Chapter 4

Findings and Discussions

The purpose of this chapter is to present the findings and discussion of the study. This chapter begins with the background of the participants. The finding explores factors affecting students in speaking English, such as students’ anxiety in speaking English, attitude toward English teacher, classroom condition, and student motivation in studying English.

4.1 Background of the Participant

The participants in this study consisted of two classes in semester six and for the sake of confidentiality the identity of the participants are replaced by using pseudonyms. Besides, the names of the participants use coding for example Student 1, Genre: Male, Class 1 becomes student1M1. This table below shows the detail of participants.

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4.2 Findings

This topic shows the findings of data from the observation and the interview. Based on the observation and the interview there are some points described in this finding, student anxiety in speaking English, the using English in the classroom, classroom condition, and student motivation in studying English.

4.2.1 Students Anxiety in Speaking English

The result of the observation showed that when the students of class 1 sat outside the class for waiting the class began, the students made conversation each other, and they talked about their daily activities and talked about their assignments. In their conversation, they did not use English. The students talked in Indonesia. The same thing to the students in class 2, when they did their assignments together, they did not use English in their conversation. Based on the result of the observation above explained that the students reluctant to use English.

However, in the result of the interview eight students agreed the using of English outside the classroom. They said that by using English outside the class the students were able to practice their language “I agree the using English outside the class because it would motivate us for understanding the English language, even for speaking English we need more practice” (Student2F1, personal communication, June 10, 2013).

Besides, the result of interview showed that some students had been reluctance to speak English to their friends in English Department. Those problems were caused by the anxiety that had by the students. The students were afraid to make mistakes in grammar when they tried to speak English to their
friends. Besides, when the students tried to speak English, other student gave negative respond to the students who tried to speak English.

4.2.1.1 Afraid to make mistake

Based on the interview, there were seven participants showing that they were afraid to make mistake when they talked in English to their friends “I am more comfortable to speak in Indonesia to my friends, besides I am afraid to make mistake when talk to my friends” (Student10M2, Personal communication, June 11, 2013).

The same condition is showed by other students that they were afraid to make mistake when talking in English to their friends “I am afraid to make mistake in speaking English, furthermore when I talked in English, some senior hear what I said” (Student7F2, personal communication, June 11, 2013). Besides, there was student that not confident with his grammar when he talked in English to his friends who could talk in English better than he could. “when I talked to the people who have high skill in English or seniors who has higher skill and I think they are able to speaking English well, I feel reluctance with my grammar” (Student9M1, personal communication, June 10, 2013). The other participant said that he did not confident talked in English to his friends in other classmate “If the other my friends, I must think again, hahaaa…” (Student1M1, June 10, 2013).

The same thing felt by another participant who were afraid speak English in formal situation which make her reluctance to speak English “I am not confident when I do presentation in front of the new people or do presentation in front of my teacher. Furthermore, when I am being in formal situation like debate, I am afraid around 80% but in informal situation I feel confident” (Student2F1, June 10,
Afraid in speaking English also felt by another participant, she was not confident with his English whether could understand or not “I am afraid to make mistake. When I tell something in English to my friends, I am not sure with what I have said whether they understand or not” (Student4F1, personal communication, June 10, 2013).

4.2.1.2 Negative responds from interlocutor

Some factors affecting students were reluctant to speak English stated by three participants in the interview. The participants stated that some their friends gave the negative responding when they tried to speak English with them. Therefore, the participants reluctant to speak English and used Indonesia language in communication “Frankly, the first is I feel bored for talking in English the second is there is no interested from the interlocutor if I use English and more understand if used Indonesia language” (Student3M2, June 11, 2013). Besides, another participant had the same condition in getting negative responding from the interlocutors when she tried to speak English “I am afraid no I mean there is negative respond from my friends they said that I am a showing of girl using English, and maybe not all of my friends can speak English, so I use Indonesia language” (Student8F2, June 11, 2013). Besides, negative respond from the interlocutors felt by the other participant “actually I like to speak English, but my friends do not respond me when I try to use English but they respond by using Indonesia language” (Student6F2, June 11, 2013).

4.2.2 Attitude toward English Teacher

The result of the observation in two classes that were class 1 and class 2 described the students reluctant to speak English. The students had been different
moment in using English in the class and it depended on the teacher who taught to their classes. The students talked English when they were asked by the teachers to use English. Furthermore, students would participate for asking and answering the questions if the teacher gave score to the students. The same condition explained by the students in the interview:

if in the class the teacher asked for using English, I would use English.
If the teachers do not ask for using English, I will use Indonesia language (Student5F2, personal communication, June 10, 2013).

The other students also stated the same thing they would use English depended on the teachers in the class "I use English in the class when we are obligated to use English but we also use Indonesia language” (Student4F1, personal communication, June 10, 2013). The student said that the teachers used Indonesia language because there are some important materials that needed to be understood and needed depth analysis therefore the materials were explained in Indonesia language.

it is depended on the subject, there are subject that must use English however there are subjects that use full Indonesia language. For example seminar, this subject need depth analysis and it is difficult therefore the teacher uses Indonesia, it does not mean the teacher can not speak English (Student8F2, personal communication, June 11, 2013).

Some students believed that the using dominant English in the class better than in Indonesia. By using English in the class will support the students to speak English “frankly, I agree the teacher uses dominant English in the class, if the
teacher uses mixing it will make me not motivated to speak English” (Student4F1, personal communication, June 11, 2013). Another student also agreed with using dominant English in the class because it could improve their speaking skill “I do agree with using dominant English. We are English department more practice will improve our skill in speaking”. (Student7F2, personal communication, June 11, 2013).

Furthermore, based on the result of observation, when the teacher came to the class, he asked the students to ask and to answer the questions. However, the students just kept silent no body responded. However, when the teacher told that the students who asked and answered the questions using English would get score or point, they began preparing the questions and many students asked and answered those questions.

4.2.3 Classroom Condition

Classroom condition is other factor that affecting students reluctant to speak English. The classroom that is not convenient to the students for studying English will affect the students to study English in the class and automatically it affects their motivation to speak English in classroom. Some classroom conditions that make students do not comfortable in studying English are fewer classrooms and hot temperature in the class.

Nine students described that classrooms were not comfortable enough for learning and teaching process. There was not enough class for them. Furthermore, they did not have class when they wanted to study. Although, each class already had schedule for the class, they did not get the class “I think for our faculty has less classroom and we have to snatch away from the other students to get the
classroom” (Student7F2, personal communication, 2013). Besides, the participants stated that hot temperature in the class made them not focus in the class in teaching and learning process.

4.2.4 Student Motivation in Studying English

Based on the result of the interview, they stated that their motivation to study English because they are interesting in learning English and they want to be an English teacher “my motivation to study English because I like to study English and I want to be a teacher” (Student3M2, personal communication, June 11, 2013). Besides, their motivation to study English is that they wanted to develop their Business “my motivation in learning English is to develop my business with my friends and at this moment I am developing my business” (Student1M1, personal communication, June 10, 2013). In addition, the other student said that his motivations to study English are that he wants to join in the youth exchange cross-countries and wants to follow some English competition in the university.

since I passed from senior high school I had decided to continue my study in English department because I had big hope to follow some activities such as youth exchange and some competitions for example is English debate (Student9M1, personal communication, June 10, 2013).

In addition, another participant stated her motivation to study English “I want to be an English teacher besides when we want to buy a laptop the instructor used English and when we go to Arab of course we use English because English is the language of the world” (Student6F2, personal communication, June 11, 2013).
4.3 Discussions

This point explored deeply the result of interview and observation that had described in findings which showed some factors affecting students were reluctance in using oral communication either in or outside the classroom. The following research question in this study was what factors do affect EFL students’ reluctance to speak English? Based on this research question, the topic in this discussion would be explained in some sub topics. They were students’ anxiety in speaking English, attitude towards English teacher, classroom condition, and student motivation in studying English.

4.3.1 Students’ Anxiety in Speaking English

Anxiety is part of human personality that giving affect to the student in learning foreign language and in this case, anxiety factor affected the students to use English, they are reluctant to speak English in their interactions. Woodrow (2006) said that the relationship between anxiety and performance in speaking English and the result was anxiety disturbing in speaking performance of the students. It means that anxiety give negative affect to the students to use English in their daily lives.

The result of the interview and observation in findings showed that all the participants got anxiety in using English in their conversation to their friends. From the data, mostly the participants were afraid to make mistake to speak English. Horwitz (1986) stated that “anxious students are afraid to make mistakes in the foreign language” (p.130). It means that students who always worried to their speaking skill ability will get problem in self-confident in using English because they always have negative thinking to themselves.
The participants were afraid to speak English in different situations and different cases such as in formal situation, in informal situation, and being among seniors that they thought knowing English better than them. Besides, some participants who tried to speak English to their friends had to stop use English and changed to Indonesia language when they did not get positive responding from their friends or interlocutors. Some interlocutors said that it was not comfortable to use English in informal situation and the other interlocutor responded in Indonesia language. Therefore, the students who tried to speak English were reluctant to use English in their conversation.

Based on the explanation above, students have strongly anxiety in speaking English and all of them are reluctant to speak English. It will affect their willingness to speak English. It means that the students will not have more positive affect in improving their oral communication. Motivation, confident and positive thinking are needed to support the students in decreasing their anxiety problem. By having high motivation to speak English, it will build the high selves confident from the students and it will stimulus the students to have positive thinking to their ability in speaking English and use that language in their conversation with high confident.

In addition, eight participants agreed in using English in or out side the classroom. They considered that the using of English would improve their speaking skill. In this case, the decision makers, the head of English department, should considerable the using English for the students and teachers in or outside the class as one of programs in the English Department. Therefore, the improvement students’ ability especially in speaking skill will be happened.
4.3.2 Attitude toward English Teacher

This topic explained the important of teacher in supporting the students in speaking English in the classroom in teaching and learning process. In findings, the data showed that the students were reluctant to speak English in the class when the teacher did not obligate the student to use English. The result of observation explained that at the beginning of the class began mostly students kept silent to speak English in answering and asking questions based on the material but the situation changed when the teacher gave statement for the students who answering and asking the question in English would have point or score. Williams (2002) stated that “teachers need to help learners to develop beliefs in their own abilities to learn a language and to control the process of learning it” (p.524). It means that teachers have a role in helping the students to study the language and it is possible to apply the using of language (English) in their class in teaching and learning process. In the result, the students are motivated to use the English language.

Besides, based on the result of interview, the students were reluctant to speak English when the subject was difficult and need depth understanding. The students more understood if the teacher explained with Indonesia language. Baker (2003) stated that the textbooks should be suitable to the students’ condition and environment. It means that the materials that are used by the teachers to teach the students should be familiar with their lives and teachers should give the easiest way to make the students understood the subjects or materials in English. Because if the subjects always were explained by English, the students would be familiar with those materials in English language and it will give positive affect to students
in using English in the class in teaching and learning process although the subjects need depth understanding.

The other students stated that they would speak English in the class if the teacher asked them to speak English. It means that the students followed the rules in the class that made by the teacher. Teacher should make strong rules in motivating the students to speak English in the classroom. Therefore, based on that rules, the students have effort to try harder in using English in the classroom. Because the students agreed the using dominant English in the class, it will easy to the teacher to apply the rules of using English in teaching and learning process in the class.

4.3.3 Classroom Condition

Classroom is one of aspect in supporting students’ willingness to speak English in the classroom. The students did not feel convenient by the condition of the classroom. Classroom condition that made students were not convenient were fewer of classroom and hot temperature of the classroom. This condition also stated by Earthman (2002) that school building condition which does not have good lighting, bed temperature, overcrowded and old building give negative affect in students’ academic achievement. Based on the result of the interview the students explored that they did not feel comfortable with classroom. When they wanted to study, sometimes the students did not get the class for studying. This condition is strongly affecting students in learning and teaching process.

Hot temperature in the classroom is another affect students’ motivation in teaching and learning process in the class. Nine participants in the interview said that hot temperature in the class made them not concentrate in studying in the
class and it is affecting their willingness to follow the material that given by the teacher. This condition of the classroom absolutely affecting the students to be motivated in the class and automatically it is affecting their willingness to speak English.

4.3.4 Student Motivation in Studying English

The result of finding found that the participants had high motivation to study English and they had willingness to apply of English in their daily lives. Latha (2012) stated that lower motivation affecting the students to active participated in speaking activities. However, the students who have high motivation were still reluctant to speak English in their interaction either in the class or outside the class. It means that the high motivation is not enough for supporting the students in learning the language because the participants still have high anxiety that makes them reluctance to speak English. By thinking afraid to make mistake, some students faced problem when they tried to speak English to their friends. The students believed that when they talked in English, the other students would not understand with what they said.

Related to the explanation above, if the students have higher motivation in speaking English and they have high anxiety, it would affect their willingness to speak English. It had better if the students have high motivation in learning English and have less anxiety in learning English.

4.4 Limitation

Limitation shows some potential weakness in the study and it usually difficult to know before the study is begun (Creswell, 2003). This study got lack in observation and interview. In the observation, when the researcher came to the
class of English subject for observing the using English in the teaching and learning process in the class, the students and the teacher were looked like not in the real situation. One of the students said that when the observation was conducting, he felt the teacher changed his way to explain the material especially in language. When the teacher explained the subject, the teacher usually used dominant Indonesia but it changed into dominant English. Therefore, to avoid the bias in the observation, the researcher took another way to do the observation that was choosing one of the students as the observer by giving the way to take the data observation.

Besides, the result of the interview might lead the questions of participants to give the answers based on the topic. It was happened because the participants were passive when the researcher asked some questions to them. Therefore, the researcher tried to give narrow question to the participants that related to the topic of the study. By giving narrow question to the participants, it helped them to give the information.