

CHAPTER 5

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

In this chapter, the writer wants to present the conclusion of the analysis which has been obtained from the questionnaire. There were three parts of the questionnaire that the writer used, the first part has 11 statements, the second part has 11 statements, and also the third part has 12 statements. The data showed that during the daily activities, the students feel reticent to take part because they are nervous when talking, they stumble over their words, they muddle their words, they lose sight of what they want to say when talking, their thoughts are disorganized and also jumbled. Meanwhile, the second part of the questionnaire showed that the students feel reticent in the class of Speaking for Group Interaction during the mid-test because they are nervous, they feel tense when talking, they stumble over their words, they forget what they want to say, they lose sight of what they want to say, their thoughts are disorganized and also their thoughts are jumbled.

Furthermore, the third part of the questionnaire showed that there were 4 factors which cause the students feel reticent to be active in the class of Speaking for Group Interaction during the final test. They believe that they become reticent because they are nervous, they feel tense, they often stumble over their words, and also they muddle their words. These become the obstacles for the students of the Faculty of Language and Arts which cause them to be reticent and unwilling to be active in the class of Speaking for Group Interaction.

From three different parts of assessments: daily activities, mid-test, and also final test, the similarities were statement number 1: they feel nervous when talking, they often stumble over their words, and also they muddle their words. These were the main factors why they feel reticent and unwilling to participate in the class of Speaking for Group Interaction.

It can be concluded that different activities, such as daily activities, mid-test and also final test will have different factors of reticence. It affects the students to have willingness in speaking English. It proves what Riasati (2014) said about different class type and also atmosphere will affect the students in speaking and participating in the class of Speaking for Group Interaction in Soegijapranata Catholic University.

5.2 Suggestions

No research is perfect. The writer realized that the limitation of this study becomes the weakness of this study. Thus, the writer hopes that the next researchers can change the method of data analysis to be open-ended questionnaire and also interview to make the result becomes varied. Moreover, the next researchers can also add more respondents so that the readers will know exactly what makes them reticent in the class that uses English as the language.

