

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

The writer would like to discuss the result of the research that was obtained from the students who take the class of Speaking for Group Interaction in the Faculty of Language and Arts in Soegijapranata Catholic University this semester. The writer used SPSS to analyze the questionnaires to get the percentage of the factors why the students feel reticent to take part in the class of Speaking for Group Interaction. The percentage would show how many students agree that those are the factors why they feel reticent in classes.

Based on the theory proposed by Riasati (2014), it was said that different level of classroom activities will bring different level of reticence, the writer wanted to divide the questionnaires into three parts: daily activities, mid-test, and also final test. Each part has 12 questions but there were two statements that were invalid so the writer decided to omit the statements.

4.1 General Discussion

This part of general discussion elaborated the data analysis that the writer had done. The first part of the questionnaire consists of 11 statements to find out whether they are the factors that can cause reticence for the students in the Faculty of Language and Arts in Soegijapranata Catholic University Semarang during the daily activities.

The percentage is the sum of the total percentage from the SPSS whose data the writer got from the students who answered agree and strongly agree. The writer considered those statements who have got more than 50% are the factors that cause reticence to happen.

Table 4.1.1 Daily Activities Percentage

Factor	Percentage
1	57.4
2	44.6

3	55.4
4	61.7
5	57.4
6	55.3
7	51.1
8	36.2
9	44.7
10	31.9
11	34.1

There were 6 statements out of 11 statements which got more than 50% out of 100%. They were the statement number 1: I am nervous when talking, statement number 3: I stumble over my words, statement number 4: I muddle my words, statement number 5: I lose sight of what I want to say when talking, statement number 6: my thoughts are disorganized, and also statement number 7: my thoughts are jumbled. It can be concluded that these are the factors that make the students of the Faculty of Language and Arts in Soegijapranata Catholic University to be reticent and also unwilling to participate during the daily activities.

Descriptive Statistics for Daily Activities

	N	Mean
I am nervous when talking	47	2,51
I am tense when talking	47	2,45
I stumble over my words	47	2,53
I muddle with my words	47	2,66
I lose sight when talking	47	2,62
My thoughts are disorganized	47	2,55
My thoughts are jumbled	47	2,49
I wait too long to say what I want	47	2,34
I hesitate too long to say what I want	47	2,45
I am unaware of what to say	47	2,23
I am unfamiliar with what to say	47	2,30
Valid N (listwise)	47	

The following table shows the mid-test percentage that consists of 11 different statement related to the reticence factors in the Speaking class during the mid-test.

Tables 4.1.2 Mid-Test Percentage

Factor	Percentage
1	57.4
2	70.2
3	63.8
4	57.4
5	51
6	51
7	51
8	44.7
9	36.2
10	36.1
11	40.4

From the table, there were 7 statements out of 11 statements which have earned more than 50%. They were the statement number 1: I am nervous when talking, statement number 2: I feel tense when talking, statement number 3: I stumble over my words, statement number 4: I forget what I want to say when talking, statement number 5: I lose sight of what I want to say when talking, statement number 6: My thoughts are disorganized, and also statement number 7: My thoughts are jumbled. It can be concluded that these are the factors which make the students of the Faculty of Language and Arts become reticent during the mid-test.

Descriptive Statistics for Mid-Test

	N	Mean
mid_nervous_talking	47	2,62
mid_tense_talking	47	2,81
mid_stumble_words	47	2,66
mid_forget_to_say	47	2,62
mid_lose_sight	47	2,53
mid_disorganized	47	2,47

mid_jumbled	47	2,49
mid_wait_too_long	47	2,43
mid_hesitate_too_long	47	2,38
mid_unaware	47	2,21
mid_unfamiliar	47	2,47
Valid N (listwise)	47	

The following table shows the percentage of 12 statements related to reticence of the students of the Faculty of Language and Arts in Soegijapranata Catholic University.

Table 4.4.3 Final Test Percentage

Factor	Percentage
1	61.7
2	74.4
3	66
4	57.4
5	46.8
6	46.8
7	44.7
8	46.8
9	36.1
10	32
11	29.8
12	29.8

There were 4 statements which got more than 50% out of 100%. They were statement number 1: I am nervous when talking, statement number 2: I feel tense when talking, statement number 3: I stumble over my words, and also statement number 4: I muddle my words. These are the factors which make the students of the Faculty of Language and Arts in Soegijapranata Catholic University become reticent.

Descriptive Statistics for Final Test

	N	Mean
final_nervous_talking	47	2,62
final_tense_talking	47	2,81
final_stumble_words	47	2,74
final_muddle_words	47	2,57
final_forget_to_say	47	2,49
final_lose_sight	47	2,49
final_disorganized	47	2,43
final_jumbled	47	2,43
final_wait_too_long	47	2,28
final_hesitate_too_long	47	2,28
final_unaware	47	2,23
final_unfamiliar	47	2,30
Valid N (listwise)	47	

4.2 The Reticence Factors the Students Have in Daily Activities

The following part discussed about the reticence factors that the students usually have in the daily activities. There were 11 statements related to the reticence that sometimes happened and caused the students to be unwilling to take part in Speaking classes.

4.2.1 Feeling Nervous When Talking

The first statement in the first part of the questionnaire is to find out whether the nervousness when talking is one of their reasons they feel reticent to take part in class in the daily activities.

Table 4.2.1 Feeling Nervous When Talking

	Frequency	%	Valid %	Cumulative %
Valid 1	7	14.9	14.9	14.9
2	13	27.7	27.7	42.6
3	23	48.9	48.9	91.5

4	4	8.5	8.5	100.0
Total	47	100.0	100.0	

The result showed that there were 7 students or 14.9% respondents who strongly agreed that they are nervous when talking in the class of Speaking for Group Interaction during the daily activities. There were 13 students or 27.7% respondents who disagreed that they are nervous to participate in classes. There were 23 students or 48.9% respondents who agreed that they feel nervous when they are in the class while the rest 4 students of 8.5% respondents strongly agreed that they are nervous while talking in the class.

Shortly, when it is calculated there are 57.4% respondents who agreed that nervousness when talking is one of the factors why reticence occurred. Meanwhile, 42.6% respondents disagreed with this statement and they considered that nervousness is not a factor that causes them to be reticent. It is clear that most respondents agreed that sometimes they feel nervous when talking during the daily activities while one third respondents disagreed about this statement. It clearly shows that nervousness is one of the factors why they do not want to participate in Speaking for Group Interaction's Class.

4.2.2 Feeling Tense When Talking

The second statement in the questionnaire is to find out whether feeling tense when talking is one of the factors why the students feel reticent in the class and they do not want to participate in oral activities during the daily activities.

Table 4.2.2 Feeling Tense When Talking

		Frequency	%	Valid %	Cumulative %
Valid	1	5	10.6	10.6	10.6
	2	21	44.7	44.7	55.3
	3	16	34.0	34.0	89.4
	4	5	10.6	10.6	100.0
	Total	47	100.0	100.0	

The result from the questionnaire showed that there are 5 students of 10.6 % respondents who strongly disagreed that they usually feel tense when talking. 21 out of 47 students or 44.7 % respondents disagreed that they feel tense at class. There are 16 students or 34 % respondents who agreed and 5 students or 10.6 % respondents who strongly agreed with this statement.

To sum up, there were 55.3 % respondents who did not think that feeling tense is one of the factors why they often feel reticent to take part in Speaking Class compared to the other 44.7 % respondents. Thus, feeling tense when talking cannot be said as one of the factors that cause reticence. It is clear that most respondents disagreed with the statement of feeling tense when talking. It can be concluded that feeling tense is not one of the factors that affect the students to be reticent. They might be tense in the beginning of the class but they will eventually get used to it and it is not an obstacle for them to be active in class.

4.2.3 Stumbling Over My Words

The third statement in the questionnaire is to figure out whether stumbling over the words is one of the factors why students are reticent to take part in Speaking for Group Interaction class in the daily activities.

Table 4.2.3 Stumbling Over My Words

	Frequency	%	Valid %	Cumulative %
Valid 1	3	6.4	6.4	6.4
2	18	38.3	38.3	44.7
3	24	51.1	51.1	95.7
4	2	4.3	4.3	100.0
Total	47	100.0	100.0	

There were 3 students or 6.4 % respondents who strongly disagreed that they sometimes stumble over their words and became reticent. 18 out of 47 students or 38.3 % respondents who disagreed about this statement. There were 24 students or 51.1 % respondents who agreed that they feel reticent because they stumble over their words while the other 2 students or 4.3 % respondents strongly agreed about the statement which said that they become reticent because they stumble over their words.

In other words, 44.7 % respondents disagreed that stumbling over their words can cause them to be reticent in class. In contrast, 55.3 % respondents believed that they usually stumble over their words and it is one of the factors why reticence occurred. It shows that more than half respondents agreed that they become reticent because they sometimes stumble over their words when they try to speak during the Speaking class. It can be exactly said that students sometimes experience stumbling over their words which can make them feel insecure and also inconfident to participate in the class and reticence happens.

4.2.4 Muddling with Words

The fourth statement in the questionnaire is to find out whether muddling with words is one of the factors why the students become reticent in Speaking Class in the daily activities.

Table 4.2.4 Muddling with Words

	Frequency	%	Valid %	Cumulative %
Valid 1	3	6.4	6.4	6.4
2	15	31.9	31.9	38.3
3	24	51.1	51.1	89.4
4	5	10.6	10.6	100.0
Total	47	100.0	100.0	

The result showed that there were 3 students or 6.4 % respondents who strongly disagreed and 15 students or 31.9 % respondents who disagreed that they sometimes muddle with their words which causes them to be reticent in class. Meanwhile, there were 24 students or 51.1 % respondents who agreed and 5 students or 10.6 % respondents who strongly agreed that muddling with words is one of the factors why the reticence happens.

Shortly, there were 38.3 % respondents who disagreed that they sometimes become reticent because they muddle with their words while 61.7 % respondents agreed that they become reticent to participate during the daily activities because they often muddle with their words. It might happen because they cannot get straight to the point to what they want to talk about. It causes them to be reticent and feel insecure to speak.

4.2.5 Losing Sight What I Want to Say When Talking

The fifth statement in the questionnaire is to figure out whether losing sight of what to say when talking is one of the factors why the reticence happens for the students of Faculty of Language and Arts in Soegijapranata Catholic University in the daily activities.

Table 4.2.5 Losing Sight What to Say When Talking

		Frequency	%	Valid %	Cumulative %
Valid	1	3	6.4	6.4	6.4
	2	17	36.2	36.2	42.6
	3	22	46.8	46.8	89.4
	4	5	10.6	10.6	100.0
	Total	47	100.0	100.0	

There were 3 students or 6.4 % respondents who strongly disagreed and 17 students or 36.2 % respondents who disagreed about the statement of losing sight what to say when talking is one of the reasons of reticence. Meanwhile, there were 22 students or 46.8 % respondents who agreed and 5 students or 10.6 % respondents who strongly agreed that they sometimes feel reticent in class because they lose sight of what to say when talking.

In brief, 42.6 % respondents did not think that losing sight of what to say when talking is one of the reasons why they feel reticent in Speaking for Group Interaction. In contrast, 57.4 % respondents thought that losing sight of what to say when talking is a factor that causes the students to be reticent in class. They might feel insecure when talking because they do not have ideas of what to say in front of other students.

4.2.6 Having Disorganized Thoughts

The sixth statement in the questionnaire is to figure out whether having disorganized thoughts is one of the factors that cause reticence in the daily activities for the students of the Faculty of Language and Arts in Soegijapranata Catholic University.

Table 4.2.6 Having Disorganized Thoughts

		Frequency	%	Valid %	Cumulative %
Valid	1	4	8.5	8.5	8.5
	2	17	36.2	36.2	44.7
	3	22	46.8	46.8	91.5
	4	4	8.5	8.5	100.0
	Total	47	100.0	100.0	

There were 4 students or 8.5 % respondents who strongly disagreed while the other 17 students or 36.2 % respondents who disagreed about the statement that having disorganized thoughts is one of the factors why they are sometimes reticent to take part in the class of Speaking for Group Interaction. Meanwhile, there were 22 students or 46.8 % respondents who agreed with this statement and the other 4 students strongly agreed that they become reticent because sometimes they have disorganized thoughts.

Shortly, there were 44.7 % respondents who disagreed that one factor causes reticence when talking in Speaking Class is having disorganized thoughts while there were 54.3 % respondents who agreed that having disorganized thoughts is a factor that can cause the students to be reticent in the class. It is clear that having disorganized thought is one of the factors that causes reticence. They might be unable to say what they want to say because they cannot manage what to say in sequence because of the disorganized thoughts.

4.2.7 Having Jumbled Thoughts

The seventh statement in the questionnaire is to find out whether having jumbled thoughts is one of the factors why the students become reticent in Speaking Class during the daily activities.

Table 4.2.7 Having Jumbled Thoughts

	Frequency	%	Valid %	Cumulative %
Valid 1	5	10.6	10.6	10.6
2	18	38.3	38.3	48.9
3	20	42.6	42.6	91.5
4	4	8.5	8.5	100.0
Total	47	100.0	100.0	

There were 5 students or 10.6% respondents who strongly disagreed about having jumbled thoughts can cause the reticence to happen. There were 18 students or 38.3% respondents who disagreed while there were 20 students or 42.6% respondents agreed about

this statement. The other 4 students or 8.5% respondents strongly agreed that having jumbled thoughts affects them to be reticent in class.

It can be said that 51.1% respondents agreed that a factor that causes reticence is having jumbled thoughts while the other 48.9% respondents did not think that having jumbled thoughts is one of the reasons why they become reticent in Speaking for Group Interaction class. Thus, having jumbled thoughts is a factor which causes the students to be reticent. The students might feel insecure to talk during the Speaking for Group Interaction class because they are afraid of saying the same thing all over again and not providing any new ideas.

4.2.8 Waiting too Long to Say What I Want to Say

The eighth statement in the questionnaire is to find out whether waiting too long to say what the students want to say is one of the factors that can cause them to have reticence in Speaking for Group Interaction class during the daily activities.

Table 4.2.8 Waiting too Long to Say What I Want to Say

	Frequency	%	Valid %	Cumulative %
Valid 1	5	10.6	10.6	10.6
2	25	53.2	53.2	63.8
3	13	27.7	27.7	91.5
4	4	8.5	8.5	100.0
Total	47	100.0	100.0	

There were 5 students or 10.6 respondents who strongly disagreed that waiting too long to say what they want to say is a factor that causes them to be reticent. There were 25 students or 53.2% respondents disagreed with the statement. Meanwhile, 13 students or 27.7% respondents agreed that they need more time to say what they really want to say and 4 students or 8.5% respondents strongly agree with the statement.

In other words, 63.8% respondents did not think that waiting too long to say what they want to say is a factor that makes them be reticent in Speaking for Group Interaction class although 36.2% respondents agreed with the statement. It is clear that waiting too long to say what they want to say is one of the factors that causes reticence. Some of the students might need more time to arrange what they have in mind and say what they want to say. In fact, most respondents did not consider waiting too long to say what they want as a factor causing reticence.

4.2.9 Hesitating too Long to Say What I Want to Say

The ninth statement in the questionnaire is to find out whether hesitating too long to say what the students want to say is one of the factors why the students feel reticent to participate in the class of Speaking for Group Interaction especially in their daily activities.

Table 4.2.9 Hesitating too Long to Say What I Want to Say

	Frequency	%	Valid %	Cumulative %
Valid 1	2	4.3	4.3	4.3
2	24	51.1	51.1	55.3
3	19	40.4	40.4	95.7
4	2	4.3	4.3	100.0
Total	47	100.0	100.0	

The result showed that there were 2 students or 4.3% respondents who strongly disagreed that hesitating too long to say what they want to say is a factor that can make them become reticent and unwilling to take part in the class of Speaking for Group Interaction. There were 24 students or 51.1% respondents who disagreed with the statement. Furthermore, there were 19 students or 40.4% respondents who agreed and the other 2 students or 4.3% respondents strongly agreed with the statement.

Shortly, there were 55.4% respondents who disagreed that hesitating too long to say what the students want to say is one of the factors that causes reticence to participate in the class of Speaking for Group Interaction while the other 44.7% respondents agreed with the

statement. It clearly shows that the students become reticence is not caused by hesitating too long to say what they really want. They might be reticent in class because they are not sure whether their choices of words are true, thus, they prefer being reticent to making mistakes.

4.2.10 Being Unaware of What to Say

The tenth statement in the questionnaire is to figure out whether being unaware of what to say is one of the factors that makes the students to be reticent in speaking in the class of Speaking for Group Interaction, especially in their daily activities.

Table 4.2.10 Being Unaware of What to Say

	Frequency	%	Valid %	Cumulative %
Valid 1	7	14.9	14.9	14.9
2	25	53.2	53.2	68.1
3	12	25.5	25.5	93.6
4	3	6.4	6.4	100.0
Total	47	100.0	100.0	

There were 7 students or 14.9 % respondents who strongly disagreed that being unaware of what to say is one of the factors why they become reticent to speak during the daily activities. 25 out of 47 students or 53.2 % respondents disagreed with the statement. Meanwhile, there were 12 students or 25.5 % respondents who agreed with the statement mentioned previously. The other 3 students or 6.4 % respondents strongly agreed that being unaware of what to say can cause reticence.

In other words, there were 31.9 % respondents who agreed with the statement while the other 68.1 % respondents who disagreed that being unaware of what to say is one of the factors that can cause reticence. It clearly shows that most respondents did not consider being unaware of what to say is a factor causing reticence.

4.2.11 Being Unfamiliar with What to Say

The eleventh statement in the questionnaire is to check whether being unfamiliar with what to say is one of the factors that can cause reticence especially the students in the Faculty of Language and Arts in Soegijapranata Catholic University in the class of Speaking for Group Interaction during the daily activities.

Table 4.2.11 Being Unfamiliar with What to Say

	Frequency	%	Valid %	Cumulative %
Valid 1	4	8.5	8.5	8.5
2	27	57.4	57.4	66.0
3	14	29.8	29.8	95.7
4	2	4.3	4.3	100.0
Total	47	100.0	100.0	

The result showed that there were 4 students or 8.5% respondents who strongly disagreed and there were 27 students or 57.4% respondents who disagreed that being unfamiliar with what to say is one of the factors causing the students to be reticent. In contrast, there were 14 students or 29.8% respondents who agreed about the statement and the other 2 students or 4.3% respondents who strongly agreed with the statement.

Shortly, there were 65.9% respondents who disagreed with the statement of being unfamiliar with what to say is a factor which can cause them to be reticent in class. In contrast, there were 34.1% respondents who agreed that being unfamiliar with what to say is a factor of reticence. It clearly shows that most respondents did not think that being unfamiliar with what to say is a factor that can cause them to be unwilling to take part in the class of Speaking of Group Interaction.

4.3 The Reticence Factors the Students Have during Mid-Test

The second part of the questionnaire is about the reticence factors that the students have during the mid test, whether they feel more pressured, stressful and also tense compared

to their activities when they do not have mid-test. There were 11 statements and the writer wanted to figure out the factors why they feel reticent in Speaking for Group Interaction class during the mis-test.

4.3.1 Feeling Nervous When Talking

The first statement in the second part of the questionnaire is to find out whether feeling nervous when talking is one of the factors why the students of the Faculty of Language and Arts in Soegijapranata Catholic University become reticent during the mid-test.

Table 4.2.1 Feeling Nervous When Talking

	Frequency	%	Valid %	Cumulative %
Valid 1	3	6.4	6.4	6.4
2	17	36.2	36.2	42.6
3	22	46.8	46.8	89.4
4	5	10.6	10.6	100.0
Total	47	100.0	100.0	

The result showed that there were 3 students or 6.4 % respondents who strongly disagreed that sometimes feeling nervous when talking is one of the factors why the students become reticent and unwilling to participate in the class of Speaking for Group Interaction during the mid-test. There were 17 students or 36.2 % respondents who disagreed with the statement. Meanwhile, there were 22 students or 46.8 % respondents agreed about the statement and the other 5 students or 10.6 respondents who strongly agreed that sometimes they feel nervous when talking which causes them to be reticent and insecure to talk in the class of Speaking for Group Interaction during the mid-test.

In other words, there were 42.6 % respondents who disagreed with the statement of feeling nervous when talking is a factor of reticence for the students to participate in class during the mid-test. In contrast, there were 57.4 % respondents who agreed about the

statement. It clearly shows that most students thought that they sometimes become reticent because they often feel nervous during the mid-test. Thus, they prefer not participating to making mistakes.

4.3.2 Feeling Tense When Talking

The second statement in the second part of the questionnaire is to figure out whether feeling tense when talking is a factor of reticence that the students of the Faculty of Language and Arts in Soegijapranata Catholic University sometimes feel in class in the mid-test activity.

Table 4.2.2 Feeling Tense When Talking

	Frequency	%	Valid %	Cumulative %
Valid 1	2	4.3	4.3	4.3
2	12	25.5	25.5	29.8
3	26	55.3	55.3	85.1
4	7	14.9	14.9	100.0
Total	47	100.0	100.0	

The results showed that there were 2 students or 4.3% of the respondents who strongly disagreed about the statement. 12 students out of 47 students or 25.5 % of the respondents disagreed that feeling tense when talking is a factor that causes reticence during the mid test. There were 26 students or 55.3 % respondents who agreed that reticence usually occurs because they sometimes feel tense when talking while the other 7 students or 14.9 % of the respondents strongly agreed with the statement.

In brief, there were 29.8 % respondents disagreed that feeling tense when talking causes reticence in class during the mid test. In contrast, there were 70.2 % respondents agreed that reticence happens during the mid test because they feel tense when talking. It might happen because they are too afraid of making mistakes and getting low score. Thus, they prefer not talking to avoid making mistakes.

4.3.3 Stumbling Over My Words

The third statement in the second part of the questionnaire is to find out whether stumbling over the words is one of the factors that causes the students of the Faculty of Language of Arts in Soegijapranata Catholic University Semarang to be reticent in class especially during the mid-test.

Table 4.2.3 Stumbling Over My Words

	Frequency	%	Valid %	Cumulative %
Valid 1	4	8.5	8.5	8.5
2	13	27.7	27.7	36.2
3	25	53.2	53.2	89.4
4	5	10.6	10.6	100.0
Total	47	100.0	100.0	

There were 4 students or 8.5 % respondents who strongly disagreed that they sometimes stumble over their words and feel reticent to participate in class during the mid-test. There were 13 students or 27.7 % respondents who disagreed about the statement. The other 25 students or 53.2 % respondents agreed with the statement and 5 students or 10.6 % respondents strongly agreed that stumbling over their words is one of the factors why they become reticent in the class of Speaking for Group Interaction during the mid-test.

Shortly, there were 36.2 % respondents who disagreed that they become reticent in class because they sometimes stumble over their words. Meanwhile, there were 63.8 % respondents who agreed that stumbling over their words is one of the reasons why the reticence happens in the class of Speaking for Group Interaction. It is clear that more than half respondents believed that stumbling over their words is a factor that causes reticence. Thus, they become reticent to speak in the class because they cannot find the right word to say.

4.3.4 Forgetting What I Want to Say When Talking

The fourth statement in the second part of the questionnaire is to figure out whether forgetting what the students want to say when talking is a factor that causes the students of Faculty of Language and Arts to be reticent and unwilling to speak in Speaking for Group Interaction class during the mid-test.

Table 4.2.4 Forgetting What I Want to Say When Talking

	Frequency	%	Valid %	Cumulative %
Valid 1	2	4.3	4.3	4.3
2	18	38.3	38.3	42.6
3	23	48.9	48.9	91.5
4	4	8.5	8.5	100.0
Total	47	100.0	100.0	

The result showed that there were 2 students or 4.3 % respondents who strongly disagreed that the students want to say when talking is one of the factors that causes them to be reticent. There were 18 students or 38.3 % respondents who disagreed with the statement. Meanwhile, there were 23 students or 48.9 % respondents agreed that one of their reasons to be reticent in the class especially during the mid-test is forgetting what they want to say when talking. The other 4 students or 8.5 % respondents strongly agreed about the statement.

In other words, there were 42.6 % respondents who disagreed that one of the factors that causes them to be reticent is forgetting what the students want to say when talking. In contrast, 57.4 % respondents agreed that sometimes they become reticent in class during the final test because they often forget what they want to say when talking. It is clear that forgetting what the students want to say is a factor causes reticence. When the students feel nervous, they might forget what they have arranged in mind and they do not remember what they really want to say.

4.3.5 Losing Sight What I Want to Say When Talking

The fifth statement in the second part of the questionnaire is to find out whether losing sight what they want to say when talking in class is considered as a factor that causes reticence for the students of the Faculty of Language and Arts in Soegijapranata Catholic University Semarang in taking part during the mid-test.

Table 4.2.5 Losing Sight What I Want to Say When Talking

	Frequency	%	Valid %	Cumulative %
Valid 1	2	4.3	4.3	4.3
2	21	44.7	44.7	48.9
3	21	44.7	44.7	93.6
4	3	6.4	6.4	100.0
Total	47	100.0	100.0	

There were 2 students or 4.3 % respondents who strongly disagreed that losing sight what the students want to say when talking is one of the factors that can cause reticence for the students of the Faculty of Language and Arts in Soegijapranata Catholic University to participate during the mid-test. There were 21 students or 44.7 % respondents disagreed and another 21 students or 44.7 % respondents agreed with the statement. The other 3 students or 6.4 % respondents strongly agreed that losing sight what the students want to say when talking is a factor that causes reticence.

In other words, there were 49 % respondents who disagreed that a factor that causes reticence is losing sight what they want to say when talking while there were 51 % respondents who agreed that they sometimes feel reticent to participate in class during the mid-test because they often lose sight of what they want to say when talking. Thus, when they cannot say what is on their mind, they prefer not talking instead of trying to remember.

4.3.6 Having Disorganized Thoughts

The sixth statement in the second part of the questionnaire is to figure out whether the students of the Faculty of Language and Arts in Soegijapranata Catholic University Semarang become reticent because they sometimes experience having disorganized thoughts during the mid-test.

Table 4.2.6 Having Disorganized Thoughts

	Frequency	%	Valid %	Cumulative %
Valid 1	3	6.4	6.4	6.4
2	20	42.6	42.6	48.9
3	23	48.9	48.9	97.9
4	1	2.1	2.1	100.0
Total	47	100.0	100.0	

The result showed that there were 3 students or 6.4 % respondents who strongly disagreed that having disorganized thoughts is one of the factors that causes them to be reticent and unwilling to participate. There were 20 students or 42.6 % respondents disagreed that reticence is caused by having disorganized thoughts. There were 23 students or 48.9 % respondents who agreed and considered having disorganized thoughts as a factor that causes reticence. The other 1 student or 2.1 % respondents strongly agreed with the statement.

Shortly, there were 49 % respondents who disagreed that having disorganized thoughts is one of the factors why the students tend to be inactive and reticent in class during the mid-test while there were 51 % respondents who considered having disorganized thoughts as one of the factors why they prefer being reticent in class especially during the mid-test. It can be concluded that having disorganized thoughts is one of the factors why the students of the Faculty of Language and Arts tend to be reticent and unwilling to participate. It might be hard for them to pick which idea comes first and which idea comes along with.

4.3.7 Having Jumbled Thoughts

The seventh statement in the second part of the questionnaire is to find out whether having jumbled thoughts is one of the factors that causes reticence for the students of of the Faculty of Language and Arts in Soegijapranata Catholic University Semarang to be unwilling to take part in Speaking for Group Interaction class during the mid-test.

Table 4.2.7 Having Jumbled Thoughts

		Frequency	%	Valid %	Cumulative %
Valid	1	3	6.4	6.4	6.4
	2	20	42.6	42.6	48.9
	3	22	46.8	46.8	95.7
	4	2	4.3	4.3	100.0
	Total	47	100.0	100.0	

There were 3 students or 6.4 % respondents who strongly disagreed with the statement of having jumbled thoughts as one of the factors of reticence. There were 20 students or 42.6 % respondents who disagreed with the statement. Meanwhile, there were 22 students or 46.8 % respondents who agreed that having jumbled thoughts is a factor why the students become reticent in Speaking for Group Interaction during the mid-test while the other 2 students or 4.3 % respondents strongly agreed with the statement.

Shortly, there were 49 % respondents who did not think that the students are reticent because they sometimes have jumbled thoughts. In contrast, 51 % respondents believed that reticence occurs during the mid-test because the students often have jumbled thoughts. It can be clearly said that a factor causes reticence is having jumbled thoughts. The students might find it difficult to say what they want to say in a sequence. Thus, instead of speaking in the class they prefer being reticent.

4.3.8 Waiting too Long to Say What I Want to Say

The eighth statement in the second part of the questionnaire is to find out whether waiting too long to say what the students want to say is a factor that can cause reticence for them in participating in the class of Speaking for Group Interaction during the mid-test.

Table 4.2.8 Waiting too Long to Say What I Want to Say

	Frequency	%	Valid %	Cumulative %
Valid 1	3	6.4	6.4	6.4
2	23	48.9	48.9	55.3
3	19	40.4	40.4	95.7
4	2	4.3	4.3	100.0
Total	47	100.0	100.0	

There were 3 students or 6.4 % respondents who strongly disagreed that waiting too long to say what the students want to say is one of the reasons why reticence happens for the students of the Faculty of Language and Arts in Soegijapranata Catholic University. There were 23 students or 48.9 % respondents who disagreed with the statement. Meanwhile, there were 19 students or 40.4 % respondents who agreed that reticence happens when they wait too long to say what they want to say while the other 2 respondents or 4.3 % respondents strongly agreed that waiting too long to say is one of the factors that causes reticence.

In other words, there were 55.3 % respondents who did not consider that waiting too long to say what they want to say is a factor that causes reticence to occur while the other 44.7 % respondents agreed that reticence can happen when they wait too long to say what is on their mind. It is clear that waiting too long to say what they want to say is not a factor which can cause reticence in the class of Speaking for Group Interaction during the mid-test.

4.3.9 Hesitating too Long to Say What I Want to Say

The ninth statement in the second part of the questionnaire is to figure out whether hesitating too long to say what the students want to say is one of the factors which causes

reticence for the students to be unwilling in participating in the class of Speaking for Group Interaction during the mid-test.

Table 4.2.9 Hesitating too Long to Say What I Want to Say

	Frequency	%	Valid %	Cumulative %
Valid 1	2	4.3	4.3	4.3
2	28	59.6	59.6	63.8
3	14	29.8	29.8	93.6
4	3	6.4	6.4	100.0
Total	47	100.0	100.0	

The result showed that there were 2 students or 4.3 % respondents who strongly disagreed that hesitating too long to say what the students want to say is a factor of reticence. There were 28 students or 59.6 % respondents who disagreed with the statement too. Meanwhile, there were 14 students or 29.8 % respondents agreed that a factor that can cause reticence is hesitating too long to say what the students want to say while the other 3 students or 6.4 % respondents strongly agreed about the statement.

Shortly, there were 63.9 % respondents disagreed that hesitating too long to say what they want to say is a factor that can cause reticence. In contrast, 36.1 % respondents considered that sometimes reticence occurs when the students feel hesitate too long to say what they want to say in the class of Speaking for Group Interaction during the mid-test. Thus, it can be concluded that when the students are reticent in the class during the mid-test is not caused by being hesitated too long to say what they want to say.

4.3.10 Being Unaware of What to Say

The tenth statement in the second part of the questionnaire is to find out whether being unaware of what to say is one of the factors why the students sometimes become reticent in the class of Speaking for Group Interaction during the mid-test.

Table 4.2.10 Being Unaware of What to Say

	Frequency	%	Valid %	Cumulative %
Valid 1	8	17.0	17.0	17.0
2	22	46.8	46.8	63.8
3	16	34.0	34.0	97.9
4	1	2.1	2.1	100.0
Total	47	100.0	100.0	

There were 8 students or 17 % respondents who strongly disagreed that one of the factors that can cause the students to be reticent is by being unaware of what to say. There were 22 students or 46.8 % respondents agreed with the statement mentioned before. Meanwhile, there were 16 students or 34 % respondents who considered that being unaware of what to say is one of the factors that makes them to be reticent in the class during the mid-test while the other 1 respondent strongly agreed with the statement.

In other words, 63.8 % respondents did not think that one of the factors of reticence is being unaware of what to say although the other 36.2 % respondents agreed. It can be concluded that more than half respondents feel reticent in the class of Speaking for Group Interaction during the mid-test not because of being unaware of what to say. It might be because they are still in the beginning of the semester and they are insecure and shy to make mistakes in front of their classmates.

4.3.11 Being Unfamiliar with What to Say

The eleventh statement of the second part of the questionnaire is to find out whether being unfamiliar with what to say is one of the reasons why the students become reticent to take part in the class of Speaking for Group Interaction during the mid-test.

Table 4.2.11 Being Unfamiliar with What to Say

	Frequency	%	Valid %	Cumulative %
Valid 1	1	2.1	2.1	2.1
2	27	57.4	57.4	59.6
3	15	31.9	31.9	91.5
4	4	8.5	8.5	100.0
Total	47	100.0	100.0	

The writer found that there was a respondent who strongly disagreed that being unfamiliar with what to say is one of the factors why the students of the Faculty of Language and Arts become reticent. There were 27 students or 57.4 % respondents who disagreed with this statement too. On the other hand, there were 15 students or 31.9 % respondents who agreed that a factor that can cause the students to be reticent in the class during the mid-test is being unfamiliar with what to say while the other 4 students or 8.5 % respondents strongly agreed with the statement.

In other words, 59.5 % respondents did not think that being unfamiliar with what to say can cause reticence for the students of the Faculty of Language and Arts during the mid-test while the other 40.5 % respondents thought otherwise. It can be concluded that more than half respondents did not feel reticent to participate in Speaking for Group Interaction class because they are unfamiliar with what to say.

4.4 The Reticence Factors the Students Have during Final Test

The third part of the questionnaire is about the factors of reticence that the students of the Faculty of Language and Arts have during the final test, whether they feel more pressured or just ordinary. There were 12 statements in the third part of the questionnaire and the writer wanted to figure out the factors which can cause the students to be reticent.

4.4.1 Feeling Nervous When Talking

The first statement in the third part of the questionnaire is to figure out whether feeling nervous when talking is one of the factors that causes reticence for the students of the Faculty of Language and Arts to speak up during the final test.

Table 4.3.1 Feeling Nervous When Talking

	Frequency	%	Valid %	Cumulative %
Valid 1	4	8.5	8.5	8.5
2	14	29.8	29.8	38.3
3	25	53.2	53.2	91.5
4	4	8.5	8.5	100.0
Total	47	100.0	100.0	

The writer found that there were 4 students or 8.5 % respondents who strongly disagreed that feeling nervous when talking is one of the factors that can cause the students of the Faculty of Language and Arts to be reticent and unwilling to participate in the class of Speaking for Group Interaction during the final test. There were 14 students or 29.8 % respondents disagreed with the statement too. Meanwhile, there were 25 students or 53.2 % respondents who agreed that a factor that causes the students to be reticent is feeling nervous when talking and the other 4 students or 8.5 % respondents thought the same.

In other words, there were 38.3 % respondents who considered that feeling nervous when talking is not one of the factors why the students often feel reticent during the final test. In contrast, there were 61.3 % respondents agreed that sometimes they feel reticent in the class of Speaking for Group Interaction during the final test because they feel nervous when talking. It is clear that feeling nervous when talking is one of the factors why they become reticent in class and unwilling to participate during the final test.

4.4.2 Feeling Tense When Talking

The second statement in the third part of the questionnaire is to check whether feeling tense when talking can be said as one of the factors that causes the students of the Faculty of

Language and Arts in Soegijapranata Catholic University to be reticent and unwilling to participate in the final test.

Table 4.3.2 Feeling Tense When Talking

	Frequency	%	Valid %	Cumulative %
Valid 1	2	4.3	4.3	4.3
2	10	21.3	21.3	25.5
3	30	63.8	63.8	89.4
4	5	10.6	10.6	100.0
Total	47	100.0	100.0	

The writer found that there were 2 students or 4.3 % respondents who strongly disagreed that feeling tense when talking is one of the factors why the students feel reticent to speak during the final test and 10 students or 21.3 % respondents disagreed with the statement too. There were 30 students or 63.8 % respondents agreed that one of the reasons why the students of the Faculty of Language and Arts of Soegijapranata Catholic University feel reticent is feeling tense when talking. The other 5 students or 10.6 % respondents strongly agreed with the statement too.

It can be said that there were 25.6 % respondents who disagreed that one of the factors that causes reticence is feeling tense when talking while there were 74.4 % respondents who agreed that most of the students feel reticent to take part in the class of Speaking for Group Interaction because they feel tense when talking during the final test. It can be clearly assumed that most respondents agreed that they sometimes feel tense when talking and it makes them reticent to participate in the class during the final test.

4.4.3 Stumbling over My Words

The third statement in the third part of the questionnaire is to figure out whether stumbling over the words is one of the factors why the students of the Faculty of Language and Arts in Soegijapranata Catholic University become reticent during the final test.

Table 4.3.3 Stumbling Over My Words

		Frequency	%	Valid %	Cumulative %
Valid	1	2	4.3	4.3	4.3
	2	14	29.8	29.8	34.0
	3	25	53.2	53.2	87.2
	4	6	12.8	12.8	100.0
	Total	47	100.0	100.0	

There were 2 students or 4.3 % respondents who strongly disagreed that one of the factors that can cause the students of the Faculty of Language and Arts to be reticent is stumbling over their words. There were 14 students or 29.8 % respondents who disagreed with this statement. Meanwhile, there were 25 students or 53.2 % respondents who agreed that the factor why the students feel reticent to take part in the class during the final test is stumbling over their words while the other 6 students or 12.8 % respondents strongly agreed with the statement.

In other words, there were 34.1 % respondents did not think that stumbling over their words is one of the reasons why reticence happens while the rest 66 % respondents considered that a factor that sometimes causes them to be reticent is stumbling over their words. Thus, when they stumble over their words they will be unable to arrange good sentences and they often make mistakes. When it happens, they will be more insecure and inconfident to speak in the class during the final test.

4.4.4 Muddling My Words

The fourth statement in the third part of the questionnaire is to figure out whether mudding the words is one of the factors why the students of the Faculty of Language and Arts in Soegijapranata Catholic University Semarang become reticent in participating in the class during the final test.

Table 4.3.4 Muddling My Words

	Frequency	%	Valid %	Cumulative %
Valid 1	4	8.5	8.5	8.5
2	16	34.0	34.0	42.6
3	23	48.9	48.9	91.5
4	4	8.5	8.5	100.0
Total	47	100.0	100.0	

There were 4 students or 8.5% respondents who strongly disagreed that muddling their words is one of the factors why the students feel reticent to take part in the class of Speaking for Group Interaction during the final test. There were 16 students or 34% respondents agreed with the statement. Meanwhile, there were 23 students or 48.9% respondents who considered that one of the factors why the students are unwilling to participate in the class is muddling their words while the other 4 students or 8.5% respondents strongly agreed with the statement.

In other words, there were 42.5 % respondents who did not think that muddling their words as one of the factors why the students of the Faculty of Language and Arts become reticent while the other 57.5 % respondents thought that they sometimes become reticent in class because they often muddle with their own words. It is clear that muddling with their words is one of the factors why the reticence happens. They might be reticent in class because they cannot find the right words to put into words.

4.4.5 Forgetting What I Want to Say When Talking

The fifth statement in the third part of the questionnaire is to find out whether forgetting what the students want to say when talking is one of the factors why the students become reticent in taking part in the class of Speaking for Group Interaction during the final test.

Table 4.3.5 Forgetting What I Want to Say When Talking

		Frequency	%	Valid %	Cumulative %
Valid	1	2	4.3	4.3	4.3
	2	23	48.9	48.9	53.2
	3	19	40.4	40.4	93.6
	4	3	6.4	6.4	100.0
	Total	47	100.0	100.0	

There were 2 students or 4.3 % respondents who strongly disagreed that a factor that causes reticence is forgetting what the students want to say when talking. There were 23 students or 48.9 % respondents who also disagreed with the statement. Meanwhile, there were 19 students or 40.4 % respondents who agreed that reticence is caused by forgetting what the students want to say when talking and the other 3 students or 6.4 % respondents strongly agreed with the statement.

Shortly, there were 53.2 % respondents who disagreed that forgetting what the students want to say when talking as one of the factors why the students become reticent while the other 46.8 % respondents thought otherwise. It is clear that more than half respondents did not think that forgetting what they want to say is a factor that causes reticence in the class of Speaking for Group Interaction during the final test.

4.4.6 Losing Sight of What I Want to Say When Talking

The sixth statement in the third part of the questionnaire is to find out whether losing sight of what the students want to say when talking is one of the factors that can cause the students to be reticent and unwilling to take part in the class of Speaking for Group Interaction during the final test.

Table 4.3.6 Losing Sight of What I Want to Say When Talking

	Frequency	%	Valid %	Cumulative %
Valid 1	2	4.3	4.3	4.3
2	23	48.9	48.9	53.2
3	19	40.4	40.4	93.6
4	3	6.4	6.4	100.0
Total	47	100.0	100.0	

The writer found that there were 2 students or 4.3 % respondents who strongly disagreed that one of the factors that cause reticence is losing sight of what the students want to say when talking. There were 23 students or 48.9 % respondents who also disagreed with the statement. In contrast, there were 19 students or 40.4 % respondents who agreed that losing sight of what the students want to say when talking is a factor causes the students to be reticent. The other 3 students or 6.4 % respondents strongly agreed with the statement.

In brief, there were 53.2 % respondents who did not think that losing sight of what the students want to say when talking is one of the factors that make the students of the Faculty of Language and Arts to be reticent and unwilling to participate during the final test although the other 46.8 % respondents agreed with the statement as a factor which makes them reticent. It can be said that more than half respondents did not think a factor that causes reticence during the final test is losing sight of what the students want to say when talking.

4.4.7 Having Disorganized Thoughts

The seventh statement in the third part of the questionnaire is to check whether having disorganized thoughts is one of the factors that causes the students of the Faculty of Language and Arts in Soegijapranata Catholic University become reticent during the final test.

Table 4.3.7 Having Disorganized Thoughts

	Frequency	%	Valid %	Cumulative %
Valid 1	3	6.4	6.4	6.4
2	23	48.9	48.9	55.3
3	19	40.4	40.4	95.7
4	2	4.3	4.3	100.0
Total	47	100.0	100.0	

The result showed that there were 3 students or 6.4 % respondents who strongly disagreed that reticence occurs because the students have disorganized thoughts. There were 23 students or 48.9 % respondents who disagreed with the statement too. In contrast, there were 19 students or 40.4 % respondents thought that one of the factors that causes the students to be reticent is having disorganized thoughts while the other 2 students or 4.3 % respondents strongly agreed with the statement.

Shortly, there were 55.3% respondents who disagreed that one of the factors that causes the students to be reticent in the class of Speaking for Group Interaction is having disorganized thoughts. In contrast, 44.7% respondents thought that it is true that having disorganized thought is a factor causes reticence. It is clear that having disorganized thoughts is not one of the factor why the students become reticent to take part in the class during the final test.

4.4.8 Having Jumbled Thoughts

The eighth statement in the third part of the questionnaire is to find out whether having jumbled thoughts is one of the factors that can make the students of the Faculty of Language and Arts become reticent to participate during the final test.

Table 4.3.8 Having Jumbled Thoughts

	Frequency	%	Valid %	Cumulative %
Valid 1	5	10.6	10.6	10.6
2	20	42.6	42.6	53.2
3	19	40.4	40.4	93.6
4	3	6.4	6.4	100.0
Total	47	100.0	100.0	

There were 5 students or 10.6 % respondents who strongly disagreed with the statement of having jumbled thoughts as one of the factors that causes reticence. There were 20 students or 42.6 % respondents who disagreed with this statement too. Meanwhile, 19 out of 47 students or 40.4 % respondents considered that having jumbled thoughts as one of the factors that causes the students to be reticent and unwilling to participate in the class of Speaking for Group Interaction during the final test. The other 3 students or 6.4 % respondents strongly agreed with this statement as one of the factors that causes reticence.

In other words, there were 53.2 % respondents who did not think that one of the causes why the students of the Faculty of Language and Arts become reticent is having jumbled thoughts while there were 46.8 % respondents thought that the students become reticent during the final test because they often have jumbled thoughts. It is clear that more than half respondents did not agree that they become reticent during the final test because they have jumbled thoughts. Probably they might have experienced having jumbled thoughts but it does not affect them to be reticent in the class.

4.4.9 Waiting Too Long to Say What I Want to Say

The ninth statement in the third part of the questionnaire is to figure out whether waiting too long to say what the students want to say is a factor which can make the students become reticent and unwilling to participate in the class of Speaking for Group Interaction during the final test.

Table 4.3.9 Waiting Too Long to Say What I Want to Say

	Frequency	%	Valid %	Cumulative %
Valid 1	5	10.6	10.6	10.6
2	25	53.2	53.2	63.8
3	16	34.0	34.0	97.9
4	1	2.1	2.1	100.0
Total	47	100.0	100.0	

The writer found that there 5 students or 10.6 % respondents who strongly disagreed that reticence occurs when they wait too long to say what the students want to say. There were 25 students or 53.2 % respondents who disagreed with this statement too. Meanwhile, there were 16 students or 34 % respondents who agreed that they sometimes feel reticent because they have to wait too long to say what they want to say while the other respondent or 2.1 % respondent strongly agreed with the statement.

It can be said that 63.8 % respondents did not think that waiting too long to say what they want to say is one of the factors that can cause reticence for the students in the class of Speaking for Group Interaction during the final test while the other 36.2 % respondents thought otherwise. It is clear that waiting too long to say what they want to say is not a factor that causes them to be reticent in the final test.

4.4.10 Hesitating Too Long to Say What I Want to Say

The tenth statement in the third part of the questionnaire is to figure out whether hesitating too long to say what the students want to say is one of the factors why the students of the Faculty of Language and Arts in Soegijapranata Catholic University become reticent and also unwilling to participate in the class of Speaking for Group Interaction during the final test.

Table 4.3.10 Hesitating Too Long to Say What I Want to Say

		Frequency	%	Valid %	Cumulative %
Valid	1	4	8.5	8.5	8.5
	2	28	59.6	59.6	68.1
	3	13	27.7	27.7	95.7
	4	2	4.3	4.3	100.0
	Total	47	100.0	100.0	

There were 4 students or 8.5 % respondents who strongly disagreed that hesitating too long to say what the students want to say is one of the factors that causes the students to be reticent and unwilling to participate in the class of Speaking for Group Interaction during the final test. There were 28 students or 59.6 % respondents who disagreed with the statement too. Meanwhile, there were 13 students or 27.7 % respondents who agreed that reticence occurs when the students feel hesitate too long to say what they want to say and the other 2 students or 4.3 % respondents strongly agreed with this statement.

In other words, there were 68 % respondents who did not consider hesitating too long to say what the students want to say as one of the factors that can cause reticence during the final test. Meanwhile there were 32 % respondents agreed that reticence happens when the students feel hesitate too long to say what they want to say. It is clear that most respondents did not think that a factor causes reticence is hesitating too long to say what they want to say. They might have felt hesitate but it does not affect them to be reticent in the class.

4.4.11 Being Unaware of What to Say

The eleventh statement in the third part of the questionnaire is to find out whether being unaware of what to say is one of the factors why the students of the Faculty of Language and Arts in Soegijapranata Catholic University tend to be reticent and unwilling to take part in the class of Speaking for Group Interaction in the final test.

Table 4.3.11 Being Unaware of What to Say

		Frequency	%	Valid %	Cumulative %
Valid	1	6	12.8	12.8	12.8
	2	27	57.4	57.4	70.2
	3	11	23.4	23.4	93.6
	4	3	6.4	6.4	100.0
	Total	47	100.0	100.0	

There were 6 students or 12.8 % respondents who strongly disagreed that being unaware of what to say is one of the factors why the students become reticent. There were 27 students or 57.4 % respondents who disagreed with the statement. Meanwhile, there were 11 students or 23.4 % respondents who considered that being unaware of what to say is one of the factors that make the students become reticent while the other 3 students or 6.4 respondents strongly agreed with the statement too.

In short, there were 70 % respondents who thought that being unaware of what to say is not one of the factors that cause them to be reticent while the other 30 % respondents considered being unaware of what to say as one of the factors that makes them reticent in the class of Speaking for Group Interaction during the final test. It is clear that being unaware of what to say is not considered as one of the factors of reticence.

4.4.12 Being Unfamiliar With What to Say

The twelfth statement in the third part of the questionnaire is to figure out whether being unfamiliar with what to say is a factor of reticence that the students of the Faculty of Language and Arts in Soegijapranata Catholic University have during the final test.

Table 4.3.12 Being Unfamiliar with What to Say

		Frequency	%	Valid %	Cumulative %
Valid	1	3	6.4	6.4	6.4
	2	30	63.8	63.8	70.2
	3	11	23.4	23.4	93.6
	4	3	6.4	6.4	100.0

Total	47	100.0	100.0
-------	----	-------	-------

The writer found that there were 3 students or 6.4 % respondents who thought that being unfamiliar with what to say is not one of the factors that can cause the students to be reticent to participate in the class during the final test. There were 30 students or 63.8 % respondents who also disagreed with this statement. In contrast, there were 11 students or 23.4 % respondents who agreed that one of the factors that causes the students to be reticent in the class is being unfamiliar with what to say. The other 3 students or 6.4 % respondents strongly agreed with the statement saying that being unfamiliar with what to say is a factor causes reticence.

Shortly, there were 70 % respondents who thought that being unfamiliar with what to say is not a factor that affects the students to be reticent and unwilling to take part in Speaking class although 30 % respondents thought otherwise. It can be concluded that being unfamiliar with what to say is not one of the factors that make the students of the Faculty of Language and Arts in Soegijapranata Catholic University to be reticent.

