

**THE TEACHERS' TECHNIQUES IN AVOIDING STUDENTS'
RELUCTANCE IN SPEAKING ENGLISH AT SMPN 4
KAMPAR KIRI TENGAH DISTRICT
KAMPAR REGENCY**



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PEKANBARU
1432 H/2011 M**

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A Thesis

Submitted in Partial Satisfaction of Requirements for the
Bachelor Degree in English Education Department
(S.Pd.)



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SUPERVISOR APPROVAL

The thesis entitled “*The Teachers’ Techniques in Avoiding the Students’ Reluctance In Speaking English at SMPN 4 Kampar Kiri Tengah District-Kampar Regency*” that is written by Aris Wira Kusumaningrum, NIM.10414024352 is accepted and agreed to be examined in the meeting of final Examination Team of Undergraduate Degree at the Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau.

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EXAMINER APPROVAL

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Pekanbaru, May 23, 2011
The writer

Aris Wira Kusumaningrum.

ABSTRACT

Aris Wira Kusumaningrum (2011): The Teachers' Techniques in Avoiding Students' Reluctance in Speaking English at SMPN 4 Kampar Kiri Tengah District-Kampar Regency.

The subject of this research is the English teachers of SMPN 4 Kampar Kiri Tengah. While the object of this research is the techniques implemented by the English teachers of SMPN 4 Kampar Kiri Tengah in avoiding the students' reluctance in speaking English. The data gathered is used observation and interview. Meanwhile the problem is formulated as; what are the teachers' techniques in avoiding the students' reluctance in speaking English?, and what are the factors that influence the teachers' techniques in avoiding the students' reluctance in speaking English. Then, the data were analyzed by finding out the percentage of the result. The formula used is: $P = \frac{F}{N} \times 100\%$. In addition, to interpret the level of the techniques of the English teachers in avoiding the students' reluctance in speaking English is classified into four classes: 76%-100% is good, 56%-75% is enough, 40%-55% is less and less than 40% is Bad. Based on the data analysis, it can be concluded that the English teachers' techniques in avoiding students' reluctance in speaking English at SMPN 4 Kampar at classroom is 60.33% and it is categorized as "enough".

ملخص

أريس ويرا كوسومانينغروم (2011): محاولة مدرسي اللغة الإنجليزية في إضاعة إهمال الطلاب في النطق الإنجليزي بالمدرسة الإعدادية الحكومية 4 مركز كمبار كيري الوسطى منطقة كمبار.

المواضيع في هذه الدراسة مدرسوا اللغة الإنجليزية بالمدرسة الإعدادية الحكومية 4 مركز كمبار كيري الوسطى منطقة كمبار. وبينما الهدف في هذه الدراسة محاولة مدرسي اللغة الإنجليزية في إضاعة إهمال الطلاب في النطق الإنجليزي بالمدرسة الإعدادية الحكومية 4 مركز كمبار كيري الوسطى . والبيانات التي تستخدم في هذه الدراسة بيانات الملاحظة و المقابلة. وصيغة هذه الدراسة هي كيف كانت محاولة مدرسي اللغة الإنجليزية في إضاعة إهمال الطلاب في النطق الإنجليزي؟، وما العوامل التي تؤثر محاولة مدرسي اللغة الإنجليزية في إضاعة إهمال الطلاب في النطق الإنجليزي؟، والبيانات تحلل بإصدار النتائج. الصيغة هي: $P = F/N100\%$. وبالرغم إلى نيل مستوى محاولة مدرسي اللغة الإنجليزية في إضاعة إهمال الطلاب هو بتصنيفها إلى أربعة أصناف: 75 في المائة-100 في المائة، هو جيد، 56 في المائة-75 في المائة وهو كفاية، 40 في المائة-55 في المائة وهو ضعيف، وأقل من 40 في المائة وهو مردود، وبالإضافة إلى تحليل البيانات فإننا محاولة مدرسي اللغة الإنجليزية بالمدرسة الإعدادية الحكومية 4 مركز كمبار قادرون على إضاعة إهمال الطلاب في النطق الإنجليزي على النسبة 60.33 في المائة ويمكن تقييمها بالكفاية.

ABSTRAK

Aris Wira Kusumaningrum (2011): Teknik-Teknik Para Guru Bahasa Inggris Dalam Menghilangkan Keengganan Para Siswa Untuk Berbicara Bahasa Inggris di SMPN 4 Kecamatan Kampar Kiri Tengah-Kabupaten Kampar.

Subject dari skripsi ini adalah para guru bahasa Inggris di SMPN 4 Kampar Kiri Tengah. Adapun object dari skripsi ini adalah teknik-teknik para guru bahasa Inggris dalam menghilangkan keengganan siswa dalam berbicara bahasa Inggris di SMPN 4 Kampar Kiri Tengah. Data yang digunakan dalam skripsi ini adalah observasi dan interview. Adapun permasalahan dalam skripsi ini diformulasikan sebagai berikut: Apakah teknik-teknik para guru dalam menghilangkan keengganan siswa dalam berbicara bahasa Inggris?, dan apakah faktor-faktor yang mempengaruhi teknik-teknik para guru dalam menghilangkan keengganan para siswa dalam berbicara bahasa Inggris? Kemudian, data akan di analisa dengan mengeluarkan persentase hasil. Rumusnya adalah: $P = \frac{F}{N} \times 100\%$. Selain itu, untuk mendapatkan tingkatan usaha-usaha para guru dalam menghilangkan keengganan para siswa adalah diklasifikasikan dalam empat tingkatan; 76%-100% adalah baik, 56%-75% adalah cukup, 40%-55% adalah kurang dan kurang dari 40% adalah jelek. Berdasarkan data analysis, usaha yang dilakukan guru bahasa Inggris di SMPN 4 Kampar dalam menghilangkan keengganan para siswa dalam berbicara adalah 60.33% dan dapat dikategorikan dengan nilai “cukup”.

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CHAPTER ONE

INTRODUCTION

A. The Background of the Problem

Speaking is one of the productive skills that must be mastered by the learners. As one of the language proficiencies, it plays the great role in communication. It is one of the communicative competences that must be developed. Through speaking, people can obtain ideas, message and information. As communicative competence, it includes some characteristics. They are:

(a) knowledge of the grammar and vocabulary of the language; (b) knowledge of rules of speaking (e.g., knowing how to begin and end conversations, knowing what topics can be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations); (c) knowing how to use and respond to different types of speech acts such as requests, apologies, thanks, and invitations; (d) knowing how to use language appropriately (Richards, Platt and Weber 1985, in Nunan, 1999:226).

In speaking, language learners or students should understand two speaking factors, namely linguistic and linguistic factors. The former refers to the knowledge of the language itself such as vocabulary, syntax, etc. And the latter turns to the ways to be good speaker for example, facial expression, self-confidence and so on. These two components are the integral part and the key to successful speaking performance.

As productive skill, speaking is very important for us in learning a language because a purpose of someone in learning a language is to be able to communicate the language, especially in a language classroom. It provides students large opportunity to practice their English through speaking production.

In speaking, people have to make their partners understand what they mean. They must be able to develop their ideas and convey their intended meaning as clear as possible.

As a productive skill, speaking is not easy. Related to this, the problem faced by the Indonesian students is they are reluctant to practice English in their daily conversation, especially in the English class. According to Lynch (2008), there are some characteristics of reluctant speaker (students) in studying English as Foreign language (EFL) that are unmotivated, unruly, unresponsive, inattentive, lazy, don't have (and don't want) to speak English. Moreover, students reluctant in speaking English because of the teachers who ignore the students' homework, forget class participation, and forget their responsibility in teaching.

Burns and Joyce (1997:134) as quoted by Nunan (1999;231-232), identify three sets of factors that may cause reluctance on the part of students to take part in classroom tasks involving speaking. They suggest that this reluctance may due to cultural factors, linguistics factors, and psychological factors. Firstly, cultural factors include ethnicity, geographical region, national origin, social class, level of education, types of contract with other cultural groups, religion, gender and age, lack of familiarity with the cultural or social knowledge required to process meaning. Seemly, psychological factors include shock, previous negative social or political experiences, anxiety or shyness and also lack of motivation. At last, the linguistic factors include difficulties in transferring from the learner's first language to the sounds, rhythms, and stress patterns of lack of understanding of

common grammatical pattern in English and maybe it is different from their own language.

In teaching speaking, there are many difficulties faced by the English teacher in order to avoid the students' reluctance in speaking. So that the English teacher needs to do some activities in order to make the students speak up whether in or out of the classroom. Here, teachers' role as facilitators becomes a prominent part in teaching and learning process. We can see the fact when the students are asked to speak, they will face several problems in speaking such as nervous, afraid of making mistakes, reluctant and others. This statement has the same tone with Brown (1994:255) " One of the major obstacles had by the learners to overcome in learning speaking is anxiety generated over the risk of blurting that they are wrong, stupid or in comprehensible." Therefore, reluctance in speaking must be eliminated. In addition, the English teacher needs to do some techniques to avoid the students' reluctance in speaking English.

Related to the statement above, Khazin (2008) states that there are some techniques in motivating students or avoiding students' reluctance:

1. Do meaningful learning
In teaching and learning process, it should have a goal of learning process.
2. Use authentic materials and media.
Media will help the teacher in explaining the material and it will make the students easier in understanding the lesson and it will be more interested.
3. Develop students' self-confidences both in the classroom and outside of the classroom.
Teacher is expected to create friendly and conductive environment for the students and makes him self closer to the students and help the students' difficulties in speaking.
4. Do interaction in classroom setting.
Here when the class is going on the teacher is not only standing in fronted of the class, but also he walking around the students and asking them in which they do not understand about the material.

5. Help the students learn the natural way.
The teacher lets the students try to find their own strategies to learn the lesson.
6. Include a socio cultural component in the foreign language syllabus
7. Promote students contact with foreign language speakers
8. Encourage students to set attainable sub goals for themselves that are proximal and specific.
9. Make the syllabus of the course.
10. Help students to practice.

Due to statements above, the writer concludes that every teacher has to have a good ability to avoid the students' reluctance in speaking English by doing some techniques in order to reach the goal of teaching and learning. Because based on Competence Based on Curriculum (2007) one of the main goals of teaching English is developing student's competence in speaking.

SMPN 4 Kampar Kiri Tengah is one of the Junior High Schools located in Kampar Kiri Tengah, Kampar Regency. It has 460 students of 12 classes and 3 teachers are divided into every grade. As other formal educational institution, this school also has placed English as a compulsory subject. English is taught twice a week. In learning process, students study effectively. The goal of teaching and learning English at SMPN 4 Kampar Kiri Tengah District-Kampar Regency is to make students have knowledge of English and to have English capability of using actively the four language skills. They are speaking, listening, reading and writing.

On the part of speaking, some students of SMPN 4 Kampar Kiri Tengah District-Kampar Regency still have problem in practicing their English. This statement is based on the writer's preliminary observation that many students still

use National or mother tongue both at the class and outside the classroom.

From the preliminary research that the writer did at SMPN 4 Kampar Kiri Tengah District-Kampar Regency the writer found that there were some techniques of the teachers to avoid the students' reluctance in speaking English, but there were still many students of SMPN 4 Kampar Kiri Tengah District-Kampar Regency are reluctant to practice their English both in the classroom and outside the classroom.

This research is done because most of the students cannot communicate in English effectively and fluency. However, this issue would be investigated through a scientific research project. Therefore, the writer is interested in carrying out a research entitled: **“The Teachers’ Techniques in Avoiding Students’ Reluctance in Speaking English at SMPN 4 Kampar Kiri Tengah District-Kampar Regency”**.

B. The Definition of the Term

To make it easier in understanding the process and designing the application of the research and to avoid misunderstanding and misinterpretation about the terms is used in this study, it is necessary to define the operational definition terms of this thesis:

1. Technique

Technique means a method of doing something that needs skills (Longman, 1987: 1086). Hornby (2010:1589) also state that technique is a

particular way of doing something, especially one in which you have to learn special skills. In this thesis, the techniques mean the methods that should be done by the English teachers in avoiding their students' reluctance in speaking English.

2. Avoiding

Avoiding is defined as preventing something from something (Longman, 1987:60). In this thesis, avoiding is determined as preventing the students' reluctance in speaking English.

3. Reluctance

Reluctance (Hornby, 2000:1120) means hesitating before doing something because you do not want to do it or because you are not sure that it is the right thing to do. Furthermore, according to Longman dictionary of contemporary English (1987:879), the term of reluctant identified as unwilling, and perhaps slow to act. In this thesis, reluctance means the hesitation of person who is studying at a school (student) in speaking English, because of some reasons.

4. Speaking

According to Hornby (1989:227), speaking is reproducing word or using/uttering the words by using conversation. Then, Littlewood (1981:1) states that speaking ability is a combination of structural and functional aspect of language. In this thesis, speaking means the students' oral skill in applying the spoken English.

C. The Problem

1. The Identification of the Problem

Based on the background, there are many problems of the questions are presented as follows:

- a. How is the teachers' techniques in avoiding students' reluctance in speaking English at SMPN 4 Kampar Kiri Tengah District-Kampar Regency?
- b. What are the factors that influence the teachers' techniques in avoiding the students' reluctance in speaking English at SMPN 4 Kampar Kiri Tengah District-Kampar Regency?
- c. Why do not the English teachers of SMP 4 Kampar Kiri Tengah District-Kampar Regency use good methods to avoid the students' reluctance?
- d. What kinds of difficulties do the teachers at SMPN 4 Kampar Kiri Tengah District-Kampar Regency in teaching English face?

2. The Limitation of the Problem

In conducting this research, it is realized that the writer cannot carry out a research covering all problems. Thus, the writer decides to limit this research to the teachers' techniques in avoiding students' reluctance in speaking English at SMPN 4 Kampar Kiri Tengah District-Kampar Regency.

3. The Formulation of the Problem

Based on the limitation of the problems above, thus, the research problems are formulated into the following research questions:

- a. How is the teachers' techniques in avoiding the students' reluctance in speaking English at SMPN 4 Kampar Kiri Tengah District-Kampar Regency?
- b. What are the factors that influence the teachers' techniques in avoiding the students' reluctance in speaking English at SMPN 4 Kampar Kiri Tengah District-Kampar Regency?

D. The Reason for Choosing the Title

The reasons why the writer is interested in carrying out a research of the topic above are based on several considerations.

1. The title is relevant to the writer as one of the students of English Educational Department.
2. To get the real data on the teachers' techniques in avoiding students' reluctance in speaking English at SMPN 4 Kampar Kiri Tengah District-Kampar Regency.
3. As far as the writer is concerned, other researchers have never investigated this research yet.

E. The Objective and the Significance of the Study

1. Objective of the Study

- a. To find out the teachers' techniques in avoiding students' reluctance in speaking English at SMPN 4 Kampar Kiri Tengah District-Kampar Regency.
- b. To know the factors that influence the teachers' techniques in avoiding students' reluctance in speaking English at SMPN 4 Kampar Kiri Tengah District-Kampar Regency.

2. Significance of the Study

- a. As an input for SMPN 4 Kampar Kiri Tengah District-Kampar Regency in the research of the teachers' techniques in avoiding students' reluctance in speaking English.
- b. To increase the experience and knowledge of the writer in the problem that is being discussed.
- c. To be one of the writer's partial requirement of getting scholar degree in English language teaching.

CHAPTER TWO

REVIEWING OF LITERATURE

A. The Theoretical Framework

The Nature of Teachers' Techniques

Teacher in language (Hornby, 2000:1386) means a person whose job is teaching, especially in school. In education, a teacher is a person who educates others. A teacher who educates an individual student may also be described as a personal tutor. The role of teacher is often formal and ongoing, carried out by way of occupation or profession at a school or other place of formal education (en.wikipedia.org/wiki/Teacher). And here, teachers means the people that have the responsible to educate and give learning for the students, and in this thesis especially English learning at SMPN 4 Kampar Kiri Tengah District-Kampar Regency.

Technique means a method of doing something that needs skills (Longman, 1987: 1086). Hornby (2010:1589) also state that technique is a particular way of doing something, especially one in which you have to learn special skills. In Hence, Longman Dictionary of Language Teaching and Applied Linguistics (1992:20) states that technique is different methods make use of different kinds of classroom activity. In this thesis, the technique mean the method that should be done by the English teachers at SMPN 4 Kampar Kiri Tengah District-Kampar Regency to avoid their students' reluctance in speaking English.

The Nature of Students' Reluctance

Student in language (Hornby, 2000:1344) means a person who is studying at a school, college, university, etc. Based on en.wikipedia.org/wiki/Student, the word "student" is etymologically derived through middle English from the Latin second-type conjugation verb "studēre", meaning "to direct one's zeal at"; hence a student could be described as 'one who directs zeal at a subject'. In its widest use, "student" is used for anyone who is learning.

Reluctant as adjective word in language (Hornby, 2000:1120) means hesitating before doing something because you do not want to do it or because you are not sure that it is the right thing to do. Etymologically, reluctant comes from Latin reluctant, present participle of *reluctari* to struggle against from *re-* + *luctari* (<http://www.merriam-webster.com/dictionary/Reluctant>). Furthermore, according to Thesaurus (2000), reluctant is unwillingness to do something contrary to your custom.

Reluctance is a noun means as hesitancy, hesitation, disinclination, and indisposition (<http://www.wordreference.com/definition/reluctance>). It also means the quality or state of being reluctant. Furthermore, according to Longman dictionary of contemporary English (1987:879), the term of reluctant is identified as unwilling, and perhaps slow to act.

According to Tsui (1996: 154), in Nunan (1999:234), he identifies five principal factors accounting for the reluctance of students in practicing English as follows:

1. Students' perceived low proficiency in English.
Meaning that although students have the competence to respond or practice English, they have no self-confidence, unwillingness to take risks, and their perception that their English is poor, so it will make students' reluctant in practicing English
2. Students' fear of mistakes and derision
3. Teachers' intolerance in silence
4. Uneven allocation of turns
5. Incomprehensible inputs

Hence, based on Nunan's investigation (1999:232) there are some causes of unmotivated students or students' reluctance to speak English: lack of success over time or lack of perception of progress, uninspired teaching, boredom, lack of perceived relevance or material, lack of knowledge about the goal of the instructional program, and lack of appropriate feedback.

Students' reluctance means that the hesitation of person who is studying at a school in learning because of some reasons. One of the reasons is they are not sure to learn.

In hence, Jianing states that the factors discourage the students are:

1. The students are nervous and afraid of making mistakes.

For many English learners, they believe if they make mistakes or fail to find suitable words to express themselves, they will lose face. To protect themselves from being laughed at, they are reluctant to speak English. So there is the vicious circle: the less they speak, the less they improve their speaking skills, and the more they are afraid of speaking.

2. The topics are not interesting.

However, students often complain that they have been repeatedly asked to introduce their families or schools; talk about their hobbies or majors; make

dialogues on topics such as job interviews, meeting visitors or shopping. People tend to lose interest in what they learn if they find they make little progress.

3. The classroom atmosphere is not encouraging.

The effect of classroom atmosphere on language learning, especially an oral class, is obvious and immediate. A free and light-hearted atmosphere promotes communications, while a nervous and stiff atmosphere builds invisible obstacles in communications. Dialogues about daily life and routine work lack variation, do not sound enchanting, and are unlikely to create an animated classroom atmosphere.

4. Feedback of the listeners is not supportive.

According to my observations in speaking classes, apart from the factors mentioned above, the listeners' feedback also has a strong influence on the performance of the speakers. Very often, at the beginning of the performance, the speakers are confident and active when doing some dialogues or role play exercises. However, when the audience loses interest in the speakers, begin to talk to each other or just do whatever else instead of listening attentively to the speakers, the speakers tend to, consciously or unconsciously, speed up or cut down their words, trying to flee back to their own seats as quickly as they can (students are often asked to present in the front of the classroom and face the class in order to build better communications since there are usually 40 to 50 students in each class). Even the slightest indifference or impatience indicated by the audience can be immediately felt by the speakers, which, in turn, greatly inhibits their passion to communicate. Of course, teachers can force the audiences to listen

to the speakers but it is of no use blaming them. The most effective way is to offer the audiences something different and interesting.

The Teachers' Techniques in Avoiding Students' Reluctance in Speaking English

Teaching a foreign language covers the acquisition of four basic languages, for example, speaking, listening, reading and writing. The teaching of these four skills needs various methods and approaches to enable the learners to acquire the skills in certain levels of proficiency.

The approaches used in the foreign language teaching, the selection of authentic materials, and the qualified facilitator are some of various techniques to obtain the required proficiency in learning of the language.

This research is about teachers' techniques in avoiding students' reluctance in speaking English. According to Hornby (1989:227), speaking is reproducing word or using/uttering the words by using conversation. Then, Littlewood (1981:1) states that speaking ability is a combination of structural and functional aspect of language.

EFL learners' reluctance to speak English in the classroom is a problem commonly found in EFL contexts. Consequently, students have fewer opportunities to learn from speaking than the more oral students. Research shows that they develop more negative attitudes to school and are likely to lack motivation to put more effort in it (McCroskey & Richmond, 1991 in the guru 216). For other students, working with students who are reluctant to maintain and extend conversations also limits their opportunities for language use.

Hawes (1994), as quoted by Sukrianto (2010), reveals that most of EFL teachers have often complained about their learners, because they often do not pay attention to the instruction even reluctant to participate actively in speaking class. Actually there are some factors influenced, one of them is the activities which are provided by teachers in classroom. Brown (1994:266), states that the activities which are given by teachers may attract students' motivation to involve in speaking class.

Speaking activities which are applied by teacher and students in a classroom is crucial to improve their ability in speaking and to avoid the reluctance happens. According to Chastain (1976), (in Sukrianto, 2010), says that speaking competence can not be achieved in a year or even two but given the appropriate classroom activities, one has hypothesize that many students can learn to communicate about those topics covered in their texts. He also claims that activities in the class can provide the students with opportunity to communicate in the target language. More over the activities that involve students feeling and attitude may give them the satisfaction of expressing themselves.

Speaking activities which are given by a teacher in classroom is crucial in determining speaking achievement of students. Jones (1981) claims that appropriate work activities solve the problems of learners who are reluctant to speak. It means that if a teacher can provide appropriate and effective speaking activities, he or she may be able to attract students' interest to learn more seriously and self motivated to optimize their learning out comes. Nunan (in Sukrianto , 2010), states that the learners will be facilitated to speak when they are actively engaged in attempting to communicate.

There are many activities can be used by a teacher and students in a speaking. Class. In general, the activities are divided into three; individual work activity, pair work activity, and group activity. However Littlewood (1981) divides the stages of activities: 1) Pre-communicative activities, they are structural activities which focus on drilling on language function, and semi communicative activities, providing social context of how to use language functions; 2) Communicative activities, they are functional communication, providing social situation to practice language function and social interaction activities focusing on real social to practice and internalize language function in appropriate social context. In selecting speaking activities, the teachers must always remember that the goal is for the students to be able to interact freely with others; to understand what other with to speak in the broadest sense, and to be able to convey the others what they themselves wish to share. Rivers (1978), as quoted by Sukrianto (2010), states that the students need the situation where they are on their own (that is not supported by teacher or structured exercise) trying to use the foreign language to exchange with others of real interest to them. The teacher can not send the students off in group or pairs and tell them to speak. Motivation to speak must be aroused in some way. The teacher should propose or encourage the students to develop activities which have an intrinsic interest for them. According to Rivers 1978 (in Sukrianto 2010), the activities in such natural interaction contexts as the following:

1. Establishing and maintaining social relations,
2. Hiding one's reactions,
3. Expressing one's intentions,
4. Talking one's way out of trouble,
5. Seeking and giving information,
6. Learning or teaching others to do or making something,
7. Conversing over telephone,
8. Solving problem

9. Discussing ideas,
10. Playing with language,
11. Acting social roles,
12. Entertaining others,
13. Displaying one's achievements,
14. Sharing leisure activities,

The types of interaction activities can lead the students themselves to various pattern of individualization, with students naturally seeking out partners with whom they feel at ease. Maslow in Rivers, 1978 (in Sukrianto 2010), has shown that each individual has hierarchy of need for feeling of security, belongingness, and self realization. Some other supporting activities argued may enhance students' speaking skills that can be carried out in classroom are role play, games. Tomkins (1998) argues that role play activity can encourage students' thinking and creativity. Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters. Game is also argued may enhance and motivate students to speak. Games help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication. There are many advantages of

using games. Games can lower anxiety, thus making the acquisition of input more likely. They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. (Wright 1984; in Ersoz 2000; in Sukrianto 2010).

All of the activities suggested will obviously not be possible for all students from the earliest stage of learning. The teacher will select the effective and appropriate ones to make them practice to speak.

Furthermore, Nation 2007(in Theguru 216, 2010), writes a range of techniques to encourage reluctant students to speak in the language classroom. Many of these techniques are suggested based on the Cognitive, Affective and Situational Framework.

1. Reduce the level of task difficulty.

From Nation's point of view, if students do not know enough, they will not be able to perform the task well, and this is one of the causes of students' unwillingness to speak.

2. Give students more time to do tasks

This can be done by giving students more preparation time. Alternatively, allow them to perform oral tasks without time pressure (Ellis, 2005) by giving them enough time to plan for and perform a task at the same time.

3. Bring the tasks within students' experience

According to Nation (2000), teachers can create recalling and sharing-experience opportunities for students to make use of their background knowledge

and experience in doing the tasks. Key oral skills and strategies should be pre-taught in preparing students for communicative tasks. Also, it is advisable that teachers grade the difficulty level of oral tasks to suit their students'

4. Communicative ability.

Allow students to collaboratively solve communicative tasks Nation, 2000. When organizing pair work and group work, make sure that every student's participation is necessary for the task to be completed. It is best if each participant has "unique, essential information" or distinctive role to play.

5. Provide students with task guidance.

Nation (2000) suggests providing this kind of support through repeated input, guiding questions, multiple choices, and so on.

6. Attend to individual students' needs and ability.

In a class of heterogeneous communicative ability, the teacher should not expect every student to perform at the same level. Likewise, different kinds of tasks can be devised to suite different levels. Alternatively, task demands can be adjusted according to individual levels of oral competence.

It is thought that once a student has a learning problem, it is best to allow the student to try to solve the problem on their own in the first place. When the problem is too challenging for the student to solve, support can be provided. The above list is made with the amount of support increasing from the first to the last solution.

7. Promote positive attitudes among students.

Students who hold positive attitudes towards language learning are less likely to suffer from language learning anxiety and more likely to participate actively in learning tasks (Tsiplakides & Keramida 2010).

The techniques suggested below can help the teacher build up positive attitudes among students so that they can feel free to speak in the language class.

8. Change students' negative beliefs and attitudes towards mistakes.

Teachers can discuss with students the value of language use even if it is not fluent and accurate (Young, 1991; Nation, 2007). Meaning-focused oral activities can also be used frequently with the goal clearly stated. When students are rewarded for successfully conveying a message, they will gradually change their perceptions about mistakes and language use. The teachers' tolerance of mistakes also needs to be made clear because there is no point in trying to change students' attitudes when the teacher still keeps them.

9. Boost students' self-confidence

This can be done by creating various opportunities for classroom success in using spoken English (Oxford, 1999). A sense of success and high self-perceived communication competence can be easily achieved by students if easy tasks with clear and simple goals are used in the first place. The level of difficulty can be increased over time as students' ability develops. General goals should be broken down into smaller, short-term goals so that even when students do not

achieve the final goals they still feel a sense of achievement for completing some of the sub-goals. Also, students should be rewarded more goals.

10. Lower students' anxiety in the classroom

According to Young (1991) eachers can start with finding out what students are anxious about. Then teachers can help them ease some of their irrational fears and teach them strategies such as self-talks and doing relaxation exercises to deal with fears.

With the principle of encouraging students to solve their own problems, the first two solutions should be prioritized because they provide assistance for them to change their own attitudes and affect in an appositive way while the third solution does not require as much effort from the students in solving the problem.

11. Build a supportive learning environment.

Once students feel a sense of support from their teacher and peers, it is likely that they will be more willing to speak in the target language. The following are some techniques that teachers can use to create a supportive atmosphere for students.

12. Encourage peer support in the classroom

Tsui (1996:160) suggests that “allowing students to check their answers with their peers before offering them to the whole class also encourages students to speak up.” Similarly, they can be allowed to have a discussion with their peers before talking to the whole class so that they will feel more confident in speaking English.

13. Be sensitive when assigning students into groups.

Many students tend to talk more with their close friends. Therefore, when organizing group work, the teachers should take account of and accommodate these personal traits. For example, students can be allowed to choose who they are going to work with for doing the homework or discussed something.

14. Tolerate L1 use when appropriate.

At a low English communicative level, students are not able to convey their every thought. Therefore, teachers should be tolerant of some L1 use. According to Nation (1997), using L1 can help learning in many cases. The teachers' attitude to L1 use should be positive so that students are not humiliated when they use L1 to assist L2 development. When L1 use is not necessary, the teachers should tactically lead students back to using English, e.g. by commenting or asking a question in English instead of showing strong objections.

15. Make the classroom environment a non-threatening place.

The classroom should be an environment where students are not scared of making communicative mistakes and being ambiguous in communicating. Situations that make students anxious such as correcting mistakes on the spot, calling on students at random (Young:1991), calling on students without allowing them to prepare for the answers, and calling on a student simply because he/she is quiet or not concentrating should be avoided. Otherwise, what the teacher gets from students is usually not desired language use but threatened faces and this will have negative effects on the students' feelings and attitudes afterwards.

16. Introduce opportunities for students to speak English outside the class.

Opportunities such as English clubs inside and outside the school should be introduced to students. The benefits of and tactics for participation should be clearly explained to them. Classroom activities can also be linked to these club activities. For example, students can be asked in the class to report on their participation in the clubs or they can share their experience with their classmates. More opportunities for speaking English outside the class can also be created. For instance, students can be put into groups to do some projects and if possible, their group work should be recorded. They may also be asked to carry out and record interviews with foreigners who are visiting or living around.

The solutions in this category are ranked from the most specific, day-to-day basis to the most long-term one. Although short-term and long-term measures should be taken in parallel, it is believed that short-term solutions should receive priority to be completed first. This will create more opportunities for the long-term ones to be successful.

Harmer (2006:271) states that there are some ways that can be done in speaking and also known as the speaking activities:

1. Acting from a script
In this part, the teacher can ask the students to act out the scenes from their course books and sometimes filming the results.
2. Communication games
Communication games can make students to practice English. Here, games are designed to provoke communication between students frequently depend on information gap.
3. Discussion
Making discussion is one of speaking activities. By discussion, students can share their own knowledge and make them practice English.
4. Prepared talks

A popular kind of activity is the prepared talk where a student makes a presentation on topic of his or her own choice.

5. Questionnaires
Questionnaires are useful because they ensure that both questioner and respondent have something to say to each other.
6. Simulation and role-play
Simulation and role-play can be used to encourage general oral fluency or to train students for specific situation.

Hence, Nunan (1999:234) states that there are six strategies for overcoming anxiety and reluctance speaking:

1. To lengthen the amount of time.
In this strategy, teachers try to lengthen the amount of time between asking question and nominating someone to respond.
2. To improve questioning technique. It can also increase students' interest in speaking.
3. To accept a variety answer.
4. To give learners an opportunity rehearse their responses in small groups or pairs before being asked to speak up, especially in front of the classroom.
5. To focus on content rather than form.
6. To establish a good relationship among students.

The following speaking activities can promote students to talk and enhance their motivation according to Essberger (2004) in his article of "12 Ways to Encourage Student Talking Time":

1. Spot the difference: the students do pair work
2. Information gap: some students in one gap give information that they know to others
3. Clap: teachers give a part of storytelling and clap their hands to ask the students in continuing the story
4. Surveys: students survey and talk the result of survey
5. Getting to know you: here, the students work together to know each other
6. Discussion
7. Role play
8. Competition judges: students as judges and participants in the competition
9. Talk and presentation
10. Balloon debate: classic activity for group discussion
11. Radio news recording: students as presenter, several reporters, witnesses and perhaps a politician or film star for interview
12. Improvisation: improve their English in speaking

Furthermore, there are some teachers' techniques in motivating students at classroom that is stated by Budden (2002):

1. Making the efforts charts: it is used to know the students' efforts during the classroom
2. Setting goals: it is used to find out the goal of learning and it is need the consideration of ways to achieve these goals
3. Progressing markers: it is used to know the students' improvements in more a tangible way
4. Giving the questionnaires: designing the questionnaire about the students' attitudes toward English may be a nice way to bring their feeling
5. Giving feedback sheets: asking for feedback on the class can be a daunting thought
6. Finding the students' personalizes: find out what the students' interest about the lesson
7. Looking outside the classroom: encourage students to look at how English is used outside the classroom
8. Thinking to the future: help the students to achieve their future goals

However, Gage and Berliner state that there are fifteen motivational techniques in classroom teaching (1992:367-378)

1. Begin the lesson by giving students a reason to be motivated.
2. Tell students exactly what you want accomplished
3. Have students set short-term goals.
4. Use spoken and written praise.
5. Use tests and grades judiciously.
6. Capitalize on the arousal value of suspense, discovery, curiosity, exploration, control, and fantasy.
7. Occasionally do the unexpected.
8. Whet the appetite.
9. Use familiar material for examples.
10. Use unique and unexpected contexts when applying concepts and principles.
11. Make students use what they have previously learned.
12. Use simulations and games.
13. Minimize the attractiveness of competing motivational systems.
14. Minimize any unpleasant consequences of student involvement.
15. Understand the social climate of the school.

Based on the statements above, the writer concluded that the teachers have important roles in avoiding students' reluctance in speaking English. Furthermore,

teachers need to play a number of different roles during the teaching learning process.

The Factors that Influence the Teachers Techniques in Avoiding Students' Reluctance in Speaking English

Based on one of the formulations of the problem (it is the factors that influence the teachers' techniques in avoiding students' reluctance in speaking English), the writer needs to present some theories related to the formulation of the problem above.

According to Longman (1987: 382), factor is any of the forces, conditions, influences that act with others to bring about the result. Macmillan students' dictionary (1998:153) also determines factor as one of the facts or conditions that help to produce a result.

Furthermore, influence is defined as to have an effect on (a person or their behavior) especially in causing or persuading someone to act in a particular way but without the use of direct force or command (Longman:362). Macmillan also determines influence as have an effect on, or the power in someone or something to effect another person or thing (1998:222).

Hence, the factors that influence the teachers techniques in avoiding students' reluctance means, the effects that cause or persuade teachers to act in a particular way but without the use of direct force or command in avoiding students hesitation in speaking English.

Motivation in language-learning plays a vital role. It is motivation that produces effective second-language communicators by planting in them the seeds

of self-confidence. It also successfully creates learners who continuously engage themselves in learning even after they complete a targeted goal. In order for English instructors to motivate them, a number of methods are needed both in and outside of class.

According to Hussin, Maarof, and D’Cruz, 2001(in Ebata, 2008), “positive self-concept, high self-esteem, positive attitude, clear understanding of the goals for language learning, continuous active participation in the language learning process, the relevance of conducive environment that could contribute to the success of language learning”. They state that six factors influence motivation in language learning: attitudes, beliefs about self, goals, involvement, environmental support, and personal attributes (2001). Above all, three specific elements are strongly believed to build motivation towards language-learning:

1. Self-confidence,

Self-confidence is the most significant in language-learning. It provides learners with the motivation and energy to become positive about their own learning. It also creates the drive in them to acquire the targeted language, enjoy the learning process, and experience real communication.

2. Experiencing success and satisfaction,

Experience of success provides students with more power to pursue a new goal. It allows language learners to understand the purpose of trying and have pleasure in communicating with others. Some people might feel successful when they can communicate their thoughts to people; others might feel the sense of success when they complete a challenging task in a targeted language.

There is a similarity between the experience of success and satisfaction; the experience of success at all times satisfies people not only in language-learning but also in anything. To make it short, it is strongly believed that the experience of success comes hand in the hand with the sense of satisfaction.

According to Lile, “a student will find it difficult to perform in a stressful environment” (2002). He also mentions that “the lessons must be very simple, yet fun and interesting, with a lot of changes from a writing exercise, to a speaking, listening, back to writing, and so on”. Nunan states that “students need to be able to use the skills taught in the classroom to do things other than those that they had been specifically taught” (1999). This implies that in order for language learners to experience success and become satisfied, it is essential for instructors to create a relaxing learning environment, so that students can perform successfully. Moreover, a language class needs to contain a variety of materials and activities focusing on all necessary skills. By encouraging students to practice not only one skill but all, the class will become more challenging and effective.

3. Good teacher-learner relationships as well as relationships between learners.

According to Hussin, Maarof, and D’Cruz 2001(in Ebata, 2008), ‘teachers need to find creative ways to teach the language and increase the student’s motivation to learn the language and to eventually appreciate the language’ (2001). There are a number of methods that English instructors can use to motivate students in class. The instructors should flexibly employ the most suitable method for the class. Furthermore, Kabilan indicated that “Teachers should develop a mutual relationship with their learners” (2000). In order to

develop a mutual relationship with their learners, teachers need to understand students who are from different backgrounds, have different interests, future goals, aims for English learning, and most importantly, different personalities. Once they understand them better, teachers are able to apply specific teaching and communicating strategies tailored to each student, thereby creating a trusting relationship between a teacher and student. Once a relationship develops, the classroom will become comfortable and enjoyable enough for students to learn positively from the teacher without any hesitation.

All three factors are believed to be correlated to each other in the process of motivation development.

However, Gibson, et al in Srimulyo (in Puji R. Soekarno; 2009), states that there are three factors that influence the teachers' techniques in avoiding students reluctance in speaking English, they are;

- 1) Individual variable:
 - a) Ability and skill : mental and physic
 - b) Background : family, social degree and salary.
 - c) Demographic : age, history and sex.
- 2) Organizational variable:
 - a) Resources
 - b) Leadership
 - c) Repayment
 - d) Design of job
- 3) Psychological variable:
 - a) Perception
 - b) Attitude
 - c) Personality
 - d) Study
 - e) Motivation

Furthermore, Tiffin and Me. Cormick in Srimulyo, in Puji R. Soekarno discussed there are two variables that influence the teachers' techniques:

1. Individual variable that consists of attitude, characteristic, physic characteristics, interest and motivation, experience, age, sex and education.
2. Situational variable:
 - a) Physic and job : work method, the condition and the job equipment design, lay out and physic of area (illumination, temperature and ventilation)
 - b) Social and organization : organizations, regulations, organizations, characteristics, kinds of exercise and supervision, repayment system and social area.

Even, Sutemeister in Srimulyo in Puji R. Soekarno (2009) states about two factors that influence the teachers' techniques:

1. Ability
 - a) Science : education, experience, exercise and interest.
 - b) Skill : ability and personality.
2. Motivation
 - a) Social condition : formal and informal organization, leadership and trade union.
 - b) Individual necessary : physiologic, social and egoistic.
 - c) physic condition : work area.

From the statements above, it can be seen that many factors and variables that influence the teachers' techniques in avoiding students' reluctance in speaking English. The factors come from the individual factors, out of self and situational factors. However, the teachers' techniques are influenced by the motivation and individual skill.

B. The Relevant Research

As a matter on fact, there are some preliminary researchers dealing with the analysis of teachers' efforts in avoiding students' reluctance in speaking English.

- a) Roy Taslim (2009). The title of this thesis is “Teachers’ Efforts in Creating Interesting and Comfortable Classrooms’ Activity in English Learning at MTs Al-Huda Dumai”. The writer found that most of the teachers were still using the prototype rather than bringing the students to study alone without checking some errors in their English ability. Sometimes the teacher is giving the assignments to the students in order to make them able to overcome their problems. In fact, most of the students did not understand about command of the assignments themselves. The accomplishment is as awful in their marking.

The subject of the research is Teachers’ and the object of the research is creating interesting and comfortable classroom’s activity in English learning. To collect the data of this study, he writer applied observation interview and questionnaire. After the data were collected, they were processed and analyzed by interpreting into qualitative statements.

Based on the writers’ finding, it is found that the degree of the teachers’ efforts in creating interesting and comfortable classrooms’ activity in the category of enough level.

- b) Afriani, (2004). The title is “ The English Teachers’ Technique on Teaching Speaking at State Islamic Senior High School Tanjung Pinang”. This study focused on the teachers’ technique that was used on teaching speaking and on finding out the best technique in teaching speaking. The writer also focused to find out the problems faced by English teachers at State Islamic Senior High School Tanjung Pinang.

C. The Operational Concept

A concept is a main element to avoid misunderstanding and misinterpretation in a specific research, because it is still operated in an abstract form of a writer's planning which must be interpreted into particular words in order to make easy to be measured empirically.

Based on the statement above, the operational concept of this study is elaborated based on established indicators, they are the techniques done by the English teacher to avoid the students' reluctance in speaking English and the factors that influence the teachers' techniques in avoiding students' reluctance in speaking English..

The techniques done by the teachers in avoiding students' reluctance in speaking English are classified as good based on the indicators divided into some points, they are:

- a. The teacher establishes a good relationship among students.
- b. The teacher leads the students in doing speaking activities.
- c. The teacher reduces the level of task difficulty.
- d. The teacher gives students more time to do tasks.
- e. The teacher brings the tasks with students' experience
- f. The teacher allows the students in communicative ability.
- g. The teacher provides students with task guidance.
- h. The teacher attends to individual students' needs and ability.

- i. The teacher tries to lengthen the amount of time between questions in order to nominate the students to respond.
- j. The teacher gives spoken or written praise to the students who give the correct answer.
- k. The teacher promotes positive attitudes among students.
- l. The teacher changes students' negative beliefs and attitudes toward mistakes.
- m. The teacher boosts students' self confidence.
- n. The teacher lower students' anxiety in the classroom.
- o. The teacher builds a supportive learning environment.
- p. The teacher encourages peer support in the classroom.
- q. The teacher being sensitive when assigning the students into groups.
- r. The teacher tolerates L1 in certain situation.
- s. The teacher makes the classroom environment in non-threatening place.
- t. The teacher introduces opportunities for students to speak English outside the classroom.

Then, the indicators of the factors that influence teachers' techniques in avoiding students' reluctance in speaking are:

- a. The English teacher graduated from English Department.
- b. The English teacher used media to explain the material in teaching process.
- c. The English teacher made a lesson plan to prepare the material.
- d. The English teacher felt enjoy in teaching-learning process.

- e. The atmosphere in the classroom was relaxing.
- f. The school facilities help the teacher in teaching English.
- g. The salary was satisfied for the teacher.
- h. The teacher got a good reward from the school.

CHAPTER THREE

THE METHODOLOGY OF THE RESEARCH

A. The Design of the Research

The method that used in this study is descriptive method. A kind of methods involves the collection of data for describing the existing condition. Withney (in Nazir 1988:63) states that descriptive method is looking for the facts by using accurate interpretation. Even Sudjana and Ibrahim, 1989 (in Syafi'I 2007:56) state that descriptive study is an investigation, which tries to describe the existing conditions, phenomena, even and so forth. Therefore the problem investigated are actual issues.

B. The Time and Location of the Study

This research takes place at SMPN 4 Kampar Kiri Tengah District-Kampar Regency and the time of this study will be conducted on March until May 2010.

C. The Subject and Object of the Study

1. The subject of this research is the English teachers of SMPN 4 Kampar Kiri Tengah in academic year 2009/2010.
2. The object of this research is the techniques of the English teachers at SMPN 4 Kampar Kiri Tengah in avoiding students' reluctance in speaking English.

D. The Population of the Study

The population of this research all of the English teachers of SMPN 4 Kampar Kiri Tengah. There are three English teachers at SMPN 4 Kampar Kiri Tengah, so the writer take all of the population to get the data. Consequently, this research is called population study

E. The Technique of Collecting Data

The techniques of data collection used in this research are:

1. Observation

According to Suharsimi (2006:156), observation is an activity that concerns to some objects by using the five of senses. Furthermore, Nazir (1988:212) states that observation is the way to get some data by observing the object of the research. In this thesis, the method is carried out to observe the problem dealing with the teachers' techniques in avoiding students' reluctance in speaking English.

2. Interview

According to Suharsimi (2006:155), interview is a dialogue, which is done by interviewer to get some information from interviewee. Furthermore Nazir(1988:234) states that interview is a process to get some data of the research by giving some questions from the interviewer to interviewee or respondent by using interviewer guide. In this thesis, this technique is used to obtain some data about the teachers' techniques in avoiding students' reluctance in speaking English and the factors that influence the teachers' techniques in avoiding students' reluctance in speaking English.

F. The Technique of Analysis Data

This research uses descriptive method, which aims at knowing the teachers' techniques in avoiding students' reluctance in speaking English. In addition, that is the factors that influence the teachers techniques in avoiding students' reluctance in speaking English.

To measure the techniques done by the teachers in avoiding students' reluctance in speaking English, the writer uses percentage and categories as follows: 75%-100% is *good*, 56%-75% is *enough*, 40%-55% is *less*, and less than 40% is *bad* (Arikunto, 1993:208).

To get the data of the research, the formula of methods used in this research is as follows: **$P = F/N \times 100\%$**

Note: **P**: Percentage

F: Frequency of score

N: The total of score

This technique is called descriptive technique with percentage (Suharsimi Arikunto, 2006:208-210).

CHAPTER FOUR

THE DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Sample

This is a descriptive study about the teachers' techniques in avoiding students' reluctance in speaking English. And below are the description of the English teachers at SMPN 4 KAMPAR:

TABLE 4.1
The List Number of the English Teachers at SMPN 4 KAMPAR

NO	NAME	AGE	SEX	GRADUATION	TEACHING ENGLISH EXPERIENCE
1	Jahalben Ujung	46	MALE	Ketrampilan Jasa	1,5 YEARS
2	Jumatul Darisno, S.Pd.I	27	MALE	UIN SUSKA	2 YEARS
3	Reny Rusmia Anggraini, S.Pd	24	FEMALE	FKIP UNRI	10 MONTHS

B. The Data Presentation

In this data presentation, the writer presents the result of the research findings gained through the instruments. There were two instruments used by the writer, the first was observation and the second was an interview.

The objectives of this research were to find out the teachers' techniques in avoiding students' reluctance in speaking English and to know the factors that influence the teachers' techniques in avoiding students' reluctance in speaking English. Therefore, in collecting the data about the English teachers' techniques in avoiding students' reluctance in speaking English, the writer used observation technique. Even, the writer also used the interview technique to find out the data

about the factors that influence the English teachers' techniques in avoiding students' reluctance in speaking English outside the classroom.

The writer used two alternative answer 'yes' and 'no'. 'Yes' answer indicated the implemented activities; otherwise 'no' answer indicated that unimplemented activities.

1. The Data Presentation Of The Teachers' Techniques In Avoiding The Students' Reluctance In Speaking English

The data presented are a result of observation toward the techniques of the English teachers in avoiding students' reluctance in speaking English. This observation was for three English teachers in five meetings. The result of observation can be seen in the following explanation:

a. **The Result of English Teacher A Observation**

TABLE 4.2
Observation Distribution of the Techniques of English Teacher “A” at the First Meeting in Avoiding Students’ Reluctance in Speaking English

NO	OBSERVATION ITEMS	YES	NO	P(%) of Yes
1	The teacher establishes a good relationship among students.	√		5
2	The teacher leads the students in doing speaking activities.	√		5
3	The teacher reduces the level of task difficulty.		√	0
4	The teacher gives students more time to do tasks.	√		5
5	The teacher brings the tasks with students’ experience.		√	0
6	The teacher allows the students in communicative ability.		√	0
7	The teacher provides students with task guidance.	√		5
8	The teacher attends to individual students’ needs and ability.		√	0
9	The teacher tries to lengthen the amount of time between questions in order to nominate the students to respond.	√		5
10	The teacher gives spoken or written praise to the students who give the correct answer.	√		5
11	The teacher promotes positive attitudes among students.		√	0
12	The teacher changes students’ negative beliefs and attitudes toward mistakes.	√		5
13	The teacher boosts students’ self-confidence.	√		5
14	The teacher lower students’ anxiety in the classroom.	√		5
15	The teacher builds a supportive learning environment.	√		5
16	The teacher encourages peer support in the classroom.		√	0
17	The teacher being sensitive when assigning the students into groups.		√	0
18	The teacher tolerates L1 in certain situation.	√		5
19	The teacher makes the classroom environment in non-threatening place.	√		5
20	The teacher introduces opportunities for students to speak English outside the classroom.		√	0
	TOTAL	12	8	60%

The table above shows that the first observation, the teacher A implemented 12 aspects from 20 aspects of the techniques of avoiding the students’ reluctance in speaking English. However, it is 60%.

TABLE 4.3
Observation Distribution of the Techniques of English Teacher “A” at the
Second Meeting in Avoiding Students’ Reluctance in Speaking English

NO	OBSERVATION ITEMS	YES	NO	P(%) of Yes
1	The teacher establishes a good relationship among students.	√		5
2	The teacher leads the students in doing speaking activities.		√	0
3	The teacher reduces the level of task difficulty.	√		5
4	The teacher gives students more time to do tasks.	√		5
5	The teacher brings the tasks with students’ experience.		√	0
6	The teacher allows the students in communicative ability.	√		5
7	The teacher provides students with task guidance.	√		5
8	The teacher attends to individual students’ needs and ability.	√		5
9	The teacher tries to lengthen the amount of time between questions in order to nominates the students to respond.	√		5
10	The teacher gives spoken or written praise to the students who give the correct answer.	√		5
11	The teacher promotes positive attitudes among students.	√		5
12	The teacher changes students’ negative beliefs and attitudes toward mistakes.		√	0
13	The teacher boosts students’ self-confidence.		√	0
14	The teacher lower students’ anxiety in the classroom.		√	0
15	The teacher builds a supportive learning environment.	√		5
16	The teacher encourages peer support in the classroom.	√		5
17	The teacher being sensitive when assigning the students into groups.		√	0
18	The teacher tolerates L1 in certain situation.	√		5
19	The teacher makes the classroom environment in non-threatening place.		√	0
20	The teacher introduces opportunities for students to speak English outside the classroom.	√		5
	TOTAL	13	7	65%

The table above shows that the first observation, the teacher A implemented 13 aspects from 20 aspects of the techniques of avoiding the students’ reluctance in speaking English. However, it is 65%.

TABLE 4.4
Observation Distribution of the Techniques of English Teacher “C” at the Third Meeting in Avoiding Students’ Reluctance in Speaking English

NO	OBSERVATION ITEMS	YES	NO	P(%) of Yes
1	The teacher establishes a good relationship among students.	√		5
2	The teacher leads the students in doing speaking activities.	√		5
3	The teacher reduces the level of task difficulty.		√	0
4	The teacher gives students more time to do tasks.	√		5
5	The teacher brings the tasks with students’ experience.		√	0
6	The teacher allows the students in communicative ability.	√		5
7	The teacher provides students with task guidance.		√	0
8	The teacher attends to individual students’ needs and ability.		√	0
9	The teacher tries to lengthen the amount of time between questions in order to nominate the students to respond.		√	0
10	The teacher gives spoken or written praise to the students who give the correct answer.		√	0
11	The teacher promotes positive attitudes among students.	√		5
12	The teacher changes students’ negative beliefs and attitudes toward mistakes.	√		5
13	The teacher boosts students’ self-confidence.	√		5
14	The teacher lower students’ anxiety in the classroom.	√		5
15	The teacher builds a supportive learning environment.	√		5
16	The teacher encourages peer support in the classroom.	√		5
17	The teacher being sensitive when assigning the students into groups.		√	0
18	The teacher tolerates L1 in certain situation.		√	0
19	The teacher makes the classroom environment in non-threatening place.	√		5
20	The teacher introduces opportunities for students to speak English outside the classroom.		√	0
	TOTAL	11	9	55%

The table above shows that the first observation, the teacher A implemented 11 aspects from 20 aspects of the techniques of avoiding the students’ reluctance in speaking English. However, it is 55%.

TABLE 4.5
Observation Distribution of the Techniques of English Teacher “A” at the Fourth Meeting in Avoiding Students’ Reluctance in Speaking English

NO	OBSERVATION ITEMS	YES	NO	P(%) of Yes
1	The teacher establishes a good relationship among students.	√		5
2	The teacher leads the students in doing speaking activities.		√	0
3	The teacher reduces the level of task difficulty.	√		5
4	The teacher gives students more time to do tasks.	√		5
5	The teacher brings the tasks with students’ experience.	√		5
6	The teacher allows the students in communicative ability.		√	0
7	The teacher provides students with task guidance.		√	0
8	The teacher attends to individual students’ needs and ability.	√		5
9	The teacher tries to lengthen the amount of time between questions in order to nominate the students to respond.		√	0
10	The teacher gives spoken or written praise to the students who give the correct answer.		√	0
11	The teacher promotes positive attitudes among students.	√		5
12	The teacher changes students’ negative beliefs and attitudes toward mistakes.	√		5
13	The teacher boosts students’ self-confidence.	√		5
14	The teacher lower students’ anxiety in the classroom.	√		5
15	The teacher builds a supportive learning environment.		√	0
16	The teacher encourages peer support in the classroom.	√		5
17	The teacher being sensitive when assigning the students into groups.	√		5
18	The teacher tolerates L1 in certain situation.	√		5
19	The teacher makes the classroom environment in non-threatening place.		√	0
20	The teacher introduces opportunities for students to speak English outside the classroom.		√	0
	TOTAL	12	8	60%

The table above shows that the first observation, the teacher A implemented 12 aspects from 20 aspects of the techniques of avoiding the students’ reluctance in speaking English. However, it is 60%.

Table 4.6
Observation Distribution of the Techniques of English Teacher “A” at the Fifth Meeting in Avoiding Students’ Reluctance in Speaking English

NO	OBSERVATION ITEMS	YES	NO	P(%) of Yes
1	The teacher establishes a good relationship among students.	√		5
2	The teacher leads the students in doing speaking activities.	√		5
3	The teacher reduces the level of task difficulty.		√	0
4	The teacher gives students more time to do tasks.	√		5
5	The teacher brings the tasks with students’ experience.		√	0
6	The teacher allows the students in communicative ability.	√		5
7	The teacher provides students with task guidance.		√	0
8	The teacher attends to individual students’ needs and ability.		√	0
9	The teacher tries to lengthen the amount of time between questions in order to nominate the students to respond.		√	0
10	The teacher gives spoken or written praise to the students who give the correct answer.	√		5
11	The teacher promotes positive attitudes among students.	√		5
12	The teacher changes students’ negative beliefs and attitudes toward mistakes.		√	0
13	The teacher boosts students’ self-confidence.	√		5
14	The teacher lower students’ anxiety in the classroom.		√	0
15	The teacher builds a supportive learning environment.		√	0
16	The teacher encourages peer support in the classroom.		√	0
17	The teacher being sensitive when assigning the students into groups.		√	0
18	The teacher tolerates L1 in certain situation.	√		5
19	The teacher makes the classroom environment in non-threatening place.	√		5
20	The teacher introduces opportunities for students to speak English outside the classroom.		√	0
TOTAL		9	11	45%

The table above shows that the first observation, the teacher A implemented 9 aspects from 20 aspects of the techniques of avoiding the students’ reluctance in speaking English. However, it is 45%.

TABLE 4.7
Observation Distribution of the Techniques of English Teacher “A” in the 1st, 2nd, 3rd, 4th, 5th Meeting in Avoiding Students’ Reluctance in Speaking English

Number Of Observation	Observation Time										TOTAL			
	I		II		III		IV		V		Yes	P(%)	No	P(%)
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No				
1	√		√		√		√		√		5	5%	0	0%
2	√			√	√			√	√		3	3%	2	2%
3		√	√			√	√			√	2	2%	3	3%
4	√		√		√		√		√		5	5%	0	0%
5		√		√		√	√			√	1	1%	4	4%
6		√	√		√			√	√		3	3%	2	2%
7	√		√			√		√		√	2	2%	3	3%
8		√	√			√	√			√	2	2%	3	3%
9	√		√			√		√		√	2	2%	3	3%
10	√		√			√		√	√		3	3%	2	2%
11		√	√		√		√		√		4	4%	1	1%
12	√			√	√		√			√	3	3%	2	2%
13	√			√	√		√		√		4	4%	1	1%
14	√			√	√		√			√	3	3%	2	2%
15	√		√		√			√		√	3	3%	2	2%
16		√	√		√		√			√	3	3%	2	2%
17		√		√		√	√			√	1	1%	4	4%
18	√		√			√	√		√		4	4%	1	1%
19	√			√	√			√	√		3	3%	2	2%
20		√	√			√		√		√	1	1%	4	4%
Total	12	8	13	7	11	9	12	8	9	11	57	57%	43	43%
P (%)	12%	8%	13%	7%	11%	9%	12%	8%	9%	11%		57%		43%

From the table above we can see that the first observation, the teacher A implemented 12 aspects from 20 aspects of the techniques of avoiding the students' reluctance in speaking English. Then, the second observation shows that the teacher A implemented 13 aspects from 20 aspects of the techniques of avoiding the students' reluctance in speaking English. Meanwhile, the third observation shows that the teacher A implemented 11 aspects from 20 aspects of the techniques of avoiding the students' reluctance in speaking English. Even, the fourth observation shows that the teacher A implemented 12 aspects from 20 aspects of the techniques of avoiding the students' reluctance in speaking English. Lastly, at the fifth observation shows that the teacher A implemented 9 aspects from 20 aspects of the efforts of avoiding the students' reluctance in speaking English. In addition, from entire the aspect in five meetings, the teacher A has implemented 57 aspects of the techniques in avoiding the students' reluctance in speaking English with the percentage 57%.

The table above also shows us as seen in table 4.7; *the teacher establishes a good relationship among students and the teacher gives students more time to do tasks* was regarded as the most preferred the teacher techniques in avoiding the students' reluctance in speaking English. In 5 meetings or 5% (the highest score) gave positive responses to this techniques. Other techniques, regarded as favorable techniques were *the teacher promotes positive attitudes among students, the teacher boosts students' self confidence and the teacher tolerates L1 in certain situation* that have the same percentage, it is 4%. And then *the teacher reduces the level of task difficulty, the teacher allows the students in communicative*

ability, the teacher gives spoken or written praise to the students who give the correct answer, the teacher changes students' negative beliefs and attitudes toward mistakes, the teacher lower students' anxiety in the classroom, the teacher builds a supportive learning environment, the teacher encourages peer support in the classroom and the teacher makes the classroom environment in non threatening place have the same percentage it is 3% . These techniques are regarded as favorable techniques of the English teachers in avoiding the students' reluctance in speaking English since the responses toward theses techniques reach 50% or more (Azwar, 1988 in Muhammad Sukrianto). It means that a half or more of respondents preferred to apply these activities in the classroom. Meanwhile, the techniques regarded as not-preferred techniques are *the teacher reduces the level of task difficulty, the teacher provides students with task guidance, the teacher attends to individual students' needs and ability and the teacher tries to lengthen the amount of time between question in order to nominates the students to respond* that have the same percentage, it is 2%. In addition, the last techniques are *the teacher brings the tasks with students' experience, the teacher being sensitive when assigning the students into groups; the teacher introduces opportunities for students to speak English outside the classroom* with the percentage 1%.

b. The Result of English Teacher B Observation

TABLE 4.8
Observation Distribution of the Techniques of English Teacher “B” at the
First Meeting in Avoiding Students’ Reluctance in Speaking English

NO	OBSERVATION ITEMS	YES	NO	P(%) of Yes
1	The teacher establishes a good relationship among students.	√		5
2	The teacher leads the students in doing speaking activities.	√		5
3	The teacher reduces the level of task difficulty.		√	0
4	The teacher gives students more time to do tasks.	√		5
5	The teacher brings the tasks with students’ experience.		√	0
6	The teacher allows the students in communicative ability.	√		5
7	The teacher provides students with task guidance.	√		5
8	The teacher attends to individual students’ needs and ability.		√	0
9	The teacher tries to lengthen the amount of time between questions in order to nominate the students to respond.		√	0
10	The teacher gives spoken or written praise to the students who give the correct answer.	√		5
11	The teacher promotes positive attitudes among students.	√		5
12	The teacher changes students’ negative beliefs and attitudes toward mistakes.		√	0
13	The teacher boosts students’ self-confidence.	√		5
14	The teacher lower students’ anxiety in the classroom.	√		5
15	The teacher builds a supportive learning environment.	√		5
16	The teacher encourages peer support in the classroom.		√	0
17	The teacher being sensitive when assigning the students into groups.	√		5
18	The teacher tolerates L1 in certain situation.	√		5
19	The teacher makes the classroom environment in non-threatening place.		√	0
20	The teacher introduces opportunities for students to speak English outside the classroom.		√	0
	TOTAL	12	8	60%

The table above shows that the first observation, the teacher A implemented 12 aspects from 20 aspects of the techniques of avoiding the students’ reluctance in speaking English. However, it is 60%.

TABLE 4.9
Observation Distribution of the Techniques of English Teacher “B” at the
Second Meeting in Avoiding Students’ Reluctance in Speaking English

NO	OBSERVATION ITEMS	YES	NO	P(%) of Yes
1	The teacher establishes a good relationship among students.	√		5
2	The teacher leads the students in doing speaking activities.		√	0
3	The teacher reduces the level of task difficulty.	√		5
4	The teacher gives students more time to do tasks.		√	0
5	The teacher brings the tasks with students’ experience.	√		5
6	The teacher allows the students in communicative ability.	√		5
7	The teacher provides students with task guidance.		√	0
8	The teacher attends to individual students’ needs and ability.	√		5
9	The teacher tries to lengthen the amount of time between questions in order to nominate the students to respond.	√		5
10	The teacher gives spoken or written praise to the students who give the correct answer.	√		5
11	The teacher promotes positive attitudes among students.		√	0
12	The teacher changes students’ negative beliefs and attitudes toward mistakes.	√		5
13	The teacher boosts students’ self-confidence.	√		5
14	The teacher lower students’ anxiety in the classroom.	√		5
15	The teacher builds a supportive learning environment.		√	0
16	The teacher encourages peer support in the classroom.	√		5
17	The teacher being sensitive when assigning the students into groups.		√	0
18	The teacher tolerates L1 in certain situation.	√		5
19	The teacher makes the classroom environment in non-threatening place.	√		5
20	The teacher introduces opportunities for students to speak English outside the classroom.	√		5
	TOTAL	14	6	70%

The table above shows that the first observation, the teacher A implemented 14 aspects from 20 aspects of the techniques of avoiding the students’ reluctance in speaking English. However, it is 70%.

TABLE 4.10
Observation Distribution of the Techniques of English Teacher “B” at the Third Meeting in Avoiding Students’ Reluctance in Speaking English

NO	OBSERVATION ITEMS	YES	NO	P(%) of Yes
1	The teacher establishes a good relationship among students.	√		5
2	The teacher leads the students in doing speaking activities.	√		5
3	The teacher reduces the level of task difficulty.		√	0
4	The teacher gives students more time to do tasks.	√		5
5	The teacher brings the tasks with students’ experience.	√		5
6	The teacher allows the students in communicative ability.	√		5
7	The teacher provides students with task guidance.	√		5
8	The teacher attends to individual students’ needs and ability.	√		5
9	The teacher tries to lengthen the amount of time between questions in order to nominate the students to respond.		√	0
10	The teacher gives spoken or written praise to the students who give the correct answer.		√	0
11	The teacher promotes positive attitudes among students.		√	0
12	The teacher changes students’ negative beliefs and attitudes toward mistakes.	√		5
13	The teacher boosts students’ self-confidence.	√		5
14	The teacher lower students’ anxiety in the classroom.	√		5
15	The teacher builds a supportive learning environment.	√		5
16	The teacher encourages peer support in the classroom.		√	0
17	The teacher being sensitive when assigning the students into groups.	√		5
18	The teacher tolerates L1 in certain situation.		√	0
19	The teacher makes the classroom environment in non-threatening place.	√		5
20	The teacher introduces opportunities for students to speak English outside the classroom.		√	0
	TOTAL	13	7	65%

The table above shows that the first observation, the teacher A implemented 13 aspects from 20 aspects of the techniques of avoiding the students’ reluctance in speaking English. However, it is 65%.

TABLE 4.11
Observation Distribution of the Techniques of English Teacher “B” at the Fourth Meeting in Avoiding Students’ Reluctance in Speaking English

NO	OBSERVATION ITEMS	YES	NO	P(%) of Yes
1	The teacher establishes a good relationship among students.		√	0
2	The teacher leads the students in doing speaking activities.	√		5
3	The teacher reduces the level of task difficulty.		√	0
4	The teacher gives students more time to do tasks.		√	0
5	The teacher brings the tasks with students’ experience.		√	0
6	The teacher allows the students in communicative ability.	√		5
7	The teacher provides students with task guidance.		√	0
8	The teacher attends to individual students’ needs and ability.	√		5
9	The teacher tries to lengthen the amount of time between questions in order to nominate the students to respond.		√	0
10	The teacher gives spoken or written praise to the students who give the correct answer.		√	0
11	The teacher promotes positive attitudes among students.	√		5
12	The teacher changes students’ negative beliefs and attitudes toward mistakes.		√	0
13	The teacher boosts students’ self-confidence.	√		5
14	The teacher lower students’ anxiety in the classroom.		√	0
15	The teacher builds a supportive learning environment.		√	0
16	The teacher encourages peer support in the classroom.	√		5
17	The teacher being sensitive when assigning the students into groups.		√	0
18	The teacher tolerates L1 in certain situation.	√		5
19	The teacher makes the classroom environment in non-threatening place.	√		5
20	The teacher introduces opportunities for students to speak English outside the classroom.	√		5
	TOTAL	9	11	45%

The table above shows that the first observation, the teacher A implemented 9 aspects from 20 aspects of the techniques of avoiding the students’ reluctance in speaking English. However, it is 45%.

TABLE 4.12
Observation Distribution of the Techniques of English Teacher “B” at the Fifth Meeting in Avoiding Students’ Reluctance in Speaking English

NO	OBSERVATION ITEMS	YES	NO	P(%) of Yes
1	The teacher establishes a good relationship among students.	√		5
2	The teacher leads the students in doing speaking activities.		√	0
3	The teacher reduces the level of task difficulty.		√	0
4	The teacher gives students more time to do tasks.	√		5
5	The teacher brings the tasks with students’ experience.		√	0
6	The teacher allows the students in communicative ability.		√	0
7	The teacher provides students with task guidance.		√	0
8	The teacher attends to individual students’ needs and ability.		√	0
9	The teacher tries to lengthen the amount of time between questions in order to nominate the students to respond.		√	0
10	The teacher gives spoken or written praise to the students who give the correct answer.	√		5
11	The teacher promotes positive attitudes among students.		√	0
12	The teacher changes students’ negative beliefs and attitudes toward mistakes.		√	0
13	The teacher boosts students’ self-confidence.	√		5
14	The teacher lower students’ anxiety in the classroom.	√		5
15	The teacher builds a supportive learning environment.	√		5
16	The teacher encourages peer support in the classroom.		√	0
17	The teacher being sensitive when assigning the students into groups.		√	0
18	The teacher tolerates L1 in certain situation.	√		5
19	The teacher makes the classroom environment in non-threatening place.	√		5
20	The teacher introduces opportunities for students to speak English outside the classroom.		√	0
	TOTAL	8	12	40%

The table above shows that the first observation, the teacher A implemented 8 aspects from 20 aspects of the techniques of avoiding the students’ reluctance in speaking English. However, it is 40%.

TABLE 4.13
Observation Distribution of the Techniques of English Teacher “B” in the 1st, 2nd, 3rd, 4th, 5th Meeting in Avoiding Students’ Reluctance in Speaking English

Number Of Observation	Observation Time										TOTAL			
	I		II		III		IV		V		Yes	P(%)	No	P(%)
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No				
1	√		√		√			√	√		4	4%	1	1%
2	√			√	√		√			√	3	3%	2	2%
3		√	√			√		√		√	1	1%	4	4%
4	√			√	√			√	√		3	3%	2	2%
5		√	√		√			√		√	2	2%	3	3%
6	√		√		√		√			√	4	4%	1	1%
7	√			√	√			√		√	2	2%	3	3%
8		√	√		√		√			√	3	3%	2	2%
9		√	√			√		√		√	1	1%	4	4%
10	√		√			√		√	√		3	3%	2	2%
11	√			√		√	√			√	2	2%	3	3%
12		√	√		√			√		√	2	2%	3	3%
13	√		√		√		√		√		5	5%	0	0%
14	√		√		√			√	√		4	4%	1	1%
15	√			√	√			√	√		3	3%	2	2%
16		√	√			√	√			√	2	2%	3	3%
17	√			√	√			√		√	2	2%	3	3%
18	√		√			√	√		√		4	4%	1	1%
19		√	√		√		√		√		4	4%	1	1%
20		√	√			√	√			√	2	2%	3	3%
Total	12	8	14	6	13	7	9	11	12	8	56	56%	44	44%
P (%)	12%	8%	14%	16%	13%	7%	9%	11%	8%	12%		56%		44%

From the table above we can see that the first observation, the teacher A implemented 12 aspects from 20 aspects of the techniques of avoiding the students' reluctance in speaking English. Then, the second observation shows that the teacher A implemented 14 aspects from 20 aspects of the techniques of avoiding the students' reluctance in speaking English. Meanwhile, the third observation shows that the teacher A implemented 13 aspects from 20 aspects of the techniques of avoiding the students' reluctance in speaking English. Even, the fourth observation shows that the teacher A implemented 9 aspects from 20 aspects of the techniques of avoiding the students' reluctance in speaking English. Lastly, at the fifth observation shows that the teacher A implemented 8 aspects from 20 aspects of the efforts of avoiding the students' reluctance in speaking English. In addition, from entire the aspect in five meetings, the teacher A has implemented 56 aspects of the techniques in avoiding the students' reluctance in speaking English with the percentage 56%.

The table above also shows us as seen in table 4.13, *the teacher boosts students' self-confidence* was regarded, as the most preferred the teacher techniques in avoiding the students' reluctance in speaking English. In 5 meetings or 5% (the highest score) gave positive responses to this techniques. Other techniques, regarded as favorable techniques were, *the teacher establishes a good relationship among student, the teacher allows the students in communicative ability, the teacher lower students' anxiety in the classroom, the teacher tolerates L1 in certain situation* and *the teacher makes the classroom environment in non threatening place* that have the same percentage, it is 4%. And then *the teacher leads the*

students in doing speaking activities, the teacher gives students more time to do tasks, the teacher attends to individual students' needs and ability, the teacher gives spoken or written praise to the students who give the correct answer and the teacher builds a supportive learning environment. have the same percentage it is 3%. Meanwhile, the techniques regarded as not-preferred techniques are, *the teacher brings the tasks with students' experience, the teacher provides students with task guidance, the teacher promotes positive attitudes among students, the teacher changes students' negative beliefs and attitudes toward mistakes, the teacher encourages peer support in the classroom, the teacher being sensitive when assigning the students into groups and the teacher introduces opportunities for students to speak English outside the classroom* that have the same percentage, it is 2%. In addition, the last techniques are *the teacher reduces the level of task difficulty and the teacher tries to lengthen the amount of time between questions in order to nominate the students to respond,* with the percentage 1%.

c. The Result of English Teacher C Observation

TABLE 4.14
Observation Distribution of the Techniques of English Teacher “C” at the
First Meeting in Avoiding Students’ Reluctance in Speaking English

NO	OBSERVATION ITEMS	YES	NO	P(%) of Yes
1	The teacher establishes a good relationship among students.	√		5
2	The teacher leads the students in doing speaking activities.	√		5
3	The teacher reduces the level of task difficulty.	√		5
4	The teacher gives students more time to do tasks.		√	0
5	The teacher brings the tasks with students’ experience.	√		5
6	The teacher allows the students in communicative ability.	√		5
7	The teacher provides students with task guidance.		√	0
8	The teacher attends to individual students’ needs and ability.	√		5
9	The teacher tries to lengthen the amount of time between questions in order to nominate the students to respond.		√	0
10	The teacher gives spoken or written praise to the students who give the correct answer.	√		5
11	The teacher promotes positive attitudes among students.	√		5
12	The teacher changes students’ negative beliefs and attitudes toward mistakes.		√	0
13	The teacher boosts students’ self-confidence.	√		5
14	The teacher lower students’ anxiety in the classroom.	√		5
15	The teacher builds a supportive learning environment.	√		5
16	The teacher encourages peer support in the classroom.		√	0
17	The teacher being sensitive when assigning the students into groups.		√	0
18	The teacher tolerates L1 in certain situation.	√		5
19	The teacher makes the classroom environment in non-threatening place.	√		5
20	The teacher introduces opportunities for students to speak English outside the classroom.	√		5
	TOTAL	14	6	70%

The table above shows that the first observation, the teacher A implemented 14 aspects from 20 aspects of the techniques of avoiding the students’ reluctance in speaking English. However, it is 70%.

TABLE 4.15
Observation Distribution of the Techniques of English Teacher “C” at the
Second Meeting in Avoiding Students’ Reluctance in Speaking English

NO	OBSERVATION ITEMS	YES	NO	P(%) of Yes
1	The teacher establishes a good relationship among students.	√		5
2	The teacher leads the students in doing speaking activities.	√		5
3	The teacher reduces the level of task difficulty.		√	0
4	The teacher gives students more time to do tasks.	√		5
5	The teacher brings the tasks with students’ experience.		√	0
6	The teacher allows the students in communicative ability.	√		5
7	The teacher provides students with task guidance.	√		5
8	The teacher attends to individual students’ needs and ability.	√		5
9	The teacher tries to lengthen the amount of time between questions in order to nominate the students to respond.		√	0
10	The teacher gives spoken or written praise to the students who give the correct answer.		√	0
11	The teacher promotes positive attitudes among students.		√	0
12	The teacher changes students’ negative beliefs and attitudes toward mistakes.	√		5
13	The teacher boosts students’ self-confidence.	√		5
14	The teacher lower students’ anxiety in the classroom.	√		5
15	The teacher builds a supportive learning environment.	√		5
16	The teacher encourages peer support in the classroom.	√		5
17	The teacher being sensitive when assigning the students into groups.	√		5
18	The teacher tolerates L1 in certain situation.	√		5
19	The teacher makes the classroom environment in non-threatening place.	√		5
20	The teacher introduces opportunities for students to speak English outside the classroom.	√		5
	TOTAL	15	5	75%

The table above shows that the first observation, the teacher A implemented 15 aspects from 20 aspects of the techniques of avoiding the students’ reluctance in speaking English. However, it is 75%.

TABLE 4.16
Observation Distribution of the Techniques of English Teacher “C” at the
Third Meeting in Avoiding Students’ Reluctance in Speaking English

NO	OBSERVATION ITEMS	YES	NO	P(%) of Yes
1	The teacher establishes a good relationship among students.	√		5
2	The teacher leads the students in doing speaking activities.		√	0
3	The teacher reduces the level of task difficulty.	√		5
4	The teacher gives students more time to do tasks.	√		5
5	The teacher brings the tasks with students’ experience.	√		5
6	The teacher allows the students in communicative ability.	√		5
7	The teacher provides students with task guidance.	√		5
8	The teacher attends to individual students’ needs and ability.	√		5
9	The teacher tries to lengthen the amount of time between questions in order to nominate the students to respond.	√		5
10	The teacher gives spoken or written praise to the students who give the correct answer.	√		5
11	The teacher promotes positive attitudes among students.	√		5
12	The teacher changes students’ negative beliefs and attitudes toward mistakes.	√		5
13	The teacher boosts students’ self-confidence.	√		5
14	The teacher lower students’ anxiety in the classroom.	√		5
15	The teacher builds a supportive learning environment.	√		5
16	The teacher encourages peer support in the classroom.		√	0
17	The teacher being sensitive when assigning the students into groups.	√		5
18	The teacher tolerates L1 in certain situation.	√		5
19	The teacher makes the classroom environment in non-threatening place.		√	0
20	The teacher introduces opportunities for students to speak English outside the classroom.		√	0
	TOTAL	16	4	80%

The table above shows that the first observation, the teacher A implemented 16 aspects from 20 aspects of the techniques of avoiding the students’ reluctance in speaking English. However, it is 80%.

TABLE 4.17
Observation Distribution of the Techniques of English Teacher “C” at the Fourth Meeting in Avoiding Students’ Reluctance in Speaking English

NO	OBSERVATION ITEMS	YES	NO	P(%) of Yes
1	The teacher establishes a good relationship among students.	√		5
2	The teacher leads the students in doing speaking activities.	√		5
3	The teacher reduces the level of task difficulty.		√	0
4	The teacher gives students more time to do tasks.		√	0
5	The teacher brings the tasks with students’ experience.	√		5
6	The teacher allows the students in communicative ability.		√	0
7	The teacher provides students with task guidance.		√	0
8	The teacher attends to individual students’ needs and ability.		√	0
9	The teacher tries to lengthen the amount of time between questions in order to nominate the students to respond.	√		5
10	The teacher gives spoken or written praise to the students who give the correct answer.		√	0
11	The teacher promotes positive attitudes among students.	√		5
12	The teacher changes students’ negative beliefs and attitudes toward mistakes.	√		5
13	The teacher boosts students’ self-confidence.	√		5
14	The teacher lower students’ anxiety in the classroom.	√		5
15	The teacher builds a supportive learning environment.		√	0
16	The teacher encourages peer support in the classroom.	√		5
17	The teacher being sensitive when assigning the students into groups.		√	0
18	The teacher tolerates L1 in certain situation.	√		5
19	The teacher makes the classroom environment in non-threatening place.	√		5
20	The teacher introduces opportunities for students to speak English outside the classroom.		√	0
	TOTAL	11	9	55%

The table above shows that the first observation, the teacher A implemented 11 aspects from 20 aspects of the techniques of avoiding the students’ reluctance in speaking English. However, it is 55%.

TABLE 4.18
Observation Distribution of the Techniques of English Teacher “C” at the Fifth Meeting in Avoiding Students’ Reluctance in Speaking English

NO	OBSERVATION ITEMS	YES	NO	P(%) of Yes
1	The teacher establishes a good relationship among students.	√		5
2	The teacher leads the students in doing speaking activities.	√		5
3	The teacher reduces the level of task difficulty.		√	0
4	The teacher gives students more time to do tasks.	√		5
5	The teacher brings the tasks with students’ experience.		√	0
6	The teacher allows the students in communicative ability.		√	0
7	The teacher provides students with task guidance.	√		5
8	The teacher attends to individual students’ needs and ability.	√		5
9	The teacher tries to lengthen the amount of time between questions in order to nominate the students to respond.		√	0
10	The teacher gives spoken or written praise to the students who give the correct answer.		√	0
11	The teacher promotes positive attitudes among students.		√	0
12	The teacher changes students’ negative beliefs and attitudes toward mistakes.	√		5
13	The teacher boosts students’ self-confidence.	√		5
14	The teacher lower students’ anxiety in the classroom.	√		5
15	The teacher builds a supportive learning environment.	√		5
16	The teacher encourages peer support in the classroom.		√	0
17	The teacher being sensitive when assigning the students into groups.		√	0
18	The teacher tolerates L1 in certain situation.	√		5
19	The teacher makes the classroom environment in non-threatening place.	√		5
20	The teacher introduces opportunities for students to speak English outside the classroom.	√		5
	TOTAL	12	8	60%

The table above shows that the first observation, the teacher A implemented 12 aspects from 20 aspects of the techniques of avoiding the students’ reluctance in speaking English. However, it is 60%.

TABLE 4.19
Observation Distribution of the Techniques of English Teacher “C” at the 1st, 2nd, 3rd, 4th and 5th Meeting in Avoiding Students’ Reluctance in Speaking English

Number Of Observation	Observation Time										TOTAL			
	I		II		III		IV		V		Yes	P(%)	No	P(%)
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No				
1	√		√		√		√		√		5	5%	0	0%
2	√		√			√	√		√		4	4%	1	1%
3	√			√	√			√		√	2	2%	3	3%
4		√	√		√			√	√		3	3%	2	2%
5	√			√	√		√			√	3	3%	2	2%
6	√		√		√			√		√	3	3%	2	2%
7		√	√		√			√	√		3	3%	2	2%
8	√		√		√			√	√		4	4%	1	1%
9		√		√	√		√			√	2	2%	3	3%
10	√			√	√			√		√	2	2%	3	3%
11	√			√	√		√			√	3	3%	2	2%
12		√	√		√		√		√		4	4%	1	1%
13	√		√		√		√		√		5	5%	0	0%
14	√		√		√		√		√		5	5%	0	0%
15	√		√		√			√	√		4	4%	1	1%
16		√	√			√	√			√	2	2%	3	3%
17		√	√		√			√		√	2	2%	3	3%
18	√		√		√		√		√		5	5%	0	0%
19	√		√			√	√		√		4	4%	1	1%
20	√		√			√		√	√		3	3%	2	2%
Total	14	6	15	5	16	4	11	9	12	8	68	68%	32	32%
P (%)	14%	6%	15%	5%	16%	4%	11%	9%	12%	8%		68%		32%

From the table above we can see that the first observation, the teacher A implemented 14 aspects from 20 aspects of the techniques of avoiding the students' reluctance in speaking English. Then, the second observation shows that the teacher A implemented 15 aspects from 20 aspects of the techniques of avoiding the students' reluctance in speaking English. Meanwhile, the third observation shows that the teacher A implemented 16 aspects from 20 aspects of the techniques of avoiding the students' reluctance in speaking English. Even, the fourth observation shows that the teacher A implemented 11 aspects from 20 aspects of the techniques of avoiding the students' reluctance in speaking English. Lastly, at the fifth observation shows that the teacher A implemented 12 aspects from 20 aspects of the techniques of avoiding the students' reluctance in speaking English. In addition, from entire the aspect in five meetings, the teacher A has implemented 68 aspects of the techniques in avoiding the students' reluctance in speaking English with the percentage 68%.

The table above also shows us as seen in table 4.19, *the teacher establishes a good relationship among students, the teacher boosts students' self confidence, the teacher lower students' anxiety in the classroom and the teacher tolerates LI in certain situation* was regarded as the most preferred the teacher techniques in avoiding the students' reluctance in speaking English. In 5 meetings or 5% (the highest score) gave positive responses to this techniques. Other techniques, regarded as favorable techniques were *the teacher leads the students in doing speaking activities, the teacher attends to individual students' needs and ability, the teacher changes students' negative beliefs and attitudes toward mistakes, the teacher*

builds a supportive learning environment and the teacher makes the classroom environment in non threatening place that have the same percentage, it is 4%. And then the teacher gives students more time to do task, the teacher brings the tasks with students' experience, the teacher allows the students in communicative ability, the teacher provides students with task guidance, the teacher promotes positive attitudes among students and the teacher introduces opportunities for students to speak English outside the classroom have the same percentage it is 3%. Meanwhile, the techniques regarded as not-preferred techniques are the teacher reduces the level of task difficulty, the teacher tries to lengthen the amount of time between question in order to nominates the students to respond, the teacher gives spoken or written praise to the students who give the correct answer, the teacher encourages peer support in the classroom and the teacher being sensitive when assigning the students into groups. that have the same percentage, it is 2%.

Below is the table of recapitulation of the English teachers' techniques in avoiding the students' reluctance in speaking English.

TABLE 4.20
The Recapitulation of the Techniques of English Teacher A, B and C in Avoiding Students' Reluctance in Speaking English

Teacher	Yes		No		Total Number	P
	F	P (%)	F	P (%)		
A	57	57%	43	43%	100	100%
B	56	56%	44	44%	100	100%
C	68	68%	32	32%	100	100%
Total	181	60.33%	119	39.67%	300	100%

The table above shows that English teacher A has done 57 techniques (57%), English teacher B has done 56 techniques (56%) and English teacher C has done 68 techniques (68%) the total score of the English teachers (A,B and C) is 60.33%.

2. The Data Presentation of the Factors that Influence the Teachers' Techniques in Avoiding the Students' Reluctance in Speaking English.

This part tries to answer the second formulation of the problem: what are the factors that influence the teachers' techniques in avoiding the students' reluctance in speaking English?

After observing to get the data about the teachers' techniques in avoiding the students' reluctance in speaking English, the writer uses the interview to get the data about the factors that influence the teachers' techniques in avoiding the students' reluctance in speaking English.

a. The Result of English Teacher A Interview.

Based on interview toward the teacher A, the writer concludes that there are some factors that influence the teachers' techniques in avoiding the students' reluctance in speaking English, they are:

1. The English teacher used media to explain the material in teaching process
2. The English teacher made a lesson plan to prepare the material.
3. The English teacher felt enjoy in teaching-learning process
4. The salary was satisfied for the teacher.

5. The teacher got a good reward from the school.

b. The Result of English Teacher B Interview

Based on interview toward the teacher B, the writer concludes that there are some factors that influence the teachers' techniques in avoiding the students' reluctance in speaking English, they are:

1. The English teacher graduated from English Department.
2. The English teacher used media to explain the material in teaching process
3. The English teacher made a lesson plan to prepare the material.
4. The English teacher felt enjoy in teaching-learning process
5. The salary was satisfied for the teacher.
6. The teacher got a good reward from the school.

c. The Result of English Teacher C Interview.

Based on interview toward the teacher C, the writer concludes that there are some factors that influence the teachers' techniques in avoiding the students' reluctance in speaking English, they are:

1. The English teacher graduated from English Department
2. The English teacher used media to explain the material in teaching process
3. The English teacher made a lesson plan to prepare the material
4. The English teacher felt enjoy in teaching-learning process
5. The salary was satisfied for the teacher.

6. The teacher got a good reward from the school.

Besides the result of interview toward the English teachers toward the factors influenced the teachers' techniques in avoiding the students' reluctance in speaking English, the writer also found some information from the informants toward the data about the factors that the teachers' techniques in avoiding the students' reluctance in speaking English.

Teacher A:

“Actually there are some methods that can be applied, one of them is by giving praise, because it can stimulate them to have high self-confidence. I just try to make them love their lesson, so they will enjoy in learning English. In addition, as an English teacher, I think I must help my students' problem when they find difficulty in learning English. And being overcome, it will help them to share their problem to me.”

Teacher B:

“It depends on the situation, I mean...if I relax in teaching my students will feel relax too. However, if I have a bad mood in teaching, of course my students will feel not enjoy too.”

Moreover, when asking about the Head master reward, the teacher answers, “The Head master of this school is very regard the discipline teacher and whoever wants to make this school best.”

Teacher C:

“As teachers, we are not only as teachers but also as their friends. In this case, we can do the activity “problem solving” with them. Suppose, we are good listeners. However, it just can be done outside the classroom. By doing this activity, we know the students difficulty in learning process. I just try to be the best example and a good motivator for my students, so I try to always speak English with them.”

Besides asking the English teachers, the writer also asks some students as additional information's. Below are the students' statements related to the teachers' techniques in avoiding the students' reluctance in speaking English.

Student 1:

“I like to speak English. I often watch English film and I very like to listen English songs. Besides, our English teacher also motivates us to practice English. But I think the facilities that can improve English language are not enough.”

Student 2:

“We have a kind English teacher. She always motivates us to speak English. In addition, she avoids our reluctance in speaking. She says that nothing is impossible if we want to try.”

Student 3:

“We make a good relationship among us. And we not only study at the class, but sometimes we also study outside the class.”

B. The Data Analysis

Analysis of the data means that to analyze the result of the research through observation, interview, and factors that influence the teachers' techniques. The writer used the descriptive technique to analyze the data. Descriptive technique was divided into two categories. Firstly, qualitative data were described by words and sentence. Secondly, quantitative data were used by percentage or digit.

In order to find out the categories of the teachers' techniques in avoiding students' reluctance in speaking English, the writer presents classification of the percentage as follows:

76% - 100% = very good

56% - 75% = enough

40% - 55% = less

Less than 40% = bad

To get the data of the research, the writer uses the following formula:

$$P = F / N \times 100 \%$$

P = Percentage

F = Frequency of score

N = Total of score

Based on the formulation of the problem “**What are the teachers’ techniques in avoiding students’ reluctance in speaking English at SMPN 4 Kampar**”, the data analysis can be seen as follow:

TABLE 4.21
The Recapitulation of the Techniques of English Teacher A, B and C in Avoiding Students’ Reluctance in Speaking English

The Aspects	Yes		No		Total Number	Total Percentage
	F	P (%)	F	P (%)		
1	14	93.33	1	6.67	15	100%
2	10	66.67	5	33.33	15	100%
3	5	33.33	10	66.67	15	100%
4	11	73.33	4	26.67	15	100%
5	6	40	9	60	15	100%
6	10	66.67	5	33.33	15	100%
7	7	46.67	8	53.33	15	100%
8	9	60	6	40	15	100%
9	5	33.33	10	66.67	15	100%
10	8	53.33	7	46.67	15	100%
11	9	60	6	40	15	100%
12	9	60	6	40	15	100%
13	14	93.33	1	6.67	15	100%
14	12	80	3	20	15	100%
15	10	66.67	5	33.33	15	100%
16	7	46.67	8	53.33	15	100%
17	5	33.33	10	66.67	15	100%
18	13	86.67	2	13.33	15	100%
19	11	73.33	4	26.67	15	100%
20	6	40	9	60	15	100%
Total	181	60.33	119	39.67	300	100%

From the recapitulation above, the techniques of English teachers A, B, and C in avoiding students' reluctance in speaking English can be analyzed by using the following formula:

$$P = F / N \times 100\%$$

$$\text{The Total of "Yes"} = P = 181 / 300 \times 100\% = 60.33\%$$

$$\text{The Total of "No"} = P = 119 / 300 \times 100\% = 39.67\%$$

By this formula, it shows that the number of "Yes" answer is acquired 181 times and "No" is 119. It is found that the percentage of the teachers' techniques in avoiding the students' reluctance in speaking English at SMPN 4 is 60.33%. Therefore, by having this percentage it is obviously said that the teachers' techniques to avoid the students' reluctance in speaking English is categorized as "Enough". In addition, below are the techniques implemented well by English teachers as follows:

1. The teacher establishes a good relationship among students 93.33%.
2. The teacher leads the students in doing speaking activities 66.67.
3. The teacher gives students more time to do tasks 73.33.
4. The teacher allows the students in communicative ability 66.67.
5. The teacher attends to individual students' needs and ability 60%.
6. The teacher gives spoken or written praise to the students who give the correct answer 53.33 %.
7. The teacher promotes positive attitudes among students 60%.

8. The teacher changes students' negative beliefs and attitudes toward mistakes 60%.
9. The teacher boosts students' self-confidence 93.33%.
10. The teacher lowers students' anxiety in the classroom 80%.
11. The teacher builds a supportive learning environment 66.67%.
12. The teacher tolerates L1 in certain situation 86.67%.
13. The teacher makes the classroom environment in non-threatening place 73.33%.

While, the techniques that are not implemented well by the English teachers is 39.67%, they are:

1. The teacher reduces the level of task difficulty 33.33%.
2. The teacher brings the tasks with students' experience 40%.
3. The teacher provides students with task guidance 46.67%.
4. The teacher encourages peer support in the classroom 33.33%.
5. The teacher tries to lengthen the amount of time between questions in order to nominate the students to respond 46.67%.
6. The teacher being sensitive when assigning the students into groups 33.33%.
7. The teacher introduces opportunities for students to speak English outside the classroom 40%.

The second formulation of the problems is **“What are the factors that influence the English teachers' techniques in avoiding students' reluctance in**

speaking English?”. Based on comparison between the theories about the factors that influence the teachers’ techniques in avoiding the students’ reluctance presented at the chapter II with interview result of the writer and the English teachers at SMPN 4 Bina Baru, the writer concludes that the factors that influence the teachers’ techniques in avoiding the students’ reluctance at the following table:

TABLE 4.22
Recapitulation of the Factors That Influence English Teachers’ Technique A, B, and C in Avoiding Students’ Reluctance in Speaking English

The Aspects	Yes		No		Total Number	P
	F	P (%)	F	P (%)		
1	2	66.67	1	33.33	3	100%
2	3	100	0	0	3	100%
3	3	100	0	0	3	100%
4	3	100	0	0	3	100%
5	0	0	3	100	3	100%
6	0	0	3	100	3	100%
7	3	100	0	0	3	100%
8	3	100	0	0	3	100%
Total	17	70.83	7	29.17	24	100%

From the table above, we can see the factors that influence the English teachers’ techniques in avoiding students’ reluctance in speaking English in the follow:

1. The English teacher graduated from English Department 8.33%
2. The English teacher use media to explain the material in teaching process 12.5%
3. The English teacher made a lesson plan to prepare the material 12.5%
4. The English teacher felt enjoy in teaching-learning process 12.5%
5. The atmosphere in the classroom was relaxing 0%
6. The school facilities help the teacher in teaching English 0%
7. The salary was satisfied the teacher 12.5%
8. The teacher got a good reward from the school 12.5%

From the data presentation above, the writer concludes that the factors that influence the teachers' techniques in avoiding the students' reluctance are below:

1. The English teacher graduated from English Department.
2. The English teacher used media to explain the material in teaching process.
3. The English teacher made a lesson plan to prepare the material.
4. The English teacher felt enjoy in teaching-learning process.
5. The salary was satisfied for the teacher.
6. The teacher got a good reward from the school.

While the factors that do not influence the teachers' techniques in avoiding the students' reluctance in speaking English are:

1. The atmosphere in the classroom was relaxing.
2. The school facilities help the teacher in teaching English

CHAPTER FIVE

CONCLUSION AND SUGGESTION

A. Conclusion

From the data findings, the writer concludes that the English teachers' techniques in avoiding students' reluctance in speaking English at SMPN 4 Kampar classified into the English teachers' techniques and factors that influence the teachers techniques.

The techniques that implemented by the English teachers:

1. The teacher establishes a good relationship among students.
2. The teacher leads the students in doing speaking activities.
3. The teacher gives students more time to do tasks.
4. The teacher allows the students in communicative ability.
5. The teacher attends to individual students' needs and ability.
6. The teacher gives spoken or written praise to the students who give the correct answer.
7. The teacher promotes positive attitudes among students.
8. The teacher changes students' negative beliefs and attitudes toward mistakes.
9. The teacher boosts students' self-confidence.
10. The teacher lower students' anxiety in the classroom.
11. The teacher builds a supportive learning environment.

12. The teacher tolerates L1 in certain situation.
13. The teacher makes the classroom environment in non-threatening place.

The writer found that the English teachers' techniques in avoiding students' reluctance in speaking English at SMPN 4 Kampar at classroom is 60.33%. and it is categorized into "enough".

Moreover, the writer found the that the factors that influence the English teachers are;

1. The English teacher graduated from English Department.
2. The English teacher used media to explain the material in teaching process.
3. The English teacher made a lesson plan to prepare the material.
4. The English teacher felt enjoy in teaching-learning process.
5. The salary was satisfied for the teacher.
6. The teacher got a good reward from the school.

B. Suggestion

Based on the research that had been conducted toward the English teachers' techniques in avoiding students' reluctance in speaking English at SMPN 4 Kampar, the writer suggest for the the English teacher to maintain the techniques that has done by the teachers and increase the following techniques in order to avoid the students' reluctance in speaking English. They are:

1. The teacher reduces the level of task difficulty.
2. The teacher brings the tasks with students' experience.
3. The teacher provides students with task guidance.
4. The teacher encourages peer support in the classroom.
5. The teacher tries to lengthen the amount of time between questions in order to nominate the students to respond.
6. The teacher being sensitive when assigning the students into groups.
7. The teacher introduces opportunities for students to speak English outside the classroom.

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Appendix I

Interview Guide for the English Teacher of SMPN 4 Kampar Kiri Tengah in Avoiding the Students Reluctance in Speaking English and the Factors that Influence the Teachers in Doing the Techniques

1. What were you graduated from ? When?
2. For how long do you teach English at SMPN 4 Binabaru ?
3. How do you do to establish a good relationship among your students ?
4. Do you engage your students in English conversation?
5. How do you support your students in speaking English ?
6. Do you help your students to overcome their problem about the English lesson?
7. Do you like to teach English in this school ?
8. Do you use media to explain the material in teaching process?
9. Do you make a lesson plan to prepare the material before teaching the students?
10. Do you feel enjoy in teaching English?
11. Is the atmosphere in the classroom relaxing when the English class is going on?.
12. What are the facilities that provided by this school in order to motivate the students to speak English ?
13. Did the facilities help you in teaching English?
14. What kind of facilities that you think it is important to be provided in this school ?
15. Are you satisfied with the salary that you got?
16. Did the school give you a good reward for your efforts in avoiding your students' reluctance in speaking English?

Appendix II

The Material of Observation About the Teachers' Techniques in Avoiding the Students' Reluctance in Speaking English in SMPN 4 Kampar Kiri Tengah

1. The teacher establishes a good relationship among students.
2. The teacher leads the students in doing speaking activities.
3. The teacher reduces the level of task difficulty.
4. The teacher gives students more time to do tasks.
5. The teacher brings the tasks within students' experience
6. The teacher allows the students in communicative ability.
7. The teacher provides students with task guidance.
8. The teacher attends to individual students' needs and ability.
9. The teacher tries to lengthen the amount of time between questions in order to nominate the students to respond.
10. The teacher gives spoken or written praise to the students who give the correct answer.
11. The teacher promotes positive attitudes among students.
12. The teacher changes students' negative beliefs and attitudes toward mistakes.
13. The teacher boosts students' self confidence.
14. The teacher lower students' anxiety in the classroom.
15. The teacher builds a supportive learning environment.
16. The teacher encourages peer support in the classroom.
17. The teacher being sensitive when assigning the students into groups.
18. The teacher tolerates L1 in certain situation.
19. The teacher makes the classroom environment in non threatening place.
20. The teacher introduces opportunities for students to speak English outside the classroom.

Appendix III

Observation Distribution of the Techniques of English Teacher of SMPN 4 Kampar Kiri Tengah in Avoiding Students' Reluctance in Speaking English

NO	OBSERVATION ITEMS	YES	NO
1	The teacher establishes a good relationship among students.		
2	The teacher leads the students in doing speaking activities.		
3	The teacher reduces the level of task difficulty.		
4	The teacher gives students more time to do tasks.		
5	The teacher brings the tasks with students' experience.		
6	The teacher allows the students in communicative ability.		
7	The teacher provides students with task guidance.		
8	The teacher attends to individual students' needs and ability.		
9	The teacher tries to lengthen the amount of time between questions in order to nominate the students to respond.		
10	The teacher gives spoken or written praise to the students who give the correct answer.		
11	The teacher promotes positive attitudes among students.		
12	The teacher changes students' negative beliefs and attitudes toward mistakes.		
13	The teacher boosts students' self confidence.		
14	The teacher lower students' anxiety in the classroom.		
15	The teacher builds a supportive learning environment.		
16	The teacher encourages peer support in the classroom.		
17	The teacher being sensitive when assigning the students into groups.		
18	The teacher tolerates L1 in certain situation.		
19	The teacher makes the classroom environment in non threatening place.		
20	The teacher introduces opportunities for students to speak English outside the classroom.		