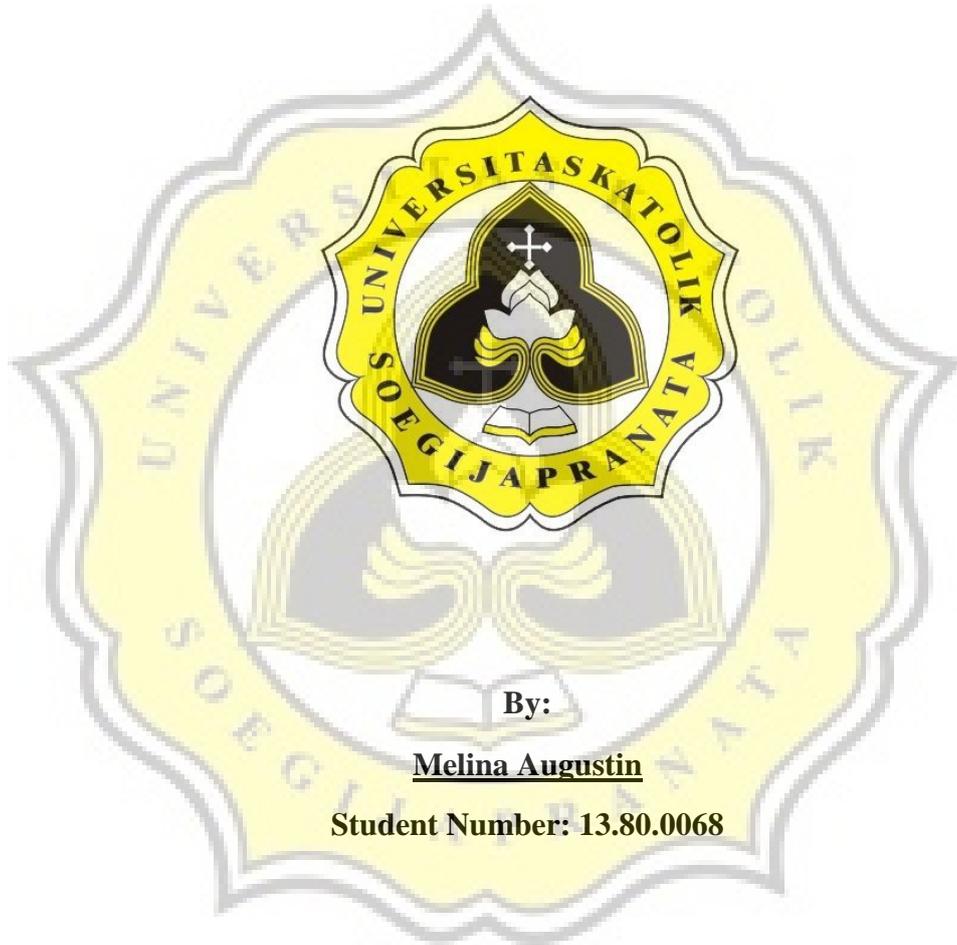


**AN ANALYSIS OF STUDENTS' RETICENCE  
IN SPEAKING CLASS**

**A Thesis Presented as a Partial Fulfillment of the Requirement to Obtain the  
Bachelor Degree in the English Linguistics Study Program**



**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGE AND ARTS  
SOEGIJAPRANATA CATHOLIC UNIVERSITY  
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Tentang : PERNYATAAN KEASLIAN SKRIPSI/TUGAS AKHIR DAN THESIS

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Semarang, 01 November 2017



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**A THESIS ON**  
**AN ANALYSIS OF STUDENTS' RETICENCE**  
**IN SPEAKING CLASS**

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A thesis defended in front of the Board of Examiners on October 24, 2017

and declared acceptable

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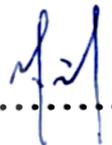
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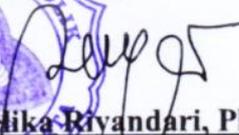
  
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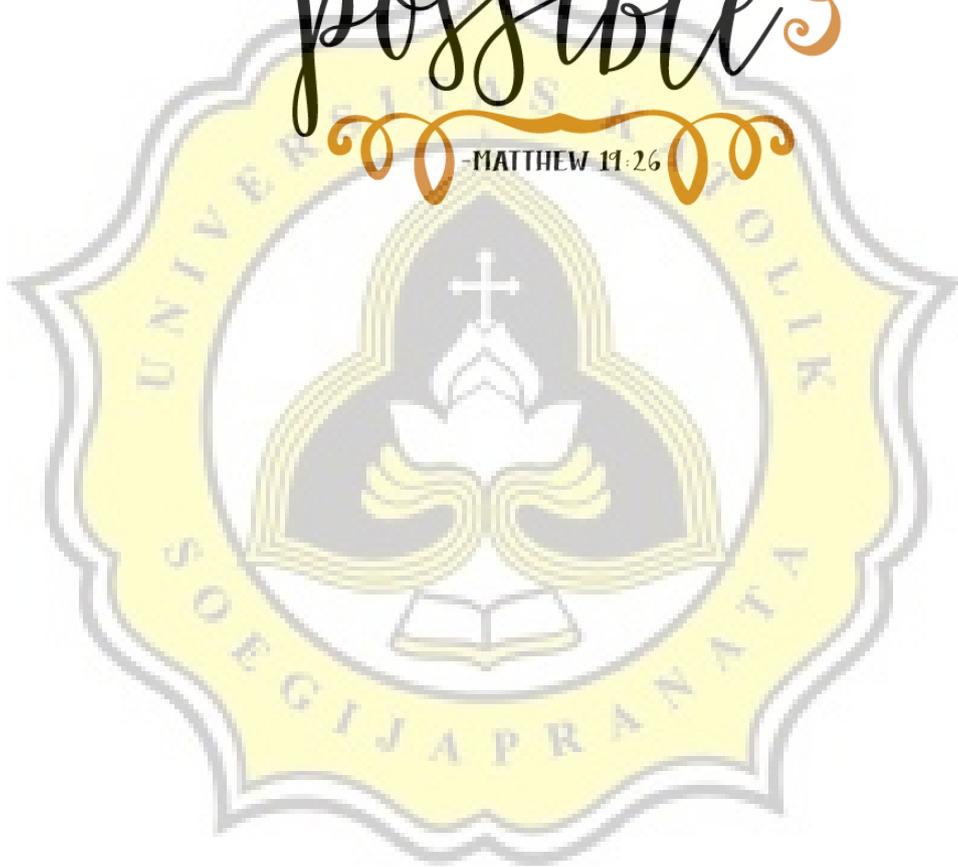
  
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WITH God  
ALL  
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possible

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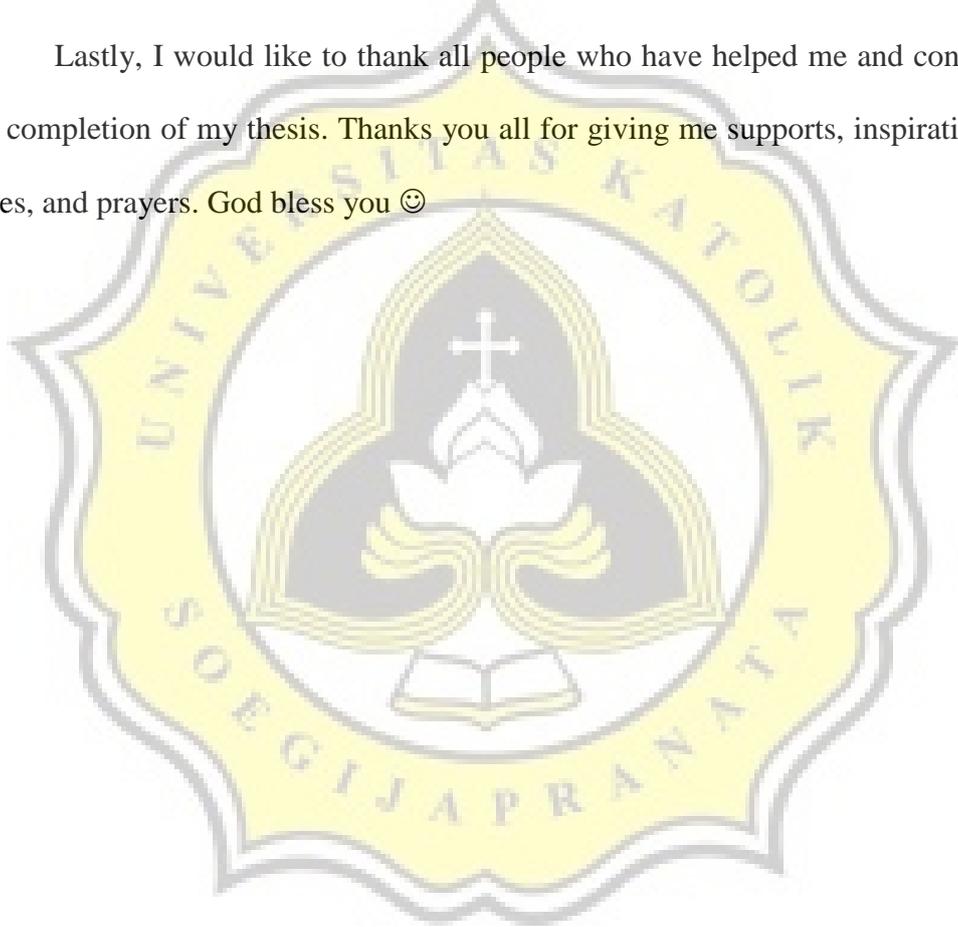
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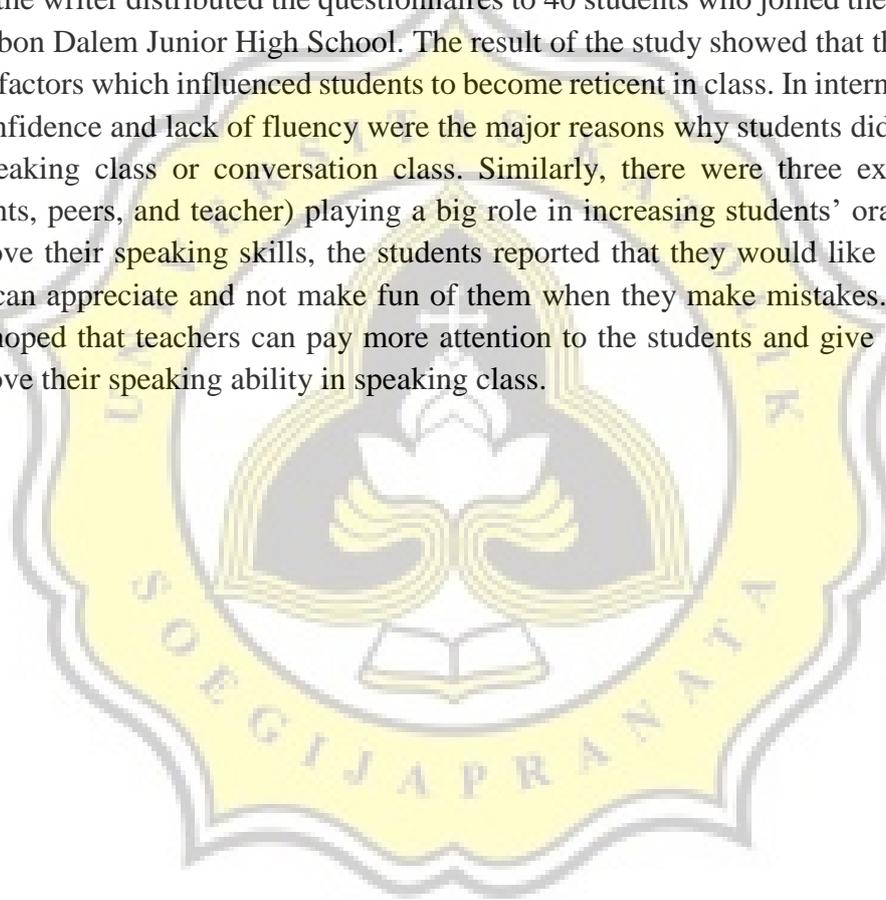
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## ABSTRACT

This study focuses on the factors which caused speaking reticence among the students of Kebon Dalem Junior High School. The aims of this study were to analyze the factors that caused students' reticence in speaking classes and to find out what kinds of support system that students want to have in the classroom. Qualitative method was employed in this study to analyze the data. To obtain the qualitative data, the writer interviewed 10 students randomly from Kebon Dalem Junior High School to find problems that they experienced and obtained in-depth information about the kinds of support system that they wanted to have in speaking class. In supporting the qualitative data, the writer distributed the questionnaires to 40 students who joined the English Club in Kebon Dalem Junior High School. The result of the study showed that there were two main factors which influenced students to become reticent in class. In internal factor, lack of confidence and lack of fluency were the major reasons why students did not talk a lot in speaking class or conversation class. Similarly, there were three external factors (parents, peers, and teacher) playing a big role in increasing students' oral fluency. To improve their speaking skills, the students reported that they would like to have peers who can appreciate and not make fun of them when they make mistakes. The students also hoped that teachers can pay more attention to the students and give some tasks to improve their speaking ability in speaking class.



## ABSTRAK

Penelitian ini membahas faktor-faktor penyebab siswa di SMP Kebon Dalem memilih untuk bersikap diam di kelas *speaking*. Tujuan penelitian ini adalah untuk menganalisa faktor yang dapat menyebabkan siswa menjadi pasif, tidak mau berbicara, dan berpartisipasi di kelas *speaking*. Selain itu, penelitian ini juga bertujuan untuk mengetahui sistem pendukung apa yang diinginkan oleh siswa saat di kelas. Metode analisa kualitatif digunakan dalam penelitian ini untuk mengolah data. Untuk memperoleh data kualitatif, penulis melakukan interview ke 10 siswa untuk mendapatkan informasi lebih dalam mengenai permasalahan yang mereka alami dan sistem pendukung yg mereka inginkan di kelas *speaking*. Untuk mendukung data kualitatif, penulis menyebarkan questionnaire ke 40 siswa yang mengikuti klub Bahasa Inggris di SMP Kebon Dalem. Pernyataan di kuesioner mendeskripsikan siswa yang bersikap diam di kelas *speaking*. Hasil dari penelitian ini menunjukkan bahwa terdapat 2 faktor utama yang memengaruhi sikap siswa saat di kelas yaitu faktor internal dan faktor eksternal. Faktor internal ditemukan bahwa siswa merasa kurang percaya diri dan kurangnya kefasihan dalam Bahasa Inggris. Demikian juga, terdapat 3 faktor eksternal yang memiliki peranan sangat penting bagi siswa, yaitu peranan orangtua, teman, dan guru. Adapun sistem pendukung yang diinginkan oleh siswa untuk mengurangi sikap diam diri mereka, antara lain teman bisa menghargai dan tidak menertawakan teman lain saat membuat kesalahan. Selain itu, mereka berharap guru bisa lebih memperhatikan siswa di kelas dan memberikan tugas-tugas yang dapat meningkatkan kemampuan mereka berbicara di kelas *speaking*.

# CHAPTER I

## INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

In ESL/EFL, students of English as a second or foreign language are commonly reticent. Reticence is “the students’ unwillingness to speak and participate in classroom activities” (Riasati, 2014). This becomes a phenomenon that occurs in all contexts, especially in speaking. When students speak in a second (SL) or foreign (FL) language, they may feel anxious and more reluctant to participate in English conversation (Horwitz et al., 1986 as cited in Liu, 2005). The SL/FL learners are passive in class and choose not to use the target language most of the times, especially when they are practicing speaking and responding to the teacher in the classroom (Aghazadeh & Abedi, 2014).

Many learners, especially Asians, would rather feel safe by being passive and silent than being active in the class discussions because they fear of making mistakes and also feel afraid if they are evaluated negatively by their friends (Siew et al., 2012). Previous research has suggested that Asian learners have low participation in speaking classes (Aghazadeh & Abedi, 2014; Liu & Jackson, 2009; Tani, 2005). Low participation is defined as an obstacle which appears when the learners are confined in the classroom (Tani, 2005). On the contrary, Asian learners are very talkative outside the class (Tani, 2005).

In school life, teachers sometimes have problems getting students to respond to instructions in the classroom. High school learners are typically perceived as passive and reluctant to participate in classroom discussions. They are unwilling to

give responses, they do not ask any questions, and they are highly dependent on the teachers (Tsui, 1996 as cited in Aghazadeh & Abedi, 2014).

Students who have good self-confidence are willing to participate more actively in the speaking class. However, other students who lack self-confidence tend to feel embarrassed and nervous easily when they practice English in a speaking class. Being reticent in the speaking class is not good. There are various reasons why students feel reluctant to speak in second or foreign language classroom situations such as fear of making mistakes, being laughed at, low proficiency in the target language, previous negative experiences with speaking class, habits to be passive in the English class, and lack of confidence (Liu & Jackson, 2009).

Some of the factors that account for the success of foreign language learning are the willingness to engage in SL/FL communication, motivation to learn a language, language exposure, competence perception, language anxiety, personality, intelligence, and the social context (MacIntyre, Baker, Clement, & Conrod, 2001). Willingness to communicate in second or foreign language is a good thing for the learners' actual use of the target language in communication; therefore, the learners can build their self-confidence and master the second or foreign language well.

Learning another language as a second language is a process which require risk taking and are problematic (Horwitz et al., 1986 as cited in Donald, 2010). Learners will need more efforts to learn and practice the second language. They also would feel anxious and afraid of making mistakes in learning that language. As stated by Horwitz et al. (1986, p.128), "learning second language is likely to challenge an individual's self-concept as a competent communicator and lead to

reticence, self-consciousness, fear, or even panic”. Some learners will feel challenged to practice more in second language, but some other learners will be reticent because they feel lack of confidence and they feel they are not proficient in that language, therefore they are having an anxiety reaction in the ESL class.

The writer is interested in conducting this research because the aforementioned studies focus on the speaking skills of college students (Aghazadeh & Abedi, 2014; Chalak & Baktash, 2015; Donald, 2010; Horwitz et al., 1986; Liu, 2005) while studies on speaking reticence among middle school students are underrepresented. Understanding the cause of middle school students’ reticence in the classroom will contribute to the discussion of why students are reluctant to speak and of how to remedy the situations.

## **1.2 FIELD OF THE STUDY**

This research is related to the field of applied linguistics.

## **1.3 SCOPE OF THE STUDY**

This research focuses on students’ perception of speaking reticence in second or foreign language learning. The researcher would conduct this study in Kebon Dalem Junior High School.

## **1.4 PROBLEM FORMULATION**

The writer, in this research, formulated two problems related to the students in speaking class:

1. What do students perceive as the causes of reticence in speaking class?
2. What kind of support system do they want to have in speaking class?

## **1.5 OBJECTIVES OF THE STUDY**

With regards to the problem mentioned above, this research is conducted to achieve the following objectives:

1. to investigate Junior High School students' perception of the causes of reticence in speaking class.
2. to explore the support system that learner's want to have in speaking class.

## **1.6 SIGNIFICANCE OF THE STUDY**

This research aimed to examine what students perceive as the causes of reticence in learning English. Hopefully, the result of this study would enrich the understanding of why students are reluctant to speak and of the ways to encourage students to be more confident while they communicate and participate in the English class. Furthermore, the writer expected that this research can be used as a reference for the students of Kebon Dalem Junior High School when they responded to the teacher's instructions, communicate, and participate actively in the speaking class.

## **1.7 DEFINITION OF TERM**

Reticence

Reticence refers to the feeling of anxiety, embarrassment, and fear of making mistakes while they practice their speaking in front of the class or participate in the class discussions (Li & Liu, 2011).

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1. The Affective Factors in ESL/EFL Class

In learning second or foreign language, many learners face difficulties in the speaking class. The students want to express their idea in class, but they often feel that they lack self-confidence and proficiency. Competition and the fear of being laughed at make students unwilling to speak and participate in class. Several external and internal factors affect students' participation in learning a second or foreign language. Learning second or foreign language is influenced by external and internal factors which affect the students when participate in the ESL/EFL class. The external factor is classified into 2 categories such as socio-cultural factors and course-related factors. Socio-cultural factors are divided into three parts. They are classmates, instructor, cultural beliefs and practices (Bang, 1999).

The first socio-cultural factor is classmates. Classmates is one of the factors that can affect the reticent students. There are students who are motivated when they compare or compete with their classmates, but others are not. Competition is one of the factors thing that cause the students to become participate less and unwilling to speak actively in the target language. On the contrary, when the relationship among peers is good, students can support each other and this can make reticent students speak more freely in the classroom (Zou as cited in Liu, 2005). Many students believed when they were compared with their classmates, they will feel under pressure and make them more aware of making mistakes in class (Hamouda, 2013). In order to overcome this kind of situation, teachers have to create a friendly environment among the students. Hence, all of the students could

get along well and the reticent students would have more willingness to participate and express their idea in class. This friendly environment does not make them feel afraid when they make mistakes and also support them to be more active, confident, and motivated because their classmates will help them decrease their anxiety and improve their speaking ability (Riasati, 2014).

The second factor is teacher. Teachers (instructor) play an important role in students' learning of second or foreign language because they can either help or obstruct the learning process (Alrabai, 2016). The most important thing that teachers should do 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). By using those strategies, the teachers will encourage students to practice their speaking skill by asking them some questions and their opinions. Those strategies also will decrease their fear of making mistakes, and make the reticent students more confident and willing to speak in the class discussion than being silent and listen to others in most of the time.

In contrast, there are some teachers who can obstruct the students' learning process because of teachers' behavior or personality, boring, stressful, or monotonous class atmosphere (Sakai & Kikuchi, 2009). Those factors can make the students unwilling to be active in class because they do not enjoy class atmosphere. In other words, they need teachers who can make learning fun and interesting.

In teacher's factor, there is a term called "demotivation" which is a new issue in the second or foreign language. Demotivation is defined as a particular external force which reduce the motivational basis of a behavioral intention or an ongoing action (Dornyei as cited in Sakai & Kikuchi, 2009). Factors related to the

teachers' behavior can be a demotivator such as unorganized lectures, unprepared material, unattractive class, no sense of humor, therefore, the teachers will be bored for the students (Sakai & Kikuchi, 2009). The students may tend to have a low motivation because of teaching-learning process is not interesting in class discussion.

The third factor is cultural beliefs and practices. Most students believe that classroom behavior was limited by their cultural beliefs and practices which centered into the concept of propriety of classroom behavior which lean to the restrictions that affect the oral participation of the students in the English class (Bang, 1999). The most prominent cultural factors are saving face avoidance when there are possibility of making mistakes in learning, lack of experience in the class discussions, and perception of female students as being passive. Those cultural factors limit students' opportunities in participating the target language class.

The fourth factor is course-related factor. Course-related factor is a factor which can influence the students to be reluctant to speak in class. An average student is reluctant to speak in large class size. A class which consists more than 25 students is not good for reticent student because each student does not have enough time to participate and express themselves in class (Bang, 1999). Large class size limits students' opportunity to take a part actively in the class and they also feel less confident when they are aware that many people pay close attention. Pair or group discussions and individual classroom activity are some of the factors that negatively impact reticent students. Learning a foreign language in pair or small group discussions will make the students have a great opportunity to participate and speak actively in class than speaking individually because learning language in pair or

group discussions tend to be more relaxed and less anxious for the reticent students (Riasati, 2012).

In addition to external factors, the causes of speaking reticence can be internal. They are personality traits, positive attitude in learning, motivation, self-esteem, and anxiety (Bang, 1999).

The first internal factor is personal factor related to the students' personality. Student personality influences them to use the second or foreign language in the classroom. Personality is a main cause of reticence because personality contributes more to the reticent students in classroom. Personality is also interrelated with self-confident and motivational factor (Krashen, 1981). For example, students who have low self-confident will be afraid of making mistakes and will not participate actively in class. Ellis (cited in Liu, 2005) stated that the extrovert students are tend to be more active in communicating with others while the introvert students are more embarrassed and afraid of making mistakes. They prefer to keep silent and only listen the teachers or others. In other words, students who have active personality are less reticent than those who chose to be silent because of their feeling of afraid and embarrassed.

Second internal factor is positive attitude in learning. Positive attitude in learning a second or foreign language is divided into two aspects. First is fearlessness of making mistakes, and the other is eagerness to look for the opportunities in order to practice more for their speaking skill (Bang, 1999). Fearlessness of making mistakes stems from the students' personality which they are brave enough to take a risk. Making mistakes in language learning is common for learners; thus, they do not need to be ashamed of making mistakes (Bang, 1999). There are some students who are eager to have more opportunities to practice

speaking. Language learners who have the willingness to communicate actively understand that classroom is the best place for them to practice their English (Riasati, 2012). Good classroom atmosphere can support and help them learn foreign language better.

Third factor is motivation. Motivation is the factor that can influence students' behavior towards their participation in class discussions. High motivation is really needed in learning foreign language. Students who are highly motivated are likely to take active participation in class activities than those who have low motivation (Bang, 1999). Nikolov (cited in Campon & Carrillo, 2007) found that there are some factors which can increase motivation in learning foreign language. They are the possibility to negotiate in learning, students' self esteem to trust their own ability, the need for their future success, and the value that they give to the second language (Campon & Carrillo, 2007). On the contrary, teachers have a responsibility to maintain the students' lack of motivation. Al-Johani (cited in Alrabai, 2016) said that teachers can also be a demotivator for the students because they do not encourage the students to express their ideas, correct the students' mistakes excessively, and also criticize the students' learning effort continually.

The fourth factor is self-esteem. Self-esteem is defined as an attitude possessed by every student and usually comes from within (Morrison and Thomas as cited in Hamouda, 2013). Self-esteem has some effects to the students' behavior in classroom. One of the examples is the students who have low self-esteem will be inactive and choose to sit at the back of the class because they feel unable to compete with their classmates who have high self-esteem and do not think that they can get well achievement (Hamouda, 2013).

The fifth factor is anxiety. Learning foreign language is potentially stressful and under pressure for the students, and it will cause lack of self confidence (Bang, 1999). Students should be conscious that anxiety will negatively affect their achievement. Teachers need to help the students reduce their anxiety in the classroom (Riasati, 2014). Anxiety will be heightened when there is a competition among the students in class. For instance, comparing one to other students will create unfriendly environment; as a consequence, there will be students who have low self-confidence and are not willing to take a risk (Bang, 1999).

## **2.2. Reticence in Speaking Class**

Reticence is a serious barrier for achieving fluency in spoken English and that multiple variables contribute to it in language classrooms. EFL/ESL teachers should be aware to search the strategies to help the students become more active to speak the target language in English classroom (Liu, 2005). In the ESL/EFL classroom, students have the willingness to participate in the class discussions, but some students are being passive and reticent in the class. The reticent students expressed their willingness to participate in English classes through pair or group discussions (Riasati, 2014). They may feel more confident in participating in pair or group discussions because they feel less anxious.

Reticence is defined as an obstacle in communication with cognitive, affective, and behavioral aspects which appear in second or foreign language classroom and influence the students' speaking skill (Li & Liu, 2011). Some students, even if they have good speaking skills, may experience low self-esteem because they assume they lack of vocabulary mastery and tend to make a lot of

mistakes; therefore, they prefer to be silent in class and do not want to get out of their comfort zone to improve their speaking ability.

For the purpose to help the students to reduce the reticence, English teachers should realize the existence of reticence among the ESL/EFL learners. Teachers also should give more opportunities and encourage the students who are reticent by asking more questions to them (Liu, 2005). For instance, in order to make the reticent students participate actively in speaking class, teachers can prepare more interesting topics which are related to the students' activities, life, or hobbies; hence the students can improve their speaking skill, participate actively and feel more confident in class through that topics (Liu, 2005).

As stated by Liu (2005), English teachers should build the comfortable classroom atmosphere which support the reticent students to feel free while they speak English in class. If there is a competition among the students in the classroom, students can feel under pressure and they will get difficulties to remedy the situations. Atmosphere in class is really important for the reticent students. Friendly atmosphere makes them willing to participate actively, answer the questions, and express their idea freely in class because they will not be afraid of making mistakes (Riasati, 2014). If they make a mistake or get a difficulty in the speaking class, their friends will give some responses to build their confidence in a friendly way. This friendly classroom environment support and help the reticent students to be more confident, active, and get motivation to encourage their speaking ability.

In a study of students' reticence in Hongkong ESL class, Tsui (cited in Siew et al., 2012) found that Hongkong ESL teachers have a main problem in which the students cannot respond orally to the teachers' instructions. The types of students

who are passive, embarrassed, silent, and unwilling to participate in the class are the factors that make the students cannot improve their speaking ability well.



## CHAPTER III

### RESEARCH METHODOLOGY

In this research, the writer examined the factors which caused speaking reticence among students of junior high school when they are in English speaking class. Being confidence was the important thing that students should have within them, but some of them are reticent. Some factors such as being afraid of making mistakes, embarrassed, nervous, afraid of being laughed at by their classmates are the reasons why the students became reticent. In addressing those research questions, she chose to use qualitative method. Qualitative research is “a research design for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (Creswell, 2008). In qualitative method, the data can be found from collecting data of the participants, analyzing the data, and making interpretations of the meaning of the data (Creswell, 2008).

#### **3.1. Method of Data Collection**

##### **3.1.1. Participants**

In Kebon Dalem Junior High School, there were 178 students in total who were divided into first, second, and third grade. The participants of this research were students from Kebon Dalem Junior High School who took English Club class. The total number of participants was 40 students who were in the first, second, and third grade of junior high school. The reason why the writer chose the Kebon Dalem Junior High School because they had learned English in class, but they wanted to improve their English by joining the English Club class.

### **3.1.2. Instruments**

In this research, the writer used two instruments to collect the data:

#### **1. Questionnaire**

In doing this research, the writer used the modified questionnaire from Cowdury (Chowdhury, 2016) and Chang's studies (Chang, 2011). The questionnaire was distributed to the students in Kebon Dalem Junior High School. The questionnaire consists of two sections. First section is about background information of the participants such as name, sex (male/female), and class. The second section is dealing with the statements related to the students' reticence. There are 14 statements in this questionnaire which described about the causes of students' reticence in speaking class. This questionnaire was needed to answer the first research question.

#### **2. Interview**

After distributing the questionnaire, the writer also interview the students to get the data. in which the writer asked some questions related to the kinds of support system that they wanted to have in speaking class. She interviewed ten participants. The sessions were recorded and transcribed. The result of the interview was used to find in-depth information about kind of support system that students wanted to have in speaking class. This interview was used to answer the second research question and also to strengthen the data of the first research question.

### **3.2. Research Procedure**

In conducting this research, the writer had to take several steps. First, the writer adopted the questionnaire and translated it from English to Indonesian for the participants. Before the questionnaires were distributed to the students, she did the pilot testing in order to make sure that the questionnaire was easy to understand. Hence, she did the pilot testing by distributing five questionnaires to the students of random school. The writer obtained permission from the principal of the school to conduct the research in Kebon Dalem Junior High School. Then, she started distributing the questionnaires to the students of English Club and gained the data. After that, the writer counted the data, found the mean and standard deviation of each statement from the questionnaires to evaluate the possibility whether the students were reticent or not. Last, the writer interviewed ten students randomly to get in-depth information about the kind of support system that they wanted to have in speaking class. The data from the interview were recorded and transcribed.

### **3.3. Method of Data Analysis**

The students read each statement, then they decided and indicated to what extent they agreed or disagreed with the statements in the questionnaire. After collecting the data from questionnaires, the writer interviewed ten students randomly. She asked some questions related to the kind of support system that they wanted to have in speaking class. In this interview, she transcribed the recording and assigned codes to find patterns. Coding is “a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (Saldana, 2009). The transcript of interview was analyzed using coding. There were some coding patterns

in the transcript in order to summarize and categorize the answer of students' interview. Coding patterns was employed to obtain the pattern of the responses related to the kind of support system that students want to have in speaking class. For qualitative analysis, the researcher focused on eliciting in-depth information instead of the quantity of the responses from the participants.



## CHAPTER IV

### DATA ANALYSIS AND INTERPRETATION

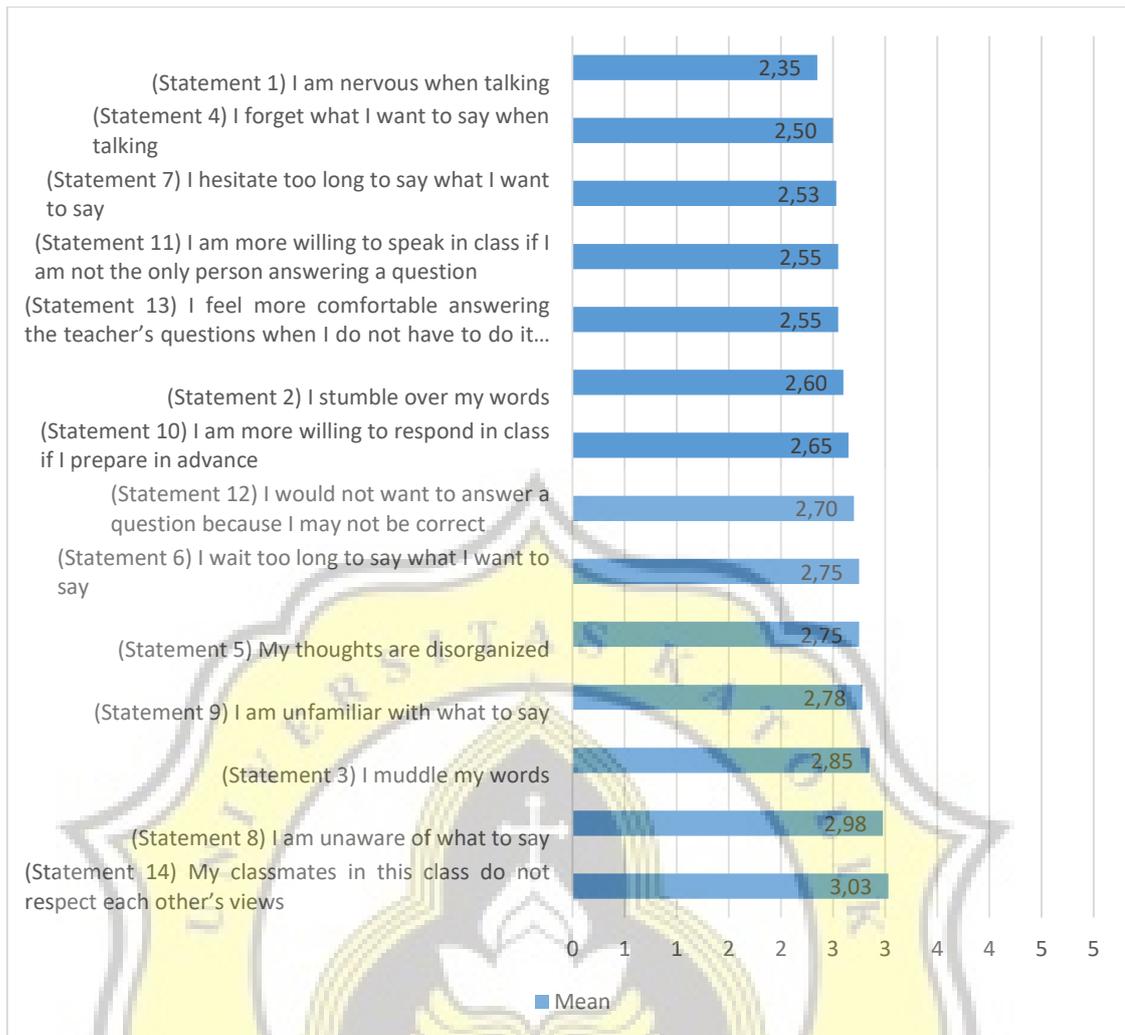
In this chapter, the writer intends to discuss the analysis of the data related to students' perception of speaking reticence in speaking class. She analyzed the data based on the related theories. The researcher used Microsoft Excel to count the means and the standard deviations.

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.

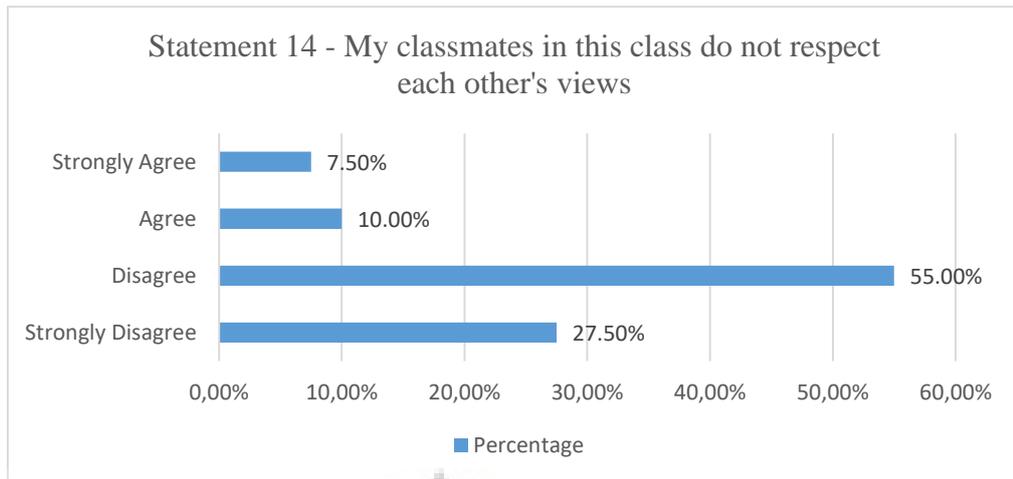


Figure 4.1.2. Responses for Statement 14

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.

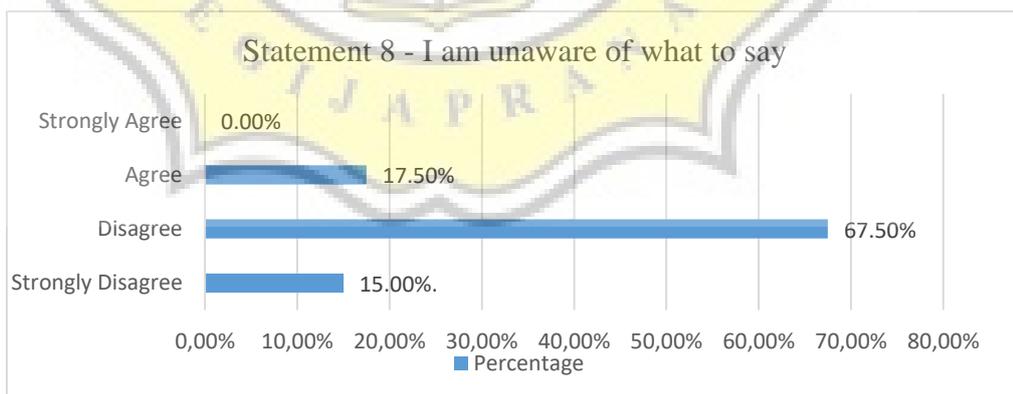


Figure 4.1.3. Responses for Statement 8

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.

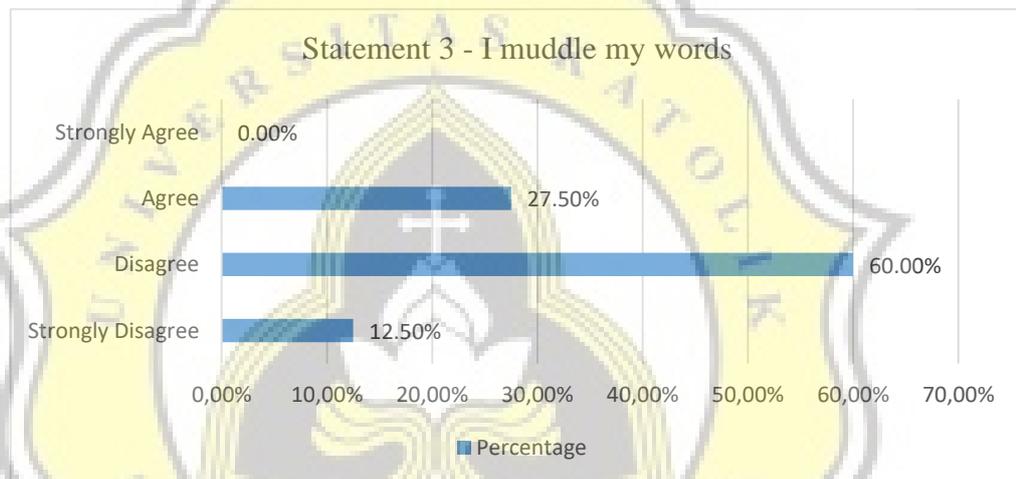


Figure 4.1.4. Responses for Statement 3

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.

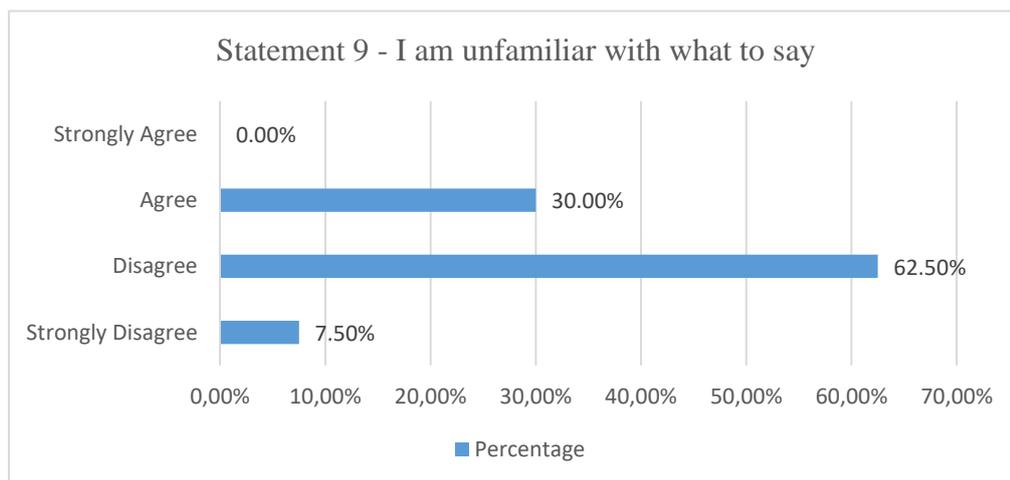


Figure 4.1.5. Responses for Statement 9

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.

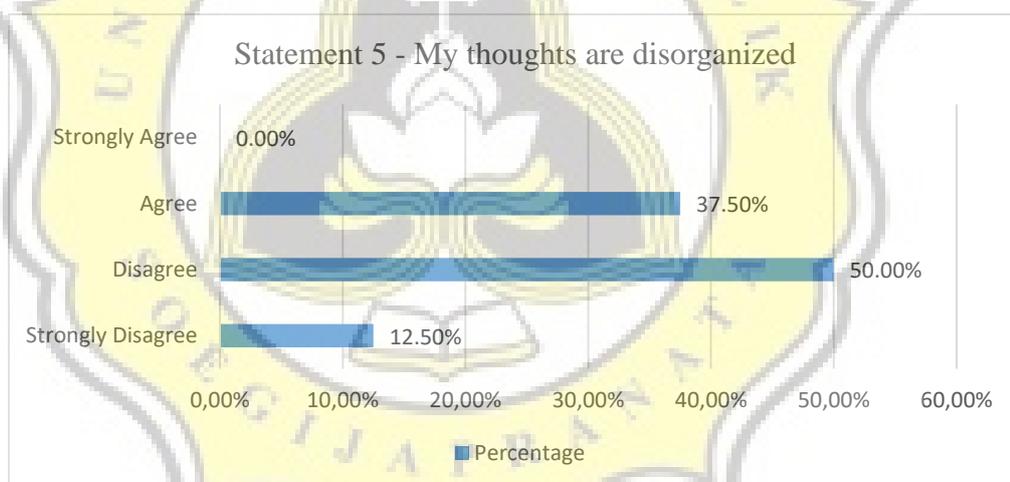


Figure 4.1.6. Responses for Statement 5

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.

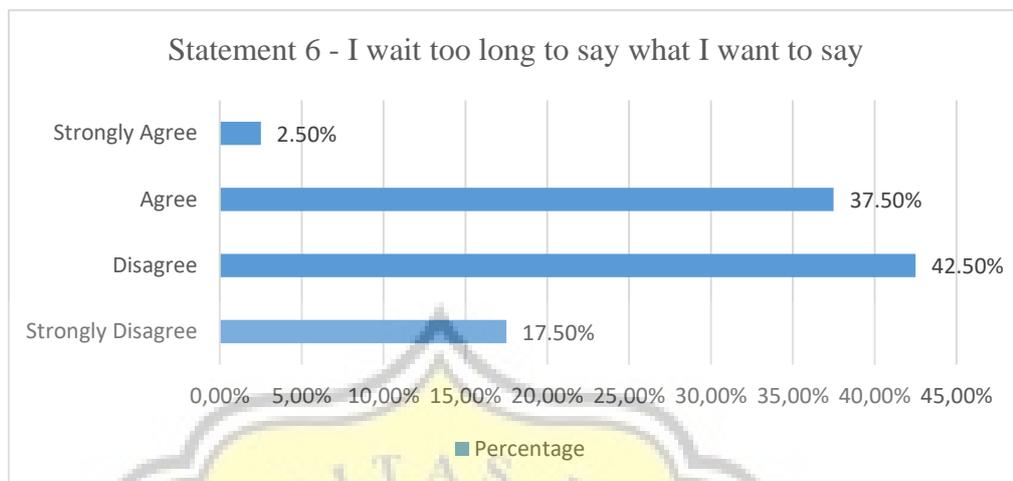


Figure 4.1.7. Responses for Statement 6

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.

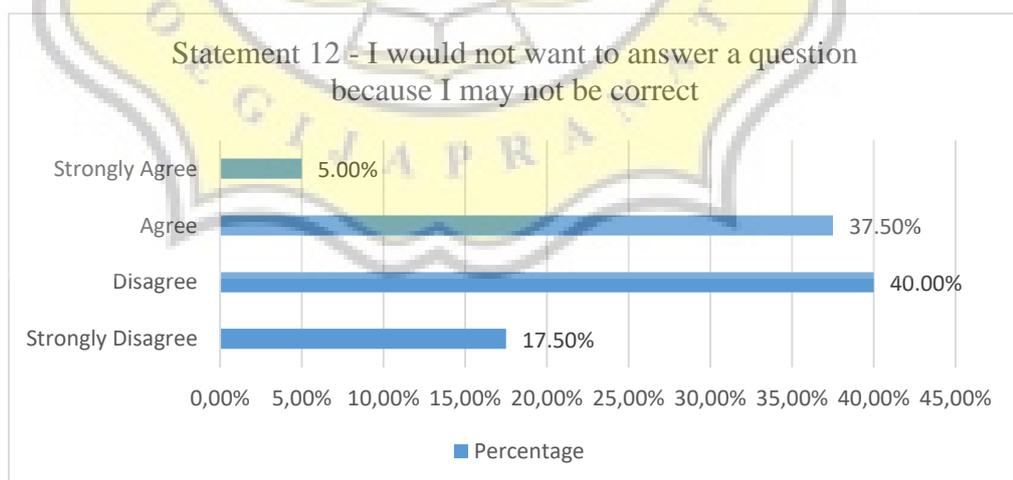


Figure 4.1.8. Responses for Statement 12

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.

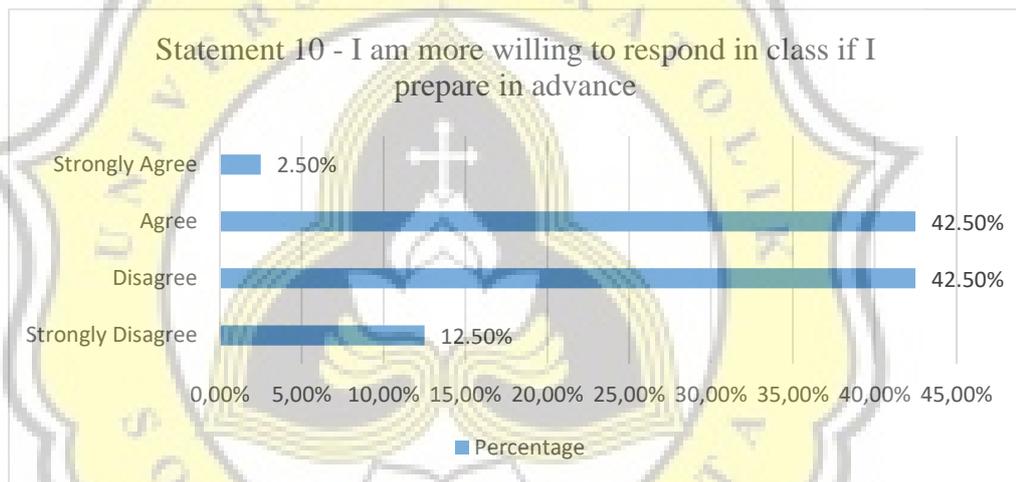


Figure 4.1.9. Responses for Statement 10

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.

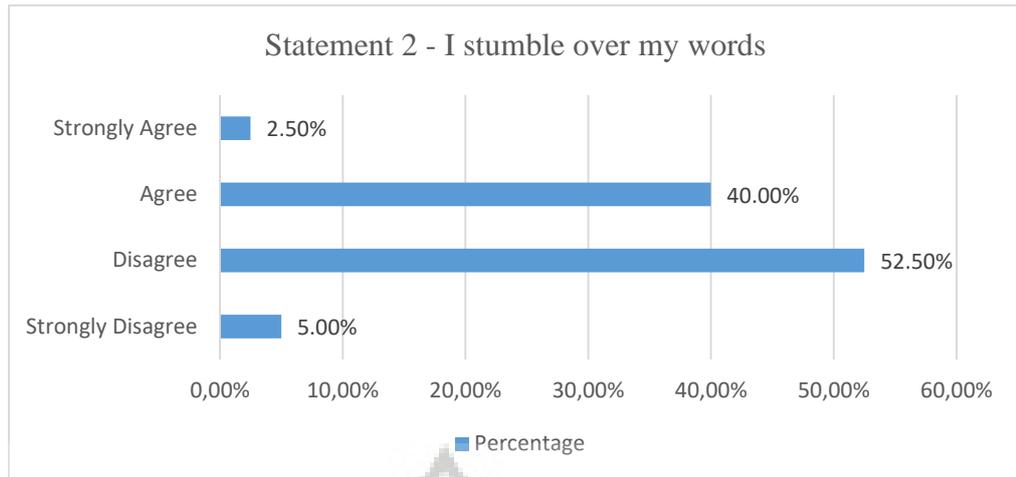


Figure 4.1.10. Responses for Statement 2

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.

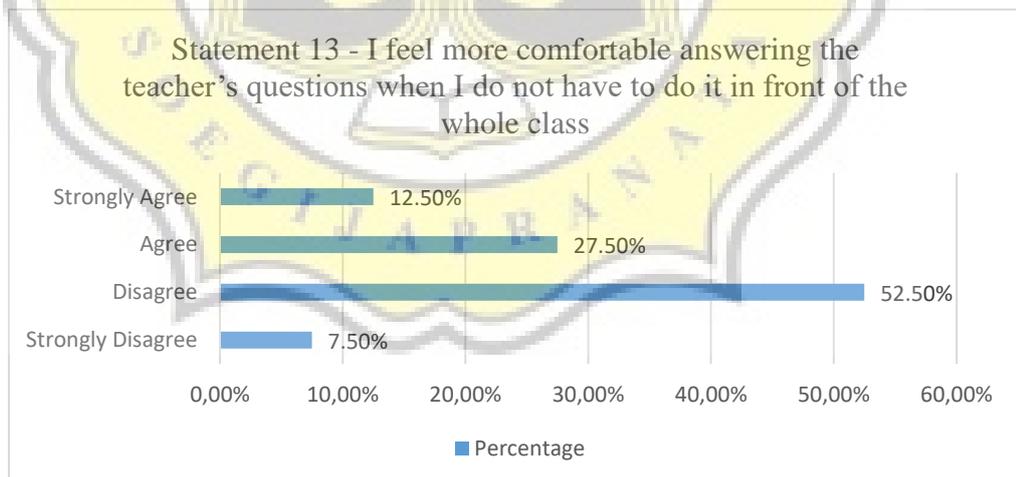


Figure 4.1.11. Responses for Statement 13

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.

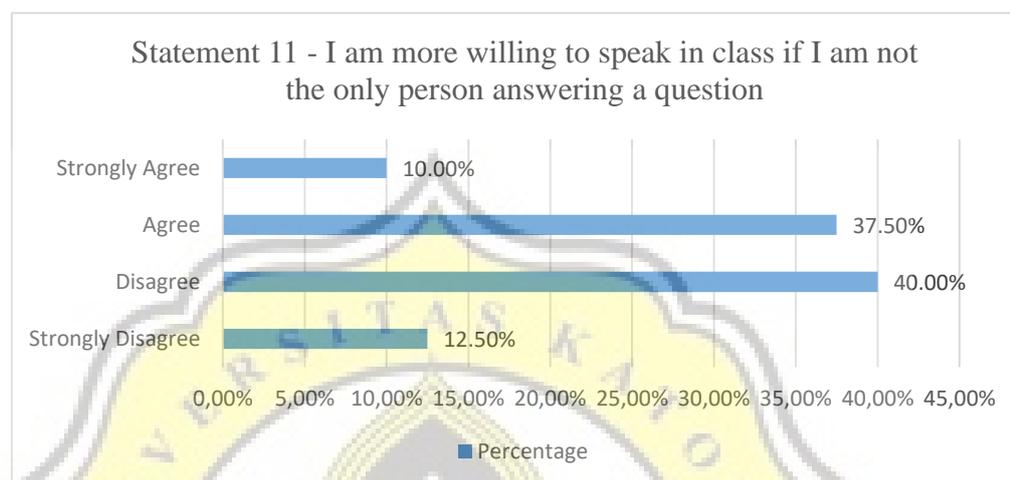


Figure 4.1.12. Responses for Statement 11

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.

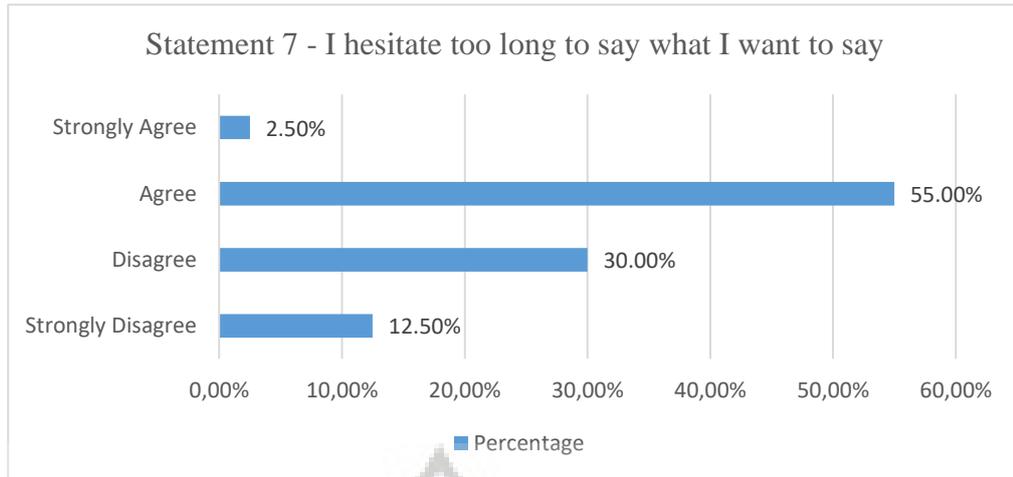


Figure 4.1.13. Responses for Statement 7

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.

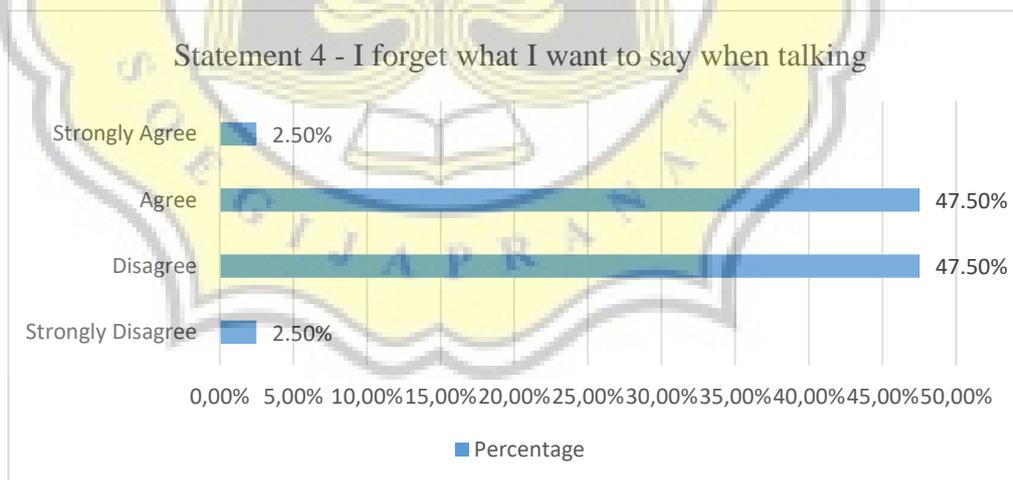


Figure 4.1.14. Responses for Statement 4

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.

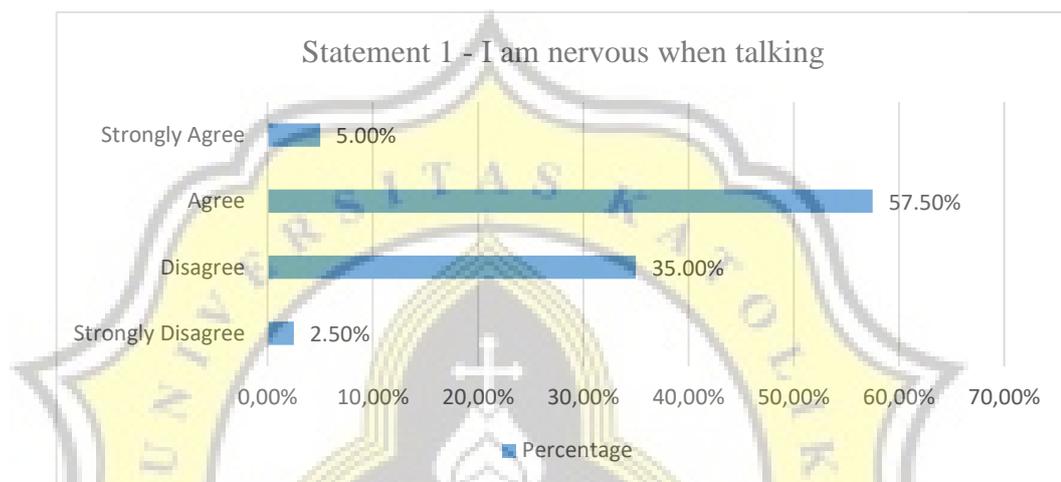


Figure 4.1.15. Responses for Statement 1

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.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

Based on this study, the writer found that both internal and external factors, and also support systems have significant influence on students' reticence. Those internal factors such as being nervous, being afraid of making mistakes, lack of confidence, lack of fluency, and also fear of being laughed at are the main reasons why the students are not confident to actively participate in the classroom. Students in Kebon Dalem Junior High School who had those internal problems tend to be passive in class. However, they still had the competitiveness and willingness to participate actively in class. Additionally, the external factors such as parents, teachers, and peers played very important roles in encouraging students to be more active in class. Furthermore, there are also some support systems that the students wanted in order to increase their speaking skill. They wanted to get attention from their friends and their teacher; therefore, they could improve their English skill. Teacher's attention was also needed in order to help the students improve their English skills. The last, preparation before class is what they need in order to increase students' confidence.

#### 5.2. Suggestion

The writer hopes that this study can help teacher develop their teaching methods in class. Also, she hopes this study can be used as a reference for college students or new researchers who are interested in this study. For further research, the writer suggests that the next researchers can apply qualitative method to obtain

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# AN ANALYSIS OF STUDENTS' RETICENCE IN SPEAKING CLASS

## CHAPTER I

### INTRODUCTION

#### 1.1 BACKGROUND OF THE STUDY

In ESL/EFL, students of English as a second or foreign language are commonly reticent. Reticence is "the students' unwillingness to speak and participate in classroom activities" (Riasati, 2014). This becomes a phenomenon that occurs in all contexts, especially in speaking. When students speak in a second (SL) or foreign (FL) language, they may feel anxious and more reluctant to participate in English conversation (Horwitz et al., 1986 as cited in Liu, 2005). The SL/FL learners are passive in class and choose not to use the target language most of the times, especially when they are practicing speaking and responding to the teacher in the classroom (Aghazadeh & Abedi, 2014).

Many learners, especially Asians, would rather feel safe by being passive and silent than being active in the class discussions because they fear of making mistakes and also feel afraid if they are evaluated negatively by their friends (Siew et al., 2012). Previous research has suggested that Asian learners have low participation in speaking classes (Aghazadeh & Abedi, 2014; Liu & Jackson, 2009; Tani, 2005). Low participation is defined as an obstacle which appears when the learners are confined in the classroom. On the contrary, Asian learners are very talkative outside the class.

In school life, teachers sometimes have problems getting students to respond to instructions in the classroom. High school learners are typically perceived as passive and reluctant to participate in classroom discussions. They are unwilling to give responses, they do not ask any questions, and they are highly dependent on the teachers (Tsui, 1996 as cited in Aghazadeh & Abedi, 2014).

Students who have good self-confidence are willing to participate more actively in the speaking class. However, other students who lack self-confidence tend to feel embarrassed and nervous easily when they practice English in a speaking class. Being reticent in the speaking class is not good. There are various reasons why students feel reluctant to speak in second or foreign language classroom situations such as fear of making mistakes, being laughed at, low proficiency in the target language, previous negative experiences with speaking class, habits to be passive in the English class, and lack of confidence (Liu & Jackson, 2009).

Some of the factors that account for the success of foreign language learning are the willingness to engage in SL/FL communication, motivation to learn a language, language exposure, competence perception, language anxiety, personality, intelligence, and the social context (MacIntyre, Baker, Clement, & Conrod, 2001). Willingness to communicate in second or foreign language is a good thing for the learners' actual use of the target language in communication; therefore, the learners can build their self-confidence and master the second or foreign language well.

Learning another language as a second language is a process which require risk taking and are problematic (Horwitz et al., 1986 as cited in Donald, 2010).

Learners will need more efforts to learn and practice the second language. They

also would feel anxious and afraid of making mistakes in learning that language. As stated by Horwitz et al. (1986, p.128), “learning second language is likely to challenge an individual’s self-concept as a competent communicator and lead to reticence, self-consciousness, fear, or even panic”. Some learners will feel challenged to practice more in second language, but some other learners will be reticent because they feel lack of confidence and they feel they are not proficient in that language, therefore they are having an anxiety reaction in the ESL class.

The writer is interested in conducting this research because the aforementioned studies focus on the speaking skills of college students (Aghazadeh & Abedi, 2014; Chalak & Baktash, 2015; Donald, 2010; Horwitz et al., 1986; Liu, 2005) while studies on speaking reticence among middle school students are underrepresented. Understanding the cause of middle school students’ reticence in the classroom will contribute to the discussion of why students are reluctant to speak and of how to remedy the situations.

## 1.2 FIELD OF THE STUDY

This research is related to the field of applied linguistics.

## 1.3 SCOPE OF THE STUDY

This research focuses on students’ perception of speaking reticence in second or foreign language learning. The researcher would conduct this study in Kebon Dalem Junior High School.

## 1.4 PROBLEM FORMULATION

The writer, in this research, formulated two problems related to the students in speaking class:

1. What do students perceive as the causes of reticence in speaking class?
2. What kind of support system do they want to have in speaking class?

#### 1.5 OBJECTIVES OF THE STUDY

With regards to the problem mentioned above, this research is conducted to achieve the following objectives:

1. to investigate Junior High School students' perception of the causes of reticence in speaking class.
2. to explore the support system that learner's want to have in speaking class.

#### 1.6 SIGNIFICANCE OF THE STUDY

This research aimed to examine what students perceive as the causes of reticence in learning English. Hopefully, the result of this study would enrich the understanding of why students are reluctant to speak and of the ways to encourage students to be more confident while they communicate and participate in the English class. Furthermore, the writer expected that this research can be used as a reference for the students of Kebon Dalem Junior High School when they responded to the teacher's instructions, communicate, and participate actively in the speaking class.

#### 1.7 DEFINITION OF TERM

Reticence

Reticence refers to the feeling of anxiety, embarrassment, and fear of making mistakes while they practice their speaking in front of the class or participate in the class discussions (Li & Liu, 2011).



## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1. The Affective Factors in ESL/EFL Class

In learning second or foreign language, many learners face difficulties in the speaking class. The students want to express their idea in class, but they often feel that they lack self-confidence and proficiency. Competition and the fear of being laughed at make students unwilling to speak and participate in class. Several external and internal factors affect students' participation in learning a second or foreign language. Learning second or foreign language is influenced by external and internal factors which affect the students when participate in the ESL/EFL class. The external factor is classified into 2 categories such as socio-cultural factors and course-related factors. Socio-cultural factors are divided into three parts. They are classmates, instructor, cultural beliefs and practices (Bang, 1999).

The first socio-cultural factor is classmates. Classmates is one of the factors that can affect the reticent students. There are students who are motivated when they compare or compete with their classmates, but others are not. Competition is one of the factors thing that cause the students to become participate less and unwilling to speak actively in the target language. On the contrary, when the relationship among peers is good, students can support each other and this can make reticent students speak more freely in the classroom (Zou as cited in Liu, 2005). Many students believed when they were compared with their classmates, they will feel under pressure and make them more aware of making mistakes in class . In order to overcome this kind of situation, teachers have to create a friendly environment among the students. Hence, all of the

students could get along well and the reticent students would have more willingness to participate and express their idea in class. This friendly environment does not make them feel afraid when they make mistakes and also support them to be more active, confident, and motivated because their classmates will help them decrease their anxiety and improve their speaking ability (Riasati, 2014).

The second factor is teacher. Teachers (instructor) play an important role in students' learning of second or foreign language because they can either help or obstruct the learning process (Alrabai, 2016). The most important thing that teachers should do 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). By using those strategies, the teachers will encourage students to practice their speaking skill by asking them some questions and their opinions. Those strategies also will decrease their fear of making mistakes, and make the reticent students more confident and willing to speak in the class discussion than being silent and listen to others in most of the time.

In contrast, there are some teachers who can obstruct the students' learning process because of teachers' behavior or personality, boring, stressful, or monotonous class atmosphere (Sakai & Kikuchi, 2009). Those factors can make the students unwilling to be active in class because they do not enjoy class atmosphere. In other words, they need teachers who can make learning fun and interesting.

In teacher's factor, there is a term called "demotivation" which is a new issue in the second or foreign language. Demotivation is defined as a particular

external force which reduce the motivational basis of a behavioral intention or an ongoing action (Dornyei as cited in Sakai & Kikuchi, 2009). Factors related to the teachers' behavior can be a demotivator such as unorganized lectures, unprepared material, unattractive class, no sense of humor, therefore, the teachers will be bored for the students . The students may tend to have a low motivation because of teaching-learning process is not interesting in class discussion.

The third factor is cultural beliefs and practices. Most students believe that classroom behavior was limited by their cultural beliefs and practices which centered into the concept of propriety of classroom behavior which lean to the restrictions that affect the oral participation of the students in the English class (Bang, 1999). The most prominent cultural factors are saving face avoidance when there are possibility of making mistakes in learning, lack of experience in the class discussions, and perception of female students as being passive. Those cultural factors limit students' opportunities in participating the target language class.

The fourth factor is course-related factor. Course-related factor is a factor which can influence the students to be reluctant to speak in class. An average student is reluctant to speak in large class size. A class which consists more than 25 students is not good for reticent student because each student does not have enough time to participate and express themselves in class . Large class size limits students' opportunity to take a part actively in the class and they also feel less confident when they are aware that many people pay close attention. Pair or group discussions and individual classroom activity are some of the factors that negatively impact reticent students. Learning a foreign language in pair or small group discussions will make the students have a great opportunity to participate

and speak actively in class than speaking individually because learning language in pair or group discussions tend to be more relaxed and less anxious for the reticent students (Riasati, 2012).

In addition to external factors, the causes of speaking reticence can be internal. They are personality traits, positive attitude in learning, motivation, self-esteem, and anxiety (Bang, 1999).

The first internal factor is personal factor related to the students' personality. Student personality influences them to use the second or foreign language in the classroom. Personality is a main cause of reticence because personality contributes more to the reticent students in classroom. Personality is also interrelated with self-confident and motivational factor. For example, students who have low self-confident will be afraid of making mistakes and will not participate actively in class. Ellis (cited in Liu, 2005) stated that the extrovert students are tend to be more active in communicating with others while the introvert students are more embarrassed and afraid of making mistakes. They prefer to keep silent and only listen the teachers or others. In other words, students who have active personality are less reticent than those who chose to be silent because of their feeling of afraid and embarrassed.

Second internal factor is positive attitude in learning. Positive attitude in learning a second or foreign language is divided into two aspects. First is fearlessness of making mistakes, and the other is eagerness to look for the opportunities in order to practice more for their speaking skill (Bang, 1999).

Fearlessness of making mistakes stems from the students' personality which they are brave enough to take a risk. Making mistakes in language learning is common for learners; thus, they do not need to be ashamed of making mistakes. There are

some students who are eager to have more opportunities to practice speaking.

Language learners who have the willingness to communicate actively understand that classroom is the best place for them to practice their English (Riasati, 2012).

Good classroom atmosphere can support and help them learn foreign language better.

Third factor is motivation. Motivation is the factor that can influence students' behavior towards their participation in class discussions. High motivation is really needed in learning foreign language. Students who are highly motivated are likely to take active participation in class activities than those who have low motivation (Bang, 1999). Nikolov (cited in Campon & Carrillo, 2007) found that there are some factors which can increase motivation in learning foreign language. They are the possibility to negotiate in learning, students' self-esteem to trust their own ability, the need for their future success, and the value that they give to the second language. On the contrary, teachers have a responsibility to maintain the students' lack of motivation. Al-Johani (cited in Alrabai, 2016) said that teachers can also be a demotivator for the students because they do not encourage the students to express their ideas, correct the students' mistakes excessively, and also criticize the students' learning effort continually.

The fourth factor is self-esteem. Self-esteem is defined as an attitude possessed by every student and usually comes from within (Morrison and Thomas as cited in Hamouda, 2013). Self-esteem has some effects to the students' behavior in classroom. One of the examples is the students who have low self-esteem will be inactive and choose to sit at the back of the class because they feel

unable to compete with their classmates who have high self-esteem and do not think that they can get well achievement .

The fifth factor is anxiety. Learning foreign language is potentially stressful and under pressure for the students, and it will cause lack of self confidence (Bang, 1999). Students should be conscious that anxiety will negatively affect their achievement. Teachers need to help the students reduce their anxiety in the classroom (Riasati, 2014). Anxiety will be heightened when there is a competition among the students in class. For instance, comparing one to other students will create unfriendly environment; as a consequence, there will be students who have low self-confidence and are not willing to take a risk (Bang, 1999).

## 2.2. Reticence in Speaking Class

Reticence is a serious barrier for achieving fluency in spoken English and that multiple variables contribute to it in language classrooms. EFL/ESL teachers should be aware to search the strategies to help the students become more active to speak the target language in English classroom (Liu, 2005). In the ESL/EFL classroom, students have the willingness to participate in the class discussions, but some students are being passive and reticent in the class. The reticent students expressed their willingness to participate in English classes through pair or group discussions (Riasati, 2014). They may feel more confident in participating in pair or group discussions because they feel less anxious.

Reticence is defined as an obstacle in communication with cognitive, affective, and behavioral aspects which appear in second or foreign language classroom and influence the students' speaking skill (Li & Liu, 2011). Some

students, even if they have good speaking skills, may experience low self-esteem because they assume they lack of vocabulary mastery and tend to make a lot of mistakes; therefore, they prefer to be silent in class and do not want to get out of their comfort zone to improve their speaking ability.

For the purpose to help the students to reduce the reticence, English teachers should realize the existence of reticence among the ESL/EFL learners. Teachers also should give more opportunities and encourage the students who are reticent by asking more questions to them (Liu, 2005). For instance, in order to make the reticent students participate actively in speaking class, teachers can prepare more interesting topics which are related to the students' activities, life, or hobbies; hence the students can improve their speaking skill, participate actively and feel more confident in class through that topics (Liu, 2005).

As stated by Liu (2005), English teachers should build the comfortable classroom atmosphere which support the reticent students to feel free while they speak English in class. If there is a competition among the students in the classroom, students can feel under pressure and they will get difficulties to remedy the situations. Atmosphere in class is really important for the reticent students. Friendly atmosphere makes them willing to participate actively, answer the questions, and express their idea freely in class because they will not be afraid of making mistakes (Riasati, 2014). If they make a mistake or get a difficulty in the speaking class, their friends will give some responses to build their confidence in a friendly way. This friendly classroom environment support and help the reticent students to be more confident, active, and get motivation to encourage their speaking ability.

In a study of students' reticence in Hongkong ESL class, Tsui (cited in Siew et al., 2012) found that Hongkong ESL teachers have a main problem in which the students cannot respond orally to the teachers' instructions. The types of students who are passive, embarrassed, silent, and unwilling to participate in the class are the factors that make the students cannot improve their speaking ability well.



## CHAPTER III

### RESEARCH METHODOLOGY

In this research, the writer examined the factors which caused speaking reticence among students of junior high school when they are in English speaking class. Being confidence was the important thing that students should have within them, but some of them are reticent. Some factors such as being afraid of making mistakes, embarrassed, nervous, afraid of being laughed at by their classmates are the reasons why the students became reticent. In addressing those research questions, she chose to use qualitative method. Qualitative research is “a research design for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (Creswell,2008). Inqualitative method,the data can be found from collecting data of the participants, analyzing the data, and making interpretations of the meaning of the data (Creswell, 2008).

#### 3.1. Method of Data Collection

##### 3.1.1. Participants

In Kebon Dalem Junior High School, there were 178 students in total who were divided into first, second, and third grade. The participants of this research were students from Kebon Dalem Junior High School who took English Club class. The total number of participants was 40 students who were in the first, second, and third grade of junior high school. The reason why the writer chose the Kebon Dalem Junior High School because they had learned English in class, but they wanted to improve their English by joining the English Club class.

### 3.1.2. Instruments

In this research, the writer used two instruments to collect the data:

#### 1. Questionnaire

In doing this research, the writer used the modified questionnaire from Cowdury and Chang's studies (Chang, 2011). The questionnaire was distributed to the students in Kebon Dalem Junior High School. The questionnaire consists of two sections. First section is about background information of the participants such as name, sex (male/female), and class. The second section is dealing with the statements related to the students' reticence. There are 14 statements in this questionnaire which described about the causes of students' reticence in speaking class. This questionnaire was needed to answer the first research question.

#### 2. Interview

After distributing the questionnaire, the writer also interviewed the students to get the data. In which the writer asked some questions related to the kinds of support system that they wanted to have in speaking class. She interviewed ten participants. The sessions were recorded and transcribed. The result of the interview was used to find in-depth information about kind of support system that students wanted to have in speaking class. This interview was used to answer the second research question and also to strengthen the data of the first research question.

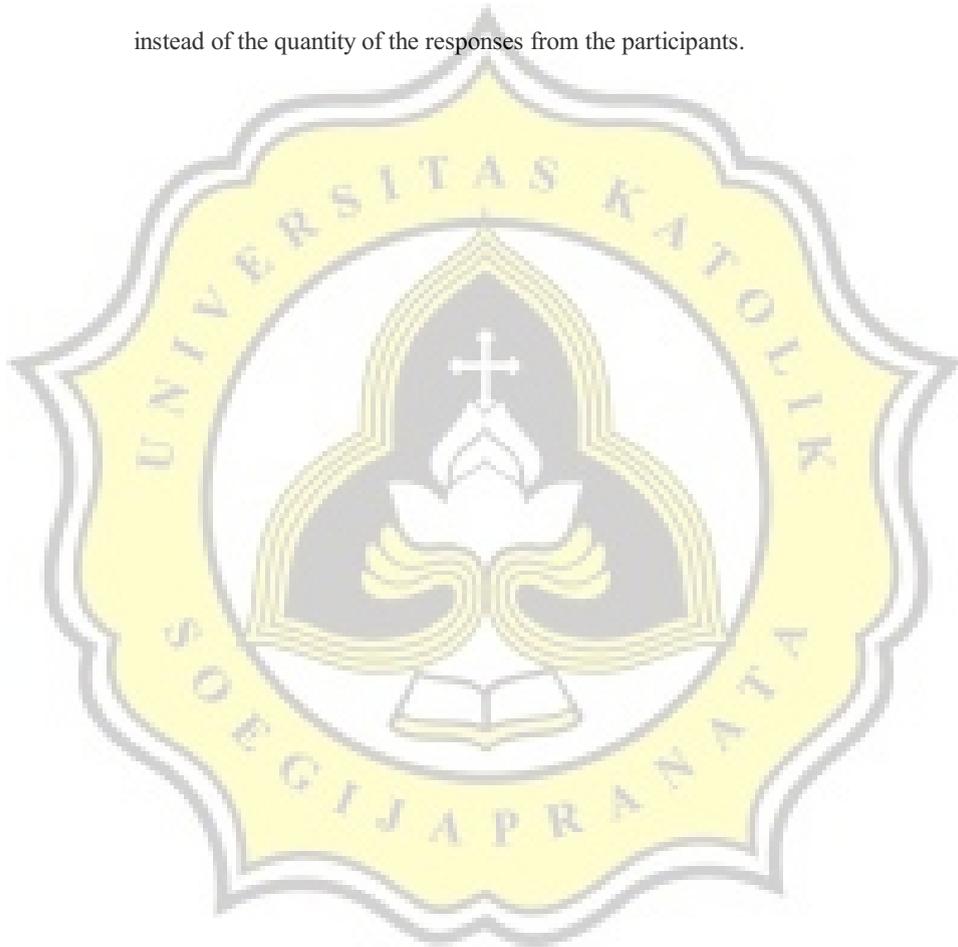
### 3.2. Research Procedure

In conducting this research, the writer had to take several steps. First, the writer adopted the questionnaire and translated it from English to Indonesian for the participants. Before the questionnaires were distributed to the students, she did the pilot testing in order to make sure that the questionnaire was easy to understand. Hence, she did the pilot testing by distributing five questionnaires to the students of random school. The writer obtained permission from the principal of the school to conduct the research in Kebon Dalem Junior High School. Then, she started distributing the questionnaires to the students of English Club and gained the data. After that, the writer counted the data, found the mean and standard deviation of each statement from the questionnaires to evaluate the possibility whether the students were reticent or not. Last, the writer interviewed ten students randomly to get in-depth information about the kind of support system that they wanted to have in speaking class. The data from the interview were recorded and transcribed.

### 3.3. Method of Data Analysis

The students read each statement, then they decided and indicated to what extent they agreed or disagreed with the statements in the questionnaire. After collecting the data from questionnaires, the writer interviewed ten students randomly. She asked some questions related to the kind of support system that they wanted to have in speaking class. In this interview, she transcribed the recording and assigned codes to find patterns. Coding is “a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data”. The transcript

of interview was analyzed using coding. There were some coding patterns in the transcript in order to summarize and categorize the answer of students' interview. Coding patterns was employed to obtain the pattern of the responses related to the kind of support system that students want to have in speaking class. For qualitative analysis, the researcher focused on eliciting in-depth information instead of the quantity of the responses from the participants.



## 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:

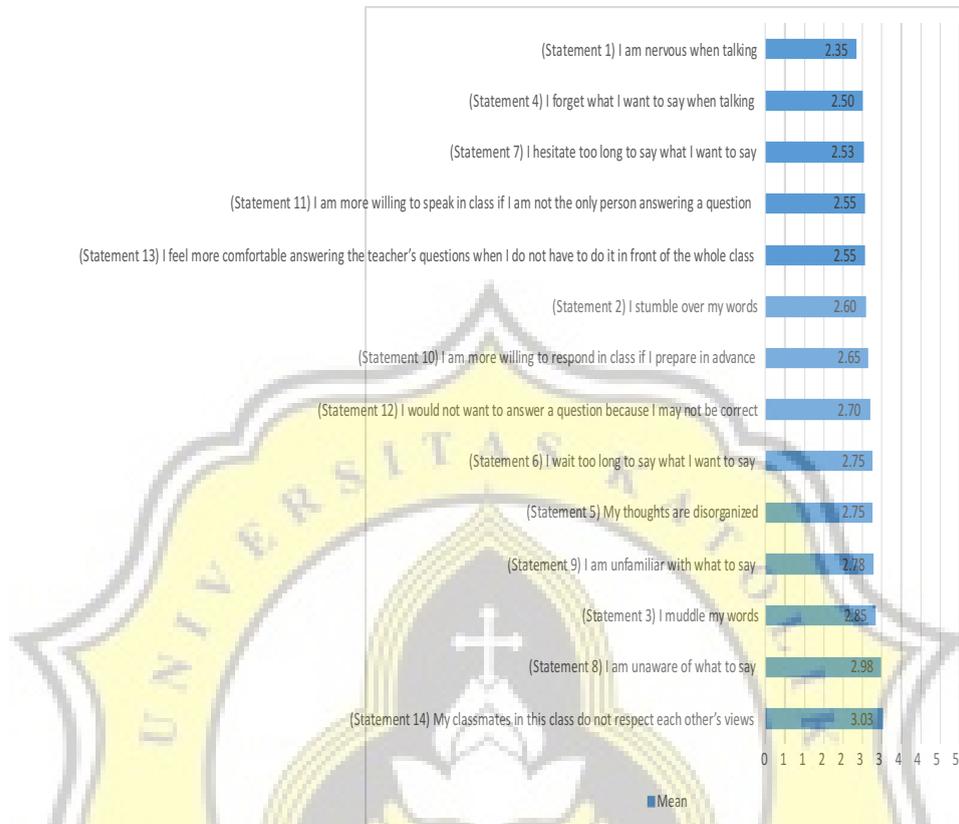


Figure 4.1.1. Students' Perception towards the Causes of Reticence in Speaking

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.

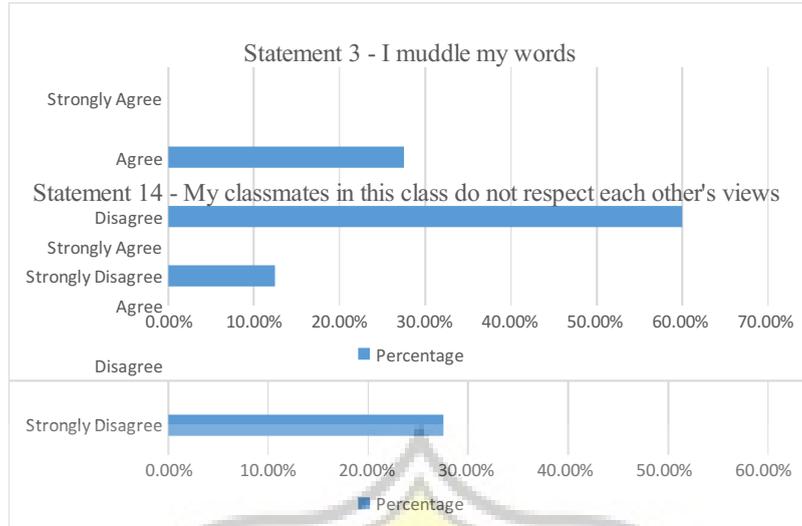
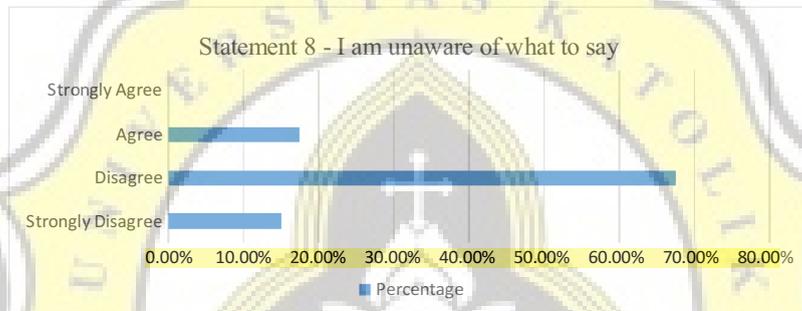


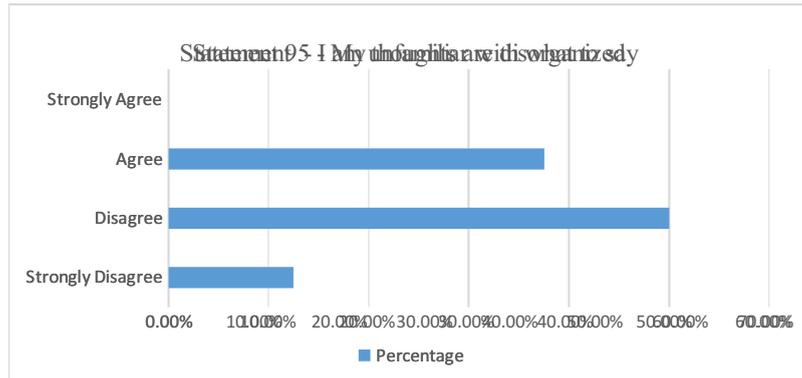
Figure 4.1.2. Responses for Statement 14



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.

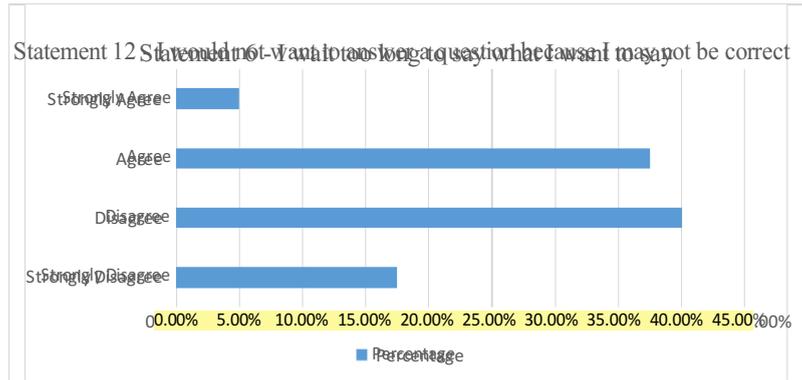
Figure 4.1.4. Responses for Statement 3

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



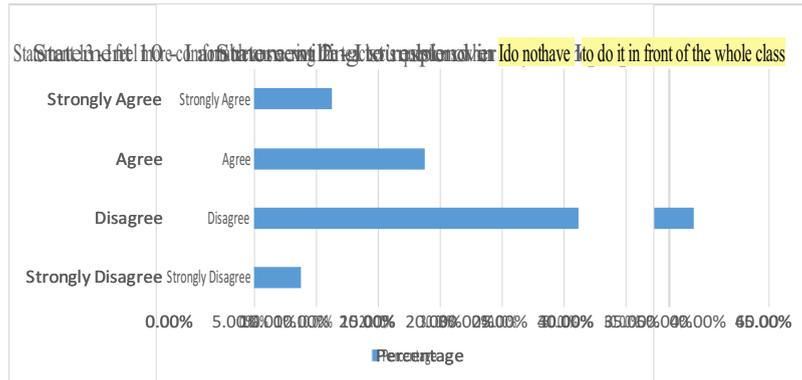
This statement had the mean score of 2.75. According to the figure above, half of the students in the class chose Disagree (50%). They chose Disagree because they believed that their thoughts were never disorganized. They always knew how to make their mind calm and not nervous when they practiced in 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.

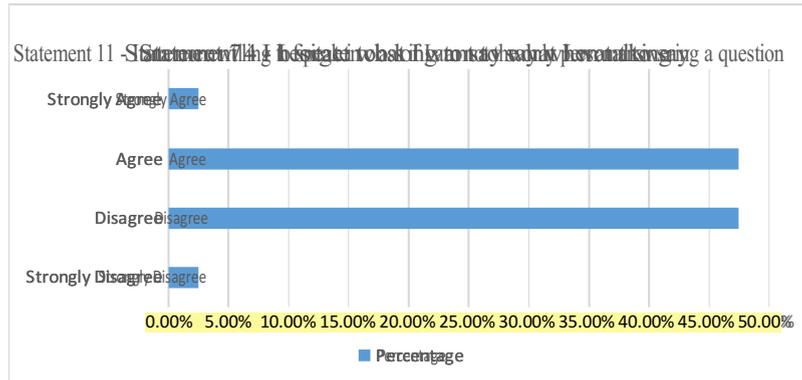
Figure 4.1.9. Responses for Statement 10

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



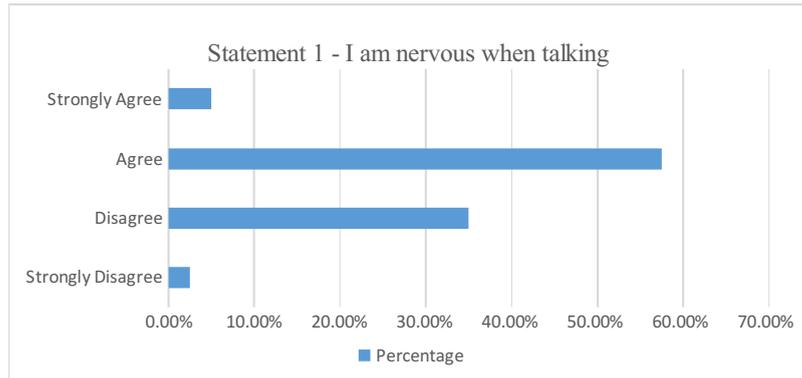
This statement had 2.55 of mean score. According to the figure above, it indicates that most students chose Disagree (52.5%). In contrast, only 27.5% of them chose Agree. The reason why the students chose Disagree to this statement because no matter what the class situation is, they always felt comfortable 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 questions, 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 topikny. (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. 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.

## CHAPTER V

## CONCLUSION AND SUGGESTION

## 5.1. Conclusion

Based on this study, the writer found that both internal and external factors, and also support systems have significant influence on students' reticence. Those internal factors such as being nervous, being afraid of making mistakes, lack of confidence, lack of fluency, and also fear of being laughed at are the main reasons why the students are not confident to actively participate in the classroom. Students in Kebon Dalem Junior High School who had those internal problems tend to be passive in class. However, they still had the competitiveness and willingness to participate actively in class. Additionally, the external factors such as parents, teachers, and peers played very important roles in encouraging students to be more active in class. Furthermore, there are also some support systems that the students wanted in order to increase their speaking skill. They wanted to get attention from their friends and their teacher; therefore, they could improve their English skill. Teacher's attention was also needed in order to help the students improve their English skills. The last, preparation before class is what they need in order to increase students' confidence.

## 5.2. Suggestion

The writer hopes that this study can help teacher develop their teaching methods in class. Also, she hopes this study can be used as a reference for college students or new researchers who are interested in this study. For further research, the writer suggests that the next researchers can apply qualitative method to obtain

more in-depth information about the factors that cause students' reticence. Future researchers who are interested in working on this topic can also use quantitative method by recruiting more participants from various departments.



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