

**A STUDY OF ENGLISH MAJOR STUDENTS' RETICENCE TO  
PARTICIPATE IN ONLINE SPEAKING CLASSES AT A PRIVATE  
UNIVERSITY IN INDONESIA**

SKRIPSI



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FACULTY OF EDUCATION AND HUMANITIES  
UNIVERSITAS KRISTEN DUTA WACANA**

**2024**

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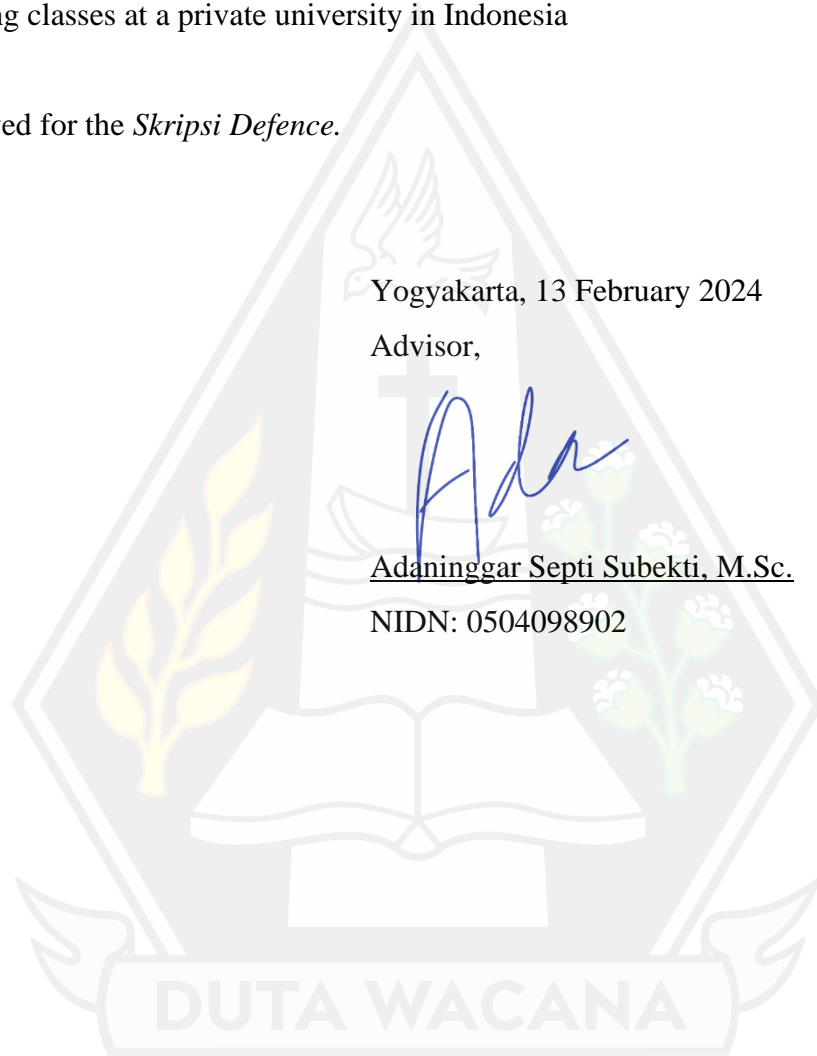
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## STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work from other people or the part of other people, except those cited in the quotations and references, as befitting a scientific work.

Yogyakarta, 12 February 2024

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Yogyakarta, 2024

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## TABLE OF CONTENTS

FRONT COVER.....	i
INNER COVER.....	ii
APPROVAL PAGE.....	iii
Declare Acceptable .....	iv
STATEMENT OF ORIGINALITY.....	v
Acknowledgement .....	vi
TABLE OF CONTENTS.....	vii – viii
LIST OF TABLES.....	ix
LIST OF FIGURES .....	x
Abstract.....	xi
<i>Intisari</i> .....	xii
CHAPTER 1 INTRODUCTION.....	1
A. Research Background.....	1
B. Research Question.....	4
C. Research Objectives .....	4
D. Research Benefits.....	5
CHAPTER II LITERATURE REVIEW .....	6
A. The Types of Student Engagement in Online Classes .....	6
B. Learner view on factors contributing to reticence in online English foreign classes	9
C. Strategies to reduce learners' reticence to participating in online English foreign class	11



CHAPTER III METHOD .....	13
A. Research Design.....	13
B. Research Participants .....	15
C. Research Instruments .....	17
D. Data Collection and Data Analysis .....	18
E. Ethical Consideration .....	21
F. Sequence of Data Collection and Data Analysis .....	22
CHAPTER IV FINNDINGS AND DISCUSSION .....	23
Research question 1.....	23-31
Research question 2.....	32-35
Research question 3.....	35-39
CHAPTER V CONCLUSION.....	40
A. Summary .....	40
B. Implications and contributions.....	41
C. Limitations.....	41-42
D. Future studies .....	42
REFERENCES .....	43
APPENDICES .....	49

## LIST OF TABLES

Table 1. Time of Observation One and Observation Two.....	15
Table 2. The Description of the Data from The Participants.....	17
Table 3. Time of Online Interview Online.....	19



**LIST OF FIGURES**

Figure 1. The sequence of data collection and data analysis .....22



## Abstract

Adiatma, Sanda Putri, 2024. *A study of English majors' reticences to participate in online speaking classes at a private university in Indonesia*. (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

This study aims to look deeper into the phenomenon of reticence in online speaking classes (online public speaking classes) from students from one of the private universities in Indonesia. The method used in this research is qualitative through observation and interviews, and then the final results are analyzed using thematic analysis. Four students from the online public speaking class and two lecturers from online speaking classes (online public speaking class and online speaking for academic purposes class) are participants. The findings of this study from the first online observation show two types of behavioral engagement and one type of cognitive engagement. In the second online observation, there is one type of student engagement in class in the form of behavioral engagement. The results of interviews with students about the factors that cause student reticence are lack of confidence and feelings of embarrassment, while the results of interviews with lecturers about the lecturer's strategy to reduce reticence: forming discussion groups and then providing support to students. In addition, with this study, it can be found the type of student participation or student engagement in online speaking classes, factors causing reticence, and strategies to reduce student reticence.

**Keywords:** Reticence, the type of student participation or student engagement in online speaking class, factors causing reticence, strategies to reduce student reticence.

## ***Intisari***

*Penelitian ini bertujuan untuk melihat lebih dalam mengenai fenomena keengganan dalam kelas berbicara secara online (kelas public speaking online) dari mahasiswa di salah satu universitas swasta di Indonesia. Metode yang digunakan dalam penelitian ini adalah kualitatif melalui observasi dan wawancara, dan kemudian hasil akhirnya dianalisis menggunakan analisis tematik. Empat mahasiswa dari kelas public speaking online dan dua dosen dari kelas speaking online (kelas public speaking online dan kelas speaking online untuk tujuan akademik) menjadi partisipan. Temuan dari penelitian ini dari observasi online pertama menunjukkan dua jenis keterlibatan perilaku dan satu jenis keterlibatan kognitif. Pada observasi online kedua, terdapat satu jenis keterlibatan mahasiswa di kelas berupa keterlibatan perilaku. Hasil wawancara dengan mahasiswa tentang faktor penyebab keengganan mahasiswa adalah kurang percaya diri dan perasaan malu, sedangkan hasil wawancara dengan dosen tentang strategi dosen untuk mengurangi keengganan yaitu dengan membentuk kelompok diskusi kemudian memberikan dukungan kepada mahasiswa. Selain itu, dengan adanya penelitian ini, dapat diketahui tipe partisipasi mahasiswa atau keterlibatan mahasiswa dalam kelas speaking online, faktor penyebab keengganan, dan strategi untuk mengurangi keengganan mahasiswa.*

***Kata kunci:*** *Keengganan, tipe partisipasi mahasiswa atau keterlibatan mahasiswa dalam kelas speaking online, faktor penyebab keengganan, strategi mengurangi keengganan mahasiswa.*



# CHAPTER 1

## INTRODUCTION

This chapter contains research background, research questions, research objectives, and research benefits.

### **A. Research Background**

Reticence is a problem that often occurs in-class participation or engagement. Reticence is often labeled a problematic, frustrating, and disruptive classroom phenomenon for many instructors (Fen et al., 2020). During the pandemic, the form of learning worldwide has changed policies from teachers and students coming to school and doing face-to-face learning directly to indirect learning, namely online or virtual. This problem is also happening at universities in Indonesia. The Ministry of Education and Culture issued a regulation for school and university principals to implement working from home and learning from home on March 9, 2020 (Padmo et al., 2020). Looking at the policy issued by the government, the learning process from elementary school to university level has completely changed from face-to-face learning to online learning (Padmo et al., 2020). The pandemic has impacted many online meeting or video conferencing applications to become crucial because almost the entire world population uses them (Pratama et al., 2020). In education, online learning provides new solutions through technological innovation (Pratama et al., 2020).

Concerning online learning, it must also be a challenge for speaking lecturers at the university level in online speaking classes, especially regarding the reticence of English majors to participate in online speaking classes. Chalak and Baktash, (2015) in their study found that student reticence impacts the teaching and learning process, and an individual, teacher, and learner must reduce or eliminate such phenomena. The reticence of students to participate in class can be defined as the attitude of those who view themselves as incompetent communicators and measured against norms about appropriate levels of talkativeness in social situations (Li & Liu, 2011). Faulty beliefs about communication typify reticence; for example, good communicators speak spontaneously, and one must be born with good communication skills (Li & Liu, 2011). Because of that, the teacher needs to make the students participate in the class and build exemplary communication between the teacher and students. Student participation encourages active learning, improves work habits, and develops specific skills essential to success (Gonzalez-Torres et al., 2022).

Related to the description above, a study about students' reticence in class is also essential. Because of that, many researchers conducted this study about students' reticence (Chalak & Baktash, 2015; Chang, 2011; Gushendra and Aprianti, 2019; Carter & Henrichsen, 2015; Li & Liu, 2011). For example, the study from (Li & Liu, 2011) in China, they found that almost all students could not actively participate in group discussions. Research on students' reticence has also been conducted by Chang (2011) in Taiwan, showing that few students actively participate in classroom activities. However, most are indeed reticent and passive in English and other content classrooms (e.g., math classrooms) (Chang, 2011). Two problem above from Li and Liu (2011) about students could not actively participate in group discussions and from Chang (2011) about most student indeed passive in English and other classrooms (e.g., math classrooms) can show the example of students reticence in participation in the class. . Therefore, researching student's reticence to participate in the classroom is essential.

In this study, the researcher chose an online speaking class (online public speaking class) at one of a private university in Indonesia as the place for conducting the research study. The chosen place based on several reasons: Firstly, this study explores the views of students in online public speaking classes and lecturers of two online speaking classes, which are online public speaking class and online speaking for academic purposes class, about the factors that cause student reticence and strategies to reduce student reticence. Secondly, there are many previous studies on the topic of reticence in online English foreign language classes (Fen et al., 2020; Fu, 2021; Gushendra & Aprianti 2019; Le & Chau, 2019; Limbong, 2020; Ngan, 2022; Tuyen & Phuong, 2020; Wu, 2019; Zhou & Chen, 2020). A study from an Indonesia Senior High School from example by Gushendra and Aprianti, (2019) found that the results of their study based on calculations from the questionnaire show that the dominant factor causing students' reticence in English class is "individual factors" with a percentage of 61.1% and the primary indicator is "lack of preparation" which shows an average of 62.6%. Gushendra and Aprianti (2019) also added that if there is a feeling of nervousness and lack of confidence in speaking English without preparation. The study on the topic of student English majors in private Universities in Indonesia in online speaking classes (online public speaking classes) has still not much be done by researchers.

Therefore, this research investigates students' reticence to participate in in-depth online speaking classes. The previous study of methodological triangulation involving quantitative and qualitative with 144 first-year undergraduates students as the participants from Chinese University by Wu (2019) for example, showed that insufficient English proficiency, anxiety in language, teacher influence, and introversion correlated significantly with student reluctance. There was also quantitative research with 122 Malaysian undergraduate students by Fen et al., (2020) at one of the universities in Malaysia in EFL (English Foreign Learner) classrooms that reported on the causal factors of reticence through survey results and found a strong relationship between anxiety and reticence. On the other side, there is also qualitative action research study from Ngan, (2022) which is report that more than half of the students in the first year at Nam Dinh University of Nursing in EFL class (Vietnam) were reticent about speaking English. The other data from questionnaire surveys and semi-structured interviews, as well as class observations, it can be claimed that the most prominent reasons for their silence in English classroom were due to their low proficiency, Vietnamese cultural beliefs, personalities such as shyness, anxiety, and motivation as well as challenging tasks related to their laziness and lack of preparation (Ngan, 2022). Due to the different results of each study, the researcher chose to conduct a study in an online public speaking class to learn more about student reticence and the differences between one reticence study and another.

## **B. Research Question**

The following research question guided this study

1. What types of learners' engagement in online speaking classes at private universities in Indonesia?
2. What are learners' views on factors contributing to their reticence to participate in online speaking classes?
3. What are lecturer strategies to reduce learners' reticence in online speaking classes?

## **C. Research Objectives**

There are three objectives of this research:

1. Investigate the learners' type of participation or engagement in online speaking classes.



2. The learners' view on the factors contributing to their reticence in online speaking classes.
3. Explore the lecturer's strategies to reduce learners' reticence to participate in online speaking classes.

#### **D. Research Benefits**

By conducting this research, hopefully, it can benefit the lecturers, students, and other researchers.

1. For the lecturers: This research can explore and help the lecturers find and know about strategies to reduce student reticence to participate in online speaking classes. The lecturers can also apply the strategy to reduce students' reticence to participate in online speaking classes. Then, hopefully, the lecturer will be helped about this research result about how to reduce student reticence.
2. For the students: By knowing the detailed information about the strategy to reduce students' reticence to participate in class from the lecture, hopefully, the students can understand and explore the strategy that can make them to overcome and reduce reticence when participating in the class.
3. For other researchers: Hopefully, this research can help the researchers to give inspiration and reference to conduct the research with different methods, participants, and contexts and to find out the perspective of the strategy to reduce students' reticence to participate in the class.

## **CHAPTER V**

### **CONCLUSION**

#### **A. Summary**

The three main objectives of this study are to find out how lecturers and students view the type of participation, the factors that cause the reticence of the students, and strategies to increase student participation in online speaking classes (online public speaking classes), the strategy to reduce student reticence in class. Based on these objectives, observations were made on one online speaking class (online public speaking classes) and interviews with four students from the online speaking class (online public speaking classes) and two lecturers from the online speaking class which is (online public speaking classes and speaking for academic purpose). Two themes have been described based on data gathered from interviews with four students and two themes gathered from interviews from two lectures.

First, based on the results of RQ1 regarding the types of student participation in the class, it can be concluded that the type of student engagement in the first observation is behavioral engagement, which consists of student readiness to attend the class and asking questions and also cognitive engagement which consists of asking question and how student understand lecturer instruction and doing the task. Next, in observation two, the type of student engagement is behavioral engagement, which is asking questions.

Furthermore, the results of RQ2 provide views of two students regarding the factors that cause their reticence to contribute to the classroom. First, the lack of confidence is the factor affecting students' reticence to participate in class. Second is shyness, which causes students to be reluctant to participate in class.

Finally, based on RQ 3, it is concluded that the lecture's view on a strategy to increase student participation can be divided into two things. First, the strategy of forming discussion groups can increase student participation in class because it makes all students inevitably have to speak, and all students get a part of participating in class. Second, providing support from lecturers to students to participate can encourage students' participation in the class because the students can get the opportunity to feel happy and also, the strategy as support through building raport from lecturer

can building and make a good relationship. Therefore, lecturers must pay attention to characteristic aspects to support the learning process. Thus, four themes can be described based on RQ2 and RQ3.

## **B. Implications and contributions**

This finding has some significant implications for lecturers and student interns, particularly for the purpose of teaching English in terms of speaking. First, the implications for online and offline speaking class lectures can provide insight into strategies for increasing student participation. For example, they can use a variety of teaching methods at each meeting to attract students to want to participate. In addition, they can also use the group discussion online in Zoom meetings as a strategy in the learning process to see the speaking quality of each student. Therefore, this research is expected to be a source or reference for apprentice students or lecturers regarding students' reticence to participate in online speaking classes or offline speaking classes, for teachers in public schools, for anyone who wants to learn and is looking to study references about student reticence. The lecturers from online speaking class perspectives on teaching strategies can help to explore and add insight on how to overcome the reticence of the student to participate in online or offline speaking classes, and for anyone who wants to learn and is looking for reference.

## **C. Limitations**

This study still has limitations that can be considered in the future. First, processing research data in the form of observations conducted online due to the ongoing pandemic has limitations in seeing students' expressions in the online Zoom meeting class. Many students turn off the camera during class, and only lecturers often open the camera during class. In addition, during the observation, many students were thrown out of the online Zoom meeting class because the network was disrupted. Second, because this research is a type of qualitative research, the results of the study cannot be generalized. A qualitative study by Gaffikin, (2006), for example, reports that the researcher engages personally and intimately with the people studied, and the results have the potential to interest others but cannot be generalized due to the differences in each situation. Thus, it is a limitation in this study.

#### **D. Future studies**

In addition, several plans for further research in the real thesis can be carried out based on the results and limitations of this research practice. First, future research may use more participants to compare some of the data from observations and interviews of several narrators or participants. In addition, further research can produce many themes because the number of participants planned is more than this study. In addition, future research may change some of the questions from the interview guide to analyzing and looking at students' and lecturers' views on participation types, factors causing the reticence of students to participate in online speaking classes, and strategies to increase participation in different situation.



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