

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This research was conducted at English Department of *Tarbiyah and Teacher Training* Faculty of Antasari State Islamic University located on A. Yani Street km. 4,5 Banjarmasin. This chapter present the result of research in the form a description of students' Unwillingness to Communicate in English.

The result of this research and the discussion are data analysis result gathered during the research process. It is collected based on the result of questionnaire and interview which has done outside classroom to students of English Department academic years 2016 and 2017.

The researcher gathered the sample for questionnaire i.e. 50 students by selecting 5 students randomly in each class. Based on the result questionnaire, the researcher found several problems that students have in unwillingness to communicate in English. They are:

- a. Situated Antecedent, which the unwillingness to communicate of someone is based on the situation following
- b. Motivational Propensities, which one's motivation becomes the factor which influences their unwillingness to communicate
- c. Affective-Cognitive Context, which the cognition ability of someone influences the unwillingness to communicate.

- d. Social-Individual Context, which the social background and personality may influence the unwillingness to communicate of someone.

4.1 Table of Indicator Questionnaire

No.	Indicator Questionnaire	Percent
		Yes
1	Situated Antecedent (Statements No.1,2,3,4,5,6)	49,1%
2	Motivational Propensities (Statements No. 7,8,9,10,11,12)	34,1%
3	Affective Cognitive Context (Statements No. 13,14,15,16,17,18,19)	35,2%
4	Social Individual Context (Statements No. 20,21,22,23)	51,5%

1. In questionnaire situated antecedent there are 6 statements, i.e. Statements No. 1, 2, 3, 4, 5 and 6.
  - a. Statements No. 1: "I just like to have a communication in English with my friend in the same department". In this statement there are 11 students answer Strongly Agree, there are 18 students answer Agree, there are 17 students answer Fair, and there are 4 students answer Disagree.
  - b. Statements No. 2: "I just like to have a communication in English with my best friend.". In this statement there are 6 students answer Strongly Agree, there are 18 students answer

- Agree, there are 21 students answer Fair, and there are 5 students answer Disagree.
- c. Statements No. 3: "I just like to have a communication in English with my lecturer.". In this statement there are 5 students answer Strongly Agree, there are 16 students answer Agree, there are 26 students answer Fair, and there are 3 students answer Disagree.
- d. Statements No. 4: "I just like to have a communication in English with western tourist". In this statement there are 10 students answer Strongly Agree, there are 16 students answer Agree, there are 16 students answer Fair, and there are 8 students answer Disagree.
- e. Statements No. 5: "I like to have a communication in English only in classroom activity.". In this statement there are 3 students answer Strongly Agree, there are 17 students answer Agree, there are 22 students answer Fair, and there are 8 students answer Disagree.
- f. Statements No. 6: "I like to have a communication in English only when I am alone.". In this statement there are 3 students answer Strongly Agree, there are 17 students answer Agree, there are 22 students answer Fair, and there are 8 students answer Disagree.

From above, it can be concluded that statement number 1 is the most influencing questions in Situated Antecedent.

2. In questionnaire motivational propensities there are 6 statements, i.e. Statements No. 7, 8, 9, 10, 11 and 12.
  - a. Statements No. 7: "I am unmotivated using English inside English Department.". In this statement there are 0 student answer Strongly Agree, there are 4 students answer Agree, there are 21 students answer Fair, and there are 25 students answer Disagree.
  - b. Statements No. 8: "I am being unmotivated when my lecturer teaching using English.". In this statement there are 1 student answer Strongly Agree, there are 1 student answer Agree, there are 22 students answer Fair, and there are 26 students answer Disagree.
  - c. Statements No. 9: "I am unmotivated using English when my friend talks to me in English.". In this statement there are 1 student answer Strongly Agree, there are 2 students answer Agree, there are 20 students answer Fair, and there are 27 students answer Disagree.
  - d. Statements No. 10: "I am fear of other people's negative evaluation when I am speaking in English". In this statement there are 5 students answer Strongly Agree, there are 18

students answer Agree, there are 19 students answer Fair, and there are 8 students answer Disagree.

- e. Statements No. 11: "I am afraid when I am being tested while using English.". In this statement there are 4 students answer Strongly Agree, there are 20 students answer Agree, there are 20 students answer Fair, and there are 6 students answer Disagree.
- f. Statements No. 12: "I am afraid the other people don't understand when I am using English". In this statement there are 6 students answer Strongly Agree, there are 24 students answer Agree, there are 16 students answer Fair, and there are 5 students answer Disagree.

From above, it can be concluded that statement number 12 is the most influencing questions in Motivational Propensities.

- 3. In questionnaire affective cognitive context there are 7 statements, i.e. Statements No. 13, 14, 15, 16, 17, 18 and 19.
  - a. Statements No. 13: "I am not fluently delivering my message when using English". In this statement there are 3 students answer Strongly Agree, there are 27 students answer Agree, there are 14 students answer Fair, and there are 6 students answer Disagree.

- b. Statements No. 14: “I confuse to choose the exact words when telling someone using English.”. In this statement there are 6 students answer Strongly Agree, there are 25 students answer Agree, there are 16 students answer Fair, and there are 3 students answer Disagree.
- c. Statements No. 15: “I confuse to choose the topic that I want to say when using English.”. In this statement there are 1 student answer Strongly Agree, there are 22 students answer Agree, there are 20 students answer Fair, and there are 7 students answer Disagree.
- d. Statements No. 16: “I am not comfortable using English when chattering with my friend”. In this statement there are 1 student answer Strongly Agree, there are 2 students answer Agree, there are 35 students answer Fair, and there are 12 students answer Disagree.
- e. Statements No. 17: “I don’t have a partner to have a conversation in English.”. In this statement there are 6 students answer Strongly Agree, there are 7 students answer Agree, there are 19 students answer Fair, and there are 8 students answer Disagree.
- f. Statements No. 18: “There is nobody that creates an English conversation with me.”. In this statement there are 4 students answer Strongly Agree, there are 7 students answer Agree,

there are 23 students answer Fair, and there are 16 students answer Disagree.

- g. Statements No. 19: “My friends don’t answer me when I am talking in English”. In this statement there are 2 students answer Strongly Agree, there are 9 students answer Agree, there are 25 students answer Fair, and there are 14 students answer Disagree.

From above, it can be concluded that statement number 17 is the most influencing questions in Affective Cognitive Context.

- 4. In questionnaire social individual context there are 4 statements, i.e. Statements No. 20, 21, 22, 23 and 24.
  - a. Statements No. 20: “I am comfortable when I am using my own language”. In this statement there are 18 students answer Strongly Agree, there are 19 students answer Agree, there are 11 students answer Fair, and there are 2 students answer Disagree.
  - b. Statements No. 21: “I can express my feeling better when I using my own language.”. In this statement there are 16 students answer Strongly Agree, there are 24 students answer Agree, there are 8 students answer Fair, and there are 2 students answer Disagree.

- c. Statements No. 22: "I am shy when talking in English.". In this statement there are 2 students answer Strongly Agree, there are 16 students answer Agree, there are 20 students answer Fair, and there are 2 students answer Disagree.
- d. Statements No. 23: "I feel arrogant when using English in a conversation". In this statement there are 2 students answer Strongly Agree, there are 9 students answer Agree, there are 20 students answer Fair, and there are 19 students answer Disagree.

From above, it can be concluded that statement number 20 and 21 are the most influencing questions in Social Individual Context.

## **B. Discussion**

After obtaining the result of questionnaire, the researcher wants to explore the type in depth investigation, so the researcher makes questions for interview based on the result of questionnaire. The interview consists of several questions. From result of questionnaire, the questions for interview are what the problems in situated antecedent, motivational propensities, affective cognitive context, and social individual context.

The researcher decides to choose subject in this interview i.e. 5 students that answered the questionnaire. Based on the result of interview,



the researcher found several problems that students have in unwillingness to communicate in English. They are:

### **1. The usage of mother tongue**

The usage of mother tongue is one of unwillingness of communication types. In this type, person gets affected by their first language because of their enjoyment and comfort in using their own language as a form of their own identity. Therefore, the researcher delivers a question to know more about the samples reason about the usage of mother tongue. And the question is “why do you feel more comfortable using first language rather than English?”

The first sample (Dika) answered “*kita kan tinggal di daerah yang mayoritas nya memakai Bahasa daerah tersebut, jadi kita ketika berbicara pasti kita akan menggunakan Bahasa daerah dan juga kita pasti akan mudah berbaur dengan sekitar kita jika memakai Bahasa daerah.*” Or in English, “we live in a place that the majority is using our native language. Therefore, if we want talk with each other, we will use the native language and get along easily.”

The second sample (Cindi) answered “*yang pasti karena Bahasa daerah itu kan Bahasa yang kita pake sehari hari dan juga factor lingkungan sekitar.*” Or in English, “The main reasons should be because it is our daily language and because of the society.”

The third sample (Dandi) answered “*kenapa nyaman menggunakan Bahasa daerah daripada Bahasa Inggris karena lebih*

*banyak orang yang bisa ngerti ketika kita ngomong terutama di lingkungan sekitar.*” Or in English, “why do I feel comfortable using first language rather than English is because more people will understand me, especially in our environment.”

The fourth sample (Rizky) answered “*karena mother tongue kita itu dan juga kada perlu berfikir tentang vocabulary dan pronunciation jadi lebih lancar.*” Or in English, “because it’s our mother tongue and I don’t have to think hardly about vocabularies and my pronunciation is more fluent.”

The fifth sample (Zakaria) said that “*ya mungkin karena sudah akrab lawan Bahasa daerah, jadi saat berpandir kosa kata Bahasa daerah yang di cari di otak. Dan kalau Bahasa Inggris belum akrab betul otak tetap cari kosa kata Bahasa daerah dulu, baru di artikan ke Bahasa Inggris.*” Or in English, “Because I always use first language, so when I’m speaking, my brain triggers the words from my first language to come out. In other hand, when I try to speak in English, I’m still always trying to find the words in my first language, then translate it into English.”

From several statements above, the researcher concludes that the reasons of why samples prefer to use their mother tongue rather than English are because they feel comfortable and clearer in expressing their thought.

## 2. Personality

Personality is one of unwillingness of communication types. In this type, person gets affected by their personality because of their social environment in their unwillingness to communicate. Therefore, the researcher delivers a question to know more about the samples reason about personality. And the question is “is personality affecting your unwillingness to communicate?”

The first sample (Dika) said that “*tidak, karena walaupun orang tersebut introvert, dia bisa saja belajar sendiri otodidak seperti saya hanya menonton film berbahasa inggris dan konten berbahasa inggris, vocabulary saya lebih banyak ketimbang orang yang ekstrovert tapi dia tidak membaca, menonton, mendengarkan konten berbahasa inggris.*” Or in English, “no, because of the person is introverted, he/she can study on his own like I only watch movies with English subtitles and English language content. I have more vocabularies than extroverts, but he doesn’t read, watch, listen to English language content.”

The second sample (Cindi) said that “*berpengaruh dong, karena kemauan itu dari diri sendiri engga bias dipaksakan, kalo kita udah cinta bhasa inggris sesulit apapun pasti di jalani, kecuali dasar kada minat lalu.*” Or in English, “yes, because of that will from yourself, if we already like English as hard as anything we

will definitely be happy with it, unless the person really doesn't like English.”

The third sample (Dandi) said that *“cukup berpengaruh karena saya suka berbahasa inggris, jujur saja saya termasuk berkepribadian ekstrovert sehingga sangat suka berkomunikasi dengan orang lain, dengan latar belakang pendidikan saya jurusan Pendidikan Bahasa inggris tentu saja hal ini saya manfaatin untuk bias meningkatkan skill Bahasa inggris saya melalui banyak bicara dengan orang lain menggunakan Bahasa inggris.”* Or in English, “I think personality is quite influential because I like to speak English to be honest I am including an extrovert personality so I really like communicating with other people. With my degree in English language education of course I use this opportunity to increase my ability to speak English though speaking in English with other people.”

The forth sample (Rizky) said that *“iya, karena penyupan pasti ngalih inya berusaha bepandir kecuali terpaksa.”* Or in English, “yes, for example shy, it's hard to speak English to other people unless there are certain demands from others.”

The fifth sample (Zakaria) said that *“enggak, karena intro maupun extro ada aja beisi cara belajar masing masing dan kayanya cukup balance aja antara keduanya masalah kekurangan*

*dan kelebihannya.*” Or in English, “ No, because introverts or extroverts have their own of learning.”

From several statements above, the researcher concludes that the reasons of is their personality influencing their unwillingness to communicate are because of a personality type, which is introvert, that makes someone becoming more difficult to say things in English. Therefore, it is not only because the language, but also influenced by introvert personality.

A previous study finds that situated antecedent is the most influencing category. This finding of course has to be believed, and in this research, the researcher also finds that a part of situated antecedent, which is desire to communicate becomes the common type which influences one unwillingness to communicate. However, the researcher not only finds that this is only because of those specific persons, but also other types influencing. In choosing a specific person, samples consider about which who will not give them too much judgment of their mistakes.

Types that giving a big score in influencing students unwillingness to communicate are the usage of social individual context. Researcher finds that those types may be correlated with Indonesian cultural background, that will be more comfortable and feeling closer to others when using their own language. And also the self-confidence or shyness is

being Indonesian cultural background that cannot be denied as one that give big affections.

Therefore, the researcher arrives in a conclusion that social individual context is still a big type that influencing unwillingness to communicate. Though not all of the types take part in influencing unwillingness to communicate.

According to (Chan & McCroskey, 1987; McCroskey, 1992; McCroskey & Richmond, 1990, 1991), WTC has emerged as a construct for exploring why some people are more reluctant to communicate in the first language (L1) at the very start and it is largely linked to one's personality. This suggests that WTC in L1 is not situation-specific but traitlike. Many quantitative studies have been conducted to investigate what personal characteristics may stimulate or impede communication.