

CHAPTER I

INTRODUCTION

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

1.1 Background

English becomes the dominant language, which has three status in some countries. Those are: first language, official language and unofficial language. Crystal (2003) explains that English has a role as mother tongue which English is the first language learned by people. In several countries such as USA, Britan,Cannada, New zealand and Irreland. English is also recognized as an official language is some countries. Some countries English has a status as unofficial language including in Indonesia. In Addtion, Crystal (2003) argues that English is the most widely thought as a foreign language in the school, eventhough this language has no official status. It can be concluded that English has been used by many countries in the world both of official and unofficially.

As unofficial language, English leads the important role in Indonesia Education system. One of roles, English becomes one of the compulsory subjects in indonesia's educational system (Marzulina et al, 2018). Next, English is thaught as the subject in the classroom in the most school stages. English subject is an obligation for students in all levels, namely elementary school, junior high school, and senior high school (Lie, 2007). Then, there are many universities that provide English as one of the study program. The last one, the importance can be seen from a large proportion of scientific papers published in all subjects are in

English (Lauder, 2008) thus, there are four roles of English that show the important roles of English in Indonesian educational system.

Considering the important roles of English in Indonesian educational system, there are four skills that must be mastered by learners those are speaking, writing, listening, reading. Based on those skills, I focused on speaking skill. Speaking is one of the most important skill in language learning. In speaking, people can convey information, ideas and maintain social relationship by communicating with others. In addition, a large percentage of the world's language learners study English in order to be able to communicate fluently. In fact, more than two billion people use English to communicate (British Council, 2006). Some people often think that the ability to speak a language is the product of language learning. In short, speaking should be learned by students in Indonesia.

Based on the explanation above, reticence can be a big problem when students want to apply English in real their conversation. According to Keaten and Kelly (2000) reticence is phenomenon when people avoid communication because they believe they will lose more by talking than by remaining silent. Then, Li and Liu (2011) claim reticent individual tend to avoid communication in social and public contexts, particularly novel situations that have the potential for negative evaluation. In short, the big problem when students apply English in their real communication called reticence.

Based on my preliminary study, students' reticence happened to university students in Indonesia. I found the university students in Indonesia

had high reticence in English. Related to this statement, EFL students at State Islamic University of Raden Fatah Palembang had a problem in reticence. Those facts can be proven by the preliminary study conducted. I interviewed the students of English Education Study Program about their speaking skill. It can be concluded that EFL students of Islamic State University of Raden Fatah Palembang had a problem in reticence in the classroom.

In EFL classroom emerge as problematic because it is not competent with the language learning and teaching. Abdullah, Bakar, and Mahbob (2012) state that students are encouraged to actively participate in classroom whereas reticence influences students' oral passivity and make many of them reluctant to speak up. According to Riasati and Javad (2014) modern language pedagogy attaches great importance to communication and training individuals who will eventually be able to use their language for communicative purposes not only in structure grammar. In fact, the goal of language teaching and learning is to encourage learners to use the language for meaningful and effective communication, not only inside, but also outside the classroom.

Based on my research, "Students' Reticence in EFL Classroom: An Investigation of the Second Semester of State Islamic University Raden Fatah Palembang". This study was aimed at finding out what were the causes of students' reticence in EFL classroom and what were the lecturer's strategies to cope with the students' reticence in EFL classroom of the State Islamic University Raden Fatah Palembang.

It is addition, this research reticence knowledge can help people to understand about reticence and can improve students' speaking English ability because the students know the causes of their reticence and also the way to cope their reticence in the class. Therefore, I conducted a research with the title "Students' Reticence in EFL Classroom: An Investigation of the Second Semester of State Islamic University Raden Fatah Palembang".

1.2 Problems of the Study

Based on the background, the research problems are formulated in the following questions:

1. What were the causes of students' reticence in EFL classroom of the State Islamic University Raden Fatah Palembang?
2. What were the lecturer's strategies to cope with the students' reticence in EFL classroom of the State Islamic University Raden Fatah Palembang?

1.3 Objectives of the Study

In accordance with the problems above, the objectives of this study are:

1. To find out the causes of students' reticence in EFL classroom of the second semester students of State Islamic University Raden Fatah Palembang?
2. To find out the lecturer's strategies to cope with the students' reticence in EFL classroom of the second semester students of State Islamic University Raden Fatah Palembang?

1.4 The Significance of the study

This study is expected to be a useful information for teachers in EFL classrooms, especially for lecturers of English who teach at the second semester of State Islamic University Raden Fatah Palembang, it can help them in encouraging reticent students to communicate, to talk and to interact with their lecturer or with their classmates. To the English Education Study Program students, this study are expected to give valuable information for them that will make them can improve their academic performance and become actively in the class. I hope to other researcher, it will be beneficial as the reference for conducting another research especially in relation to reticence. In brief, this study can develop my understanding in reticence and can do better research in the next research.