

*AN ANALYSIS ON THE STUDENTS' RELUCTANCE TO SPEAK  
ENGLISH AT ENGLISH DEPARTMENT FKIP UNRI*

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**ABSTRACT:** *This research is aimed to find out students' factors and reasons of reluctance to speak English at the English Department FKIP UNRI. This is a descriptive research conducted by survey design. The instrument administered in this research was questionnaire containing 27 close-ended questions and 7 open-ended questions. The population of this research was 113 of the second semester English department students at FKIP UNRI and the sample of this research were IIB class and IIC class of second semester English Department students. The total number of students is 76 students. The collected data were analyzed using likert scale in order to know the factors and reasons of students' reluctance to speak English. The result of data analysis showed that there are two factor of students' reluctance to speak English. The first one is language factor which consists of pronunciation, grammar and vocabulary. The second one is psychological factor which consists of lack of confidence, shyness, anxiety and motivation. The reasons of students' reluctance base on each factor are afraid of being laughed while mispronouncing, difficulty in constructing sentences and using tenses, difficulty in using exact words, afraid of losing face, afraid of being looked as foolish, peer correction and influence of friends. In conclusion, the language factor and psychological factor contribute in the students' reluctance to speak English at English Department FKIP UNRI. The highest index percentage on pronunciation indicator indicated that the students had problem with their pronunciation in speaking English and the highest index percentage on lack of confidence indicator indicated that the students had lower self-rating in speaking.*

**Keywords:** *Reluctance, Language Factor, Psychological Factor*

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**ANALISIS KEENGGANAN MAHASISWA DALAM BERBICARA BAHASA INGGRIS  
DI PRODI BAHASA INGGRIS FKIP UNRI**

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**ABSTRAK:** Penelitian ini bertujuan untuk menemukan faktor dan alasan keengganan mahasiswa dalam berbicara bahasa Inggris di Prodi Bahasa Inggris FKIP UNRI. Ini adalah penelitian deskriptif dengan metode survei. Instrumen yang digunakan pada penelitian ini adalah kuesioner yang berisi 27 pertanyaan tertutup dan 7 pertanyaan terbuka. Populasi penelitian ini adalah 113 mahasiswa program studi Bahasa Inggris semester kedua di FKIP UNRI dan sampel penelitian ini adalah kelas IIB dan IIC mahasiswa program studi Bahasa Inggris semester kedua. Jumlah sampelnya adalah 76 mahasiswa. Data yang terkumpul dianalisis menggunakan skala likert untuk mengetahui faktor dan alasan keengganan mahasiswa dalam berbicara Bahasa Inggris. Hasil analisis data menunjukkan bahwa ada dua faktor keengganan mahasiswa dalam berbicara bahasa Inggris. Yang pertama adalah faktor bahasa yang terdiri dari pelafalan, tata bahasa dan kosa kata. Yang kedua adalah faktor psikologis yang terdiri dari kurangnya kepercayaan diri, rasa malu, kecemasan dan motivasi. Alasan keengganan mahasiswa berdasarkan tiap faktor adalah takut ditertawakan saat membuat kesalahan dalam pelafalan, kesulitan dalam membuat kalimat dan menggunakan tenses, kesulitan dalam menggunakan kosa kata yang tepat, takut kehilangan muka (malu), takut terlihat bodoh, koreksi teman sebaya, dan pengaruh teman. Kesimpulannya, faktor bahasa dan faktor psikologis berkontribusi pada keengganan mahasiswa untuk berbicara bahasa Inggris di Prodi Bahasa Inggris FKIP UNRI. Persentase indeks tertinggi pada indikator pengucapan menunjukkan bahwa mahasiswa memiliki masalah dengan pengucapan mereka dalam berbicara bahasa Inggris dan persentase indeks tertinggi pada indikator kurangnya kepercayaan diri menunjukkan bahwa mahasiswa memiliki penilaian diri yang rendah dalam berbicara.

**Kata Kunci:** keengganan, faktor bahasa, faktor psikologis

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## INTRODUCTION

Students' speaking proficiency can be seen by how active the students using English for communication. Students should prove their ability in speaking English not only by understanding English but also can use it communicatively. Mastering English is not only understanding the language but also can producing that. It is established in *Badan Standar Nasional Pendidikan* (2006).

The common phenomenon which happens among English Department students is reluctance to speak English at FKIP UNRI. Reluctance is not wanting or not willing to do something because of certain factors possessed by the person concerned. According to Siti Hafisah (2017), reluctance is the students' condition or feeling of unwillingness to speak English due to psychological constructed, other factors in individuals in the classroom and the quality of being reluctant or inactiveness of the student. Reluctance is related to someone psychical condition of doing something. Reluctance can cause of being an inactive students. Burgoon (1982) says that the unwillingness-to-communicate construct focuses exactly on what its name implies the unwillingness of an individual to communicate with others. Unwillingness to communicate makes the students become passive and only become a listener of certain situation that force them to express their idea. Additionally, Burgoon (1982) also says that reticence is concerned with people who do not communicate effectively; unwillingness to communicate is concerned with one of the reasons that people may not do so.

In this case, English department students have some reasons why they are reluctant to speak English even though they actually can speak only a little. According to the researcher's observation, most of English department students are afraid of being judge or feel certain sense of being judge. It is related to „ego“. Their status as an English Department student must be able to speak English well than other students who are not an English majoring. It means if they cannot speak English well they will be marked as an incompetence student. Another reason is fear of making error. Many students are still afraid of making error while they try to speak English. When they try to communicate with their interlocutor and the students unconsciously making error, it will be corrected directly by the interlocutor. According to Dorney (2009) cited on Fernando and Lee (2018), „learning a language after puberty involves a combination of social psychological, and not just cognitive and maturational. These factors interact with one another according to the individual“. The process of learning has occurred but the student itself feels uncomfortable of being corrected on that way. Making error is like a failure for them because they feel embarrassed for what they have done. This phenomenon attracts the researcher's attention to know more about students' factors and reasons of reluctance to speak English at English Department FKIP UNRI. Therefore, the researcher is going to find out the students' factors and reasons of reluctance to speak English.

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## RESEARCH METHODOLOGY

The research was conducted at the English Department FKIP UNRI. The data were collected from March to August 2018. The population of this research is 114 second semester English Department students. The sample is 39 students of IIB class, 37 students of IIC class. The total is 74 students as the sample.

The design of this research is survey research design. In survey research design, the participants answer questions administered through questionnaire. The researcher used questionnaire with items measured on a Likert scale on scale of 1-5.

1 = Strongly Agree (SA)

2 = Agree (A)

3 = Undecided (U)

4 = Disagree (D)

5 = Strongly Disagree (SD)

Two kinds of questionnaire were used in this research: open-ended question and closed-ended question. The open-ended questions were used to know the students' reasons of reluctance to speak English and the close-ended questions were used to know the students' factors of reluctance to speak English. This questionnaire was adopted from Arafat Hamouda (2013). The questionnaire had a total of 27 close-ended questions and 7 open-ended questions with 7 indicators.

The data were analyzed using Likert scale. According to Sugiyono (2010), Likert scale is used to measure attitudes, opinions and perception of a person or group of people about social phenomena. The data calculated using Microsoft Excel.

## RESULT FINDINGS

### 1. Students' Language Factor of Reluctance to Speak English

The interpretation of students' language factor of reluctance to speak English at English Department FKIP UNRI will be explained on the Table 4.9 below.

Table 4.9

The Overall Percentage of Students' Language Factor of Reluctance  
to Speak English at English Department FKIP UNRI

<b>1.1 Language factors</b>		
<b>Pronunciation</b>		
<b>No</b>	<b>Statement</b>	<b>Percentages</b>
<b>1</b>	I feel embarrassed if I mispronounced words.	77,1%
<b>2</b>	I am worried about my pronunciation when I speak English.	71,5%

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<b>3</b>	Someone will not understand me if I mispronounced.	68,68%
<b>Grammar</b>		
<b>4</b>	When I want to speak "I am not sure which tenses to be used".	69,21%
<b>5</b>	I don't participate in conversation because I am scared that I would make noticeable grammar error.	55,78%
<b>6</b>	I have difficulty in constructing sentences when I speak English.	68,94%
<b>Vocabulary</b>		
<b>7</b>	I feel that I don't have exact words to express my idea.	61,84%
<b>8</b>	I feel that I do not have enough vocabulary to express my thoughts.	68,15%
<b>9</b>	I fell confused to use exact words to express my ideas.	67,69%

Findings on the first indicator shows that the students feel embarrassed when they mispronounced words (77,1%). It can be interpreted that the students really paid attention to their pronunciation in speaking English. On the statements 2 and 3 indicate that mispronouncing made the students worried that the interlocutor won't understand them. This reason had made them reluctance to speak English inside and outside class. The students would not use their English if they were too worry and overthinking about mispronouncing words even though they know how to speak English. This finding was similar to that reached by Hamouda who reported that students got worried about their pronunciation when they speak English.

Secondly, the findings from statements 4 and 6 about grammar factor showed that the students had difficulties in using tenses. They were not sure which tenses to be use when they speak English. The students also had difficulty in constructing sentences even though they have learnt tenses since they were in 1<sup>st</sup> semester. On the statement 5, the students neither agree nor disagree that they don't participate in conversation because they scared that they would make noticeable grammar. This findings support the previous findings of Tanveer (2007) who reported that the students in his study experience grammatical difficulties which can lead to the impression that anxious students were not capable to communicate in the second language.

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Then, the findings from statements 7, 8 and 9 show that the student agreed that they didn't have enough vocabulary to express their thought or idea. Vocabulary is an important part in speaking. Lack of vocabulary can cause the students reluctance to speak English because they don't know what to say. They didn't have the vocabulary in their mind. This result is in accordance with Cortazzi and Jin (1996) who stated that the students' poor vocabulary is one of the reasons why students are silent listener rather than active participants in speaking English.

In conclusion, the students' first language factor of reluctance to speak was pronunciation, the second was vocabulary and the last was grammar. The highest index percentage on pronunciation factor showed that the second semester English department students had problem with their pronunciation when they were speaking English. Mispronouncing words was an embarrassing thing for them. On the vocabulary factor the students were lack of vocabulary when they wanted to speak English. They got confuse to use the exact words when they wanted to express their idea. The last was grammar factor. The students have difficulty in using tenses. They were not sure which tense they have to use when they spoke English.

## 2. Students' Psychological Factor of Factor of Reluctance

The interpretation of students' language factor of reluctance to speak English at English Department FKIP UNRI will be explained on the Table 4.10 below.

<b>1.2 Psychological Factors</b>		
<b>Inhibition/Lack of Confidence</b>		
<b>No</b>	<b>Statements</b>	<b>Percentage</b>
<b>10</b>	I never feel quite sure of myself when I am speaking English.	58,42%
<b>11</b>	I feel my English language is not good.	63,63%
<b>12</b>	I feel that the other students speak English better than I do.	75%
<b>13</b>	I only talk when I am very sure what I utter is correct.	69,21%
<b>14</b>	I think what keeps me silent is my poor English proficiency.	62,36%
<b>Shyness</b>		
<b>15</b>	It is unpleasant speaking English because my mistakes make me feel incompetent.	47,89%

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<b>16</b>	I am afraid of being seen as foolish if I make too many mistakes when I speak English.	64,73%
<b>17</b>	I am afraid of making mistakes in speaking English in front of my interlocutor.	68,15%
<b>18</b>	I am afraid others will laugh at me if I make some mistakes in speaking English.	61,57%
<b>Anxiety</b>		
<b>19</b>	I get tense and nervous when I am speaking English.	60,52%
<b>20</b>	I feel my heart pounding when I am called upon to answer a question in English.	65%
<b>21</b>	I feel more anxiety in speaking English because my friends always correct me in a very bad way.	53,15%
<b>22</b>	I start to panic when I have to speak without preparation.	66,31%
<b>23</b>	I get nervous when someone asks questions in English.	58,94%
<b>Motivation</b>		
<b>24</b>	I am not motivated in speaking English because my friends dominate to speak while discussion out of the class.	55%
<b>25</b>	I fell unmotivated in speaking English because I myself lack of speaking ability.	49,21%
<b>26</b>	I don't fell motivated even though my friends encourage me to speak English.	41,27%
<b>27</b>	I tend to speak Indonesian because my friends rarely speak English out of class.	74,47%

The findings on the inhibition factor statement 12 shows that the students think their friends speak English better than they do. Lacking confidence had made them believed that their speaking ability was lower than other students. Students with poor English proficiency tend to keep silent. They only talked whenever they were sure they utter correctly. On the statement 11, the students agreed that they felt their English was not good. Young (1991) finds that learners' affective attitudes to English have a significant effect on their speaking self-rating the more negative the affective attitudes, the lower the

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self-rating. The last, on the statement 10 shows that the students neither agree nor disagree if they never feel quite sure of their selves when they are speaking English.

Secondly, shyness is another influencing factor which could affect students' reluctance to speak English. On the statements 16, 17 and 18 show that the students were embarrassed when they made too many mistakes while speaking English. The students thought that they would be looked as foolish. They thought this would distort their image in front of their friends. Fear of being laughed is one of the causes which contribute to the passively and reluctance of students to speak English. This findings have supported the previous findings of Hamouda (2013) who reported that the students felt afraid and even panic because of the fear of committing mistakes or errors in front of classmates and students expressed their anxiety of making mistakes because they think their mistakes make them feel incompetent. On the statement 15 the students neither agree nor disagree that they feel unpleasant speaking English because their mistakes have made them feel incompetent.

Next, lack of preparation is another factor of students' reluctance to speak English. It is related to the students' anxiety. They feel nervous and heart pounding when they have no preparation to speak English. This finding is consistent with that of the study carried out by Mustaphaa, Nik Abd Rahman, and Yunus (2010). They found that lack of preparation, fear of appearing unintelligent to their classmates or instructors, and feeling intimidated have made students become less inclined to participate. The finding on the statements 19, 20 and 22 shows that the students start to panic when they have to speak English without preparation. The students agree that they feel heart pounding when they are called upon to answer a question in English. On the other hand, more students attributed their anxiety to lack of preparation and expressed that they would feel less anxious and more confident to speak English with preparation, similar to those students in Tsui's (1996) study. However, on the statement 21 the students neither agree nor disagree that they feel more anxiety in speaking English because their friends always correct them in a very bad way. On the statement 23 the students neither agree nor disagree that they get nervous when someone ask question in English.

Findings on the motivation indicator had shown that the student's motivation to speak English at English department FKIP UNRI was their friend. The students were reluctance to speak English because their friends tended to speak Bahasa Indonesia. It proved that English department students rarely used English in their conversation. The influence of L1 was still dominant among English department students at FKIP UNRI. On the other hand, the students neither agree nor disagree with 3 statements: they were not motivated in speaking English because their friends dominate to speak while discussion out of the class, they fell unmotivated in speaking English because they lack of speaking ability and they don't feel motivated even though their friends encourage them to speak English.

In conclusion, the psychological factors that cause the students' reluctance to speak English are lack of confidence, motivation, shyness and anxiety. The highest index percentage came from lack of confidence factor. The students tended to think that the other students spoke English better than they

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did. The second was motivation. The students were reluctance to speak English because their friends rarely spoke English when they had conversation. The third was shyness. The students were reluctant to speak English because they were afraid to be looked foolish if they make too many mistakes in front of interlocutor. The last was anxiety. Un-well preparation in speaking English had made the students felt nervous and heart pounding.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

After conducting this research entitled “An analysis on the students” reluctance to speak English at English department FKIP UNRI” some conclusions can be drawn. Based on the data analysis from the research, it could be concluded that there were two factors of students” reluctance to speak English at English department FKIP UNRI. The first one was language factor, namely: pronunciation, vocabulary and grammar. The second one was psychological factor, they are: lack of confidence, shyness, anxiety and motivation.

The highest index percentage on pronunciation factor indicated that the second semester English department students have problem with their pronunciation in speaking English. Mispronouncing words was an embarrassing thing for them. On the vocabulary factor, the students were lack of vocabulary when they wanted to speak English. They got confused to use the exact words when they want to express their idea. The last was grammar factor. The students have difficulty in using tenses. They were not sure which tenses they had to use when they spoke English.

Lack of confidence had made the students thought that the other students spoke English better than they did. Therefore, the students tended to keep silent. On the motivation factor, they were reluctant to speak English because their friends tended to speak Bahasa Indonesia. On the shyness factor, they were afraid to be looked as foolish if they made too many mistakes in front of interlocutor. Anxiety also contributed in making the students reluctance to speak English. Un-well preparation in speaking English had made the students felt nervous and heart pounding.

### **Recommendations**

Based on the result of this research, the writer would like to offer some recommendations. The recommendations might be helpful and useful for English department students, lecturers and readers. They are as follows:

1. For the students at English department FKIP UNRI, they do not have to make the factors of reluctance as obstacles in speaking English. Every student must have different factors of reluctance, so they have to recognize their own problem and solve it. Speaking English is an identity for English department students. They have to be brave to be an ambassador of English because they will teach English one day.

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2. For English department lecturers, they have to keep active using English while teaching. So that, the students get used to it. Lecturers are the main means of knowledge for students. They are often used as a role model when teaching in class therefore the lecturers have to motivate their students to speak English inside and outside class.
3. For the readers, this research will help them to gain knowledge. Readers can read this research and use it as related studies for further studies. They may use different research design with more specific factor on the students' reluctance in speaking English.

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