

The Causes of Student's Reluctance to Ask Question's When Attending Lectures

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ABSTRACT

The objective of the research was to find out the causes and the dominant cause of students' reluctance to ask questions when attending lectures of English Study Program of Muhammadiyah University of Bengkulu. The design of this research was descriptive method. The instrument of the research was questionnaire. The questionnaire was based on Hamouda (2012) about factor causes of the students reluctance in classroom. The result showed that there are four factors of causes the students reluctant, they are: lack of motivation, anxiety, fear making mistake and lack of confidence, but in this research only found three factors they are anxiety, fear making mistake and lack of confidence. The dominant factor of students reluctant to ask question they are: anxiety and fear making mistake. It is suggested the students to diminish the students reluctant to ask question when attending lectures the students have to more practice to speak English, always try to ask question, prepare that everything before come to the class and be confidence about themselves.

Key words: Learning, Asking Question, Students Reluctan

Introduction

Interaction is becoming more and more important in an English learning. Success or failure in classroom language learning typically has something, if not absolutely everything, to do with the nature of interaction that takes place during lessons. Interaction has an important role to play in developing a learner's ability in that language. By interaction, a learner will engage with the language and master it.

A successful language learner should be able to use the language in meaningful interaction to others. S/he is able to understand the other's speaking. S/he is also able to express her/his own ideas or opinion. S/he is also able to respond the other's speaking. It means that when the lecturer and students have good communication and interaction it can make the condition of the class more active.

Active classroom activities have big influence in the success of language learning as stated by Tatar (2005). Participation in the classroom activity is very important for the students to do in class in order to gain more knowledge. When the students willing to response the teacher's question, give some comments or sharing their ideas it means they actively involved in the learning process. Learner participation is also approve that the student is a member of the classroom Jackson in Abebe (2015). But, in the reality not all of the students can be brave to interact and communicate with the

lecturer in the classroom. Some students still feel afraid and nervous to speak in the classroom. They more prefer to be silent and sit in their chair until the class is over. This situation can be call reluctant students.

Many students are reluctant to contribute in English classroom activity because they thought it is enough just by listening and receiving the materials from the lecturer and they do not need to ask or share opinion. Reluctant learners do not know how to study effectively, and little classroom time is spent helping them develop such skills. Sometimes the students feel afraid of negative comment and feedback from the lecturer if they answer and share their opinion. If the lecturer do so, it will make the students feel ashamed and afraid to share their opinion and they will prefer to keep silent. According to Protheroe (2004:46), reluctant student is student who avoid challenges, don't complete tasks and are satisfied to "just get by." They are reluctant learners, who often have the potential to excel but don't seem to care about achieving in school.

Based on the researcher experience during learning activity in the classroom, it found that not all of the students have the courage to speak in the class such as give their argument, opinion and ask the question to the lecturer. In contrast, some students feel afraid, shy, and anxiety to speak up in the classroom. So, it is the reason why the researcher choose this topic because to know more detail about reluctant students. According Maryansyah and Wadison (2017) Many students has very little improvement in speaking mastery. The researchers frequently notice students present their undergraduate thesis with poor English speaking skill. Even worse, they sometimes explain their research in Indonesian language. When they are asked to elaborate the thesis in English, they admit that they are afraid of making mistake. As the result, they cannot deliver good English presentation. This will affect their grade in the examination at the en

There are some previous studies that support this research they are: First, Hamouda (2012) was aimed at find out the problem students reluctant to participate in English classroom at university in Qassim, Saudi Arabia. The result revealed that a considerable number of students were reluctant to respond to the teacher and remained silent in oral English language classrooms due to many causes such as low English proficiency, fear of speaking in front of others, negative evaluation, shyness, lack of confidence and preparation, and fear of making mistakes. Second, Fitri (2014) also aimed to find out reason or factors students reluctant to speak in English classroom activity a study at SMA Pertiwi 2 Padang, Indonesia. The result of this study also point out that the factor students reluctant to speak was because of Psychological factor which came from the students themselves such as fear of mistake, lack of confidence, lack of preparation, shyness, and anxiety. It is insightful to know the studies on reluctant students participate in English in Padang, Indonesia also in Arab Saus di because of the same factor can be compared. It is more useful however, to know how such issue occurs in the writer's context. Third, Wijaya, Wahyuni Theresia Benecdita, (2015), entitled about factors contributingto students'reluctance toparticipate in English class. The result of this study shows that the reason why students in SMP Stella Matutina Salatiga are reluctant because the students avoid class participation activity, some of them having trouble with anxiety and motivation. The last, Mantra, I Dewa Gede, (2013), entitled factors affecting EFL students' reluctance in using oral communication. It

was found that student's reluctant to speak English because some factors such as anxiety, teacher who teach in the class and classroom condition. Students afraid to make mistake when they tried to speak English to their friends and sometimes the students got negative responded from their friends/interlocutor when they used English in the conversation

So, based on the result of the previous studies above, it can be conclude that many factor causes of the reluctant students to be active in the classroom. The tittle of this research is " An Analysis of Student's Reluctance to Ask Question's When Attending Lectures of English Study Program at Muhammadiyah University of Bengkulu."

Research Methodology

The design of this research was descriptive qualitative method because this research focused to find out the causes and the dominant cause of students' reluctance to ask questions when attending lectures of English Study Program of Muhammadiyah University of Bengkulu The subject of this research was the fourth semester students in English Education Program. The instrument of this research was questionnaire. The questionnaire was based on Hamouda (2012) about factor causes of the students' reluctance in classroom.

FINDINGS AND DISCUSSION

Findings

In this part, the researcher found three factors of the students' reluctance to ask question when attending lectures. The data can be seen in the table below:

Table The Result of the Student Reluctant

No	Item	Respond (%)	
		Positive	Negative
1	Lack of Motivation	36,12%	63,88%
2	Anxiety	53%	47%
3	Fear of Making Mistake	53%	47%
4	Lack of Confidence	51,4%	48,6%

Based on the result of the above it can be conclude that from three cause found that three cause of of reluctant to ask question when attending lectures they are: Anxiety, Fear of Making Mistake and Lack Confidence. The dominant cause of students reluctant to ask question is anxiety and fear making mistake.

Discussion

Asking questions is a key element in the learning process. Questioning helps students direct their learning as they try to merge their prior knowledge and new information in their attempts to make sense of these ideas. Students" questions play an important role in meaningful learning and motivation, and can be very revealing about the quality of students" thinking and conceptual understanding, their alternative frameworks and confusion about variousconcepts, their reasoning, and what they want to

know. Low levels of questioning and explaining on the part of the students have been found to be correlated with lower achievement. Besides helping students learn, student questioning can also guide teachers in their work. Some researchers have explored the potential for using students' questions to influence the curriculum (Rop, 2002). But not all the students easier to asking question in the classroom, there some student more choose be silent. It can be call students reluctant to asking question in the classroom. According to Jenkins (2007), reluctance means reticence to speak up or come forward silence and reserve. In this theory reluctance means avoiding to speak up. The students keep silent and not active in class activity.

The aimed of the research is to find out the causes of fourth semester students' reluctance to ask questions when attending lectures of English Study Program of Muhammadiyah University of Bengkulu. According to Hamouda (2012) there are four factors of students' reluctance in classroom activity, they are: lack of motivation, anxiety, fear of making mistake and lack of confidence. But in this the research only found three factors they are: anxiety, fear of making mistake and lack of confidence. It means these factors can make the students reluctant or did not want to participate in the classroom. It can be happen because the students lack of English skill such as

less vocabulary and pronunciation. Afterthat, the students did not prepare before come to the class such as read the material to add their knowledge so that in the class the students can interest to learn. From these reasons can make the students anxiety, fear to making mistake, and lack confidence to ask question in the classroom.

First, in the anxiety factor of causes of students' reluctance to ask questions. From the results obtained the students stated that they have faced anxiety problem to ask question in English class. 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 result of the second factor is fair making mistake. It found that the students feel fear or afraid making mistake if they speaking or ask question in the classroom. So, it can make the students choose be silent in the classroom. Students often feel afraid of making mistakes when they are speaking English. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher.

And the last, the result of the third factor is lack of confidence. Based on the results of the questionnaire, it shows students are agree that they faced lack of confidence can make them reluctance to ask question when attending lectures. 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.

This result in line with Hamouda (2012) he found that a considerable number of students were reluctant to respond to the teacher and remained silent in oral English language classrooms due to many causes such as low

English proficiency, fear of speaking in front of others, negative evaluation, shyness, lack of confidence and preparation, and fear of making mistakes. This result also support from Fitri (2014) she found that the factor students reluctant to speak was because of Psychological factor which came from the students themselves such as fear of mistake, lack of confidence, lack of preparation, shyness, and anxiety. This result also in line with research from Maryansyah and Hariadi (2019) The findings of this research revealed that the causes of students' low speaking performance were; (1) Internal factors (Psychology), such as low self-esteem and confident to speak English, lack of the aspects of language while communicating, including fluency, intonation, vocabulary, pronunciation, and grammar mastery, and (2) External factor, it was bad learning environment such as there are no friends or partner to talk/improve English outside of the class because they always speaks in bahasa or local language. The main cause of low speaking performances among English students at fourth semester of English Study Program University of Muhammadiyah Bengkulu was internal factor. From the interview, there were 31 of 32 students mentioned anxiety and unconfident

So, it can be conclude the causes of fourth semester students' reluctance to ask questions when attending lectures of English Study Program of Muhammadiyah University of Bengkulu they are: anxiety, fear to making mistake and lack of confidence.

Conclusion And Suggestion

Conclusion

Based on the discussion in previous chapter above, it can be concluded that the cause of fourth semester students reluctant to ask question when attending lectures. There are four factors of causes the students reluctant, they are: lack of motivation, anxiety, fear making mistake and lack of confidence, but in this research only found three factors they are anxiety, fear making mistake and lack of confidence. The dominant factor of students reluctant to ask question they are: anxiety and fear making mistake.

Suggestion

Based on the conclusion, the reseracher give suggestion to diminish the students reluctant to ask question when attending lectures. The students have to more practice to speak English, always try to ask question, prepare that everything before come to the class and be confidence about themselves.

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