CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents: (1) conclusions, and (2) suggestions

In this chapter, all of the results from finding had been concluded. I also presented the suggestions that were expected to be useful for lecturers, students, and other researchers.

5.1. Conclusion

Based on the result of data analysis by using thematic analysis, I found that there were some causes that caused student reticent in speaking and lecturer strategies to cope students' reticence found by other researchers too. First, there were fivecauses students' reticence they were; 1) lack of language competence, in this case the lack of ability was due to their lack of grammar mastery and lack of vocabulary mastery in English,2) anxiety,some of students reticencewould feel anxious when they learned in the speaking class. For example, the presentation in speaking class made them feel nervous, anxious and silent because they felt that their speaking was not good and proficient. 3) lack of motivation, some of student with high reticence level felt difficult to follow the speaking class when they lacked motivation. They also reflected that lack of motivation condition could make them easy to get anxious 4) mood, one of students' said that she felt anxious when the lecturer appointed her in class, the only that could make her anxious was her mood, if she had lots of thoughts or personal problem, if she had a bad mood, it could increase her anxious and disturbed her concentration automatically', and

5) classroom atmosphere, most of students tended to be stress and felt discouraged in responding and answering questions from lecturer. Students looked to respond haltingly when they were giving answers. They felt stress because they felt tend to speak with the given material. Furthermore, the students also seemed unfamiliar with a new topic given so it could made students hesitate to answer.

The second, there were five lecturer strategies to cope students' reticence they were: 1) teaching strategies, in this strategies a lecturer's attitude and teaching style could dramatically influenced the learners' reticence to participate. Another important role of the teacher was creating a situation in which everybody felt relaxed to air out what they had in mind, 2) environment, learning environment could make a classroom fun for the learners and thus a more effective and encouraging setting, which could lead to better educational achievements. Indeed, in such a learning environment students felt free to speak up, ask and answer questions, challenge the lecturer and other classmates, and have a more active participation in class discussions, 3) instructional material, in this case, the teacher said that the selected material for acceleration class was more complicated than material for regular class. Although the types of texts being taught were the same, the topic would be different. The application of that activity appeared in the process of teaching and learning English in the acceleration class when the observations were being conducted, 4) classroom management, everyone in a classroom is responsible for pulling their own weightall need to participate – by discussing and by listening to others. Therefore, the reticent problem deserves to be seriously studied and solutions are expected by

all who are concerned with teaching and learning and 5) instructional media, in the process of teaching language, teaching materials and instructional media are the factors that can support the success of teaching and learning in acceleration class. Instructional materials are selected materials that are used in the teaching and learning process.

In addition to that, students have to support each other while speaking English. Also, learners should improve their oral English proficiency. EFL learners should communicate with others outside and inside the classrooms, in order to improve their speaking skills and reduce their shyness and anxiety. They also have to participate during oral sessions even if they are afraid of making mistakes.

5.2. Suggestion

This research only focused on finding the causes of students' reticence in EFL classroom. By knowing the causes of students' reticence in speaking English, I expect that the students can find out the strategy that can reduce their reticence and anxiety, so they can improve their speaking skills.

Subsequently, based on what I found in this studyto find out thelecturers' strategies to cope with the students' reticence in English classroom, Iexpect the lecturer can improve the way she teaches about speaking English in class, such as giving warming up for students or introducing them the vocabulary related to the material and I hope the lecture can find some strategies that can help students to

cover their speaking reticence in classroom. Furthermore, I hope that lectures give the material which is suitable with students' level in speaking.

Last, I hope that the next researchers who want to conduct the similar research can give the solution to reduce the students' reticence, and also find out other causes that cause students' reticence which were not explained in this study.

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