**Investigating Students’ Unwillingness to Communicate in Daily English Conversation at Al-Ikhlash Islamic Boarding School in Polewali Mandar**

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**ABSTRACT**

The study attempts to explore; (1) the factors that cause of students’ unwillingness to speak in daily conversation in Al-Ikhlash Islamic Boarding School and (2) the teachers’ solutions to tackle the students’ unwillingness to speak English in daily conversation.

The researcher used two instruments to gathered the data namely questionnaire and interview. The students answered 11 items of questionnaire regarding the factors that cause students’ unwillingness to speak English in daily conversation. In addition, English teachers were interviewed about the solutions or strategies to tackle students’ unwillingness to speak English. Data gathered were analyzed using descriptive qualitative method. The participants of this research were five English teachers including two members of CLID and thirty students of Al-Ikhlash Islamic Boarding School.

The findings of the research proved that the factors of students’ unwillingness to speak English in their daily conversation outside of classroom: anxiety, shyness, lack of confidence, lack of motivation, fear of making mistake and lack of vocabulary. The findings also discovered the teachers’ solutions to tackle students’ unwillingness to speak English. Memorizing the vocabulary, create the good system and regulation that can improve students’ skill in speaking, gather in a group and make a discussion, and make the bilingual area to provide the students in practicing their English especially speaking skill. This finding suggests that the teachers should be more aware of their students’ unwillingness to speak English in their daily conversation.

**Keywords**: unwillingness to communicate, daily conversation, EFL student

**INTRODUCTION**

Communication is a tool of interaction that can help human to share their thought and feeling. Communication refers to the process of sharing ideas, thoughts, and messages from one to another. Success in communication is achieved whenever messages are transferred clearly and understandable (Mahmud, 2017). This statement indicates the importance of communication for human because without being communicated, everybody cannot share anything to other. Communication divided into two categories, verbal and non-verbal communication. Verbal communication is identifying with some of the key component such as words, sounds, speaking, and language, but different with nonverbal communication, this communication commonly mention as communication without words. Nonverbal communication also called as silence of communication in which people use body movement, posture, gesture, facial expression, eye contact, and etc.

Modern language pedagogy attaches a lot of importance to communication and training language learners who are able to communicate effectively in the target language. The reason is that research has shown that a lack of willingness to use the language results in ineffective interaction and language production (Freiermuth and Jarrel 2006). So, it is true that the notion of Willingness to Communicate (WTC), which is actually the intention and desire to initiate communication, plays a key role in learning a second/foreign language. Willingness to communicate is defined as “readiness to enter into discourse at a particular time with a specific person or persons using a L2” (McIntyre, PD 1998). The fundamental goal of L2 education should be the encouragement of willingness to communicate in language learning, because WTC is expected to facilitate the language learning process so that higher WTC among students leads to increased opportunity for practice in L2 and authentic language use (McIntyre, Clement, and Donovan 2003).

The researcher concern to English Day, the researcher is aware of the phenomena in this boarding school, the students reluctance/unwilling to communicate in English in their daily conversation in daily life at boarding school. The problem is the student reluctance/unwilling to speak English although they has memorized the vocabulary, the CLID and teacher has taught the students to use it in sentence. This fact is reinforced by many students who do not use or practice English in their daily conversation.

Many studies have investigated the reluctance/unwillingness to speak English almost all of the studies investigate in classroom situation but none of them investigate the reluctance outside the classroom. Hamouda (2013) conducted *“An Exploration of Causes Students’ Reluctance to participate in the English Language Classroom”*. The research findings indicate that a considerable number of students were reluctant to respond to the teacher and remained silent in oral English language classrooms due to many causes.

Based on the background, the researcher attempts (1). to investigate the factors of students’ unwillingness to speak English in daily conversation and (2). to find out the teachers’ solutions to tackle the students’ unwillingness to speak English in daily conversation.

**RELATED LITERATURE**

**1. Definition of Communication**

Communication is like a bridge between people, the way in which it happens depending very much on the art of communication, the creativity of the human beings, the message of the communication and on the context in which it takes place. Because of its complexity, communication has been defined in many ways, some definitions being "broad and inclusive, others restrictive" (Littlejohn, Foss, 2008:3): "The process that links discontinuous parts of the living world to one another" (Ruesch, 1957:462), "A system for communicating information and order" (Webster's Third New International Dictionary, 1986:460).

Communication is not based just on a simple verbal interaction between people, but also on the body language and the facial expression which are also means of communicating a message. More than that, communication and technology have developed so much lately that we can even speak of forms of communication that move from the traditional human forms toward impersonal communication with entities to which we cannot transmit feelings or experiences, e.g. banking networks, computers, phones, etc. and we can also speak not only of human or impersonal communication but also of animal communication.

**2. Definition of Unwillingness to Communicate**

In EFL learners context it does mean to keep on idle or to not take part willingly or to be unwilling either to do or speak with own interest. Burgoon (1976) originated the first construct on this field. She called her construct “Unwillingness to Communicate” and defined it as “enduring and chronic tendency to avoid or devalue oral communication.” She reported that variables like anomie and alienation, introversion, self-esteem, and communication apprehension affect a person’s willingness for communication in different communication situations. Mortensen, Arnston, & Lustig (1977) discussed that the more global features of speech are to be consistent and enduring from one social setting to another. They called their model Predisposition toward Verbal Behavior. They believed that this is a characteristic predisposition to talk a given amount and that predisposition operates within the constraints of individual situations. They do not mention any possible causes for the predisposition toward verbal behavior.

**3. Psychological factors of Students’ Unwillingness to Communicate**

Some scholars made plenty of research on what the factors of students’ unwillingness to communicate. The following ones are some of them.

**a. Anxiety**

As cited in Asfha (2014), anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz *et al* cited in Nascente, 2001). Further Nascente writes that, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration. Riasati, J (2011) defined learning anxiety as one of the most well documented psychological phenomena. The definition ranges from a mixture of overt behavioral characteristics that can be studied scientifically to introspective feelings that are epistemologically inaccessible.

**b. Shyness**

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students’ learning activities in the classroom especially in the class of speaking. Therefore, Gebhard (2000) cited in Juhana, stated that paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom.

**c. Lack of Confidence**

It is commonly understood that students’ lack of confidence usually occurs when students realize that their conversation partners have not been understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension.

**d. Fear of Making Mistake**

As argued by many theorists, fear of making mistake becomes one of the main factors of students’ reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). With respect to the fear of making mistake issue, Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students’ fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011).

**e. Lack of Motivation**

It is mentioned in the literature that motivation is a key to students’ learning success (Songsiri, 2007). With regard to the issue of motivation in learning, Nunan (1999) stresses that motivation is important to notice in that it can affect students’ reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest.

**RESEARCH METHOD**

This research used descriptive qualitative research. According to Best (1981:93) descriptive research describes and interprets concerning with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. Further, he explains that in descriptive research can be value judgment of the social utility, desirability, or effectiveness of a process, product, or program, and it sometimes includes a recommendation for some course in action.

The participants of this study are students of Al-Ikhlash Islamic Boarding. This study took the students from junior and senior high school that consisted of 30 students. The second participants are the English teachers of Al-Ikhlash Islamic Boarding. The teachers consisted of three English teachers and two the CLID members that also taught the students especially in speaking.

This research used two research instruments, questionnaire and interview. The questionnaire applied for the students. The researcher used a questionnaire in order to answer first research question “What are the factors of students’ unwillingness to speak English in daily conversation?” The interview applied for the teachers to answer the first and the second research question.

To gather data regarding the causes of unwillingness to communicate, the researcher followed some data collection procedures. The researcher first designed the questionnaire and distributed it to the sample participants. Then the researcher processed to gather data regarding the problem by carrying out practical English speaking in students’ daily conversation. The last, the researcher gathered data through semi-structured interview from the EFL teachers of the school.

**RESULT**

1. **The factors of students’ unwillingness to speak English in daily conversation.**

The results under these instruments will be presented in the forms of tables and percentage and elaborated under different classifications. These classifications include: anxiety, shyness, lack of confidence, lack of motivation, fear of making mistake and other factors. These major factors are analyzed and discussed as follows.

Respondents responded their responses regarding somefactors of students’ unwillingness to speak English in their daily conversation. Each of them discussed and explained below**.**

The respondents’ scales were represented as follow in each table.

1= Strongly disagree, 2= Disagree, 3= Agree, 4= Strongly agree

|  |  |  |
| --- | --- | --- |
| No | Factors | Number of Item(s) |
| 1 | Anxiety | 1, 2 |
| 2 | Shyness | 3,4 |
| 3 | Lack of Confidence | 5,6 |
| 4 | Lack of Motivation | 7,8 |
| 5 | Fear of Making Mistake | 9,10 |
| 6 | Lack of Vocabulary | 11 |

**Table 1. Students’ responses of their “Anxiety” in speaking in daily conversation.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Item | Scales | Respondents | |
| Total | % |
| 1 | I feel anxious when I make English discussion with my friends. | 1 | 2 | 6.66 |
| 2 | 5 | 16.67 |
| 3 | 7 | 23,33 |
| 4 | 16 | 53,33 |
| 2 | I am worry about my pronunciation when I speak English. | 1 | 2 | 6,66 |
| 2 | 6 | 20 |
| 3 | 8 | 26,67 |
| 4 | 14 | 46,67 |

In table 1 item 1 showed that the majority of participants 16 (53.33%) and 7 (23.33%) strongly agreed and agreed respectively that speaking in front of the friends in public caused anxiety for most of them while 5 (16.67%) and 2 (6.66%) disagreed and strongly disagreed to what is stated.

Item 2 showed 14 (46.67%) and 8 (26.67%) respondents replied that they strongly agreed and agreed respectively regarding their worrying or anxious of their pronunciation when they speak English although 6 (20%) and 2 (6.66%) respondents replied that they disagreed and strongly disagreed to the issue stated regarding their pronunciation.

**Table 2. Students’ responses of their “Shyness” in speaking in daily conversation.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Item | Scales | Respondents | |
| Total | % |
| 3 | I talk less because I feel shy. | 1 | 3 | 10 |
| 2 | 4 | 13,33 |
| 3 | 9 | 30 |
| 4 | 14 | 46,67 |
| 4 | I get tense and nervous when I speak English in front of my friend. | 1 | 3 | 10 |
| 2 | 5 | 16,67 |
| 3 | 9 | 30 |
| 4 | 13 | 43,33 |

In table 2, item 3 indicated that 14 (46.67%) and 9 (30%) of the respondents strongly agreed and agreed respectively that shyness was influencing factor which made them talk less while as other 4 (13.33%) and 3 (10%) respondents disagreed and strongly disagreed to the factor stated. All these indicate the importance for teachers to help students reduce those feelings to maximize their learning to speak in English.

Item 4 in table 4.2, most respondents 13 (43.33%) and 9 (30.9%) responded that they strongly agreed and agreed respectively in giving a short talk in outside of class has also been to be highly anxiety, one which makes the informal environment and stressful for the learners despite another 5 (16.67%) and 3 (10%) disagreed and strongly disagreed regarding the issue.

**Table 3. Students’ responses of their “Lack of Confidence” in speaking in daily conversation.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Item | Scales | Respondents | |
| Total | % |
| 5 | I feel afraid because I have no confidence in my spoken English. | 1 | 2 | 6,66 |
| 2 | 5 | 16,67 |
| 3 | 8 | 26,67 |
| 4 | 15 | 50 |
| 6 | I am reluctant to participate in discussion session because I am afraid my friends harsh comments and negative gestures. | 1 | 5 | 16,67 |
| 2 | 5 | 16,67 |
| 3 | 8 | 26,67 |
| 4 | 12 | 43,33 |

Table 3, item 5 showed that the factor to students’ unwillingness of speaking English in the daily conversation was lack of confidence according to the participants responded 15 (50%) and 8 (26.67 %) while 5 (16.67%) and 2 (6.66%) of the respondents disagreed and strongly disagreed to the issue stated.

Item 6, it was shown that many students 12 (43.33%) and 8 (26.67%) strongly agreed and agreed respectively that negative friends’ traits like having poor skills and being impatient deter students from participating and give harsh comments made them to be reluctant whereas 5 (16.67%) and 5 (16.67%) disagreed and strongly disagreed to the issue.

**Table 4. Students’ responses of their “Lack of Motivation” in speaking in daily conversation.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Item | Scales | Respondents | |
| Total | % |
| 7 | I focus on what to say rather than on the language. | 1 | 2 | 6,66 |
| 2 | 3 | 10 |
| 3 | 9 | 30 |
| 4 | 16 | 53,33 |
| 8 | I don’t mind if my grammar is wrong. | 1 | 3 | 10 |
| 2 | 3 | 10 |
| 3 | 5 | 16,67 |
| 4 | 19 | 63,33 |

In table 4, item 7 showed that 16 (53.33%) and 9 (30%) of the respondents strongly agreed and agreed respectively that they focus on what to say rather than on the language. Minority of the respondents 3 (10%) and 2 (6.66%) disagreed and strongly disagreed respectively that they focus on the language rather than what to say.

As can be seen in table 4.4, item 8 shows 19 (63.33%) and 5 (16.67%) of the respondents strongly agreed and agreed respectively that they do not mind if their grammar is wrong. Another 3 (10%) and 3 (10%) disagreed and strongly disagreed respectively with the issue of minding if their grammar is wrong.

**Table 5. Students’ responses of their “Fear of Making Mistake” in speaking in daily conversation.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Item | Scales | Respondents | |
| Total | % |
| 9 | Speaking English makes me unpleasant because my mistakes make me feel incompetent | 1 | 3 | 10 |
| 2 | 4 | 13,33 |
| 3 | 6 | 20 |
| 4 | 17 | 56,67 |
| 10 | I am afraid of mockery if I make too many mistakes when I speak English | 1 | 3 | 10 |
| 2 | 4 | 13,33 |
| 3 | 7 | 23,33 |
| 4 | 16 | 53,33 |

As can be seen in table 5, item 9 shows 17 (56.67%) and 6 (20%) of the respondents strongly agreed and agreed respectively that it sounds unpleasant to speak English in daily conversation for them because their mistakes make them feel incompetent although other 4 (13.33%) disagreed that they speak English without having the above mentioned self-perception. Another 3 (10%) of the respondents strongly disagreed regarding the issue.

In table 5, item 10 showed negative students traits affect students' unwillingness to speak in daily conversation because they make mistakes while speaking. According to item 10, 16 (53.33%) and 7 (23.33%) strongly agreed and agreed respectively of their fright and feeling of anxiety regarding their friends mockery & correcting in a mockingly manner respectively while 4 (13.33%) & 3 (10%) disagreed and strongly disagreed regarding the issue.

**Table 6. Students’ responses of their “Lack of Vocabulary” in speaking in daily conversation.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Item | Scales | Respondents | |
| Total | % |
| 11. | I don’t speak because I lack of vocabulary. | 1 | 8 | 26.66 |
| 2 | 9 | 30 |
| 3 | 6 | 20 |
| 4 | 7 | 23.33 |

As can be seen in table 6, item 11 showed 8 (26.66%) and 9 (30%) of the respondents strongly agreed and agreed respectively that the students don’t speak because of vocabulary despite other 6 (20%) disagreed, another 7 (23.33%) of the respondents strongly disagreed regarding the issue.

Besides from the student’s questionnaire, I also found the factors of students’ unwillingness to speak English in their daily conversation from the teachers’ interview. I found many factors from the teachers’ perception, there were some factors that similar with the factors that I found from the students, for example self-confidence, anxiety, shyness, fear of making mistake, and lack of vocabularies. The factors would be mentioned below with the interview extract from the teacher 1, teacher 2, and teacher 3.

**Teacher 1** said there was some factors that students’ unwillingness to speak, in their interview stated that…

**Extract 1**

*I think there are some factors, such as,* *the students are anxiety in making mistake while speaking, they are lack of vocabularies, and the last the punishment given when speaking Indonesian does not make them afraid to break the rule of using English*

**Teacher 1, Interviewed on June 4th 2017, 1:20 PM**

Extract 1 showed that from T1 there were three factors that why students’ unwilling to speak English in their daily conversation. Firstly, anxiety while speaking. Secondly, students’ lack of vocabularies, and the last about the punishment do not make students abundant.

According to the T1, the student usually felt anxious while they communicate with their friends, this is caused by the lack of vocabulary. For him if the students have good enough vocabulary, the students would be able to speak English and decrease the anxiety while they speak in daily conversation. Because of the English Day is a program so the students have obligation to speak English in communication, as long as the program ran there was not regulation or punishment that made students abundant. So CLID as a regulator should find or create the regulation that could motivate and stimulate students to speak English.

**Teacher 2** (T2) gave her statement about the factors of students’ unwillingness to speak English in daily conversation, T2 stated in extract 2 that,”…

**Extract 2**

*Most of students do not have good self-confidence in speaking English. Second, the students do not have a lot of vocabularies. The students are afraid of making mistake in speaking and the last many students do not like English…*

**Teacher 2, Interviewed on June 5th 2017, 1 PM**

Extract 2 showed that T2 explained the factors of students’ unwillingness to speak Englishin daily conversation. I found some factors those students unwilling to speak English. The students’ self-confidence in speaking English. Lack of vocabularies. Lastly, students are afraid of making mistake in speaking.

Similar with the teacher 1, teacher 2 also thought that one of the factor that students unwilling to communicate were the lack of vocabulary. So according to teacher 2 because of lack of vocabulary, the students do not have enough self-confidence in speaking. And the last have the impact to the students that made them afraid of making mistake while they speak in daily conversation.

**Teacher 3** (T3) in his statement about the factors that made students unwilling to speak English in their daily conversation. T3 stated in the extract 3…

**Extract 3**

*The factors are students’ fear in making mistake especially if he talks to their peer, afraid if his friends mock him. There is no good enough system that supports the students to dare to speak in English. There is no discipline in run the program. And the last is there is not good environment in using language, English or Arabic.*

**Teacher 3, Interviewed on June 10th 2017, 2.40 PM**

Extract 3 showed T3 stated that the factors of students’ unwillingness to speak English in their daily conversation, the factors are, students fear of making mistake, afraid of mocked by his friends, discipline to obey the program. The last is environment.

According to T3, the students in speaking felt fear making of mistake. They afraid make mistake in spelling the words that have impact the students got mocked by his friends and usually the other friends bullying the others as show-off kid. So, the students felt afraid to speak English.

1. **The teachers’ solutions to tackle the students’ unwillingness to speak English in daily conversation.**

The data was gained from interview with English teachers at Al-Ikhlash Islamic Boarding School. There were five teachers to be interviewed in order to gather deep information about the teachers’ strategies/solutions to tackle the students’ unwillingness to speak English in their daily conversation.

**Teacher 1** (T1) stated about the strategies and solutions and to tackle students’ unwillingness to speak English, T1 stated that,”…

**Extract 4**

*Hmmm… as a teacher, we never stop to advising them (students) to memorize the vocabularies then practice in daily communication. Then sometimes I ask students to gather in a group and make a little discussion. From the discussion hopefully the students can minimize their anxiety, worry and fear of make mistake. Yap, my suggestion also to the school, the system should support the students to increase their skill in English especially in speaking make a rules linked with the practicing English…”*

**Teacher 1, Interviewed on June 4th 2017, 1:20 PM**

Extract 4 showed that from T1 at least there were four strategies that can be used to minimize students’ unwillingness to speak English. Memorizing vocabularies, practice the vocabularies into daily communication, gather in a group and discuss, and make system or rules that can improve students’ skill in English especially speaking.

**Teacher 2** (T2) gave her statement about the solutions and strategies to tackle students’ unwillingness to speak English, T2 stated that,”…

**Extract 5**

*Oke… firstly, the teachers should be more creative and innovative in teaching English, for example in teaching process, the teacher make teaching media not focus on the text book that distributed from government. Secondly, the teachers should work hard to build the students’ self-confident. Next, the students’ should understand the importance in mastering English.*

**Teacher 2, Interviewed on June 5th 2017, 1 PM**

Extract 5 showed that T2 explained the role of English teachers in the teaching process. From the explanation, hopefully it can be used to minimize students’ that unwilling to speak English. The writer found some solutions to tackle students’ unwillingness to speak in daily conversation. Teachers should be creative and innovative. Students’ confidence should be built. The last from T2, she said the teacher should make students understand the importance in mastering English.

**Teacher 3** (T3) in his statement about the strategies and solutions to minimize students’ unwillingness to speak English, T3 stated that,”…

**Extract 6**

*The strategies are we are as teacher should give an example in practicing English, for example if the teacher makes a conversation to other we have to use in English too or Arabic. Start from ourselves as a figure or example so the students know, Ohh our teacher speak English too, and make bilingual area, at least the students feels like us (teacher) who practice English. Create the clear discipline to the students is the important thing. Discipline in both, time and knowledge.*

**Teacher 3, Interviewed on June 10th 2017, 2.40 PM**

Extract 6 showed that T3 explained that the attitude from the teachers were important to give the example to the students. I found some solutions to tackle students’ unwillingness to speak in daily conversation. Teachers should give example to the students; make bilingual area to support the students to practice the language. Discipline was the key to run this program.

**Teacher 4** talking about the solutions and strategies to tackle students’ unwillingness to speak English, T4 stated that,”…

**Extract 7**

*“Yah… firstly I wanna say that besides as one of CLID member I also teach students especially in speaking and vocabulary. My suggestion is… In the application of English Day program, we need clear regulation and punishment for the students who don’t speak English. Minimize the discrimination between senior and junior. The teacher should give more understanding about grammar not just give vocabulary to the student. Monitoring the students’ speaking activity intensively and address them if don’t speak English.”…*

**Teacher 4, Interviewed on June 9th, 2017, 10.20 AM**

Extract 7 showed that from T4 there some strategies that can be used to cope with students’ unwillingness to speak English. The regulation of English Day should be clear. Students’ mastering on grammar. The last according to the T4 was monitoring the students’ speaking activity directly.

**Teacher 5** (T5) stated the strategies that can be used to minimize the students’ unwillingness to speak. T5 stated that…

**Extract 8**

*I as speaking teacher and also CLID member suggest… My opinion is the teacher together with the OSIS in this case is CLID create competition in English to gain students’ motivation. Add more punishment for the students’ we don’t speak. Yah… and the important one for me is provide small book (diktat) to the students.*

**Teacher 5, Interviewed on June 9th, 2017, 2 PM**

Extract 8 showed that from T5 there some strategies that can be used to cope with students’ unwillingness to speak English. Create more English competition. Increase the level of punishment to the offender. And provide small book.

**CONCLUSION**

Regarding to the findings and discussions in the previous chapter, the researcher now finally comes to the following conclusions:

In this section, all the major findings extracted through questionnaires have been summed up, it can be concluded that students have psychological factors such as anxiety, shyness, lack of confidence, lack of motivation, and fear of making mistake that hinder them from practicing their speaking in daily conversation.

There are the differences between the previous study and this current research, the previous study was conducted the factors of unwillingness to speak English inside of classroom while this research focused on the daily conversation. New findings from the students perspective they was lack of vocabulary but the result not significant like the psychological factors whereas from the teachers’ perspective there were the regulation of English Day including the punishment for the offender, afraid mocked by their friends, and there is no good environment to stimulate students to speak English in their daily conversation.

Based on the results of these interviews, the teachers’ solutions and strategies to tackle students’ unwillingness to speak English can be concluded to some factors as follows: 1. Memories the vocabularies then practice in their daily communication. 2. Ask the students to gather with their friends in a group and make small discussion. 3. The teachers’ role should be important especially in their technique while they teach the students. 4. Omit the discrimination that school. 5. CLID and English teacher should create more interesting competition such as debate, speech, and spelling bee. 6. Last is the regulation of English Day should be more clear, in this case of reward and punishment.

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