

**THE FACTORS CAUSING STUDENT'S RELUCTANCE IN ENGLISH
ORAL PERFORMANCE IN CLASSROOM ACTIVITIES**

AN ARTICLE

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**THE FACTORS CAUSING STUDENT'S RELUCTANCE IN ENGLISH ORAL
PERFORMANCE IN CLASSROOM ACTIVITIES**
(A Case Study on Student X in the Sixth Semester of English Education Study Program
Class B PPAPK at FKIP Tanjungpura University in Academic Year 2016/2017)

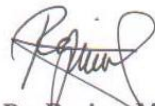
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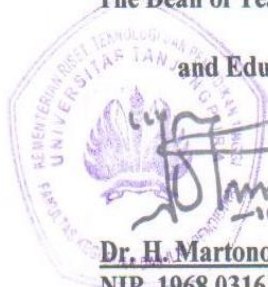
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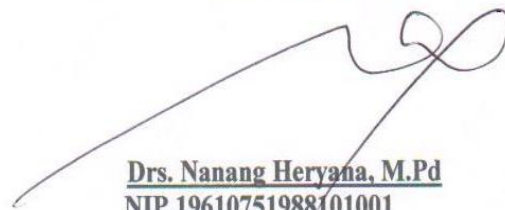
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THE FACTORS CAUSING STUDENT'S RELUCTANCE IN ENGLISH ORAL PERFORMANCE IN CLASSROOM ACTIVITIES

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Abstract

The purpose of this research is to investigate student's reluctance in performing English orally in classroom activities. The research was designed as a case study. To collect data, the research involved a student who was currently studying in the sixth semester. The student was enrolled at the English education study program of Tanjungpura University in academic year 2016/2017. In this research, the participant was observed for 10 times completed with an observation checklist and a field-note for each observation. After that, the researcher gave her questionnaires and an interview guide. The finding showed that the participant was reluctant to use English in the classroom activities because she seemed to have no motivation to speak in English because she was shy and did not get motivation from her classmates to speak in English. She also had no motivation to make an effort in expressing her ideas in English. She was also shy and afraid of making mistakes because she was worried if she used incorrect grammar. Then, she was also confused which tenses to use when speaking. Finally, it was reported that she did not have adequate numbers of words to express her ideas, because she was panic when speaking in English.

Keywords: Causes, Reluctance, Oral Performance

English oral performance is one of the important English skills that should be mastered by students, especially for students of English Education Study Program. English oral performance is the essential role in facilitating learners in English-speaking mastery and it enables students to express themselves creatively, imaginatively and to communicate with others effectively. It is not only to produce sound of words or sentences but also to express the ideas, opinions, and everything that the students want to say. As Horsley (2006, p.45) says that oral performance means to involve such interaction. Meaning that how the students interact or participate in classroom activities.

FKIP of Tanjungpura University is one of the faculties that has English major. Many students come to this faculty to take English as their major. As the students of English education study program, they have a

responsibility to use English as their language learning to communicate in classroom. But in fact, the students do not show the English zone. The situation of classroom activities is still Indonesian. Some of the English-majoring students do not use English as their tool of communication in teaching and learning process in classroom activities. So, they get the difficulties to reach their achievement especially speaking mastery.

Actually, the learner's knowledge will get larger if she has the high curiosity in learning, especially in how to speak in English well. Speaking in English is not only used when presentation and discussion sessions in classroom activities, but also it is used in any situations such as when she is going to do the teaching practice and after she has done her study, she is going to be the teacher. However, she should be able to adapt

in classroom situation especially in these two subjects, i.e., business correspondence and pragmatics.

The formal condition or situation of business correspondence subject is described as follows. It had presentation and discussion sessions. There was also the group of presenter and the audiences. The audiences could ask or give questions about the materials that were already delivered by the group of presenter. Then, the group of presenter gave the assignments to the audiences in group work. So, they can practice their English when doing the group work discussion. In pragmatics class, it started with lecturer's explanation about the materials. The lecturer asked the students who wanted to read the materials before he was going to explain the materials. After the lecturer already explained the materials, he asked the students to give questions or comments about the materials. Then the lecturer gave assignments to all students. The students did the assignments and they can present the answers of the questions in group work. The lecturer did not appoint the group who should come forward and present the answers of the questions, but the lecturer just asked who wanted to be the group of presenter. Before presenting, the students discussed the answers of the questions in group work. So, they could practice their English in discussion before they were going to present the answers of the assignments.

In this research, the researcher took one student only as the participant in the sixth semester of English Education Study Program class B PPAPK at FKIP Tanjungpura University academic year 2016/2017. The researcher chose the student X to be the participant of this research because she had low oral performance and she seldom participated in classroom activities. Her GPA is also less than 3.

The researcher observed the participant in classroom activities in ten times. Based on the observations of business correspondence and pragmatics subjects, the researcher found that she was reluctant. For example when pragmatics subject she did not read the

materials when the lecturer asked the students to read. As the other students did, one of them always read the materials, but she never did it. She also did not ask questions about the materials to the lecturer. Another student did it when they do not understand. Then, she spoke in Indonesian when communicating with her friends. At least she should be able to use mixing language between Indonesian and English, but she got used to speaking in Indonesian dominantly. When discussion session, she did not do the group work with her friends, but she did it alone, and she did not come forward to present the answers of the assignments that were given by the lecturer. Another student did the assignments in group work and some of them came forward to be a group of presenter. Then, when business correspondence subject, she also did not participate in classroom activities.

The researcher chose these two subjects because the activities of these classes happened naturally. The students were not demanding to be active or to speak in English, but the students can act initiatively. So, the researcher knew who was really active and vice versa. As the other subjects activities, i.e., micro teaching, drama, and statistical in educational research, the students were demanding to do the activities in classroom. The situation of those three subjects did not happen naturally. The researcher also did not focus on speaking subject on the second semester because this level is still beginner. As the facts of the sixth semester students, they still used Indonesian dominantly. Moreover the second semester students, their experience in presentation, discussion and also their vocabularies mastery are not as large as the advance level. The researcher also did not take the debate subject on the fourth semester because the students' activities are forced to be active. The setting of this class was such as demands and rules. The researcher got the information from the fourth semester student of debate subject class, that the audiences must give comments or suggestions to the groups of

debate discussion. So, the activities of this class did not happen naturally.

Oral performance or speaking is the activities of student in producing and receiving information. It is the process of interactive to construct meaning and it involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. As Horsley (2006, p.44) says that oral performance calls an "oral-derived text". Meaning that how the student delivers her ideas orally during presentation and discussion sessions in classroom activities. It also could be the most important skill than others such as listening, reading and writing. As Luoma (2004, p.9) says that speaking is as interaction, a social and situation-based activity. It means that how student is actively in practicing English oral performances, how she socializes with her friends, how she participates during presentation and discussion sessions and how she does the activities in classroom interactions that she is the foreign language learner.

Then, speaking is also as the process of student to enhance her English acquisition. Actually, student's acquisition in English is not really bad, but she cannot use English yet in classroom naturally. According to Yule (2006, p.163) the acquisition is used to refer to the gradual development of ability in a language by using it naturally in communicative situations with others who know the language. Barras (2006, p.16) claims that the development of oral communication skills, supported by sincerity and politeness is important in study. It means that how the student participates when discussion session in order to be able to enhance student's oral performances. She should be aware to motivate and appreciate herself to use English naturally in classroom activities. As Ur (1996, p.120) says that classroom activities that develop learners' ability to express themselves through speech would therefore seem an important

component of a language course. This statement can refer to the classroom activities of the participant in this research, how she utilizes the opportunity to express her English oral performances during discussions.

Reluctance is the student's condition or feeling of unwillingness to speak English due to psychological constructed, other factors in individuals in the classroom and the quality of being reluctant or inactiveness of the student. Burgoon (1982, p.141) says that the unwillingness-to-communicate construct focuses exactly on what its name implies, the unwillingness of an individual to communicate with others. It means that how the student minimize her reticence. Additionally, Burgoon (1982, p.141) also says that reticence is concerned with people who do not communicate effectively; unwillingness to communicate is concerned with one of the reasons that people may not do so (i.e., they do not want to).

The student's reluctance to speak English in classroom is a problem commonly experienced in English majoring classroom context. For this reason, in learning English, the English majoring students have faced a very common issue regarding the students' 'reluctance' to speak English (Babu&Rao, 2012) or 'fear' of speaking English (Cutrone, 2009) in EFL classrooms. There are some factors that can cause student's oral performance/ speaking in learning English. Those are coming from the language factors; pronunciation, grammar and vocabularies and the psychological factors; inhibition or lack of confidence, anxiety or shyness and motivation by Thornbury (2005, p.11). Therefore, the causes are discussed as follows.

It is necessary for both speaker and listener when communication in classroom activities. It will create a good feedback and overcome misunderstanding during spoken discourse. Yates (2009, p.12) claim that pronunciation refers to how we produce the sounds that we use to make meaning when we speak. It includes the particular consonants and vowels of a language

(segments), aspects of speech beyond the level of the individual segments, such as stress, timing, rhythm, intonation, phrasing, and how the voice is projected (voice quality). The point of speech is sound. As Yates (2009, p.12) says the way we say something can be very different from the way it is written down. This makes it useful to have a way of representing how speech sounds that does not rely on conventional spelling. The first, student must decide what she wants to say and be able to articulate the words. The student can create the physical sounds that carry meaning in order to be able to understand. Brown (2001, p.283) says that pronunciation was a key to gaining full communicative competence. Without pronouncing the good pronunciation in oral performance or speaking is possible to gain the misunderstanding both speaker and listener.

The student should understand the concept of pronunciation. It is to help both speaker and listener understanding of the communication. As Ur (1996, p.47) also says that the concept of 'pronunciation' may be said to include: the sounds of the language or phonology, stress and rhythm, and intonation. Beside the sounds of words, the stress and intonation are very necessary aspects of English oral performance as those are giving a crucial rule to help listener understand what speaker says. Yates (2009, p.25) also says stress patterns are really important. In English, we listen both for how many syllables there are and the pattern of stressed and unstressed syllables in order to decipher what a person is saying. So, If there is something that is not quite right about a student's syllable stress pattern in a word or across a series of words in connected speech, the listeners might find them difficult to understand and might even hear something completely different to what they are trying to say.

Actually the sounds have contrast eventhough they are a bit similar in pronouncing them. As Harmer (2001, p.188) says that contrasting two sounds which are very similar and often confused is a popular

way of getting students to concentrate on specific aspects of pronunciation. The sequence starts with students listening to pairs of words and practicing the difference between /ɪ/ and /i:/, for example: ship/chip, sherry/cherry, shoes/choose, sheep/cheap, washing/watching, cash/catch, mash/match, and wish/which/witch.

The word "grammar" is used in several different senses. It may mean a particular kind of book, a textbook for learning a language, or a reference of book for looking up various point of usage. Grammar is a description of the language form and pattern we use in communication. According to Ur (1996, p.75), grammar is sometimes defined as 'the way words are put together to make correct sentences'. She also says that a specific instance of grammar is usually called a "structure". A structure is a description of the rule of tenses that influence how a language's sentences are formed or the way in which words are arranged in a sentence or syntax. English has large number of tenses that should be understood by the learner. For example, the use of simple past and simple present when communication. Ur (1996, p.87) also says that grammar is a set of rules that define how words (parts of words) are combined or changed to form acceptable units of meaning within a language.

Beside the rule of tenses and part of words, there are word classes that can be the student's reluctance in English oral performance. As Harmer (2001, p.21) says that within word classes there are a number of restrictions. A knowledge of these allows competent speakers to produce well-formed sentences. The student should be able to speak in the right rule of sentences. Harmer (2001, p.22) also says that the way in which words can occupy different word classes, sometimes without changing, sometimes by altering their morphological shape.

Vocabulary is one of the necessary points in target language acquisition. The student cannot communicate without mastering an adequate number of vocabularies. Ur (1996, p.60) says that vocabulary can be defined, roughly, as the

words we teach in the foreign language. Bogaards and Laufer (2004, p.40) claim that a wider range of vocabulary is necessary to engage in spoken discourse. The student is able to express herself in spoken discourse if she has much more vocabularies. Bogaards and Laufer (2004, p.41) also claim that what size of vocabulary is necessary to reach viable levels of coverage in each of the context types. So, if the student has enough size of vocabulary, the student can speak in English in any situations, whether to speak with her friends or lecturer.

However, the student does not just need enough size of vocabulary. She can also be extended word use. As Harmer (2001, p.19) says that words do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such contexts black and yellow mean something else. 'Someone is in a black mood' means he/she is feeling unhappy, and 'someone is yellow' means he/she is feeling happy.

The other factor that can cause the student's reluctance in oral performance is inhibition. As Ur (1996, p.121) says that learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. Worried about making mistakes becomes one of the main causes of students' reluctance in English oral performance in classroom activities. As a result, students commonly stop participating in speaking activities. The primary reason of worried about making mistakes is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them (Juhana, 2012). It means that the students do not want their friends to criticize their English.

Feeling shy is also an emotional thing that many students suffer from at some time when they are required to speak in English. This indicates that it could be a source of

problem in students' learning activities in the classroom especially in discussion session. In this case, the students are not very courageous and they tend to be shy because most of them find it very intimidating when speaking English in front of their friends and lecturer. As Juhana (2012) identifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say as cited in Juhana (2012). This is also supported by the performance of students in which they participate in speaking as they say their inability to show their ability is fully affected by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

Those factors make the learner feels inhibited. Actually, the learner should be able to overcome those factors in order to be able to practice English in classroom activities. As Reid (2007, p.39) claims, the outcome of any learning activity can be determined to a great extent by the level of a learner's self-concept. Great effort needs to be made to ensure that a learner feels comfortable in an environment as otherwise it may affect his/her self-concept. So, the students should build the self-concept of learning, how they should do in classroom activities, and how they participate in learning process.

The student anxiety can affect her language learning involves various aspects of emotion, feeling, and attitude of the learner. Arnold (1999, p.55) says that affect is a term that refers to the purposive and emotional sides of a person's reactions to what is going on. Those aspects may affect the learner's when learning process. Anxiety is one of aspects that makes the learner nervous and afraid, which may cause to learner's oral performance. As Toth (2010, p.7) says that anxiety is as general personality trait, as a "here-and-now" experience and what has

come to be known as a situation-specific approach. It means that how the learner's experience during presentation and discussion sessions in classroom activities, what she feels to interact with other students.

Sometimes some students are anxious in any speaking situation. As Toth (2010, p.15) also says individuals who are generally anxious or experience anxiety in certain types of situations have a predisposition to also experience anxiety when learning of using a foreign language. Beside the student's anxiety, the student's self-confidence is also related in her learning process. As Brown (2001, p.62) says that learners' belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task. It means that the students should have belief that they will get success in learning English. This belief is to avoid students' anxious to speak or use English in classroom activities. According to Horwitz (1986), in many cases, students' feeling of stress, anxiety or nervousness may impede their language learning and performance abilities. These statements indicate an important problem that majority of students face in learning and particularly in speaking as a second foreign language.

It is necessary for students learning progress. One of the learning progresses that student should be reached is her English oral performance. Motivation tends to influence the confidence of student to speak in public place. It helps student to awake from her laziness and to avoid her reluctance in English oral performance. Brown (2001, p.75) claims that motivation refers to the intensity of one's impetus to learn. In facts, the student is not really motivated in her learning because she does not pursue the goals in classroom activities, i.e., to participate the learning process. She also does not devote an effort to encourage herself in applying English oral performance. As Brown (2001, p.72) also says that motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit.

Motivation is classified into two types, i.e., intrinsic and extrinsic motivation. According to Mahadi (2012) stated that intrinsic motivation is a motivation to do an activity because of itself. On the other hand, extrinsic motivation is a motivation to do a work or an activity as a means or way to achieve a target. It means that the intrinsic motivation is how the student applies her English because she is the English language learner. Then, the extrinsic motivation is the student's motivation to learn or practice her English language learning because she would like to be able to speak and master her target language fluently.

Student's motivation to learn and her achievement in English oral performance have the significant correlation. As Kolodziej (2010) claims that the achievement motivation is a constant drive to improve one's level of performance, to accomplish success in contention and the need for achievement is the result of emotional conflict between the hope to approach success and the desire to avoid failure. Unfortunately, she does not really care how far she had mastered her English oral performances. Actually, she has to be able to build the instrumental motivation in order the purpose of language acquisition is more utilitarian, because the student's high motivation to learn comes from the level of student's achievement. As Brophy (2010, p.3) says that student motivation is rooted in students' subjective experiences, especially those connected to their willingness to engage in learning activities and their reasons for doing so.

METHOD

This research was to investigate the dominant causes of student's reluctance in English oral performance in classroom activities. Based on the topic the appropriate method of this research is a case study. The researcher chose a case study method because the problem of this research was the phenomenon case that shows the English majoring student spoke in Indonesian dominantly in classroom activities.

According to Gerring (2007, p. 17), case study means the research investigates the properties of a single observation or a single phenomenon. In addition, Yin (2003, p. 13) says that a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and contexts are not clearly evident and which multiple sources of evidence are used.

The case of this research was a specific case that was happened in business correspondence and pragmatics classroom activities when presentation and discussion sessions. When the group of presenter presented the materials, the other student could ask questions and give opinion or suggestion to the presenter. Then, there was a discussion session in every meeting of business correspondence subject, i.e., doing the assignment in group-work, and the researcher found that the student spoke in Indonesian dominantly when discussion. As Gerring (2007, p.17) says a case study mean: that the research is holistic, thick (a more or less comprehensive examination of a phenomenon). Then, Singh (2006, p.148) also says that case-study means intensive investigation of the particular unit represented.

This research was designed to investigate the dominant causes of student's reluctance in English oral performance in classroom activities. Then the appropriate design of this research was a single-case research design. This design was using only one participant. As Nock (2007, p.40) says, single-case research designs are a diverse and powerful set of procedures useful for demonstrating causal relations among clinical phenomena. A single case is when the case represents an extreme case or a unique case Yin (2003). The unique case of this research is the student's reluctance in English oral performance. The participant of this research did not use English in classroom activities.

The participant of this research was the student X in the sixth semester of English Education Study Program class B PPAPK at

FKIP Tanjungpura University academic year 2016/2017. The researcher took only 1 student or "student X" of this class to be participant based on the criteria found during the observations that she was reluctant in English oral performance in business correspondence and pragmatics subjects in classroom activities.

The criteria showed that she had low oral performance in English. The low oral performance means the student who did not want to participate, apply and communicate in English in classroom activities. She was reluctant in participating when presentation and discussion sessions and her GPA is also less than 3. She also spoke in Indonesian dominantly, and she did not give questions, comments or suggestions to the group of presenter, because in business correspondence class there were 2 groups of presenter in every meeting. Each group gave chance to the audiences to ask questions, comments or suggestions after they have done their presentation. Then, the groups of presentation gave the assignments to all audiences such as individual and group work. The researcher found that the participant of this research or "student X" used Indonesian to communicate with her partners in doing the group work.

The researcher also found in pragmatics class that the participant or "student X" did not participate when the lecturer asked students to read the materials. She also did not ask question or give comment about the materials when the lecturer asked to do it to all students. In the end of pragmatics class, the lecturer gave some assignments, and asked students to come forward to present the answers of the assignments. The lecturer did not appoint who should come forward, but the lecturer just asked who wanted to do it. Then, she did not come forward to present the answers of lecturer's assignments.

In this semester, she could take only 18 SKS because her GPA was less than 3. She cannot take all of the subjects on the sixth semester. Actually, there were six subjects, but she just can take 5 of them, i.e., business correspondence, pragmatics, micro teaching,

drama, and statistical in educational research subjects. She could not take seminar research design subject because she was failed the writing research proposal on the fifth semester. She was retaking essay writing subject on the fourth semester.

The data to collect in this research were the dominant causes of student's reluctance in English oral performance in classroom activities, i.e., the causes or reasons of the student, why she was reluctant or she seldom used English in classroom activities, or what made her use Indonesian dominantly. The data were qualitative descriptive data, and the researcher was going to describe the data based on the data collecting technique.

The researcher did the direct observation in 10 timesto student X in the sixth semester of English Education Study Program class B PPAPK at FKIP Tanjungpura University in academic year 2016/2017. These observations were to investigate "student X" or her activities during students' time when presentation and discussion sessions. The aim of these observations was to collect the facts of "student X" based on the class activities, i.e., business correspondence and pragmatics subjects. The researcher had observation checklist and field-notes for each subjects. As Cohen, Manion, and Morrison (2007, p.412) says that observation methods are powerful tools for gaining insight into situations. In order to be able to find out the findings of this investigation of dominant causes of student's reluctance in English oral performance in classroom activities, the researcher was going to give the questionnaire that use the true-false items. It is about the student's study habits and behaviors that the researcher is looking for. The questionnaire consists of 18 statements of true-false items about the causes of student's reluctance in English oral performance. As Dornyei (2003, p.42) claims that with certain specific areas such as study habits, it may also be more appropriate to apply true/false items when the questions ask about occurrences of various behaviors in the past.

Another technique to obtain the data is interview. The researcher did an interview to

"student X" in order to be able to get the information more deeply and complete. An interview is a data collection technique that involves oral questioning of an interviewee, either individually or as a group interview is particularly useful to get the story behind the participant's experiences. The interviewer can pursue in-depth information around the topic. According to Blessing (2009, p.271), the purpose of interviewing is "to collect thoughts, beliefs, opinions, etc., about the past, present or future facts and events, with a focus on data that cannot be observed or was not captured in the past." In other words, interview is done to re-check the questionnaire responses. As Cohen, Manion, and Morrison (2007, p.349) claim that interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard.

There are some kinds of interview, such as unstructured, semi-structured, and structured. In this research, the researcher focused on unstructured interview because by using the unstructured interview can encourage the interviewee that the researcher wants to look for more information and what the researcher says about this research is interesting. As Cohen, Manion, and Morrison (2007, p.355) say that the unstructured interview is an open situation, having greater flexibility and freedom. This means that the unstructured interview is a more casual affair, for in its own way it also has to be carefully planned.

The researcher asked 1 question only as the main question. The next question was based on the participant's answers. Therefore, the main question of interview in this research was "what language do you use in classroom activities, i.e., when you are doing communication or discussion with your friends or lecturer?"

Data Collecting Instruments

In order to be able to record the certain activities, the researcher needs the instruments which were supported the researcher in collecting the data. Therefore, the instruments need in the observation as

follows. First is the observation checklist. It is a list of questions that the researcher was going to look at during observations in classroom activities especially about the participant or “student X”. The second is the field-notes. It is as evidence to produce meaning and an understanding of the classroom situation, or phenomenon being studied especially about the participant or “student X” which was described by the researcher.

Data Analysis

The researcher is going to describe the data based on the data collecting instruments. Because this research is a case study, the researcher will focus on the qualitative descriptive data which is not using numbers. In this research there are three data that will be analyzed. First is direct observation. The researcher is going to observe the real situation of student’s activities in some subjects, i.e., business correspondence and pragmatics classes. In order to know the deeply activities of the “student X” in the classroom, the researcher is going to do the observation checklist and take the field-notes in describing the “student X” when discussion and presentation activities.

Then, the researcher is going to give the true-false questions to the participant and describe the result based on the ‘true’ answers of participant. It is to measure the participant’s study habits by asking the extent to which she agrees or disagrees with the particular statement of true-false.

Finally the researcher is going to do the interview recording based on the interview guide and identify the result in order to be able to re-check the questionnaire responses from the “student X”. Cohen, Manion, and Morrison (2007, p.351) describe the purposes of the interview are to evaluate or assess a person in some respect, to gather data as in surveys, and to sample respondents’ opinions, as in doorstep interviews. The interview is the unstructured interview.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

These findings under the true false questions were presented in table 1 (see appendix 1 page 51-52) and it is elaborated under different classifications. These classifications include: pronunciation, grammar, vocabularies, inhibition, anxiety and motivation. Based on the data analysed, the dominant causes of student’s reluctance in English oral performance in classroom activities were motivation (25%), inhibition (16.66%), grammar (16.66%) and vocabularies (8.33%). The details of the causes are described as follows.

The first dominant cause of student’s reluctance in English oral performance in classroom activities is motivation. The participant responses ‘true’ to all three items of motivation classification in the questionnaires. Meaning that she has no motivation to express herself to speak in English in classroom activities (item 16), she does not get motivation from her classmates to speak in English (item 17) and she also has no motivation to make an effort in expressing her ideas in English (item 18). Those three items are as her causes being reluctant or passive in classroom activities.

The participant claimed that two of three items of inhibition classification are being her problem in English oral performance. She is reluctant because she is afraid of making mistakes when speaking in English (item 10) and she also feels shy to use English in classroom activities (item 11). However, she can still think of anything to say in English.

The second classification is grammar which consists of three items. Of the three items, two of them become the participant’s difficulties. The first cause in grammar that she faced is that she gets confused what tenses to use when speak in English (item 4). She also gets difficulties to arrange the sentences in English (item 5). However, she can differentiate or she does not get difficulties to differentiate the word classes, i.e., the verb (e.g. argue), noun (e.g.

argument), adjective (e.g. argumentative), and adverb (e.g. argumentatively).

The participant claimed that one of three items of vocabularies classification is being her difficulties to speak in English in classroom activities. She has no the exact words to express her ideas or she does not know what words to use when speaking (item 8). However, she feels that she has enough vocabularies to speak in English and she does not confuse in extending word use.

Research Discussion

This section of the chapter discusses the main findings of present research. It sought to explore the interconnection of the data with theoretical framework of the research. Findings are discussed regarding the dominant causes of student's reluctance in English oral performance in classroom activities.

The student claimed that she is reluctant to use English in classroom activities because of some causes. First, the student has no motivation to express herself to speak in English. She has no desire or enthusiasm to motivate herself in using English. It is in accordance with what Brown (2001, p.75) claim that motivation is the intensity of student's enthusiasm to learn. She also does not get motivation from her classmates to speak in English. She argued that her friends do not speak in English, so does she. It is also perfectly similar to what Brophy (2010, p.3) says that motivation comes from the student's experiences in learning activities. It means that the student's experiences are Indonesian when communicating in classroom activities. She also has no motivation to make an effort in expressing her ideas in English. It is correctly said by Brown (2001, p.72) that motivation is the effort that the student will devote to pursue the goals in learning process.

The second cause of student's reluctance in English oral performance is inhibition. Inhibition means the student's feeling of inhibited to speak in English when learning process. The student tends to be afraid of making mistakes and shy. She has no courage

to apply her English oral performance in front of her friends or lecturer. These indicate that they could be the source of problem in student's learning activities in classroom. It is perfectly similar to what Ur (1996, p.121) states that the students are often inhibited what they are going to say in English in classroom activities.

The third cause is grammar classification. The participant gets confused what tenses to use when speaking in English. For example the use of present, past or continuous tense when communicating. She claimed that she is worried if she uses incorrect tenses. She also gets difficulties to arrange the sentences in English. She cannot directly talk in English because she needs to think how to arrange the sentences correctly. These findings are in accordance with what Ur (1996, p.87 and p.75) states that grammar is the set of rules which how the parts of words are used to accept the meaning of language and grammar is as the way words are used to make correct sentences.

The last cause is vocabularies classification. She has no exact words to express her ideas. She has no idea at all because she gets panic when speaking. It is perfectly similar to what Bogaards and Laufer (2004, p.41), who claim that the size of vocabulary is important to reach the student's level in each of the types of context. If the student has enough size of vocabulary, she will not get panic when communicating and she can express her ideas in any kinds of discussion in classroom activities.

The classroom activities in business correspondence and pragmatics classes provide lots of practice to speak to the students. There are discussion and presentation sessions on these two subjects. Students can give questions or comments about the materials in learning process. They also can come forward to be a presenter of the assignments initiatively. They can apply their English with their friends and also with the lecturer. However, the participant of this research does not do that because of reluctance.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that the participant is passive and reluctant to use English as dominant language in classroom activities. Instead she speaks Indonesian dominantly. There are some causes that make her reluctant in English oral performance. The dominant causes include, i.e., motivation, inhibition, grammar and vocabularies, while the less dominant causes are pronunciation and anxiety.

Suggestions

Based on the findings of the research, it is necessary to give valuable suggestions for the stakeholder, students, and lecturers. These suggestions hopefully become consideration for them in order to be able to overcome the students' reluctance in English, and to create the English zone of English majoring students. There should be the English zone in campus for English majoring students. There should be more exposures in classroom to motivate the students to keep being active to use English in classroom activities. The lecturer should forbid the students to use Indonesian dominantly in classroom activities at least they should use mixing language both English and Indonesian. The lecturer should remind the students to speak in English in classroom activities, "no English no service".

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