

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this section, the result of the questionnaire and interview will be discussed. First the researcher analyzed the data systematically and accurately. Second, the data was analyzed in order to draw conclusion about the objective of the research. Researcher described the findings in this research into two parts. They would be described as follows:

1. Questionnaire

In this part, the researcher presented the result of the questionnaire. Questionnaire were distributed to 34 students in the eighth B class which, according to the teacher from eight classes, this class had a very most reluctance students to participate in English class. The following explanation of the results of the questionnaire.

a. Anxiety

To analyze this problem, the researcher transferred into five statements in the questionnaire number 1, 5, 9, 13, and 17.

- 1) I start to be panic when I have to speak without preparation in the English class.

Table 4.1 Percentage of the first statement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	9	26.5	26.5	26.5
Agree	24	70.6	70.6	97.1
Disagree	1	2.9	2.9	100.0
Strongly Disagree				
Total	34	100.0	100.0	

Based on percentage above, that the students of SMPN 12 Pontianak said they strongly agreed 26.5% and agreed 70.6 % with the statement that they are start to panic when they have to speak without preparation. The data shows that the majority of the students perceive that they need preparation before they contribute in the class activity. It also shows that for the students preparation is very important for them to avoid embarrassing situation. Lack of preparation may something that makes the students easily gets nervous because they do not know what they should say in front of the class. On the other hand, the rest of the students around 2.9 % of them show disagreement with the statement. They might not have problem to speak without preparation.

2) I feel anxious if I make a miss pronounce in English class.

Table 4.2 Percentage of the fifth statement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	8	23.5	23.5	23.5
Agree	21	61.8	61.8	85.3
Disagree	4	11.8	11.8	97.1
Strongly Disagree	1	2.9	2.9	100.0
Total	34	100.0	100.0	

For every student in EFL class, pronunciation appears to be some concern. Pronunciation is very important for communicate with others and it will be a problem if someone we talk to is not understand what we are saying because of mispronounce. Related with that reason, the data from the research shows that more than half of the students said 61.8 % that they agreed and 23.5 % strongly agreed feel anxious if they make a miss pronounce in their English class. There are also 11.8 % students disagreed and 2.9 % strongly disagreed with the statement, they might have no problems with feel anxious if they make a miss pronounce.

3) I feel anxiety if I am corrected while speaking English in front of the whole class.

Table 4.3 Percentage of the ninth statement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	2	5.9	5.9	5.9
Agree	21	61.8	61.8	67.6
Disagree	11	32.4	32.4	100.0
Strongly Disagree				
Total	34	100.0	100.0	

Another statement which include anxiety is they feel anxiety if they are corrected while speaking English in front of the whole class. The data shows more than half of the students are feel anxiety if they are corrected while speaking English in front of the whole class. With the high percentage of agreement 61.8 % agreed and 5.9 % strongly agreed it shows us how anxious if they get corrected while speaking English in front of the class so they choose to do not participate. And 32.4 % students

disagreed with the statement means they have high risk taking for not being anxiety to get corrected.

- 4) I feel more anxious when I make English oral presentations in front of the class.

Table 4.4 Percentage of the thirteenth statement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	2	8.8	8.8	8.8
Agree	23	67.6	67.6	76.5
Disagree	7	20.6	20.6	97.1
Strongly Disagree	1	2.9	2.9	100.0
Total	34	100.0	100.0	

The problem that might be faced by EFL students is students feel more anxious when they make English oral presentations in front of the class. The data from SMPN 12 Pontianak shows that the majority of the students from this research said 67.6 % agreed and 8.8 % strongly agreed with this statement. In the other hand students 20.6 % disagreed and 2.9 % students strongly disagreed with the statement. It shows that these students are very confident in their English skill.

- 5) I feel anxiety because my teacher doesn't give me the needed time to process the questions that he asked.

Table 4.5 Percentage of the seventeenth statement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	5	14.7	14.7	14.7
Agree	20	58.8	58.8	73.5
Disagree	8	23.5	23.5	97.1
Strongly Disagree	1	2.9	2.9	100.0
Total	34	100.0	100.0	

The role of the teacher as figure is very important as the real example for the students. The data of SMPN 12 Pontianak shows that half of students 14.7 % strongly agreed and 58.8 % strongly agreed that they felt anxiety because their teacher doesn't give them the needed time to process the questions that teacher asked. These students might concern if they get negative feedback in English class activity. However, for the students who clearly said they 23.5 % disagreed and 2.9 % strongly disagreed they might think when they try to effort to answer the question it will improve their skill.

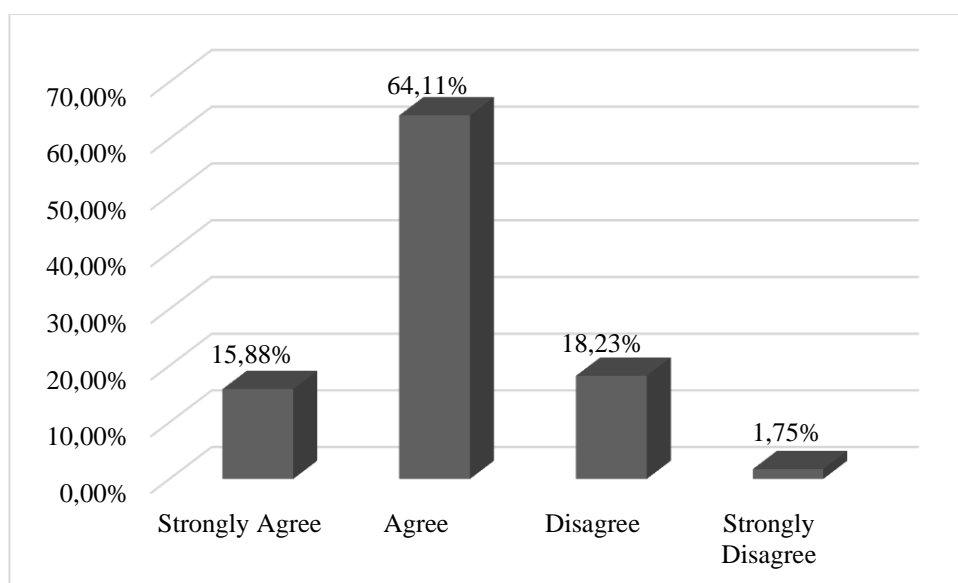


Figure 4.1 Level of Percentage Anxiety

The first factor that included as students' reluctance to participate is anxiety. This anxiety appears because the learners try to learn foreign language which is not their mother tongue that makes them feel anxious if they cannot get good result. However, result of level of percentage from the questionnaire showed that 15.88 % and 64.11 %

students agreed that they have faced anxiety problems, 18.23 % students disagreed and the last 1.75 % students strongly disagreed that that they have faced anxiety problems.

b. Lack of Motivation

The researcher transferred into five statements in the questionnaire number 2, 6, 10, 14, and 18.

1) I am reluctant to participate in English class discussion because I am not interested in English.

Table 4.6 Percentage of the second statement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	8.8	8.8	8.8
Agree	4	11.8	11.8	20.6
Disagree	17	50.0	50.0	70.6
Strongly Disagree	10	29.4	29.4	100.0
Total	34	100.0	100.0	

When someone motivates to study something, even if the materials seem difficult, it will not bother them. But in this case, some students have low motivation to learn, because they do not interest in the subject the data shows 8.8 % students strongly agreed or 11.8 % students agreed with the statement. It will be hard for the students to be able to participate in English class because they are not interested with the subject. Fortunately, more than half the students are said that they 50.0 % disagreed or 29.4 % strongly disagreed with the statement. It shows good results that more than half of the students interested in learning English as their foreign language.

- 2) I feel apprehensive to participate in the class discussion if the lesson does not interest me.

Table 4.7 Percentage of the sixth statement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	7	20.6	20.6	20.6
Agree	18	52.9	52.9	73.5
Disagree	8	23.5	23.5	97.1
Strongly Disagree	1	2.9	2.9	100.0
Total	34	100.0	100.0	

Finding topic that can encourage the students to learn is also has a big influence in their willingness to study. The data of this research shows that 52.9 % agreed or 20.6 % strongly agreed with the statement. We can see the students' perceive that interesting materials might help them to be able participate in class activity. Half of the students show their disagreement 23.5 % disagreed or 2.9 % strongly disagreed. For these students, they might be able to be motivated to participate with every materials given by their teacher.

- 3) I get bored because of the teaching method that the teacher used in English class

Table 4.8 Percentage of the tenth statement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree				
Agree	8	23.5	23.5	23.5
Disagree	18	52.9	52.9	76.5
Strongly Disagree	8	23.5	23.5	100.0
Total	34	100.0	100.0	

Teacher is the main role in the classroom activity, the teaching method also be the crucial part in the success of teaching learning process. The data shows 23.5 % agreed that they got bored because of the teaching method that the teacher used in English class. Fortunately, the disagreement of this research is bigger than agreement, 52.9 % disagreed or 23.5 % strongly disagreed with the statement. It means the students have no problems with teacher's teaching method and the teacher give them appropriate teaching method, to make active environment in classroom.

4) I think what keeps me reticent is my poor English proficiency

Table 4.9 Percentage of the fourteenth statement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	6	17.6	17.6	17.6
Agree	21	61.8	61.8	79.4
Disagree	5	14.7	14.7	94.1
Strongly Disagree	2	5.9	5.9	100.0
Total	34	100.0	100.0	

The next problem which still included in lack of motivation as factor students' reluctant to participate is they think what keeps them reticent is their poor English proficiency. The big number shows the agreement of students 61.8 % agreed and 17.6 % strongly agreed with the statement they seems not confident with their English proficiency so it impact to their motivation. If we compare to students who shows disagreement here, 14.7 % disagreed and 5.9 % strongly agreed with the

statement it shows some students do not think their reticent is not come from their poor English proficiency.

5) I am reluctant to participate because I can't respond quickly and fluently.

Table 4.10 Percentage of the eighteenth statement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	8	23.5	23.5	23.5
Agree	17	50.0	50.0	73.5
Disagree	8	23.5	23.5	97.1
Strongly Disagree	1	2.9	2.9	100.0
Total	34	100.0	100.0	

The data shows that many students perceived that they were reluctant to participate because they can't respond quickly and fluently. The big amount of students 50.0 % agreed or 23.5 % strongly agreed with the statement, means they have face this lack of motivation problem, they choose to keep silent or do not participate. In the other hand 23.5 % students disagreed or 2.9 % students strongly disagreed with the statement means these students have motivation to participate

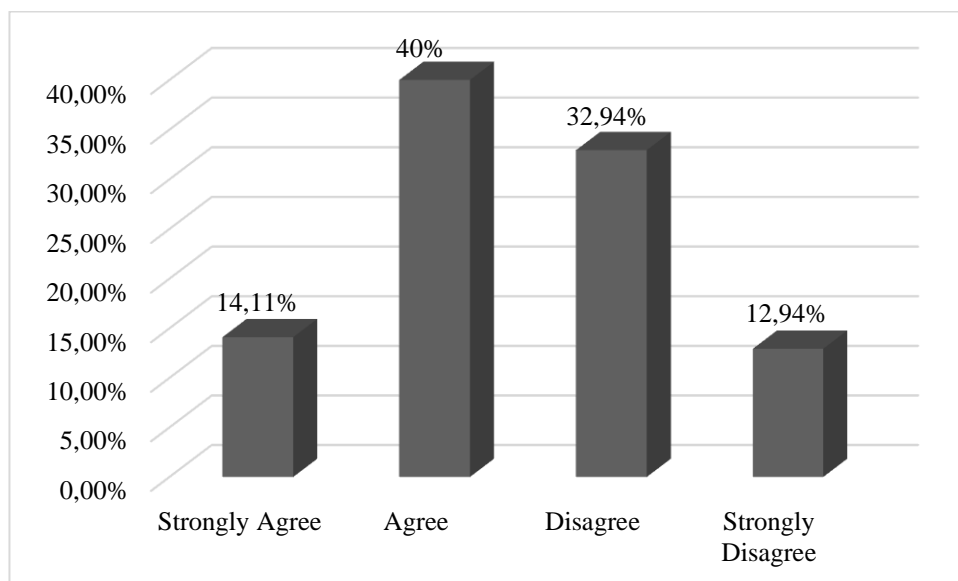


Figure 4.2 Level of Percentage Lack of Motivation

The second factor that make students are reluctant to participate in English class is lack of motivation. When someone motivated in doing something, they will try as hard as they can to achieve the goal. It also happens to students if they are motivated to be able to contribute in English in classroom they will try to contribute in class activities even though their English is not good. From the data shows the result of level of percentage from the questionnaire showed that 14.11 % students strongly agreed and 40 % students agreed that they have faced motivation problems, 32.94 % students disagreed and the last 12.94 % students strongly disagreed that that they have faced lack of motivation problems.

c. Fear of Making Mistake

The researcher transferred into five statements in the questionnaire number 3, 7, 11, 15, and 19.

- 1) I am afraid of being seen as foolish if I make too many mistake when

I tried to speak using English in class.

Table 4.11 Percentage of the third statement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	6	17.6	17.6	17.6
Agree	15	44.1	44.1	61.8
Disagree	11	32.4	32.4	94.1
Strongly Disagree	2	5.9	5.9	100.0
Total	34	100.0	100.0	

The statement which include in fear of making mistake is afraid of being seen as foolish if they make any mistakes. The data shows that more than half of the students are afraid to make many mistakes when they speak using English, 44.1 % agreed or 17.6 % strongly agreed with the statement. These students might have low risk taking so that they might participate in class but using Indonesia. So they might choose safety zone by speak using Indonesia or not to participate. 32.4 % students disagreed or 5.9 % students strongly disagreed, these students who said disagree with the statement might have high risk taking for not being afraid to make a mistake.

- 2) I am afraid that other students laugh at me when I speak up English in class.

Table 4.12 Percentage of the seventh statement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	4	11.8	11.8	11.8
Agree	18	52.9	52.9	64.7
Disagree	11	32.4	32.4	97.1
Strongly Disagree	1	2.9	2.9	100.0
Total	34	100.0	100.0	

The data shows that the issues of afraid that other students laugh at them when they speak up English in class. More than half students 52.9 % agreed or 11.8 % strongly disagreed with the statement. From this data we can see the students afraid that other students laugh at them. However, 32.4 % students disagreed or 2.9 % students strongly disagreed with the statement. It shows that these students do not afraid to speak up English in class

3) It is unpleasant speaking English in class because my mistakes make me feel incompetent.

Table 4.13 Percentage of the eleventh statement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	4	11.8	11.8	11.8
Agree	12	35.3	35.3	47.1
Disagree	14	41.2	41.2	88.2
Strongly Disagree	4	11.8	11.8	100.0
Total	34	100.0	100.0	

Fear of making mistakes by students has many reasons. It might be caused by mistakes make them feel incompetent. Related with the statement, the data shows high percentage of agreement toward the statement 52.9 % agreed and 11.8 % strongly agreed with the statement. It shows the students afraid to make mistake because they felt incompetent. The small amount of students 32.4 % disagreed and 2.9 % strongly

disagreed shows that they still have desire to participate and do not afraid of their mistakes.

- 4) I am afraid of making mistakes in front of the teacher because this will influence the end-of-course results.

Table 4.14 Percentage of the fifteenth statement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	10	29.4	29.4	29.4
Agree	15	44.1	44.1	73.5
Disagree	6	17.6	17.6	91.2
Strongly Disagree	3	8.8	8.8	100.0
Total	34	100.0	100.0	

Teacher's negative feedback sometimes might have big influence in student's improvement in learning something. The data from the research found that 29.4 % students strongly agreed or 44.1 % agreed with the statement that they are afraid of making mistakes in front of the teacher because that will influence the end-of-course results. The data here shows the agreement is bigger than the disagreement statement 17.6 % disagreed or 8.8 % strongly agreed with the statement. It shows that some of the students assume that the end-of-course results is not something be afraid of at least they try hard effort.

- 5) I lose face if I say the wrong things.

Table 4.15 Percentage of the nineteenth statement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	8	23.5	23.5	23.5
Agree	19	55.9	55.9	79.4
Disagree	5	14.7	14.7	94.1
Strongly Disagree	2	5.9	5.9	100.0
Total	34	100.0	100.0	

The data shows that more than half students 55.9 % agreed and 23.5 % strongly agreed that they are lost face if they said wrong things. They might not want their friends to laugh at their mistake. In this case, students seemed to be concerned about their lack of proficiency and were fearful of making mistake. The small number of the students clearly 14.7 % disagreed and 5.9 % strongly disagreed with the statement. It means they were participating in classroom and they were not afraid of any embarrassing situation.

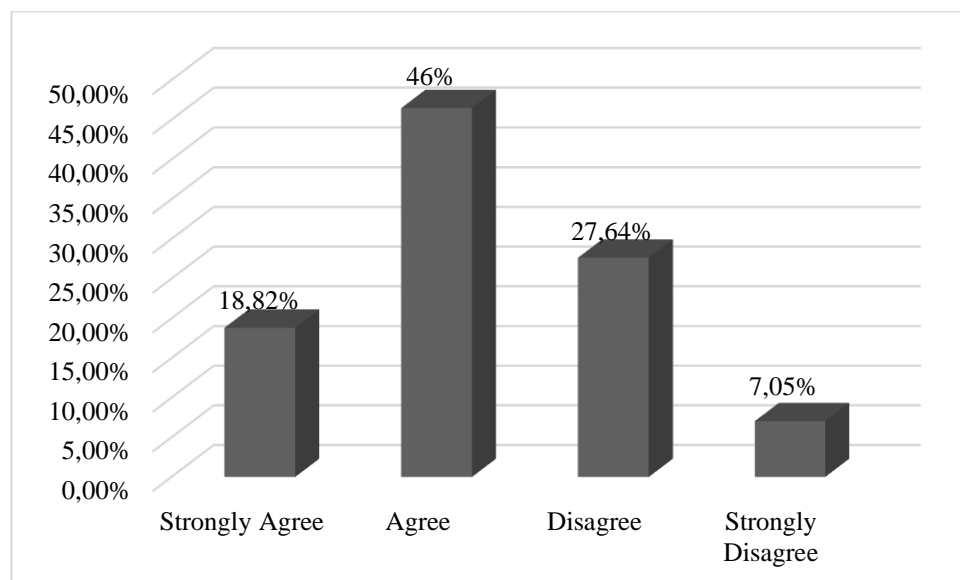


Figure 4.3 Level of Percentage Fear of Making Mistake

The third factor that leads the students to reluctant to participate in class activities is fear of making mistake. In order to do not want to make mistakes students choose to keep silent than participate in class. However, result of level of percentage from the questionnaire showed that 18.82 % students strongly agreed, 46 % students agreed that they have faced fear of making mistake problem, 27.64 % students

disagreed, and the last 7.05 % students strongly agreed that that they have faced fear of making mistake problems.

d. Lack of Confidence

The researcher transferred into five statements in the questionnaire number 4, 8, 12, 16, and 20.

1) My English is not good.

Table 4.16 Percentage of the fourth statement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	8.8	8.8	8.8
Agree	21	61.8	61.8	70.6
Disagree	9	26.5	26.5	97.1
Strongly Disagree	1	2.9	2.9	100.0
Total	34	100.0	100.0	

One of the statement of lack of confidence is their English is not good. A self-confidence is something that can help students to improve their skills. From the data of research it shows that students 61.8 % agreed and 8.8 % strongly disagreed with the statement, it show big amount than the disagreement, it shows that students 26.5 % disagreed and 2.9 % strongly disagreed that they have high confidence to think their English is good.

2) I always feel that the other students speak English better than I do.

Table 4.17 Percentage of the eighth statement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	5	14.7	14.7	14.7
Agree	19	55.9	55.9	70.6

Disagree	10	29.4	29.4	100.0
Strongly Disagree				
Total	34	100.0	100.0	

Lack of confidence is when they always feel that the other students speak English better than they do. Most of students agreed with the statement which is 14.7 % students strongly agreed and 55.9 % students agreed with the statement means they always feel unconfident and compared their skills to other students and make them reluctant to participate, in the other hand 29.4 % students disagreed with the statement. That means they never feel the other students speak English better than them.

3) I am worried about what opinion other students might have of me when I speak English in class.

Table 4.18 Percentage of the twelfth statement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	2	5.9	5.9	5.9
Agree	20	58.8	58.8	64.7
Disagree	10	29.4	29.4	94.1
Strongly Disagree	2	5.9	5.9	100.0
Total	34	100.0	100.0	

From the percentage above shows another statement of lack of confidence. Indonesia is one of the countries in the world, which English is not the mother tongue. Because of that reason, the students might have worried about what opinion other students might have of them when they speak English in class. The results shows 58.8 % students agreed and 5.9 % students strongly agreed with the statement. Besides that, 29.4 %

students disagreed and 5.9 % students strongly disagreed with the statement. They might be do not worry about other student's opinion.

4) I never feel quite sure of myself when I am speaking English in class.

Table 4.19 Percentage of the sixteenth statement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	5	14.7	14.7	14.7
Agree	25	73.5	73.5	88.2
Disagree	3	8.8	8.8	97.1
Strongly Disagree	1	2.9	2.9	100.0
Total	34	100.0	100.0	

The next statement in the questionnaire which still included in lack of confidence as factors of students low participation in class is they never feel quite sure of themselves when they are speaking English in class. Building self-confidence still become difficulties for students, actually when they are sure with themselves it can encourage their ability in English especially to participate in English class activity it starts with their confidence first. The results shows the majority of the students with percentage 73.5 % agreed and 14.7 % strongly agreed with the statement and in the other hand 8.8 % disagreed and 2.9 % strongly disagreed with the statement it means they are confident enough with their skill.

5) I shall only talk when I am very sure what I utter is correct.

Table 4.20 Percentage of the twentieth statement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	22	64.7	64.7	64.7
Agree	8	23.5	23.5	88.2
Disagree	3	8.8	8.8	97.1
Strongly Disagree	1	2.9	2.9	100.0
Total	34	100.0	100.0	

The different item in this questionnaire related to lack of confidence is they shall only talk when they are very sure what they utter is correct. The data shows that the issue is very serious for the learners. Surprisingly, more than half students 64.7 % strongly agreed and 23.5 % agreed with the statement. From this data we can see the students only participate when they are very sure what they utter is correct. However, we can see 8.8 % students disagreed and 2.9 % students strongly disagreed it shows us that they are confidence enough to participate even they do not know their answer is correct or not.

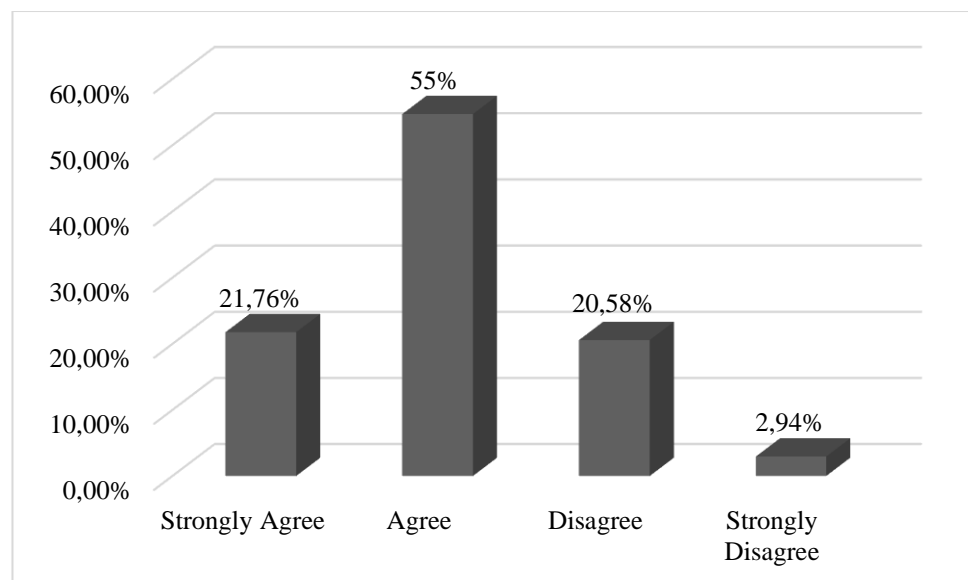


Figure 4.4 Level of Percentage of Lack of Confidence

The last factor that include in factors contributing to student's low participation in class is lack of confidence. Lack of confidence can be serious issue in teaching learning process, without self-confidence students can't affect their learning progress it make them always under the pressure because to set the learning goals they need to be self-

confidence. From the data above, result of level of percentage from the questionnaire showed that 21.76 % students strongly agreed, 55 % students agreed that they have faced lack of confidence problems, 20.58 % students disagreed, and the last 2.94 % students strongly agreed that that they faced lack of confidence problems.

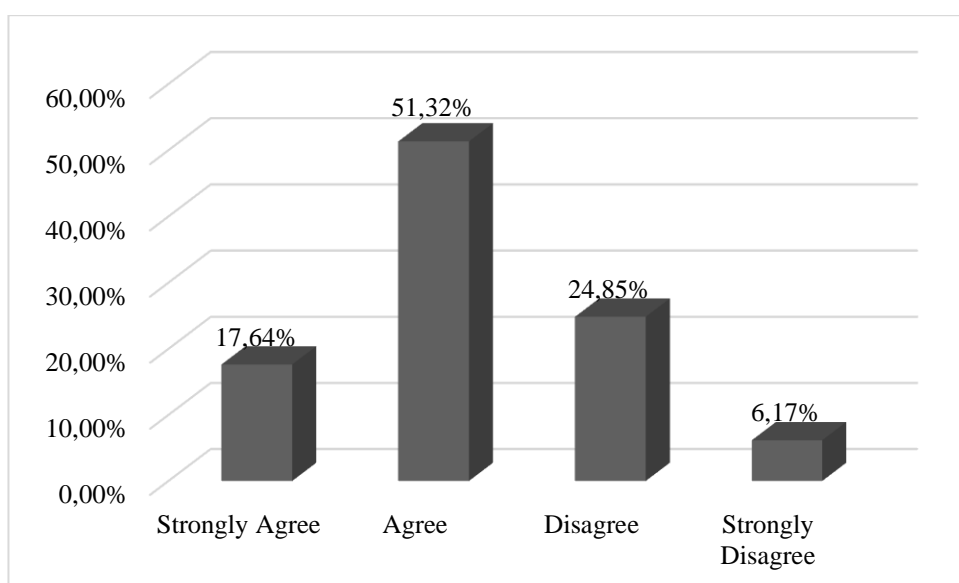


Figure 4.5 Level of Percentage Questionnaire

However, result of level of percentage from the questionnaire showed that 17.64 % students strongly agreed that they reluctant to participate in English class, 51.32 % students agreed that they reluctant to participate in English class, 24.85 % students disagreed that they reluctant to participate in English class and the last 6.17 % students strongly disagreed that they reluctant to participate in English class.

Based on the result of the questionnaire, the researcher concluded the factors do contribute the students' reluctance to participate in English

class that faced by the eighth grade students of SMPN 12 Pontianak were aspect of anxiety, lack of motivation, fear of making mistake, and the last was lack of confidence.

2. Interview

In this research, the researcher used recorder from mobile phone and also capture some pictures with mobile phone camera during the interview section with the students for documentation, then researcher asked to two students from eighth B class, the respondents were chosen from the criteria that the researcher needed first they were the most reluctance in class, second they were part of eighth B class and last they also agreed to get interview by the researcher. There were 16 questions included four aspects lack of motivation, anxiety, fear of making mistake, and lack of confidence Interviews with the students were conducted to determine what dominant factors contribute the students' reluctance to participate in English class. The researcher interview the respondents with Bahasa but here the results written in English transcript. The results were as follows:

a. Lack of Motivation

To analyze this problem, the researcher transferred into four questions in the questionnaire number 1, 2, 3 and 4.

1) First Student

“Do you like learning English? Why?” and he answered

“So far, I'm not miss, because I think English is hard to be

understood, hmm... we are Indonesian people so it's difficult for us to understand English language, moreover I only study it in school"

Based on the statement above first student expressed. That he do not like English because it is difficult to be understood. That was mean it was difficult for him to participate in English class activity. Then the researcher continued with second question, the following interview:

"What is your motivation in learning English?" and he answered "Get a score miss. What motivates me in learning English is get a score. If it use in daily life English also not used. Eh, but in online games there is usually a little bit of English too so I was motivated a little to learn English so I understood the flow of games."

From the interview script above the first student expressed. That he still have motivation in learning English even only got a score, it was mean he still want to get a good score in English class. Then the researcher continued with third question, the following interview:

"Do you feel bored in class during the lesson?" and he answered "Sometimes getting bored sometimes doesn't

miss, there are times when I feel passionate about learning, depending on my mood miss.”

The statement shows the first student expressed that he stated sometime he got bored sometime he was not. In here, the researcher still can see his motivation. Then the researcher continued with fourth question, the following interview:

“Why do you feel bored in class during the lesson?” and he answered “Sometimes getting bored sometimes doesn’t miss, there are times when I feel passionate about learning, depending on my mood miss.”

The result shows the first student expressed. That he gave the reason why he got bored, he said that he do not understand English, because of that, it can bring impact to his motivation and made him reluctance to participate in English class activity.

2) Second Student

“Do you like learning English? Why?” and she answered “No, I don’t miss. I don’t understand English well enough so I have trouble understanding the learning materials. Sometime, I feel like so busy if I want to understand just one word I need to open the dictionary so I don’t really like English lesson.”

The statement above shows the second student expressed. That she do not like English because she do not understand English. On her statement, it was means she need to understand English well to make she like learning English. Then the researcher continued with second question, the following interview:

“What is your motivation in learning English?” and she answered “So far I don’t feel that there is motivation in me to learning English because, for me learning English at school is something that I consider to be an obligation as a student, so I just follow it properly.”

Based on the statement above the second student stated that she do not have any motivation to say. From her statement, that was mean if she has no motivation in learning English just because she cannot understand English language. Then the researcher continued with third question, the following interview:

“Do you feel bored in class during the lesson?” and she answered “No I don’t miss, because of the good teacher and he can build a class atmosphere so it’s fun, and I’m not bored. But sometimes there are times when I feel bored.”

Another statement shows the second student expressed. That she was not really bored during the lesson. The researcher can see her motivation here because she was mean English class was not

boring at all, perhaps there also motivation from outside too, for example from the teacher. Then the researcher continued with fourth question, the following interview:

“Why do you feel bored in class during the lesson?” and she answered “Bored if for example the teacher explained from the beginning but I didn’t understand, so my sense of interest was lost, changed to feeling lazy and bored to take part in the learning activities.”

The second student expressed that she gave the reasons why did she can also feel bored. In the other words, she stated that when she cannot understand the material that the teacher explains from the very beginning, it will bring impact to her motivation, it made her chose to keep silent and avoid to participate.

b. Anxiety

The researcher transferred into four questions in the questionnaire number 5, 6, 7 and 8.

1) First Student

“How do you feel when you are asked to speak using English in front of class?” and he answered “I feel shame with my friends, nervous also miss, because I feel awkward to use English and the mistake I make.”

According to the statement above the first student expressed. Whenever he asked to use English in front of class, he always feel shy because he think about his friend's reaction for example his friends could be mocking and laughing at him. Then the researcher continued with sixth question, the following interview:

“Do you feel reluctant to participate in English class?” and he answered “Sometimes I’m reluctant sometimes I’m not miss, it depends on miss, for example if the material is easy and I understand I try to dare myself to participate, because I’m optimistic if my answer is correct and I will not feel anxious.”

The next statement above shows the first student stated that there was a time he felt reluctant but also there was a time he was not it depend on the English material, he made sure he was understand the material first. Then the researcher continued with seventh question, the following interview:

“What makes you reluctant to participate in English class?” and he answered “I don’t know about English language is essentially miss, I don’t have a lot of vocabulary in English so it’s hard for me to understand, hmmm... I don’t understand miss, so how could I try to participate. So I think twice than I make mistake.”

Another statement the first student said the problem made him reluctant was because he lack of vocabulary it made him hard to understand and chose to do not participate. Then the researcher continued with eighth question, the following interview:

“Which one of these factors (motivation, anxiety, fear of making mistake, and lack of confidence) you face the most and why?” and he answered *“Lack of confidence is often I feel. So I avoid it and choose to keep silent miss and I let myself to not feel ashamed. I’m in the comfort zone.”*

The result from the statement above the first student mention the factor that he faced the most is lack of confidence, to avoid the embarrassing moment he made in English class activity, he choose to be silent.

2) Second Student

“How do you feel when you are asked to speak using English in front of class?” and she answered *“I’m afraid miss, I am the type of person who is easily get nervous and I also do not like it when there are friends mocking and laughing at me especially when in front of the class.”*

Based on the statement above the second student, she was mention when she asked to speak using English she felt afraid. Then the researcher continued with sixth question, the following interview:

“Do you feel reluctant to participate in English class?” and she answered “Yes, I do miss. English is a foreign language for me it is difficult to make myself active when I’m still unsure of my low ability.”

From the statement above the second student expressed that she was agreed to state that she was reluctant learner. Then the researcher continued with seventh question, the following interview:

“What makes you reluctant to participate in English class?” and she answered “Because I am not fluent in English, if we understand English it would be easier to answer teacher’s question.”

The statement above shows the second student said that she was not fluency at English language it made her difficult to understand the material and speak with English language. Then the researcher continued with eighth question, the following interview:

“Which one of these factors (motivation, anxiety, fear of making mistake and lack of confidence) you face the most and why?” and she answered “Lack of confidence miss, because I feel my English skill is not good and still in low level. So I don’t want to get bully with my friends.”

Another statement from second student said that the most factor she faced was lack of confidence because, she think her skill still low it made her not sure and confidence to be active in English class activity.

c. Fear of making mistake

The researcher transferred into four questions in the questionnaire number 9, 10, 11 and 12.

1) First Student

“Do you ever make mistake when participate in English class?” and he answered *“Yes I do miss, I often make mistakes, I like to get nerves, sometime I made mispronounce and the answer is wrong, even though I have tried to brave myself.”*

The result from the statement above shows that the first student agreed with the question stated that he ever made mistake when participate in English class. Then the researcher continued with tenth question, the following interview:

“How do your friend respond to your mistake in speaking English?” and he answered *“They like to laugh at me miss, mocking at me too. Maybe, because it’s funny for them. Anyways, English is foreign language and rare to be heard in our ears Indonesian people, they immediately excited.”*

According to statement above shows that the first student said that his friend always laughing at him whenever he made some mistake in speaking English. Then the researcher continued with eleventh question, the following interview:

“How do you feel if you make mistake while speaking using English in front of others?” and he answered “I feel shy of course miss. Sometime I think, I don’t want to repeat the same mistakes but sometime also thinking mistake also part of learning.”

Another statement from the first student is when he made mistake it made him felt so shy in front of others it has big impact to his performance. Then the researcher continued with twelfth question, the following interview:

“What is your opinion about having lots of mistake in speaking English?” and he answered “I feel like, I’m not smart because I can’t, that also because I don’t know English and I can’t force myself, but I realize that having mistaken is not good.”

The next statement from the first student is he realized that when he made mistake he felt he was not smart as other student, to avoid the mistake, he chose to do not participate for example answered the question from the teacher.

2) Second Student

“Do you ever make mistake when participate in English class?” and she answered “Yes of course miss. But making mistake is normal and it called learning.”

Based on the statement above the second student. She confessed that she ever made mistake when participate in English class. Then the researcher continued with tenth question, the following interview:

“How do your friend respond to your mistake in speaking English?” and she answered “Most of them laugh at me, sometimes there are friends who correct my mistakes.”

From the statement above shows that the second student said that her friends will laughing at her if she made mistake, her mistake seems funny to her friends and also there are who correct her. Then the researcher continued with eleventh question, the following interview:

“How do you feel if you make mistake while speaking using English in front of others?” and she answered “I feel shy miss, but on the other hand I also tried to think it was normal and I learned from mistake I made too.”

The next statement shows the second student said when she made mistake it made her felt so shy in front of other, for her made

mistake always bring her to the negative reaction. Then the researcher continued with twelfth question, the following interview:

“What is your opinion about having lots of mistake in speaking English?” and she answered “When I having a lots of mistake of course because my English is not good enough and there are still many things that I have to understand more and more.”

Based on the statement above the second student expressed that she realized her English was not good, made mistake always invite others to laughing at her, it hard for her to avoid mistake because her English skill still low.

d. Lack of Confidence

The researcher transferred into four questions in the questionnaire number 13, 14, 15 and 16.

1) First Student

“Do you feel unconfident when participate in English class?” and he answered “Yes, I do. I’m type of person who always feel nervous if I don’t understand so I’m blank and confused”

From the statement above the first student agreed with the question about he was unconfident when participate in English class. Then

the researcher continued with fourteenth question, the following interview:

“Why do you feel unconfident in English?” and he answered “Because, I don’t understand the lessons, so if I want to build my self-confidence it seems difficult, controlling myself to get used it hard. Moreover the response from my friends made me even more embarrassed if I made a mistake.”

The next statement shows the first student reasons why did he felt unconfident was because he didn’t understand the material in learning process. Then the researcher continued with fifteenth question, the following question:

“How do you feel when your friend has better performance than you?” and he answered “I feel jealous because their score is better than me and sometimes I want to be better than them. I also feel disappointed with myself.”

Another statement from the first student. He said he got jealous when his friend got nice score than him in the other words, he also want the nice score. Then the researcher continued with sixteenth question, the following question:

“What makes you never feel quite sure when speaking English in class?” and he answered “Because, English is

difficult, I don't understand English any further and then I feel shy and unconfident with my ability."

From the statement above the first students mentioned three things. First, English was difficult for him, second he always shy to speaking in English, and last he always doubt whether he said the right words or not.

2) Second student

"Do you feel unconfident when participate in English class?" and she answered *"Of course I do miss, because I feel doubt with my ability, especially if I see my friends can answer the question easily, because basically they already have an interest in English but not me."*

According to statement above shows that the second student said that she felt unconfident when participate in English class. Then the researcher continued with fourteenth question, the following question:

"Why do you feel unconfident in English?" and she answered *"The most obvious thing I feel is because I really don't understand English, maybe if my English is good I will be more confident to participate."*

The statement above shows the second student reason of why she felt unconfident because she don't understand English language, it

made her difficult to understand. Then the researcher continued with fifteenth question, the following question:

“How do you feel when your friend has better performance than you?” and he she answered “Feeling like so proud, and feeling like if they can why I don’t, I like to compare myself with them because, I feel jealous sometime miss.”

The result from the statement above the second student. She mentioned that if her friends has better performance than her, it made her proud and jealous at the same time, also she likes to compare herself with other student. Then the researcher continued with sixteenth question, the following interview:

“What makes you never feel quite sure when speaking English in class?” and she answered “I don’t believe in my ability miss. I think I have to learn a lot so I understand English better, because I only get English in school.”

Another statement above shows the second student mention the things made her never feel quite sure were lack of confidence from herself and do not understand English language.

B. Discussion

This section presents the discussion on the findings of the research. The discussion is concerned with factors contributing to students’

reluctance to participate in English class and dominant factor contributing to students' reluctance to participate in English class.

1. Factors Contributing to Students' Reluctance to Participate in English Class

The result from questionnaire showed that the eighth grade students at SMPN 12 Pontianak had the reluctance to participate in English class. Based on the aspects of anxiety, motivation, fear of making mistake and lack of confidence.

First, in the anxiety aspect of the researcher, taken five statements from Hamouda to know factors contributing to students' reluctance to participate in English class. From the results obtained the students stated that they have faced anxiety problem to participate in English class. According to Halder (2018:3) English language anxiety not only affects students' language learning but also is considered to have debilitating effects on academic achievement, an investigation and detailed analysis of the relation between English language anxiety and academic achievement is necessary and significant. This is indicated by the results of questionnaire in which students are more dominant to answer results of questionnaire agree. So the researcher concludes that student faced anxiety problem.

Second, the researcher also taken five statements from Hamouda to the students about lack of motivation. It turns out from the

questionnaire results, students are more dominant to answer agree that they are faced motivation problem aspect. As stated on Baublitz (2010:17) motivation is clearly a critical factors for second language learning because it affects students' willingness to approach learning and using English. So, lack of motivation is one of aspect that make students' reluctance.

Third, fear of making mistake. The results of the questionnaire show that students faced fear of making mistake problem from the questionnaire the students are dominant to answer agree. According to Juhana (2012:2) Students' fear of making mistakes in speaking English has been common issue especially in an EFL context like in Indonesia.

And the last, the result of the fourth aspect is lack of confidence. Based on the results of the questionnaire, it shows students are agree that they faced lack of confidence problem. As stated on Jamila (2014:162) students who has lack of confidence are lack faith in their own capabilities and are more concern about being criticize or rejected by others.

2. Dominant Factor Contributing to Students' Reluctance to Participate in English Class

To answer research question number two in research used questionnaire and interview to know the dominant factors contributing

to students' reluctance to participate in English class. The results from questionnaire and interview with students shows that, students dominant factor is lack of confidence. Most of students choose agree or strongly agree in the questionnaire and when they got interview they said their friends always laughing and mocking at them when they are participate in English class, then they also added that they do not understand English language it made them unconfident to participate because still unconfident with their skill, and last they always feel shy in fronts of others.

So, based on the result of questionnaire and interview with the students, the researcher concludes that, dominant factor contributing to students' reluctance to participate in English class was lack of confidence.

Compared to the results of previous research conducted by Hamouda entitled *An Exploration of Causes of Saudi Students' Reluctance to participate in the English Language Classroom*, in this research the researcher using different data collection procedures not only with questionnaire like the previous research done before. It can be concluded this research and Hamouda's previous research faced the same dominant problem to students' reluctance to participate in English class that is lack of confidence.

