

**AN ANALYSIS OF STUDENTS' RETICENCE  
IN SPEAKING CLASS**

**A Thesis Presented as a Partial Fulfillment of the Requirement to Obtain the  
Bachelor Degree in the English Linguistics Study Program**



**ENGLISH DEPARTMENT  
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Semarang, 01 November 2017



Melina Augustin

NIM : 13.80.0068

**A THESIS ON**  
**AN ANALYSIS OF STUDENTS' RETICENCE**  
**IN SPEAKING CLASS**

**By:**

**Melina Augustin**

**Student Number: 13.80.0068**

**Approved by,**



**Dra. Cecilia Titiek Murniati, M.A., Ph.D.**

**October 24, 2017**

**Major Sponsor**



**Drs. Y.E. Budiyan, M.A.**

**October 24, 2017**

**Co-Major Sponsor**

**A thesis defended in front of the Board of Examiners on October 24, 2017**

**and declared acceptable**

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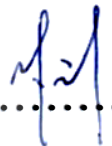
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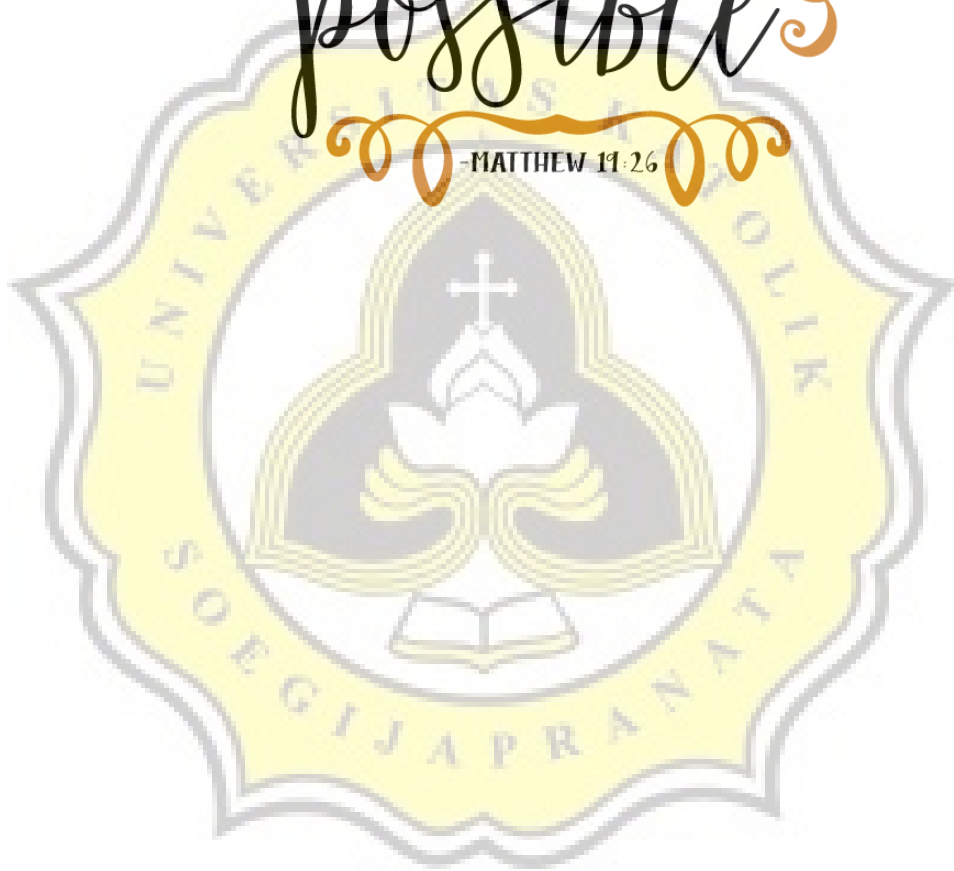
  
**Angelika Riyandari, Ph.D**

**NIP: 056.41998.768**



WITH God  
ALL  
things  
ARE  
possible

-MATTHEW 11:26



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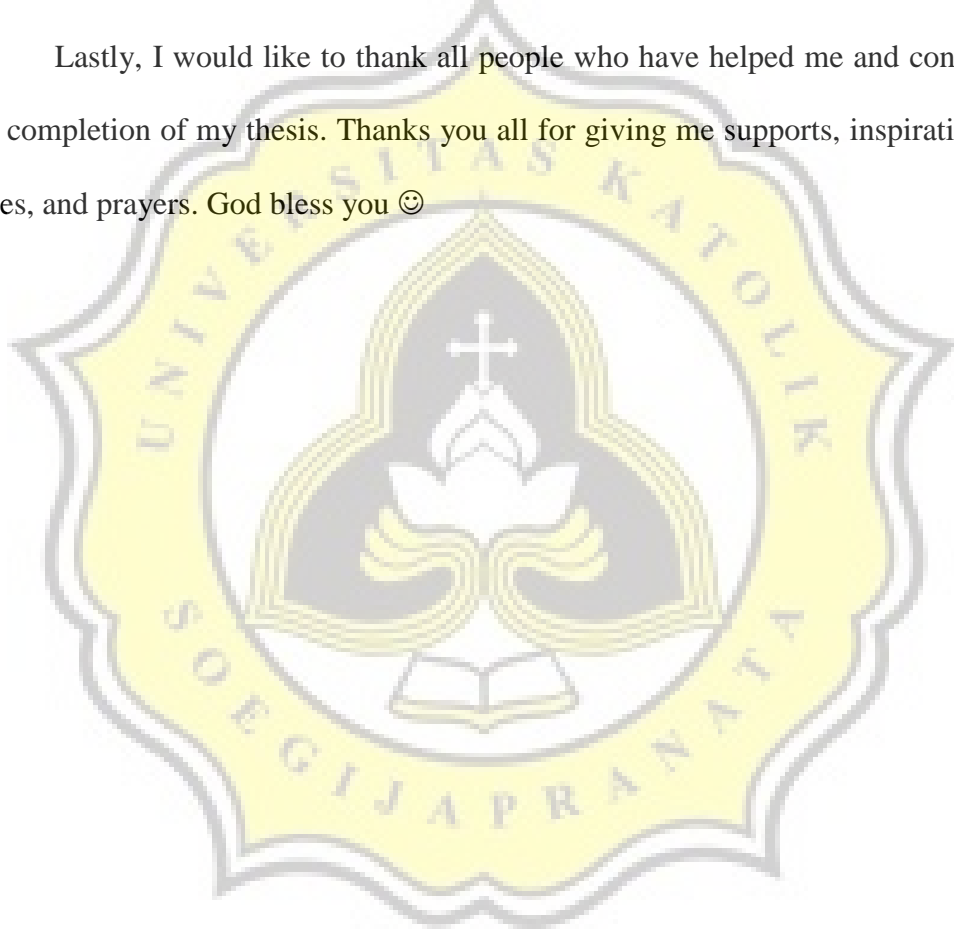
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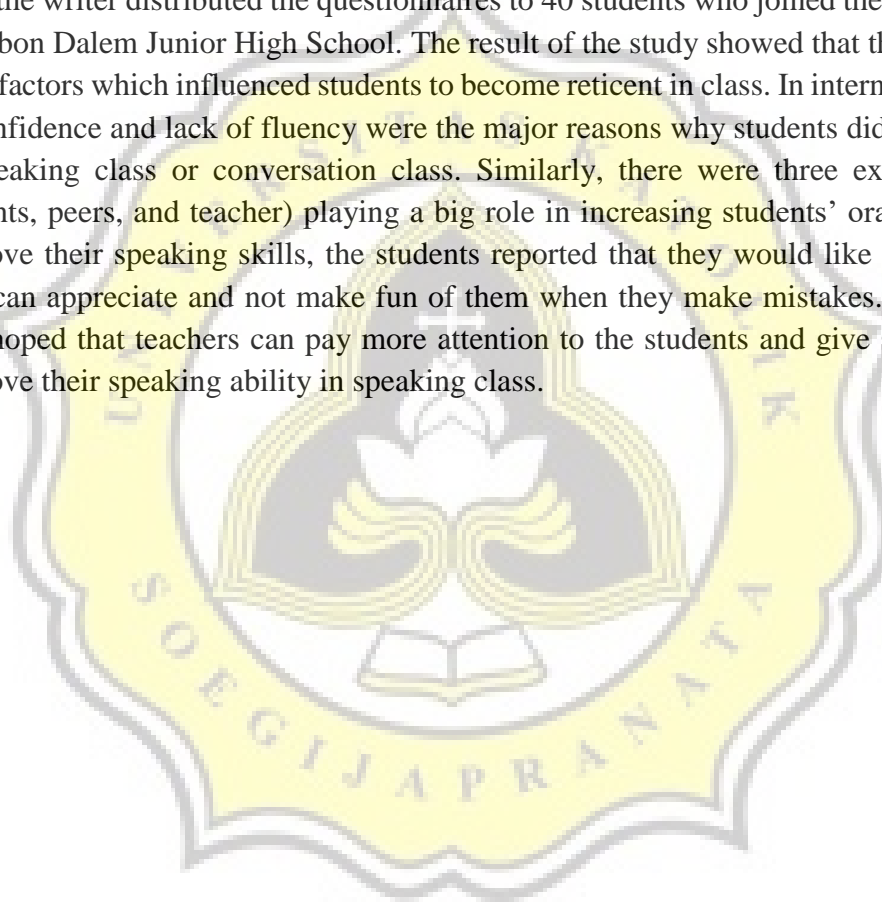
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## ABSTRACT

This study focuses on the factors which caused speaking reticence among the students of Kebon Dalem Junior High School. The aims of this study were to analyze the factors that caused students' reticence in speaking classes and to find out what kinds of support system that students want to have in the classroom. Qualitative method was employed in this study to analyze the data. To obtain the qualitative data, the writer interviewed 10 students randomly from Kebon Dalem Junior High School to find problems that they experienced and obtained in-depth information about the kinds of support system that they wanted to have in speaking class. In supporting the qualitative data, the writer distributed the questionnaires to 40 students who joined the English Club in Kebon Dalem Junior High School. The result of the study showed that there were two main factors which influenced students to become reticent in class. In internal factor, lack of confidence and lack of fluency were the major reasons why students did not talk a lot in speaking class or conversation class. Similarly, there were three external factors (parents, peers, and teacher) playing a big role in increasing students' oral fluency. To improve their speaking skills, the students reported that they would like to have peers who can appreciate and not make fun of them when they make mistakes. The students also hoped that teachers can pay more attention to the students and give some tasks to improve their speaking ability in speaking class.



## ABSTRAK

Penelitian ini membahas faktor-faktor penyebab siswa di SMP Kebon Dalem memilih untuk bersikap diam di kelas *speaking*. Tujuan penelitian ini adalah untuk menganalisa faktor yang dapat menyebabkan siswa menjadi pasif, tidak mau berbicara, dan berpartisipasi di kelas *speaking*. Selain itu, penelitian ini juga bertujuan untuk mengetahui sistem pendukung apa yang diinginkan oleh siswa saat di kelas. Metode analisa kualitatif digunakan dalam penelitian ini untuk mengolah data. Untuk memperoleh data kualitatif, penulis melakukan interview ke 10 siswa untuk mendapatkan informasi lebih dalam mengenai permasalahan yang mereka alami dan sistem pendukung yg mereka inginkan di kelas *speaking*. Untuk mendukung data kualitatif, penulis menyebarkan questionnaire ke 40 siswa yang mengikuti klub Bahasa Inggris di SMP Kebon Dalem. Pernyataan di kuesioner mendeskripsikan siswa yang bersikap diam di kelas *speaking*. Hasil dari penelitian ini menunjukkan bahwa terdapat 2 faktor utama yang memengaruhi sikap siswa saat di kelas yaitu faktor internal dan faktor eksternal. Faktor internal ditemukan bahwa siswa merasa kurang percaya diri dan kurangnya kefasihan dalam Bahasa Inggris. Demikian juga, terdapat 3 faktor eksternal yang memiliki peranan sangat penting bagi siswa, yaitu peranan orangtua, teman, dan guru. Adapun sistem pendukung yang diinginkan oleh siswa untuk mengurangi sikap diam diri mereka, antara lain teman bisa menghargai dan tidak menertawakan teman lain saat membuat kesalahan. Selain itu, mereka berharap guru bisa lebih memperhatikan siswa di kelas dan memberikan tugas-tugas yang dapat meningkatkan kemampuan mereka berbicara di kelas *speaking*.