

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research problems, (3) research objective, and (4) significance of the study.

1.1 Background

English nowadays is one of the most important media in many countries in the world for numerous kind of people's affairs. Nishanthi (2018) found that English is the most useful medium used by people for plentiful businesses and enterprises in the world in communication. Additionally, Rao (2019) found that the existence of English globally has been considered as an essential thing in a communication for Education, marketing, and enterprise. Hence, English today has taken action to hasten many kinds of people's businesses in global.

Nevertheless, the usage of English in Indonesia is an urgent case even though its condition is still considered as a complicated phenomenon. The importance of English in Indonesia is still complex because there are a lot of citizens who are very fanatical on local languages, accents, and ethnical tribes (Marcellino, 2008, p. 57). In line with this, a research conducted by Panggabean (2014) indicated that the problems faced by Indonesian people in learning English are sustained by some factors such as insufficient time to use it and do not make English as gradual communicative medium in life. Thus, the condition of English in Indonesia is still in a complexity.

This problem is triggered by various factors such as students' participation in EFL classroom. A research conducted by Megawati (2016) indicated that learning English in Indonesia has been considered as a must because of various factors such as learners' ethics in class activity, learners' learning outcome, as well as involvement. Irmawati (2016) found that students do not have a good courage to actively take part in class activity due to be afraid of faults, limited English as an introductory language in activity, and the insufficiency of English learning encouragement. Pointedly, participation in classroom is a factor of low English proficiency in Indonesia.

In line with learning English as a communicative medium, students' participation in EFL classroom has a huge contribution especially to speaking skills. Hamzah (2016) discovered that the issues of classroom participation can be observed if students are aware of the importance of improving their speaking skills. Additionally, Al-Hosni (2014) encountered that the teachers' usable method to improve their students' speaking skills through their participation when the students answer questions given by their teachers and practice the dialogue in the text book. Therefore, the students' activeness in classroom has a significant action in speaking performance.

It is because students' participation in EFL speaking classroom can hasten the success of students' language learning achievement. When the students respond to the teachers or other students' questions, raise queries, and give comments, they are actively involved in the negotiation of comprehensible input and the formulation of comprehensible input, which are essential for language

acquisition (Hamouda, 2013, p. 18). Then, a study conducted by Abubakar et al. (2018) revealed that students' activeness has distribution to students' learning achievement. Additionally, Kuh (2005) states that students' involvement is considered as the main important aspect for students' successful learning (as cited in Howard, 2015, p. 4). Hence, learners' activeness in EFL speaking class can help their linguistic achievement.

However, students' participation in EFL speaking classroom today need to be increased because of various matters still encountered during the teaching and learning process. Leong and Ahmadi (2016) discovered that the problem in the speaking class is that the participation is very low so that some learners dominate the whole class while the others talk very little or never speak. Additionally, Abdullah and Mahbob (2013) revealed that students tend to avoid oral participation in the classroom. They seem to receive materials delivered in the classroom by taking notes using various strategies such as tape-recording or writing. Briefly, the students' speaking participation in EFL classroom is still in a shortage.

In relation to this, a preliminary study I had conducted at SMA N 1 Gunung Megang through an informal interview adapted from Farnaz Bakhtash and Azizeh Challak 2015 with three students and one of the English teachers indicated that some of the students had some obstacles to take part during the ongoing the EFL speaking classroom, the students preferred to scrutinize and be silent during the ongoing lessons (Amin, Fika, and Sari personal interview, February 14th, 2019). Otherwise, an informal interview conducted with an English teacher indicated that

it was necessary for the students to participate in the EFL speaking classroom in order to increase their English proficiency (E. Erfita, personal communication, March 10th, 2019). Consequently, the result of the preliminary study about the students' participation in EFL speaking classroom becomes the main concern of this research.

In addition, there have been numerous previous studies which show that students' inadequate participation in EFL speaking classroom. According to Abebe and Deneke (2015), inactive students are mostly caused by some problems such as being afraid of facial lose, incapacity of comprehending lesson design, being habituated to own learning models, limited classroom readiness, and linguistic skills. Then, Souriyavongsa (2013) concluded that there are some factors which affect the students in Lao to actively get involved in EFL classroom such as motivation, planned learning, etc. Essentially, many of studies indicate that students' activeness limitation in EFL classroom.

As the result, this phenomenon encouraged myself to conduct a similar research about factors affecting students' participation in EFL speaking classroom at SMA N 1 Gunung Megang. This research aimed to find out what are the factors which affect the students' participation in EFL speaking classroom. In its actualization, I chose this school to conduct this research because it is one of the popular schools in Gunung Megang and I had a well-known and experienced teacher who taught English there. Therefore, I decided to conduct a research in line with the discussion of this issue. So, this research was entitled "Factors

Affecting Students' Participation in EFL Speaking Classroom: A Case Study at SMA N 1 Gunung Megang”.

1.2 Research Problem

Based on the background, the research problem was formulated as the following question:

What were the factors which affected students' participation in EFL speaking classroom at SMA N 1 of Gunung Megang?

1.3 Research Objective

Based on the research problem above, the objective of this study was formulated as following:

To find out the factors which affected students' participation in EFL speaking classroom at SMA N 1 Gunung Megang.

1.4 Significance of the Study

The results of this study are expected to give beneficial contributions to some elements. The teacher will know what the students feel when they are in EFL speaking classroom and what are the factors which affect students' participation in EFL speaking classroom. This will encourage the teachers to find or change their strategy in order to cope with this problem and attract the students to be more active and more courageous during English classroom activity.

The second, students will know their strengths and weakness which they face in EFL speaking classroom and also their factors. They can try to solve the problems. Not only change their mindset but also the students will study hard and

be more diligent in order to overcome their problems. After that, they will be encouraged to be more participative to speak and engage themselves in EFL speaking classroom.

The next is for myself. This research is expected to give many advantages and information about students' participation and what are factors which affect the students' participation to take part in EFL speaking classroom. The result of this research will help me know the factors that affect the students. In the future, my students will be more courage to create much engagement in EFL classroom in order to increase their English ability.

The last is this research also oriented to give information for other researchers about students' participation in EFL speaking classroom that is faced by the students and to expand information to help other researchers as the guidance in developing their research in the same field.

CHAPTER II

LITERATURE REVIEW

This chapter presents the following subtopics: 1) Concept of Classroom Participation, 2) The Types of Classroom Participation, 3) English Speaking skills, 4) Significance of the Students' Participation in EFL Classroom and Speaking Skills, 5) Current Challenges in Teaching/Learning for EFL Learners, 6) Components Underlying Speaking Effectiveness, 7) Factors Contributing Students' Participation in EFL Speaking Classroom, 8) Previous Related Studies.

2.1 Concept of Classroom participation

The domain of classroom participation is concerned with activeness exist during the process of learning and teaching. Taniredja (2013) defines that students' participation is a mental and emotional activeness in the situation of group work to push them in upgrading their powers of thinking and feeling to achieve good learning (as cited in Khodijah et al., 2016, p. 46). The kinds of involvement is mainly based on oral activeness of activity in the classroom (Warayet, 2011, p. 3). Otherwise, Mahdikhani et al. (2015) contended participation is considered as an active action of process which is concerned with five parts namely preparation, contribution to discussion, group work, communicative skills, and presence. Hence, the concept of classroom participation is an active involvement of classroom elements during learning activity.

2.2 The Types of Classroom Participation

In order to get in-depth understanding about students' classroom participation particularly in English speaking class, it surely covers many things related to the discourse of its discussions including the kinds of classroom participation because those has beneficial information to accelerate the understanding. In connection to this case, Warayet (2011) stated that there are four main types of classroom participation to be kept in mind namely graded and oral participation, silent and non-oral participation, a classroom embodied action, and classroom desk-talk. This points will be described fully as following.

2.2.1 Graded and Oral Participation

Graded and oral participation is a part of classroom participation due to it is concerned with communicative oral comprehension. According to Cristobal and Lasaten (2018), Graded and oral participation is an element of classroom involvement which needs an oral participation where students are evaluated from their participation in classroom discussion. Afterwards, communicative oral comprehension can prohibit students' good performance in the classroom so that students' wide performance in academic does not only depend on English subject but also on the usage of English language as crucial tool in learning. Then, Tepfenhart (2011) added that there are some elements of students' oral participation in classroom such as teacher-students relationship, learning environment, peer relationship/community, proficiency. In addition, Tuan and

Mai (2015) convey that students' speaking performance can be affected by the factors that come from performance condition, affective factors, listening ability, topical knowledge, and feedback during speaking abilities. Shortly, this part is related to communicative comprehension skills.

2.2.2 Silent and Non-Oral Participation

Silent and non-oral participation is a kind of participation that occurs speechlessly. According to Pan (2014) supports that nonverbal communication is considered as a communicative form. In line with this, Min (2016) claims classroom silence is affected by some factors such as inadequate language input, different personalities, learning motivation, improper learning habits, and the importance of face-saving. Moreover, Pranasti (2013) also said that there are four main aspects of being silent namely students' silence due to their anxiety, students' silence due to their peers, students' silence based on the teachers' methodology, students' silence based on the English proficiency. Briefly, silent and non-oral participation another kind of participation speechlessly which can be affected by various factors.

2.2.3 Classroom embodied action

This explains the relation between psychological and mindset aspects. According to Jenifer et al. (2018), cognitive psychology has undergone a paradigm shift in the ways we understand how knowledge is acquired and represented with the brain, yet the implication for how this impacts students' learning of materials across disciplines has yet to be fully applied. Alerby et al. (2014) also said that it is through human experiences that learning is moulded,

and these experiences are above all incorporated through the body. Then, Panagiotis et al. (2018) stated that the embodied approach is based on the idea of an inseparable link between body and mind in learning, aiming for teaching method that promote children's active engagement in the classroom. Briefly, classroom embodies action is concerned with the linkage between psychological and intelligence.

2.2.4 Classroom Desk-Talk

Desk-talk here refers to a turn in which students self-select and nominate themselves to participate beyond the classroom discussion and when it is going. As stated by Sari et al. (2018), classroom interaction refers to activities done by both teacher and students in the classroom where they engage each other toward the lesson given by the teacher. Ramizez and Restrepo (2012) asserted that there are some reasons for learners to speak the foreign language, it is important to develop the four skills; however, depending on learners' wishes and needs, some skills can be felt more relevant than others. Shortly, classroom desk-talk is concerned with how students involve themselves in an ongoing discussion.

2.3 English Speaking Skills

In learning English, speaking is one of important and difficult abilities that must be mastered by the learners due to its role is for communication. In line with this, Bahardorfar and Omidvar (2014) stated speaking is one of the skills that has to be mastered by students in learning English. Therefore, it is considered as an essential medium for communication. In the classroom, improving speaking abilities has always been a concern. Then, Rao (2019) stated that speaking skills

are significant ability to be mastered especially due to its main role is oriented to communication. Pointedly, speaking skills must be very crucial ability to be achieved by the students because its function is as communicative medium.

2.4 Significance of the Students' Participation in EFL Classroom and Speaking Skills

Students' participation in EFL classroom has a significant relationship to speaking skills. As stated by Mustafa (2010), the students' speaking reluctance influences their participation in language learning and this situation can be considered as a major problem faced by many L2 learners (as cited in Hamzah, 2016, p.1). Additionally, Susak (2016) mentions that students can feel more comfortable to participate in classroom interaction when the classroom interaction were free flowing and were not limited to only few students speaking. After that, Shaveny and Johari (2017) state that participation is closely to learning achievement because the students will exert their abilities if their participation is excellent for learning, but students will not be interested in learning if their participation is low. In summary, tudents' involvement in EFL speaking classroom has a fundamental correlation.

2.5 Current Challenges in Teaching/Learning for EFL Learners

The main goal of learning English foreign language is to have a good linguistic mastery. In the line with senior high school classroom, many students have any participative impedances during classroom activities even though they

have basic input of English, however they still make some errors in language structure and be confused about how to convey any utterances in proper. Accordingly, Akbari (2015) mentions that there are seven main challenges faced by students for learning ESL classroom as described below:

2.5.1 Problems on the parts of the students

This occurs when students try to participate in classroom. There are numerous factors that prevent them in appropriate ways. Pranasti (2013) asserted that they are low language proficiency, students' anxiety, teachers' methodology, and peer interaction. El-Omari (2016) asserted that the most important factors affecting variation in pupil achievement across most of these schools systems were repetition, pupil socioeconomic background, speaking the language instruction at home, and pupil age. Thus, the backgrounds of the students are the reasons of why the students lack of participation in classroom.

2.5.2 Problems on the parts of the teachers.

There are many kinds of prohibitions faced by the teachers. As stated by Songbatumis (2017), meanwhile, teachers' challenges are shortage of teachers' training, language proficiency issue, limited mastery of method, unfamiliarity to IT, and lack of professional development. According to Akbari (2015), most of teachers unfortunately do not attach equal importance to four language skills and speaking skill is the most neglected aspect of the four skills in foreign language instruction. Therefore, students are less interested in classroom participation. In

short, there are many factors coming from teachers which hinder students to participate in classroom.

2.5.3 Problems on the parts of textbook

This problem is concern with learning sources. Some chosen textbook are not easy to be found and based on the basic competencies. The quality of a good text book can provide insight, knowledge, and skills that are easily understood by students. According to Alemi and Saddehvandi (2012), EFL textbook markets are replete with various appealing materials published by different companies, thus making it harder to choose one over the others. Additionally, the appropriate teaching materials with the students' level might determine the success of the teaching and learning process (Abrar, 2016, p. 99). The point is the difficulty of finding good textbooks as the resources in EFL can prohibit the smooth of teaching and learning process.

2.5.4 Problems on the parts of teaching methods

It is related to the teachers' ways in EFL classroom teaching. According to Derakhshan and Shirmohammadi (2015), English as second language has received a lot of attention, so teachers have to find some well-planned and organized ways to facilitate the process of learning and teaching. Likewise, language teachers, we are very much concerned about teaching methods, approaches and techniques because we need to employ most effective methodology in teaching (Samaranayake, 2015, p. 73). In conclusion, teaching methods certainly become an obstacle without good ones.

2.5.5 Problems on the parts of language assessment or evaluation

An accountability purpose of assessment is a dominated goal as the outcome of learning. Every course process, assessment becomes an important component which should be paid attention by every teacher. As stated by Arifin (2012), the simple reason is because of those subject and curriculum, curriculum based on competence or previous curriculums, they are related to a planned and measurable process to achieve the goal and content synchronized with a regulated and prevailed curriculum. Clearly, an evaluation is the main goal of learning process in EFL.

2.5.6 Problems on the parts of the curriculum

It generally emerges from new types of curriculum implementation. Novawan et al. (2018) state that within the changes in the policy level the implementation of the ELT curriculum has been mostly explored or evaluated in isolation or exclusively carried out of a particular dimension and level. Albana (2016) found that the seventh class English teachers in SMP N 3 South Tangerang had already implemented 2013 curriculum officially. However, the implementation was not maximum caused by several miss aspects. In brief, the implementation of new curriculum is a problem in EFL classroom.

2.5.7 Problems on the parts of the Political problems

Its meaning is students do not use English in daily life. It is prohibited by educational system that hinders the EFL teachers to apply new approaches in teaching. Nordensvard (2014) argued that this special issue contains a selection of articles that discuss education from a political and citizenship perspective. So, this case is concerned with the use of English in education.

2.6 Components Underlying Speaking Effectiveness

In order to establish effective speaking ability especially in EFL classroom, there are some communicative aspects. Canale and Swain (1980) stated that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence which reflect the use of linguistic system and the functional aspect of the communication (as cited in Richards and Renadya, 2002, p. 206). Therefore, the competence will be described in the following explanation.

2.6.1 Grammatical Competence

Grammatical competence is concerned with how to construct linguistic order in proper. According to Richard and Renadya (2002), grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics in order to be able to convey meaning in particular ways. Fikron (2018) found that grammatical competence will give such ability to learners to not only use the language properly and deliver the idea or the message accurately, but also understand the message itself. In short, grammatical competence is an important ability for speaking effectiveness due to being related to the structure of a language.

2.6.2 Discourse Competence

This ability focuses on how language users match their oral ability with a particular situation and condition. In communication, both the production and comprehension of a language require one's ability to perceive and process stretches of discourse in order to reformulate representation of meaning from

referent in both previous sentences and following sentences (Richards and Renadya, 2002, p. 207). Additionally, Krisnawati (2011) found that in order to communicate effectively in the target language, learners of English need to develop pragmatic competence because the raise of pragmatic awareness can improve the competence and their target language performance. So, a linguistic contextual ability is another factor for oral skills effectiveness.

2.6.3 Sociolinguistic Competence

This is the next ability for oral skill effectiveness because it contains adaptability expertise for the language users especially learners. It is line with Richards and Renadya (2002), learners must have competence which involves knowing what is expected socially and culturally by users of the target language. Therefore, they must acquire the rules and norms governing the appropriate timing and realization of speech acts. Afterwards, a research conducted in Turkey by Mede and Dikilitas (2015) indicated that it is responsibility for the EFL teachers to the raise the awareness of the learners about sociolinguistic use of the language through various strategies. In the sense that, sociolinguistic competence is a very beneficial thing to make effective speaking skills.

2.7 Factors Contributing Students' Participation in EFL Speaking Classroom

There are some factors which affect students' participation in EFL speaking classroom. According to Richards and Renadya (2002), various factors affect students' participation in EFL speaking classroom which consist of several factors

such as age or maturational constraints, aural medium, sociocultural factors, and affective factors.

2.7.1 Age or oral maturational constraints.

This factor can sometimes engender misunderstandings in oral participation due to it is concerned with students' pronunciation and prosodic features such as intonation, stress, and other phonological nuances. As stated by Richards and Renadya (2002) that

Age is one of the most commonly cited determinant factors of success or failure in second language learning. Otherwise, aging process can influence learners' ability to pronounce the target language fluently. Therefore, if students find difficulties in uttering words and sentences for perfect pronunciation, the problem with prosodic features such as intonation, stress, and other phonological nuances may cause misunderstandings or lead to interaction breakdown. Essentially, this part is mainly related to aspects of pronunciation and intonation because of aging period.

2.7.2 Aural Medium

This part is the second important aspect in EFL speaking classroom participation due to it is concerned with the connection of students' listening and speaking abilities which covers grammar, incomplete forms, false starts, and the function of fillers. Richards and Renadya (2002) states that

The central role of second language acquisition is listening comprehension. In the sense that, every speaker plays a double role – a listener and a speaker. If someone cannot understand about what is said, he/she is

certainly unable to respond. So, speaking is closely related to listening in which the basic mechanism of the linguistic rules are together. Moreover, the fleetingness of speech such as syntax (grammar), incomplete forms, false starts, and the use of fillers are together integrated. After that, vocabulary also is the core of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

Pointedly, this aspect is also another factor to be given more attention on speaking participation in English class.

2.7.3 Sociocultural Factors

This factor is the next important part in EFL speaking classroom participation because it is closed to the interactive system of nonverbal language target and where to use the language. As stated by Richards and Renadya (2002) that

In order to speak a language, one must know how the language is used in a social context because a familiarity with the nonverbal interaction system of the target language encourages EFL learners to pick up nonverbal interaction in order to avoid misunderstanding which is caused by a contradiction of the messages provided through listening channel nonverbal interaction, (p. 205).

According to Ozfidan et al. (2014), the points of sociocultural factors covers feedback, peer interaction, self-efficacy, and private speech. Hence, sociocultural factor is another important point to be given more attention due to it covers the importance of English speaking classroom participation.

2.7.4 Affective Factors

This component is also another significant part in speaking classroom participation because it is related to emotion, self-esteem, empathy, anxiousness, behaviors, and encouragement. In relation to this, Richard and Renadya (2002) conveys that affective factors are related to L2 or foreign language learning are emotion, self-esteem, empathy, anxiety, attitude, and motivation. Additionally, Brown (1994) states that

L2 or foreign language learning is a complex task that is susceptible to human anxiety which is associated with feelings of uneasiness, frustration, self-doubt, and apprehension. Therefore, speaking a foreign language in public, especially in front of speakers is often anxiety-provoking that sometimes occurs when EFL learners become tongue-tied or lost for words in an unexpected situation which often leads to discouragements and a general failure (p. 206).

Shortly, affective factors are very influential aspects for participation in EFL speaking classroom because it contains psychological elements.

2.8 Previous Related Studies

In this part, the previous related studies are also described. The first previous study was written by Abebe and Deneke (2015). The objectives of the research are to find out the causes of the students' limited participation in English classroom discussion and to find out the strategies and styles used by the students and teachers to participate in the classroom respectively in Ethiopian universities. The results of this research showed that there are two common causes of students'

limited participation in classroom. The first was many students did not want to take a risk with the language and thus they preferred to be silent during classroom. The second was because of low English proficiency and performance insufficiency. The similarity of the previous journal article and the present study were to find out causes of students' participation. Meanwhile, this research is going to be conducted at SMA N 1 of Gunung Megang with samples taken from the students at that school.

The second is Souriyavongsa (2013). This study explored students-teachers' weakness towards English language learning as a foreign language of a Continuing Summer Program for Bachelor's degree of Teacher Education at the faculty of education, the National University of Laos (NUOL) in Laos. The results of this study showed that Lao students still have lack of many key factors to support them such as motivational encouragement, learning strategy, and other related things. However, the difference is this research will be conducted for students at SMA N 1 of Gunung Megang, meanwhile Souriyavongsa (2013) took some teachers and students from Educational Faculty of NUOL in Lao.

The third is Baktash and Challak (2015). This research discovered the factors contributing to students' nonparticipation in Iranian university EFL classroom. The result of the study showed that there are different factors influence students' reluctance to respond the instructors in oral English language classroom such as instructor's evaluation, lack of confidence and low English proficiency. The similarity between previous and present study is to find out what factors trigger the students become reluctance to participate in EFL classroom. The

difference between previous and present study is the place in which previous study was focused on university level, meanwhile the present one is focused on senior high school level.

The next is Wijaya (2015). This research found out the factors that contribute students' reluctance to participate in classroom activity at SMP Stella Salatiga. The result of the thesis indicated that there were three factors that contribute students' reluctance in classroom participation consisted of an anxiety, avoiding class participation, the students preferred to work in group because thought that it would be easier to share their ideas with their friends and motivation. The similarity between the previous and present study is to find out the factors which hinder the students in EFL classroom participation. Then, the difference is this research will be conducted Senior Junior High School, meanwhile Wijaya (2015) had conducted his research at Junior High School.

The last is Pranasti (2013). This research investigated factors which influence students' silence and students' effort to overcome silence at the Faculty of Information Technology (FIT) of Satya Wacana Christian University. The result of the thesis revealed there are some aspects that make the students silent in classroom namely low English Proficiency, lack of confidence, anxiety, cultural belief, personality, and fear of losing face. The similarity between previous and present study is to encounter the causes of students' limited engagement in EFL classroom. The difference is this research will be conducted for Senior High School level. Meanwhile, Pranasti (2013) conducted his research for the students of University level.

CHAPTER III

METHODS AND PROCEDURE

This chapter presents: (1) research design, (2) operational definition, (3) participant of the study, (4) data collection, (5) data analysis, and (6) trustworthiness.

3.1 Research Design

The design of this study was a qualitative research with a case study. Creswell (2012) states that a case study is a problematic study which focuses on an exploration of the deep understanding about a case or a restricted system, which involves understanding a phenomenon, activity, process, or one or more individuals. Then, the function of qualitative research in case study is to hasten a phenomenal investigation in its discourse through various references of information (Baxter and Jack, 2010, p. 544). Furthermore, Creswell (2012) asserts that in qualitative research we see different main objectives at each stage of the research process: exploring a problem and developing a detailed

understanding of a central phenomenon. In summary, a qualitative research along with its case study design was the form of this research.

3.2 Operational Definitions

The title of this study is Factors Affecting Students' Participation in EFL Speaking Classroom: A Case Study at SMA N 1 Gunung Megang. In order to avoid the possibility of misunderstanding about the terms in this research, the followings are brief explanation of the terms used in this study.

Students' participation is the form of students' involvement to demonstrate and develop their performance during learning activities. In this study, the students were asked to try engage themselves during classroom activity.

EFL Speaking classroom is a good place for students to upgrade their English speaking skills.

3.3 Participants of Study

The participants of this study were taken from one of the second grade classes at SMA N 1 Gunung Megang by using a purposeful sampling technique. Investigators are willing to choose place and individuals in order to have a deep understanding of the main real problem (Cresswel, 2012, p. 142). Additionally, Palinkas et al. (2013) state that a purposeful sampling is generally utilized for qualitative research in order to identify and choose a lot of information which is concerned with intended case. Thus, a purposeful sampling technique was used in this research.

Moreover, there were four teachers of English at SMA N 1 Gunung Megang. However, there was only one teacher of English who applied student-

centred method in teaching speaking namely the English teacher of class XI IPS I and XI IPS II. This information was gotten from one of the English teacher of class XI IPS I and II before my first teaching day to replace the teacher's position at that school. Then, I chose class XI IPS II to be observed and I selected four of them as the participants to be interviewed in this research through purposeful random sampling with lottery technique to select these samples randomly. The slips were put into a bowl in which the numbers were selected randomly as the samples.

3.4 Data Collection

In the data collection, there were two kinds of instruments utilized in this research namely classroom observation and students' interview.

3.4.1 Observation

Observation was a method of data collection which I utilized to observe a phenomenon which occurred in the field. Kawulich (2012) asserts that an observation is a method to gather data about people, process, and culture utilized in social sciences. Observation helps you to notify and guide you relationship with informant. Hasanah (2016) indicates that observation in qualitative research aims to test theories and hypotheses. Hence, observation was utilized in searching for information about the research problem in this study.

In accordance with this case, the subjects were the students at SMA N 1 Gunung Megang. Then, I observed the classroom directly and I became the passive participant which was not involved in the activities of the subjects' classroom. In the process of collecting the data, the observational checklists with

21 items in the form of statements were utilized related to the students' activities in the EFL speaking classroom in order to find out what factors which affected the students' participation in the English speaking classroom.

Then, the data about the activity of students in the EFL speaking classroom were collected through the classroom observations provided mostly in the instrument during collecting data about all kinds of the students' activity in the classroom. After that, I determined the situation of teaching learning process when the interaction in classroom occurred.

3.4.2 Students' Interview

Interview was another instrument used in this research to collect the data. It was data collection method in the form of a dialogue between interviewer and interviewee which talked about the findings of the observation. It can happen when an interviewer gives the interviewee enough speaking opportunity freedom (O'Keeffe et al., 2015, p. 8226). Then, Ary (2010) stated that an interview can provide information that cannot be obtained through observation which can be utilized to confirm the observation. Importantly, an interview was also used in this research in collecting the data.

Face to face interview was utilized with four participants in this study. Albalushi (2016) indicates that semi-structure interview is considered as a good medium for research interpretatively because they can help the researcher attain data of participants' perception deeply and make their experience and life story depends on the reality. Furthermore, the chosen students in the English classroom were interviewed. I conducted the interview after the observation. The interview

was used to know the factors which affected the students' participation in the EFL speaking classroom. In relation to this, there were 23 items in the form of questions related to what factors which affected the students' participation in the EFL speaking classroom. Essentially, the interviews were conducted to support the data obtained from the observations about the factors affected students' participation in the EFL speaking classroom.

3.5 Data Analysis

In analyzing the data, I applied a thematic analysis through following the six steps of data analysis from Cresswell (2014). Firstly, I collected the detailed data from observation (e.g., observation checklist and field notes) and interview (e.g., transcriptions or typed notes). I put the data into computer files and filed folder after transcribing the raw of data into text. Secondly, I began to code the data in by reading all the transcriptions and started coding the data concerned with the research question of this study. Lastly, I made a personal interpretation as the final summary about this research.

3.5.1 Analyzing the Factors Affect Students' Participation in EFL Speaking Classroom

In analyzing what factors which affected students' participation in the EFL speaking classroom. I analyzed the data obtained from classroom the observation and the interview by using the code lists.

In this classroom observation data analysis, I analyzed the factors which affected the students' participation in the EFL speaking classroom by comparing group one of the theme with preparing the codes list as the aspects of the students' participation. The codes list encompassed some aspects namely age or maturation constraints, aural medium, sociocultural factors, and affective factors. The meaning of data content on the table was I similarly transcribed the data from a descriptive notes and a checklist during observation obtained. Then, the analyzed results were qualitatively transformed into a description. Finally, I made a conclusion of what had been found.

Moreover, in analyzing the data from the interviews about the factors which affected the students' participation in the EFL speaking classroom, the recorded data from the interviews were prepared after conducting the interviews with the chosen participants as samples. Then, I transformed the recorded data from the interviews into a transcription. Afterwards, I made an interpretation about the result of the interview about what factors which affected the students' participation in the EFL speaking classroom.

3.6 Trustworthiness

In this study, I used a triangulation technique to enhance the data accuracy in this study. The validation of findings are related to how the researcher decided the accurate findings by using ways such as member checking or triangulation (Creswell, 2012, p.259). Heale and Forbes (2013) confirm that in qualitative data, triangulation can be utilized by researchers in collecting data in some ways from the same method. Then, Cohen et al. (2007) assert that there are six usable

technical steps namely investigator triangulation, theoretical triangulation, combined level of triangulation, time triangulation, methodological triangulation, and space triangulation. Therefore, I utilized the triangulation method to compare the data from one source with another. If the theme established was based on the converging several sources of data or perspectives from participants, this process was called as checking the validity of this study. In line with this study, two translators were asked to check the validity of this study as the form of triangulation technique.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents: (1) research findings, and (2) discussions.

4.1 Findings

There were some findings presented in this chapter. The research finding was related to the factors which affected the students' participation in the EFL speaking classrooms: A Case Study at SMA N 1 Gunung Megang. The data obtained from the observation and interview analyzed by using a thematic analysis were described as follows.

4.1.1 Factors Affecting the Students' Participation in the EFL Speaking Classroom

After analyzing the data gotten from the observation and interview, I discovered the factors which affected the students' participation in the EFL

speaking classrooms. The themes and codes gained from the analysis of qualitative data were listed in table 4.1.1.

Table 4.1.1 Themes and codes of the factors affecting students' participation in EFL speaking classroom

Themes	Sub-Themes	Codes
Pronunciation	-	A. Students did not comprehend how to pronounce English words correctly.
Prosodic Features	1. Intonation	A. Students' intonation was comprehensible
	2. Stress	A. Students did not understand stress in English B. Students did not have enough English oral exercise
	3. Phonological Nuances	A. Students did not understand how to produce the sound of English words correctly. B. Students utilized native language (Bahasa) in English speaking classrooms.

Listening and Speaking competences	1. Grammar	A. Students did not understand the grammar of English.
	2. Vocabulary	A. The students did not understand vocabulary in English and the students lacked vocabulary in English.
	3. Incomplete forms	A. Students did not understand what someone said. B. Students had a dependence upon teacher's stimuli in the ongoing speaking classroom.
	4. False Starts	A. Students did not have learning preparations in the English speaking classroom activity. B. Students needed a learning medium to get involved.
	5. The use of fillers	A. Students did not have speaking fluency.

Feedback	-	A. Students did not master English linguistic components. B. Students insufficiently paid attention to the teacher's explanation.
Peer Interaction	-	A. Students had worriedness in asking questions. B. Students infrequently opined in the speaking classrooms. C. Students were dependent on the learning source.
Self-Efficacy	-	A. Students did not have good argument appropriateness. B. Students needed the teacher's elicitation.
Private Speech	-	A. Students did not have good English speaking ability.
Emotion	-	A. Students had difficulty comprehending about the English materials. B. Students did not assert their opinion in detail.

Self-Esteem	-	A. Students had inadequate knowledge of English. B. Students did not have a confidence in speaking.
Empathy	-	A. Students did not think about the audience's comprehension.
Anxiety	-	A. Students were anxious and doubtful to speak.
Attitude	-	A. Students did not think about efforts to improve English speaking skills.
Motivation	-	A. Students did not participate actively in EFL speaking classrooms

The themes and codes formulated from the qualitative data as listed in the Table 4.1.1 were described in order to know the factors affecting students' participation in the EFL speaking classrooms. The factors affecting students' participation in the EFL speaking classroom encompassed pronunciation, prosodic features, listening and speaking competencies, feedback, peer interaction, self-efficacy, private speech, emotion, self-esteem, empathy, anxiety, attitude, and motivation. The descriptions were as follows.

4.1.1.1 Pronunciation.

Based on the data obtained from the observations and interviews, I got the information that pronunciation was one of the factors which affected the students' participation in the EFL speaking classrooms. It was because the students did not comprehend how to pronounce English words correctly.

The data obtained from the observations showed that the students did not comprehend how to pronounce English words correctly so that the students pronounced English words incorrectly. This case occurred when the students wanted to convey their ideas in English during the EFL speaking classrooms.

Subsequently, the data gotten from the interviews also revealed that a pronunciation was one of the factors which affected the students' participation in the EFL speaking classrooms. It was similarly because the students did not comprehend how to pronounce English words properly. This finding was expressed by some students during the ongoing interviews. The first student initially S expressed that *"Yeah, it is because every word of English has its own pronunciation. As a beginner of English, I have not been very familiar with how to pronounce them all correctly"* (Personal communication, April 17, 2020). The second student initially SP claimed that *"Because I have inadequate vocabulary and I do not know how to pronounce words in English. Then, I have never learnt English at home, my listening ability is not good, and my speaking skills are insufficient"* (Personal communication, April 19, 2020). The next student initially N claimed that *"Because I have not learnt and deepened how to pronounce the words properly"* (Personal communication, April 20, 2020). The last student initially JP claimed that *"It is because I inadequately learn English so that I have*

quiet less English comprehension about how to pronounce words of English and I do not even have an intention to learn English” (Personal communication, April 20, 2020).

4.1.1.2 Prosodic Features.

Based on the data obtained from the observations and interviews, I got the information that prosodic features were the next factor which affected the students’ participation in the EFL speaking classrooms because it was related to the three important linguistic components namely intonation, stress, and phonological nuances which were described below.

4.1.1.2.1 Intonation

The data obtained from the observations showed that the students did not have comprehensible intonation in speaking English in the EFL speaking classrooms. This problem was triggered by various factors such as speaking too quickly, slowly, and intermittently, stammering in speaking, and depending on what the students had during the ongoing EFL speaking classrooms.

In relation to this, the data I got from the interviews indicated that the students’ did not have a comprehensible intonation in speaking English. It was asserted by the interviewed students. The first student initially S said that *“It is because I only rely on what I have in mind while speaking without caring about how to utilize correct intonation in speaking. Otherwise, I have not been very familiar with English pronunciation”* (Personal communication, April 19, 2020). The second student initially SP asserted that *“I feel nervous speaking in front of*

my teacher and classmates” (Personal communication, April 19, 2020). The next student initially N said that *“I am too fast in conveying my idea”* (Personal communication, April 20, 2020). The last student initially JP mentioned that *“Because I have not comprehended intonation available in English”* (Personal communication, April 20, 2020).

4.1.1.2.2 Stress

The data obtained from the observations showed that the students did not understand stress in English and the students did not have enough English oral exercise. These were sustained by some factors such as the students’ speaking quickness and slowness, stammering in speaking, the students’ oral intermittence, and the students’ dependence upon their learning medium.

Based on the data obtained from the interview, I found two points. The first was the students did not understand stress in English as mentioned by some of the students. S explained that *“It is because I have never been taught how to pronounce words in English correctly. So, I insufficiently understand”* (Personal communication, April 19, 2020). Additionally, SP also claimed that *“Because I directly speak”* (Personal communication, April 19, 2020). The second was the students did not have enough English oral exercise. N explained that *“Because I rarely practice speaking English”* (Personal communication, April 20, 2020). JP added that *“Because I rarely learn English especially speaking”* (Personal communication, April 20, 2020).

4.1.1.2.3 Phonological Nuances.

The data resulted from the observations uncovered that the students did not understand how to produce the sounds of English words correctly and the students utilized their native language (Bahasa) in the EFL speaking classrooms. This case occurred when the students were willing to convey their opinion in English orally during the activities of ongoing speaking classrooms with incorrect pronunciation so that the students facilitated it with full-native language (Bahasa) in order to help the students convey ideas.

Based on the data I found out from the interviews disclosed that the students did not understand how to produce the sounds of English words correctly. The first student initially S expressed that *“I have never been taught how to pronounce words correctly in English during English speaking class. So, I insufficiently understand”* (Personal communication, April 19, 2020). The next student initially SP claimed that *“Because I have not already comprehended every sound of English”* (Personal communication, April 19, 2020). In line with it, N mentioned that *“Because I do not understand the meaning of words, massive grammar, and I do not know how to pronounce them correctly”* (Personal communication, April 20, 2020). JP also added that *“It is because I lack listening exercise to someone speaking English along with of English speaking exercise”* (Personal communication, April 20, 2020). Besides, the students utilized their native language (Bahasa) in the EFL speaking classrooms as mentioned by several students. S mentioned that *“Usually, I prefer not to say anything, get some help from anyone who knows, and use my mother tongue if it is urgent”* (Personal

communication, April 19, 2020). SP claimed that *“I speak Bahasa because I cannot speak English at all”* (Personal communication, April 19, 2020). JP said that *“no, I do not. I speak Bahasa”* (Personal communication, April 20, 2020). N also admitted that *“no, it is not. It is widely in Bahasa”* (Personal communication, April 20, 2020).

4.1.1.3 Listening and Speaking Competences

Based on the data obtained from the observations and interviews, I got the information that listening and speaking competences were also the factor which affected the students' participation in the EFL speaking classroom because it contained some paramount linguistic parts to be concerned with. They were grammar, vocabulary, incomplete forms, untrue beginning, and the use of fillers which were fully explained as follows.

4.1.1.3.1 Grammar.

The data obtained from the observations showed that the students did not master the grammar of English. This emerged when the students conveyed their opinion or recited a presentation in oral English. At that time, the students spoke with unstructured grammar of English during the activities of ongoing EFL speaking classrooms.

Subsequently, the data gotten from the interviews revealed that the students did not master the grammar of English. This was claimed by some students through the interviews. S mentioned that *“I still have insufficient grammar, I am not very familiar with present tense, past tense, and so on”*

(Personal communication, April 19, 2020). Afterwards, SP also claimed that *“Because I have not already understood grammar. It makes my grammar skills lacking”* (Personal communication, April 19, 2020). Then, N expressed that *“I do not understand English linguistic orders”* (Personal communication, April 20, 2020). JP also added that *“I do not understand grammar”* (Personal communication, April 20, 2020).

4.1.1.3.2 Vocabulary

The data obtained from the observation showed that the students did not understand vocabulary in English. It was because the students did not speak English with correct vocabulary. After that, the students lacked vocabulary in English. This problem emerged because the students spoke English with inappropriate vocabulary and the students were confused to say something when they forgot the particular words used while speaking.

The data obtained from interview also revealed two points that the students did not understand vocabulary and lack vocabulary in English. S said that *“Because as what I have just said that I still have inadequacy of vocabulary, grammars, and speaking exercise”* (Personal communication, April 19, 2020). The next student initially SP admitted that *“Because I have inadequate vocabulary and I do not know how to pronounce words in English. Then, I have never learnt English at home, my listening ability is not good, and my speaking skills is still in insufficiency”* (Personal communication, April 19, 2020). N confessed that *“It is difficult for me to understand vocabulary hehe (laughed)”* (Personal communication, April 20, 2020). The next student initially JP conveyed

that *“I think English is uneasy to comprehend and it has difficult vocabulary and grammar to understand”* (Personal communication, April 20, 2020).

4.1.1.3.3 Incomplete Forms

The data obtained from the observations showed that the students did not understand what someone said. It was because the students only listened to someone conveying ideas without any reaction to participate. Besides, the students had a dependence upon the teacher’s stimuli to participate in the EFL speaking classrooms. It was because some of the students reacted when the teacher called the students’ names, scored them whose involvement, and designated some of the students to opine randomly. These occurred during the process of learning activities in the EFL speaking classrooms.

Based on the data obtained from the interviews, I encountered two findings. The first was about the students who did not understand what someone said. A student initially S mentioned that *“Because I only listen when my classmate or teacher speaks without understanding what they are saying”* (Personal communication, April 19, 2020). The next student initially SP said that *“Because I rarely listen to someone speaking English”* (Personal communication, April 19, 2020). N also claimed that *“It is because I have not understood it”* (Personal communication, April 20, 2020). JP added that *“Because there are many words which I do not understand and infrequently be listened to”* (Personal communication, April 20, 2020). Next, the students had a dependence upon teacher’s stimuli in the ongoing speaking classrooms. A student initially S mentioned that *“I will try it when my teacher appoints me. However, I just listen*

to what is being discussed without it. It was because I do not understand it hehehe (laughed)” (Personal communication, April 19, 2020). N confessed that *“definitely I would, when my teacher does”* (Personal communication, April 20, 2020). Additionally, JP also informed me that *“Yes, I would. However, I cannot speak English”* (Personal communication, April 20, 2020).

4.1.1.3.4 False Starts.

The data obtained from the observations uncovered two things. They were the students who did not have learning preparations in the English speaking classroom activity and the students needed a learning medium to opine. These were triggered by some cases during the activity of speaking classrooms such as taking a time to think, conveying ideas with a sheet of paper, opening books to find answers, writing something before participating, and asking for questions after an allowance.

In relation to this, based on the data collected from the interviews, I also found out two things. The first was the students did not have learning preparations in the EFL speaking classrooms activity. This discovery was admitted by some of the interviewed students. A student initially S said that *“Because I just answer based on the input in my mind as long as it is presumably relevant with the materials discussed”* (Personal communication, April 19, 2020). Another student initially SP also asserted that *“Take a time to think. Because it helps me figure out what I say and my vocabularies are correct or not”* (Personal communication, April 19, 2020). The next was the students needed a learning medium to get involved. This problem was stated by some of the interviewed students. N

explained that *“I search for its answer first. It is because it is helping me to produce some appropriate answers”* (Personal communication, April 19, 2020).

JP added that *“I usually open an alphalink, dictionary or book, or ask my chair mate. It can help me convey my opinion easily”* (Personal communication, April 20, 2020).

4.1.1.3.5 The Use of Fillers

Based on the data obtained from the observations, I encountered that the students did not have a speaking fluency because the students utilized fillers too much when they tried to speak in English or in native language (Bahasa). The students frequently applied expressions such as uuuuh, emm, I think and so on when they were willing to convey ideas, to ask for questions, or to answer the audience’s questions.

The data from the interviews showed that the students did not have a speaking fluency. It was expressed by some of the interviewed students. S said that *“Because it can help me convey some ideas easily”* (Personal communication, April 19, 2020). The next student initially SP also explained that *“Because it is helping me to think or opine”* (Personal communication, April 19, 2020). Another student initially N mentioned that *“Because it is more helping me in speaking”* (Personal communication, April 20, 2020). JP also expressed that *“Because it is beneficial to recall previous materials which perhaps, is related to the discussed materials”* (Personal communication, April 20, 2020).

4.1.1.4 Feedback.

Based on the data obtained from the observations and interviews, I got the information that feedback was another factor which affected the students' participation in the EFL speaking classrooms. It was because the students did not master English linguistic components and the students insufficiently paid attention to the teacher's explanation.

The data obtained from the observations indicated that the students had not mastered English linguistic components and the students insufficiently paid attention to the teacher's explanation. These things were caused by the students' own activities such as making a chitchat when the teacher was explaining the materials, playing with their mobile phone while the teacher was correcting or improving the students' mistakes, and playing with their classmates throughout the ongoing activities in speaking classrooms.

In addition, the data gained from the interviews revealed two things. The first was the students did not master the English linguistic components. A student initially SP explained that "*My teacher usually corrects when I make mistakes directly. Then, there are many things which have to be put into my own work for my English progress*" (Personal communication, April 19, 2020). The next student initially N mentioned that "*She directly gives some comments to improve my mistakes in speaking. Then, because I have incorrect vocabulary, grammar, and inadequate fluency*" (Personal communication, April 20, 2020). Another student with initial JP said that "*My teacher directly improves my mistakes in speaking. Then, because I have not comprehended grammar, vocabulary, and English speaking fluency. This means I need to learn again*" (Personal

communication, April 20, 2020). The second was the students insufficiently paid attention to the teacher's explanation. As mentioned by one of the interviewed students initially S that "*My English teacher gives some suggestions and corrections to my oral performance along with what I am doing in English classrooms including my speaking materials*" (Personal communication, April 19, 2020).

4.1.1.5 Peer Interaction

Based on the data obtained from the observations and interviews, I discovered the information that peer interaction was the next factor which affected the students' participation in the EFL speaking classrooms. It was influenced by three aspects such as the students had worriedness in asking questions, the students infrequently opined in the English speaking classrooms, and the students did not understand the materials discussed.

The data taken from the observations showed that the students had a worriedness in asking questions, the students infrequently opined in the English speaking classrooms, and the students were dependent upon the learning source. These aspects were affected by some problems such as the students lacked a care for the audience's comprehension, the students' confusion to be asked, the students' uninteresting ideas, and the students did not understand the materials discussed.

The data obtained from the interviews represented three aspects. The first was the students had a worriedness in asking questions. As claimed by some interviewed students initially S that "*Because I am worried that they will ask for*

questions or make me confused and I do not understand the materials taught in class” (Personal communication, April 19, 2020). Then, JP explained that *“I directly convey my opinion without caring about whether my classmates can understand it or not”* (Personal communication, April 20, 2020). The second was the students infrequently opined in English speaking classrooms. SP mentioned that *“Because I rarely assert my argument”* (Personal communication, April 19, 2020). The last was the students did not understand the materials discussed. S said that *“Because I am worried that they will ask for questions or make me confused and I do not understand the materials taught in class”* (Personal communication, April 19, 2020). N supported that *“It is because I myself did not understand the materials”* (Personal communication, April 20, 2020).

4.1.1.6 Self-Efficacy

Based on the data obtained from the observations and interviews, I carried out the information that self-efficacy was also the factor which affected the students’ participation in the EFL speaking classrooms. It was prompted by two factors namely the students did not have an argument appropriateness and the students needed the teacher’s elicitation to speak.

The data acquired from the observations authenticated that the students did not have an argument appropriateness and the students needed the teacher’s elicitation to speak. The problems were triggered by the students’ nervousness and assumption of not being able to convey a perfect and precise opinion so that the teacher scored them whose involvement or even helped the students find some

answers. Those strategies were applied by the teacher in order to encourage the students to have any reactions in ongoing activities of the EFL speaking classrooms.

Afterwards, the data taken from the interviews also indicated that the first was the students did not have an argument appropriateness. An interviewed student initially S said that *“I am nervous. Then, I am afraid that my opinion is less appropriate”* (Personal communication, April 19, 2020). In line with this, SP expressed that *“It is nervous. Then, because my ideas are less appropriate”* (Personal communication, April 19, 2020). The next interviewee initially N admitted that *“I feel nervous. Then, because I am afraid of my incorrect answer”* (Personal communication, April 20, 2020). The last interviewee initially JP also explained that *“Nervous. Then, because I am afraid of not being able to answer”* (Personal communication, April 20, 2020). The second was the students needed the teacher’s elicitation to speak. One of the interviewees initially N conveyed that *“I feel nervous. Then, because I am afraid of my incorrect answer”* (Personal communication, April 20, 2020). Another interviewee initially JP also asserted that *“Nervous. Then, because I am afraid of not being able to answer”* (Personal communication, April 20, 2020).

4.1.1.7 Private Speech

Based on the data obtained from the observations and interviews, I got the information that private speech was one of the next factors which affected the students’ participation in the EFL speaking classrooms. It was because the students did not have a good English speaking ability.

The data generated from the observations revealed that the students did not have a good English speaking ability. This case was reflected by some symptoms which I encountered during the observations such as the students looked anxious and doubtful to be asked, the student took much time to answer the audience's question, the students were confused about what they said, and the students were silent when someone wanted more information about what was discussed about.

On the other hand, the data derived from the interviews also proved that the students did not have a good English speaking ability. As clarified by some of the interviewed students. The first interviewed student initially S conveyed that *"I think it is still inadequate. Then, because I infrequently speak English"* (Personal communication, April 19, 2020). The second interviewee initially SP mentioned that *"I realized that I need to learn harder for the improvement of my speaking ability. Then, because my vocabulary and grammar are still inadequate"* (Personal communication, April 19, 2020). The next interviewed student initially N said that *"I think it is not good yet. Then, because I still have many mistakes of vocabulary and insufficient grammar"* (Personal interview, April 20, 2020). The last interviewee initially JP asserted that *"It is not good already. Then, because I have not understood the materials in detail and I also have not comprehended the vocabulary available in the materials"* (Personal communication, April 20, 2020).

4.1.1.8 Emotion

Based on the data obtained from the observations and interviews, I gained the information that emotion was a factor which affected the students' participation in the EFL speaking classrooms. It brought about a couple of things

namely the students were difficult to comprehend the English materials and also the students did not assert their opinion in detail.

The data obtained from the observations revealed two points. The students had a difficulty comprehending the English materials and also the students did not assert their opinion in detail. These occurred because the students only repeated the information in the discussed passage, the students asserted their opinion without factual examples, and the students only answered what was asked by the audience.

Afterwards, the data I gained from the interviews also uncovered two points. The first was the students had difficulty comprehending the English materials. S claimed that *“Because the materials are still difficult to understand”* (Personal communication, April 19, 2020). After that, SP said that *“Because I am still confused about comprehending every material which will be discussed”* (Personal communication, April 19, 2020). N explained that *“Because hehehe (laughed), it is difficult for me to understand the materials.* (Personal communication, April 20, 2020). JP also added that *“Because according to my opinion, the materials are still difficult to understand”* (Personal communication, April 20, 2020). The second was the students did not assert their opinion in detail. S claimed that *“Because the materials are still difficult to understand”* (Personal communication, April 19, 2020). After that, SP said that *“Because I am still confused about comprehending every material which will be discussed”* (Personal communication, April 19, 2020). N explained that *“Because hehehe (laughed), it is difficult for me to understand the materials.* (Personal communication, April 20,

2020). JP also added that *“Because according to my opinion, the materials are still difficult to understand”* (Personal communication, April 20, 2020).

4.1.1.9 Self-Esteem

Based on the data obtained from the observations and interviews, I gained the information that self-esteem was a factor which affected the students' participation in the EFL speaking classrooms. It emanated because the students did not have adequate knowledge of English and the students did not have a confidence in speaking.

The data resulted from the observations exposed that students did not have adequate knowledge of English and the students did not have a confidence in speaking. These problems were portrayed by many factors such as the student spoke without looking at the audience so much, the students conveyed ideas shyly and focused on reading their brought medium, and the students looked doubtful to ask questions.

Furthermore, the data taken from the interviews also showed two things. They were students who did not have adequate knowledge of English. This was the same as what the interviewees conveyed. S confirmed that *“It still lacks so many things about English. Then, because of what I have just said I still have inadequacy of vocabulary, grammar, and speaking exercise”* (Personal communication, April 19, 2020). SP also informed me that *“According to my opinion, it is still inadequate which means I have to learn again and again. Then, there are still many aspects which I need to comprehend again in order to get in-*

depth understanding” (Personal communication, April 19, 2020). N said that “*I think it is not very good. Then, because I still have some mistakes of vocabulary, grammar, and lack of English speaking skills*” (Personal communication, April 20, 2020). Finally, JP also added that “*It is necessary for me to learn. Then, I still have lack of grammar, vocabulary, and English speaking exercise*” (Personal communication, April 20, 2020). The next was the students did not have confidence in speaking. S explained that “*It still lacks so many things about English. Then, because of what I have just said, I still have inadequacy of vocabulary, grammar, and speaking exercise*” (Personal communication, April 19, 2020). N supported that “*I think it is not very good. Then, because I still have some mistakes of vocabulary, grammar, and lack of English speaking skills*” (Personal communication, April 20, 2020). Finally, JP also added that “*It is necessary for me to learn. Then, I still have a lack of grammar, vocabulary, and English speaking exercise*” (Personal communication, April 20, 2020).

4.1.1.10 Empathy

In accordance with the data obtained from the observations and interviews, I found out the information that empathy was another factor which affected the students’ participation in the EFL speaking classrooms. It was because the students did not think about the audience’s comprehension.

The data gotten from the observations revealed that the students did not think about the audience’s comprehension. This finding emerged due to the students not making any good compromises with other members, the students

directly opined without comprehending what was asked by the askers, and the students would get involved when the teacher's encouragement was available during the activities of EFL speaking classrooms.

Additionally, based on the data gotten from the interviews, I encountered that the students did not think about the audience's comprehension. This reason was confirmed by some students. S confessed that "*Because I only focus on asserting my opinion*" (Personal communication, April 19, 2020). SP expressed that "*Because I only conveyed my opinion to classmates or teachers who teach in class*" (Personal communication, April 19, 2020). N supported that "*Because I only convey my opinion while speaking*" (Personal communication, April 20, 2020). JP added that "*Because I only focus on conveying my opinion*" (Personal communication, April 20, 2020).

4.1.1.11 Anxiety

According to the data obtained from the observations and interviews, I found out the information that anxiety was also involved as a factor which affected the students' participation in the EFL speaking classrooms. It happened because the students were anxious and also doubtful to speak.

The data taken from the observation indicated that the students were anxious to and also doubtful to speak. This factor occurred because the students stuttered when they found something which they did not understand such an

unfamiliarity of new words along with did not understand what they said, the students were intermittent and doubtful to speak, the students stammered while speaking in English speaking class, and the students looked around when they were asked for some questions, and the students conveyed their argument slowly, less clearly, and less enthusiastically.

Moreover, based on the data obtained from the interviews, I found out that the students were anxious and also doubtful to speak. It was in line with what the interviewed students admitted. The first student initially S said that *“I feel less confident. Then, because I am afraid of being commented on by my teacher, getting some mockery from my classmates, and so on”* (Personal communication, April 19, 2020). The second student initially SP confessed that *“I feel nervous. Then, because I am afraid of any mistakes of vocabularies and of lack of grammar”* (Personal communication, April 19, 2020). The next student initially N added that *“I feel afraid. Then, because I still utilize incorrect vocabulary, grammar, and I rarely speak English”* (Personal communication, April 20, 2020). The last student initially JP supported that *“Nervous. Then, because I am not getting myself accustomed to speaking English and my vocabulary is still a little”* (Personal communication, April 20, 2020).

4.1.1.12 Attitude

Based on the data obtained from the observations and interviews, I obtained the information that attitude was included as the factor which affected the students' participation in the EFL speaking classrooms. It was brought about

that the students had not already thought about efforts to improve their English speaking skills.

The data represented by the observations showed that the students did not think about efforts to improve their English speaking skills. This was caused by various factors such as the students preferred to speak in native language (Bahasa) along with its other errors, the students spoke fluently by reading a sheet of paper, the students did not speak with confidence, correct pronunciation, much intermittence, hesitation, seriousness, and disorganized intonation, the students utilized fillers in speaking too much, and the students liked to make some jokes.

Then, the data obtained from the interview confirmed that the students did not think about efforts to improve their English speaking skills. S said that *“I think I have to study harder to improve it. No, I have not”* (Personal communication, April 19, 2020). SP confessed that *“Yaa, perhaps I have to be more diligent to study at home such as opening a book and so on..... hehehe* (laughed). *Then, I think I have not now”* (Personal communication, April 19, 2020). N added that *“I have to study at home or at school seriously. Then, no I have not. It is because I do not know how to accelerate it”* (Personal communication, April 20, 2020). Additionally, JP supported that *“Maybe I have to read English books and add vocabulary more seriously. Then, no because I have not intended to improve it”* (Personal communication, April 20, 2020).

4.1.1.13 Motivation

Based on the data obtained from the observations and interviews, I obtained the information that motivation was the last factor which affected the students’

participation in the EFL speaking classrooms. It was because the students did not participate actively in the EFL speaking classrooms.

The data obtained from the observations uncovered that the students did not participate actively in the EFL speaking classrooms. This happened because the students did not take much action during the EFL speaking classrooms such as asking for questions, answering and supporting someone's questions, or responding to assumptions emerging in the speaking classrooms. Subsequently, there were only a few students who tried to engage themselves during the ongoing EFL speaking classrooms which were encouraged by the teacher's stimuli.

Furthermore, based on the data from the interviews, I got the same information as the data obtained from the observations that the students did not get involved actively in the EFL speaking classrooms. This finding was conveyed by some of the students during the interviews. The first student initially S said that *"Because I still have inadequate grammar, vocabulary, and speaking performance"* (Personal communication, April 19, 2020). The second student initially SP mentioned that *"Because I still have insufficient speaking skills, vocabulary, and much nervousness"* (Personal communication, April 19, 2020). The next student initially N added that *"It is because I have not really understood the materials. Then, my English knowledge is not very enough"* (Personal communication, April 20, 2020). The last student with the initial JP supported that *"Because I seldom speak English, my vocabulary is still inadequate, I have not really comprehended grammar, and I am less interested in English"* (Personal communication, April 20, 2020).

4.2 Discussions

After analyzing the data by using a thematic analysis, I found that there were significant factors which affected the students' participation in the EFL speaking classrooms. Those consisted of (a) pronunciation, (b) prosodic features which covered intonation, stress, and phonological nuances, (c) listening and speaking competences which encompassed grammar, vocabulary, incomplete

forms, untrue beginning, and the use of fillers, (d) feedback, (e) peer interaction, (f) self-efficacy, (g) private speech, (h) emotion, (i) self-esteem, (j) empathy, (k) anxiety, (l) attitude, and (m) motivation. Therefore, the explanation of the factors were described as following in order to know further much information about them.

The first factor was pronunciation. The emergence of this factor was due to the students not comprehend how to pronounce English words correctly. Gilakjani and Sabouri (2016) found that the students cannot interact smoothly and effectively without a nice familiarity of how to pronounce English words correctly. Therefore, teaching pronunciation is a very beneficial strategy to supply them some knowledge of good English pronunciation. Additionally, Marza (2014) discovered that the students need to have a good comprehension about pronunciation because it can prohibit the acceleration of an interaction without it. Pointedly, the students' comprehension about the pronunciation could influence the students' participation in the EFL speaking classrooms.

The second factor was prosodic features. This factor contained three elements of English linguistic knowledge namely intonation, stress, and phonological nuances. In relation to these elements, the result of this study related to intonation exposed that the students' intonation was incomprehensible in speaking English. According to Yangklang (2013), an uninteresting interaction can be generated if someone speaks with error intonation. Therefore, a clear

intonation has to be given more attention in speaking. Dieu (2015) discovered that a tutor need to think about how to infuse the knowledge of intonation to the students in rhythm because there are only some students who can understand the information conveyed in a communication well. Therefore, the unclear intonation had a contribution for the prosodic feature to affect the students' participation in the EFL speaking classrooms.

The finding about stress indicated that the students did not understand the stress available in English. Dieu (2015) discovered that a tutor needs to think about further strategy in order to infuse the skills of intonation to the students correctly based on the English words stress in rhythm because there are only some students who could master it. Additionally, Al-Syamayleh (2014) stated that most learners find it difficult to comprehend stress and tone. Therefore, the learners need to strive hard to make it perfect. Thus, the stress also could distribute the prosodic feature to affect the students' participation in the EFL speaking classrooms.

Accordingly, the finding related to stress also indicated that the students also did not have enough English oral exercise. This finding was supported by Hamouda (2013), the insufficiency of English oral exercise is a problem which can hinder the learners to get involved in EFL speaking classroom. Then, Abebe and Deneke (2014) found that the students' English oral exercise inadequacy is a distributive case which hinders them in an English classroom participation. It

could be concluded that the stress also distributed the prosodic features in affecting the students' participation in the EFL speaking classrooms.

Furthermore, the result related to the phonological nuances proved that the students did not understand how to produce the sound of English words correctly. A study conducted by Kosasih (2017) indicated that when the students are confronted in pronouncing English words with unavailable phonemes in Indonesian, this makes them tend to use their native language phonemic system so that they cannot sound the words of English properly. Then, Renaldi et al. (2016) concluded that the students still do not understand a discussion about phonology. In consequence, it is necessary for the instructors to give it more attention during the process of learning and teaching English. In the sense that, the phonological nuances were influential to the prosodic feature in affecting the students' participation in the EFL speaking classrooms.

The next finding about phonological nuances also revealed that the students utilized native language (Bahasa) in the English speaking classrooms. As claimed by Suliman (2014), it is obvious that the existence of a native language's interference and other contributing aspects can interrupt the students in mastering English language so that the students hardly increase their oral ability for communication. In addition, a study conducted by Al-Hosni (2014) revealed that there are some problems which hinder the students from English speaking namely limited vocabulary, limited grammar skills, and the interference of native language. In conclusion, the phonological nuances was another influential

component of the prosodic features in affecting the students' participation in the EFL speaking classrooms.

The third factor was listening and speaking competences. This factor consisted of four linguistic communicational components namely grammar, vocabulary, incomplete forms, false starts, and the use of fillers. In connection to the elements, the result of this study about grammar revealed that the students did not understand the grammar of English. Al-Hosni (2014) found that the students are still difficult to express their ideas because they do not know how to construct good sentences in English even though the teacher had continually provided much time to teach grammar. Hadijah (2014) has revealed that the students' insufficient knowledge of pronunciation, grammar, vocabulary, fluency, and comprehension are the factors which hinder them to convey their ideas orally in English class. Essentially, the students' limited comprehension about English linguistic order could affect the students' participation in the EFL speaking classrooms.

The result of this study about vocabulary uncovered that the students did not understand vocabulary in English and lacked vocabulary in English. Hadijah (2014) has discovered that the students' limited insight of pronunciation, grammar, mental lexicon, fluency, and understanding are the obstacles to convey their ideas orally in English class. Additionally, a study conducted by Al-Hosni (2014) revealed that there are some problems which hinder the students from English speaking namely limited vocabulary, limited grammar skills, and the interference of native language. Therefore, students' limited knowledge and

insufficiency of vocabulary in English was the part of speaking and listening ability which affected the students' participation in EFL speaking classroom.

The next outcome of this research concerned with the incomplete forms uncovered that the students did not understand what someone said. In line with this Leong and Ahmadi (2017) found that the learners do not participate in what is being discussed if they are unable to comprehend it. Therefore, it is necessary for them to have a good listening ability to engage themselves in a smooth communication. Davis et al. (2013) revealed that the students have a difficulty understanding English. Therefore, this language is necessary to use as a medium for instruction. Clearly, the incomplete forms could also make listening and speaking competences affect the students' participation in the EFL speaking classrooms.

Afterwards, the students had a dependence upon stimuli in the ongoing speaking classrooms. A study stated by Abdullah and Mahbob (2012) that based on the academic field, students are still less active to get involved in the classroom because of the teacher's encouragements and strategies. Sadykova et al. (2014) have found that the purpose of learning a foreign language in practice is to establish the abilities of speaking and writing in order for the necessity of cognitive and communicative needs. Additionally, Hamad (2013) discovered that one of the negative factors which affects the students' speaking skills is when the teacher stimulates the students to respond in English language. Therefore, a teacher has to influence and stimulate the students' motivation during learning activities. In conclusion, the incomplete forms could make the listening and

speaking competences affect the students' participation in the EFL speaking classroom.

Another finding related to false starts indicated that the students did not have a learning preparation in the English speaking classroom activity. A study conducted by Hamouda (2013) revealed that the inadequacy of learning preparation is a factor which generates the students' silence to get involved in English speaking class. Cirocki and Retnaningsih (2019) supported that the students are not very ready to set learning purposes and determine learning materials for class or homework related to the educational system in Indonesia. Therefore, it is good for students to plan in English course first. Thus, the insufficiency of learning preparation could make the listening and speaking competences affect the students' participation in the EFL speaking classroom.

The next was students needed a learning medium to get involved. A study conducted by Mushtaq and Khan (2012) indicated that a learning facility has 16 % difference for learning performance. This means that there is a relationship between leaning facility and learning achievement. Then, Tuan and Mai (2015) have discovered that the students' speaking performance mostly is incorrect because they are confused about the grammar and words during speaking and they also frequently focus on reading their book. Pointedly, the students' need in the learning medium could also make the listening and speaking competences affect the students' participation in the EFL speaking classrooms.

The last result of this investigation regarding the use of fillers discovered that the students did not have a speaking fluency. Suchona and Shorna (2019)

have found that even though the students are excited to be in English speaking class because of the teacher's feedback. However, they still cannot communicate well in English because of the communicative fluency and accuracy. Hamad (2013) has also encountered that inability of the students' English speaking fluency is one of problems in English speaking. In addition, Hamouda (2013) revealed that many of the participants are too lazy to get involved in the speaking classrooms because they cannot answer quickly and fluently. It could be concluded that the speaking fluency distributed the use of fillers as a factor which affected the students' participation in the EFL speaking classrooms.

The fourth factor was feedback. It was because the students did not master English linguistic components. According to Leong and Ahmadi (2017), the linguistic components can generate problems for non-native users of English because those aspects are confusing the production of English words if people do not master it. Heriansyah (2012) supported that if the students do not master some linguistic aspects such as the insufficiency of vocabulary, grammar, speaking, pronunciation and confidence, and the difficulty of expressing sentences, this can hinder the students from oral interaction. Thus, English linguistic components could encourage the feedback to affect the students' participation in the EFL speaking classrooms.

The students insufficiently paid attention to the teacher's explanation. A study conducted by Al-Eideh et al. (2016) showed that many students do not pay attention in a good way during English speaking class. Likewise, Cicecki and

Sadik (2019) have shown that the teachers perceived that having the learners' good attention as a disciplinary problem frequently occurring during a lesson in a classroom. Therefore, there must be some intervention to have it back. Aryanti (2016) has also found that the students do not pay attention in the English speaking classroom and they are busily doing other things such as playing with their cell phone. In the sense that, the students' insufficient attention could impact the feedback to affect the students' participation in the EFL speaking classrooms.

The fifth factor was peer interaction. It occurred because the students were worried about asking questions. Hamouda (2013) discovered that the students have a problem in asking or answering questions during class because they are worried about making any mistakes in English classroom. Aryanti (2016) has also found that a psychological problem which hinders the students not to ask questions in English speaking class such as being worried about making mistakes causes them to be silent. It can be concluded that the students' worriedness in the peer interaction could affect the students' participation in the EFL speaking classrooms.

The students infrequently opined in the English speaking classrooms. A study conducted by Abda (2017) revealed that the students' inactive involvement in English speaking activities is sustained by infrequency of asking and answering questions, talking to partners, conducting a debate, making a long speech, expressing an opinion, and giving a direction. Leong and Ahmadi (2017) have found that the students frequently lose ideas. Consequently, they infrequently express something in English speaking class. In conclusion, the students' lack of

opening in English classrooms was another cause of the peer interaction which affected the students' participation in the EFL speaking classrooms.

The students did not understand the materials discussed. According to Goktepe (2013), various challenges encountered by students in EFL speaking class are because of many things such as inadequate linguistic knowledge, the used methods, the discussed materials, and also considerable, effective, and personal aspects. Afterwards, Nguyen et al. (2014) have also found that the students do not understand the materials discussed in EFL speaking class because the tutor sometimes does not explain the materials clearly. Additionally, Juniati (2018) has found that the students mostly are silent in class because of low competence, lack of understanding about the discussed topics, vocabularies, motivation, and speaking chance. In summary, the peer interaction was hindered when the learners did not understand the materials for participation in the EFL speaking classrooms.

The sixth factor was self-efficacy. This occurred due to the students not have a good argument appropriateness. A research conducted by Hamouda (2013) has disclosed that there were 41.51 % of reluctant students to opine because they were doubtful for the best answers. Abebe and Deneke (2015) also encountered that 56.3 % of students did not want to speak such answering questions in class because of their fear and inappropriate answers. Essentially, the students' less appropriate assumption in class could distribute the self-efficacy to influence the students' participation in the EFL speaking classrooms.

The students needed the teacher's elicitation to speak. Ayouni et al. (2018) found that an elicitation is a significant and influential thing to rescue the students for upgrading their speaking performance. Therefore, the instructors should be aware of how to figure out and apply various kinds of elicitation in class. Additionally, an important aspect in classroom interaction is the way of how the teachers elicit students' participation in class. It is because an elicitation will determine students' response to promote language learning (Almohizea, 2018, p.53). Hence, the teacher's elicitation was an influential component in the self-efficacy to affect the students' participation in EFL speaking classrooms.

The seventh factor was private speech. This was because the students did not have a good English speaking ability. A research conducted by Abebe and Deneke (2015) showed that the students are shamed to participate in English speaking because of not being able to respond correctly and to speak with complete sentences. Aryanti (2016) has also found that the students' hindrance in English speaking is generated by incorrect pronunciation, limited vocabulary, a difficulty materials understanding, along with their incomprehensible and influent speaking performance as the result. So, the students' inadequate speaking ability emerged from the private speech in order to affect the students' participation in the EFL speaking classrooms.

The eighth factor was emotion. This factor happened because of two points namely the students had a difficulty comprehending about the English materials. Tuyen and Loan (2019) have encountered problems that the students have problems communicating in the English speaking class such as

understanding tasks given, teacher's manner, learnt topics, and the teachers' corrections. Juniati (2018) also has found that the students mostly are silent in class because of low competence, lack of understanding the topics of materials discussed, vocabularies, motivation, and speaking chance. Additionally, Aryanti (2016) has found that the students' hindrance in English speaking is generated by incorrect pronunciation, limited vocabulary, difficulties in understanding materials, along with their incomprehensible and influent speaking performance as the result. Thus, the students' difficulty in comprehending the materials was the factor of emotion which affected the students' participation in the EFL speaking classrooms.

The students did not assert their opinion in detail. Abda (2017) found that the classmates laugh when someone tries to opine supports errors and mistakes so that it does not enable the students to convey opinion smoothly. Then, Hamouda (2013) also encountered that more than 55.97 % of students were nervous to participate in English classroom orally due to the fact that they could not speak with the linguistic orders completely. In addition, a research conducted by Abebe and Deneke (2015) showed that the students are shamed to participate in the English speaking classrooms because of not being able to respond correctly and to speak with complete sentences. In the sense that the absence of students' detailed thoughts was the next factor emerging from the emotion which affected the students' participation in the EFL speaking classrooms.

The ninth factor was self-esteem. This factor was influenced by two things. The first was the students had inadequate knowledge of English. Souriyavongsa et al. (2013) have disclosed that the students mostly do not have adequate knowledge of English such in the provided curriculum when they learned it in the first year of low secondary school. A study conducted by Abda (2017) uncovered that the majority of students do not have self-confidence in speaking English and do not participate in speaking activities because of inadequate knowledge of English. Pointedly, the insufficiency of English knowledge originated from the self-esteem in affecting the students' participation in the EFL speaking classrooms.

The second was the students did not have a speaking confidence. According to Hamouda (2013), there are some factors hindering the students to speak in English class such as the insufficiency of English skills, speaking confidence, anxiety, cultural beliefs, and a fear of losing face. Souriyavongsa et al. (2013) have disclosed that the students mostly do not have an oral confidence because of being afraid of making mistakes. Clearly, the absence of students' confidence to speak was another thing which influenced the students' participation in the EFL speaking classrooms.

The tenth factor was empathy. It was because the students did not think about the audience's comprehension. According to Leong and Ahmadi (2017), the students are unable to reply if the others cannot understand what is asserted because of listening ability. Therefore, every student has to make their classmates understand while speaking in the EFL speaking classrooms. Additionally,

Gilakjani and Sabouri (2016) mentioned that if the speakers speak too quickly, other students are tough to understand words used in the second language. It could be concluded that another factor coming from the empathy to affect the students' participation in the EFL speaking classrooms was the students did not care about the audience's understanding.

The next factor was anxiety. It was due to the students being anxious and doubtful to speak English. In line with it, a study conducted by Khaleghi (2016) found that the main affective factors of students' low participation in EFL oral classroom consist of lack of self-confidence, shame, anxiety, involvement, and so on. Hamouda (2013) revealed that 54.72 % of the students feel worried because they could not speak English well in which this problem encourages their teacher to get a bad impression with their oral performance. Obviously, the students' anxiety in speaking was the next factor which affected the students' participation in the EFL speaking classrooms.

Another factor was attitude. It was due to the fact that the students did not think about efforts to improve their English speaking skills. A study conducted by Hanifa et al. (2016) have revealed that the learners have not thought about the sufficient method to upgrade their oral abilities. Likewise, a study conducted by Heriansya (2012) revealed that one of problems faced by students in increasing their communicative competence is the efforts of its development. Thus, the students' endeavours to improve the oral skills limitedness was a part of the attitude which affected the students' participation in the EFL speaking classrooms.

The last factor was motivation. It was because the students did not participate actively in EFL speaking classrooms. A study conducted by Abda (2017) uncovered that the majority of students do not have an English speaking self-confidence and do not participate in speaking activities because of their English knowledge inadequacy. Additionally, Abebe and Deneke (2015) showed that the students were shy to participate in English speaking classroom because they could not respond correctly. Obviously, the students' inactive involvement was a fundamental factor of the motivation which could affect the students' participation in the EFL speaking classrooms.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explained the conclusion of all the results gathered through the findings. Then, I also presented the suggestions that were expected to be useful for the teachers, students and other future researchers.

5.1 Conclusions

The factors which affected the students' participation in the EFL speaking classrooms at SMA N 1 Gunung Megang consisted of thirteen factors namely (a) pronunciation, this was because the students did not comprehend how to pronounce English words correctly. (b) Prosodic feature which covered intonation, stress, and phonological nuances. This factor emerged because the students' intonation was incomprehensible in speaking English. After that, the students did not understand stress in English along with without sufficient English oral practice. Then, the students did not understand how to produce the sound of English words correctly and the students utilized native language (Bahasa) in English speaking classroom. (c) Listening and speaking competences which contained grammar, vocabulary, incomplete forms, false starts, and the use of fillers. The problems related to this factor were sustained by some cases such as the students did not understand the grammar of English, the students did not understand vocabulary in English and they lacked vocabulary in English, the students did not understand what someone said and they had a dependence upon

stimuli in the ongoing speaking classroom, the students did not have a learning preparation in the English speaking classroom activity and the students needed a learning medium to get involved, and the students did not have a speaking fluency. (d) Feedback, this factor was triggered by a couple of cases such as the students did not master English linguistic components and the students insufficiently paid attention to the teacher's explanation. (e) Peer interaction, this factor emerged because the students had worriedness in asking questions, the students infrequently opined in English speaking classroom, and the students did not understand the materials discussed. (f) Self-efficacy, this factor was also triggered by two things namely the students did not have a good argument appropriateness and the students needed the teacher's elicitation to speak. (g) Private speech, this factor happened because the students did not have a good English speaking ability. (h) Emotion, the background of this factor was engendered by two things such as the students had difficulties comprehending English materials and the students did not assert their opinion as well. (i) Self-esteem, the backgrounds of this factor were the students had inadequate knowledge of English as well as the students did not have confidence in speaking. (j) Empathy, this factor was resulted from the students did not think about the audience's comprehension. (k) Anxiety, this factor was generated because the students were anxious and doubtful to speak English. (l) Attitude, this was the next factor sustained by a problem. It was the students did not think about the endeavors to improve their English speaking skills. (m) Motivation, this was the last factor which affected the students' participation in EFL speaking classroom

resulted because the students did not actively participate in EFL speaking classroom.

5.2 Suggestions

According to the conclusion described above, I would like to convey some suggestions that it is important to criticize and pay much attention to the factors which affected the students' participation in the EFL speaking classrooms. In this context, my suggestions are oriented to the students, the teachers, and other next future researchers.

By knowing the factors affecting the students' participation in the EFL speaking classrooms. I hope the students can realize that the presence of participation in the EFL speaking classrooms is an important necessity for their speaking development. Therefore, the students need to encourage themselves to be more active in getting involved during the EFL speaking classrooms.

Next, I expect that the present study can give the teachers some beneficial information so that they can apply some effective strategies to make the students more brave and active in taking part in the EFL speaking classrooms. It is because their participation has a good influence in improving their English speaking ability. Besides, their involvement in English speaking classroom can also enrich their insights about English.

Finally, I hope that the present study can be useful for the next future researchers who are interested to excavate more information about factors affecting the students' participation in the EFL speaking classrooms.

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