REASONS FOR STUDENTS’ RELUCTANCE TO PARTICIPATE IN IN-CLASS SPEAKING ACTIVITIES

THESIS
Submitted in Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan

Endang Kristianti
112016076

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
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ABSTRACT

Speaking is one of the most important skills in English language learning. Practicing speaking regularly is important to develop students’ speaking skills (both fluency and accuracy). When students speak in the English language in the classroom, they face a lot of problems. This descriptive qualitative study aimed to explore the reasons for students’ reluctance to participate in in-class speaking activities. This study was conducted at the English Language Education Program, Universitas Kristen Satya Wacana (ELEP-UKSW), Salatiga. A lot of English language education students experienced problems during in-class speaking activities in Speaking for Social Purposes class. As many as 44 participants of this study were selected using nonprobability sampling. An open-ended questionnaire and a semi-structured interview were used to collect the data. The findings showed that the participants encountered both linguistic problems and non-linguistic problems which were resulted from external factors (outside the individual) and internal factors (inside the individual). This study was useful for both the students and the lecturers as a reference to make them more aware of the current concerns. Also, this study suggests that level of support among teacher-student and student-student seems important and needs to be given more attention both by the students and the lecturers.

**Keywords:** Speaking, Speaking for Social Purposes, speaking problems, External and Internal factors, Reluctance.
INTRODUCTION

Speaking skills are one of the fourth skills that a foreign language learner should master to achieve the success of oral foreign language learning. Here, to achieve the success, practicing speaking regularly is important. In Swain’s study (as stated in Hedge 2000), for producing comprehensible output in case of English-speaking skills, a learner should always practice using all the language resources they have already acquired. Moreover, speaking is a productive, natural, and developmental process that a person goes through since the earliest experiences. Moreover, Hedge (2000) stated that the first impression that people look at is our appearance and the way we speak, stating our purpose through good speaking skills. That is why, learning to speak competently in English is very important, especially for potential English teachers in English Language Education Program (ELEP). Hence, practicing English speaking regularly is essential for the speaker to be able to communicate fluently in real-life communication and for other kinds of specific purposes.

Many foreign language learners have their own reasons that make them reluctant to participate in many kinds of speaking activities. The reasons usually comes from some problems. Such problems may be caused by some reasons which can be resulted from some factors. Here, the common factors that are often faced by learners are internal and external (Johnson, 2006). Internal factors are those that the individual emotional responses of the language learner bring with him or her to the particular learning situation, such as motivation, attitude, personal practice, and study habits. External factors refer to the institutional contexts in which language learning takes place. According to Johnson (2006), external factors include learning environment, length of exposure, and learning style that happen to the learner, not because of the learner. The two definitions of such factors are in line with other researcher Mirhadizadeh (2016) who said that
internal factors are factors that come from inside the individual while external factors are factors that come from outside the individual. Based on some concerns that have been discussed so far, it can be indicated that there are still chance to do to explore new research discussing on the around problems which are faced by the new context of the learner and also, hopefully, some suggestions and/or implications on how to cope with it would appear later. Moreover, by investigating the concerns to the present research context, it is expected that potential problems that are faced by the learners can be known and prevented as early as possible.

A previous study conducted by Kurniawan (2013) found speaking fluency problems experienced by some Junior High School students at SMP Kristen Satya Wacana in terms of external discouraging factors faced by the students during speaking skills in English Zone Club. Based on that previous study, the researcher was inspired to do further research in a different context of the study with different research participants. As a result, the present study was done in the Speaking for Social Purposes course. It is important to know that such problems have ever happened to the researcher’s experience when joined the Speaking for Social Purposes course. Moreover, based on 3 lecturers’ perspectives, students in their class faced such problems above. That is why, this study was aimed to explore reasons for students’ reluctance to participate in in-class speaking activities. The research question of this study is formulated as follows: “Why do students taking English for Social Purposes feel reluctant to participate speaking during in-class speaking activities?”
LITERATURE REVIEW

This section provides a review of the literature which is relevant to the research objectives. These sections attempt to review theories related to reasons and factors that make students reluctant to practice and even reluctant to participate in in-class Speaking activities which include several elements namely: the importance of Speaking Skills, Speaking for Social Purposes Course, the definitions of External and Internal Factors, and previous relevant studies.

The Importance of Speaking Skills

Hamad (2013) stated that Speaking skills are regarded a very important and unique skills. It is the first output of any language and the only skill which you need partner to practice. You can listen to audio resource alone, you can read a book alone, you can write a letter alone, but you can’t speak alone. You need someone to speak to. That is why, practicing speaking in English during the teaching and learning time is important because it is a chance to practice English skills, in this case speaking, in the class. In line with the importance of learning a language, in this case speaking, there was at least an emotional feeling that appear during the learning process. Hutchinson and Waters (1988) stated that “Learning a language is an emotional experience, and the feeling that the process of learning evokes will have a crucial bearing on the success or failure on the learning”. Based on this statement, it was clear that emotional factors are important for learners to determine their success or failure in learning a language. To gain these emotional factors students should be encouraged to learn a language, to achieve success instead of failure. However, some problems can't always be controlled. The problems may accrur due to some reasons and many factors that will be discussed in the next two sections too.
Speaking for Social Purposes course

According to Sinanu (2019), this course prepares students to talk in clear and acceptable English in various social contexts. The course was designed using a mixed of function-based and task-based approach to allow students to practice various English language functions in everyday communication tasks. Moreover, Mali (2018) stated that this course offers four-credits and compulsory for freshman of university students held between January to April. The assessment of this course was vary which consist of the speaking test, graded role play, talking at an even which called Afternoon Soirée, speaking at the English Fair, participation in all class activities and speaking reflection.

The Definitions of External and Internal Factors

These two following factors were the general problems that may be found in speaking problems. According to Mirhadizadeh (2016), internal factors are factors that come from inside the individual while external factors are factors that come from outside the individual. Specifically, external factors are based only on circumstances outside of the influence of the learner that include learning environment, length of exposure, and learning style. Besides, Hamad (2013, p.88) pointed that “external factors include inadequate or inappropriate teaching and learning methods, lack of differentiation, inappropriate curriculum, negative teacher–learner relationships, truancy and absenteeism, and negative classroom or school environment”. Besides, Kurniawan (2013) stated that external factors in a negative environmental influence can be divided into two: a lack of harmonious relationship between teacher-students and a lack of harmonious relationships among peers. On the other hand, Johnson (2006) said internal factors include those which are determined by the individual learner such as motivation, attitude, personal and study habits while external factors include learning environment, length of exposure, and learning style.
that happen to the learner, not because of the learner. Furthermore, Hamad (2013, p.88) pointed that “internal factors include low ability, emotional and behavioral problems, medical syndroms or conditions, neurological problems, genetic influences, learning difficulties and disabilities, sensory impairment, low perceived self-efficacy, learned helplessness, fear or failure and motivational problems”. Subsequently, Kurniawan (2013) stated that each of internal factors is an individual component of the students’ ability to learn a foreign language. For example, when motivation is low, then the study habits and attitudes are affected as well.

**Previous Relevant Studies**

The reasons and factors that caused students’ reluctance to speak may occur due to various problems as found in several previous relevant studies below:

A study by Hafsah (2017) in the researcher case study at the English Education Study Program of Tanjungpura University in the academic year 2016/2017 found that the participants were reluctant to use English in the classroom activities because of lack of motivation and effort to speak in English, shyness and being afraid of making mistakes, lack of grammar skills in speaking and no adequate number of words to express ideas through English speaking skills. This study collects data qualitatively using observation, a questionnaire, and a guided interview.

A similar study conducted by Shteiwi and Hamuda (2016) concerned with the forty English major students’ factors behind their difficulties to have successful oral communication in English. This study was conducted at the Education Faculty, Misrata University, Libya. A questionnaire was used as a method to collect the data and they were analyzed qualitatively. As a result, it was indicated that lack of English exposure and practice inside and outside the classroom, lack of vocabulary mastery, lack of grammatical and pronunciation components, and self-confidence
problems were the main reasons why they performed a certain degree of difficulty in speaking English fluently.

Another related study was conducted by Jimenez (2015). In this case, the researcher surveyed 14 Spanish students to prove their oral fluency difficulties in English. The findings in the study revealed that the highest level of negative impact in English speaking fluency came from the interfere of students’ mother tongue. While low-esteem and anxiety in EFL learning motivation and learning environment with a low level of support can be the next obstacle to be fluent speakers.

A similar study by Hamad (2013) concerned with the factors that negatively affect Speaking Skills at Saudi Colleges for Girls in the South. This study was conducted at the Department of English Language, College of Science & Arts, Almajardah, King Khalid University, Saudi Arabia. This study collects the data using questionnaire papers and were distributed to 150 students and 10 female instructors were interviewed about the students’ questionnaire information. Data generated were subjected to descriptive and analytical approach using SPSS. The findings were using Arabic in class affect students’ proficiency, students fear to speak the English Language in public and can’t make a phone conversation, presentation in English without Arabic translation, the curriculum of listening and speaking does not contain enough exercises for speaking skills, instructors do not use strategies that develop speaking such as role-play, debates, and presentation-assignments, more time is devoted to listening skills than speaking skills, labs are not used for teaching listening and speaking skills, students rarely listen to a compact disc (CD) as a model for speaking practice, and more than 30 students are in the listening and speaking class.

Otherwise, Javid, Farooq, and Gulzar (2012) in their study Saudi English-Major Undergraduates and English Teachers' Perceptions Regarding Effective ELT in the KSA: A
Comparative Study concluded that: classrooms should be more interactive, classrooms need to be equipped with modern teaching resources, students’ English language proficiency is poor when they join Taif University, the students have to pass an English language proficiency test to qualify for the next academic year, and the department should start remedial courses for the weaker students.

Other studies about students’ attributions on speaking fluency problems in English as a Foreign Language (EFL) speaking classroom was done by Pratiwi (2018). This study was conducted in the Speaking for Social Purposes class in the English Language Education Program (ELEP), Universitas Kristen Satya Wacana (UKSW), 2017/2018 academic year. The data were collected by an open-ended questionnaire and a semi-structured interview. The total number of participants was 34 freshmen. The findings resulted that anxiety, lack of vocabulary, and problems in grammatical aspects were the main factors that influence students’ difficulties to speak English fluently.

Next, the previous study which was conducted by Kurniawan (2013) found a problem experienced by seven students of LAB Junior High School who join the English Club. In this case, the researcher found external discouraging factors in language learning such as the relationship between teacher-students and students-students, Learning Environment, and Learning styles that face during speaking skills. This study collects data qualitatively. The instrument used in this study is a stimulated-recall interview.

In conclusion, the all above study in average found that the negative impact of interference of students’ mother tongue, low motivation and anxiety to practice speaking, lack of harmony relationship between teacher-students and students-students, lack of vocabulary, problems in grammatical aspects, students rarely listen to a CD as a model for speaking practice, the curriculum
does not contain enough exercises for speaking skills, too many students in a classroom which led to more passive students, the different level of English language proficiency are the reasons and factors that caused many problems for the students’ reluctance to practice speaking. The researcher’s objectives of this study are to dig reasons for students’ reluctance to participate in in-class speaking activities. The researcher wonders if the findings are similar or different from the results of previous relevant studies.

THE STUDY

This is a descriptive qualitative study. This study aims to explore reasons for students’ reluctance to participate in in-class speaking activities at English Language Education Program (ELEP), Universitas Kristen Satya Wacana (UKSW). The research question is formulated as follows: “Why do students taking English for Social Purposes feel reluctant to participate speaking during in-class speaking activities?”. To answer the research question, context of the study, research participants, data collection instruments, data collection procedures, and data analysis procedures are described below.

Context of The Study

This study was conducted at the English Language Education Program (ELEP), Universitas Kristen Satya Wacana (UKSW). According to Mali (2018), the speaking course is four-credits and compulsory for first-year university students held between January to April. Moreover, Sinanu (2019) stated that this course prepares students to talk in clear and acceptable English in various social contexts. The course was scheduled twice a week for 120 minutes for each meeting. More importantly, the students were required to speak English during class. Since this course was the
first speaking course for the freshmen, different speaking proficiency, learning backgrounds, excitement, and challenges towards the speaking fluency may appear to be different.

**Research Participants**

The participants of this study were students from the 2019 batch who had taken the Speaking for Social Purposes class, academic year 2019/2020. They were in their first year of university’s life. The total number of participants was 44 students. To select the respondents, nonprobability sampling was used in this study. Rea and Parker cited in Griffee (2012, p.57) nonprobability sampling as sampling which is the TREE does not know the probability of a given possible respondent’s being selected into the sample, also it is generally agreed that nonprobability sampling is widespread (Kalton, 1983; Warner, 2008). To make sure if the participants experienced the problems, the researcher asked 3 related lecturers face to face about the students’ performance which occurred during the teaching and learning process in the classrooms.

**Data Collection Instruments**

To collect the data, the study applied an open-ended questionnaire and a semi-structured interview. Zacharias (2013) stated that in an open-ended response, participants are free to write their responses to the question given instead of being controlled by the choices designed by the researcher as in a closed-ended questionnaire. Hopefully, by employing this kind of questionnaire, the possibility to obtain new issues from the responses can be explained properly in their way just as expected. All questions for the open-ended questionnaire were adapted from Adibba (2004), Mali (2015), Tuan and Mai (2015), and Mali (2016) as cited in Pratiwi (2018, p.21) with several modifications as it has a similar case to the present research context.

In order to gather more in-depth data and clarify some answers to enrich the data on the open-ended questionnaire, this study also employed a semi-structured interview. It is similar to
Dowson (2019) which said that flexibility in the semi-structured interview helps to gain more information.

Data Collection Procedures

Due to pandemic COVID-19, it was impossible to distribute the questionnaire face to face. That is why the questionnaire was distributed online using google form link. Before it was distributed, the researcher asked permission to related teachers. After that, the researcher distributed the online questionnaire one by one via e-mail and WhatsApp personal chat. In the online questionnaire, the instruction given was very clear that the participants were allowed to fill out it either using English or Bahasa Indonesia. After all, a semi-structured interview was the following steps to gather more information and deeper data if necessary. The interview has been conducted in Bahasa Indonesia by phone call and recorded using a voice recorder. Several questions led to the students’ reluctance to their speaking problems. The questions that were asked are the same for each participant. Also, there were follow-up questions to clarify the participants’ typed statement on the online questionnaire.

Data Analysis Procedures

After the data were collected, they were transcribed, reduced, and classified based on emerging themes and sub-themes. Holliday (2007) suggests that data needs to be analyzed by interpreting broadly and rearranging under themes according to the interest. Hence, this research used thematic analysis to analyze the data that resulted from both instruments. Finally, the analyzed data were drawn into findings.
This section presents the findings and discussion of the study about *Reasons for Students’ Reluctance to participate in in-class Speaking Activities*. The data collected from the respondents were analyzed and interpreted to become the findings. Then, the findings were displayed before they were discussed by comparing and/or contrasting with relevant theories and/or previous relevant studies. Based on the data collected using open-ended questionnaires and follow-up semi-structured interviews from 44 respondents, there were seventeen sub-themes emerged in this study, namely: nervousness, anxiety, awkwardness, shyness, inability to ask question(s), inability to present answer(s), mother tongue use, peer influence, unsupportive environment, grammatical aspects, lack of practical use, lack of self-confidence, lack of background knowledge, unfamiliarity with the language, unfamiliarity with the topic, lack of vocabulary, and pronunciation. All of the sub-themes were classified into three emerging themes namely: the students’ reluctance to interact with friends using English during the Afternoon Soirée event, the students’ reluctance to ask question(s) with friends using English during inside classroom activities, and the students’ reluctance to answer question(s) with friends using English during inside classroom activities. The complete findings are presented and discussed one by one below.

**The Students’ Reluctance to Interact with Friends Using English during the Afternoon Soirée Event.**

Based on the analyzed data, there were several problems encountered by the students such as linguistic problems and non-linguistic problems. Moreover, the problems resulted from 2 (two) factors that are internal and external. The current study revealed that there were 15 (fifteen) problems experienced by the students during their speaking assessment at the Afternoon Soirée Event as presented in table 1 below.
<table>
<thead>
<tr>
<th>Types of Problems</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Peer influence</td>
<td>9</td>
<td>13.8%</td>
</tr>
<tr>
<td>2. Lack of self-confidence</td>
<td>9</td>
<td>13.8%</td>
</tr>
<tr>
<td>3. Nervousness</td>
<td>6</td>
<td>9.3%</td>
</tr>
<tr>
<td>4. Anxiety</td>
<td>5</td>
<td>7.7%</td>
</tr>
<tr>
<td>5. Grammatical aspects</td>
<td>5</td>
<td>7.7%</td>
</tr>
<tr>
<td>6. Lack of practical use</td>
<td>5</td>
<td>7.7%</td>
</tr>
<tr>
<td>7. Lack of vocabulary</td>
<td>5</td>
<td>7.7%</td>
</tr>
<tr>
<td>8. Shyness</td>
<td>4</td>
<td>6.2%</td>
</tr>
<tr>
<td>9. Unfamiliarity with the topic</td>
<td>4</td>
<td>6.2%</td>
</tr>
<tr>
<td>10. Pronunciation</td>
<td>4</td>
<td>6.2%</td>
</tr>
<tr>
<td>11. Mother tongue use</td>
<td>3</td>
<td>4.6%</td>
</tr>
<tr>
<td>12. Unsupportive environment</td>
<td>3</td>
<td>4.6%</td>
</tr>
<tr>
<td>13. Awkwardness</td>
<td>1</td>
<td>1.5%</td>
</tr>
<tr>
<td>14. Lack of background knowledge</td>
<td>1</td>
<td>1.5%</td>
</tr>
<tr>
<td>15. Unfamiliarity with the language</td>
<td>1</td>
<td>1.5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>65</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 1: The Students’ reluctance to interact with friends using English during the Afternoon Soirée Event

Based on the table above, peer influence (13.8%), lack of self-confidence (13.8%), and nervousness (9.3%) were the top 3 problems mentioned by the students. The data above are supported by some students that reported:

**Excerpt 1.**
“Karena ada beberapa orang yang baru pertama kali bertemu. Selain itu masih merasa canggung dengan suasana yang sangat formal dimana saya diamati oleh dosen secara terang-terangan”. (Respondent#2/questionnaire)

“because there were some people who have met for the first time. Besides, I still feel awkward with a very formal atmosphere where I was openly observed by the lecturers.” (Respondent#2/questionnaire/translated by the researcher)

**Excerpt 2.**
“I am reluctant to talk because my friends and I use Indonesian too often and also lack confidence in my English.” (Respondent#27/questionnaire)

**Excerpt 3.**
“Karena itu adalah pertama kali pengalaman saya melakukan kegiatan “Afternoon Soiree” jadi membuat saya sedikit gugup, dan timbullah rasa enggan untuk berbicara karena dalam fikiran saya, takut salah, tapi saya berusaha untuk tidak gugup dan lebih
Based on the 3 excerpts above, it can be seen that all of the above responses are major reasons for students’ reluctance to participate in the Afternoon Soirée event. Here, peer influence between student-student relationships is caused by external factors. Supported by Kurniawan (2013) peer influence is included in the external factors, because it is the relationship between teacher-students and students-students. Meanwhile, according to Johnson (2006), lack of self-confidence and nervousness are caused by internal factors. Interestingly, all of the 3 excerpts are included in non-linguistic problems because the responses are categorized within-pair influence, lack of self-confidence, and nervousness. Next, discussion for the reasons of lack of self-confidence problem. In the study of Saudi English-Major Undergraduates and English teachers’ Javid, Farooq, and Gulzar (2012) found that students’ English language proficiency are poor when they join Taif University. That was caused the lack of self-confidence. As an interviewee reported:

Excerpt 4.
“jadi ka, aku waktu SMA itu, sekolahnya di pelosok pedalaman kalimantan gitu, jadi Bahasa Inggris itu sangat kurang sistem belajar mengajarnya, lalu waktu kuliah kaget liat teman-teman pada jago bahasa Inggrisnya, disitulah aku jadi kurang percaya diri untuk ngomong gitu” (Respondent#8/interview).

“So, when I was in senior high school, the school was in remote rural Kalimantan, there, English was very lacking in the teaching and learning system. Hence, when I was joined in college, I was shocked by my friends' English competency which was much better than me, that's why my confidence was decreased to interact actively with others”. (Respondent#8/interview/translated by the researcher).
Here, it was clear that all of the above responses found that peer influence is very decisive to increase and/or decrease their problems. Also, it can be concluded that background knowledge has an important role to increase self-confidence.

On the other hand, awkwardness (1.5%), lack of background knowledge (1.5%), unfamiliarity with the language (1.5%) were the bottom 3 problems mentioned by the students. Significantly, the themes covered some statements, such as:

Excerpt 5.
“I think because it's nervous and awkward to say it.”
(Respondent#20/questionnaire)

Excerpt 6.
“karena belum terlalu lancar untuk berbicara dalam bahasa inggris dan juga bingung topik apa yang mau dibicarakan dengan lawan bicara.”
(Respondent#24/questionnaire)

“because not too fluent practicing speaking and also confused about what topic to discuss with the other person.” (Respondent#24/questionnaire/translated by the researcher)

Excerpt 7.
“Pertama karena partner saya saat itu adalah orang asing, jadi sedikit susah untuk memulai suatu percakapan. Kedua partner saya saat itu orangnya ga asik jadi ketika saya sedang mengobrol dengan dia, dia hanya menjawab dan tidak tanya balik ke saya. Terakhir dia agak kurang mengerti bahasa inggris, jadi sangat susah berbicara dengan dia.” (Respondent#28/questionnaire).

“First, because my partner at that time was a foreigner, so, it was a little difficult to start a conversation. Second, my partner at that time was not cool, so, when I was practicing speaking, he/she just answered and did not ask me back. Last, he/she does not really understand English, so, it was really hard talking to him.”
(Respondent#28/questionnaire/translated by the researcher)

The above responses are in line with Jimenez (2015) study that revealed that low level of supports among peers would demotivate students to practice speaking and would cause awkwardness.
The Students’ Reluctance to Ask Question(s) with Friends Using English during Inside Classroom Activities

Besides the problems faced by the students during the Afternoon Soirée, this part discussed the reasons why students found it difficult to ask question(s) in English during the inside classroom activities when practicing small talks, giving directions, telephoning, going shopping, etc. Table 2 below described the result.

<table>
<thead>
<tr>
<th>Types of Problems</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Peer influence</td>
<td>14</td>
<td>23.3%</td>
</tr>
<tr>
<td>2. Mother tongue use</td>
<td>10</td>
<td>16.7%</td>
</tr>
<tr>
<td>3. Anxiety</td>
<td>5</td>
<td>8.3%</td>
</tr>
<tr>
<td>4. Lack of practical use</td>
<td>5</td>
<td>8.3%</td>
</tr>
<tr>
<td>5. Inability to ask question(s)</td>
<td>4</td>
<td>6.7%</td>
</tr>
<tr>
<td>6. Grammatical aspects</td>
<td>4</td>
<td>6.7%</td>
</tr>
<tr>
<td>7. Lack of self-confidence</td>
<td>4</td>
<td>6.7%</td>
</tr>
<tr>
<td>8. Lack of background knowledge</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>9. Nervousness</td>
<td>2</td>
<td>3.3%</td>
</tr>
<tr>
<td>10. Awkwardness</td>
<td>2</td>
<td>3.3%</td>
</tr>
<tr>
<td>11. Unfamiliarity with the topic</td>
<td>2</td>
<td>3.3%</td>
</tr>
<tr>
<td>12. Pronunciation</td>
<td>2</td>
<td>3.3%</td>
</tr>
<tr>
<td>13. Shyness</td>
<td>1</td>
<td>1.7%</td>
</tr>
<tr>
<td>14. Unsupportive environment</td>
<td>1</td>
<td>1.7%</td>
</tr>
<tr>
<td>15. Lack of vocabulary</td>
<td>1</td>
<td>1.7%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>60</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 2: The Students’ reluctance to ask question(s) with friends using English during inside classroom activities

Interestingly, peer influence (23.3%), mother tongue use (16.7%), anxiety & lack of practical use (8.3%) are the most frequent problems that the students faced when asking question(s) using English. Some participants conveyed that:

Excerpt 8.
“I think because I just met a partner and English is a bit lacking so this makes me reluctant to ask”. (Respondent#21/questionnaire)
Excerpt 9.
“karena biasanya saya berkelompok dengan teman yang sudah akrab, maka berbicara menggunakan Bahasa Indonesia atau Bahasa Jawa lebih nyaman untuk kami. Kami bisa langsung mengerti apa yang dilakukan apabila berkomunikasi menggunakan Bahasa Indonesia. Apabila menggunakan Bahasa Inggris, kami atau saya pribadi harus menerjemahkan lagi perintah yang diberikan menggunakan Bahasa saya sendiri dan saya piker itu memakan waktu lebih lama”. (Respondent#33/questionnaire)

“Because I usually in group with my close friend only, so speaking in Indonesian or Javanese is more convenient for us. We can immediately understand what to do when communicating using Indonesian. When using English, we or I personally have to retranslate commands given using my own language and I think it takes longer.” (Respondent#33/questionnaire/translated by the researcher)

Excerpt 10.
“Teman yang menjadi pasangan saya terkadang bingung untuk menjawab jadi saya juga menjadi malas untuk melontarkan pertanyaan.”
(Respondent#38/questionnaire)

“My partner is sometimes confused to answer, so I also become lazy to ask questions.”
(Respondent#38/questionnaire/translated by the researcher)

The reasons for the students’ reluctance that have found in this theme are the same as the previous theme since peer influence still the number 1 problem affects them. The following obstacle was mother tongue use. Similar to a study at King Khalid University, Saudi Arabia which was done by Hamad (2013) found that using Arabic in class affect students’ proficiency. In this study, mother tongue use, in this case the Indonesian language or Javanese affect students’ proficiency. Next was anxiety and a lack of practical use. Likewise, in Horwitz’s study (as stated in Pratiwi, 2018) mentioned that anxiety is a feeling that is commonly described by nervousness, dread, and worry. The researcher believes that anxiety can interfere with language learning including speaking.

Meanwhile, shyness (1.7%), unsupportive environment (1.7%) and lack of vocabulary (1.7%) were the least reluctance problems of all. Significantly, the themes covered some statements, such as:
Excerpt 11.
“Karena saya malu.”
(Respondent#8/questionnaire)

“because I felt shy”
(Respondent#8/questionnaire/translated by the researcher)

Excerpt 12.
“Karena ketika kita mulai bertanya menggunakan bahasa inggris terkadang respon/jawaban yang diberikan oleh teman tetap menggunakan bahasa Indonesia dan terkadang ada beberapa kalimat yang sulit untuk ditanyakan menggunakan bahasa inggris.”
(Respondent#22/questionnaire)

“because when I started asking questions in English, sometimes the responses/answers that given by my friends still used Indonesian and sometimes there were sentences that were difficult to ask in English.” (Respondent#22/questionnaire/translated by the researcher)

Excerpt 13.
“Karena kebanyakan teman-teman di kelas hanya ingin berbaur dengan sahabat-sahabatnya dibandingkan dengan orang lain dan setiap tugas mungkin mereka hanya ingin bersama orang-orang terdekatnya saja untuk praktek mengobrol.”
(Respondent#32/questionnaire).

“because most of my classmates just want to mingle with their close friends compared to other people and in each assignment, maybe, they only want to be with people closest to them to practice speaking” (Respondent#32/questionnaire)

According to Johnson (2006) unsupportive environment is included in external factor while shyness and lack of vocabulary are included in internal factor that caused by the learner itself. Moreover, when it is come to the classification of linguistics and non-linguistic problem, shyness and lack of vocabulary were included in non-linguistic problem while unsupportive environment caused by the atmosphere of in-classroom learning. Likewise, Hafsa (2017) found that the participants were reluctance to use English in classroom activities because of shyness and no adequate number of words to express ideas through English speaking skills. The finding similar to current study where the participants felt shyness and lack of vocabulary. Also, as the student's statement, unsupportive environment was influenced by the peer influence where many of the
learners only want to make a convenience conversation each other when the partner was their close friend.

The Students’ Reluctance to Answer Question(s) with Friends Using English during Inside Classroom Activities

Students can be reluctant to ask question(s). The same is true when answering question(s). In this case, in the Speaking for Social Purposes course, answering question(s) when practicing small talks, giving directions, telephoning, going shopping, etc. Table 3 below described the result.

<table>
<thead>
<tr>
<th>Types of Problems</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Peer influence</td>
<td>10</td>
<td>15.8%</td>
</tr>
<tr>
<td>2. Inability to present answer(s)</td>
<td>7</td>
<td>11.1%</td>
</tr>
<tr>
<td>3. Mother tongue use</td>
<td>6</td>
<td>9.5%</td>
</tr>
<tr>
<td>4. Anxiety</td>
<td>5</td>
<td>7.9%</td>
</tr>
<tr>
<td>5. Lack of self-confidence</td>
<td>5</td>
<td>7.9%</td>
</tr>
<tr>
<td>6. Lack of background knowledge</td>
<td>5</td>
<td>7.9%</td>
</tr>
<tr>
<td>7. Pronunciation</td>
<td>5</td>
<td>7.9%</td>
</tr>
<tr>
<td>8. Unfamiliarity with the language</td>
<td>4</td>
<td>6.4%</td>
</tr>
<tr>
<td>9. Unfamiliarity with the topic</td>
<td>4</td>
<td>6.4%</td>
</tr>
<tr>
<td>10. Lack of vocabulary</td>
<td>4</td>
<td>6.4%</td>
</tr>
<tr>
<td>11. Nervousness</td>
<td>2</td>
<td>3.2%</td>
</tr>
<tr>
<td>12. Grammatical aspects</td>
<td>2</td>
<td>3.2%</td>
</tr>
<tr>
<td>13. Awkwardness</td>
<td>2</td>
<td>3.2%</td>
</tr>
<tr>
<td>14. Shyness</td>
<td>1</td>
<td>1.6%</td>
</tr>
<tr>
<td>15. Lack of practical use</td>
<td>1</td>
<td>1.6%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>63</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Table 3: The Students’ reluctance to answer question(s) with friends using English during inside classroom activities*

It can be seen that the table shows top 3 categories of problems faced by the students when answering question(s) using English: peer influence (15.8%), inability to present answers (11.1%) and mother tongue use (9.5%). The data above are supported by some students that reported:

Excerpt 14:
“Saya merasa khawatir apabila saya melakukan kesalahan ketika berbicara dalam bahasa Inggris. Serta khawatir teman-teman saya akan menganggap saya 'sok pintar'.”
(Respondent#4/questionnaire)
“I feel worried when I make mistakes when speaking in English. Also worry that my friends would consider me as a smartass.”
(Respondent#4/questionnaire/translated by the researcher)

Further, the student clarified her answer in the interview section:
“Ok bisa, kalau untuk percakapan sehari-hari sih lebih ke penggunaan vocab yang bener itu gimana, lalu kalo buat ke pertanyaan, mengutarakan pertanyaan, yang pasti grammar ya yang bikin takut itu. Terus, kalo buat ngejawab iya sih, kalo ngejawab lebih ke perpaduan antara vocab sama grammar. Jadi intinya, permasalahanku di linguistic matter ya kak.” (Respondent#4/interview)

“okay, for daily conversation, it is more on using the correct vocab. And then for the asking question part, obviously, grammar is frightened me. For answering question is the same, for this, focus more on combination of vocab and grammar. So, basically my problem is in linguistic matter sis” (Respondent#4/interview/translated by the researcher)

Excerpt 15.
“Because it is hard for me to explain the answer in English”
(Respondent#6/questionnaire)

Furthermore, the student clarified her answer toward the difficulties when explain an answer in English, in the interview section:
“karna kadang-kadang terkendala memilih word yang pas, kayak lebih ke vocab.”
(Respondent#6/interview)

"Because sometimes it is constrained to choose the right words, like more on vocab."  
(Respondent#6/interview/translated by the researcher)

Excerpt 16.
“because in Bahasa we can speak casually without thinking “if I speak like this, is the grammar already correct? So, in Bahasa we can speak neutrally.””
(Respondent#5/questionnaire)

Moreover, the interviewee clarified:
“Jadi, jawabanku di bagian feel reluctant to answer question itu saling berhubungan dan melengkapi yang jawabanku ketika to ask question, gitu ka. Daripada bingung nanyain English-nya gimana, terus harus mikir dulu ini grammarnya udah pas apa belum, aku lebih milih langsung nanya pake Bahasa Indonesia aja, sama halnya ketika ngejawab pertanyaan gitu juga kak” (Respondent#5/interview)

So, my answer in part of “feel reluctant to answer question”, it is interconnected and complements my answer when asking questions, instead of being confused about asking question in English, and then I have to think whether the grammar is correct or not, I prefer to ask directly used Indonesian, just the same when answering questions”
(Respondent#5/interview/translated by the researcher)
As mentioned from all evidence above, peer influence is the most frequent and top 1 problem that the students’ encountered when answering question(s) in the inside classroom activity(es). Next, the students cannot present answer that caused by the mother tongue habit as in the Hamad study. Surprisingly, in line with the findings of the bottom 3 problems at the first, second and third emerging themes, awkwardness (3.2%), shyness (1.6%), and lack of practical use, (1.6%) still being the same bottom problems. It can be proved by some respondents’ statements as follows:

**Excerpt 17.**
“It depends on who I talk to if she is my close friend, I will talk with English but if I don’t really close to her/him it will be awkward and when I don’t understand them or they don’t understand me it just annoying so I use Bahasa instead.”
(Respondent#1/questionnaire)

**Excerpt 18.**
“Sometimes human error, e.g. I do not know about the topic, I do not know how to reacting, and sometime my friends did not talk, so, I felt nervous a little bit.”
(Respondent#7/questionnaire)

**Excerpt 19.**
“Takut salah dan merasa malu”
(Respondent#23/questionnaire).

“Afraid and felt shy”
(Respondent#23/questionnaire/translated by the researcher)

In this part, the findings showed that that internal factor which is included in non-linguistic problems are the less frequent problems. Likewise, Shteiwi and Hamuda (2016) found that lack of practice inside and outside the classroom was one of the main reasons why they performed a certain degree of difficulty in speaking English fluently. Thus, the findings of the previous study are the same as the current study where it found a lack of practical use as one of the obstacles. Interestingly, this present study found that awkwardness, shyness, and lack of practical use are minor problems faced by the participants.
The findings clearly indicate that most of the respondents feel reluctant to participate in in-class speaking activities due to internal and external factors. From the findings, most of them mentioned that low-level support among peers, mother tongue use, anxiety, lack of self-confidence, and inability to present answers are major reasons for the students’ reluctance to participate in in-class speaking activities. On the other hand, linguistic problems such as grammatical aspects and pronunciation are not really become the reasons for the students’ reluctance.

CONCLUSION

Speaking problems in English as a Foreign Language Learning (FLL) possibly continue to appear even after several years of studying at the university level. Therefore, this current study conducted relevant research in the related context within hopes that findings, conclusions, and recommendations would give a few insights and/or overviews toward problems faced by the learners based on their perspectives. The findings indicate that freshman students who participated in this study faced various problems in either linguistic and non-linguistic problems which resulted from external and internal factors. Surprisingly, the most obvious finding to emerge from this study was in the external factors that the negative influence among peers with total a percentage of 52.9%. Supported by Kurniawan (2013) that said negative students-students relationship is included in the external factors that cause problems in practicing speaking. The emerge result then followed by another high level of problems which were mother tongue use with a total percentage of 26.2%, nervousness and anxiety with a total percentage of 17.6%, lack of self-confidence which amount to 13.8%, and inability to present answers which amount 11.1%.
However, these results may not be applicable to the wider population because it was only conducted at English Language Education Program (ELEP), Universitas Kristen Satya Wacana (UKSW), Salatiga. Moreover, this study has a limitation in the findings of students’ experiences only, where lecturers’ point of view is not dig in deeper and specific research. Hence, to complete the findings and make it well-balanced, this study recommends further research on both lecturers and students’ point of view along with the experiences. Also, Students’ demography may be another area of research.

Eventually, this study suggests that the harmonious relationship among peers and also a good level of support both by the students and the lecturers need to be given more attention to improve the good quality of the speaking practice and to achieve more success instead of failure. Subsequently, this study can be used as an overview both by the students and the lecturers to prevent further potential problems as early as possible. Ultimately, this study also writes suggestions from 2 (two) interviewed participants. It is given to the related lecturers. The first interviewee said “later, when doing inside classroom activities e.g. role-play, pair work and group work can be further enhanced continue and to be paired with classmates who are not a close friend, so, we can train and practice our speaking towards new people” then, the second interviewee said that “I am really happy and enjoy such Afternoon Soirée event, if possible this kind of event not only done once for a semester but would be done in many times”.

ACKNOWLEDGEMENTS

First and foremost, I would like to praise Jesus Christ who has given me life and always gives me blessings to complete this research. My deepest respect and gratitude go to Bapak Drs. Antonius Wahyana, M.A., for his invaluable guidance, continuous support, suggestions, patience,
and all of the time he gave to me during the completion of this study. Deepest gratitude also goes to Ibu Dra. Martha Nandari, M.A., as my second reader and also my thesis examiner. Also, I would like to thank all teachers, staff, all my friends from the 2016 batch, and research participants from the 2019 batch in the English Language Education Program (ELEP), Faculty of Language and Arts (FLA).

I wish to express my love and gratitude to my beloved parents Terpedi and Ana Rusmiati who always supported and reminded me to keep on writing this thesis until it has finished. Thanks to my lovely younger sisters Naomiyati Sola Gracia and Tri Permata Sintani who were willing to listen to every sorrow and happiness story in this research. Special thanks also go to my beloved boyfriend, Ati Trisiano who’s always be with me during conducting this thesis in every condition, in every tear and laugh, in my everyday life until now.

REFERENCES


**APPENDICIES**

**Appendix A:**

**Open-ended Questionnaire (Kuesioner)**

**Instruction (Petunjuk Pengisian)**

Dear Participants,

My name is Endang Kristianti. I am a student in the English Language Education Program of Universitas Kristen Satya Wacana. Now, I am conducting a research about “Reasons for
Students’ Reluctance to Participate in in-class Speaking Activities”. In this occasion, I would like to invite you to take part in my research by answering the questions in this questionnaire. The questions seek to explore your experience when taking the class of Speaking for Social Purposes. You may use English or Indonesian when answering the questions below. Since this is not a test, there are no right or wrong answers in filling out this questionnaire.

Thank you very much for your help and participation in this research.

Partisipan yang terhormat,


Akhir kata, saya ucapkan terima kasih atas bantuan dan partisipasi Anda dalam penelitian ini.

Best Regards,
Endang Kristianti

Participants’ Identity
Gender: Male / Female (Please circle one!)
Student Number: ____________________________

Please answer the questions below!

1. Tell me your reasons why you felt reluctant to speak English in front of your friends during inside classroom activities called the “Afternoon Soirée”!
   (Tolong jelaskan mengapa Anda merasa enggan berbicara dalam bahasa Inggris di depan teman-teman Anda selama kegiatan di dalam kelas yang diberi nama “Afternoon Soirée”!)
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
2. Tell me your reasons why you felt reluctant to ask questions to your friends in English during pair works and/or group works when practicing small talks, giving directions, telephoning, going shopping, etc.

(Tolong jelaskan mengapa Anda merasa enggan untuk bertanya dalam bahasa Inggris ke pada teman Anda selama melakukan tugas berpasangan dan/tugas berkelompok ketika melakukan praktik mengobrol/berbasa-basi, menelepon, berbelanja, dan sebagainya.).

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Tell me your reasons why you felt reluctant to answer your friends questions in English during pair works and/or group works when practicing small talks, giving directions, telephoning, going shopping, etc.

(Tolong jelaskan mengapa Anda merasa merasa enggan untuk menjawab pertanyaan tem an selama melakukan tugas berpasangan dan/tugas berkelompok ketika melakukan praktik mengobrol/berbasa-basi, menelepon, berbelanja, dan sebagainya.).
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

If you are you willing to participate in a follow-up individual interview (conducted in Indonesian), please fill out the following information.

Apabila Anda bersedia berpartisipasi dalam wawancara lebih lanjut (yang dilakukan dalam bahasa Indonesia), mohon mengisi informasi di bawah ini.

Full Name (Nama Lengkap): ________________________________
WhatsApp Number (Nomor WhatsApp): _______________________
E-mail Address (Alamat Sur-el): _____________________________
Appendix B:

Semi-structured interview (Interview)

The Questions:

1. Bagaimana perasaan Anda saat mengikuti kelas/mata kuliah Speaking for Social purposes? Jelaskan! (How is your feeling when you attending the class/course of Speaking for Social Purposes? Please explain!)

2. Apa tantangan yang sering Anda hadapi selama kegiatan berbicara di dalam kelas? Jelaskan! (What challenges did you often face during talk activity in the classroom? Please explain!)

3. Apakah Anda mempunyai pengalaman pribadi yang menyebabkan Anda enggan berbicara dalam bahasa Inggris selama kegiatan di dalam kelas berlangsung? Jelaskan! (Do you have any personal experience that causes you to be reluctant to speak English during an activity in class? Please explain!)

4. Menurut Anda apakah mata kuliah Speaking for Social Purposes dapat mengembangkan bahasa Inggris terutama keterampilan berbicara bahasa Inggris Anda? Jelaskan! (Do you think that Speaking for Social Purposes course could develop English especially your English speaking skills? Please explain!)

5. Adakah perbedaan yang Anda rasakan setelah mengikuti mata kuliah Speaking for Social Purposes dengan sebelumnya? Jelaskan! (Are there any difference that you feel after following the Speaking for Social Purposes than before? Please explain!)

6. Apakah Anda mempunyai saran yang berkaitan dengan aktivitas dalam kelas Speaking for Social Purposes untuk meningkatkan mata kuliah ini? Jelaskan! (Do you have any suggestion(s) related to the inside classroom activities in Speaking for Social Purposes class to enhance this course? Please explain!)
Appendix C: Transcriptions (Transkripsi)

Respondent 4:
Researcher: Selamat siang adek

Respondent: Iya, siang kak

Researcher: Okay, langsung saja ya, ini kamu kemarin udah ngisi kuesioner kan, nanti kaka akan minta klarifikasi dari beberapa pertanyaan yang dinilai perlu untuk kejelasan lebih detail. Kemudian, akan ada 6 pertanyaan interview juga dek ya.

Respondent: Ok, siap kak.

Researcher: Okey, sekarang pertanyaan pertama ya dek: Bagaimana perasaan Anda saat mengikuti kelas/mata kuliah Speaking for Social Purposes? Jelaskan! (How is your feeling when you attending the class/course of Speaking for Social Purposes? Please explain!)
Jadi, waktu kamu mengikuti dulu tu loh, gimana perasaanmu.

Respondent: Aa... yang pertama, pastinya, agak deg-degan, terus agak gugup juga sih ya, karena aa aku mikirnya aa speakingku kan gak terlalu bagus, sedangkan di kelas itu tu kita dituntut untuk ngelancarin speakingnya kita dan kita dikelas juga menggunakan kan bahasa Inggris. jadi ya pertamanya masih gugup kita, aku waktu ikut kelas itu, terus, sepanjang kelas itu kayak sebelum datang itu tu udah, nanti ngapain ya? Kayak gini,gini,gini dan kebetulan kan ada silabusnya, jadi seenggaknya kita jadi tahu kira-kira yang di pertemuan ini tu kita bahasanya apa. Jadi bisa lebih mempersiapkan dirumah, gitu kak.

Researcher: Oh, okay, siap, berarti awalnya ya deg-degan ya dek gitu ya, dan kalaupun masih mau attend kelasnya kayak pokok e deg-degan kayak gitu ya, nervous, gitu ya? Okedeh.

Iya, yang kedua:
Apa tantangan yang sering Anda hadapi selama kegiatan berbicara di dalam kelas? Jelaskan! (What challenges did you often face during talk activity in the classroom? Please explain!)

Respondent: Aa... yang pastinya, aa melawan rasa percaya diri dari diri sendiri sih, karena kayak kita mau ngomong sesuatu tapi kita enggak percaya diri. ya nanti bakalan keluarnya tu enggak jadi keluar pakai dalam Bahasa Inggris gitu, jadi kayak aa kita masih takut, takut gituh buat ngomong pakai bahasa Inggris, kayak misalnya, aa nanya eh ini kerjainnya gimana sih pakai bahasa Inggris itu jadi gaimana ya ka ya, takut salah sama takut dibilang sok-sok an gitu sama teman-temennya. Gitu aja sih.

Researcher: Kamu takut salahnya itu kayak takut salah pengucapan atau bahasa Inggrisnya, grammar, vocabulary atau takut salah takut perasaannya aja?

Respondent: Lebih takut ke grammarnya sih, ini grammarmu sudah bener apa enggak ya.
**Researcher:** Oh, siap, siap, paham, paham. oke dek, aa, lanjut ya, Nomor 3.
Apakah Anda mempunyai pengalaman pribadi yang menyebabkan Anda enggan berbicara dalam bahasa Inggris selama kegiatan di dalam kelas berlangsung? Jelaskan! *(Do you have any personal experience that causes you to be reluctant to speak English during an activity in class? Please explain!)*
Jadi kayak apa ya. Pengalaman pribadi apa begitu atau di pair work atau di group work kayak begitu dek.

**Respondent:** Eh, lebih ke waktu group work sih yaa, kayak kita misalnya di group chatting begitu kan, biasanya pake bahasa Indonesia, terus kapan itu pernah sih aku coba pakai bahasa Inggris, terus ngeliat ngeliat tanggapan dari teman aku coba pakai bahasa Inggris dan jadi kayak apa ya, mematahkan sedikit semangat dan motivasi sih kak.

**Researcher:** Okei, okei, okei, paham, paham dek. Okay jadi kayak begitu ya karena respon teman juga ya kadang-kadang. Ya, lanjut dek ya.
Menurut Anda apakah mata kuliah Speaking for Social Purposes dapat mengembangkan bahasa Inggris terutama keterampilan berbicara bahasa Inggris Anda? Jelaskan! *(Do you think that Speaking for Social Purposes course could develop English especially your English speaking skills? Please explain!)*

**Respondent:** Aa... tentunya pasti bakal mengembangkan banget ya, untuk dalam bahasa Inggris, apalagi berbicara bahasa Inggris, apalagi di prodi yang aku ambil PBI kan kita kurang lebihnya dituntut untuk mempersiapkan diri menjadi guru bahasa Inggris. Untuk mencapai tujuan itu, tentu ya, social purposes itu itu mempersiapkan diri beneran berguna banget buat menunjang katalanlah karir kita selanjutnya aa dalam waktu dekat ini dikelas itu bagaimana berkomunikasi ketika kita ada dikehidupan sosial, dan tentunya itu bakal bermanfaat banget bagi kita yang tertarik dalam bahasa Inggris. Aa misalkan saja, ketika kita pergi kemana gitu, lalu bertemu orang asing dan mereka mungkin merasa kesulitan untuk berkomunikasi dalam bahasa Indonesia kita bisa saja bantu mereka, ataupun juga ketika kita pergi liburan ke negara lain yang menggunakan bahasa Inggris, tentu, hal-hal yang diajarkan di kelas ini itu sangat-sangatlah bermanfaat.

**Researcher:** Okey siap, berarti sangat bermanfaat ya dek, hallo dek?

**Respondent:** Ah, iya kak

**Researcher:** Aa... selanjutnya dek ya:
Adakah perbedaan yang Anda rasakan setelah mengikuti mata kuliah Speaking for Social Purposes dengan sebelumnya? Jelaskan! *(Are there any difference that you feel after following the Speaking for Social Purposes than before? Please explain!)*

**Respondent:** Tentunya, pastinya ada sih ya, dari sebelumnya yang kita enggak tahu harus bagaimana ketika memulai sebuah percakapan dikelas itu kita dijaring cara buat cara memulai, mempertahankan percakapan, sampai dengan mengakhiri sebuah percakapan, dan juga sedikit tentang grammar, dan juga sedikit tentang vocabulary dan tentunya itu semakin memperlancar aa kemampuan kita dalam berbahasa Inggris.
Researcher: Okay, baik, sangat jelas dek. Ahha.. Ini pertanyaan interview terakhir ya. Apakah Anda mempunyai saran yang berkaitan dengan aktivitas dalam kelas Speaking for Social Purposes untuk meningkatkan mata kuliah ini? Jelaskan!(Do you have any suggestion(-es) related to the inside classroom activities in Speaking for Social Purposes class to enhance this course? Please explain!)

Respondent: Aa... untuk saran sih kayaknya enggak ada, aku udah ngikutin kelasnya itu, aa kelasnya sangat menarik, enjoy, serius tapi tetap santai dan juga bawa banyak banget aa manfaat buat aku. Oh mungkin ada satu, kalo di afternoon soiree kan aa, itu kita berkomunikasi dengan native speaker dan native speakernya itu kan terbatas dan mungkin kalau kedepannya memungkinkan misalnya kita didalam kelas kita dibagi dalam beberapa kelompok dalam beberapa kelompok, mungkin kita dapat berkomunikasi dengan native speaker misalnya, satu kelompok ada satu native speaker, supaya bakal bawa manfaat juga sih mahasiswa-mahasiswawnya gitu saja sih kak

Researcher: Okei baik, berarti gitu saran dari adek ya

Respondent: He.eh iya...

Researcher: Oh okay, siap-siap. Paham, paham, okay, pertanyaan interviewnya selesai, sama kayak tell me your reasons why you felt reluctant tapi ini in terms of to ask questions kan, nah, terus adek bilang: saya merasa khawatir apabila saya melakukan kesalahan ketika berbicara dalam bahasa Inggris, serta khawatir teman-teman akan menganggap saya sok pintar. nah, terus yang terakhir: tell me your reasons reluctant to answer terus jawaban adek juga sama; aa, saya merasa khawatir melakukan kesalahan nah, serta khawatir teman-teman akan menganggap saya sok pintar. yang mau kakak klarifikasikan adalah aa, tentang kesalahan spesifik dek, Jadi, adek kan bilang, khawatir apabila melakukan kesalahan. kesalahannya apa dek, apakah itu linguistic matter atau itu kayak feeling matter, yang gimana, adek bisa jelaskan dek?


Researcher: Oke, aa kayaknya segitu dek, sudah sangat jelas kayak begitu dek. Sebelumnya ini kaka record supaya kaka bisa trancibe. Gak papa dek ya?

Respondent: Iya, gapapa kak

Researcher: Oke, terimakasih banyak, selamat siang dek

Respondent: Iya, sama-sama kak selamat siang.

Respondent 6:
Researcher: Hallo, selamat siang dek
Respondent: Iya, siang juga kak

Researcher: Okay, langsung saja ya, ini kamu kemarin udah ngisi kuesioner kan, nanti kaka akan minta klarifikasi dari beberapa pertanyaan yang dinilai perlu untuk kejelasan lebih detail. Kemudian, akan ada 6 pertanyaan interview juga dek ya.

Respondent: Siap kak.

Researcher: Okey, pertanyaan pertama ya dek: Bagaimana perasaan Anda saat mengikuti kelas/mata kuliah Speaking for Social Purposes? Jelaskan! (How is your feeling when you attending the class/course of Speaking for Social Purposes? Please explain!)

Respondent: Em... perasaanku seneng, tapi takut juga kak, karena itu kayak speaking pertama juga setelah kelas pronunciation jadi kayak ragu gitu kak. Di kelas itu kayak awal-awal masih takut mau ngomong, kayak takut salah gitu kak

Researcher: Oh oke, berarti karena itu ibaratkan tahapan kelas speaking pertama setelah pronunciation gitu dek ya, jadi masih merasa takut gitu

Respondent: Iya bener gitu ka

Researcher: Baik, pertanyaan kedua ya, Apa tantangan yang sering Anda hadapi selama kegiatan berbicara di dalam kelas? Jelaskan! (What challenges did you often face during talk activity in the classroom? Please explain!)

Respondent: Aa... tantangannya itu biasanya kalo ngejawab pertanyaan-pertanyaan gitu lho kak, apalagi kelasku kan orang-orangnya pendiam banget gitu kan kak, kalo belum ada yang memulai ngejawab pertanyaan jadi kayak takut duluan gitu lho kak, disuruh bercerita kedepan kelas juga takut sih. terus kalo ngejawab pertanyaan miss NN face to face, nanti kalo test gitu juga takut, karena takut susah gitu lo ka

Researcher: Ah, jadi kayak lebih ke melawan rasa takut dari dalam diri dan juga karena didalam kelas itu cenderung pasif gitu dek ya?

Respondent: Iya bener passive gitu ka, sampe Miss NN itu bilang, ini tuh kelas speaking, jadi kalian tuh harus ngomong.

Researcher: Ah, I see.. paham-paham dek. Ok, lanjut ya, Nomor 3. Apakah Anda mempunyai pengalaman pribadi yang menyebabkan Anda enggan berbicara dalam bahasa Inggris selama kegiatan di dalam kelas berlangsung? Jelaskan! (Do you have any personal experience that causes you to be reluctant to speak English during an activity in class? Please explain!)

Respondent: Ee... kalo yang dari aku sendiri engga ada sih kak.
**Researcher:** Ok kalau gitu dek. Lanjut no. 4 dek ya.
Menurut Anda apakah mata kuliah Speaking for Social Purposes dapat mengembangkan bahasa Inggris terutama keterampilan berbicara bahasa Inggris Anda? Jelaskan!
*(Do you think that Speaking for Social Purposes course could develop English especially your English speaking skills? Please explain!)*

**Respondent:** Menurut aku kelas ini bisa ningkatin kemampuan Bahasa Inggris aku, terutama dalam berbicara karena juga sering-sering work in pair gitu, terus apalagi yang afternoon soiree itu, sangat bermanfaat menurutku kak.

**Researcher:** Ah, I see... Selanjutnya nomor 5 dek ya:
Adakah perbedaan yang Anda rasakan setelah mengikuti mata kuliah Speaking for Social Purposes dengan sebelumnya? Jelaskan!
*(Are there any difference that you feel after following the Speaking for Social Purposes than before? Please explain!)*

**Respondent:** Ada sih kak, terutama kan kalo materi attitude ngomong dalam bahasa Inggris itu kak. misal kalau mau memulai percakapan itu diajarin greetingnya gimana, terus closingnya gimana gitu.

**Researcher:** Oh, berarti kayak jadi lebih tau tata kesopanan dalam berbicara gitu ya

**Respondent:** Iya bener banget ka, kesponan itu, jadi lebih tau juga sebaiknya berbicara itu gimana, gitu.

**Researcher:** ok, ok siap dek. Ini pertanyaan interview terakhir ya.
Apakah Anda mempunyai saran yang berkaitan dengan aktivitas dalam kelas Speaking for Social Purposes untuk meningkatkan mata kuliah ini? Jelaskan!
*(Do you have any suggestion(-es) related to the inside classroom activities in Speaking for Social Purposes class to enhance this course? Please explain!)*

**Respondent:** Ee... kalo dari aku engga ada saran kak, karna dari kelasnya udah cukup bagus pembelajaran dan aktivitasnya menurut aku sih kak.

**Researcher:** Ok siap. Sekarang kaka mau klarifikasi jawabannya yang di dalam kuesioner yang lalu ya. Itu kemarin kan ada 3 pertanyaan di kuesioner. Nah kaka mau klarifikasi jawabannya yang nomor 3 yang tentang to answer questions in English. Adek jawabnya reluctant karna hard to explain the answer in English. Nah, Why is it hard for you to explain the answer in English? kenapa? susahnya itu kenapa? apa yang susahnya itu dek?
**Respondent:** Karna kadang-kadang terkendala memilih word yang pas, kayak lebih ke vocab.

**Researcher:** Ah, I see.. ok deh dek, segitu aja pertanyaannya, sebelumnya ini kaka record gapapa kan dek?

**Respondent:** Iya gapapa kak.
Researcher: Ok, thank you dek

Respondent: Iya, sama-sama kak

**Respondent 8:**

Researcher: Hallo, selamat siang dek

Respondent: Iya, siang juga kak

Researcher: Okay, langsung saja ya, ini kamu kemarin udah ngisi kuesioner kan, nanti kaka akan minta klarifikasi dari beberapa pertanyaan yang dinilai perlu untuk kejelasan lebih detail. Kemudian, akan ada 6 pertanyaan interview juga dek ya.

Respondent: Siap kak.

Researcher: Okey, sekarang pertanyaan pertama ya dek:
Bagaimana perasaan Anda saat mengikuti kelas/mata kuliah Speaking for Social Purposes? Jelaskan! *(How is your feeling when you attending the class/course of Speaking for Social Purposes? Please explain!)*

Respondent: Aa... perasaanya sih ka waktu pertama kali takut dan senang/excited itu sih ka, campur aduk

Researcher: Takutnya mungkin pertama kali ini ya?

Respondent: Takutnya ada lagi ka karena liat kawan-kawan yang lebih tau dari kita gitu ka

Researcher: Iya, yang kedua:
Apa tantangan yang sering Anda hadapi selama kegiatan berbicara di dalam kelas? Jelaskan! *(What challenges did you often face during talk activity in the classroom? Please explain!)*

Respondent: Ee... tantangannya tadi sih ka, kurang percaya diri, jadi ka, aku waktu SMA itu, sekolahnya di pelosok pedalaman kalimantan gitu, jadi bahasa Inggris itu sangat kurang sistem belajar mengajarnya, lalu waktu kuliah kaget liat teman-teman pada jago bahasa Inggrisnya, disitulah aku jadi kurang percaya diri untuk ngomong gitu.

Researcher: Okey, karena merasa itu ya, di SMA kurang jadi skillnya juga kurang gitu ya?

Respondent: Iya, iya ka

Researcher: Oh okey, kurang percaya diri, kalau di skillnya ada permasalahan hal lainnya dek?
Respondent: Lebih ke takut bicara, tapi juga takut grammarnya salah, sama kurang vocabulary.

Researcher: Ok lanjut ya, Nomor 3.
Apakah Anda mempunyai pengalaman pribadi yang menyebabkan Anda enggan berbicara dalam bahasa Inggris selama kegiatan di dalam kelas berlangsung? Jelaskan! *(Do you have any personal experience that causes you to be reluctant to speak English during an activity in class? Please explain!)*

**Respondent:** Enggan sih ka, sama lah ka, kan liat kawan yang lebih jago gitu, terus gabung dikelas itu jadinya takut, jadi canggung terus jadinya takut ngomong gitu.

**Researcher:** Ok, berarti rasa takut itu masih lebih besar. Selanjut dek no. 4 dek ya. Menurut Anda apakah mata kuliah Speaking for Social Purposes dapat mengembangkan bahasa Inggris terutama keterampilan berbicara bahasa Inggris Anda? Jelaskan! *(Do you think that Speaking for Social Purposes course could develop English especially your English speaking skills? Please explain!)*

**Respondent:** Ee... menurut saya dapat mengembangkan, terutama dalam keterampilan berbicara kami sih ka, melalui matkul ini kami jadi bisa tau apa yang harus kami ucapkan saat kami berada dalam situasi, contoh kami ke bandara atau travelling keluar negri gitu, banyak lah itu ilmu baru ka melalui speaking ini ka.

**Researcher:** Oke, oke, menarik dek ya. Selanjutnya nomor 5 dek ya: Adakah perbedaan yang Anda rasakan setelah mengikuti mata kuliah Speaking for Social Purposes dengan sebelumnya? Jelaskan! *(Are there any difference that you feel after following the Speaking for Social Purposes than before? Please explain!)*

**Respondent:** perbedaannya ada ka, lebih percaya diri meskipun saya melihat orang yang lebih jago itu down, tapi setelah selesai ambil matkul itu jadi agak sedikit lebih percaya diri daripada sebelumnya ka.

**Researcher:** Ok, lebih percaya diri berarti dek ya, ada lagi?

**Respondent:** Udah sih ka, itu aja ka

**Researcher:** Ini pertanyaan interview terakhir ya. Apakah Anda mempunyai saran yang berkaitan dengan aktivitas dalam kelas Speaking for Social Purposes untuk meningkatkan mata kuliah ini? Jelaskan! *(Do you have any suggestion(-es) related to the inside classroom activities in Speaking for Social Purposes class to enhance this course? Please explain!)*

**Respondent:** Bagi aku engga sih ka, karena menurut saya kelasnya udah bagus sih dan menyenangkan

**Researcher:** Ok sipp kalau gitu. Nah, sekarang kaka mau klarifikasi jawabanmu yang di kuesioner waktu itu ya.

**Respondent:** Ok ka.
Researcher: Bagian ke-3 yang perlu kaka follow-up: pada bagian pertanyaan kenapa adik bisa reluctant saat menjawab pertanyaan dan adik bilang karena takut salah. Nah, ini karena takut salahnya dari dalam diri atau ada faktor lain seperti takut salah karena linguistik matter atau apa ni dek?

Respondent: Dari dalam diri sih ka, seperti yg aku bilang aku kurang percaya diri itu tadi ka.

Researcher: Oh, berarti beneran gak ada ya yang dari hal linguistik dek lah?

Respondent: Iya gak ada ka, kalau di bagian enggan saat menjawab pertanyaan itu ka, itu murni karna aku kurang percaya diri aja ka ketika menjawab pertanyaan.

Researcher: Oh sip dek, ini sudah selesai interviewnya, makasih banyak sudah mau di interview, sukses selalu kuliah online nya dan GBU dek.

Respondent: Iya, sama-sama ka, kaka juga sukses skripsinya!

Respondent 5:

Researcher: Hallo selamat siang dek

Respondent: Iya siang juga kak

Researcher: Ok, langsung saja ya, ini kamu kemarin udah ngisi kuesioner kan, nanti kaka akan minta klarifikasi dari beberapa pertanyaan yang dinilai perlu untuk kejelasan lebih detail. Kemudian, akan ada 6 pertanyaan interview juga dek ya. Sebelumnya ini direcord gapapa ya dek ya?

Respondent: Iya Siap, gapapa kak.

Researcher: Okey, sekarang langsung ke pertanyaan pertama ya dek Bagaimana perasaan Anda saat mengikuti kelas/mata kuliah Speaking for Social Purposes? Jelaskan! (How is your feeling when you attending the class/course of Speaking for Social Purposes? Please explain!)

Respondent: Em... perasaan saya senang karena saya bisa melatih lebih dalam speaking skill saya.

Researcher: Ok jadi senang ya?

Respondent: Iya.

Researcher: Iya, yang kedua: Apa tantangan yang sering Anda hadapi selama kegiatan berbicara di dalam kelas? Jelaskan! (What challenges did you often face during talk activity in the classroom? Please explain!)
Respondent: Untuk yang peer assessment itu, harus em cukup waktu yang dikasih itu kek misal durasi 2 menit harus cukup buat em pas speakingnya itu misal in pair gitu, terus di nilai secara langsung oleh dosen.

Researcher: Terus karena hal itu jadi ada perasaan apa gitu jadinya?

Respondent: Iya ada ka, gugup ka

Researcher: Lanjut ya, Nomor 3.
Apakah Anda mempunyai pengalaman pribadi yang menyebabkan Anda enggan berbicara dalam bahasa Inggris selama kegiatan di dalam kelas berlangsung? Jelaskan! (Do you have any personal experience that causes you to be reluctant to speak English during an activity in class? Please explain!)

Respondent: Engga sih ka, Cuma apa ya aku menikmati aja kelasnya, enjoy aja

Researcher: Ok siap, next question ya
Menurut Anda apakah mata kuliah Speaking for Social Purposes dapat mengembangkan bahasa Inggris terutama keterampilan berbicara bahasa Inggris Anda? Jelaskan! (Do you think that Speaking for Social Purposes course could develop English especially your English speaking skills? Please explain!)

Respondent: Iya karena, em dikelas ini bisa tau aturannya untuk berbicara di bahasa Inggris itu, sedangkan aturan dalam inggris itu beda kan dengan Indo gitu kan kak

Researcher: Ok siap, selanjutnya nomor 5 dek ya:
Adakah perbedaan yang Anda rasakan setelah mengikuti mata kuliah Speaking for Social Purposes dengan sebelumnya? Jelaskan! (Are there any difference that you feel after following the Speaking for Social Purposes than before? Please explain!)

Respondent: Em... ada kak, sebelumnya itu enggak percaya diri gitu, terus takut salah takut orang yang diajak berbicara itu gak mudeng gitu, tapi setelah mengikuti kelas ini sampai akhir sekarang udah bisa lebih percaya diri gitu

Researcher: Ok, berarti rasa self-confidence itu meningkat ya?

Respondent: Iya, betul

Researcher: Ini pertanyaan interview terakhir ya.
Apakah Anda mempunyai saran yang berkaitan dengan aktivitas dalam kelas Speaking for Social Purposes untuk meningkatkan mata kuliah ini? Jelaskan!(Do you have any suggestion(-es) related to the inside classroom activities in Speaking for Social Purposes class to enhance this course? Please explain!)

Respondent: Em... sarannya sih kalo bisa datengin itu kayak ngadain acara afternoon soiree tapi khusus untuk native speaker ka. jadi kita bisa langsung denger cara ngomongnya native speaker.
**Researcher:** Iya, kalo yang kemarin itu itu jepang ya? bukan native speaker kan itu.

**Respondent:** Iya kak
iya ada kesempatan ngomong sama mereka tapi ada yang lancar sama yang enggak, jadi mungkin kedepannya yang native speaker mungkin bisa lebih bagus lagi dek

**Researcher:** Sekarang klarifikasi jawaban adek yang di kuesioner ya.

**Respondent:** Iya, ok kak

**Researcher:** Klarifikasi jawaban nomor 2 dek ya, so, you choose to not ask questions atau you choose to use bahasa Indonesia instead when asking questions? Karena adek bilang, because when we speak English I often confused to reveal how will I speak correctly, and maybe I am a little bit afraid if I can’t deliver my messages clearly to whom I talk.

**Respondent:** Em... kalo sama temen sih pake Bahasa Indonesia sih ngomongnya.

**Researcher:** Oh itu, karena alasan yang tadi ya?

**Respondent:** Iya, iya benar

**Researcher:** okey, berarti bukannya tidak bertanya sama sekali kan?

**Respondent:** Iya kak, tetap bertanya tapi menggunakan Bahasa Indonesia, sama juga dengan waktu menjawab kak, berkaitan.

**Researcher:** Bisa dijelaskan gimana maksudnya dek?

**Respondent:** Jadi, jawabanku di bagian feel reluctance to answer question itu saling berhubungan dan melengkapi yang jawabanku ketika ask question, gitu ka. Daripada bingung nanyain English-nya gimna, terus harus mikir dulu ini grammarnya ydah pas apa belum, aku lebih milih langsung nanya pake Bahasa Indonesiaaja sama halnya ketika ngejawab pertanyaan itu juga kak.

**Researcher:** Oh itu, iya, iya paham dek.

**Respondent:** Iya gitu kak

**Researcher:** Ok dek, itu saja kurang lebih yang kaka mau tanyakan dek, terimakasih buat waktu dan kesediaannya diinterview dek.

**Respondent:** Iya kak, sama-sama.

**Respondent 10:**

**Researcher:** Hallo selamat malam dek
Respondent: Iya, malam juga kak

Researcher: Okay, langsung saja ya, ini kamu kemarin udah ngisi kuesioner kan, nanti kaka akan minta klarifikasi dari beberapa pertanyaan yang dinilai perlu untuk kejelasan lebih detail. Kemudian, akan ada 6 pertanyaan interview juga dek ya.

Respondent: Siap kak.

Researcher: Okey, sekarang pertayaan pertama ya dek: Bagaimana perasaan Anda saat mengikuti kelas/mata kuliah Speaking for Social Purposes? Jelaskan! (How is your feeling when you attending the class/course of Speaking for Social Purposes? Please explain!)

Respondent: menghadiri kelas speaking itu, awalnya sih senang, tapi agak gugup karena saya bicara Bahasa Inggris itu masih blepotan dan grammarnya itu kurang kak

Researcher: Ok, berarti tetap ada gugup meskipun senang ya?

Respondent: Iya gitu kak

Researcher: Ok, lanjut ke pertanyaan yang kedua: Apa tantangan yang sering Anda hadapi selama kegiatan berbicara di dalam kelas? Jelaskan! (What challenges did you often face during talk activity in the classroom? Please explain!)

Respondent: Mempraktekkan dialog secara spontan kak, disaat itu juga gitu langsung maju. Jadi nervous, terus kata-kata yang udah disiapin diotak itu langsung buyar gitu kak, hehe..

Researcher: Lanjut ya, Nomor 3. Apakah Anda mempunyai pengalaman pribadi yang menyebabkan Anda enggan berbicara dalam bahasa Inggris selama kegiatan di dalam kelas berlangsung? Jelaskan! (Do you have any personal experience that causes you to be reluctant to speak English during an activity in class? Please explain!)

Respondent: Pastinya ada kak, iya jadi saya kan dari dulu suka bahasa Inggris tapi memang kemampuannya kurang, terus saya iseng-iseng nyoba pake bahasa Inggris terus malah saya dibilang itu tuh salah, dibilang sok juga, jadinya aku enggan akhirnya kak

Researcher: Wah, itu ya respon temannya dek?

Respondent: Iya kak.

Researcher: Yaudah, gapapa adek tetep pede aja dek ya

Respondent: Iya kak

Researcher: Ok, lanjut dek no. 4 dek ya.
Menurut Anda apakah mata kuliah Speaking for Social Purposes dapat mengembangkan bahasa Inggris terutama keterampilan berbicara bahasa Inggris Anda? Jelaskan!
(Do you think that Speaking for Social Purposes course could develop English especially your English speaking skills? Please explain!)

Respondent: Ya, tentu itu mengubah saya karena kelas ini jadi mengubah saya mengetahui target-target language gitu yang tepat untuk diuapkan dalam suatu situasi atau kondisi gitu ka

Researcher: Ok, selanjutnya nomor 5 ya:
Adakah perbedaan yang Anda rasakan setelah mengikuti mata kuliah Speaking for Social Purposes dengan sebelumnya? Jelaskan! (Are there any difference that you feel after following the Speaking for Social Purposes than before? Please explain!)

Respondent: Ada kak, saya jadi lebih percaya diri ngomong bahasa Inggris meskipun itu hanya sedikit mengurangi kegugupan saya tapi sudah jadi lebih terkontrol gitu ka

Researcher: Ok, siap dek. Nah, ini pertanyaan interview terakhir ya.
Apakah Anda mempunyai saran yang berkaitan dengan aktivitas dalam kelas Speaking for Social Purposes untuk meningkatkan mata kuliah ini? Jelaskan!(Do you have any suggestion(-es) related to the inside classroom activities in Speaking for Social Purposes class to enhance this course? Please explain!)

Respondent: Sejauh ini kelasnya sudah baik, mungkin untuk role play bisa semakin ditingkatkan lagi terus dipasang-pasangkan sama teman yang belum atau kurang akrab, jadi kita bisa juga melatih speaking kita terhadap orang yang baru, seperti itu.

Researcher: Baik, berarti ke role play. Sekarang kaka mau klarifikasi jawabanmu di kuesioner sebelumnya dek ya yang nomor 1 tentang afternoon soiree ya. Jadi, waktu afternoon soiree adek jawab bahwa reluctant because I am afraid and not confident when the lecturer graded me dan ketika adek gak ngomong dalam language function. Jadi, language functionnya itu spesifiknya lebih ke apa dek?

Respondent: Setauku lebih ke grammar ka ya, kalo vocabulary not really sih

Researcher: Terus kenapa adek feel afraid sama not confident ketika lecturer graded itu?

Respondent: Iya, jadi karna ngeliat ada dosen yang beneran plek dihadapanku sambil assess terus sambil megang pena itu jdinya afraid dan apa yang mau dikatain di otak itu langsung hilang gitu ka.

Researcher: Oh gitu, jadi gimana dong kedepannya supaya adek engga ngerasan gitu lagi kira-kira?
Respondent: Em... kalo aku sih ka sarannya agar dosennya mungkin bisa disamping aku atau dibelakang aku biar gak langsungin ngeliat kalo lagi di assess itu ka, karena jujur aku jadinya takut dan langsung buyar yang mau aku bicarain.
**Researcher:** Ok, ok, menarik dek ya. Ya, sekian interview kita dek, makasih banyak buat waktu dan kesediaannya.

**Respondent:** Iya kak, kaka juga semangat skripsinya semoga lancar, Amin.

**Researcher:** Amin. Makasih dek

**Respondent 17:**

**Researcher:** Hallo, selamat malam dek

**Respondent:** Iya, malam juga kak

**Researcher:** Okay, sekarang pertanyaan pertama ya dek: Bagaimana perasaan Anda saat mengikuti kelas/mata kuliah Speaking for Social Purposes? Jelaskan! *(How is your feeling when you attending the class/course of Speaking for Social Purposes? Please explain!)*

**Respondent:** Aa... awalnya aku enggak expect sih kak bahwa kelas itu akan jadi semenarik itu gitu, jadi, seminggu awal masih canggung, gugup, nervous juga, kurang percaya diri, tapi itu cuma sekitar semingguan awal aja kak. setelah itu aku udah enjoy kelasnya kak

**Researcher:** Ok, jadi gitu dek ya. Iya, yang kedua: Apa tantangan yang sering Anda hadapi selama kegiatan berbicara di dalam kelas? Jelaskan! *(What challenges did you often face during talk activity in the classroom? Please explain!)*

**Respondent:** Aku pribadi sebenarnya agak sulit mencerna apa yang disampaikan, tapi bukan masalah besar sih itu dek.

**Researcher:** Oh, okay, jadi gitu... Ya, lanjut ya, Nomor 3. Apakah Anda mempunyai pengalaman pribadi yang menyebabkan Anda enggan berbicara dalam bahasa Inggris selama kegiatan di dalam kelas berlangsung? Jelaskan! *(Do you have any personal experience that causes you to be reluctant to speak English during an activity in class? Please explain!)*

**Respondent:** Sejauh ini sih enggak ada sih kak

**Researcher:** Baik kalau tidak ada, kita lanjut aja no. 4 dek ya. Menurut Anda apakah mata kuliah Speaking for Social Purposes dapat mengembangkan bahasa Inggris terutama keterampilan berbicara bahasa Inggris Anda? Jelaskan!
(Do you think that Speaking for Social Purposes course could develop English especially your English speaking skills? Please explain!)

Respondent: Aku pribadi sih, memang sangat membantu kak, karena banyak kegiatan bermanfaat contohnya seperti afternoon soiree itu seperti mengeluarkan seluruh speaking skill aku, terus setelah mengikuti afternoon soiree itu juga engga enggan lagi ka. Mungkin diawal aku masih mikirin grammar mistake tapi semenjak afternoon soiree itu aku gass terus ka, yang penting orang lain mengerti, jadi udah gak terlalu concern dengan grammar dan tata bahasa sejenis ka.

Researcher: Ok siap dek, jawabannya sangat jelas. Selanjutnya nomor 5 dek ya: Adakah perbedaan yang Anda rasakan setelah mengikuti mata kuliah Speaking for Social Purposes dengan sebelumnya? Jelaskan! (Are there any difference that you feel after following the Speaking for Social Purposes than before? Please explain!)

Respondent: Perbedaan memang sangat besar ka. karena sebelumnya kayak kurang keaktifan didalam kelas, tapi setelahnya sudah lumayan aktif ka.

Researcher: Ok, sip. Ina pertanyaan interview terakhir ya. Apakah Anda mempunyai saran yang berkaitan dengan aktivitas dalam kelas Speaking for Social Purposes untuk meningkatkan mata kuliah ini? Jelaskan! (Do you have any suggestion(-es) related to the inside classroom activities in Speaking for Social Purposes class to enhance this course? Please explain!)

Respondent: Kalo saranku sih, ya, perbanyakin kegiatan-kegiatan kayak afternoon soiree itu untuk mengembangkan speaking skill baik didalam maupun diluar kelas.

Researcher: Berarti, pengennya kegiatan semacam afternoon soiree kayak gitu enggak cuma diadakan sekali ya dek ya?

Respondent: Iya ka, bener, senang aku gitu sama kegiatan afternoon soiree itu.

Researcher: Ok mantab, adek senang! Ok, sekarang klarifikasi jawabanmu di kuesioner yang nomor 2 yang bagian to ask questions, itu adek jawab “karena belum terbiasa”, maksudnya ini karna belum terbiasa yang gimana dek?

Respondent: Ah iya, itu gini ka, karena waktu saya mungkin mau bertanya sesuatu sudah keduluan yang lainnya jawab dan kebetulan jawabannya sama, jadi saya enggak jadi bertanya itu ka.

Researcher: Oh oke, jadi itu ya… Baik, ini interviewnya sekian dek, terimakasih buat waktu dan kesediaannya. Semangat terus kuliah onlinenya!

Respondent: Iya kaka juga, sukses selalu skripsinya!