An Analysis of EFL Students' Reticence in English Speaking Classroom (In X.4 Grade of SMAN 1 Ciruas)

Mochamad Jati Lailatul Akbar, Ika Handayani, Eri Rahmawati, Welliam Hamer

mochjatila@gmail.com
Universitas Sultan Ageng Tirtayasa, Serang, Indonesia

ika.handayani@untirta.ac.id
Universitas Sultan Ageng Tirtayasa, Serang, Indonesia

eri.rahmawati@untirta.ac.id
Universitas Sultan Ageng Tirtayasa, Serang, Indonesia

welliamhamer@untirta.ac.id
Universitas Sultan Ageng Tirtayasa, Serang, Indonesia

ABSTRACT

This study is aimed to find out about the phenomenon EFL students' reticence in English-speaking classroom, in addition to discovering their challenges in the tenth grade 4 at SMAN 1 Ciruas Serang. The researcher used a qualitative research methodology with a case study design approach. The researcher used two instruments, for instance: questionnaires and interviews. The questionnaire adapted from Melina Augustin's (2017) research paper included 13 items divided into 4 categories (affective factor, individual factor, linguistic factor, and environment factor). The questionnaire was calculated using a 4-point Likert Scale, to assess opinions or attitudes towards student responses. The interview used open-ended questions which consisted of 5 items. The subject for this study was X.4 which consist of 43 students. The researcher discovered that can caused students' reticence in English speaking classroom. Moreover, students experienced the reticence in the class because some factors; affective factor, individual factor, psychological factor, linguistic factor, environment factor.

Keywords: Analysis; English Classroom; EFL; Reticence

INTRODUCTION

English is one of the international languages that people use to communicate with one another all over the world. English usage in a non-native country can be divided into two categories: English as a second language and English as a foreign language (EFL). One of the countries that applied English as a foreign language is Indonesia. English in Indonesian is a foreign language where English is not the primary language, but students can learn it and most schools require it. Students of English as a Foreign Language (EFL) still faced some difficulties when speaking or writing in English. In learning English, every student face difficulty (Ratnasari, 2020).

EFL students have some problems with their English-speaking skills. Based on researcher pre-observation using semi-formal interview with the English teacher in SMAN 1 Ciruas, the researcher found that some students lack of vocabulary in speaking English, some students lack confidence in speaking English, less active and less interactive learning conditions and students keep being passive in speaking activities. One of the effects of the passive attitude of students in learning English at classroom is not involved in active discussion and just keep silent. This phenomenon is called as reticence. This

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can be defined when people avoid communication because the person believe they will lose more by trying to talk than just stay silent. Therefore, reticence can be the big problem when students learning English in classroom (Keaten & Kelly, 2000). Furthermore, reticence becomes a common issue in teaching and learning process. When learning English in the classroom, the students should prepare to follow the teaching process. The phenomenon of students' reticence makes students passive and it also frustrate the teacher (Hashemi et al., 2013).

In SMAN 1 Ciruas, the researcher experienced when teaching the student of this school, the researcher face difficulty to get students to respond the instruction which deliver by the researcher in the classroom. They are typically perceived as passive and also unenthusiastic to participate in classroom discussions when learning English. They are also indecisive to give a response such as not ask any question and they are very dependent to the teacher instructions.

METHOD

In this study, the researcher used a case study approach. This approach acquired knowledge from a single individual, group, or important example to formulate interpretations of the specific case or to provide useful generalization, (Fraenkel and Wallen, 2009).

In this research, the researcher selected X.4 Grade of SMAN 1 Ciruas as the subject to conduct this research. In choosing the research subject, the researcher used a purposive sampling technique. The researcher selected criteria as following: the students who passively participate in the learning process, the students who do not question the learning process, and the students who do not contribute to the learning process.

The researcher used observation, documentation, questionnaire, and interview as the instrument to gather the data in this research. To observe student reticence in the class there are 10 statements from Silvestra Maria (2009). The documentation will be taken from teachers' documentation in the form of photos, and videos of the learning process in English class and also collected the score of speaking assessment in English classroom. The questionnaire included positive and negative statements that related to students' reticence experiences. The researcher has adopted the question items from Augustin (2017) which consist of 13 statements. Each number has four options namely; strongly agree, agree, disagree, and strongly disagree. The questions for the interview adapted from Augustin (2017) were to clarify the questionnaire statements about the factors causing of the students' reticence in EFL classrooms.

Data analysis can be defined as an activity that involves discussing and understanding data to derive specific meanings, interpretations, and conclusions from the research's overall data. The framework of qualitative analysis is divided into three major phases which were data condensation, data display, and drawing and verifying conclusions, (Miles et al., 2014). The formulation that being used for calculate the questionnaire result:

$$P = \frac{F}{N} \; x \; 100\%$$

P = Percentage

F = Frequency

N = Total of sample

RESULT

The researcher described the result of 13 valid statements which were related to analysis students the causes of speaking reticence in EFL classroom in order to find out the answer of the first research question. The result of statements from the questionnaire are in the table below:

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
Affective factor					
1	I feel nervous when I speak	14%	25.6%	39.5%	20.9%
Individual factor					
2	I forget what I want to say when I speak	9.3%	27.9%	44.2%	18.6%
3	My thoughts are disorganized	11.6%	46.5%	30.2%	11.6%
4	I was not prepared for what I wanted to say	7%	32.6%	53.5%	7%
5	I'm not used to what to say	14%	37.2%	30.2%	18.6%
6	I don't want to answer the question because I'm worried about answering it wrong	14%	16.3%	44.2%	25.6%
Linguistic factor					
7	I slipped with the words I said	9.3%	23.3%	39.5%	27.9%
8	I need more time when I want to say something	9.3%	11.6%	46.5%	32.6%
9	I hesitated too long to say what I wanted to say	7%	20.9%	46.5%	25.6%

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
Environment factor					
10	I am more willing to respond in class if I prepare in advance	4.7%	11.6%	44.2%	39.5%
11	I am more willing to speak up in class if I am not the	11.6%	27.9%	32.6%	27.9%

	only person answering the question				
12	I feel more comfortable answering questions from teachers when my friends do it.	7%	20.9%	53.5%	18.6%
13	My classmates in this class do not appreciate each other's efforts at speaking	34.9%	34.9%	20.9%	9.3%

From the table above, we can see that the students in this study had a lot of problems which make them become reticent in class. The median of all the statements 27.9%. It means that those statements that had mean score more than 26.62% are negative to become reticent. On the other hand, for statements which had mean score less than 26.62% belongs to positive that they are reticent in class.

In addition to supporting the questionnaire's results, here are some examples of the student's responses to the interview's results:

Affective factor:

Student No. 1: *"I have experienced that when I was really nervous, restless and a little panicked, because I was afraid of making mistakes in grammar or things related to conversation in English."*

Individual factor:

Student No. 3: *"If there is an activity of speaking English in front of me, I get tremors, nausea and stomach ache."*

Linguistic factor:

Student No. 2: *"Yes, because my English is not good and my pronunciation is bad."*

Environment factor:

Student No. 5: *"Yes, because I'm afraid of making mistakes and being laughed at if I speak English."*

DISCUSSION

Based on the findings, the researcher divide the reason that caused reticence by student into two factors, such as internal factor and external factor.

1. Internal Factor

Internal factor is divided into two main causes which lead to speaking reticence such as lack of confidence, and lack of fluency. Lack of confidence is one of the main causes of students reticence. Previous studies also mentioned that learning a second language is potentially stressful for the students, and it will cause lack of confidence (Bang, 1999). Most students agreed that Indonesian was their mother tongue. They started to learn English when they were in Kindergarten or Elementary School. So, this caused lack of confidence when learning English because they were not getting used to speaking English in their daily life.

Feeling nervous and afraid to speak in front of the class is students' common problem when learning English. According to them, they were afraid of making mistakes in pronunciation and being laughed at and scrutinized. They lacked confidence. In order to overcome students' fear and nervousness, teachers should create a friendly situation in class. This friendly environment makes students feel free to speak, become more active, confident, and motivated because their classmates will help and support them to overcome their anxiety and improve their speaking ability (Riasati, 2014).

Even though most of them had learned English since Kindergarten, they still found themselves feeling confused and nervous in speaking English. It is proved by one of the statements in questionnaire this statement-- Students need more time while want to speaking something in English--has 46.5% students who chose Agree. The participants agreed that they felt nervous because of their mediocre English. They also said if they did not understand the topic or material, they would ask the teacher to explain in more details. Asking help from the teacher is really helped them decrease their confusion and mixed feeling.

The students also said that they felt anxiety because they thought that their English was not good yet compared to others'. According to Anjali, one of participants, mentioned that

"I often mispronounce when I feel nervous." (Anjali, personal interview, May 29,2024.)

Anjali further said that the first time she learned English, she felt discouraged because she was unfamiliar with the language. She also said that English was different from Indonesian; therefore, sometimes she felt afraid of making mistakes and this made her less confident when practicing English in front of the class. Other student, Servina, reported that she had same experience when learning English. She said that

"I have experienced that when I was really nervous, restless and a little panicked, because I was afraid of making mistakes in grammar or things related to conversations in English." (Servina, personal interview, May 29 2024).

Servina already learned English in her daily life. Her parents made her get used to speaking English. Having been introduced to English since an early age gave positive effects to the children and made them become confident. But sometimes she can feel anxiety and pressured too.

2. External factor

There were peers' external factors which influence students' reticence. In class, there should be some students who were active and dominant. They said that the dominant students did not make them depressed. although, Anjali and stated that sometimes she felt the pressure in class. Therefore, students should make a friendly atmosphere because being friendly will create positive environment. Friends should be supportive by giving advice to each other. Friendly atmosphere makes students willing to participate actively, answer the questions, and express their ideas freely in class because they will not be afraid of making mistakes (Riasati, 2014). This situation will eventually make them more enthusiastic to learn English. Besides, if their friends were more dominant in speaking class, the participants reported

that they would not be silent and they would find a way to have more speaking opportunities. One participant, Anjali, said that

"Yes, because when speaking in public, I feel nervous and not used to it so I don't feel comfortable" (Anjali, Interview, 29 May 2024)

She said that English was different from Indonesian; therefore, sometimes she felt afraid of making mistakes and this made her less confident when practicing English in front of the class. Other student, Servina, reported that she had different experience practicing speaking English in front of the class. She said that

"No, because my friends understand and don't "hold back" me from showing how I really am and I really like talking." (Servina, interview, May 29, 2014)

Anjali and other students asked the teacher to give them the opportunity to speak in class. Therefore, both dominant students and non-dominant students would get the same chance to be active in class.

CONCLUSION

Based on this study, the researcher found that both internal and external factors have influence on students' reticence. Those internal factors such as being nervous, being afraid of making mistakes, lack of confidence, lack of fluency, and also fear of being laughed at are the main reasons why the students are not confident to actively participate in the classroom. Students in SMAN 1 Ciruas class X.4 who had those internal problems tend to be passive in class.

However, they still had the competitiveness and willingness to participate actively in class. Additionally, the external factors like peers played very important roles in encouraging students to be more active in class. Students wanted to get support from their friends and could become confident in the learning; therefore, they could improve their English skill. Teacher's attention was also needed in order to help the students improve their English skills. The last, preparation before class is what they need in order to increase students' confidence.

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