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**STUDENTS' CONSTRAINTS FOR NOT SPEAKING ENGLISH OUTSIDE
THE CLASS:
A Case Study of English Department Students of University of PGRI Semarang**

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ABSTRAK

Lestari, Siti, et al. 2014. Penelitian “*Students’ Constraints for Not Speaking English Outside the Class: A Case Study of English Department Students of University of PGRI Semarang*”. University of PGRI Semarang.

Penelitian ini bertujuan untuk (1) mengetahui mengapa mahasiswa dari Program Studi Pendidikan Bahasa Inggris, Universitas PGRI Semarang lebih memilih menggunakan bahasa Indonesia daripada bahasa Inggris di luar kelas, (2) mengidentifikasi faktor-faktor yang mempengaruhi mahasiswa tersebut untuk tidak menggunakan bahasa Inggris di luar kelas, dan (3) mengetahui faktor dominan yang menyebabkan mereka tidak menggunakan bahasa Inggris di luar kelas.

Metode yang digunakan dalam penelitian ini yaitu qualitative dengan memfokuskan pada studi kasus. Adapun populasinya yaitu seluruh mahasiswa semester enam yang mengambil Program Studi Pendidikan Bahasa Inggris di Universitas PGRI Semarang. Kemudian 100 diantaranya dijadikan sebagai sampel penelitian. Sedangkan instrument yang digunakan adalah kuesioner dan wawancara. Setelah data diperoleh, data tersebut akan dianalisis dengan menggunakan pendekatan deskriptif kuantitatif.

Hasil penelitian menunjukkan bahwa motivasi mahasiswa Program Pendidikan Bahasa Inggris, Universitas PGRI Semarang dalam berbicara bahasa Inggris di luar kelas masih rendah dengan rata-rata 56 di range ragu-ragu atau termasuk kategori *fair* menurut Sugiyono. Terdapat beberapa faktor penyebab yang kemudian, oleh peneliti, dikelompokkan menjadi tiga faktor utama yaitu motivasi, kemampuan dan keterampilan Bahasa Inggris. Namun, diantara tiga faktor tersebut diperoleh faktor dominan yang menjadi penyebab mahasiswa tidak menggunakan Bahasa Inggris di luar kelas yaitu: lingkungan dan budaya, contoh: rasa malu, merasa sombong bila menggunakan bahasa Inggris di luar kelas, merasa takut, tidak percaya diri dan tidak adanya partner berbicara yang bisa berbahasa Inggris yang lebih mampu untuk berkomunikasi.

Kata kunci: *speaking, students’ constraints, faktor dominan*

ABSTRACT

Lestari, Siti, et al. 2014. Penelitian “*Students’ Constraints for Not Speaking English Outside the Class: A Case Study of English Department Students of University of PGRI Semarang*”. University of PGRI Semarang.

This study aims at (1) finding out the students’ constraints for not speaking English outside the class, (2) identifying the factors influencing the students not to speak English outside the class, and (3) finding out the dominant factors making the students not to speak English outside the class.

The method applied in this study is qualitative research method focusing on a case study. The population is the sixth semester students of English Education Department of University of PGRI Semarang and the research sample is one hundred students. The instruments are questionnaires and interviews.

The causing factors are classified into three main factors. The factors are motivation, knowledge, and skill of speaking English. However, among those three factors, the dominant one is motivation in the category of fair (56%).

Keywords : *students’ constraint, speaking outside the class, motivation*

ACKNOWLEDGMENT

Saying thanks to the Almighty of God, we convey our gratitude to Allah SWT. On His permission, we as a research team can complete this research well entitled "*Students' Constraints for Not Speaking English Outside the Class: A Case Study of English Department Students of University of PGRI Semarang*".

This study aims at understanding/comprehending why English Education Department students of University of PGRI Semarang do not speak English outside the classroom and what the causing factors are. To see the factors, the researcher distributed the questionnaires and interview sheet for 100 students. Therefore, the solution of the problems can be found.

We realize that this research cannot run well if there is not any help from others. Therefore, we say thanks to the honorable people, they are as follows:

- 1 Dr. Muhdi, S.H., M.Hum, the Rector of University of PGRI Semarang.
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- 3 Dra. Asropah, M.Pd., the Dean of Language Education and Art Faculty (FPBS) of University of PGRI Semarang
- 4 Drs. Wiyaka M.Pd., the Head of English Education Department of University of PGRI Semarang.
- 5 Students of English Education Department of University of PGRI Semarang
- 6 Those who participated in this research.

Hopefully, this report can be significant for readers.

Semarang, 15 September 2014

Research Team

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CHAPTER I

INTRODUCTION

In this stage, there are presented the background of the study, the statement of the problems, the objectives of the study, as well as the significances of the study.

A. Background

The core of learning language is to communicate, whether in written or spoken form. To reach it, we have to realize that language should be primarily spoken as the nature of the language. This is like a child who learns to communicate for the first time, starting from listening to the surroundings, trying to imitate what he/she heard, that is speaking, gradually he learns the written symbol (reading), and at last he learns to write. Those are called four (4) language skills.

People may understand what we speak or write if we use that language correctly. It will be more complicated when we learn foreign language, including English as a foreign language in Indonesia. Not only the vocabulary but also the grammar is far different from the students' language. The other important component in learning language is pronunciation. This is supported by Kathleen M. Bailey and David Nunan (2005) who say: "One key to success in learning to speak a foreign language is having good pronunciation." (Bailey and Nunan: 2005-p.65). Those three components in any languages should be learnt as well in order to be said competent in using that language (i.e. English).

English as a tool of communication has been playing an important part in acquiring cultural, scientific and technical knowledge, for collecting worldwide information and carrying out international exchange and cooperation. Based on those reasons, Indonesian government determines English as a compulsory subject given from elementary to senior high schools. Though, Indonesian students have been learning English more than 6 years, it cannot be said that the students are capable of using that target language (TL) in communication. It can be seen when they are tested orally to enroll the university level. Most of them could not answer the questions correctly, even, the simplest one. This may be caused by many factors. One of those reasons is that they are less motivated to speak English. They tend to speak their own language (L1) rather than the language they learn (TL) both inside and outside the class.

It also happens to the English department students at IKIP PGRI Semarang. Though they have been competent enough in learning English as they are in the sixth semester, they are reluctant to practice speaking English whether during the lesson or outside the class. Some may be worried of making mistakes and others may think that it can be said 'show off' when communicating to their friends in English. Otherwise, students can hardly be blamed for this as it may be from the teachers themselves. When teachers frequently use the students' language, then the students will feel comfortable doing it too. Another cause is when students are accustomed to using their own language, but teachers never reprimand them. This statement is supported by Harbord (1992): "This is a habit that in most cases will occur without encouragement from the teacher."

(Harbord:1992). If teachers are unconscious to change this situation, students tend to keep silent during the lesson, let alone outside the class. In fact, speaking English to their friends outside the class, students may be exempt from teacher's inspection that makes them nervous or uneasy.

Concerning to this, this study is conducted to explore the students' constraint of not speaking English outside the class. The researchers specify the investigation of students' activities outside the class in the assumption that students may feel free to speak to their friends rather than inside the class. In other words, they are not burdened to do it as they think there is no teacher observing what and how they speak, but still they do not want to.

B. Statements of the Problems

This research is conducted to investigate:

1. Why do the English department students prefer to use their own language (L1) than English (TL) outside the class?
2. What are the factors influencing them not to speak English (TL) outside the class?
3. What is the dominant factor constraining them to speak English outside the class?

C. The Objectives of the Research

Based on the statement of the problems above, the objectives of this research are:

1. to figure out the students' constraints in speaking English outside the class.

2. to identify the factors influencing the English department students not to speak English outside the class.
3. to investigate the dominant factor influencing them not to speak English outside the class.

D. The Significance of the Study

This study has three significances as follows:

1. To encourage the English department students in learning English
2. To give insight to the English teachers in designing their teaching methodology relating to arousing their students' motivation in speaking English
3. To provide the alternative solutions to the English Department of IKIP PGRI Semarang in creating professional teachers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes an elaboration of the related theories upon which the study is laid. There will be presented theories of the definition of speaking, why speaking is so difficult for the students, and how to teach speaking as well.

As the nature of language is primarily spoken, speaking becomes a crucial part of teaching and learning a language. Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney: 1998, p.13). Despite its importance, for many years teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today’s world requires that the goal of teaching speaking should improve students’ communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

In teaching and learning English, sometimes, teacher gets frustrated because some students do not attempt to speak at all. When the teacher wants the students to be active, they prefer to be passive. This is a universal problem. The teacher faced with a serious problem of passively among students looks for a solution to make them active participants but doesn’t succeed always. Why do students get blocked to speak?

1. Definition of Speaking

Speaking is one of the most important and essential skills that must be practiced to communicate orally. By speaking, people are able to know what kinds of situations the world. People who have ability in speaking will be better in sending and receiving information or message to another.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experience, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence) (Nunan, 1999:216). Thus, the speakers have to know how to arrange their thoughts and express it into utterances. This is also supported by Widdowson, 1978): “The learning of language involves acquiring the ability to compose correct sentences and it involves an understanding of which sentences or part of sentences are appropriate for a particular context”.

2. Why is Speaking so difficult for the students?

People do speaking in order to communicate each other. Better communication means better understanding of others and ourselves.

Communication is a continuous process of expression, interpretation, and negotiation. The opportunities for communications are infinite and include systems of signs and symbols (Savignon, 1982:8).

English department students at IKIP PGRI Semarang learning English as a foreign language, in fact, have opportunities to do communication to both their teacher and their friends; but they tend to speak their own language. It is a big question why it happens.

We know speaking is different from other language skills. If it is compared with writing, the answer must be writing. What makes speaking difficult is just because the language, English. It is a foreign language and they seldom use it. We, as teachers, realize that students often see many things in their life using English in the written form and it doesn't need to be read aloud, so they do not need to be embarrassed. The following characteristics of spoken language can make oral performance easy as well as, in some cases, difficult according to Brown (2001:270):

- a. Clustering
Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.
- b. Redundancy
Sometimes it is used to make meaning clearer.
- c. Reduced forms
It is including contractions, elisions, reduced vowels, etc. If the learners don't know about this, it will sometimes develop a stilted, bookish quality of their speaking.
- d. Performance variables
The difference between native and nonnative speakers of language is in their hesitation phenomena. Learners should know when to pause, backtrack or correct the language when they have to speak with it.
- e. Colloquial language

The learners should also know about the words, idioms and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of delivery

The teacher should help learners to achieve an acceptable speed along with other attributes of fluency.

g. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stress-time rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

Speaking is about interaction. It is about how you interact and what kind of language that you use that will make the communication goes smoothly.

Being lack of grammatical competence causes them embarrassed to make mistakes when speaking English. Another reason of using students' language rather than the target language (TL), English, in their communication are lack of motivation. Two kinds of motivation influencing them to speak English: intrinsic and extrinsic motivation. The intrinsic one is very great influence on their effort of learning language. Otherwise, teacher has also important role in arousing their students' motivation. In other words, teacher has to design his teaching methodology appropriately.

3. How to Teach Speaking

The classroom is sometimes called as an artificial environment for learning and using a foreign language but it is also a real social context in its own right where learners and teacher enter into real social relationship with each other. The language teaching aim is to equip learners for different context and the usefulness of language learning does not depend only on what specific pieces of language the learners encounter but on whether they master

the more principles, which underline them. In the same way, the structures and skills that foreign language learners acquire during classroom interaction can later be transferred to other kinds of situation.

According to Brown (2001, p.271), there are six categories applying to kinds of oral production that students are expected to carry out in the classroom:

- a. Imitative
This practice is for focusing on some particular element of language form. “Drills” offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty-either phonological or grammatical. They can help to establish certain psychomotor patterns and to associate selected grammatical forms with their appropriate context.
- b. Intensive
Intensive speaking can be self-initiated or it can ever form part of some pair work activity, where learners are ‘going over’ certain forms of language.
- c. Responsive
A good deal of student speech in the classroom is responsive : short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.
- d. Transactional (dialogue)
Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation, for example, may have more of a negotiative nature to them than does responsive speech.
- e. Interpersonal (dialogue)
Interpersonal dialogue is carried out more for the purpose maintaining social relationships than for the transmission of facts and information. These conversations are little trickier for learners because they can involve some or all of the factors, like: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, a covert ‘agenda’.
- f. Extensive (monologue)
Students at intermediate to advanced level are called on to give extended monologue in the form of oral reports, summaries, or perhaps, short speeches. Here, the register is more formal and deliberative. This monologue can be planned or impromptu.

There are a number of actions which the teacher can take to promote the use of English and explain clearly what is expected of the students.

(Harmer: 2002, p.132-133):

- a. **Set clear guidance:** students need to know when mother tongue use is permissible and when it is not. Students need to be aware of when English is obviously essential.
- b. **Choose appropriate tasks:** the teacher should choose tasks which the students at their level, are capable of doing in English. While there is nothing wrong in stretching them with challenging activities which engage them, it is clearly counter-productive to set them tasks they are unable to perform.
- c. **Create an English atmosphere:** if we create an English environment, making English the classroom language as well as the language to be learnt, and perhaps even anglicizing our students' name, then there will be chance of the students making the classroom truly English themselves.
- d. **Use persuasion and other inducements:** the art of persuading students to have a go in English depends on the guidelines that were set, the agreement the teacher made with the students, and the friendly encouragement and persuasion the teacher uses while activities are taking place.

CHAPTER III

RESEARCH METHODOLOGY

The discussion in this chapter includes time and place of the research, population and sample of the study, instruments, technique of collecting data, and technique of data analysis.

1. Time and Place of the research

This research was conducted at IKIP PGRI Semarang for 4 months (February to June 2014).

2. Population and Sample of the Study

The population of this research was the English Department students at IKIP PGRI Semarang in the sixth semester or in the academic year 2011/2012. There were 17 classes consisting of 20 students for each, so the total number was 340 students. However, there were 100 students taken as the samples.

3. Research Design

In this occasion, the researchers implemented qualitative research design, with focusing on case study. Kothari (2004: 3) describes:

Qualitative research is research type that is concerned with qualitative phenomenon, i.e. phenomena relating to or involving quality or kind. For instance, when we are interested in investigating the reasons for human behavior (i.e., why people think or do certain things), we quite often talk of ‘Motivation Research’, an important type of qualitative research. This type of research aims at discovering the underlying motives and desires and using in depth interviews for the purpose.

4. Instruments of the Study

In this study, the researchers employed two kinds of instruments: questionnaire and interview. The questionnaires were distributed to the sixth semester English Department students of IKIP PGRI Semarang and used to get the data about the students' constraints not to speak English outside the classroom. However, the interview was aimed at supporting the data derived from the questionnaire. This interview was to find more answer from the respondents that could not be conveyed in the questionnaire. Before distributed to the respondents, the instruments were validated first.

5. Technique of Collecting Data

Data in this research were obtained through the following steps:

- a. Designing questionnaire and interview sheet
- b. Distributing questionnaire and interview sheets to the respondents
- c. Doing observation both inside and outside the class
- d. Identifying the questionnaire and interview sheets from the respondents to get the proper answers.
- e. Transcribing the data from observation sheet
- f. Recording the data from the research instruments (questionnaire and interview)
- g. Analyzing the data

h. Interpreting the data into the research report.

6. Technique of Data Analysis

The collected data were analyzed by using Likert scale and percentage.

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

Where:

P stands for Percentage,

f stands for frequency of the options selected

N stands for Number of cases

No	Statements	SA	A	F	DA	SDA
1						
2						
3						

Notes:

SA = Strongly Agree

A = Agree

F = Fair

DA = Disagree

SDA = Strongly Disagree

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Chapter 4 presents the research findings and discussion of the study. This chapter describes all of the results of the study that the researchers found and discusses the results which comprise of the analysis of the questionnaires, and the interview.

A. Research Findings

Before starting discussing the findings of this research, it will be presented first the table of the scoring result of the Likert scale questionnaires about the students' constraints for not to speak English outside the class.

Table 4.1
The Scoring Result of the Likert Scale Questionnaires
about Students' Constraints for Not Speaking English Outside the Class

																				STS=1, TS=2, R=3, S=4, SS=5								
Respon- dent	ITEM																				STS	TS	R	S	SS	Total	li- kert	Cate- gory
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20								
1	R	R	R	R	R	TS	TS	SS	R	R	S	R	S	R	R	R	S	S	S	SS	0	2	11	5	2	67	67	S
2	TS	TS	TS	R	SS	R	SS	TS	S	TS	TS	S	R	R	R	TS	S	S	S	S	0	7	5	6	2	63	63	S
3	R	TS	R	S	SS	R	TS	STS	S	SS	S	R	S	R	STS	R	S	R	S	S	2	2	7	8	1	64	64	S
4	S	TS	TS	S	S	S	STS	STS	R	SS	TS	TS	TS	TS	TS	R	S	S	S	SS	2	7	2	7	2	60	60	R
5	STS	SS	SS	STS	R	R	STS	SS	R	R	S	S	S	SS	SS	SS	STS	STS	STS	STS	7	0	4	3	6	61	61	S
6	SS	S	S	S	SS	R	S	SS	TS	TS	S	S	R	S	S	TS	S	R	R	SS	0	3	4	9	4	74	74	S
7	SS	R	STS	S	S	R	SS	SS	S	R	R	R	R	TS	R	S	S	S	SS	SS	1	1	7	6	5	73	73	S
8	S	TS	TS	S	R	S	R	TS	R	S	R	R	TS	TS	R	S	S	S	R	SS	0	5	7	7	1	64	64	S
9	SS	TS	TS	S	TS	R	R	TS	S	R	R	TS	TS	TS	R	TS	R	R	S	SS	0	8	7	3	2	59	59	R
10	SS	R	R	S	S	R	S	R	S	R	R	R	R	R	R	TS	R	S	S	S	0	1	11	7	1	68	68	S
11	TS	TS	SS	S	R	SS	TS	TS	SS	SS	TS	STS	TS	TS	TS	S	S	S	S	SS	1	8	2	4	5	64	64	S
12	TS	TS	SS	SS	R	R	S	TS	R	R	TS	TS	TS	TS	TS	TS	S	S	S	SS	0	9	4	4	3	61	61	S
13	S	R	R	SS	S	S	SS	S	R	SS	SS	S	S	S	S	TS	TS	TS	TS	SS	0	4	3	8	5	74	74	S
14	R	S	S	R	R	R	R	S	S	S	R	R	R	R	R	TS	S	S	TS	SS	0	2	10	7	1	67	67	S
15	S	TS	TS	S	R	S	S	TS	R	S	S	TS	R	TS	TS	TS	R	R	S	SS	0	7	6	6	1	61	61	S
16	S	STS	TS	SS	R	S	TS	TS	S	SS	S	TS	R	TS	TS	TS	S	S	S	SS	1	7	2	7	3	64	64	S
17	S	S	R	R	S	SS	R	TS	TS	SS	R	S	SS	R	S	TS	R	R	S	SS	0	3	7	5	5	72	72	S
18	S	STS	TS	S	R	S	S	R	R	S	SS	SS	S	S	S	TS	S	S	R	SS	1	2	4	10	3	72	72	S
19	S	STS	STS	SS	TS	SS	STS	STS	SS	S	STS	SS	S	TS	TS	TS	S	S	TS	SS	5	5	0	5	5	60	60	R
20	SS	R	R	S	R	S	SS	R	R	S	SS	S	S	R	R	TS	R	R	S	SS	0	1	9	6	4	73	73	S
21	S	R	TS	S	TS	S	R	TS	S	S	S	S	S	R	S	R	R	R	S	S	0	3	6	11	0	68	68	S

22	S	R	R	SS	S	S	TS	TS	R	S	R	R	R	TS	TS	TS	S	R	S	SS	0	5	7	6	2	65	65	S
23	S	S	TS	S	SS	S	S	TS	TS	R	S	R	TS	TS	S	TS	S	S	SS	SS	0	6	2	9	3	69	69	S
24	SS	STS	STS	SS	STS	SS	STS	STS	SS	SS	STS	STS	STS	TS	TS	SS	SS	SS	SS	S	8	2	0	1	9	61	61	S
25	S	S	S	SS	SS	R	SS	R	STS	R	S	R	S	S	S	TS	S	S	S	S	1	1	4	11	3	74	74	S
26	SS	STS	STS	S	STS	S	SS	STS	S	R	S	S	S	TS	S	STS	S	R	SS	SS	4	2	2	8	4	66	66	S
27	S	S	S	TS	SS	TS	S	SS	S	R	SS	SS	SS	S	S	TS	S	R	TS	S	0	4	2	9	5	75	75	S
28	SS	R	S	TS	R	S	TS	TS	TS	R	R	SS	SS	S	S	TS	TS	R	R	SS	0	6	6	4	4	66	66	S
29	S	TS	TS	R	S	S	R	R	S	R	TS	TS	TS	TS	TS	R	S	R	S	S	0	7	6	7	0	60	60	R
30	S	R	TS	S	S	R	S	TS	S	R	S	S	S	TS	S	TS	SS	R	SS	SS	0	4	4	9	3	71	71	S
31	S	R	R	SS	R	S	S	TS	R	S	SS	S	SS	SS	R	TS	TS	R	S	SS	0	3	6	6	5	73	73	S
32	SS	STS	STS	S	S	TS	TS	R	S	R	TS	R	R	R	R	S	S	TS	S	SS	2	4	6	6	2	62	62	S
33	S	STS	TS	R	R	R	STS	STS	SS	S	TS	STS	TS	TS	TS	S	S	SS	SS	SS	4	5	3	4	4	59	59	R
34	S	TS	R	S	S	S	TS	R	R	S	S	TS	R	TS	TS	R	R	S	S	S	0	5	6	9	0	64	64	S
35	SS	STS	S	R	SS	S	TS	TS	R	R	TS	R	R	R	TS	R	R	R	R	S	1	4	10	3	2	61	61	S
36	S	R	TS	SS	SS	SS	S	S	TS	TS	S	S	S	R	S	TS	R	R	S	S	0	4	4	9	3	71	71	S
37	TS	TS	TS	S	R	R	S	S	TS	S	TS	TS	R	STS	S	R	R	SS	SS	SS	1	6	5	8	3	75	75	S
38	S	R	R	R	SS	SS	S	R	R	S	S	S	R	S	S	R	R	R	SS	SS	0	0	9	9	2	73	73	S
39	SS	R	R	S	S	S	R	TS	TS	R	S	R	R	R	S	S	S	STS	S	SS	0	3	7	8	2	69	69	S
40	SS	STS	STS	S	R	S	R	STS	SS	R	R	TS	TS	TS	TS	R	S	R	S	SS	3	4	6	4	3	60	60	R
41	SS	R	SS	SS	TS	SS	R	SS	TS	S	SS	SS	SS	SS	SS	STS	S	STS	TS	S	2	3	2	3	10	76	76	S
42	SS	TS	TS	SS	S	S	STS	STS	R	S	R	R	R	TS	TS	S	SS	S	S	S	2	4	5	6	3	64	64	S
43	S	SS	S	SS	SS	SS	R	TS	R	R	S	S	R	R	R	TS	TS	S	S	S	0	3	6	7	3	67	67	S
44	SS	TS	R	S	S	R	S	TS	R	S	SS	R	R	TS	R	TS	R	R	S	SS	0	4	8	5	3	67	67	S
45	S	STS	STS	SS	SS	S	S	TS	S	TS	S	R	R	R	TS	TS	S	S	S	SS	2	4	3	8	3	66	66	S
46	SS	S	TS	SS	SS	STS	SS	R	STS	STS	SS	S	SS	S	S	TS	S	SS	SS	SS	3	2	1	5	9	75	75	S
47	S	R	S	R	SS	R	TS	TS	S	R	S	TS	S	S	TS	TS	SS	S	S	SS	0	5	4	8	3	69	69	S

48	S	TS	TS	S	S	SS	TS	TS	S	S	S	TS	TS	TS	TS	S	S	S	S	SS	0	8	0	10	2	66	66	S
49	SS	TS	STS	S	TS	SS	R	R	SS	S	R	S	TS	S	SS	S	SS	R	S	SS	1	3	4	6	6	73	73	S
50	SS	TS	TS	S	S	S	SS	SS	TS	R	R	R	R	R	R	TS	S	TS	S	R	0	5	7	5	3	66	66	S
51	SS	TS	STS	S	R	TS	TS	S	S	R	TS	TS	TS	TS	S	S	R	S	S	S	1	7	3	8	1	61	61	S
52	TS	STS	S	SS	SS	TS	SS	STS	SS	R	S	R	S	R	R	STS	TS	STS	R	S	4	3	5	4	4	61	61	S
53	SS	STS	TS	S	S	TS	TS	TS	S	TS	TS	TS	S	TS	S	S	S	S	S	SS	1	8	0	9	2	63	63	S
54	SS	TS	SS	STS	SS	R	STS	TS	S	R	TS	STS	STS	TS	TS	R	S	R	S	SS	4	5	4	3	4	58	58	R
55	S	R	TS	SS	S	S	R	TS	S	S	S	R	S	R	TS	R	S	S	S	S	0	3	5	11	1	70	70	S
56	SS	STS	TS	S	TS	TS	STS	TS	S	SS	TS	STS	S	TS	S	S	S	S	S	S	3	6	0	9	2	61	61	S
57	SS	R	R	S	TS	R	R	TS	SS	R	S	S	S	S	TS	TS	SS	SS	SS	SS	0	4	5	5	6	73	73	S
58	SS	R	R	S	SS	R	TS	S	S	R	TS	TS	S	TS	S	TS	S	TS	SS	SS	0	6	4	6	4	68	68	S
59	S	R	R	S	SS	SS	R	R	TS	R	R	R	R	R	S	R	S	S	TS	SS	0	2	10	5	3	69	69	S
60	SS	TS	TS	S	R	R	TS	STS	S	S	STS	TS	S	S	S	R	R	R	S	SS	2	4	5	7	2	63	63	S
61	SS	TS	S	S	R	S	R	TS	TS	SS	S	S	S	TS	S	R	TS	TS	S	SS	0	6	3	8	3	68	68	S
62	SS	S	S	R	S	R	S	R	TS	S	SS	SS	SS	SS	S	TS	R	R	R	S	0	2	6	7	5	75	75	S
63	SS	STS	STS	S	TS	R	R	STS	S	TS	R	R	R	STS	STS	S	S	R	SS	SS	5	2	6	4	3	58	58	R
64	SS	R	R	S	S	SS	R	R	STS	S	S	TS	S	R	S	S	R	S	S	SS	1	1	6	9	3	72	72	S
65	S	TS	TS	S	TS	R	S	STS	S	R	S	S	S	TS	S	R	R	TS	SS	SS	1	5	4	8	2	65	65	S
66	SS	TS	TS	S	R	S	S	TS	S	S	STS	STS	R	S	R	R	S	R	S	SS	0	5	5	8	2	67	67	S
67	S	TS	TS	SS	S	TS	TS	TS	R	S	S	S	S	S	R	R	R	R	S	S	0	5	5	9	1	66	66	S
68	SS	SS	STS	SS	TS	TS	SS	TS	SS	SS	STS	TS	TS	TS	TS	S	SS	SS	SS	SS	2	7	0	1	10	70	70	S
69	R	S	TS	S	R	S	S	S	TS	R	TS	S	TS	TS	S	S	R	S	S	S	0	5	4	11	0	66	66	S
70	TS	S	R	SS	SS	R	TS	STS	STS	STS	R	TS	R	S	R	R	S	TS	R	S	3	4	7	4	2	58	58	R
71	SS	R	TS	S	SS	SS	TS	R	TS	R	TS	R	R	S	TS	R	S	S	S	S	0	5	6	6	3	67	67	S
72	S	S	SS	SS	SS	R	S	STS	TS	R	S	S	S	S	S	STS	STS	STS	STS	SS	5	1	2	8	4	65	65	S
73	SS	R	S	SS	SS	R	STS	SS	S	R	TS	R	R	R	STS	S	S	S	SS	SS	2	1	6	5	6	72	72	S

74	SS	S	SS	S	R	S	TS	TS	S	SS	S	S	TS	TS	S	TS	S	S	S	S	0	5	1	11	2	67	67	S
75	SS	STS	STS	S	S	R	S	TS	STS	R	SS	S	S	STS	TS	S	R	TS	SS	SS	4	3	3	4	6	65	65	S
76	S	R	S	S	TS	R	SS	TS	TS	S	STS	TS	R	STS	R	STS	S	R	S	SS	3	4	5	6	2	60	60	R
77	S	TS	TS	SS	R	R	TS	TS	S	SS	S	TS	S	TS	TS	TS	R	S	R	SS	1	7	4	5	3	62	62	S
78	R	S	S	S	TS	TS	S	TS	TS	S	S	S	S	S	S	TS	TS	TS	TS	S	0	8	1	11	0	63	63	S
79	S	STS	TS	S	R	S	R	TS	R	S	S	TS	R	TS	TS	R	R	R	S	SS	1	5	7	6	1	61	61	S
80	S	R	R	SS	SS	R	SS	S	R	R	R	S	R	R	SS	STS	SS	S	S	SS	1	0	10	3	6	73	73	S
81	S	TS	S	TS	S	S	SS	SS	SS	SS	R	R	R	R	R	R	SS	S	S	S	0	2	6	7	5	75	75	S
82	SS	STS	TS	SS	S	R	R	TS	R	R	S	S	S	S	S	SS	S	R	R	R	1	2	7	7	3	69	69	S
83	R	R	TS	TS	TS	R	S	S	S	S	R	R	R	R	R	R	R	R	S	S	0	3	11	6	0	63	63	S
84	S	TS	TS	SS	S	STS	S	TS	S	S	TS	STS	S	S	S	TS	S	S	SS	SS	2	5	0	10	3	67	67	S
85	SS	SS	S	R	S	S	SS	SS	TS	R	SS	SS	SS	R	S	TS	S	R	S	SS	0	2	4	6	8	80	80	S
86	S	TS	R	S	R	R	STS	STS	S	R	STS	TS	R	R	R	SS	R	R	SS	SS	3	2	9	3	3	61	61	S
87	S	R	TS	S	S	R	TS	TS	S	R	TS	TS	R	STS	TS	TS	S	R	SS	SS	1	7	5	5	2	60	60	R
88	S	TS	TS	S	S	R	TS	TS	TS	S	S	R	S	S	S	TS	S	R	S	S	0	6	3	11	0	65	65	S
89	SS	TS	TS	S	R	R	S	TS	TS	R	S	TS	S	S	S	R	S	S	S	S	0	5	4	10	1	67	67	S
90	SS	S	S	R	R	TS	S	STS	R	R	S	S	S	TS	R	TS	R	R	S	SS	1	3	7	7	2	66	66	S
91	TS	SS	S	SS	STS	STS	SS	SS	STS	R	SS	SS	SS	SS	SS	STS	S	R	S	R	4	0	4	2	10	74	74	S
92	R	R	S	S	R	TS	R	TS	R	S	S	S	S	TS	TS	STS	R	SS	SS	SS	1	4	6	6	3	66	66	S
93	R	R	S	S	TS	R	TS	R	R	S	S	S	R	S	TS	S	R	TS	SS	SS	0	4	7	7	2	67	67	S
94	R	TS	R	SS	S	TS	SS	TS	TS	TS	S	TS	R	TS	S	TS	TS	R	R	SS	0	9	5	3	3	60	60	R
95	S	R	S	TS	R	S	S	S	R	S	TS	R	TS	R	R	R	R	S	S	S	0	3	8	9	0	66	66	S
96	SS	SS	S	SS	S	S	TS	TS	S	SS	TS	R	TS	TS	TS	S	S	S	SS	SS	0	6	1	7	6	73	73	S
97	R	TS	TS	S	SS	S	R	STS	R	R	TS	TS	TS	R	S	R	S	S	SS	SS	1	5	6	5	3	64	64	S
98	S	R	TS	S	S	S	TS	TS	S	TS	TS	R	R	TS	R	TS	TS	S	S	SS	0	8	4	7	1	61	61	S
99	TS	TS	R	S	R	R	S	R	S	S	TS	TS	TS	TS	TS	R	S	S	S	SS	0	6	5	8	1	64	64	S

100	TS	STS	TS	SS	SS	STS	S	TS	S	S	S	S	TS	TS	TS	TS	S	S	S	S	2	6	0	10	2	64	64	S																									
																												56.36	R																								
	Item																																																				
	MOTIVATION										LANGUAGE ABILITY					LANGUAGE SKILL					Note																																
Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20																																	
STS	1	18	12	2	3	4	10	17	6	2	7	7	2	5	3	8	2	5	2	1																																	
TS	6	32	38	5	14	13	25	46	21	8	24	27	20	40	31	41	9	10	7	0																																	
R	10	30	21	12	29	37	21	16	26	41	18	28	35	27	24	27	28	37	11	3																																	
S	42	14	22	52	30	33	28	10	37	35	39	30	34	23	37	20	52	41	57	31																																	
SS	41	6	7	29	24	13	16	11	10	14	12	8	9	5	5	4	9	7	23	65																																	
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100																																	
S + SS	83	20	29	81	54	46	44	21	47	49	69	38	43	28	42	24	61	48	80	96																																	

Table 4.2
Students' Responses of Interview on Their Reasons for Speaking or Not Speaking English Outside the Class

Res-pondent	QUESTIONS	
	THE MAIN REASONS OF THE INTERVIEWEE	
	<i>1. Jika TIDAK menggunakan Bhs. Inggris dalam percakapan di luar kelas.</i> (Reasons for not speaking outside the class)	<i>2. Jika SELALU menggunakan Bhs. Inggris dalam percakapan di luar kelas.</i> (Reasons for speaking outside the class)
1	Bukan passion saya diikuti dengan standarisasi saya ada dimana (sadar diri). (I realize my low-level ability of speaking)	Ada partner (lawan bicara yang disukai). (If the partner is the one I like)
2	Jika bertemu orang tua, jika tidak mengenal orang tersebut. (I do not speak English if I meet the old or unknown people)	Jika bertemu dengan orang asing, teman sefakultas. (I speak English if I meet the westerner/foreigner and he is a classmate in the faculty)
3	Karena belum percaya diri jika berbicara bahasa inggris di luar kelas. (I am not self confident of speaking English outside the class)	-
4	Karena terkadang teman lebih nyaman menggunakan bahasa indonesia serta bahasa jawa. (Speaking Indonesian or Javanese is comfortable)	Karena hal tersebut dapat melatih kemampuan saya dalam saling berinteraksi menggunakan bahasa inggris dengan teman-teman ataukah dengan dosen di luar kelas. (Speaking English outside the class can be used to check my ability and I can interact with my other friends and lecturers outside the class)
5	Saya kurang memanfaatkan kesempatan untuk bisa berlatih berbahasa inggris. (I seldom take a chance of speaking English)	Saya merasa sangat beruntung dan senang karena dapat meningkatkan kemampuan saya dalam berbahasa Inggris (I feel lucky and happy when I can improve my English speaking skill)
6	Takut salah, tidak ada partner untuk diajak berbicara bahasa inggris. (I am afraid of making mistakes and errors in speaking English)	Itu akan membuat saya lebih menguasai bahasa Inggris. (It makes me improve my English)

7	Karena terkadang dalam pergaulan di luar kelas tidak ada partner untuk diajak bercakap menggunakan bahasa inggris. (I have no partner when I speak English outside the class)	-
8	Karena dalam lingkungan sehari-hari tidak ada partner yang selalu bisa bila diajak berbicara dalam bahasa Inggris. (I have no partner when I speak English outside the class)	Selalu menggunakan bahasa inggris ketika berbicara dengan murid di bimbingan belajar. (I always speak English when I talk to my students at English course)
9	Kurangnya teman yang mengajak berbicara dengan menggunakan bahasa Inggris. (I have a few partners when I speak English outside the class)	Agar tidak lupa kosakata bahasa inggris maka saya sudah seharusnya praktik menggunakan bahasa inggris di luar kelas. (I practice speaking English so that I do not forget to speak English)
10	Karena tidak adanya partner yang mendukung saya untuk berbicara menggunakan bahasa inggris. (I have no partner to motivate me to speak English outside the class)	
11	Partner berbicara, lingkungan yang mendukung untuk berbicara bahasa inggris, kemampuan yang mendukung untuk berbicara bahasa inggris (I have no partner and good atmosphere to motivate me to speak English outside the class)	Teman, partner yang mendukung, lingkungan yang mendukung, kosakata, vocabulary yang memadai. (friends, good atmosphere, vocabularies are able to encourage me speak English outside the class)
12	Hal tersebut dikarenakan jarang nya lawan bicara berbahasa inggris,. Selain itu karena banyak yang tidak paham jika menggunakan bahasa inggris (I seldom find a partner who can speak English fluently)	Saya sering menggunakan bahasa inggris ketika berbicara dengan teman saya. Ketika kami membicarakan sesuatu dengan tujuan agar yang lain tidak tahu apa yang bicarakan. (I frequently use English when I talk to my friend for certain topics because we do not want other friends understand what we talk)
13	Takut dibilang sombong, dan masih ragu tentang kemampuan vocab. (I am afraid of being considered arrogant and lack of vocabularies)	Menjadi pandai berbicara bahasa inggris, menambah pengalaman. (It improves my speaking skill and gives me a great experience)

14	Karena tidak semua teman yang saya temui di luar kelas berasal dari jurusan bahasa inggris. Saya takut dinilai sombong dan takut terjadi salah pengertian. (Because there are a lot of non-English department friends, and I am afraid of being arrogant and misunderstanding will come up)	Karena saya ingin fasih berbahasa inggris, ingin menjadikan bahasa inggris sebagai mother language dari saya. Dan saya juga ingin tidak lupa dengan vocab-vocab bahasa inggris dan materi yang sudah saya mengerti dan kuasai. (I want to speak English fluently)
15	Takut dikira sombong (I am worried to be arrogant)	Karena saya ingin improve keterampilan bahasa inggris saya (For the sake of improving my English skill)
16	Saya tidak menggunakan bahasa inggris dalam percakapan di luar kelas dikarenakan tidak adanya partner/lawan bicara, terkadang lawan bicara tidak memperhatikan kalau saya menggunakan bahasa inggris (lawan bicara kurang/tidak mempunyai kemampuan bahasa inggris yang baik. (no qualified partner in practice speaking)	Saya sangat senang berbahasa inggris, terlebih ketika lawan bicara ikut berpartisipasi dan tanggap terhadap apa yang dibicarakan menggunakan bahasa inggris. Dari mulai menggunakan bahasa inggris sebagai bahan candaan sampai pembicaraan serius. (I like speaking English as I have a qualified interlocutor)
17	Karena tidak ada partner yang dapat saling memotivasi sehingga saya merasa malu. (No motivation from my friend)	Karena ingin meningkatkan kemampuan berbahasa inggris (I want to speak English)
18	Belum lancar dan takut salah dalam menyusun kosakata bahasa inggris (I am worried to speak English)	Hanya dengan orang yang mengerti bahasa inggris agar bisa membenarkan jika salah mengucap (I only want to speak English with people who are capable of speaking English)
19	Lebih kepada faktor kebiasaan karena teman-teman yang lain tidak menggunakan bahasa inggris di luar kelas (Because my friends surrounding are not accustomed to speaking English)	Kemampuan speaking saya akan lebih meningkat dan pronunciation saya akan lebih matang (in order to improve my speaking ability)
20	Salah pengucapan, tidak fasih berbicara (I cannot speak fluently)	Supaya terkenal (Being popular)
21	Karena akan dinilai sombong oleh teman-teman atau orang lain maka dari itu kita jadi merasa malu (not to be called arrogant)	Karena itu akan menunjukkan kemampuan kita dalam berbahasa inggris (It shows that I can speak English)
22	Jarang ada teman yang mau diajak berbicara menggunakan bahasa inggris (partner to speak english outside the class is rarely found)	Menambah kelancaran dalam berbahasa inggris dan menambah vocabulary kita serta bisa melatih pronunciation kita dalam berbicara inggris.

		To improve my fluency, enrich my vocabulary, and practice my pronunciation in speaking English.)
23	Saya merasa malu dan tidak pede menggunakan bahasa inggris di luar kelas karena tidak semua teman di luar kelas saya menggunakan bahasa inggris (I am ashamed and unconfident to speak English outside the class, for not all of my friends speak English)	Teman dan lingkungan di sekitar saya mendukung saya untuk selalu menggunakan bahasa inggris sehingga saya merasa nyaman untuk menggunakannya di luar kelas. (My friends and the environment surrounding support me to always use English so that I feel comfortable to speak English outside the class.)
24	Karena kurang menguasai vocab (due to lack of vocabulary)	Sangat bagus karena akan membantu secara tidak langsung. (It is really good because it helps me indirectly.)
25	Tidak ada lawan bicara (there is no partner to speak English)	Saat melakukan rutinitas. (When doing my daily activities.)
26	Tidak ada partner berbicara jika di luar kelas, dan jika berbicara bahasa inggris selalu dianggap sombong (There is no partner to speak English outside the class, and it is always considered arrogant if speaking English outside the class)	Merasa nyaman berbicara bahasa inggris di luar kelas jika ada partner yang banyak dan memancing untuk menggunakan bahasa inggris. (Feeling comfortable to speak English outside the class if there are many partners and they encourage me to use English.)
27	Malu, merasa belum lancar dan tidak ada teman yang diajak bicara bahasa inggris terutama jika di rumah dan di tempat kerja (I feel ashamed and influent to speak English, as well as there is no partner to speak English especially at home and work place)	
28	Karena pengaruh teman yang tidak menggunakan bahasa inggris dalam percakapan, lingkungan sering dianggap sombong oleh teman-teman lain jurusan jika menggunakan bahasa inggris (Because my friends do not use English to converse, and my friends from other department consider me to be arrogant if I speak English outside the class)	Karena pengaruh teman-teman yang sama-sama ingin belajar/berbicara dalam bahasa inggris secara fasih. (Due to the influence from my friends that also want to learn/speak English fluently.)

29	Orang lain belum paham/tidak mengerti atas apa yang saya ucapkan (Others may not understand what I am saying)	Ingin lancar berbicara bahasa inggris dengan pronounciation dan grammaryang betul. (Want to speak English fluently with correct pronounciation and grammar.)
30	Tidak ada teman yang mengajak berbicara dengan menggunakan bahasa inggris, apabila menggunakan bahasa inggris biasanya dianggap sombong (No friends ask me to speak English, using english is considered arrogant)	Dapat menggunakan bahasa inggris dengan nyaman apabila ada teman atau partner yang memancing berkomunikasi dengan menggunakan bahasa inggris. (Can use English comfortably if there is partner that motivates me to speak English.)
31	Kondisi di luar kelas kurang mendukung untuk mempraktikkan bahasa inggris dalam berkomunikasi. Dan saya tahu itu akan menghambat perkembangan berbahasa inggris saya. Pada intinya saya bergantung pada lingkungan (The condition outside the class does not support me to practice speaking English, and I know that it will hinder me from improving my English. I really depend on the environment.)	
32		Untuk meningkatkan skill bahasa inggris. (To improve my English skill.)
33	Akan mengurangi kemampuan berbicara bahasa inggris saya dan mengurangi percaya diri saya dalam berbicara bahasa inggris (It will lessen my ability of speaking English and my confidence to speak English.)	Akan lancar berbicara bahasa inggris, akan menguasai banyak vocabulary sehingga lancar dalam berbicara bahasa inggris. (Will speak English fluently, will enrich much vocabulary so that I am fluent to speak English.)
34	Yang diajak bicara tidak mengerti. (Those to whom I speak English do not understand.)	Banyak teman yang menggunakan bahasa inggris. (if there are many friends using English.)
35	Jika lawan bicara yang diajak bicara tidak mengerti atau tidak paham dengan apa yang kita bicarakan. (If the other interlocutor who I speak to does not understand what we are talking about.)	Ingin lancar bisa berbahasa inggris dan percaya diri terhadap setiap kata-kata yang dikeluarkan sesuai dengan pengucapannya. (Want to be fluent in English and confident with every vocabulary as well as the pronounciation.)

36	<p>Jika tidak menggunakan bahasa inggris dalam percakapan di luar kelas mungkin takut salah menyusun kata/kalimat. (I do not use English outside the class because of being afraid of making mistakes in constructing sentences.)</p>	<p>Jika selalu menggunakan bahasa inggris dalam percakapan di luar kelas saya akan dianggap sombong jika saya berbicara bahasa inggris di luar kelas, tetapi menurut saya itu lebih baik karena kita bisa memperbanyak vocabulary. (If I always speak English outside the class, I will be considered arrogant. Meanwhile, in my opinion, it is better because we can enrich our vocabulary.)</p>
37	<p>Alasannya karena teman yang lainnya pun tak berbahasa inggris jadi takutnya malah tidak nyambung dalam tema pembicaraan (My friends also do not speak English, so I am afraid of not connecting with the topic.)</p>	<p>Tidak selalu menggunakan bahasa inggris, hanya saja satu atau dua kata saja yang terucap. (I do not always use English, onely one or two words can be spoken.)</p>
38	<p>Tidak semua mahasiswa bisa berbicara bahasa inggris sehingga apakah mereka paham apa yang akan mereka bicarakan. (Because the other friends also do not speak English outside the class, so I am afraid that I will not connect to the topic if using English. Not all of the students can speak English, so will they understand what we will talk about?)</p>	<p>Jika selalu menggunakan bahasa inggris di dalam percakapan, dapat meningkatkan tetapi kebanyakan mahasiswa tidak menggunakan bahasa inggris di luar kelas. (If I always use English to converse, it will improve my English. However, most of the students do not speak English outside the class.)</p>
39	<p>Alasan saya tidak menggunakan bahasa inggris di luar kelas karena saya masih terbiasa menggunakan bahasa indonesia maupun bahasa jawa dalam sehari-hari. (The reason of why I do not use English outside the class is because I am accustomed to speaking in Indonesian and Javanese language everyday.)</p>	<p>Alasan saya selalu berbahasa inggris, ingin menggunakan bahasa inggris sebagai bahasa sehari-hari saya. (The reason of why I always speak English is that I want to use English as my daily language.)</p>
40	<p>Jika berbicara dengan orang kurang bisa bahasa inggris (orang yang tidak berada di bidang bahasa inggris) (I do not speak English outside the class if I talk to those persons who cannot speak English (persons who are not from English department)</p>	<p>Ingin menjadikan komunikasi dengan bahasa inggris sebagai kebiasaan, ingin lebih fasih, ingin menjadikan bahasa inggris sebagai second language seperti negara-negara maju lain di dunia seperti Jepang. (Want to make English communication as a habit, want to be fluent, want to make English as a second languae like some advanced countries such as Japan.)</p>

41	Saya merasa gugup karena tidak mempunyai bahan dan saya miskin vocabulary dan merasa paling bodoh sehingga saya minder untuk berbicara (I feel nervous due to the lack of topic and vocabulary, and I feel that I am the most stupid one so that I feel inferior to speak English.)	Tidak mungkin karena tidak nyambung mungkin lawan bicara paham tetapi saya belum paham jadi saya minder. (It is impossible, for the other interlocutor may understand, but I do not understand, so I feel inferior.)
42	Tidak dapat mengetahui kemampuan percakapan bahasa inggris. Tidak bisa meningkat dalam berbahasa inggris. ([if I do not speak English outside the class], I will be unable to know my ability of speaking English and unable to improve my English)	Bisa terbiasa menggunakan bahasa inggris dan bisa mengetahui kesalahan-kesalahan dalam pronunciation sehingga bisa berbahasa inggris dengan baik. (I am accustomed to speaking English and able to know the mistakes in pronunciation so that my English will be better.)
43	Dianggap cakap dalam bahasa inggris dan sok dalam berbahasa, canggung, malu, tidak percaya diri. (I am considered to be fluent in English as well as considered to be arrogant. I feel clumsy, ashamed, and unconfident.)	Lancar dan mudah untuk menggunakan bahasa inggris, wawasan lebih luas dan menambah rasa percaya diri. (Fluent and easy to use English, it will enlarge my knowledge and build my confidence.)
44	Saya takut salah menyusun kata/kalimat jika berbicara bahasa inggris (I am afraid of constructing sentences incorrectly if I speak English.)	Ingin fasih berbicara bahasa inggris dan mengasah kemampuan tata bahasa inggris saya yang masih kurang. (Want to be fluent to speak English and sharpen my ability of grammar that is still low.)
45	Karena kalau di luar kelas menggunakan percakapan bahasa inggris dianggap sombong/gaya. (Because if using English outside the class, I am considered to be arrogant or just showing off.)	Karena banyak teman yang menggunakan bahasa inggris saya jadi ikut menggunakan bahasa inggris. (Because there are many friends who use English so that I am motivated to use English too.)
46	Karena menurut saya partner yang diajak ngomong bahasa inggris sangat sulit, mungkin karena kondisi juga bisa mempengaruhi proses belajar bahasa inggris di kelas dan sering juga yang menggunakan bahasa inggris sehari-hari dianggap sombong (Because, in my opinion, it is difficult to find partner to whom I speak English. The outside condition also influences the process	Menurut saya penting tapi di tempat saya kuliah berbicara bahasa inggris kurang mendukung mulai dari tempat bergaul maupun kondisinya. (I think it is important, but in my college, speaking English does not get support from the students.)

	of learning English. Furthermore, those who use English outside the class every day are considered to be arrogant.)	
47	Malu dengan orang sekitar, karena kemampuan menyusun kalimat bahasa inggris masih kurang tepat. (I am ashamed with my surroundings, since I am still doubtful about my ability of constructing correct sentences.)	Ingin belajar agar kemampuan berbicara saya menjadi baik. (Want to learn so that my ability of speaking becomes better.)
48	Tidak adanya partner untuk berbicara bahasa inggris. (I have no partner to whom I speak English.)	Adanya teman yang mendukung untuk berbicara bahasa inggris. (There are friends who support to speak English.)
49	Saya merasa tidak percaya diri. (I feel unconfident)	Saya merasa nyaman dan terlihat kompeten. (I feel comfortable and look competent.)
50	Sudah ada yang menganggap sombong (dari jurusan lain), menyesuaikan teman berbicara (There have been some non-English department students who regard me as an arrogant person. I depend on my friends I speak to.)	Tuntutan (Demand)
51	Karena kebanyakan teman saya belum bisa bahasa inggris, khususnya di asrama. Tapi jika bertemu dengan teman lama dari Pare pasti saya menggunakan bahasa inggris dalam percakapan (Most of my friends are unable to speak English, especially those who are in the dormitory. Meanwhile, if meeting with my old friends from Pare, I must speak English.)	Karena saya memang salinya sangat suka menggunakan bahasa inggris, namun dikarenakan teman sekeliling saya belum terbiasa menggunakan bahasa inggris jadi saya menggunakan bahasa inggris kadang-kadang saja. Padahal waktu saya di Pare selalu menggunakan bahasa inggris dari pagi sampai malam hari full English. (Because, in fact, I really like using English. However, due to my friends that are not accustomed to speaking English, I seldom use English. When I was in Pare, I used to speak English from all the day.)
52	Saya merasa sangat kurang fasih dalam mengucapkan pronunciation. Juga karena kurang dalam perbendaharaan kosa kata. (I feel that I am not fluent enough in my pronunciation. Also, I am lacked of vocabulary.)	

53	<p>Alasan utama saya adalah lawan bicara saya bukan mahasiswa bahasa inggris atau dia bukan native atau english learner. Dan dia juga malu atau terkesan malas untuk berbicara bahasa inggris.</p> <p>(My primary reason not to speak English outside the class is because the persons to whom I speak are not from English department or they are not native speakers or English learners. Also, they look ashamed and uninterested in speaking English.)</p>	<p>Karena lawan bicara saya respek terhadap saya ketika berbicara bahasa inggris.</p> <p>(Because the partner to whom I speak English respects when I use English.)</p>
54	<p>Karena jika ada segelintir teman yang tidak bisa ber bahasa inggris</p> <p>([I do not use English outside the class] if there are a few friends who cannot speak English.)</p>	<p>Karena pergaulan atau mempunyai teman di social media yang harus menggunakan bahasa inggris.</p> <p>(Because of the association or having friends in social media that should use English.)</p>
55	<p>Karena pengaruh lingkungan sekitar, karena lingkungan orang jawa asli.</p> <p>(Due to the environment surrounding, and because of the environment of native Javanese.)</p>	
56	<p>Karena teman-teman tidak menggunakan bahasa inggris, karena saya tidak terbiasa menggunakan bahasa inggris dalam kehidupan sehari-hari.</p> <p>(Because my friends do not use English, and I am not accustomed to speaking English in my daily life.)</p>	<p>Jika teman-teman di lingkungan saya ber bahasa inggris, saya akan berusaha menggunakan bahasa inggris setiap hari sehingga saya dapat lancar ber bahasa inggris.</p> <p>(If some friends surrounding me speak in English, I will try to use English every day so that my English will be more fluent.)</p>
57	<p>Karena penguasaan kosa kata masih kurang, dan dalam penyusunan kalimat masih belum baik. Teman juga berpengaruh dalam penguasaan berkata ber bahasa inggris, tetapi teman-teman saya kurang mengajak percakapan dalam ber bahasa inggris.</p> <p>(Because my vocabulary is still less, and my ability of constructing sentences is not good enough. A friend also impacts my English speaking ability, but my friends do not inviteme to speak in English.)</p>	<p>Jika ada teman yang mengajak berbicara dalam ber bahasa inggris.</p> <p>(If there is a friend who invitesme to speak English.)</p>
58	<p>Tidak terbiasa dan tidak ada sesuatu yang membuat untuk berbicara bahasa inggris.</p> <p>(I am not accustomed to speaking English</p>	<p>Kadang ketika bekerja dan harus menggunakan bahasa inggris dengan tamu hotel.</p>

	and there is nothing to make me speak English.)	(Sometimes when I am working and should use English to speak to the hotel guests.)
59	Agar komunikasi lebih lancar sehingga menyingkat waktu dalam percakapan dengan teman/orang lain yang mungkin kurang mengetahui banyak tentang vocabulary. (To make communication more fluent so that it does not waste time in conversing with friends or other people who may not know much about vocabulary.)	Menjadikan kita lebih lancar berkomunikasi bahasa inggris sehingga memudahkan kita jika ada suatu hal yang dibicarakan dalam bahasa inggris dan bisa menjadikan kita lebih pede. (Make us more fluent in communication using English so that it makes us easy when there is something spoken in English and it also makes us more confident.)
60	Biasanya karena tidak ada teman untuk membantu dalam percakapan menggunakan bahasa inggris atau malu-malu saat berbicara. (Because there is no friend to help conversing in English and I am shy when speaking English.)	Untuk melatih kemampuan berbicara termasuk pronunciation dan olah vocabulary. (To practice speaking skill that includes pronunciation and vocabulary.)
61	Sesuai situasi dan kondisi, jika berada di lingkungan yang tidak ber bahasa inggris saya akan merasa biasa saja. Tapi jika berada di lingkungan bahasa inggris saya akan malu. (Depend on the situation and condition, if I am in the environment where English is not used, I will feel customary. Meanwhile, if I am in the environment where English is spoken, I will feel ashamed.)	Takut jika dianggap sebagai orang yang sombong karena selalu memakai bahasa inggris. (Afraid of being considered as an arrogant person if always using English.)
62	Masih merasa kurang dalam hal kosa kata dan juga penyusunan kalimatmasih malu-malu. (I feel that I am lacked of vocabulary and ashamed to construct sentences.)	Melatih kemampuan dalam berbicara bahasa inggris. (To practice speaking skill.)
63	Karena kadang dianggap sombong, dan kadang tidak semua teman yang saya ajak bicara mau menggunakan bahasa inggris tapi saya tetap melakukannya terutama dengan teman sekamar saya. (Because to speak English is sometimes considered to be arrogant, and sometimes not all of my friends to whom I speak want to use English, but I keep doing it especially	Karena teman-teman saya banyak yang suka lomba/anak yang aktif, jadi ini alasan saya untuk berbicara bahasa inggris di luar kelas, unik dan yang jelas asik. (Because some of my friends like joining English competition/ are active students. So this is my reason to speak English outside the class. It is unique and interesting.)

	with my roommate.)	
64	Saya tidak menggunakan bahasa inggris dalam percakapan di luar kelas karena saya merasa kemampuan kosa kata saya kurang menguasai. (I do not use English outside the class because I feel that I do not master much vocabulary.)	Saya tidak selalu menggunakan bahasa inggris dalam percakapan di luar kelas karena saya kadang ragu dengan penggunaan kosa kata dan kemampuan pronunciation saya kurang bagus. (I do not always use English to converse outside the class because I am doubtful with the use of vocabulary, and my pronunciation is not good enough.)
65		Saya ingin meningkatkan kemampuan berbahasa inggris saya. (I want to improve my English skill.)
66	Alasan saya ketika tidak menggunakan bahasa inggris adalah saya dianggap sombong jika memakai bahasa inggris. (The reason of why I do not use English is being considered to be arrogant.)	Karena saya ingin meningkatkan kemampuan dalam bahasa inggrissupaya fluent dalam berbicara. (Because I want to improve my English so that I can speak English fluently.)
67		Alasan utama saya yaitu untuk meningkatkan kemampuan berbicara saya dengan lancar meskipun terkadang saya masih mempunyai masalah dengan grammar saya. (My primary reason is to improve my speaking skill although sometimes I meet problems with my grammar.)
68		Cause English connecting people, language that we use to interact with all of people around the world should be develop everywhere
69	Ragu, aneh, tidak sesuai konteks. (Doubtful, weird, and improper with the context.)	
70	Tidak ada partner, suasananya tidak mendukung. (There is no partner, and the situation does not support.)	
71	Mendapat teguran. (Get reprimand.)	Mendapat hadiah (Get present)
72	Dianggap sombong (Being considered arrogant)	

73	Kemampuan kosa kata saya sangat rendah. (Vocabulary enrichment is still low.)	
74	Sesuai dengan kondisi. (Depend on the condition.)	Saya takut dianggap sombong karena saya selalu berbicara bahasa inggris. (I am afraid of being considered arrogant due to always using English.)
75	Saya sangat sulit sekali untuk mencari teman untuk diajak percakapan bahasa inggris di luar kelas, walaupun ada teman tersebut sangat tidak cocok dengan saya, terlalu individual dalam bergaul. (I meet difficulties to find partner to speak English outside the class. Although there are any friends to speak English, I am uncomfortable to have friendship with them because they are too individual.)	
76	Tidak ada partner. (There is no partner.)	Takut dikira sombong (Afraid of being considered arrogant.)
77	Kebanyakan teman saya di luar kelas itu beda jurusan. Jadi, sedikit mengalami kesusahan jika saya menggunakan bahasa inggris. (Most of my friends outside the class are from other department. Consequently, they meet difficulties if I use English.)	Saya ingin mengetahui kemampuan saya untuk berbicara menggunakan bahasa inggris. (I want to know my ability to speak in English.)
78	Karena saya tidak mampu dan malu (Because I cannot afford and am ashamed.)	Karena saya mampu dan tidak malu. (Because I afford and am not ashamed.)
79	Berbicara bahasa inggris tidak dilakukan luar kelas karena partnernya. (Because I am unable and ashamed. Also, there is no partner to speak English outside the class.)	
80	Terburu-buru ingin mengungkapkan hal secara to the point. Terkadang perlu waktu untuk menterjemahkan kata. (I am in a hurry to convey something directly to the point. It sometimes takes time to translate words.)	
81	Karena vocabulary yang dipunyai masih minim dan lingkungan yang sering tidak menggunakan bahasa inggris. (Because the vocabulary I master is still low	

	and the environment often does not use English.)	
82	Takut salah dalam pengucapan, tidak ada teman untuk diajak bicara. (I am afraid of making mistakes in pronunciation, and there is no friend to speak in English.)	Takut dibilang sombong, tidak mempunyai vocab yang luas. (I am afraid of being considered arrogant, I have no large vocabulary.)
83	Puasa dan ngantuk (fast and sleepy)	Habis makan enak atau badan fit. (After eating or when being healthy.)
84	Gugup dan lupa apa yang akan dibicarakan. (Get nervous and forget what will be talked about.)	Saya dianggap sok pintar tapi tetap menggunakan bahasa inggris. (I am considered showing off but I keep using English.)
85	Karena kemampuan bahasa inggris saya kurang fasih dan kosa kata masih sangat kurang. Karena kurang percaya diri. (Because I am not fluent enough to speak and my vocabulary is still low. Also, I am lacked of confidence.)	Jika saya ada yang mengajak bicara dan kemampuan bahasa inggris saya cukup mumpuni. (There is partner that invites me to speak in English, and my English skill is good enough.)
86	Kita (lingkungan sekitar) tidak terlalu familiar dengan bahasa inggris sehingga jarang melakukan percakapan menggunakan bahasa inggris. (We (the environment surrounding) are not familiar enough with English so that they rarely speak English.)	Akan melatih pronunciation kita supaya lebih luwes. (Will practice pronunciation so it will be more fluent.)
87	Setiap orang mempunyai hak untuk berbicara dalam bahasa apa saja. (Every person has a right to speak in any languages)	Meningkatkan kemampuan verbal bahasa inggris. (It improves English skill verbally.)
88	Tidak ada partner yang diajak berbicara menggunakan bahasa inggris. (There is no partner to converse in English.)	Ingin meningkatkan kemampuan dalam bahasa inggris khususnya dalam speaking. (Want to improve my English especially my speaking skill.)
89	Tidak nyaman dengan lawan bicara, kadang lingkungan sekitar juga tidak mendukung, teman dari jurusan lain juga menertawakan jika berbicara bahasa inggris. (I feel uncomfortable with the other interlocutor, sometimes the environment surrounding does not support, my friends	Teman yang diajak bicara menyenangkan, menguasai topik pembicaraan. (The partner to whom I speak English is enjoyable and catches the topic.)

	from other department also laugh if I speak English.)	
90	Karena merasa malu dengan kemampuan diri sendiri dan takut salah apabila menggunakan bahasa inggris dalam percakapan di luar kelas dan juga takut dibilang sombong dengan teman-teman yang lainnya. (Because I am ashamed with my own ability and afraid of making mistakes if using English outside the class and afraid of being considered arrogant by other friends.)	
91	Susah mengungkapkan, lama untuk menyampaikan maksud, kosa kata tidak banyak. (It is difficult to express, it takes a long time to convey something. Also, I am lacked of vocabulary.)	Untuk memperlancar berbicara, senang. (To make my English speaking skill more fluent.)
92	Tidak masalah jika di luar kelas tidak menggunakan bahasa inggris. (It is all right not to use English outside the class.)	Dikira sombong. (Being considered arrogant.)
93	Akan mempengaruhi percakapan dalam bahasa inggris jika saya tidak menggunakan bahasa inggris mungkin karena malu atau kurang pede dalam bercakap di luar kelas menggunakan bahasa inggris. (I am ashamed and unconfident to use English outside the class.)	Akan mempengaruhi kosa kata dan grammar percakapan bahasa inggris alasan karena dia selalu berada di lingkup aktivis bahasa inggris. (It will influence my vocabulary and grammar. I will always speak English if I am in the environment where the surroundings use English.)
94	Malu, dianggap sok gaul, dianggap sok pintar sama teman-teman. (Feeling ashamed and being considered arrogant and showing off by my friends.)	Tuntutan dari kampus, karena mengerjakan tugas dari dosen. (If there is demand from the university, and because of doing assignment given by the lecturers.)
95	Jika tidak membiasakan berbicara bahasa inggris kita tidak akan terbiasa berbicara fasih bahasa inggris. (If we are not accustomed to speaking English, we will not be accustomed to speaking English fluently.)	Jika selalu menggunakan bahasa inggris, takutnya dikira sombong. (If always using English, I am afraid of being considered arrogant.)

96	Lingkungan yang kurang mendukung dan minimnya partner yang dapat berbahasa inggris. (The environment does not support and the partner who can speak English is in minimum number.)	Mengasah kemampuan dapat bercanda dengan teman yang bisa berbahasa inggris. (To practice my English skill in making jokes with my friends that master English.)
97	Saya tidak menggunakan bahasa inggris di luar kelas karena sulit mendapatkan teman yang mau bercakap-cakap dengan bahasa inggris. Selain itu, malu karena beberapa teman akan menganggap sok atau sombong. (I do not use English outside the class because I meet difficulties to find partner to whom I can speak English. Besides that, I am ashamed because some friends consider me to be arrogant.)	Karena ada teman yang mau menggunakan bahasa inggris di luar kelas. Itu akan mempermudah kita dalam menggunakan bahasa inggris. (If there is a friend that wants to use English, it will make us easy to practice speaking English outside the class.)
98	Karena tidak semua orang mengerti dengan percakapan bahasa inggris. (Because not all people understand English conversation.)	Untuk melatih kemampuan berbicara bahasa inggris dan meningkatkan rasa percaya diri. (To practice my English speaking skill and improve my confidence.)
99	Karena budaya yang ada di indonesia susah untuk dirubah, tapi bisa. Mungkin butuh waktu untuk menggeser paradigma tersebut sehingga tidak ada alasan untuk tidak menggunakan bahasa inggris. (Because the culture that exists in Indonesia is difficult to change, but it might be able to be changed. Maybe it takes time to shift the paradigm, so there is no reason not to speak English.)	Karena merasa percaya diri dan berada di lingkungan yang berbeda. (Due to my feeling of confidence and I am in a different environment.)
100	Karena semua teman saya adalah orang Indonesia dan orang Indonesia berbicara Bahasa Indonesia. (Because all of my friends are from Indonesia. and Indonesians speak Indonesian language.)	Saya akan senang jika mampu berbicara bahasa inggris di luar kelas, sayangnya ketika saya berbicara bahasa inggris tidak ada respons positif dari teman saya. (I will be happy if being able to speak English outside the class. Unfortunately when I speak in English, there are no positive responses from my friends.)

The data derived from the interviews have been presented in the table above. Then, those data were analyzed by classifying the responses into six main

factors or reasons of the students' constraints not to speak English outside the class. The classification can be seen in the following table:

Table 4.3
The classification of the Interview Result

Respondent	Factors
1	Teman (tidak ada partner) (No partner)
2	Teman (tidak ada partner) (No partner)
3	Tidak percaya diri (Feeling unconfident)
4	Teman (tidak ada partner) (No partner)
5	Ragu-ragu (Doubtful)
6	- Tidak percaya diri (Feeling unconfident) - Teman (tidak ada partner) (No partner)
7	Teman (tidak ada partner) (No partner)
8	Teman (tidak ada partner) (No partner)
9	Teman (tidak ada partner) (No partner)
10	Teman (tidak ada partner) (No partner)
11	Teman (tidak ada partner) (No partner)
12	Teman (tidak ada partner) (No partner)
13	-Tidak percaya diri terhadap kekayaan vocab yang dimiliki (Feeling unconfident on vocabulary) - Tidak mau dianggap sombong (Afraid of being considered arrogant)
14	- Tidak mau dianggap sombong (Afraid of being considered arrogant) - Teman (tidak ada partner)

	(No partner)
15	Tidak mau dianggap sombong (Afraid of being considered arrogant)
16	Teman (tidak ada partner) (No partner)
17	Teman (tidak ada partner) (No partner)
18	Tidak percaya diri (Feeling unconfident)
19	Teman (tidak ada partner) (No partner)
20	Tidak percaya diri dengan kemampuan pronunciation (Feeling unconfident on pronunciation)
21	Tidak mau dianggap sombong (Afraid of being considered arrogant)
22	Teman (tidak ada partner) (No partner)
23	-Tidak percaya diri (Feeling unconfident) -Teman (tidak ada partner) (No partner)
24	Tidak percaya diri terhadap kekayaan vocabulary yang dimiliki (Feeling unconfident on vocabulary)
25	Teman (tidak ada partner) (No partner)
26	- Teman (tidak ada partner) (No partner) - Tidak mau dianggap sombong (Afraid of being considered arrogant)
27	-Tidak percaya diri (Feeling unconfident) -Teman (tidak ada partner) (No partner)
28	- Teman (tidak ada partner) (No partner) - Tidak mau dianggap sombong (Afraid of being considered arrogant)

29	Teman (tidak ada partner) (No partner)
30	- Tidak mau dianggap sombong (Afraid of being considered arrogant) - Teman (tidak ada partner) (No partner)
31	Teman (tidak ada partner) (No partner)
32	Ragu-ragu (Doubtful)
33	Tidak percaya diri (Feeling unconfident)
34	Teman (tidak ada partner) (No partner)
35	Teman (tidak ada partner) (No partner)
36	Tidak percaya diri terhadap kemampuan menyusun kalimat (Feeling unconfident on skill of constructing sentences)
37	Teman (tidak ada partner) (No partner)
38	Teman (tidak ada partner) (No partner)
39	Tidak terbiasa (Unaccustomed to)
40	Teman (tidak ada partner) (No partner)
41	Tidak percaya diri terhadap kekayaan vocab yang dimiliki (Feeling unconfident on vocabulary)
42	Jawaban ambigu (Ambiguous answer)
43	-Tidak mau dianggap sombong (Afraid of being considered arrogant) -Tidak percaya diri (Feeling unconfident)
44	Tidak percaya diri (Feeling unconfident)
45	Teman (tidak ada partner) (No partner)
46	Tidak percaya diri (Feeling unconfident)

47	Tidak percaya diri (Feeling unconfident)
48	Teman (tidak ada partner) (No partner)
49	Tidak percaya diri (Feeling unconfident)
50	- Tidak mau dianggap sombong (Afraid of being considered arrogant) - Teman (tidak ada partner) (No partner)
51	Teman (tidak ada partner) (No partner)
52	Tidak percaya diri terhadap kemampuan pronunciation dan kekayaan vocabulary yang dikuasai. (Feeling unconfident on pronunciation and vocabulary the student has)
53	Teman (tidak ada partner) (No partner)
54	Teman (tidak ada partner) (No partner)
55	Teman (tidak ada partner) (No partner)
56	Teman (tidak ada partner) (No partner)
57	-Tidak percaya diri terhadap kemampuan vocabulary (Feeling unconfident on vocabulary) -Teman (tidak ada partner) (No partner)
58	Teman (tidak ada partner) (No partner)
59	Tidak percaya diri terhadap kemampuan vocabulary (Feeling unconfident on vocabulary)
60	Teman (tidak ada partner) (No partner)
61	Teman (tidak ada partner) (No partner)
62	-Tidak percaya diri terhadap kemampuan menyusun kalimat (Feeling unconfident on the ability of constructing

	sentences) - Teman (tidak ada partner) (No partner)
63	- Teman (tidak ada partner) (No partner) - Tidak mau dianggap sombong (Afraid of being considered arrogant)
64	Tidak percaya diriterhadap penguasaan vocabulary (Feeling unconfident on vocabulary)
65	Sering menggunakan Bahasa Inggris di luar kelas untuk meningkatkan kemampuan berbahasa inggris. (Often use English outside the class to improve the English skill)
66	Tidak mau dianggap sombong (Afraid of being considered arrogant)
67	Sering menggunakan Bahasa Inggris di luar kelas untuk meningkatkan kemampuan berbahasa inggris. (Often use English outside the class to improve the English skill)
68	Sering menggunakan Bahasa Inggris di luar kelas untuk meningkatkan kemampuan berbahasa inggris. (Often use English outside the class to improve the English skill)
69	Tidak percaya diri (Feeling unconfident)
70	Teman (tidak ada partner) (No partner)
71	No Punishment or Reward
72	Tidak mau dianggap sombong (Afraid of being considered arrogant)
73	Tidak percaya diri terhadap penguasaan vocabulary (Feeling unconfident on vocabulary enrichment)
74	Tidak mau dianggap sombong (Afraid of being considered arrogant)
75	Teman (tidak ada partner) (No partner)
76	Teman (tidak ada partner) (No partner)
77	Teman (tidak ada partner) (No partner)

78	Tidak percaya diri (Feeling unconfident)
79	Teman (tidak ada partner) (No partner)
80	Tidak percaya diri terhadap penguasaan vocabulary (Feeling unconfident on vocabulary enrichment)
81	-Teman (tidak ada partner) (No partner) -Tidak percaya diri terhadap penguasaan vocabulary (Feeling unconfident on vocabulary enrichment)
82	-Tidak percaya diri terhadap pronunciation (Feeling unconfident on pronunciation) -Teman (tidak ada partner) (No partner)
83	Jawaban ambigu (Ambiguous answer)
84	Tidak percaya diri (Feeling unconfident)
85	Tidak percaya diri terhadap kemampuan pronunciation dan vocabulary (Feeling unconfident on pronunciation and vocabulary enrichment)
86	Teman (tidak ada partner) (No partner)
87	Jawaban ambigu (Ambiguous answer)
88	Teman (tidak ada partner) (No partner)
89	-Teman (tidak ada partner) (No partner) -Tidak percaya diri (Feeling unconfident)
90	-Tidak percaya diri terhadap kemampuan berbahasa (Feeling unconfident on English skill) -Tidak mau dianggap sombong (Afraid of being considered arrogant)
91	Tidak percaya diri terhadap penguasaan vocabulary (Feeling unconfident on vocabulary enrichment)
92	Jawaban ambigu (Ambiguous answer)

93	Tidak percaya diri (Feeling unconfident)
94	-Tidak percaya diri (Feeling unconfident) -Tidak mau dianggap sombong (Afraid of being considered arrogant)
95	Jawaban ambigu (Ambiguous answer)
96	Teman (tidak ada partner) (No partner)
97	-Teman (tidak ada partner) (No partner) -Tidak percaya diri (Feeling unconfident) -Tidak mau dianggap sombong (Afraid of being considered arrogant)
98	Teman (tidak ada partner) (No partner)
99	Sudah menjadi budaya untuk tidak menggunakan bahasa Inggris di luar kelas (English is considered as a foreign language in Indonesia)
100	Teman (tidak ada partner) (No partner)

B. Discussions

1. From the Questionnaires

Based on the analysis of the questionnaires, some findings can be taken. The findings indicate that the score of the students' constraints for not speaking English outside the class is 56 on average or fair category. The score can be interpreted that the students are hesitated or not sure to speak English outside the class. There are some factors that influence the students' constraints for not speaking English outside the class. Meanwhile, here, the

researchers have divided those factors into three main parts: motivation, ability and skills.

There are ten motivations that result in the students' hesitation for not speaking English outside the class. However, out of those ten motivations offered in the questionnaire, most of the respondents chose motivation number 4 saying that the respondents' friends have given strong impacts for them not to speak English outside the class. Out of 100 respondents, 29 respondents strongly agree and the rest (52 persons) agree with the statement. This means 81 % of the respondents are hesitated for not speaking English outside the class because of their friends. This result is strengthened with the students' responses to question 9. Out of 100 respondents, there are just 47 persons who agree with statement that says "it is easy for students to find partner to speak English outside the class". This means, more than a half of the respondents (53 persons) found it difficult to have partner to speak English outside the class. Considering the concept of communication, partner is the most crucial factor to make communication take place. Communication can occur if there are at least two interlocutors. Interlocutors, as the actors in the communication, give either stimuli or response one another. As a result, logically communication cannot take place if there is just one interlocutor because there is no one to whom one interlocutor can change information or get response upon his/her stimuli. This is what happens among the students. Even, if students force speaking English, they will feel quite awkward while

their friends to whom they talk speak in another language. Meanwhile, the difficulties in finding partner seem reasonable if we take into account the students' responses to questions numbers 2, 3, and 7. Bad habits frequently appear when the students are about to speak English outside the class. Such bad habits are: students feel ashamed to speak English outside the class (refer to question number 2), they feel low self-esteem so that they feel uncomfortable speaking English outside the class (refer to question number 3), and they will be considered arrogant if they speak English outside the class (refer to question number 7). These conditions of course really bring strong impacts between students for not speaking English outside the class. When the students feel ashamed, low self-esteem and afraid of being considered arrogant in speaking English; they are less motivated to speak English outside the class. If so, they will find difficulties to get partner in speaking English.

Then, the other element in motivation (5. Tidak ada sangsi dari kampus jika mahasiswa tidak bicara bahasa Inggris di luar kelas) causes students' hesitation for not speaking English outside the class is answered in the rating scale questionnaire number 5. If the former factors come from the students' friends and from themselves, the latter factor comes from the university where the students often do interaction outside the class. More than a half of the respondents (54 persons) agree that another factor influencing their lack motivation to speak English outside the class is: no punishment or reward from the university. Since there is no either punishment or reward from the

university upon speaking English outside the class, the students are not motivated or encouraged to practice speaking English outside the class. This is supported by the data obtained from students' responses to question 6. Out of 100 respondents, there are 46 students claimed that the facilities offered by the university also affect their motivation to speak English outside the classroom and other 54 students did not agree. The researchers can conclude that the facilities such as the building, the library, and hot spot area, provided by the university do not affect students' motivation to speak English outside the class.

Then, students also claimed that lecturers do not motivate them to speak outside the classroom. This can be seen from the result of the questionnaire number 10 that 49 % of the respondents agree and 51% of them disagree on the impact of the lecturers' speaking motivation to the students. This is because the lecturers just motivate them verbally. It is only a suggestion or statement.

The last factor that affects students' motivation to speak English outside the class is elaborated by data from question 8. In this case, 49 % of the students said that they have no much time to practice speaking English outside the class, for they have either jobs or household chores. They have no much time to interact with other students in the campus so that they cannot practice speaking English outside the class. However 51% of the respondents have much time to speak English outside the class.

Finally, although the students have some challenges to speak English outside the class, they at least build positive motivation to always speak English outside the class. This can be seen in the questionnaire number 1. 83% of the students want to be fluent in English so that they always speak English outside the class.

Those are factors of students' constraints for not speaking English outside the class coming from the students' motivation. Besides motivation, other factors are also indicated: the students' ability and skill in English. Let us discuss the factor of students' ability first. Out of 100 respondents, 51 persons say that they are afraid of making mistakes in constructing sentences, while 18 are unsure with their ability of constructing words into correct sentences. To support students' speaking ability, students have to be able to construct words into correct sentences. If students have already felt doubtful in advance, they will find it very difficult to start practicing speaking English. Then, this factor is followed by the students' mindset about their grammar. 43% agree that their grammar is still unsatisfactory or weak, and 35% are in doubt about their grammar ability. This means, 78% are unsure with their grammar ability. If the students have been in doubt about their grammar, they automatically will be doubtful to apply their grammar in speaking. Consequently, they are not confident enough to speak English in front of people outside the class.

The next factor is: the students find difficulties to start the conversation because of few topics they can think. There are 42% agree with and 24% are doubtful about this matter. Finding topic is the first step to start conversation. It is also another way to keep the conversation go on and on. Actually searching for topic is easy among students because almost all of them are in the same age. Their similar age will make them easy to find topic because there are many similarities among them. Even it will be much easier if they have their own groups where they are always together. In a group, they will find more similarities like hobbies, activities, courses with the same lecturers and etc. As a result, they will find a bunch of topic to talk about. Meanwhile, if they consider that finding topic is difficult, they have opinion that the easy topic can be difficult.

Further, 38 % of the students feel that they are lack of vocabulary while 28 % are doubtful about their vocabulary. As a result, they are ashamed to speak English outside the classroom. Finally, the last factor that gives influence to the students is their ability of pronouncing correctly. There are 28 students who are sure that their pronunciation is still unsatisfactory, and there are 27 students who are doubtful about their ability of pronunciation. Pronunciation cannot be separated from speaking because speaking activities means pronunciation activities. As a result, it is acceptable if those students who are unsure with their pronunciation are hesitated to speak English outside the class.

To sum, most of the students are lack of confidence upon their own English ability. They are not sure about their grammar, vocabulary, pronunciation, their ability to construct sentences and their ability to find topic. This has made them unconfident to speak English outside the class.

Then, the last factor that has to be considered is the students' English skill. Out of five skills served in the questionnaire (consult numbers 16 to 20), students mostly chose statement number 20. There are 96 students who like singing an English song and watching movies in English language. Then, 80% of the students like reading information in English language from the internet, while 61% like reading textbooks in English. Unfortunately, the students seem not to like reading novels and joining English competition. There are just 48% who love reading novel, and 24% like joining English competition.

2. From the Interview

From the analysis upon the interview result like table 4.3 looks like, almost all of the students are lack of motivation to speak English outside the class. There were some students who gave more than one reason, while others wrote only one. This means, some students met complicated problems so that they prefer speaking in their language to speaking the target language. Out of 100 students, 97 students answered that they had less motivation to speak English outside the class, while three of them were really motivated to speak English outside the class. Further, some factors determining the students'

constraints not to speak English outside the class also can be exposed. The students, in fact, faced varying problems. Meanwhile, here the researchers classified those problems into six main factors like the following:

1. It was difficult for the students to find partner to speak English outside the class. Also, they were afraid that their friends will not understand their speaking English.
2. The students felt doubtful and unconfident about their language ability and skill like grammar, vocabulary, constructing sentences, and pronunciation. Consequently, they were afraid of making mistakes when speaking English outside the class.
3. They were afraid of being considered as arrogant person by their surroundings if using English outside the class.
4. There was no punishment or reward upon speaking English outside the class.
5. Some students conveyed that they had been accustomed to speaking in their native language. So they felt that it was okay not to speak in the target language.
6. They considered that the Indonesian culture also influences the students' constraints not to speak English outside the class.

However, from those six main factors, the most dominant one is factor coming from the difficulties of finding partner to speak English outside the

class. There were 56 students saying that they did not speak English outside the class because they could not find partner to whom they speak. Although they found partner to speak English outside the class, they were afraid that

Table 4.4
The Distribution of the Respondents who Choose Factor of Finding Partner Difficulties to Speak English outside the Class

No.	Respondent	Factor
1	1	No Partner
2	2	
3	4	
4	6	
5	7	
6	8	
7	9	
8	10	
9	11	
10	12	
11	14	
12	16	
13	17	
14	19	
15	22	
16	23	
17	25	
18	26	
19	27	
20	28	
21	29	
22	30	No Partner
23	31	
24	34	
25	35	
26	37	
27	38	
28	39	
29	40	
30	45	
31	48	
32	50	
33	51	
34	53	
35	54	
36	55	
37	56	
38	57	
39	58	
40	60	
41	61	
42	62	
43	63	
44	70	
45	71	
46	75	
47	76	
48	77	
49	79	

50	81	
51	82	
52	86	
53	88	
54	89	

55	96	
56	97	
57	98	
58	100	

This factor was then followed by factor: the students' conflicting feeling of shyness, doubt, and not confidence about their own language ability and skill.

Table 4.5
The Distribution of the Respondents who Choose Factor of Feeling Unconfident, Shy, and Doubtful of Speaking English outside the Class

No.	Respondent	Factor		
1	3	Unconfident, ashamed, and doubtful about the English skills (pronunciation, vocabulary, grammar)	15	47
2	6		16	49
3	13		17	52
4	18		18	57
5	20		19	59
6	23		20	62
7	24		21	64
8	27		22	69
9	33		23	73
10	36		24	78
11	41		25	80
12	43		26	81
13	44		27	82
14	46		28	84
		29	85	
		30	89	
		31	90	
		32	91	
		33	93	
		34	94	
		35	97	

These feelings (not confidence, doubt, shyness) of course gave quite an impact for them. There were 35 responses. The students were doubtful

Unconfident, ashamed, and doubtful about the English skills (pronunciation, vocabulary, grammar)

their grammar, pronunciation, vocabulary, and how to construct correct sentences. These feelings have caused them afraid of making mistakes. As a result, they prefer using their own language to using English outside the class. Then, 16 responses written by the students explained that those students did not use English outside the class because they are afraid of being considered arrogant or selfish by their friends. This is as table 4.6 looks like:

Table 4.6
The Distribution of the Respondents who Choose Factor of being considered arrogant if Speaking English outside the Class

No.	Respondent	Factor
1	13	Afraid of being considered arrogant
2	14	
3	15	
4	21	
5	26	
6	28	
7	30	
8	43	
9	50	
10	63	
11	66	
12	72	
13	74	
14	90	
15	94	
16	97	

Besides, those factors, there were also one students who said they the reason for not speaking English outside the class was because they were unaccustomed to speaking English, while one students claimed that because there was no either punishment or reward, she/ he was unmotivated to speak English outside the

class. Consequently, they prefer using their language to using English. The distribution of the students who said so can be seen in the following table.

Table 4.7
The Distribution of the Respondents who Choose Factor of no Reward and Punishment, as well as Habit for not speaking English

No.	Respondent	Factors
1	39	Unaccustomed to
2	71	No Punishment or Reward

Finally, one student claimed that the Indonesian culture became one of some reasons why he/she did not speak in English outside the class as described in the following table.

Table 4.8
The Distribution of the Respondents who Choose Factor of Indonesian Culture as their constraints for not speaking English

No	Respondent	Factor
1	99	English is considered as a foreign language in Indonesia

All in all, from the data analysis, it is obtained that:

1. It is reasonable if the students prefer using their own language to using English outside the class because there are some problems that the students have met.
2. It is also clear that factors determining the students' constraints are institution system (environment) and cultural matters such as conflicting feeling, shyness, feeling of being selfish or arrogant if the students speak English

outside the class, being afraid of making mistakes in making sentences, being unconfident and no English speaking partner engaging in a conversation. The factors become the problems for the students to speak English outside the class.

3. Among those several factors, the one that becomes the most dominant is factor coming from the students' surroundings, in this case their friends. It is difficult for them to find partner to speak English outside the class. Also, it is strengthened by their feeling of being afraid that their friends will consider them as an arrogant person because of using English outside the classroom.

Considering those research findings, the system which is systematically well designed should be constructed and applied in order to overcome the constraints that the students have met.

CHAPTER V CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestions. These conclusions and suggestions are briefly presented below.

A. Conclusion

Based on the discussion of the research findings in the previous chapter, it can be concluded as follows:

1. It is vividly stated that the students prefer using their own language to using English outside the class because there are some problems that the students have met.
2. It is also clear that factors determining the students' constraints are institution system (environment) and bad habits such as conflicting feeling, shyness, feeling of being selfish or arrogant if the students speak English outside the class, being afraid of making mistakes in making sentences, being unconfident and no English speaking partner engaging in a conversation. The factors become the problems for the students to speak English outside the class.
3. Among those several factors, the most dominant factor is coming from the students' surroundings, in this case their friends. It is difficult for them to find partner to speak English outside the class. Thus, it is strengthened by their feeling of being afraid that their friends will consider them as an arrogant person because of using English outside the classroom.
4. Considering those research findings, the system which is systematically well designed should be constructed and applied in order to overcome the constraints that the students have met.

B. Suggestion

1. Rules of speaking English outside the class must be arranged and obeyed.
2. Rules are officially designed and approved by the head of English Department or the dean of the faculty or rector of the university.
3. The speaking English activity outside the class can be an institutional habit with certain day of speaking English.

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Appendix 1

BIODATA KETUA DAN ANGGOTA TIM PENGUSUL

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No	Judulpenelitian	Tahun
1.	KemampuanPraktekMengajarMahasiswa IKIP PGRI Semarang: StudiKasusjurusanPendidikanBhs.Ingggris Semester VI Angkatan 2011/2012	2013
2.	KemampuanMenulis (<i>Writing</i>) pada Guru Bhs.Ingggris SMP di Jawa Tengah: Peserta PLPG Angkatan XVII Th 2012	2013
3.	Grammar Competence of the English Department Graduates of IKIP PGRI Semarang in the Academic Year 201002011	2012
4.	Model PenerimaanMahasiswaBaruJurusanPendidikanBahasaInggris IKIP PGRI Semarang	2011
5.	MotivasiPerempuanPekerjaSeks di SpeanjangBantaran Sungai BanjirKanalTimur	2010

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2. PengalamanPenelitian:

No	Judulpenelitian	Tahun
1.	PELITA (Program for Enhancing Quality of Junior Secondary Education) Endline Survey (Jawa Barat, Jogjakarta, Jawa Timur), Kerjasama LPPM IKIP PGRI Semarang- JICA (Japan International Cooperation Agency) – Dirjen PMPTK,	2010
2.	SISTTEMS (Strengthening in-Service Teacher Training of Mathematics and Science Teachers) Endline Survey (Jawa Barat, Jogjakarta, JawaTimur), Kerjasama LPPM IKIP PGRI Semarang,- JICA (Japan International Cooperation Agency) – Dirjen PMPTK, Ketua Tim	2007
3.	SISTTEMS (Strengthening in-Service Teacher Training of Mathematics and Science Teachers) Baseline Survey (Jawa Barat, Jogjakarta, JawaTimur), Kerjasama LPPM IKIP PGRI Semarang,- JICA (Japan International Cooperation Agency) – Dirjen PMPTK, Ketua Tim	2006

Semarang, 15 September 2014

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2. PengalamanPenelitian:

No	Judulpenelitian	Tahun
1.	Perbandingan Rata-rata Keefektifan antara Kamus elektronik dan Buku kamus Dwi Bahasa (Indonesia (-) Inggris) dalam Mendukung Penguasaan Kosakata Bahasa Inggris Mahasiswa IKIP PGRI Semarang	2009
2.	StudiPenelusuran (Tracer Study) LulusanJurusanPendidikanBahasaInggris IKIP PGRI Semarang Tahun2006-2008	2010
3.	Cultural Awarness for English Learners.	2010
4.	DampakSertifikasi Guru terhadapPeningkatanKompetensi Guru danPrestasiSiswa di SD Negeri Kota Semarang (2011)	2011

Semarang, 15 September 2014

A.B PrabowoKA.,S.Pd., M.Hum

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Appendix 2

RESEARCH SCHEDULE

Month	FEB				MARCH				APRIL				MAY				JUNE			
Week	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Activities	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	X	X	X
Pre Survey	X																			X
Designing proposal	X																			X
Doing the research	X																			X
Collecting data	X																			X
Analyzing data	X																			X
Research Report	X																			X
Research Published	X																			X

Appendix 3

ANGKET UNTUK MAHASISWA

IDENTITAS PRIBADI

1. Nama :
 2. NPM :
 3. Universitas :

Silahkanberitanda () pada salah satu kolom yang disediakan. Pilih salah satu, STS (Sangat Tidak Setuju), TS (Tidak Setuju), R (Ragu-ragu), S (Setuju) dan SS (Sangat Setuju).

PERNYATAAN	STS 1	TS 2	R 3	S 4	SS 5
MOTIVASI					
1) Saya ingin fasih berbicara bahasa Inggris sehingga saya selalubercarabhs. Inggris di luarkelas					
2) Saya merasa malu berbicara bahasa Inggris di luarkelas					
3) Saya merasa rendah diri (tidak nyaman) untuk berbicara bahasa Inggris di luarkelas					
4) Pengaruh teman membuat saya berbicara bahasa Inggris di luarkelas					
5) Tidak ada yang di kampus jika mahasiswa tidak berbicara bahasa Inggris di luarkelas					
6) Fasilitas kampus membuat saya termotivasi berbicara bahasa Inggris di luarkelas					
7) Saya akandianggapsombong jika saya berbicara bahasa Inggris di luarkelas/ tempat kost					
8) Tidak mempunyai cukup waktu untuk berbicara bahasa Inggris dengan teman di luarkelas karena harus bekerja/mengurus rumah tanggasepulang dari kuliah					
9) Saya mudah untuk mendapatkan partner untuk berbicara bahasa Inggris di luarkelas					
10) Dosen selalumenjakberbicarabahasaingris setiap kali ketemu saya di luarkelas					
KEMAMPUAN					
11) Saya takut salah menyusun kata/kalimat jika berbicara bahasa Inggris di luarkelas					
12) Kemampuan kosakata saya sangat rendah sehingga saya malu berbicara bahasa Inggris					
13) Kemampuan tata bahasa Inggris saya masih sangat kurang jika berbicara bahasa Inggris di depan umum atau luarkelas					
14) Kemampuan pronunciation saya sangat jelek untuk berbicara bahasa Inggris di luarkelas					
15) Kurang mempunyai bahan/materi pembicaraan yang dapat dijadikan topik untuk berbicara dalam bhs. Inggris di luarkelas.					
KETRAMPILAN					
16) Saya sukamengikuti lomba/kontes ketrampilan berbahasa Inggris					
17) Saya sukamembaca buku teks bahasa Inggris					
18) Saya sukamembaca novel bahasa Inggris					
19) Saya sukamembaca informasi bahasa Inggris dari internet					

Appendix 4

LEMBAR WAWANCARA UNTUK MAHASISWA

SEBUTKAN ALASAN UTAMA SAUDARA :

1. Jika TIDAK menggunakan bhs.Inggris dalam percakapan di luar kelas:

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2. Jika SELALU menggunakan bhs.Inggris dalam percakapan di luar kelas:

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