Teacher's Technique in reducing the Students' Reluctance to Speak English in EFL Classroom

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Abstrak

Interaksi kelas menuntut siswa untuk berpatisipasi aktif agar interasi tersebut berjalan dengan baik. Permaslahan yang sering dihadapi oleh para guru dalam melasanakan interaksi kelas adalah siswa merasa enggan dan malu dalam menyampaian pemikiran mereka dengan menggunaan bahasa Inggris selama berinteraksi. Penelitian ini bertujuan untuk (1) mendeskripsikan tenik guru dalam mengatasi dengan keengganan siswa untuk berbicara bahasa Inggris di kelas dan (2) menggambarkan peran guru dalam penerapan strategi. Penelitian ini adalah penelitian kualitatif deskriptif. Peneliti menganalisis data secara kualitatif. Subjek dari penelitian ini adalah guru bahasa Inggris SMA Negeri 1 Mojosari dengan pengalaman mengajar lebih dari 20 tahun. Data diperoleh melalui observasi dan wawancara. Selama pengamatan, peneliti menggunakan *field note* dan rekaman video untuk membantu dalam pengumpulan data, saat melakukan wawancara, peneliti menggunakan panduan wawancara. Berdasarkan hasil penelitian, dapat disimpulkan bahwa guru menggunakan 3 (tiga) teni untuk mengurangi keengganan siswa untuk berbicara bahasa Inggris. Yaitu *brainstorming,* diskusi kelompok, dan presentasi. Tenik-tenik tersebut mampu memberi lebih banyak kesempatan bagi siswa untuk lebih banyak berbicara. Studi ini juga menemukan bahwa guru bahasa Inggris juga memainkan beberapa peran saat menerapkan strategi. Mereka adalah *controller, prompter, participant.*

 Kata Kunci: kengganan siswa, teknik guru, peran guru

Abstract

Classroom interaction requires students to get involved actively so that the classroom interaction can go well. The problem which is often faced by the teacher in conducting classroom interaction is the students are reluctant and shy to deliver and express their idea in English during the classroom interaction. This research aimed to (1) describe the teacher's techniques in overcoming the students' reluctance to speak English in class and (2) describe the teachers' roles in implementing the techniques. This study is descriptive qualitative study. The researcher analyzed the data qualitatively. The subject of the study is the English teacher of SMA Negeri 1 Mojosari with more than 20 years teaching experiences. The data was obtained by observation and interview. During the observation the researcher used field note, and video recording, while conducted interview the researcher used interview guide to help in obtaining the data. Based on the result, it can be concluded that the teacher used 3 (three) strategies in reducing the students reluctance to speak English. Those are brainstorming, group discussion, and presentation. Those techniques are able to give more chance for the students to speak more. This study also reveals that the English teacher also played several roles while implementing the techniques. Those are controller, prompter, and participants.

Keywords: students' reluctance, teacher's techniques, teacher's roles

INTRODUCTION

Learning speaking skill is very challenging toward the students in EFL (English as Foreign Language). A Foreign Language context is where the speakers can communicate with society well with English. The main purpose of English as the Foreign Language is to enhance the ability of the learner to speak up and well communicate with their environment. English as the foreign language also gives the students a new problem in their language acquisition. Brown (2001) shows that when someone could engage a competence conversation it means that they are able to speak a language. Furthermore, he claims that the successful achievement of a learner shown by the interaction between them with the speakers of the language. It means that the learners or we called it as speakers can communicate with society to reach certain purposes or to show their expression, opinions, the point of views, arguments, and others.

In fact, most of the teaching and learning process in Indonesian Education gives less chance for the students to practice their speaking (Anjaniputra, 2013). The students are rarely practice it and it makes them feel so confused when they are asked to speak by using their English.

The other problems which are mostly appear when the teacher asks the students to speak such as the students are afraid to make mistakes, they could not speak or organize their idea well, and they could do not choose or use the proper vocabularies and grammar. It makes the students confused how to talk or use their English. As the result all of the problems derive to the students' reluctance to speak English in class.

Reluctance to speak English means that the condition when the students are unwilling to speak in class which is provoked by several factors (Jackson 2003). The students' reluctance can be seen through the students' verbal and nonverbal reaction during the teaching and learning process. Nonverbal reaction means a reaction which is shown by the students through eye contact, facial, expression, gestures, postures, position, and the various movement of their body, while verbal reaction means the student's spoken reaction when they feel reluctant to speak. According to Green (2008) and Riasati (2012) there are five factors that affect the students' reluctance to speak English in class, such as self-confidence, fear of negative evaluation, attitude toward the topic, teacher's attitude, and also the environment.

In this case it will be very important for the teachers to organize their idea or plan teaching learning process well before they deliver the materials in class. It is also important for them to manage the classroom situation to increase the students' motivation to learn the language.

The teacher's techniques also play big role in reducing the students' reluctance to speak English. Silver and Perini in 2007 assert that English teacher should prepare many techniques to ease the students understand about the materials. Recently there are many students who are reluctance to speak because they are ashamed to start conversation or to speak using English. It is because they have very less self-esteem, they are anxious to speak. It is also important to the teacher to create the fun and enjoyable classroom atmosphere.

Thus, teaching techniques become undenied thing which is influencing to obtain the learning outcomes. Each skill in English needs different technique to obtain the learning outcome. For example the technique which is used to master the students in writing skill may different with the technique which is used to master the students in speaking skill. It is because speaking is focus more to communication in spoken form while writing is in written from. As the result the teacher needs to choose the most proper techniques to achieve the learning objectives. Anjaniputra (2013) in his study reveals that appropriate techniques would make the learning process run effectively and improve students' speaking skill

Silver and Perini (2007) claim that there are twelve techniques which are possible to be used to reduce the students reluctance to speak English such as prepared talk, discussion, role play, simulation, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing card, and picture narrating.

Besides, being able to decide the suitable techniques a good teacher is a teacher who is able to manage the class and motivate the students to interest more in learning, and the success of teaching depends on largely on the way the teacher delivers their materials. Moreover, Harmer (2010) teachers have many roles during the teaching and learning process. Those are controller, prompter, participant, resource and tutor. First, the controller roles, the teachers take the domination of the classroom interaction. The teachers do almost everything in teaching and learning process. Second, prompter roles, the teachers play prompting roles if the students do not know how to do the assignments or answer the teachers' questions. Harmer (2007) stated that besides prompting the students sensitively and encouragingly, the teachers prompt the students with discretion; it is because the key of prompting is encouragement. Sometimes the teacher plays roles as participant in class. Through this role the teacher will know their students better, not only in terms of how they learn, and process the information but also in terms of the kind of the difficulties they encounter in their learning (Renandya, 2012). For the resource roles, the roles are needed when the students are working independently but they still need guidance from the

teacher. The teachers can act as resource that can help them when they do not know about the materials or the work that they do.

Alfriani (2014) in her study which reveals with the interesting techniques which are used to teach speaking in order to avoid the students feeling bred during the teaching and learning process. There were many obstacles that the teacher's found in class. One of them is the students felt bored and reluctance to be active in participating the teaching and learning process because the teachers' techniques are boring.

Based on the explanation above, the aim of this study is to observe the techniques used by the teacher to teach speaking and to reduce the students' reluctance in order to make the students have higher motivation to speak English. This study is aim at portraying teacher's techniques in reducing the students reluctance, and recognizing the teacher's role in classroom activities.

1. What kind of teaching techniques does the teacher use to reduce the students' reluctance to speak English in class?
2. What are the teacher's role in applying the techniques?

RESEARCH METHODOLOGY

This research used qualitative study with case study design. The aim of this study is to find out what are the teacher's techniques and roles in reducing the students' reluctance to speak English in EFL class. A descriptive qualitative study is a research, that intended to collect qualitative data such as words and pictures (Thirsteersen, 2004:359). This design is preferable for this study because it observes the phenomenon occurred directly during the observation. Thus, it is suitable with this research which aimed to explore the techniques that the teacher uses in her learning process.

 The subjects of this study were English teacher of SMAN 1 Mojosari who have been teaching in X Social 2. The research was conducted in that class because the class was known as the most passive class, and it is very suitable for this research. That class consists of male and female learners which were needed to get the objective data since the gender is various.

In this research, the researcher used two kinds of instruments. They are the interviews questions, and the field notes. Each of the instruments was used for gaining different data. In addition, video and tape recorder were also used as the additional instruments of this study.

Firstly, The first technique which was implemented by the researcher in collecting the data was through field note observation, and take a video recorder voice and recorder. The researcher also conducted interview to get deeper information. The observation was used to obtain the main data about the teacher's techniques, and role during the classroom activities. The interview was used to get the other data which could not be obtained through the observation. Conducting the observation, the researcher as non-participants observer. A nonparticipant observer is an observer who records notes without becoming involved in the activities. (Creswell 2012, p.24). Thus the researcher only acts as an observer. It is chosen because observer should be more objective and emotionally detached from the group. This

The second step to collect the data was by conducted interview, it was used in order to gain the deeper information about the first, second research questions. It also used to clarify some activities which were done by the teacher. The interview was formed in semi-structured interview. This kind of interview has guidelines which helpful to focus on what the researcher wants to know. In semi structured interview the question are already prepared, but additional questions was allowed if it was needed.

After collecting the data, the researcher did the analysis and interpretation of the data that have been collected. According to Ary, et.al (2010), there are three stages of analyzing qualitative data. They are organizing and familiarizing, coding and reducing, and interpreting and representing. These stages were applied in this study.

RESULT
The Teacher's Techniques in Overcoming the Students' Reluctance to Speak English in Class

During the observation, the researcher found that most of the students of the class are passive and reluctance to engage not only to the teaching and learning process but also the classroom interaction. Some of the factors which are known through the interview from several students and the English teacher proves that it caused of: 1) the students are afraid to make mistake when they tried to speak by using English, 2) they did not understand the teacher's talk, 3) they are confused how to organize their idea, 4) they are difficult to use the suitable vocabulary and grammar.

To overcome the problem which was caused by those several factors during the observation the researcher found that the teacher used three techniques during the teaching and learning process, those are discussion, brainstorming and presentation. Those techniques were chosen by considering the students' problem, and characteristics.

1. Brainstorming.

One of the first meeting, the teacher conducted brainstorm to recall the students' memory about the previous material (passive voice). It is also used to give

chance for the students to deliver and express their idea. This techniques was conducted to overcome the students' reluctance which is caused by those four factors. It is because during the brainstorming process the teacher provided more chance for the students to make them practice their speaking, she also correct the students mistake directly when they used unsuitable vocabulary or grammar. Mostly the teacher give chance to the class to correct the mistakes, before she correct it by herself.

The reason of the teacher's questions were not always about the materials, but sometimes about the students' opinion or feeling about something because it hoped that the by asking very simple question it will stimulate the students to speak English, started form simplest form. It is because the teacher believed by the time the students would be usual to use their English and they were going to be able to answer the question with more complex form.

Based on the observation the researcher found that the students who were able to answer the simple question, they were so happy because they thought that they already able to communicate by using English and every time the teacher asked the something related the materials, the students tried hard to answer the teacher's questions, even they used mixed language, that was their mother and target language. Even some of the students were willing to use their English, still there were many students who prefer to keep silent and did not want to speak anything.

2. Discussion

The discussion techniques also used to make the students speak more during the interaction in teaching and learning process, because brainstorming technique was not enough to make all of the students in the class speak . This techniques used because. It also hoped able to solve the problem which was caused by several factors mentioned before. This techniques chosen because the chances which were given to the students were believed that it can make the students became more relax in delivering their idea. It is because they delivered their idea in a group, their friends listened it and correct it if there was mistake.

Besides this technique also used to prepare the students to the next techniques that was presentation. During the discussion, the students were asked to use English, but it did not work perfectly. Most of the students speak Bahasa and Javanese, many times the teacher reminded the students to use English but most of them still use Javanese and Bahasa during the discussion. The students speak or discuss something in English just because the teacher was near them. During the discussion the teacher walked around the class to check the each group's progress.

After conducting group discussion which the aim was to make the students to communicate more in English did not work perfectly, it proved when the teacher walked around only some of them 1) who speak and participate actively during the discussion, 2) really few of the students who speak English fully, the teacher gave another chance, with the different technique to make them speak in class. That was presentation.

3. Reporting/presentation

The researcher found the teacher applied reporting / presentation technique in the second and third meeting. It was used as a follow up activity of group discussion. The presentation / reporting technique conducted two times. First was group presentation and the second was individual presentation. The group presentation became the next step of discussion technique. In group presentation, the students are asked to present their group work together with their group. This presentation was used as warm up activity for the students. It was also used as a trial before the students do the individual presentation.

The teacher's reason of the applying of this technique because 1) the teacher wanted to give overview for the students related the way of presenting their work in next individual presentation, 2) the English teacher said that this class is the most passive one, so she had to do many thing harder to make them speak. One of the way is by changing the technique when it did not work well for the students there, 3) through the group discussion the teacher also aimed to give model for the students. The model was from the students who has better speaking skill, not from the teacher, because when the teacher used the students as a model it will motivate more.

Another teacher's reason in deciding the students as the model because the teacher thought that the students need models, and the teacher prefer to give the model through their friends' presentation. It is because if their friend who becomes the model of the presentation, if their friend do the presentation nicely, others will try hard to do so, the next reason because if the teacher who become the model of the presentation, the students mostly thought that, it is normal, she is teacher, and it is not something new if they can do the presentation perfectly. That's why the teacher mostly mixed the member of group with the students in a good and bad ability, it used to help and motivate each other. That was the teachers' reason which was stated in interview.

The teacher often asked them to do group discussion, and presentation, because through those technique, the students felt more enjoy to speak around

their friend. That activities also followed by individual presentation in order to measure the students' individual competency. The teacher said that group presentation is as the warming up activity for the students, before they do individuals presentation.

Besides conducted interview with the teacher the researcher also conducted an interview with four students of the class, the researcher asked them about the factor of their reluctance. Most of them said that they are reluctant to speak English because of many reason, such as they have very less self-esteem because are afraid to do mistake, and because they were rarely practice their speaking, they also difficult to choice the suitable vocabulary and grammar, sometimes they also did not get what the teacher means. Those all factors of the students' reluctance were solved by the teacher by implementing those three techniques. It is also proved by the students that they speak more if the teacher implemented them. It is because first, though brainstorming and group discussion the students felt more relax to deliver their idea. They also can asked their friend about the word that they were going to use. In group discussion also there was an activity which can build the students' vocabularies. Whenever the students found new vocabularies, they would make a list and find out the meaning. The last is in presentation section the students would be able to present their work without no worry about the word that they were going to use in presenting the materials.

The Teacher's Roles in Overcoming the Students' Reluctance to Speak English in Class

Through the observation the researcher found several roles which were played to manage the class and the students speak more.

First is controller, this role was used for disciplinary needs, the teacher played this role most of time during the teaching and learning process. Controller here means that almost all of the time the teacher dominated the class, the teacher dominate the class for several purpose, such as stimulating the students to speak, correct the students mistakes and also to make the class engage more to the lesson.

Second is prompter, the teacher played this role when the students' did not know how to do the assignments, faced difficulties in doing assignment or answer the teachers' questions. The teacher's goal of this.

Third role is participant. Participant role, is the role where the teacher will know their students better, not only in terms of how they learn, and process the information but also in terms of the kind of the difficulties they encounter in their learning (Renandya 2012). For the resource roles, the roles is needed when the students are working independently but they still need

guidance from the teacher. The teachers can act as resource that can help them when they do not know about the materials or the work that they do.

The last is resource and tutor role, this roles was showed every time the teacher explain the materials to the students, this role was not applied most of the time, because the teacher wanted the students to be more active than the teacher, so the teacher just applied this role when it is needed. The researcher saw this role only on the first day observation when explaining about the exercise, and last day when the teacher explain about adverb clause. When the teacher played this role the teacher not only explained the material, she also asked question to the students to make them engage to the teaching and learning process and measure whether they are understand or not

DISCUSSION

This part of this chapter shows the explanation of the result and shows how the result of this research relate to the literature review. There are several things that can be discussed from the result.. The first is the teacher's techniques in reducing the students' reluctance to speak English in class, the second is the teacher's roles during the teaching and learning process, especially during the implementation of the strategies.

The Teacher's Techniques in Overcoming the Students Reluctance to Speak English in Class

In learning English if the students only learn about new structures, sentence by sentence, they will not perform well on the end of their study. Students should have more practice to comprehend the aim of the new items and how to use it appropriately. In the other hand the students need to practice, to form, to understand meaning, and to use. For this reason, Wagner (1994) describe teaching speaking or oral practice as talking sentences by sentences, but the students should know the meaning of the sentences and they should learn in what situation they should address those sentences.

Silver, et al., (2007) states that the goal of teaching is to weave a conversation that unites these disparate individuals around a common core of learning. In fact to make the students being active to speak during the teaching learning process also the classroom interaction is not easy. There are several problems that avoid them to be active such as 1) the students are afraid to make mistakes, 2) they could not speak or organize their idea well, 3) they could do not choose or use the proper vocabularies and grammar, and the last 4) they don't get what the teacher's means.

In this case it will be very important for the teachers to organize their idea or plan teaching learning process well before they deliver the materials in class. It is also

important for them to manage the classroom situation to increase the students' motivation to learn the language. The teacher's techniques also play big role in reducing the students' reluctance to speak English. Silver and Perini in 2007 assert that English teacher should prepare many techniques to ease the students understand about the materials

Techniques are the different types or styles of plans teachers use to achieve this goal. The technique which is chosen by the teacher should be suitable for the students' characteristics. That criteria of choosing several techniques was fulfilled by the English teacher of X graders of Senior High School 1 Mojosari. She decided to apply three techniques by considering the students characteristics and needs.

Based on the data obtained through the observation, the researcher found that the teacher used 3 techniques to reduce the students' reluctance by Silver and Perini (2007). Those are Barnstorming, Discussion, and Presentation.

1. Brainstorming

Silver and Perini (2007) assert n a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas. quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas It makes the student feel free to share their idea. The first thing that the teacher did in class to make the students speak English was by asking several question related to the previous materials and their opinion or idea related something which was not related on it. It used to give chance for them to express and deliver their idea. Baes on Anjaniputra (2013) when the teacher realized if that technique did not work perfectly to make all of the students speak English, the teacher should use other techniques.

2. Discussion

Silver and Perini (2007) state a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves. In class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on. It is in line with the implementation in field. It is because based on the information which are gotten from the teacher it use to make the students encourage their speaking ability by gave them chance to express and

justify themselves in a smaller community. It was really works when brainstorming did not work perfectly, because in a group discussion the students feel free and no worry in expressing themselves.

3. Presentation

Presentation was as a followed up technique the group discussion because in group discussion when the teacher checked the group, the students did not speak English in discussing the assignment, they speak English just because the teacher was near them, when the teacher was not they did not speak English. Through presentation willing or not the students need to speak English fully to presents their work.

All of the techniques which are done by the English teacher have already fulfilled the aim of teaching speaking which are proposed by Brown (2004) about teaching spoken language principles which are:
1. Focusing on fluency and accuracy which considering the learning objective
2. Preparing intrinsically techniques to motivate the students in learning
3. Aauthenticating language use in an appropriate context,
4. Providing appropriate feedback and correction
5. Capitalizing on the natural link between speaking and listening
6. Giving students opportunity to communicate in learning process as much as possible,
7. Encouraging them to develop their speaking ability.

After conducting the observation the researcher found that the English teacher already fulfil those principles through techniques which are applied. The result of the techniques also satisfying in developing the students' willingness in speaking English in classroom, as the Hughes assertion which states that the important aim of teaching speaking is the students' development ability.

The Teacher's Role in Reducing the Students' Reluctance to Speak in Class

Classroom interaction is an activity which needs the teacher and students involvement- in this case contribution- so that it can go well and produce a conclusion that is agreed by all participants in it (Ewens, 1986). The students are often reluctance and shy to deliver their idea during the teaching and learning process. Even the teacher gives many chances which are given by the teacher is not enough to make the students speak. The students also need the teacher's models. Regarding this theory the English teacher of Senior High School 1 Mojosari did not want to be a model, she prefer to use the students who has good ability in speaking to be a model, because it will be more useful, it stimulated the

students to do as good as their friends. When the teacher to use the students as the model, it does not mean that the teacher do nothing, she always gives evaluation and suggestion for the students' performance. Teaching English as a foreign language is not easy to be done, because as the foreign language English occur in the classroom only it is not used in daily activities (Anjaniputra, 2013).

Therefore, the teacher's role is really important in EFL classroom. The teacher plays some roles in class. One of the crucial thing is teacher as a model means that the teacher becomes example or guider to the students. Everything that the teacher done will be done by the students too. However, the teacher also as the language model besides textbook, reading material and many kind of sources of language model (Harmer, 2008). Based on the data obtained during the observation and interview, the researcher found that the teacher played all of four roles which are proposed by Harmer (2010), those are controller, participants, prompter, resource and s for disciplinary purposed (Harmer, 2010). That role was played in most of time by the teacher, because this was used to make the students engage with the teaching and learning process, and willing to response to the teacher's talk. Second, prompter role it was played when the students' do not know how to do the assignments or answer the teachers' questions, it also played when the teacher gave further explanation and example for the students assignment. Third, participant, the teacher played this role when she wants to measure the students understanding about the material, the teacher used this role to measure the students ability. The last is resource and tutor, this role is the role that one of the teacher's role which rarely played, because based on the 2013 curriculum the students are asked to be more active rather than the teacher. That's why the teacher played this role only when explaining the material, but during explanation the centered was the students. It means that the teacher explain but actually the one who give the information was the students, the teacher just pretended explain the materials and during the explanation the teacher asked question to the students. The question which were asked lead them to the concept of the materials at that day. In the other word unconsciously the students master or understand the materials by themselves.

In summary, during the observation the teacher used three of twelve techniques to make the students speak English in class. Those are brainstorming, discussion, and presentation. In order to support the techniques to make it success in reducing the students' reluctance, the teacher's roles such as prompter, participant, controller, and resource/tutor are also need. It is because even the chosen

techniques were suitable, but the teacher can't manage the class well, it will be less effective to reduce the students' reluctance. Unless, the teacher's role also important to support the suitable techniques to make the students engage to the lesson, and create a fruitful teaching and learning process.

CONCLUSION AND SUGGESTIONS

Based on the data representation and discussion on the fourth chapter, it can be concluded that the teacher used several techniques in reducing the students' reluctance to speak English in class. Among the 12 (twelve) techniques the teacher used 3 (three) of them, those are brainstorming, discussion, and presentation. Those techniques were used because those are the most suitable one for the chosen class which was known as the most passive class in ten graders. It is because the factor that affected the students unwilling to speak English (less self-esteem, and face some difficulties to choose the suitable vocabularies and grammar, also attitude toward the teacher). Those techniques were also supported with several teacher's role such as controller, participant, prompter, resource and tutor to make the techniques work more successful. It is because even the chosen techniques are the most suitable one with the students' characteristics, but the teacher cannot manage or play his/her well those strategies will not work well.

Furthermore, based on the result of the study there are several suggestion for the English teacher. They are suggested to be able analyzed the students' characteristics before implementing several teaching techniques. It is because the strategies which are going to use should be matched by the students' characteristics. Especially to make the students are willing to speak more by choose the suitable techniques to overcome the students' reluctance The chosen techniques which is going to be applied first, should give more chance to the students to speak more, because the students will be easier to use the language when they are usual to use it daily communication. Therefore, letting the students to get involved in classroom activities can help in their learning process. Second, make them enjoy to deliver their idea. The most important thing the chosen techniques should be able to solve the problem and factors that make them unwilling to speak. The English teachers also suggested to use their authority to control the class thus the teaching and learning process can be conducted well. It is because when the teacher are able to use their authority nicely, the students will respect and engage more to the teaching and learning process. Therefore, a conducive classroom situation lead to effective teaching and learning process

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