

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of the study. The conclusions are delivered from analysis of the data in chapter IV. The suggestions are for the lectures and the future researchers.

A. Conclusions

This study was conducted to determine the factors that cause student reticence in speaking class. In this study, the researchers concluded that:

1. From the questionnaire given to 78 students, it was found that the second semester students experienced reticence. It is proven that 60.3% of respondents agree that they are nervous when speaking in English, even though they actually really care and have the desire to compete in the speaking class.
2. In addition to distributing questionnaires to students, the researcher also conducted interviews with several students. From these interviews, researchers found factors that influence students' willingness to speak English in class. These factors are divided into two, namely internal factors and external factors.
3. Internal factors are factors that come from the students themselves. Lack of self-confidence and lack of fluency become the main focus in students' internal factors. Lack of confidence is the main cause of student resistance. The students said that they were often nervous and afraid when speaking English. The second internal factor is lack of fluency. Most of the students said that they lacked vocabulary mastery and had difficulty pronouncing English words. Some of the efforts that the students do to improve their speaking skills are

watching movies, listening to western songs, and opening a dictionary or google translate if they have difficulty with word choices and vocabulary.

4. External factors consist of the roles of parents, classmates, and lecturers. Students are afraid that their classmates will laugh at them if the students make a mistake in speaking. The second external factor is the role of lecturers. The lecturer plays an important role in making the class comfortable so that students do not feel tense and afraid. The last external factor is the role of parents. the parents at home do not speak English, so students experienced reticence in speaking English in class.

B. Suggestions

The results of this study indicate that most students experience reticence in English speaking classes. Although it's not a big problem, some treatments are needed to reduce student reticence during classes in order to strengthen their speaking skills. English-speaking activities in groups or pairs can be beneficial in the classroom. Teachers might use audio-visual aid to encourage speaking among the students.

The researcher hopes that this research can help teachers and lecturers develop their teaching methods in the classroom. In addition, the researcher hopes that this research can be used as a reference for new students or researchers who are interested in this research. For further research, the author suggests that further researchers who are interested in working on this topic can also use quantitative methods by recruiting more participants from various departments.