

# The Affective Factors Causing Students to be Passive During the Speaking Class

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**Abstract**—It was found that many students were passive during the speaking class. This research aims to investigate the affective factors causing their passiveness. It was conducted in a senior high school in Cirebon in 2018/2019 academic year taking 20 students, who were identified reluctant to speak during the speaking class, as the sample. To get the data, the writer used questionnaires as the technique, and described it using qualitative method. Based on the data from the result of questionnaires, 70% of the students' low participation is due to low self-confidence, or fear to speak. The other factor which takes 20 % is lack of motivation. Meanwhile the factor of introvert personality takes 10%. The passive attitudes among the students emerge to be a failure of the teaching learning activity if there is no attention from the teacher to evaluate. Therefore, this invites a challenge for the teacher to cope with it.

**Keywords**—*affective factors; passive; speaking class*

## I. INTRODUCTION

The writer identified the problems in learning spoken English through pre-observation and teaching learning activity. Based on the writer's observation at a senior high school in Cirebon, the writer found that a lot of students are quite passive during the activities which demand for using oral communication. This condition raised curiosity of what have influenced the students' oral communicative competence named affective factors. One of the most important factors which influence the success or failure on language learning is probably the affective side of the learner [1]. The affective factors lead to the psychological factors which can determine the success or the failure of the learning purposes.

Some studies on affective aspects in English oral communication had been conducted by many researchers. They focused on investigating students' attitude, barriers, and difficulties toward English oral communication. Students mostly correspond to the affective factors such as motivation/attitude, personality, self-esteem/anxiety, cross-cultural awareness, and some external factors [2]. The affective factors encountered by the junior high school students in oral communication negatively affect the students' speaking performance such as boredom, anxiety, hopelessness, inhibition and low self-confidence [3]. The psychological barriers affecting speaking performance of the English learners at English Education at Yogyakarta State University are fear of

making mistakes, feeling shy, feeling hesitated, lack of confidence while speaking English [4].

The initial impetus of this research is the discussion on the most affective factors which cause students to be passive and reluctant to speak. Since being passive is considered to be the major problem faced by both teacher and students, it is expected the output of this research results in the positive input for the teaching learning English in EFL setting, particularly speaking activities.

### A. Speaking

Speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts [5]. Speaking is a productive skill that can be observed directly and empirically [6]. The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language [7].

### B. Affective Factors Motivation

Motivation refers to goal-oriented behavior [8]. The motivated individuals expend effort which is persistent and attentive to the task at hand [9]. They have goals, desire, and aspiration to reach their wish. Motivation is a general factor to be successful. Without such motivation, someone will almost certainly fail to make the necessary effort. It means motivation can be as the key for the successful learning. The failure of successful planning process can be caused by existed motivation.

### C. Low Self-Confidence

The factors that contribute to low self-confidence combine and interact differently for each person [10]. Genes, cultural background, experiences, and other life circumstances all play a role. Low self-confidence, in the context of speaking activity, is a psychological state of fear or anxiety to speak [11]. This factor makes them passive in the learning process. The main reason of students' fear is that they are afraid of looking foolish in front of other people. The impact of continual failure can adversely affect students' self-confidence which contributes to learning difficulties [12].

#### D. Introvert Personality

Introvert is one of the personality behaviors recognized in many concepts of personality. Introvert individuals tend to be innermost turning, or focused more on internal thoughts, feelings and moods rather than searching out external stimulation. Dealing with speaking performance, there may be any influence to the oral communication from this type of personality. Learners can be roughly divided into extrovert and introvert characteristics [13]. In the process of practicing oral English, the extroverted students tend to be more active in choosing oral English learning strategies than the introverted ones. In addition, students' shy personality is caused by the nature of introvert that make them very quiet [14].

### II. RESEARCH METHODS

To conduct this research, the writer uses qualitative method. Qualitative method is used to investigate relationship, activities, situations, or materials quality. Furthermore, qualitative researches try to understand participants' experiences with the central phenomenon or the focus of the research in a natural setting, using research approaches such as ethnography or case research. The main purpose of descriptive qualitative is to describe what is prevalent with respect to the issue or problem under research [15]. Descriptive research focuses on describing in detail of what happen in a particular situation or activity and also describing the behaviors or attitudes of people [16]. To collect the data, the writer collects them by carrying out observation and questionnaires.

The students of the tenth grade which consists of 20 students from the population are selected as the sample in this research. They are chosen based on the writer's observation that gives the data of passive students during the speaking class in three sessions.

### III. RESULTS AND DISCUSSION

To know the foremost psychological factor which negatively affects students' participation during the speaking class, the writer analyzed based on the percentage score of each indicator in the questionnaires. It was found that 14 students' responses lead to the category of low self-confidence as the factor to affect their speaking performance. It means 70 % of them give the reasons of having no confidence for their passiveness. The high percentage makes this affective factor the most dominant problem concerning the students' class participation. The second common factories lack of motivation. It was found that out of 20, 4 participants are identified having less motivation. It means about 20 % of the students have no interest in learning English which result in passive attitude during the activities. In fact, the students prefer to read the texts instead of practicing oral communication as the speaking task. The last common affective factor is introvert personality. It was found that out of 20 students, 2 students have the reason of being shy to participate in oral communication. This psychological factor needs to be fixed which means about 10% of the students are negatively influenced. The passive attitude caused by being shy naturally occurs to the introvert students. The introvert students often feel shy and insecure particularly when they have to be the focus of attention.

Because of this, most of them find it very uncomfortable during speaking class.

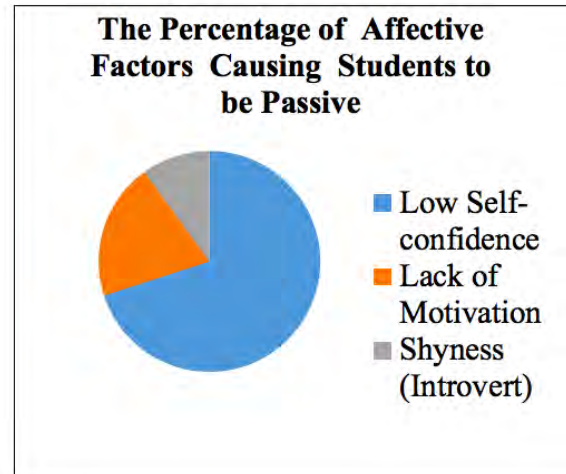


Fig. 1. Chart.

### IV. CONCLUSION

The dominant affective factor that hinders the students to participate orally during the speaking class is low confidence. The psychological state of being unconfident mostly happens to the students, which occurs to 70 % of the sample students. They feel that their knowledge of English is poor. In other words, they have problem in comprehending the language. This dominant factor seems serious and requires the teacher's evaluation related to the material delivery. The other affective factor which occurs to the 20 % of the sample students is lack of motivation due to their attitude toward the importance of learning English. They think that English is not interesting to study. As a result, they have no effort to practice. Meanwhile the factor of introvert personality takes 10% which means the lowest affective factor happen to the students. It seems the problem is not so significant for the teacher. However, it is a challenge for the teacher to find the students of this personality type and help them to be more active.

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