

## **“If They Hinder to Speak, How They Learn It?” Cause and Solution for Students Reluctant to Speak in Speaking Class**

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### **Abstract**

This study aims are to find out the factors that make the student hinder to practice their speaking in English classroom. The possible solution to overcome the factors below will be revealed through in-depth interview. The finding of the study of the factors that make student hinder to speak such fear of mistake, shyness, lack of motivation was commonly caused by their personality and also the class environment. The factors shyness was commonly caused by their personalities as a shy person, and the student believe that motivating them to be more confidence in speaking by their teacher is worth considering to make the class environment become more enthusiastic.

**Keywords:** Psychological factors; difficulty; Speaking English; Speaking, Language

### **1. Introduction**

The aim of this study is to define psychological factors that prevent students from speaking and the causes of the factors and solutions. Most students agreed that motivating them to speak English to be more confident is worth considering as the potential solution to resolve certain psychological factors. It can be very easy to get students to talk in a class as long as they feel comfortable with the class environments.

When we talk in speaking context, the good atmosphere in a class is when the student gets on with each other and the English level on a course is well-matched with the student's academic level itself. Hence, Richard (2008) in English teaching, speaking should concentrate on how students can use it and communicate in English as one of the effective skills. Thus, the role of the teacher in the class must be considered, because the teacher has an important role in this field

Teacher should give appropriate material for the students. Therefore, English level is acceptable for the student's skill and it can very enjoyable for the student itself at the course. This why, the purpose of the teacher's efforts will develop the ability of students to talk

because learning to speak is the biggest challenge for all language learners (Pinter, 2006). In this case, the teacher may not provide the correct learning template, project or organization, or issues with the assignment, or it may be caused by a lack of confidence or shyness. It aligned with Gerhard (2000) who says that students speaking difficulties are mainly caused by their shyness and anxiety. All this imply that the position of the teacher is extremely crucial to help the student for avoid those feelings to get the student keep going to give their enthusiast to speak in speaking class. Another research by Koichi Sato (2003) find that students of English are not highly qualified because they are afraid to do mistakes. In addition, she also says that students find English speaking to be challenging, especially if they have to do something with English.

The differences between my study and the previous study an exploration of causes reluctance of speaking by Arafat Homouda (2013) is subject of the research, in this study will be find the possible solution to overcome the reason of the student reluctance.

## **1.1. Literature Review**

### *1.1.1. The Nature of Speaking*

Thornburi (2005) argues that factors such shyness, lack of motivation, lack of confidence, and fear of mistake is commo factors that make student hinder to practice their speaking skill in English classroom. Another study by Koichi Sato (2005) find that most student did not get highly achievement caused by their fear of doing mistake.

In line with this issue, there are have been some related research which conducted by Ballard (1996), JIN Yan-hua, (2007) said that Students fail to join the discussion in English classroom because of language difficulties such lack of vocabulary and fear of mistake, which means they cannot speak English well. In addition, she also says that students find English speaking a stressful activity, especially if they have to do something using English.

### *1.1.2 Psychological Factors That Hinder Students from Speaking.*

Earlier it was mentioned that there are some psychological factors that prevent students from practicing their English-speaking class. In Kleinmann's (1977), Horwitz (1994) study of Spanish-speaking and Arabic-speaking ESL students, facilitating anxiety was found to be correlated with students' oral production of linguistically difficult (thus challenging) English structures (e.g., infinitive complements and passive sentences). The first factor that make student hinder to speak is lack of motivation, Gardner (1999) explains the causes of student motivation failure, e.g. uninspired teachings, monotony, limited perception of material relevance and lack of awareness of the objectives of the academic program. The second factors shiness which research by Gebhard (2001) Therefore, it is also important to pay attention to this aspect in order to help students to do their best in their classroom speech. The last is fair of doing mistake, some student think that they afraid that look fool when they doing a mistake in front of their friend, in line with this, a research found by Aftat (2008) that the issue of rightness and negative assessment is linked to the fear of doing mistakes. These three factors will describe below.

## 2. Method

The study conducted was a survey. The data collection technique which used is interviews.

### 2.1. Respondents

This study was conducted at STKIP Al Hikmah Surabaya. The participants were 6 students from batch of PGSD to find out their perspective toward psychological factor that make them hinder to speak.

### 2.2. Instruments

The instruments used to collect the data was a survey by spreading out the questionnaire to the students. the questionnaire items were as follow.

Choose one of the following factors and answer the questions. From these factors below, which one that hinder you the most from speaking English in English Class	
To discover the factors which cause student hinder to speak in speaking class	1. Do you feel happy when you speak in English? Why? 2. How do you feel when you speak English in class when learning English? 3. What causes you to worry or be afraid to speak in English in class?
1. To find out the possible strategies used to overcome student hinder to speak in speaking class. 2. To discover student's suggestion to solve the problem	1. What do you do to overcome your fear of speaking in English in class? 2. In your opinion, what should the teacher do to overcome students' anxiety and fear in speaking English in class?

### 2.3. Procedures

The researcher conducts in a single class which has varying academic levels and the interviews will take from 6 people which consist 2 student of low achievers, 2 student medium achievers, and 2 student high achievers.

## 3. Finding and Discussion

### 3.1. Finding

The study reveals that most participants have psychological factors that make them hinder to speak in an English-speaking classroom. Of the three psychological factors, Fear of mistake is the first reason with 50%, shyness with 33%, and lack of motivation will be the last with 16%. The table below provides the distribution of the psychological factors that hinder students from speaking

No	Psychological Factor	Number of Student	Percentage
1	Lack of Motivation	1	16 %
2	Shyness	2	33 %
3	Fear of Mistake	3	50 %

It needs to be further concerned that the teachers should be aware of the fact that the students are afraid to make mistakes is the biggest problem they have to think about. This awareness is highly needed as encouraging a classroom environment in which students need to feel comfortable as Gebhard (2000) argues.

### 3.2 Discussion

#### 3.2.1 Lack of Motivation

Concerning the question of learning motivation, Nunan (1999) emphasized that it was important to note that motivation could affect the reluctance of students to speak English. In several studies, it has been proven that students who are highly motivated to learn are able to continue learning and achieve better results than those who have a lower motive for success.

##### 3.2.1.1 Cause of Lack of Motivation

Students believe that they have lack of motivation when they are speaking because their feeling dealing with the environment of the class. Motivation is key to the success of students in learning. Gardner (1999) explains the causes of student motivation failure, e.g. uninspired teachings, monotony, limited perception of material relevance and lack of awareness of the objectives of the academic program. Aftat emphasizes that teachers should have a passion, creativity and interest in their students to motivate students to learn well and communicate actively in English. In quick, the motivation of students is truly influenced by the performance of teachers. It is important therefore that teachers also be enthusiastic about their teaching.

Some students shared their strategies to solve their lack of motivation, for example, S#1 said that by learning English he tried to motivate him and requested his friends more seriously and respectful of somebody who spoke. Therefore, the teachers would ask the pupils if the pupils had heard. Although he said based the solution more on students, the teachers should teach interactively to avoid a monotonous situation in the classroom. These are the passages from their solutions to address their lack of motivation

R#2: *Teacher should try more interactive teaching to avoid montone  
Classroom envirointment*

Dornyei (2001) in Pinter (2006) notices four stages to encourage students' motivation into four stages such as: (1) the first stage is to create motivating condition for learning. This means creating a pleasant and supportive environment in the classroom; (2) the second stage is to introduce initial motivating techniques by creating materials that are relevant for the students; (3) the third stage is to take care to maintain and to protect students' motivation by offering stimulating activities and fostering self-esteem, self-confidence, and co-operation among students; and (4) the last stage is to turn evaluation and feedback into positive experiences.

### 3.2.1.2 Possible Solution to overcome

Liu and Huang (2010) Teachers are said to be able to do activities, such as promote awareness of English by students, improve the interest in English and construct self-confidence, to overcome students' lack of motivation. This explanation above in line with Aftat (2008). He assumes that teachers should provide ongoing guidance and help and ask questions that show the issues of their students to encourage student motivation.

### 3.2.2 Shyness

Shyness is an emotional issue that a lot of students have when they speak in English at some moment. This shows that shyness can be a source of problem in student learning, in specific in the classroom. Therefore, it is also important to pay attention to this aspect in order to help students to do their best in their classroom speech (Gebhard, 2000)

#### 3.2.2.1 Cause of Student Shyness in English classroom

Bowen (2005) and Robby (2010) argue that some shy students are very quiet by their nature. In this case, students are not very confident and tend to be shy because most find it very intimidating in front of friends and teachers when they talk English. They also fear that their peers will laugh at them. The data from this study also show that the timidity of students is the way they perceive themselves. In this case, most of the student shy because the fear of being laughed at by their friends

In reference to the origin of shyness, several students responded they were nervous because they were shy.

S#3 and S#5 is interpreted as: *"While I'm afraid to speak to people."*

S#3: *"When everyone smiles at me, I feel nervous."*

S#5: *"So I'm a shy person."*

The finding agrees with the arguments of Bowen (2005) and Robby (2010), which say that some shy pupils are their own. It includes efforts by teachers to continue to encourage their students to develop self-confidence.

#### 3.2.2.2 Possible Solution to Overcome Shyness

Pesce (2011) says that it is important for the teacher to create a kind and friendly classroom environment. Through this, shy students are expected that they might feel well about making mistakes. Students will not worry about their imperfect grammar and pronunciation. Chimoi (2007) suggests that students are sure that shyness is something to overcome and not to fear of rejection and be speak confidently. The solution above is worth to do for the teacher, as said by the student that to solve their shyness they need more guidance from their teacher.

### 3.2.3 Fear of Mistake

As said by certain theories, fear of doing mistake is become one of the main factors for student hinder to speak in English classroom. Regarding to Aftat (2008) that the issue of rightness and negative assessment is linked to the fear of doing mistakes. This factor also influenced by fear of being laughed at their friends. Therefore, it is important for the teacher

to make sure that doing mistake is not a certain problem, and convince that doing mistake is a normal.

### 3.2.3.1 Causes of Fear of Mistake

The main reason for the fear of mistake is that students fear being foolish before others and concern themselves with how others see them (Kurtus, 2001). Other theories from Zang (2006) cited in He and Chen (2010), students are worried that their friends will laugh at them and receive negative assessments from their peers when they say "umm" when talking English. They're concerned about the error. As argued by Middleton (2009), most EFL students are afraid to try and to speak in a foreign language that they learn. In this context, students don't want to look stupid during the class,

With relation to the fear of mistake, (50%) students are most commonly chosen to speak English as their hindrance. She became reluctant to speak English during class by this type of challenge. Several mentions that they were afraid of being laughed as the respondents S#2, S#4 and S#6 comments represented: The source of their fear failure was:

*S#2: "Because If I make mistake when I'm talking in English, I'm afraid the class will laugh at me"*

*S#4: ..... "Yes, there is. I mean, I'm afraid to make mistake. If I miss use or miss pronounce the words, my friends will mock me".*

*S#6: "Because I'm afraid to make mistake and my friends will laugh at me".*

Such findings are relevant to the Kurtus (2001) and Frank Middleton (2009) reports; they are concerned that they will be confused by their friends to laugh at them and that if they make a mistake in speaking English they will be evaluated in a negative way by their peers. This is the state of the students who wanted to speak that eventually prevents them from speaking in English.

### 3.2.3.2 Possible Solution to Overcome Fear of Mistake

Zua (2008) has made several suggestions. First, she suggests that emotional relations should be formed between students and teachers. This will allow the students to feel more comfortable with their instructor and believe that if they are wrong, the teacher will help them. Second, Zua says that when learning English, the teacher should raise the concentration of students. As she says, this can be done by developing a friendly learning environment, and the last suggestion is to create a mutually supportive atmosphere that can reduce the nervousness of the students. In this context, the teacher should give emphasize that doing mistake is one of the best ways to get well achievement in English speaking.

## 4. Conclusion

Referring to the aim of this study, it can be concluded that students have psychological factors, such as fear of mistake, lack of motivation, shyness and the factors that make them hinder to practice their speaking in English class. the factors, such as shyness, were said by the student that, their shyness in come from nature of shy person. In addition, in term of fear of making mistake is commonly caused by their fear of being laughed at by their peer and their friends.

In order to overcome the factors that make student hinder to speak, the student believe that motivating them to be more confident to practice their speaking is worth considering. Motivating them to speak in the speaking class, to some extent, encourages them to participate actively in classroom speaking. All these show the importance of creating an enthusiastic environment in the classroom.

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