

**EXPLORING THE STUDENTS RELUCTANCE WORKING IN
GROUP DURING THE ENGLISH LEARNING PROCESS**

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**MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE FOR ISLAMIC STUDIES
LANGSA
2025M/ 1446 H**

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and has been accepted as a Partial Fulfillment of Requirements for
Sarjana Pendidikan (S.Pd) in English Education Tarbiyah and
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ABSTRACT

Name: Rosita, Title: Exploring the Students' Reluctance to Work in Groups during the English Learning Process.

This study aimed to explore students' reluctance to work in groups during the English learning process and to identify the factors influencing their participation. This research employed a descriptive qualitative design. The subjects of this study were 20 students of Class VIII at MTs Al Ikhlas Tanah Terban. The data were collected through observation, interviews, and questionnaires. The findings of this study revealed that students' reluctance to work in groups was influenced by several factors. The most dominant factors were psychological factors, such as fear of making mistakes, lack of confidence, anxiety, and shyness. In addition, instructional factors, including monotonous and teacher-centered teaching methods, contributed to students' low motivation. Social factors, such as unequal participation and discomfort among group members, also affected students' willingness to participate in group work. Furthermore, the findings showed that some students were able to motivate themselves through peer support, personal interest, and positive perceptions of group work. However, many students still showed low motivation and limited participation due to their lack of confidence and limited English proficiency. In conclusion, students' reluctance to work in groups during English learning was caused by a combination of psychological, instructional, and social factors. Therefore, teachers are expected to apply more interactive and student-centered teaching strategies and create a supportive learning environment to improve students' participation in group work. A supportive classroom environment should encourage students to express their ideas freely, collaborate with peers, and learn from mistakes. However, when the classroom atmosphere is dominated by fear, pressure, or lack of interaction, students are less likely to engage actively in learning activities. From a pedagogical perspective, these findings imply that teachers play a crucial role in reducing students' reluctance. Teachers need to design interactive and meaningful learning activities that promote collaboration and communication. Providing clear instructions, assigning balanced roles within groups, and creating a positive classroom climate are essential strategies to enhance student participation. In addition, teachers should provide continuous encouragement and constructive feedback to help students build confidence in using English. Creating opportunities for low-risk communication, such as small group discussions or pair work, can also help students gradually overcome their fear and anxiety. Overall, this study highlighted that students' reluctance to work in groups was not caused by a single factor but by a combination of psychological, linguistic, social, and instructional factors. Therefore, addressing this issue requires a comprehensive approach that involves improving teaching strategies, enhancing student motivation, and creating a supportive learning environment.

Keywords: *Students' reluctance, group work, and English learning,*

ACKNOWLEDGEMENT

In The Name of Allah, Most Gracious, Most Merciful

Alhamdulillahillāhi Rabbil ‘Ālamīn, all praises and gratitude are due to Allah SWT for His blessings, mercy, and guidance, so that the researcher was able to complete this thesis entitled “*Exploring the Students’ Reluctance to Work in Groups during the English Learning Process.*” Peace and blessings be upon the Prophet Muhammad SAW, his family, companions, and followers until the end of time.

The researcher realized that throughout the process of conducting this research at MTs Al Ikhlas Tanah Terban until the completion of this thesis, many difficulties and challenges were encountered. However, by the grace of Allah SWT and the support, guidance, and encouragement from many parties, those difficulties could be overcome successfully. The researcher would like to express her deepest gratitude and sincere appreciation to the following individuals who have contributed to the completion of this thesis:

1. Prof. Dr. Ismail Fahmi Arrauf Nasution, MA as the Rector of Langsa State Institute of Islamic Studies (IAIN Langsa).
2. Dr. Amiruddin, MA as the Dean of the Faculty of Teacher Training and Education.
3. Dr. Fakhurrrazi, M.Hum as the Head of the English Education Department of IAIN Langsa and also as the first supervisor.
4. The researcher’s deepest appreciation is addressed to Dr. Fakhurrrazi, M.Hum and Shafrida Wati, MA as supervisors, for their valuable time, guidance, support, and constructive suggestions in completing this thesis.
5. The headmaster, English teacher, and students of MTs Al Ikhlas Tanah Terban who had given permission and support to conduct this research.
6. The researcher’s beloved parents, who have given endless love, prayers, motivation, and support in completing this study.
7. The researcher’s special support system, who always provided encouragement, motivation, and prayers throughout this research process.

8. All friends of the English Education Department, especially the batch, for their support, cooperation, and motivation.

The researcher realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are highly expected for improvement. Hopefully, this thesis can contribute to the development of English language education, especially in understanding students' reluctance to work in groups.

The Researcher

Rosita

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ABSTRACT

Rosita, 2025. Exploring The Students Reluctance Working in Group During The English Learning Process. *Skripsi* English Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa

Supervisor (1). Dr. Fakhrurrazi, M.Hum, (2) Shafrida Wati, MA

This study aimed to explore students' reluctance to work in groups during the English learning process and to identify the factors influencing their participation. This research employed a descriptive qualitative design. The subjects of this study were 20 students of Class VIII at MTs Al Ikhlas Tanah Terban. The data were collected through observation, interviews, and questionnaires. The findings of this study revealed that students' reluctance to work in groups was influenced by several factors. The most dominant factors were psychological factors, such as fear of making mistakes, lack of confidence, anxiety, and shyness. In addition, instructional factors, including monotonous and teacher-centered teaching methods, contributed to students' low motivation. Social factors, such as unequal participation and discomfort among group members, also affected students' willingness to participate in group work. Furthermore, the findings showed that some students were able to motivate themselves through peer support, personal interest, and positive perceptions of group work. However, many students still showed low motivation and limited participation due to their lack of confidence and limited English proficiency. In conclusion, students' reluctance to work in groups during English learning was caused by a combination of psychological, instructional, and social factors. Therefore, teachers are expected to apply more interactive and student-centered teaching strategies and create a supportive learning environment to improve students' participation in group work.

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CHAPTER I

INTRODUCTION

A. Background of The Study

Active classroom activities have big influence in the success of language learning as stated. Participation in the classroom activity is very important for the students to do in class in order to gain more knowledge. When the students willing to response the teacher's question, give some comments or sharing their ideas it means they actively involved in the learning process. Learner participation is also a prove that the student is a member of the classroom.¹ Research also shown that active in classroom activity is important aspect in order to create effective learning activity.² In general, students feel bored with learning English so there is often reluctance to learn English.

Students who participated in learning process tend to have better academic achievement rather than passive students. However, nowadays based on the students' characteristics, sometimes they do not pay attention to their responsibility as students in class. The students disregard the teacher's explanation and they are lack of motivation to study even though studying is important for them.³

Based on the researcher's experience as a pre-service teacher in English training school, some of the students did not pay attention in class. They tended to

¹ J. Jackson, Reticence in second language case discussions: Anxiety and aspirations. *System*, Vol 30, 2002

² Sunda Tatar, "Why keep silent? The classroom participation experiences of non-native-english- speaking students". *Language and Intercultural Communication*, 5,2007

³ N. Liu Why do many students appear reluctant to participate in classroom learning discourse? *System*, 25(3), 2005

keep silent in class activity and when the teacher asked questions and share their idea in class activity, they answered in Indonesian or try to avoid teacher question. That is why in this study, the researcher wants to find out the reasons why the students are reluctant to participate in the English classroom.

Students are unable to work together because of the lack of understanding they get while learning English making it difficult to collaborate in class. Besides that the teacher also does not provide an understanding of group learning. Learning speaking skill is very challenging toward the students in EFL (English as Foreign Language). A Foreign Language context is where the speakers can communicate with society well with English. The main purpose of English as the Foreign Language is to enhance the ability of the work grup and well communicate with their environment. English as the foreign language also gives the students a new problem in their language acquisition. Furthermore, he claims that the successful achievement of a learner shown by the interaction between them with the speakers of the language. It means that the learners or we called it as speakers can communicate with society to reach certain purposes or to show their expression, opinions, the point of views, arguments, and others.⁴

In fact, most of the teaching and learning process in Indonesian Education gives less chance for the students to practice. The students are rarely practice it and it makes them feel so confused when they are asked to work in grup by using their English. The other problems which are mostly appear when the teacher asks the students to work in grup such as the students are afraid to make mistakes, they could not learning or organize their idea well, and they could do not choose or use

⁴ H. Douglas Brown, *Teaching by Principles*, (New Jersey Prentice Hall, 2002), p. 66

the proper vocabularies and grammar. It makes the students confused how to talk or use their English. As the result all of the problems derive to the students' reluctance to work in grup.⁵

As the result the teacher needs to choose the most proper techniques to achieve the learning objectives. In his study reveals that appropriate techniques would make the learning process run effectively and improve students' skill claim that there are twelve techniques which are possible to be used to reduce the students reluctance to work in grup learning English such as prepared talk, discussion, role play, simulation, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing card, and picture narrating. Besides, being able to decide the suitable techniques a good teacher is a teacher who is able to manage the class and motivate the students to interest more in learning, and the success of teaching depends on largely on the way the teacher delivers their materials. Moreover, Harmer teachers have many roles during the teaching and learning process. Those are controller, prompter, participant, resource and tutor. First, the controller roles, the teachers take the domination of the classroom interaction. The teachers do almost everything in teaching and learning process. Second, prompter roles, the teachers play prompting roles if the students do not know how to do the assignments or answer the teachers' questions.⁶

⁵ Alfriani. *The Strategies of Teaching Speaking Applied by The English Teachers of SMP International Laboratorium Universitas Negeri Malang, Thesis*. Malang: State University of Malang, 2014

⁶ J. Harmer, *The practice of English Language Teaching*, (London:Longman, 2000), h. 112

Harmer stated that besides prompting the students sensitively and encouragingly, the teachers prompt the students with discretion; it is because the key of prompting is encouragement. Sometimes the teacher plays roles as participant in class. Through this role the teacher will know their students better, not only in terms of how they learn, and process the information but also in terms of the kind of the difficulties they encounter in their learning. For the resource roles, the roles are needed when the students are working independently but they still need guidance from the teacher. The teachers can act as resource that can help them when they do not know about the materials or the work that they do. In her study which reveals with the interesting techniques which are used to work in grup in order to avoid the students feeling bred during the teaching and learning process. There were many obstacles that the teacher's found in class. One of them is the students felt bored and reluctance to be active in participating the teaching and learning process because the teachers' techniques are boring.⁷

Based on the explanation above, the aim of this study is to observe the techniques used by the teacher to teach work in grup and to reduce the students' reluctance in order to make the students have higher motivation to work in grup learning English. This study is aim at portraying teacher's techniques in reducing the students reluctance, and recognizing the teacher's role in classroom activities. Since participate in the English classroom is very important for the students to increase their knowledge and to understand the material, several studies have been done and resulted in almost in the same cause or factor that influence students to

⁷ *Ibid*, h. 114

be reluctant in English class activities.⁸ The study that was done by Hamouda was aimed at find out the problem students reluctant to participate in English classroom at university in Qassim, Saudi Arabia. In this study the researcher wanted to know what caused students reluctant. The result revealed that a considerable number of students were reluctant to respond to the teacher and remained silent in oral English language classrooms due to many causes such as low English proficiency, negative evaluation, shyness, lack of confidence and preparation, and fear of making mistakes.⁹

Also aimed to find out reason or factors students reluctant to work in grup English classroom activity a study at MTs Al-Ikhlash Tanah Terban. The result of this study also point out that the factor students reluctant to work in grup was because of Psychological factor which came from the students themselves such as fear of mistake, lack of confidence, lack of preparation, shyness, and anxiety. It is insightful to know the studies on reluctant students participate in English in Padang, Indonesia also in Arab Saudi because of the same factor can be compared. It is more useful however, to know how such issue occurs in the writer's context. Therefore researchers are interested in conducting research related to students' reluctance to work in group.

B. Research Questions

Research question in this study:

1. What are the factors of the student's reluctance work in group?

⁸ Renandya, *Principles and practices for teaching English as an international language*, (London: Routledge, 2012), p. 81

⁹ A. Hamouda, An exploration of cause of saudi student's reluctance to participate in the english language classroom. *International Journal of English Language Education*. Qassim University, Saudi Arabia. 1(1), 2013

2. How the student's motivate themselves to study in group?

C. Research Objective

Research objectives in this study is:

1. To identify the factors that cause students' reluctance to work in groups.
2. To explore how students motivate themselves to participate in group work.

D. Significance of study

The benefits of this research:

1. The results of this study can be used as an evaluation for teachers in increasing the desire to learn English
2. Can be a reference for other researchers who will conduct related research.

E. Research Terminology

1. Reluctance means reticence to work in grup or come forward silence and reserve.
2. Group work is used by all levels of education, from basic education as a means for learning all levels in most educational systems, from compulsory education to higher education. The overarching purpose of group work in educational practice is to serve as an incentivefor learning. For example, it is believed that the students involved in the group activity should learn something.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

In the world of education, teachers often find problems with low student learning motivation, especially in learning English. There are many factors why students lack motivation in learning English. Based on the results of observations by experts, researchers found that when learning English, students are less enthusiastic and have no motivation to learn because they are lazy, English is difficult, have lots of homework, and are boring. In addition, researchers can also explain that in learning English, teachers apply a classical, monotonous, and teacher-centered teaching style. Teachers only give assignments, if they don't do them they will get punishment so that students feel bored, tired and lazy because they are always given assignments.

We are certainly aware that English is considered a foreign language for some students in Indonesia. So for them English is very difficult to learn. The students' unfamiliarity with using English makes it even more difficult for them to understand English subjects at school. This is also driven by the teaching style of teachers who mostly use conventional teaching methods. Learning can also take place well, if driven by strong interest and motivation can be caused by how teachers teach.

a. Factors of The Student's Reluctance Work in Group

Based on both classroom observation and student interviews, several recurring factors emerged that explain the students' reluctance to participate in group work:

1. Psychological Factors

Many students expressed feelings of shyness and insecurity. They feared making mistakes while speaking English in front of their classmates. During group activities, several students were observed to remain silent or avoid eye contact, especially when the task involved oral presentation or active discussion. From interviews: *"I feel nervous when I have to speak English. Sometimes I don't know how to say something, and I'm afraid my friends will laugh."* – (Student)

2. Unequal Contribution

Observations showed that in most groups, only one or two students actively participated while others remained passive. This created a sense of unfairness, where some students felt burdened while others felt excluded or unneeded. *"In my group, some friends just sit and wait. I don't like it because I do most of the work."* – (Student)

3. Social Discomfort and Group Dynamics

Several students stated that they were uncomfortable working with peers they were not familiar with. This discomfort was especially noticeable when group members were assigned randomly. *"I can't work well with classmates I don't usually talk to. It's awkward and difficult to share ideas."* – (Student)

4. Lack of Clear Instruction or Structure

During observation, when group tasks were not clearly explained or structured, students appeared confused and unmotivated. Some group discussions turned into off-topic conversations or ended quickly without meaningful output. *"Sometimes we don't know what exactly to do in group work. So we just talk about other things."* – (Student)

In reality, teachers should be able to see the characteristics of students so that it will foster enjoyable learning. Enjoyable learning is learning that is meaningful to students, after they learn they get the goal of learning. Teachers should not only focus on themselves but must be willing to improve their competence in accordance with the development of the times. Teachers must be able to become innovative teachers so that learning is not monotonous and can increase students' learning motivation in learning, especially English subjects.

This section of the chapter discusses the main findings of present research. It sought to explore the interconnection of the data with theoretical framework of the research. Findings are discussed regarding the English oral performance in classroom activities. The student claimed that she is reluctant to use English in classroom activities because of some causes. First, the student has no motivation to express herself to speak in English. She has no desire or enthusiasm to motivate herself in using English. Motivation is the intensity also does not get motivation from her classmates to speak in English. She argued that her friends do not speak in English, so does she. Indonesian when communicating in classroom activities. She also has no motivation to make an effort in expressing her ideas in English. The student tends to be afraid of making mistakes and shy. She has no courage to

apply her English oral performance in front of her friends or lecturer. These indicate that they could be the source of problem in.

The participant gets confused what tenses to use when speaking in English. For example the use of present, past or continuous tense when communicating. She claimed that she is worried if she uses incorrect tenses. She also gets difficulties to arrange the sentences in English. She cannot directly talk in English because she needs to think how to arrange the sentences correctly. The last cause is vocabularies classification. She has no exact words to express her ideas. She has no idea at all because she gets panic when speaking.

There are discussion and presentation sessions on these two subjects. Students can give questions or comments about the materials in learning process. They also can come forward to be a presenter of the assignments initiatively. They can apply their English with their friends and also with the lecturer. However, the participant of this research does not do that because of reluctance.

The findings suggest that psychological, social, and instructional factors significantly influence students' reluctance to participate in group work. Many students need a safe, supportive environment to feel confident in using English. On the other hand, allowing students autonomy (e.g., choosing their group), building positive peer support, and giving clear guidance from the teacher can serve as internal and external motivators to encourage participation. These findings align with sociocultural learning theory, which emphasizes interaction as central to language development, but also highlight that social interaction alone is not sufficient without emotional safety and motivation.

The following table shows the results of the observation conducted on 20 students in Class VIII at MTs Al Ikhlas Tanah Terban. The checklist was used to identify student reluctance in group work during English learning.

Table 4.1 Observation Checklist Results

No	Statement	Yes (f)	Yes (%)	No (f)	No (%)
1	Desire to gain new knowledge	12	60%	8	40%
2	The teacher provides an understanding of work in group	15	75%	5	25%
3	When learning English, friends become enthusiastic	9	45%	11	55%
4	Desire to work in groups	10	50%	10	50%
5	The material provided is difficult for students to understand	14	70%	6	30%

Based on the observation of 20 students in Class X, several important patterns were identified. **Desire to Gain New Knowledge:** A majority of students (60%) expressed a desire to gain new knowledge during group activities. However, a significant portion (40%) showed no clear enthusiasm, indicating mixed levels of intrinsic motivation. **Teacher's Role in Providing Understanding:** Most students (75%) agreed that the teacher provided an explanation about the importance of group work. This suggests that teacher efforts in introducing collaborative methods were present, although 25% of students still felt unclear or unsupported

Peer Enthusiasm: Only 45% of students observed enthusiasm among their classmates during English learning, while 55% felt that their peers were not very motivated. This indicates a generally low energy environment, which may contribute to group reluctance.

Willingness to Work in Groups: Student responses were split evenly—50% stated a desire to work in groups, while the other half preferred individual tasks. This confirms the qualitative finding that students are divided in their perception of group work, depending on their comfort level and learning preferences. Difficulty of Learning Materials: A significant majority (70%) found the English materials difficult to understand. This difficulty may cause students to feel overwhelmed and less confident to contribute in group discussions, especially in a foreign language context.

2. Student's Motivate Themselves to Study in Group

Student responses regarding Reluctance to Work in Group are: student's motivate themselves to study in group

Table 4.2 Respondents' Responses to Reluctance to Work in Group

Item	1		2		3		4		5		6		Total	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	0	0	0	0	3	15,0	8	40,0	9	45,0	0	0	20	100
2	0	0	0	0	3	15,0	8	40,0	9	45,0	0	0	20	100
3	0	0	0	0	1	5,0	13	65,0	0	0	6	30,0	20	100
4	0	0	0	0	0	0	11	55,0	9	45,0	0	0	20	100
5	0	0	0	0	0	0	9	45,0	0	0	11	55,0	20	100

In the I like work in groups in English, namely as many as 9 people (45%).

In the statement I get excited when I learn to work in groups, namely as many as 9

people (45%). In the statement With work in group understanding of the material becomes easier, namely as many as 13 people (65%). In the statement Learning to work in groups can make it easier for students to interact with each other in English, namely as many as 11 people (55%). In the statement The teacher provides an understanding of the importance of work in group, namely as many as 11 people (55%).

In reality, teachers should be able to see the characteristics of students so that it will foster enjoyable learning. Enjoyable learning is learning that is meaningful to students, after they learn they get the goal of learning. Teachers should not only focus on themselves but must be willing to improve their competence in accordance with the development of the times. Teachers must be able to become innovative teachers so that learning is not monotonous and can increase students' learning motivation in learning, especially English subjects.

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The findings indicate that the majority of students have justifiable factors for their reluctance work in group during class interactions. We may infer that students' reluctance work in group was mostly due to psychological factors. The table also showed that the factor that causes students to be reluctant to work group in classroom interactions is the weighted average in each item of each category, ranked highest to lowest.

Students being anxious whenever teacher is asking a questions they had not previously thought of was the most often reported reason for lack of motivation. When speaking English without preparation, people frequently

experience anxiety. The students' low desire and hesitation to use English in class in class is due, in part, to uninspired teaching and inadequate feedback.

In terms of shyness, students mentioned that they prefer to be silent than rather orally participate in the classroom. It is to avoid an embarrassing situation. Some students also claim they are shy and feel embarrassed when they are mispronounced. The majority of English language learners fear making mistakes because they anticipate doing so. They also expressed concern about their friends laughing of them.

B. Discussion

The findings of this study reveal that students' reluctance to participate in group work during the English learning process is caused by multiple, interconnected factors. These include psychological barriers, instructional issues, and group dynamics that reduce student motivation and confidence in speaking and working collaboratively.

A significant number of students reported feeling shy, afraid of making mistakes, and anxious when speaking English, particularly in front of peers. These feelings create psychological resistance that hinders their participation in group activities. The fear of being laughed at or judged for incorrect grammar or pronunciation results in students choosing silence over contribution.³²

This is in line with Krashen's Affective Filter Hypothesis, which suggests that emotional variables such as anxiety, low motivation, and lack of self-confidence can act as a "filter" that blocks language input from being processed

³² Stephen D. Krashen, *Principles and Practice in Second Language Acquisition* (New York: Pergamon Press, 2015), hlm. 31.

effectively. Students in this study demonstrated high affective filters, preventing them from engaging in oral performance or collaborative tasks.

The findings also point to instructional causes—namely, the use of monotonous, teacher-centered learning strategies. Students mentioned that English lessons often consisted of repeated assignments and punishments, with little variation or student involvement. This traditional method fails to stimulate intrinsic motivation or build confidence, leading to boredom and disengagement.

Another critical factor was the instructional approach used by the English teacher. Students reported that the lessons were often repetitive, dominated by task completion, and centered around the teacher. According to students, the teacher mostly gave assignments without providing engaging or interactive activities, and students who failed to complete assignments were punished.

This aligns with criticism of traditional teacher-centered approaches, where the teacher plays the dominant role and students become passive recipients. Such approaches often fail to stimulate student interest, creativity, and active participation. The absence of varied instructional techniques such as games, project-based learning, or technology integration contributed to students' lack of enthusiasm and motivation.

From a constructivist perspective, effective learning occurs when students are active participants in constructing their own understanding. In contrast, the teacher's reliance on lecture and worksheets discouraged exploration and inquiry, making group work feel purposeless or burdensome rather than collaborative and rewarding.

Based on constructivist learning theory, learning becomes effective when students are actively involved in constructing their own understanding. However, when students are only passive recipients, especially in a foreign language class, it becomes harder for them to find personal relevance or purpose in learning tasks, particularly in group settings.

Another core issue is the lack of balanced roles and engagement within groups. Students observed that only a few members dominated group discussions while others remained passive, creating perceptions of unfair workload distribution. This imbalance discouraged students from putting in effort, especially when they felt unvalued or overshadowed.

In connection with Social Interdependence Theory, effective group work requires positive interdependence, individual accountability, and promotive interaction. In the observed classes, these components were lacking, leading to poor collaboration and limited group success. Such challenges are consistent with cognitive load theory, where students' working memory becomes overwhelmed when simultaneously processing grammar rules, vocabulary selection, pronunciation, and social interaction. Without scaffolding and regular practice, students develop avoidance behaviors such as silence or reluctance.

Although some students tried to motivate themselves through peer support, personal goals, or by choosing their group members, many still lacked sustained motivation. This indicates a low level of both intrinsic and extrinsic motivation, which is essential for second language acquisition. Self-Determination Theory highlights the importance of autonomy, competence, and relatedness for internal motivation. In this case, limited autonomy and weak peer relationships reduced

students' motivation to participate. Teachers must therefore create a psychologically safe learning environment where students feel encouraged to take risks and make mistakes without fear of judgment. Teachers also need to adopt more interactive, student-centered learning models, such as project-based learning, peer teaching, or role-plays that promote natural language use and cooperative skills.

The findings of this study are in line with and supported by previous research conducted by Theresa Benedicta Wijaya, which explored students' low motivation and reluctance in participating during English classes. In her study, she found that students' negative attitudes toward English were significantly influenced by their perception of English as a difficult subject, their limited vocabulary, and their fear of making grammatical mistakes. These findings parallel the current research, where students also reported anxiety, shyness, and fear of being ridiculed when speaking English in groups. Both studies highlight the importance of reducing affective barriers and creating a supportive environment to enhance student engagement.³³

Furthermore, Wijaya emphasized the role of teacher-centered learning as a demotivating factor. Similarly, in this research, it was observed that monotonous and assignment-heavy instruction discouraged students from being active in class, particularly in group activities. Her conclusion suggested a need for more student-centered and interactive learning to foster confidence and motivation, which strongly supports the recommendations in this study.

³³ Theresa Benedicta Wahyuni Wijaya, *An Analysis of Students' Reluctance in Speaking English in the Classroom* (Yogyakarta: Universitas Sanata Dharma, 2021), hlm. 45.

In another related study by Chriszale V. Ahmad (2022), the researcher examined students' perceptions toward group work in English classrooms. The study revealed that many students felt reluctant to engage in group discussions due to the lack of equal participation, unclear instructions, and incompatible group members, leading to a sense of inefficiency and frustration. These factors are consistent with the current findings, where students indicated that they often worked harder than others in the group or felt excluded due to social discomfort.

In addition to the factors discussed above, the findings also indicated that students' reluctance was closely related to their limited language proficiency. Many students experienced difficulties in constructing sentences, choosing appropriate vocabulary, and using correct grammar when speaking English. These linguistic limitations made students feel insecure and hesitant to participate in group discussions. As a result, students preferred to remain silent rather than risk making mistakes in front of their peers.

This finding is consistent with the concept of communicative competence, which emphasizes that language learners need not only grammatical knowledge but also the ability to use language appropriately in social contexts. When students lack this competence, they tend to avoid communication, especially in collaborative settings such as group work. Furthermore, the role of peer influence was also significant in shaping students' participation. Students reported that when their peers were passive or unwilling to speak English, they were less motivated to participate actively. This indicates that learning behavior in the classroom is socially influenced, where students tend to follow the dominant

behavior within their group. If the group environment is not supportive, it may reinforce students' reluctance.

Another important aspect highlighted in this study was the lack of practice opportunities. Students were rarely exposed to meaningful communicative activities that required them to use English actively. As a result, they were not accustomed to expressing their ideas in English, which contributed to their hesitation during group work. Regular practice is essential in language learning, as it helps students build confidence and fluency over time. Moreover, the findings suggested that the classroom environment did not fully support student-centered learning. A supportive classroom environment should encourage students to express their ideas freely, collaborate with peers, and learn from mistakes. However, when the classroom atmosphere is dominated by fear, pressure, or lack of interaction, students are less likely to engage actively in learning activities.

From a pedagogical perspective, these findings imply that teachers play a crucial role in reducing students' reluctance. Teachers need to design interactive and meaningful learning activities that promote collaboration and communication. Providing clear instructions, assigning balanced roles within groups, and creating a positive classroom climate are essential strategies to enhance student participation.

In addition, teachers should provide continuous encouragement and constructive feedback to help students build confidence in using English. Creating opportunities for low-risk communication, such as small group discussions or pair work, can also help students gradually overcome their fear and anxiety. Overall, this study highlighted that students' reluctance to work in groups was not caused

by a single factor but by a combination of psychological, linguistic, social, and instructional factors. Therefore, addressing this issue requires a comprehensive approach that involves improving teaching strategies, enhancing student motivation, and creating a supportive learning environment.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion, this study addressed two research questions related to students' reluctance to work in groups during the English learning process.

1. Regarding the factors that cause students' reluctance to work in groups, the study found that students' reluctance was influenced by several interconnected factors. The most dominant factors were psychological factors, such as fear of making mistakes, lack of confidence, anxiety, and shyness. In addition, instructional factors, including monotonous and teacher-centered teaching methods, also contributed to students' low motivation and participation. Furthermore, social factors such as unequal participation, lack of cooperation, and discomfort among group members also affected students' willingness to engage in group work. These findings indicated that students' reluctance was not caused by a single factor, but by a combination of psychological, instructional, and social aspects.
2. Regarding how students motivate themselves to participate in group work, the findings showed that some students were able to develop their motivation through peer support, personal interest, and positive perceptions of group work. The questionnaire results indicated that several students believed that group work could help them understand the material

better and improve interaction with their peers. However, not all students showed strong motivation, as some still experienced low confidence and limited participation during group activities.

In conclusion, students' reluctance to work in groups during English learning was mainly influenced by psychological factors, supported by instructional and social conditions. Therefore, to reduce students' reluctance, teachers need to create a supportive learning environment, apply interactive and student-centered teaching methods, and encourage active participation in group work.

B. Suggestion

Suggestions in this study are as follows:

1. Teachers must continue to improve learning methods by, for example, using digital media or other things that can improve English learning.
2. For further researchers, it is necessary to add other variables so that the research is more comprehensive.

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