

# JUNIOR HIGH SCHOOL STUDENTS' RELUCTANCE TO SPEAK ENGLISH IN CLASS

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### Abstract

This study was conducted in order to answer these questions; (1) What are the reluctant students' non verbal and verbal reactions when the teacher speaks English fully in class? (2) What are students' reasons for their reluctance in speaking English fully? It is a basic interpretive study which involved 31 students of class 8A in SMPN 4 Gresik and a certain English teacher. The data were taken by observation and interview. The results show 4 non verbal and 1 verbal reactions of reluctant students when the teacher speaks English fully in the class. Non verbal reactions include no participation, no sense of belonging, look exhausted, new activities, afraid to talk in front of the public. The verbal reaction of reluctant students include asking and answering the teacher by using Bahasa Indonesia mainly. Then, 9 reasons for the students reluctance in speaking English fully include fear negative evaluation of their classmates, lack of grammar and vocabulary, the teacher, lack of comprehension, nature, mother tongue influence, the society, lack of pronunciation, and lack of self-confidence. In conclusion, reluctant students exist in teaching and learning English.

**Keywords:** *Reluctance, Non Verbal, Verbal, Speaking English Fully*

### Abstrak

Penelitian ini dilakukan untuk menjawab dua pertanyaan; (1) Apa saja reaksi non verbal dan verbal siswa-siswa yang enggan berbicara Bahasa Inggris saat gurunya berbicara Bahasa Inggris di kelas? (2) Apakah alasan siswa-siswa enggan berbicara Bahasa Inggris di kelas? Penelitian basic interpretive ini melibatkan 31 siswa kelas 8A di SMPN 4 Gresik dan satu guru Bahasa Inggris di kelas itu. Data-data dalam penelitian ini diambil melalui observasi dan wawancara. Hasil penelitian menunjukkan ada 4 reaksi non verbal dan 1 reaksi verbal dari siswa-siswa yang enggan berbicara Bahasa Inggris saat gurunya berbicara Bahasa Inggris di kelas. 4 non verbal reaksi itu adalah tidak ikut partisipasi, tidak memiliki keinginan untuk bergabung, terlihat lelah, dan takut untuk berbicara di hadapan orang banyak. Reaksi verbal hanya ada satu yaitu saat bertanya pada guru dan menjawab pertanyaan dari guru, siswa-siswa memilih menggunakan Bahasa Indonesia secara keseluruhan. Kemudian, ada 9 alasan yang membuat siswa-siswa enggan untuk berbicara Bahasa Inggris di kelas meliputi ketakutan terhadap penilaian buruk dari teman sekelas, kurangnya penguasaan tata bahasa dan perbendaharaan kata, guru, kurangnya pemahaman, watak, pengaruh bahasa ibu, lingkungan, penguasaan cara pengucapan yang masih kurang, dan kurangnya kepercayaan diri. Kesimpulannya, siswa yang enggan berbicara Bahasa Inggris selalu ada dalam proses belajar mengajar di kelas. Oleh karena itu, guru Bahasa Inggris seharusnya mampu memahami karakter dan alasan mereka yang enggan untuk berbicara Bahasa Inggris. Kesimpulannya, siswa yang enggan berbicara Bahasa Inggris selalu ada dalam proses belajar mengajar di kelas.

**Kata Kunci:** *Keenganan, Non Verbal, Verbal, Berbicara Bahasa Inggris*

### INTRODUCTION

In Indonesian education, learning English is a necessity. Indonesian people think that there are some

benefits of mastering English. One of the benefits is Indonesian people can compete with the others and would not be left behind in globalization era (Depdiknas, 2006). Consequently, many Indonesian schools provide materials for mastering English.

To master English, people have to learn all of the skills especially speaking. Speaking is needed to communicate with the others. Moreover, people should develop their speaking or communicative skill because through speaking, they can express and learn in certain social condition and cultural rules (Kayi, 2006). Therefore, having a good skill at speaking in language learning is very essential (Richard & Rogers, 1986). From the above, speaking is very important in people lives.

Getting students to speak in class is not easy. For example the students who speak well, organize the other students well, and interest with the topic, they will participate more actively than the others. They can deliver their ideas, thought, opinion easily. Unfortunately, not many students in the class can do that.

There is still very common problem faced by many language teachers in classroom. One of the example is when the teacher who use English as medium of instruction, there are still reluctant students to speak English too. The students still think that if they speak English as target language, they cannot be active participants in English speaking class (Floris, 2012).

MacIntyre and Gardner (1989) argue that when people speak in a second or foreign language, they become more apprehensive and tense and thus more unwilling to participate in conversation. It has been found that many second language or foreign language students, especially Asian learners, are passive in language classrooms and choose not to use the target language most of the time, particularly in responding to teachers (Zou, 2004). It means that the students are not confidence to use other languages such as English that is not their native language. They are accustomed to speak with the others by using their mother tongue, Bahasa Indonesia.

Using English during class actually has some advantages. As Bilash (2009) argues, it increases the students' exposure to the target language, it gives more comprehensible input to students (Krashen, 1985) thus leading to more complex language structures, it gives a source of modeling for the students both in regards to the production of the language and the attitude toward the language.

The argument of Bilash is in line with opinion of Dickson (1996, p. 1) that target language promotes natural acquisition and that use of the mother tongue (L1) undermines this process by diverting attention from the object of pupils' learning. From the explanation above, target language has spoken in English class frequently to make the students accustomed by using it.

But, there are some previous studies in English class which are different with Bilash (2009) statement that using target language as medium of instruction in

classroom increases the students' exposure to the target language. First, Liu (2005) investigates the Chinese University students' reticence in oral English language classrooms. Only a few students speak up during learning process. Second, Donald (2010) investigates the issue of reticence from the teachers and students' perspective in Taiwanese university English conversation class. The result of the study is fear of making mistakes, and error correction and how it was done played significant roles in determining students' reticence.

Third, Floris (2012) explored the voice of Indonesian students toward the use of English as medium of instruction and toward the role of their Bahasa Indonesia at their high school. She found that the majority of interviewees though are not happy if only English is used. They were also grateful for such opportunity because they feel more confident and comfortable in using their mother tongue, Bahasa Indonesia.

Concerning with those previous studies above, there were still many reluctant students to response using English fully although the teacher spoke English. The research is conducted to know the students' reactions and reasons of their reluctance to speak English even though the teacher had fully spoken English.

Based on the background of the study above, the researcher formulated two research questions for this study; (1) What are the reluctant students' non verbal and verbal reactions when the teacher speaks English fully in class? And (2) What are the students' reasons for their reluctance in speaking English fully?

## RESEARCH METHODS

This study concerns with the internal experience of students, thus it is appropriate if the research design is basic interpretive study. Basic interpretive study is a kind of qualitative research (Merriam, 2002). The researcher chose VIII-A of SMPN 4 Gresik as subject class which consists of 30 students; 9 male and 21 female students. The school was chosen because of phenomenon in that school and the school is popular in Gresik. Then, the researcher chose VIII-A because the class was superior and the English teacher in that class used English as medium of instruction in teaching English. Then, the second subject was the English teacher in that class. The teacher was chosen because she knows the students characteristics deeply and only her who uses English as medium of instruction.

Based on the research question related to the verbal and non verbal reactions of the reluctant students were taken from video recorder, voice recorder and field

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note. Observation is chosen as appropriate technique for collecting the data. The most common method of recording the data collected during observation is field notes. Besides, video and audio recorders were added to strengthen the field notes. Conducting the observation, the researcher as a nonparticipant observer. In order to get accurate and complete data, the observation was conducted in three meetings. The second data is obtained from interview result. The interview was formed in semi-structured interview.

In this study, the researcher applied the theory of qualitative data analysis by (Ary et al., 2010) that consists of familiarizing-organizing, coding-reducing, and interpreting-representing. In familiarizing-organizing, the researcher should become familiar with the data through rereading fieldnotes, transcribing, reviewing videotapes, and listening repeatedly to audiotapes. (Ary et al., 2010, p. 481). In coding-reducing stage, the researcher reread and sorts the data by looking for units of meaning—words, phrases, sentences, subjects' ways of thinking, behavior patterns, and events that seem to appear regularly and that seem important. (Ary et al., 2010, p.483). Then, the researcher tried to reduce some data which were not concerned. In interpreting-representing, the researcher interpreted the data through her own disciplinary lens and presented in narrative discussions. The figures were also added to strengthen the data.

## RESULTS AND DISCUSSIONS

In this part, there are two points that are discussed. First, non verbal and verbal reactions of reluctant students when the teacher speaks English fully in class. Second, the students' reasons about their reluctance in speaking English fully.

### Non Verbal Reactions of Reluctant Students when the Teacher Speaks English Fully in the Class

**The first non verbal reaction of reluctant student was no participation** includes unwilling to raise their hands, laughing when the students gave incorrect answer, answering the question if the teacher points him/her, include playing mobile phone in the drawer, whispering, drawing, and talking softly with her or his partner.

**Unwilling to raise their hands.** When the teacher gave quiz about descriptive text, there were few students who raised their hands. As seen in the field note of first observation particularly in the underlined sentence. It was taken from first observation.

Not too long, some students showed that they were uninterested with that quiz. Therefore, the students who raised their hands became decreased.

**Laughing when the students spoke incorrect answer.** It always occurred when the teacher gave some clues in the quiz. The students who did not raise their hands, or no participation, always laughed when there was another student answered incorrectly for example she or he was pronouncing sentences. They thought that the other student who answered incorrectly was so funny.

**Answering the question if the teacher pointed her or him.** It is illustrated in the second observation.

### Excerpt 1

Teacher : *Okay, I need a sentence from your mouth, now. Come on please.*  
S10 : *Ehm, bu aku boleh pakai bahasa Indonesia menjawabnya?*

(Lesson transcript No.2)

In excerpt 1, most students were busy with their other activities. They do not have sense to participate the discussion. The teacher was aware that condition. She pointed one student who did not pay attention during the quiz for answering his question.

**Playing mobile phone in the drawer.** In the first observation, when the teacher gave some clues about animal and asked the students to guess, a female student played her mobile phone in the drawer for a while.

### Excerpt 2

Teacher : *Okay, next number three. Still talking about animal. What kind of the animal? This animal has wing but it can't fly. So, its favorite place is river and it can produce some eggs...*

(Lesson transcript No.1)

**Whispering.** Some students were whispering when the class was lost controlled by teacher or when the teacher asked a question. It is proven when the teacher asked the students about bush definition, some students were whispering. Some of them whispered to discuss with their friends and otherwise, some of them whispered about other topic which was not related to the material.

### Excerpt 3

Teacher : *Next. I am the animal. And I am very dangerous, off course. And my favorite*



*place is bush. Do you know bush?*  
[Students are whispering]

(Lesson transcript No.2)

**Drawing.** In the second observation, the researcher found a student drew in her book (excerpt 6). When the researcher checked in the end of the lesson, she did not want to show it. But slowly, she showed it. Apparently, she drew a cartoon character. She claimed that the picture was Sakura, the character in the Japan comic. She said that she liked comic.

**Talking softly with her or his partner.** It shows in second observation. At that time, the teacher was correcting the students' answer. But S12 did not care about that. So, S12 decided to talk softly with her partner and then they smiled together.

**The second non verbal reaction of reluctant students was no sense of belonging** includes being abstracted, lowering her or his head, and coming late to the class.

**Being abstracted.** In the first observation, S7 was being abstracted. Her eyes were staring at the teacher but the facial expression was blank. It looked like she did not pay attention truly. Hence, she did not have sense to belong. It is same with what S3 did.

**Lowering her or his head.** It can be seen in the field note of first observation. Moreover, some students were busy with their other activities without giving attention such as playing mobile phone in the drawer, talking with her or his pair, whispering, leaning chin on hand, leaning her or his body on the wall, sleeping, drawing, lowering their heads or just reversing their book..

**Reversing the book.** During three observations, the researcher found the reluctant student was reversing her or his book when the teacher gave some question or explained the difficult word.

**Coming late to the class.** After a student answered the question, suddenly there were two female students (S3 and S15) coming late to the class. They said that they were from bathroom. Since they did not ask permission to teacher before, the teacher pinched them.

**The third non verbal reaction of reluctant students was look exhausted** includes leaning chin on the hand, leaning body on the wall, and sleeping.

**Leaning chin on the hand.** In that time, there was a student answering the question. The teacher ticked her name in the assesment sheet. After that, the teacher gave some explanation but some students leaned chins on the hands. It is shown in excerpt below.

#### Excerpt 5

Teacher : *So, it can save some of food until three months. You know, they cannot eat.....* [S3, S5, S7, S12 leaned chins on the hands]

(Lesson transcript No.1)

**Leaning body on the wall.** In first observation, there were two students (S10, S12) leaned their bodies on the wall. They looked the friend who answered the question but they never participated by raising their hands.

**Sleeping.** When the teacher added some explanation about the animal, S12 chose to sleep for few minutes as illustrated in excerpt 14.

#### Excerpt 6

Teacher : *So, it can save some of food until three months. You know, they cannot eat anything until three months, ya? It is very strong animal and it can save of the food.* [S12 Place her face downward, sleep]

(Lesson transcript No.1)

**The fourth non verbal reaction of reluctant students was afraid to talk in front of the public** includes asking question to teacher face-to-face, speaking not fluently when answering the question, showing confusing face if the teacher asked her or him.

**Asking question to teacher face-to-face.** In the third observation, there was a student came forward when the others were doing the task. The task was writing four sentences in each picture. She asked about her grammar by using Bahasa Indonesia. Apparently, she was wrong then the teacher corrected it. It is illustrated in excerpt 7.

#### Excerpt 7

S7 : *Bu, permisi saya mau tanya. Kalau disusun sebagai kalimat apa sudah benar?The bridge is make of strong materials. Itu artinya jembatan itu terbuat dari bahan-bahan yang kuat benar kan bu?*

Teacher : *Keliru bukan make tapi made.*

S7 : [smiling]

(Lesson transcript No.3)

**Showing confusing face if the teacher asked her or him.** It can be seen in second observation when the

female student (S7) could not answer confidently. Firstly, she was shocked because of her condition which was not ready. Besides, she did not pay attention to the teacher before. She was doubtful so she asked help to her partner.

**Speaking not fluently when answering the question.** S7 stammered in answering the teacher's question. Her intonation was unstable. It indicates that she was doubtful with her answer as expressed in excerpt 8.

**Excerpt 8**

S7 : *Saya, bu?* [speaks very softly]  
 Teacher : *Yes, you.*  
 S7 : *Anim...animal, ehm..err.. thing, per... ehm person*  
 Teacher : *Louder, please.*

(Lesson transcript No.2)

Concerning with the results, non verbal reactions on this study are more specific than the other findings as found by Kusal et al. (2009), Chen (2003), Cortazzi & Jin (1996), Jackson (1999), Tsui (1996). In Kusal et al. (2009), the characteristics of passive students are unwilling to study, no motivation, no participation, no sense of belonging, look exhausted and afraid to talk in front of the public. It means that the characteristics of reluctant student in Kusal et al (2009) are general. It happened because Kusal et al (2009) used different subjects and method with this study. In Kusal et al (2009), four lectures in Institute of Foreign language, Royal University of Phnom Penh were interviewed for knowing the characteristics of passive students.

Moreover, Chen (2003) also finds that the reluctant students prefer to ask questions after class, only with teachers. Besides, in Cortazzi & Jin, (1996), Tsui (1996), Jackson (1999) studies, the reluctant students just listened and waited to be called on when few active students voluntarily stood up to state opinions. In other word, the characteristics of reluctant students found in this study are more than Cortazzi & Jin, (1996), Tsui (1996), Jackson (1999) and Chen (2003) studies.

**Verbal Reactions of Reluctant Students when the Teacher Speaks English Fully in the Class**

The verbal reaction of reluctant students was shown in the second and third observation. There was one verbal reaction; asking and answering the teacher by using Bahasa Indonesia mainly.

**Excerpt 9**

S10 : *Enggak bu aku nggak bohong.*  
 Teacher : *Okay, I need a sentence from your mouth, now. Come on please.*  
 S10 : *Ehm, bu aku boleh pakai bahasa Indonesia menjawabnya?*  
 Teacher : *Yes, it's okay. Say simple sentence, oke?*  
 S10 : *Oke, bu. Ehm, Ibu memiliki kulit yang bersih dan sangat cantik.*

(Lesson transcript No.2)

From the excerpt 17 above, S10 tried to answer the teacher's question by using Bahasa Indonesia. Then the teacher allowed that. S10 is a reluctant student.

With reference to the results above, reluctant students rarely spoke up in English. They preferred using Bahasa Indonesia mainly in the class activities such as asking and answering the question. That finding is not good in Rivers (1968, p.192). According to Rivers (1968, p.192), the ability to converse in a foreign language is developed frequently in conversing that language, in this case is English. In other word, for mastering English, the students should speak English frequently in the class. But, the result is different. It is due to some factors as mentioned before in the result part.

**The Students' Reasons about their Reluctance in Speaking English Fully**

After analyzed the data from observations and interviews, the researcher found 9 reasons that made the students are reluctant to speak English fully. They were fear negative evaluation of their classmates, lack of grammar and vocabulary, the teacher, lack of comprehension, nature, mother tongue influence, the society, lack of pronunciation, and lack of self-confidence.

**First, Fear negative evaluation of their classmates.** In excerpt 1 and 2, two interviewees said that they were afraid and shy if their classmates laughed their mistakes.

S7 : *Malu dan kesal karena saya mencoba menjawab eh malah ditertawain.* (Interview transcript with S7)  
 S3 : *Nggak berani, mbak. Takut salah. Saya takut ditertawakan sama temen sekelas. Kan bete mbak kalau ditertawakan. Kalau boleh nulis dulu ya mending saya nulis terus saya baca. Malu.* (Interview transcript with S3)

**Second, Lack of grammar and vocabulary.**

Three interviewees agreed that they had same difficulty in speaking because of grammar and vocabulary. In the interview transcript below, S3 said that she cannot put the word correctly because there were different rules in Bahasa Indonesia and English. She gave an example when there were English words translated into Bahasa Indonesia, the translation must be reversed. And therefore; she was difficult to make sentences.

S3 : *Saya nggak bisa menyusun kata-kata. Kalau bahasa Inggris sama bahasa indonesia kan beda.. apa.. itu loh mbak kan di bahasa inggris biasanya kata-kata di bahasa indonesia dibolak balik. Nah saya kurang bisa gitu.* (Interview transcript with S3)

In other word, the students who believe that learning English involves a great deal of learning of vocabulary and grammar rules may emphasize the importance of learning about the language rather than using the language. These types of students are much more conscious of language forms and use fewer communication strategies (Wenden, 1987).

**Third, The Teacher.** When the interviewer asked about the teaching and learning process in the class, S3 said that the teacher was really fast to give the material. She could not catch what the teacher said.

S3 : *Kecepaten. Kadang-kadang kecepatan dan kadang-kadang terlalu susah dimengerti. Nurul itu nggak jelas maksudnya. Makanya saya kurang ngerti sama artinya..* (Interview transcript with S3)

Furthermore, in the interview transcript S7 below, she did not understand if the teacher spoke English fast. But if the teacher spoke English slowly, she would understand.

S7 : *Karena kalau bahasa Inggris, saya sedikit nggak paham apalagi kalau neranginnya ngomong pake bahasa Inggris kecepatan jadi aku sedikit nggak paham.* (Interview transcript with S7)

On the other hand, concerning with the reasons of reluctant students, the attitude of the teacher is also determined the students' reluctant to speak English. S10 insisted to the interviewer that the teacher allowed the

students to speak Bahasa Indonesia. That is why, he was lazy to use English for answering the question.

S10 : *Kan sudah saya bilang. Saya di kelas itu sering pakai bahasa Indonesia. Sama bu Nurul nggak apa-apa.* (Interview transcript with S10)

The statement of S10 that the teacher allowed him to speak English is supported in interview transcript with the teacher below.

Teacher : *Iya. Saya sering mendengarkan anak-anak bilang seperti ini. Saya harus mengeluarkan bahasa indonesia saja ya bu, boleh? Iya nggak apa-apa. Bagi saya awal adalah understanding.* (Interview 2 transcript with teacher)

Considering the teacher explanation above, understanding is the first important thing for learning English. She said that she did not force the students over speaking English because she realized that the environment of students in this class was different. Not many students want to speak English.

Whereas, that statement is not true at all. Mastering English is not only understanding the language but also can producing that. It is established in Badan Standar Nasional Pendidikan (2006). The teacher knew that but practically she did not realize that at all. And it is true if the students should not be forced to speak English, but they should be invited to speak English by the teacher practically. It can be applied in interesting activities. According to Walker (2013), pupils' attitudes towards learning languages are influenced by their teacher's attitudes. In short, teacher's role is very important in learning process.

**Fourth, Lack of comprehension.** One interviewee (S10) said that he did not understand the materials.

S10 : *Perasaan babnya ngulang. Kan kemarin K13 dipindah dihapus terus diganti KTSP. Aku tetep banyak nggak paham.* (Interview transcript with S10)

**Fifth, Nature.** There was a reason from S7 when the interviewer asked her about her reason which was not raising her hand and staying quite during quiz. She answered it was happened because of her nature. She was uncommunicative person.



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S7 : *Ehm, gimana ya mbak. Saya memang seperti itu. Saya nggak bakal ngomong kalau nggak diminta.* (Interview transcript with S7)

Nature is an important factor that affects the students in learning language. As Kusal et al. (2009) state, the nature always plays the important role to prevent or push somebody to actions, so they could not build up their confidence to express what they were thinking of.

**Sixth, Mother tongue influence.** Bahasa Indonesia as a mother tongue in Indonesia context also gives influence to the students when they interact in the class. The passive student would speak Bahasa Indonesia because they were doubtful to speak English. Three interviewees agreed that Bahasa Indonesia was one of reasons about their reluctance. The example is like in S10 case. He had reason why he answered the teacher's question by using Bahasa Indonesia. He said that he had accustomed to use Bahasa Indonesia in his house. Besides, Bahasa Indonesia was easier to speak than English for him.

S10 : *Saya lebih sering ngomong bahasa Indonesia soalnya sudah kebiasaan di rumah, kak. Pakai bahasa Indonesia. Lebih gampang buat diucapinnya.* (Interview transcript with S10)

No matter how hard they may try, learners cannot escape the influence of their mother tongue. Student will unconsciously attempt to equate a target language element with its closest and most common correlate with the mother tongue (Harbord, 1992).

**Seventh, The Society.** in the class 8A, the students never had opportunity to speak English outside with the others. It can be done if their living place not in Gresik, city at East Java. If they live in Bali, certainly, they had many opportunities to speak English because of many tourists over there.

As described in the interview transcript below, three interviewees said that they never use English for communicating English because there were no interlocutors in speaking English.

S10 : *Enggak. Sama siapa kak? Nggak ada yang ngajakin.* (Interview transcript with S10)

S7 : *Tidak, mbak.*  
(Interview transcript with S7)

S3 : *Tidak.*  
(Interview transcript with S3)

In brief, society is very important thing to encourage the students in speaking English.

**Eighth, Lack of Pronunciation.** One of the interviewees said that she was reluctant to speak English because she had difficulty in English pronunciation. She was afraid to mispronounce English.

S7 : *Cuma pelafalannya aja yang takut-takut salah. Padahal sudah liat kamus. Tapi ya tetep aja, mbak.* (Interview transcript with S7)

**Ninth, Lack of Self-Confidence.** Lack of self-confidence is also a reason of the reluctant students in speaking English. As described in the interview transcript with S3. S3 was not confident.

S3 : *Nggak berani, mbak. Takut salah. Saya takut ditertawakan sama temen sekelas.* (Interview transcript with S3)

Similarly, S7 chose to come forward and ask the teacher by face-to-face. She did that because she was not confident.

S7 : *Saya malu mbak nanti dikira temen saya nggak bisa. Makanya lebih baik maju langsung tanya.* (Interview transcript with S7)

Those reasons of students' reluctance are in line with Donald (2010) study. Donald (2010) mentions fear of making mistakes, and error correction were played significant roles in determining students' reticence. Those factors are same with this study although only two. It happened because the context in Donald (2010) study is English as second language. Besides, the data in Donald (2010) are from University conversation class in Southern Taiwan, interview transcript from Educational and Applied Linguistics students at the University of Newcastle.

## CONCLUSION

Based on the study that the researcher had conducted, reluctant students exist in teaching and learning English as foreign language class. There were 4 non verbal and 1 verbal reactions when the teacher spoke English fully in the class.

Non verbal reactions of reluctant students were no participation, no sense of belonging, look exhausted, and afraid to talk in front of the public. First, no participation includes unwilling to raise their hands, laughing when the

students gave incorrect answer, answering the question if the teacher points him/her, playing mobile phone in the drawer, whispering, drawing, and talking softly with her or his partner. Second, no sense of belonging includes being abstracted, lowering her or his head, reversing the book, and coming late to the class. Third, look exhausted includes leaning chin on the hand, leaning body on the wall, and sleeping. Fourth, afraid to talk in front of the public includes asking question to teacher face-to-face, speaking not fluently when answering the question, and showing confusing face if the teacher asked her or him.

Meanwhile, the verbal reactions was asking and answering the teacher by using Bahasa Indonesia mainly. Next, there are 9 reasons of students' reluctance in speaking English fully that the teacher must understand to reduce the reluctant students, namely by fear negative evaluation of their classmates, lack of grammar and vocabulary, the teacher, lack of comprehension, nature, mother tongue influence, the society, lack of pronunciation, and lack of self-confidence.

Then, the teachers should understand any reasons as mentioned in this study and reduce the reluctant students in their classes.

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