

FACTORS THAT INFLUENCE STUDENTS' INACTIVITY IN ENGLISH

CLASS :

A CASE STUDY AT SMP NEGRELI 35 MAKASSAR



A THESIS

*Submitted to the Faculty of Cultural Science of Hasanuddin University in
Partial Fulfillment of requirement to Obtain Sarjana Degree in English
Department*

BY

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ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

2024

LEGITIMATION

THESIS

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CASE STUDY AT SMP NEGRELI 35 MAKASSAR**

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It has been examined before the Board of Thesis Examination on Friday, 11 October
2024 and is declare to have fulfilled the requirements.

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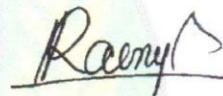
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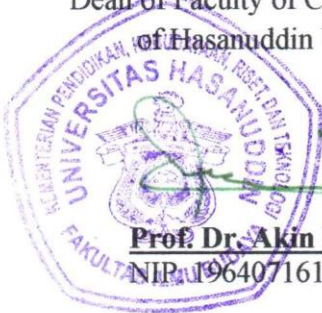


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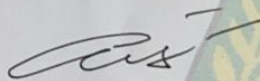
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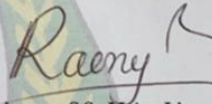
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AGREEMENT

On October 11, 2024, the Board of Thesis Examination has kindly approved a thesis by Iftitah Faiza Almirah (F041201034) entitled Factors That Influence Student Inactivity in English Class: A Case Study at SMP Negeri 35 Makassar. submitted in fulfillment of one of the requirements to obtain *Sarjana* Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, October 11, 2024

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DECLARATION

The thesis by Iftitah Faiza Almirah (F041201034) entitled Factors That Influence Student Inactivity in English Class: A Case Study at SMP Negeri 35 Makassar. has been revised as advised during the examination on Friday, October 11th 2024 and is approved by the Board of Undergraduate Thesis Examiners:

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Hereby, the writer declares that this thesis is written by himself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

Makassar, October 11th, 2024



Iftitah Faiza Almirah

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appreciation for all the struggles and love that you give. May all the prayers that you pray for the author be a bridge to success in this world and the hereafter.

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ABSTRACT

Iftitah Faiza Almirah, F041201034, Factors that Influence Students Inactivity in English Class, Thesis, English Literature Study Program, Faculty of cultural science, Hasanuddin University, 2024. Supervised by Abidin Pammu and Siti Sahraeny.

Students' inactivity in learning English can be influenced by two factors, including internal and external factors. However, each student has a different background that may cause them to be inactive when learning. Therefore, the researcher raised the title "Factors affecting student inactivity in English classes" with the aim of being able to find out what are the factors that affect the inactivity of SMP 35 Makassar students in English classes so that they can reduce these factors.

The reason the researcher conducted the research in junior high school is because in school English learning is one of the lessons that must be passed by students, if students continue to be inactive in English classes then students will feel difficulties in the future. The research method used in this research is quantitative method. The population in this study was all class VIII (SMP 35 Makassar) and the sample was 15 class VIII students.

The result of the study found that both factors (Internal & external) influenced students' inactivity in English class. Internal factors that influence students' inactivity are their lack of confidence when speaking English, they are afraid of being wrong when using English, most students do not dare to perform in front of the class because of nervousness and tension, lack of English development outside the classroom, and the lack of vocabulary they have. While the external factors that influence students' inactivity in class are the classroom that is not comfortable and clean.

Keywords : English, Student inactivity, Junior High School.

ABSTRAK

Iftitah Faiza Almirah, F041201034, Faktor-Faktor yang Mempengaruhi Ketidakaktifan Siswa dalam Kelas Bahasa Inggris, Skripsi, Program Studi Sastra Inggris, Fakultas Ilmu Budaya, Universitas Hasanuddin, 2024. Dibimbing oleh Abidin pammu dan Siti Sahraeny.

Ketidakaktifan siswa dalam belajar bahasa Inggris dapat dipengaruhi oleh dua faktor, diantaranya faktor internal dan eksternal. Namun setiap siswa memiliki latar belakang yang berbeda-beda yang mungkin dapat menyebabkan mereka bisa tidak aktif pada saat belajar. Oleh karena itu, peneliti mengangkat judul "Faktor-faktor yang mempengaruhi ketidakaktifan siswa dalam kelas bahasa Inggris" dengan tujuan untuk dapat mengetahui apa saja faktor-faktor yang mempengaruhi ketidakaktifan siswa SMP 35 Makassar dalam kelas bahasa Inggris sehingga dapat mengurangi faktor-faktor tersebut.

Alasan peneliti melakukan penelitian di sekolah menengah pertama karena di sekolah pembelajaran bahasa Inggris merupakan salah satu pelajaran yang wajib dilalui oleh siswa, jika siswa terus menerus tidak aktif di kelas bahasa Inggris maka siswa akan merasakan kesulitan di kemudian hari. Metode penelitian yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif. Adapun populasi pada penelitian ini ialah seluruh kelas VIII (SMP 35 Makassar) dan sampelnya sebanyak 15 siswa kelas VIII.

Hasil dari penelitian didapatkan kedua faktor (Internal & eksternal) berpengaruh dalam ketidakaktifan siswa dalam kelas bahasa Inggris. Faktor internal yang mempengaruhi ketidakaktifan siswa adalah kurangnya rasa percaya diri mereka ketika berbicara bahasa Inggris, mereka takut salah ketika menggunakan bahasa Inggris, sebagian besar siswa tidak berani tampil di depan kelas karena gugup dan tegang, kurangnya pengembangan bahasa Inggris di luar kelas, dan minimnya kosa kata yang mereka miliki. Sedangkan faktor eksternal yang mempengaruhi ketidakaktifan siswa dalam kelas adalah ruang kelas yang kurang nyaman dan bersih.

Kata kunci : Bahasa Inggris, ketidakaktifan siswa, sekolah menengah pertama

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CHAPTER I

INTRODUCTION

1.1 Background of the study

According to Whipple in Hamalik (2019), the activeness of student learning is a teaching and learning process that emphasizes student activeness physically, mentally, intellectual and emotional with the aim of obtaining learning outcomes in the form of guidance between cognitive, affective and psychomuscular aspects while students are in class. Students are the subject of the teaching and learning process. Learning is known as a process which brings changes in each student. Nowadays, learning is very important and easy to do to continue the nation's generation. This is due to the many supporting factors for the progress of a student's learning process, although there are also hindering factors.

Student engagement is an important factor for successful learning (Hidayah et al., 2019). In general (Mamonto & Mesra, 2023) said student engagement refers to active participation in various academic and curricular or school-related activities, as well as dedication to fulfilling learning objectives. Students who are enthusiastic about learning are more likely to invest time and effort to achieve their goals (Hidayat et al., 2023).

Learning process, it cannot be separated from the activities that cause students to learn. Student activities while studying can include paying attention to the material, listening to the material, asking questions, taking notes, expressing

opinions, doing assignments, presenting work results, and so on. Thus, student learning activities are a very complex process directed at acquiring knowledge. In the teaching and learning process, what is most expected is student activity so that teachers can measure the extent of students' understanding of the lessons given.

Djamarah (2010: 43) teachers should be able to encourage students to be more enthusiastic and active in learning. In an effort to provide motivation, teachers can analyse the motives behind students being lazy to learn and see what makes student achievement decline. At all times the teacher must act as a motivator, because in educational interactions it is not impossible that there are students who are lazy to learn and so on.

Besides that, teachers have an important role in the learning process. Because one of the factors that greatly influences students in learning is a teacher, how can the teacher deliver material with fun methods so as to eliminate boredom in the classroom and encourage students to be more active.

English language learning is a learning that is familiar to junior high school students. This learning is obtained from elementary school to college we can still get it, because English is a foreign language that is now widely used in various places. Although this learning has existed from elementary school, there are still students who are less active when learning English in class. students' inactivity in learning English can be influenced by factors from within themselves and also from outside.

Therefore, the researcher raised the title "Factors that influence students inactivity in English class" with the aim of being able to find out what are the factors that influence the inactivity of SMP 35 Makassar students in English classes so that they can reduce these factors. The reason researchers conduct research in junior high schools is because in school English learning is one of the lessons that must be passed by students, if students are continuously inactive in English classes, students will feel difficulties in the future because they are less active or even inactive in English classes.

The author hopes that this research can be used to facilitate teachers in overcoming the inactivity of SMP 35 Makassar students in English classes.

1.2 Identification of the problem

The problems related to factors that influence students inactivity in English class are identify, as follows :

1. Lack of student motivation to learn both from within themselves and from the external environment.
2. Students are lack of confidence in their potential.

1.3 Scope of the problem

In line with the background, this study aims to determine the factors that influence student inactivity in English classes. Therefore, the researcher decided to focus on internal and external factors that influence student inactivity in English classes.

1.4 Research questions

1. Why are students less active or even inactive during the English learning process?
2. What do students do to improve their achievement in the English class?

1.5 Objective of the problem

1. To find out what factors cause students to be less active in class.
2. To find out if there are other ways for students to improve their English skills other than in class.

1.6 Significance of the problem

1. Theoretically

For other researchers, the results of this study can help as a comparison in researching the same topic. Hopefully it can add to the repertoire of knowledge, especially in knowing the factors that influence student inactivity in class.

2. Practically

To the English Teacher, the result of this research is better techniques in English teaching that can improve the students' Speaking skills. To the students, the development of this research is input for the students to enhance their speaking Skills.

CHAPTER II

LITERATURE REVIEW

2.1 Previous study

This research topic is related to several previous studies used by researchers as references, including:

Similar research was conducted by Ayu Indah Br Tarigan, and Nurhafni Siregar. 2023. **"Analysis of English Department Students' Inactivity Factors in Speaking English (a Study at English Department of Universitas Muslim Nusantara Al-Washliyah)"**. This study used qualitative method with interview instrument, observation sheet and test. In the interview, the researcher used open-ended questions to find out the reasons for students' inactivity in speaking English and closed-ended questions to find out the factors causing students' inactivity in speaking English. From the open-ended questions, the researcher found some challenges that the students faced and might be the reason why the students were not active in speaking English. The challenges that the students faced were various, such as lack of vocabulary, pronunciation mistakes, shyness, tenses, grammar, and nervousness when speaking in English. The participants of this study were students of English Education Department of AlWashliyah Muslim Nusantara University and the sample of this study consisted of 30 students. The results of the data analysis show that students' inactivity is caused by two factors consisting of external (Environmental) factors including the habit of not using English to communicate,

and Internal (Personal) factors including lack of vocabulary, pronunciation, tenses, nervousness, and shyness. The highest percentage of data collection results shows that the biggest factor of students' inactivity in speaking English is because most students lack vocabulary in speaking.

The similarity between previous research and current research is that it uses qualitative research methods and the research instrument used is an interview.

While the difference, previous research examines student inactivity in speaking English while the current research examines student inactivity in English classes. The previous research examined at the university level and the participants were 30 students from the Alwashliyah Nusantara Muslim University while the current research, the researcher conducted research at the junior high school level and the participants were 15 students from SMP 35 Makassar.

Furthermore, similar research was conducted by Sartika Andi Patau (2020) **"Factors that influence students' participations in english speaking classroom activities"**. This study aims to determine the factors that influence English speaking participation. This research was conducted at the University of Sintuwu Maroso Poso. This research is qualitative in nature. The subjects of this study were 36 students of English Education Department who were enrolled in Speaking course in 2017/2018 academic year. Data were collected through interviews, questionnaires, and documentation. The results showed that the highest factors affecting students' participation in speaking English were the lack of basic language

skills (grammar and vocabulary) and feedback during the activity (lecturer to student).

The similarity between current research and previous research is that it uses qualitative research methods. Both of these studies also use the same data collection techniques namely interview and questionnaire. While the difference from previous research is the research objective of previous research is to find out the factors that influence student participation in English while the current research aims to find out the factors of student's inactivity in English classes.

Another previous research from Ariani rosadi and Lubis hermanto (2021) **"Investigating Students' Ability in Learning English: a Case study in the first semester of Communication department of STISIP Mbojo Bima"**. This study aims to identify the factors that become the background of students who have less or more English language skills. By referring to the potential of communication science students in communicating effectively in the world of work is very large, the researchers chose a research site at the Mbojo Bima College of Social and Political Sciences (STISIP Mbojo Bima) which has a Communication Science study program. This type of research is qualitative, specifically a case study using a sampling technique, namely purposive sampling. Data were collected through observations conducted in two classes in the early semester, interviews conducted on two smart students and two students who were lacking in English language skills, and documentation containing the results of student activities in the classroom. Then, the data were analyzed by triangulation. The results show that difficulties in organizing study schedules since school, improper mindset, lazy

reading and listening and a less motivating environment can make it difficult for students to understand and apply English language skills. However, on the contrary, students who get high motivation in spending time studying, like to train themselves with English spectacles and readings, the right mindset and a supportive environment can make students deepen their English language skills.

The similarities between current research and previous research are the same using qualitative research methods and collecting data through interviews. besides that the participants in both studies were aimed at students who had English subjects. While the difference from previous research is in the research objectives, the research objectives of previous research are to identify the factors behind the lack of students' ability to speak English while the current research aims to find out what factors cause students to be less active in English classes.

2.2 Theoretical discussions

2.1.1 Internal Factors

There are several external factors that cause students to be inactive in English classes, namely: Internal and External factors. Internal factors (from within) include :

1. Interest, great interest in learning tends to result in high achievement, whereas less interest in learning will result in low achievement. Apart from that, student inactivity in English class is also influenced by the student's lack of interest in learning itself. They consider English to be difficult to learn because it is not compatible with the language they use every day.

2. Self-confidence, a person's lack of self-confidence greatly influences his inactivity in English class. Lack of self-confidence can be caused by shyness and fear of using English.
3. Motivation, the strength and weakness of a person's motivation greatly influences learning success. Therefore, every student must have motivation to learn, especially that which comes from within (intrinsic). Students' inactivity in English classes is also influenced by a lack of inner motivation, they act very stupid towards themselves and of course towards learning.

2.1.2 External Factors

There are several external factors that cause students to be inactive in English classes, include :

1. Facilities and infrastructure factors, lack of learning media provided by schools so that students are limited in improving their learning.
2. Motivation, motivation factors do not only come from within a person, but also from outside, such as motivation from the family, relatives and community. An example of motivation from our family environment is when we see people who are fluent in English, we will be motivated to continue learning and studying English so that we can become like those people.
3. Teaching factors, apart from the causal factors above, teaching factors also play an important role in student inactivity in class. Because it is not uncommon for students to be active in learning when they like the teacher who teaches it.

2.1.3 Learning motivation

Hadre et al (2017) argue that motivation is one of the most powerful determinants of student success or failure in school. In the world of learning, spurring students' motivation to do academic activities is part of the teacher's job.

Motivation increases initiation of and persistence in activities. Students are beginning a task if they want to do. They will continue working at it until they have completed it, even if they are occasionally interrupted or frustrated in the process (Larson, 2000). In general, motivation increases students' time on task, an important factor affecting their learning and achievement (Wigfield, 1994). Motivation affects cognitive process.

According to (Eccles & Wigfield, 1985; Pintrich & Schunk, 2002; Pugh & Bergin, 2006), motivation affects student's concentration to be more focus on the subject. Example, motivated students often make a performance effort to truly understand classroom material. They also want to learn it meaningfully.

Motivation often enhances performance since the motivation affects on goals, directed behaviour, effort and energy, initiation, and persistence, cognitive process. Motivation also leads to improve performance. As you might guess, then, students who are most motivated to learn in classroom activities tend to be our highest achievers (A. E. Gottfried, 1990; Schiefele, Krapp, & Winteler, 1992). In contrast, the students who have little motivation in class are not getting their long-term success and productivity, consequently they are not increasing their goals.

Students who have little interest in academic achievement are at high risk for dropping out before they graduate from high school (Hardré & Reeve, 2003).

One of the factors of student success in school is motivation. Motivation is an internal and external drive that encourages someone to do something to achieve the desired goal. An example in the learning process is the goal of understanding learning material.

In Self-Determination Theory (SDT; Deci & Ryan, 1985) we distinguish between different types of motivation based on the different reasons or goals that give rise to an action. The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome.

2.2.3.1 Intrinsic motivation

Intrinsic motivation is the individual's motivation that are coming from within the oneself. The motivations include fascination with the subject in order students has desire to perform a specific task. Then, a sense of accomplishment in mastering it.

Intrinsic motivation is the inner force that motivates students to engage in academic activities, because they are interested in learning and they also enjoy the learning process (Schiefele in Chow & Yong, 1975). For example, a student learns English because he needs English skills to communicate in his social life.

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or reward (White, 1959).

2.2.3.2 Extrinsic motivation

Harmer [1980], explains that extrinsic motivation is caused by a number of external factors that may include the expectation of financial rewards, such as the example of students who must pass an English class. Thus, extrinsic motivation is any stimulus that comes from outside the learner, and which moves the learner in the learning process. While intrinsic motivation is definitely an important type of motivation, most of the activities that people do are not actually intrinsically motivated.

Extrinsic motivation differs from intrinsic motivation, which refers to performing an activity only for the pleasure of the activity itself, not for its instrumental value. However, unlike some perspectives that view extrinsically motivated behaviour as non-autonomous, SDT proposes that extrinsic motivation can vary greatly in its degree of autonomy. For example, a student who does homework from school only because she fears teacher sanctions for not doing homework, the student is extrinsically motivated because she does the work to

achieve the separable outcome of avoiding sanctions. Similarly, a student who does the work because he personally believes that the work is beneficial for him and is extrinsically motivated because he also does it for its instrumental value and not because he finds it interesting.

Both examples involve instrumentality, but the latter case requires personal endorsement and a sense of choice, whereas the former case involves only compliance with external controls. Both represent intentional behaviour, but the two types of extrinsic motivation differ in their relative autonomy.

2.2.4 English learning

English is an international language taught as a foreign language which currently plays a very important role in various places and fields. Even though English has a very important role as mentioned, it seems that English language teaching in Indonesia is still not satisfactory. This can be seen from the fact that students who have studied English from elementary school to high school still often have difficulty pronouncing English words.

English learning aims to improve students' abilities in reading, listening and speaking in English. This ability is intended to make it easier for students to communicate using a foreign language. Nowadays, English has become a language that is widely used in various places, even for looking for work later.

For some students, English is like a scary ghost. This is very natural and makes sense, because English is not our language, and the most difficult thing is when we want to pronounce words in English, the pronunciation of which is very

different from Indonesian. Many students are lazy about learning English for various reasons. Students' laziness towards English causes a lack of participation in class because they feel bored with the subject.

According to (Hafsah, 2017), students' doubts about using English in class may stem from various reasons, including challenges within themselves and their classmates.

To be proficient in English, of course you have to do a lot of practice, including listening, reading, writing and speaking. All these competencies cannot be obtained easily, hard work and regular practice determine our success in speaking English. In the school environment, sometimes an educator only presents what he needs, and forgets what his students need.