FACTORS CONTRIBUTING TO STUDENTS’ RELUCTANCE TO PARTICIPATE IN ENGLISH CLASS

THESIS
Submitted in Partial Fulfillment
Of the Requirements for the Degree of
Sarjana Pendidikan

Theresa Benedicta Wahyuni Wijaya
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ENGLISH TEACHER EDUCATION
FACULTY OF LANGUAGE AND LITERATURE
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Theresa Benedicta Wahyuni Wijaya:
FACTORS CONTRIBUTING TO STUDENTS’ RELUCTANCE TO PARTICIPATE IN ENGLISH CLASS

Theresa Benedicta Wahyuni Wijaya

Abstract
Learning English as a foreign language is very important for the students especially in Indonesia. The reason is because English is one of the important subjects in the curriculum that all the students in junior high school have to pass it in order to graduate. We can find some students especially junior high school student are reluctance to participate in English classroom activity. The purpose of this study is to investigating reason why students are reluctant to contribute in the English classroom. The data was obtained by distributing 100 close-ended questionnaires. The result of this study shows that the reason why students in SMP Stella Matutina Salatiga are reluctant because the students avoid class participation activity, some of them having trouble with anxiety and motivation.

Key word: Reluctant, contribute, students

Introduction
Active classroom activities have big influence in the success of language learning as stated by Tatar (2005). Participation in the classroom activity is very important for the students to do in class in order to gain more knowledge. When the students willing to response the teacher’s question, give some comments or sharing their ideas it means they actively involved in the learning process. Learner participation is also a prove that the student is a member of the classroom Jackson (2002). Research also shown that active in classroom activity is important aspect in order to create effective learning activity as stated by Tsui (1996). Students who participated in learning process tend to have better academic achievement rather than passive students (Liu, 2005). However, nowadays based on the
students’ characteristics, sometimes they do not pay attention to their responsibility as students in class. The students disregard the teacher’s explanation and they are lack of motivation to study even though studying is important for them.

Based on the researcher’s experience as a pre-service teacher in English training school, some of the students did not pay attention in class. They tended to keep silent in class activity and when the teacher asked questions and share their idea in class activity, they answered in Indonesian or try to avoid teacher question. That is why in this study, the researcher wants to find out the reasons why the students are reluctant to participate in the English classroom.

Since participate in the English classroom is very important for the students to increase their knowledge and to understand the material, several studies have been done and resulted in almost in the same cause or factor that influence students to be reluctant in English class activities. The study that was done by Hamouda (2012) was aimed at find out the problem students reluctant to participate in English classroom at university in Qassim, Saudi Arabia. In this study the researcher wanted to know what caused students reluctant. The result revealed that a considerable number of students were reluctant to respond to the teacher and remained silent in oral English language classrooms due to many causes such as low English proficiency, fear of speaking in front of others, negative evaluation, shyness, lack of confidence and preparation, and fear of making mistakes.
Another study conducted by Wandika (2014) also aimed to find out reason or factors students reluctant to speak in English classroom activity a study at SMA Pertiwi 2 Padang, Indonesia. The result of this study also point out that the factor students reluctant to speak was because of Psychological factor which came from the students themselves such as fear of mistake, lack of confidence, lack of preparation, shyness, and anxiety. It is insightful to know the studies on reluctant students participate in English in Padang, Indonesia also in Arab Saudi because of the same factor can be compared. It is more useful however, to know how such issue occurs in the writer’s context.

**Literature Review**

**Who are reluctant learners?**

One problem that some students in elementary, junior high school students and senior high school students may have is reluctance to use English in English classroom and contribute in English classroom activity. There are some factors why they are reluctant to contribute in the classroom. According to Jenkins (2007), reluctance means reticence to speak up or come forward silence and reserve. In this theory reluctance means avoiding to speak up. The students keep silent and not active in class activity. According to Protheroe (2004), reluctant learners do not complete task, do avoid challenges, and they are satisfied with just getting by. Another issue is about their self-perceive, if the students always get negative comment about their daily activities in school, especially when it is related to the lesson, they may develop low self-esteem or even they will learn
helpless. It might be true if students are certain that they are lack in something they will lose their motivation to do that.

Reluctant student is a big problem that always appears in every grade of school. It almost appears in middle school, because of the difficulties level in every courses. According to (Shore 2001, 20) the essential point to remember is that the students’ motivation is vary; it depends on the setting, the subject and the teaching style. When the three aspects identified by Shore (2001) can be accepted, the students will enjoy the learning process and they will not be reluctant learner. Identifying the reason why students are reluctant is very important to engaging their interest and supporting their success (Photheroe 2004). Therefore to be able to help the students to be more active the teacher should be able to get the students intrest.

**Reluctant Students**

Some of reluctant students can be found in East Asia. Asian students are usually portrayed as reluctance speakers and, even worse “passive knowledge absorbers” in classroom discourses Flowerdew & Miller, (1995). Because English is not their language and it is just the second language for them so that they might be shy to share their opinion using English. According to Liu & Littlewood (1997) via large - scale survey conducted at the University of Hong Kong, claim that students’ reluctance in class is largely due to their lack of L2 linguistic competence and their assumption of the role of a learner as a listener and receiver only. It means that many Asian students are reluctant to contribute in English classroom activity because they thought it is enough just by listening and
receiving the materials from the teacher and they do not need to ask or share opinion. My teaching experience in Salatiga Lab. shows that some Indonesian students also tend to be reluctant to contribute in English classroom activity. Some students tend to speak Indonesian whenever the teacher asks them some question or opinion in class. There must be some reason why the students reluctant to use English in classroom activity.

Sometime the other reasons students are reluctant to contribute in English classroom are that they are afraid if their answer or opinion is wrong and receive the negative feedback from the teacher. If the teachers do so, it will make the students feel ashamed and afraid to share their opinion and they will prefer to keep silent in class. Guthrie (1971) observed that learning is significantly improved when students received corrective feedback for incorrect answers. Teacher offensiveness can also be a reason students are reluctant to use English in classroom. Offensiveness in teaching is an instructor’s general tendency to verbally abuse students such as humiliating, embarrassing, or insulting students (Kearney at all., 1991). Students may easily get unmotivated in such way, they might think that they cannot do right in the lesson or think that they are stupid. Students are anxious about being seen as incompetent if they make errors (Aida, 1994).

A study by Liu (2005) found those students who participate actively tend to have better academic achievement than the students who do not participate. Students who always participate in class activity; they will have courage to share their opinion with others even with the teachers. Besides many reluctant students
who rarely or never speak up in class, they have received the message over time that they are poor students. With that statement, the students might feel frustrated, inadequate, confused, or even ashamed. It could be that they are afraid to make mistake, Tsui (1996), from the study of 38 ESL students in University of Hong Kong states that students’ low English proficiency and fear of making mistakes, teachers’ intolerance of silence, uneven allocation of turns, and incomprehensible input to be the factors that cause Asian students’ silence or reticence in class. Sometimes students’ reticence and students’ reluctance also make the teacher more depressed because the teacher should use another way to make the student talk or give their opinion in class Flowerdew and Miller (1995).

Factors Contributing to Students’ Reluctance to Participate in English Classroom

Various factors may contribute to students’ reluctance to participate in English classroom activities. For the purpose of this study the researcher will only discuss several factors. Those factors are motivation, anxiety, and avoiding class participation.

1. Motivation

Some factors that make students are reluctant to participate in English classroom activity sometime might be related to motivation. Motivation to study is crucial parts as a key to make the students are willing to study. According to Ryan & Deci (2000) motivated means moved to do something. Many teachers find that teaching students with low motivation one of the hardest challenges for
them as a teacher (Kyriacou, 2000). Even when the teacher gives the students new materials containing with fun English game for example, the students will not be attracted by that.

When someone is motivated in doing something, they will try as hard as they can to achieve their goal. It also happens to the students if they are motivated to be able to contribute in English in classroom they will try to contribute in class activities even though their English is not good, but they will try at least. That is why motivation is something that students should have so that they can show their better academic achievement. Type of motivation that students should have is intrinsic motivation in which the students will be happy to do the task or doing their activity in class freely without forced to do it. As Deci & Ryan (2000) said intrinsic motivation stay alive in the relation between individual and activity. Therefore, students should realize the important of participating in English classroom. That is the reason motivation is influence part that students should have.

2. Anxiety

Another factor that might appear as the reason students’ are reluctant to participate in English classroom activity is Anxiety. According to Horwitz et al., (1986: 125) Anxiety is subjunctive feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. Foreign language learners tend to feel more anxious because they try to use foreign language but they do not master it yet. Anxiety has been viewed as problem faced by students, anxiety itself has many types. Several types of anxiety that have been
viewed and discussed from different aspect (e.g, Ehrman, 1996; Scovel, 1987; Spielberger, 1972,1983;). Those types are trait anxiety, state anxiety, facilitating anxiety, debilitating anxiety, situation specific anxiety and foreign language anxiety.

Despite so many type of anxiety, the type of anxiety which related with the researcher study is foreign language anxiety. MacIntyre (1999) define that language foreign anxiety is a worry and emotional state that appear when the learner try to learn foreign language. This anxiety appears because the learners try to learn foreign language which is not their mother tongue that makes them feel anxious if they cannot get good result. Inside foreign language anxiety there is one of type called communication anxiety which is also related with this research. Communication anxiety defines as “type of shyness characterized by fear or anxiety about communicating with people” (Horwitz, et al., 1986). That is why anxiety may be related to shyness which has also been identified as a possible cause of low participation.

3. Avoiding Class Participation

In order do not want to participate in English classroom activity students sometimes may have their own way to do it. From this study the researcher grouping some statement from the questionnaire into another factor students’ reluctant to participate in class that is avoiding class participation.

Some of their ways are the habit sitting in the back rows because they do not want to participate in class. Students prefer to participate in small group because they feel more comfortable, and they do not participate due to big class. This
statement also goes in accordance with the result of Chau, Fung- ming, (1996) who stated that big classes discourage the students to share their ideas, it anxious for the teenager face a lot of people while speaking foreign language. They might afraid if they make mistake in front of many people.

The Study

Research Question

The writer wants to find out some factors that students 8th grade of SMP Stella Matutina Salatiga, and this study aimed to answer the following question:

1. What are the factors contribute to students’ reluctant to participate in English classroom activity?

The result of the research can provide useful information for the readers about the real factors that appear in the student’s choice to be reluctant to participate in English classroom activities. The result of this study can also be used for teachers to create new or more interesting activity in order to help the students to increase students’ participation in English classroom activity.

Context of the Study

This study took place at SMP Stella Matutina. SMP Stella Matutina, Salatiga, Central Java, Indonesia. The study in this Junior High School conducted just for year eight of students in Stella Matutina.
Participant

The participants involved were 100 students from year eight from SMP Stella Matutina, Salatiga, who were still studying English in their school. The school was chosen because the students seemed tend to be passive in the class.

Instrument of Data Collection

For this study, the researcher uses a close-ended questionnaire. The questionnaire used in this study consists of 14 questions, which originally consists of 66 questions extract from the previous studies (Tahar, 2005; Liu, 2005; Sayadi, 2007; Hamouda, 2013). The researcher only takes several questions that related with the point that she wants to investigate. The researcher needs to get information from the student point of view if they are classified in reluctant students and some reasons why they use Indonesian to answer the teacher’s question instead of English in English classroom activity. The points of questionnaires are about the student’s opinion toward the lesson, what the students feel when they have to contribute in English classroom activity.

Data Collection Procedure

The data were collected through the following procedures. Firstly, after the researcher asked the school principal and the English teacher to give permission to allot the questionnaire and give the researcher the date to spread the questionnaires. Second, before distributing the questionnaire, piloting was done to make sure that the questionnaire is understandable to do. This was done in respond to McKay’s (2006) idea on the benefit of piloting such as to explore what potential problems may exist, for example clarity of the instruction, items that
might be confusing or difficult to understand. The participants for piloting were 25 students of SMP Pangudi Luhur Santo Mikael, Salatiga. This number is considered enough for piloting as suggested by McKay, the minimum number of participants for piloting is a quarter of the total sample size. Then, before giving the questionnaire to the students, the researcher gave them clear instructions and explanations about the questionnaire. To fill in the questionnaire, the researcher only gave around 15 minutes in the beginning of the lesson to fill in the questionnaire. After that, the researcher collected the questionnaire and classified the data from the students.

Data Analysis Procedures

After collecting data, they were analyzed; the researcher start to classify every question based on the reason of the students answer whether they choose strongly agree, agree, disagree or strongly disagree.

Finding and Discussion

This section discusses the research finding in attempt to answer the research questions about why students were reluctant to participate in English classroom. The answer is presented by showing the amount presentence of each questions answered by the students. From the 100 questionnaires, the tables of the responses of the students why they are reluctant to participate in English class activity with the descriptions are Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) in percentage. With the description it will show the amount of the students perceive from the each question in the questionnaire.
In order to answer the research question from the fourteen questions, the researcher classified them into three initial themes based on the content of the questions. The initial themes from this research are factors contributing to avoidance of participation, factors cause leading to anxiety, and the last theme is motivation.

Factors contributing to students’ reluctance to participate in class

1. Anxiety

The first factor that concluded as students’ reluctance to participate is Anxiety. From the questionnaire statement which include in anxiety is “I start to panic, when I have to speak without preparation in the English class.”

![Chart 1](chart.png)

The data illustrate that three quarters of the students of SMP Stella Matutina said they agreed (62%) and strongly agreed (26%) with the statement that they are start to panic when they have to speak without preparation. The data shows that the majority of the students perceive that they need preparation before
they contribute in the class activity. It also shows that for the students preparation is very important for them to avoid embarrassing situation. Lack of preparation may something that makes the students easily gets nervous because they do not master the materials or do not know what they should say in front of the class. On the other hand, the rest of the students around (12%) of them show disagreement with the statement. They might not have problem to speak without preparation. These students might have high confident of their self compared with the other students.

The second statement which also include in anxiety as the factor is “I feel anxious if I make a miss pronounce in English class.”

For every student in EFL class, pronunciation appears to be some concern. Pronunciation is very important for communicate with others and it will be a problem if someone we talk to is not understand what we are saying because of mispronounce. Related with that reason, the data from the research shows that
more than half of the students said that they agreed (61%) and strongly agreed (17%) feel anxious if they make a miss pronounce in their English class. This finding similar with study conduct by Hamouda (2012), his study showed that (71.70%) of the students worried if they make miss pronounce in class. With the similarity of the result, it shows us how the students perceive miss pronounce is something uncomfortable feeling. They might feel anxious if the teacher does not understand what they are saying.

The next statement from the questionnaire which has big amount of agreement is “I am afraid of being seen as foolish if I make too many mistake when I tried to speak using English in class.”

Another statement which include in anxiety is afraid of being seen as foolish if they make many mistakes. The data shows that more than half of the students are afraid to make many mistakes when they speak using English. These students might have low risk taking so that they might participate in class but using Indonesian. With the high percentage of agreement it shows us how anxious
they really felt trying to speak using English. So they might choose safety zone by speak using *Indonesian* or not to participate. The rest of the students less than quarters of the class said that they disagree and strongly disagree with the statement. If we compared with students who said agree about the statement, these students who said disagree with the statement might have high risk taking for not being afraid to make a mistake.

The next statement number 4 in the questionnaire which still included in anxiety as factor of students low participation in class is: “I am worried because I have no confidence with my English skill. Example: I do not have enough vocabulary to express my ideas, also not sure, which tense to use when I want to speak in English.”

Another problem that might be faced by EFL students is that they are not confident with their English skill. Zainal Abidin Bin Sayadi (2007) said linguistic and grammar in his study has been found to be the most important aspect that EFL
students feel worried and difficult to learn. The data from SMP Stella Matutina shows that the majority of the students from this research said agreed (62%) or strongly agreed (19%) with the statement. The students might not have enough vocabulary to share their idea and might not sure using the right tense. This might be the main problems for the students that make them do not want to participate in English class. It means grammar and mastered vocabulary are very important for these students. In other hand, less than quarter of the students disagree and strongly disagree with the statement. It shows that these students are very confident in his English skill. It is very serious problem for students in their level because from all the students, only 19% of them are confident enough with their English skill. Another item in the questionnaire related to anxiety is: “I always feel nervous speaking English because my teacher is very strict.”

The role of the teacher as figure is very important as the real example for the students. However, students might feel worried about what will their teacher will say to them if they make a mistake while practicing their English. The result
of the previous study by (Horwitz et al., 1986; Price, 1991; Tanveer’ 2007; Young, 1991) also indicated that the authoritative, embarrassing and humiliating attitude of teacher toward students, especially for those who makes mistake in class can affect to the learners cognition and their willingness to communicate in class activity. The data of SMP Stella Matutina shows that half of the students said that they agreed (43%) and strongly agreed (9%) that they felt nervous in speaking English because they are afraid of their strict teacher. These students might concern if they get negative feedback in English class activity. However, for the students who clearly said they disagreement toward the statement teacher’s comment is not a problem need to concern especially for (13%) of the students who said that they strongly disagree with the statement. They may think that the teacher’s comment or correction can help them to improve their speaking.

Another statement is “I am too afraid to volunteer answer to the teacher’s question because my classmates would laugh at me if my answer were wrong.”

![Chart 6](chart.png)

The data shows that the issue of being afraid to volunteer in class is very serious for the learners. Surprisingly, more than half of the students agreed and
strongly agreed with the statement. From this data we can see the students perceive if they make wrong answer in front of their friends. This study also has relevance with Cheng’s finding (2000) that fear making errors may relate to passiveness in class. He further suggested that this kind of anxiety may also be related with certain eastern culture, desired to be right and fear of losing face in front of others. However, we can see in the chart some students who have high risk taking that they disagree and strongly disagree with the statement. It shows us that these students do not afraid to make mistake in front of their friends.

Another statement which still included in anxiety as factor students’ reluctant to participate is: “I am too reluctant to participate in class because I am afraid of my teacher’ harsh comment and negative gestures.”

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>22%</td>
<td>22%</td>
<td>51%</td>
</tr>
</tbody>
</table>

Chart 7

Teacher’s negative feedback sometimes might have big influence in student’s improvement in learning something. Horwitz et al. (1986) stated that fear of negative teacher evaluation come from the teacher as a fluent speaker and the classmate. When students get negative feedback they might do not want to try again in order to avoiding negative comment. The data from the research found
that some students agreed (22%) or strongly agreed (5%) that they afraid if the teacher gave them negative evaluation. The little number of agreement here shows us students’ perceive to the statement. If we compare with previous statements, the data here shows better result because the disagreement amount is bigger than the agreement statement. Where (51%) of them said disagreed with the statement. It shows that some of the students assume that teacher evaluation is not something be afraid of and it also something that can help them to improve their language skill.

A factor that may be related with anxiety which has also been identified as the possible cause of low participation is shyness; with the statement in the questionnaire said “I talk less in class using English because I am shy.”

The data show that almost 3/4 of the students of SMP Stella Matutina perceived that they talk less in the class using English because they were shy. The big amount of agreement with the statement could show us how shyness influents in their willingness to participate in classroom activity. As McCroskey (1992), shyness may relate to some factors like social introversion, unfamiliarity with
academic discourse, fear of losing face in front of many people. Their shyness seemed to make them believe that it was better to stay from the spotlight to avoid embarrassing situation in front of the class. This percentage appears to be a serious problem because only few students disagreed with the statement. If the teachers do not find some ways to encourage the students in order not to be shy in class, it will make the students unable to improve their English skills.

Another item in the questionnaire which relates to anxiety because of shyness is: “To avoid any embarrassing situation, I prefer to remain silent rather than to orally participate in the classroom.”

The data also shows that more than half of the students agreed (46%) and strongly agreed (13%) that they prefer to be silent in class to avoid embarrassing situation. They might not want their friends to laugh at their mistake. In this case, Students seemed to be concerned about their lack of proficiency and were fearful of making mistakes. This may lead to a lack of confidence in their ability and discourages them from participating orally. Students who feel this kind of problem tend to keep themselves from participating in classroom activity. With
this few number of students there is still hope for the teacher to encourage the students to be able to speak in class using English. This small number of the students clearly disagreed and strongly disagreed with the statement. It means they were participating in classroom and they were not afraid of any embarrassing situation. They may think that mistake was one of the ways for them to be able mastering English. They were aware of the mistake and will not make the same mistake anymore.

2. Avoiding Class Participation

The second factor that leads the students to reluctant to participate in class activities is avoiding class participation. From the statements in the questionnaire the researcher picked three statements that lead to avoiding class participation. The first statement is: “In order not to participate in the English class, I like to sit at the back rows.”

![Chart 10](chart.png)

Avoidance of participation by students has many reasons. It might be caused by of the big class that makes the students reluctant to participate and might be like this statement “in order not to participate in the English class I like to sit at the back rows.” Related with that statement, the data shows low
percentage of agreement toward the statement. With the amount of agreed (13%) and strongly agreed (5%). It shows only few of the students who thought sitting at the back rows as a way to avoid class participation. They may not have desire to participate in English class so they prefer to sit in the back rows every time they have English class. Fortunately, three quarters of the students disagreed and strongly disagreed with the idea of sitting in the back rows to avoid participation. All of these students may have big enthusiasm in English class because they do not have any idea to sit at the back to avoid class participation. Especially for the 49% of the students who said they strongly disagree with the statement. It may because the class arrangements by the teacher that make them sit at the back rows.

The second statement which is still included in avoiding class participation is: “Instead, answering teacher’s questions using English, I rather participate in small group so I feel comfortable to share my ideas.”

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>16%</td>
<td>17%</td>
<td>57%</td>
</tr>
</tbody>
</table>

Chart 11

Group discussion is something that can help students to improve their skill through share ideas with their friends. However, the teacher should be aware of
the students’ behavior to choose group discussion. It might because the students try to avoid teacher’s question. This concern appears to be serious problem because the data shows that three quarters of the students (73%) said that they prefer to have small group discussion rather than participate in class discussion by answering teacher’s questions. It shows students perceive toward the statement, they might not have courage to try answer teacher’s question. Group discussion might also make them feel secured to share their ideas with their own group. That is why they avoided answering teacher’s question by participating in a group discussion to share their idea instead of participating in class discussion.

The second statement which also include in avoiding class participation is: “I do not practice English due to big class.”

![Chart 12](chart.png)

Indonesia is one of the countries in the world, which English is not the mother tongue. Because of that reason, the students might feel under pressure to practice English in class in front of their friends especially when they have big
size class. Chau, Fung-ming (1996), said having big class size discourage the students to share their ideas in class. Big classes also make the students afraid to make mistake because they might think their friends will laugh at them when they make a mistake. From the research, a quarter of the students said that they agreed 21% and strongly agreed 4% do not practice in English class due to big class. The result shows us students perceive toward the statement in few number. Fortunately, 75% of the students disagreed with the statement. They might think that big classes are not the problem not to practice in class. These students might have courage to learn and practice English to improve their skill.

3. Motivation

The last factor that include in factors contributing to student’s low participation in class is motivation. First statement is: “*I am reluctant to participate in class discussion because I am not interested in English.*”

![Chart 13](chart13.png)

Motivation to study is crucial part of the students to encourage themselves to be able study. When someone motivates to study something, even if the materials seem difficult, it will not bother them. But in this case, some students
have low motivation to learn, because they do not interest in the subject. The data shows that almost half of the students agreed (33%) or strongly agreed (9%) with the statement. It will be hard for the students to be able to participate in English class activity because they are not interested with the subject. According to Zainal Abidin Bin Sayadi (2007) “when something isn’t interesting, most people are not willing to talk about it, while one can talk as much as he can on his interests”. Learning process might get difficult for these students because they already not interested in English. Fortunately, more than half of the students are said that they disagree or strongly disagree with the statement. It shows good result that more than half of the students interested in learning English as their foreign language.

The last statement that include in motivation as factor students’ reluctance to participate is: “I feel apprehensive to participate in the class discussion if the lesson does not interest me.”

Finding topic that can encourage the students to learn is also has a big influence in their willingness to study. The data of this research shows that almost half of the students agreed (35%) and strongly agreed (12%) with the statement. We can see the students’ perceive that interesting materials might help them to be
able participate in class activity. Despite about the agreement from this research, disagreement in this statement also shows big percentage. Half of the students show their disagreement (53%) with the statement. For these students, they might be able to be motivated to participate with every materials give by their teacher. Although the disagreement for this statement lead the highest percentage it would be better if the topic discussion in every English class activity has to be attractive for students so that they are motivated to learn and can enjoy the learning process.

**Conclusion**

This study investigated the reason why students are reluctant to participate in English classroom activity by the eighth grade students’ of Stella Matutina Salatiga. Reluctant to participate in English classroom activity is serious problem faced by students. It can be hindered the students to improve their skill in learning English. Based on the research, the study found the three factors that influence in students’ reluctant to participate in class. The first factor is Anxiety, Avoiding Class Participation and Motivation. The dominant factors that contributing students’ reluctant to participate in class is anxiety. The students more concern about preparation of what they are going to say in English, the students feel anxious to speak in English without preparation. It happened because they did not confidence in their English skills. The teacher’s feedback toward student’s mistake also include in this reason. Some of the students are anxious if their teacher gives them negative comment. In the second factor that contributing to student’s reluctant to participate is avoiding class participation. The students are
preferred to work in groups because they think that it would be easier to share their ideas with their friends. For the last factor is motivation. The students are reluctant to participate because they are not interested with the topic, they are apprehensive to participate if the lesson does not interest them.

The weakness of this study is it does not give the solution for the teacher to handle reluctant students, so that they want to participate in English classroom activity. So for the future study about reluctant students in English classroom activity the writer suggests to investigate the right method of teaching for the teacher, so the students will not be reluctant to participate and think that English is not something that they should avoid.
Acknowledgement

First of all, I would like to give thanks to my Heavenly Father who always help me in every situations that I faced, I am nothing without You my Jesus. For my supervisor Ibu Dr. Elisabeth Titik Murtisari, S.Pd, Mtrans stud, Phd. who has kindly given me guidance to do my thesis, and also my examiner, Ibu Athriana Santye Pattiwael, M.Hum. who has also spared her precious time to read and examine my thesis. Also special thanks for SMP Stella Matutina Salatiga and SMP Pangudi Luhur Santo Mikael who has kindly helping me to get the data for my thesis. Then thanks to all the lecturer of English Department for their kindness. Thanks to my beloved parents Nicholas Eling Lukman Wijaya and Hedwigis Endang Tri Wahyuni who always takes care of me, helping me, give me courage to pass through my college life. I love you so much, thank you Mom, Dad. For my little sister Brigitta thanks sister, and for my cute little Momo. I also want to say thank you for all of my friends for sharing happiness all the time. Brigitta Tika for every single helps, Tiwi Dewi, Maria Zega, Ekky Hessia, Aninda Intan, Ika Ratna, Amie Tupang, Desi Ariani, Tenners (2010), I will never forget you guys. GoTenners GoTenners Go! Thank you.

Theresa Benedicta Wahyuni Wijaya
References


APPENDIX

Adik – adik pelajar SMP Stela Matutina.

Saya adalah mahasiswa Fakultas Bahasa dan Sastra UKSW yang sedang melakukan penelitian untuk skripsi. Tujuan dari kuisioner ini adalah untuk mengetahui berbagai alasan yang dimiliki murid – murid kelas delapan SMP Stela Matutina enggan berpartisipasi dalam proses pembelajaran di kelas Bahasa Inggris. Untuk itu saya mengharapkan kesediaan adik – adik sekalian untuk mengisi kuesioner ini sebagai data penelitian saya. Tolong di jawab apa adanya karena tidak akan mempengaruhi nilai adik – adik sekalian. Terimakasih

Peneliti,
Theresa Benedicta Wahyuni Wijaya

A. Centang (√) sesuai pendapat anda.

B. SS = Sangat Setuju S = Setuju TS = Tidak Setuju STS = Sangat Tidak Setuju

C. Data responden
   Usia :
   Jenis Kelamin : Perempuan / Laki - laki
   Berapa lama mempelajari bahasa Inggris :

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<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>SS</th>
<th>S</th>
<th>TS</th>
<th>STS</th>
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<tbody>
<tr>
<td>1.</td>
<td>Saya enggan berpartisipasi di kelas karena saya takut bapak/ibu guru akan marah atau memberikan komentar negatif kepada saya.</td>
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<td>2.</td>
<td>Saya tidak berlatih menggunakan Bahasa Inggris di kelas karena jumlah murid di kelas terlalu banyak.</td>
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<td>3.</td>
<td>Daripada menjawab pertanyaan dari guru dengan bahasa Inggris saya lebih memilih berpartisipasi di kelompok kecil yang nyaman untuk mengutarakan pendapat saya.</td>
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<td>No.</td>
<td>Statement</td>
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<td>5.</td>
<td>Saya enggan berpartisipasi di kelas bahasa inggris karena saya tidak tertarik belajar Bahasa Inggris.</td>
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<td>7.</td>
<td>Untuk menghindari hal memalukan, saya lebih memilih diam di kelas dari pada berusaha menjawab pertanyaan dari guru secara lisan di kelas.</td>
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<td>8.</td>
<td>Saya sedikit berbicara di kelas menggunakan bahasa Inggris karena saya malu.</td>
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<td>11.</td>
<td>Saya mulai merasa panik saat saya harus berbicara dalam bahasa Inggris tanpa persiapan terlebih dahulu</td>
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<td>12.</td>
<td>Saya khawatir melakukan pengucapan yang salah ketika saya berbicara dengan bahasa Inggris di kelas.</td>
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<td>14.</td>
<td>Saya merasa khawatir untuk berpartisipasi di dalam kelas jika topik diskusi tidak menarik.</td>
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