

**THE REASONS OF STUDENTS' RETICENCE IN ENGLISH
EDUCATION STUDY PROGRAM**

AN ARTICLE

By:

EMI IRWANTI
F12112047



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGES AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
TANJUNGPURA UNIVERSITY
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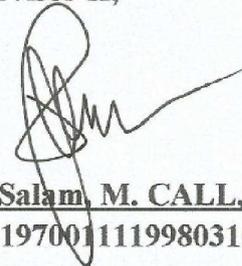
Approved by

Supervisor I,



Dr. Ikhsanudin, M. Hum
NIP. 196611051992031003

Supervisor II,



Urai Salam, M. CALL, Ph. D
NIP. 197001111998031001

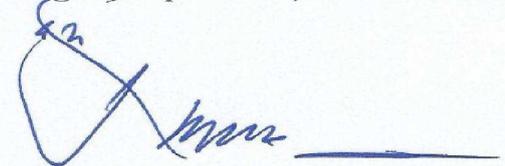
Legalized by

**Dean of Teacher Training and
Education Faculty,**



Dr. H. Martono, M. Pd
NIP. 196803161994031014

**Head of Languages and Arts
English Department,**



Drs. Nanang Hervana, M. Pd
NIP. 196107051988101001

THE REASONS OF STUDENTS' RETICENCE IN ENGLISH EDUCATION STUDY PROGRAM

Emi Irwanti, Ikhsanudin, Urai Salam

English Education Study Program, Teacher Training and Education Faculty
Tanjungpura University

Email: irwanti.emi@gmail.com

Abstract: Oral participation is essentially important in English classroom. The writer observed and found that the students of English Education Study Program, Tanjungpura University, tended to be reticent when classroom discussion occurred. They chose to remain silent rather than participating actively in the discussion. This study aimed to investigate the reasons for students' reticence in English classroom using case study method. The participants were 10 students of the 2nd semester students. The participants were chosen by the characteristics of reticence such as tending to be reluctant in responding lecturers' or other students' questions, sitting at the middle/back rows, and rarely asking questions (rarely raising hand). Using direct observation and semi-structured interview, the study found that the main reasons of students' reticence were anxiety, shyness, unfamiliarity with the topics/materials, low English proficiency, fear of making mistakes, lacking confidence in oneself, and being underprepared. Based on the findings, it showed that affective, individual, and psychological factors had a great influence on students' reticence.

Keywords : Students' Reticence, Reasons, English Education

Abstrak: Partisipasi secara lisan sangat penting di kelas bahasa Inggris. Penulis mengamati and menemukan bahwa mahasiswa dari program studi pendidikan bahasa Inggris, universitas Tanjungpura, cenderung bersikap diam ketika diskusi kelas berlangsung. Mereka memilih untuk tetap diam daripada berkontribusi di kelas. Penelitian ini bertujuan untuk menginvestigasi alasan-alasan mahasiswa menjadi bersikap diam di kelas bahasa Inggris menggunakan metode studi kasus. Peserta dari penelitian ini adalah 10 mahasiswa semester dua. Peserta ini dipilih berdasarkan karakteristik dari sikap diam yaitu cenderung menolak dalam merespon pertanyaan dosen atau mahasiswa yang lain, duduk di barisan tengah atau belakang, dan jarang bertanya (jarang mengangkat tangan). Dengan menggunakan pengamatan langsung dan interview semi-struktur, penelitian ini menemukan bahwa alasan utama mahasiswa bersikap pendiam adalah cemas, malu, tidak terbiasa dengan topik/materi, kemampuan Bahasa Inggris yang rendah, takut salah, kurang percaya diri, dan kurang persiapan. Berdasarkan hasil penelitian, dapat terlihat bahwa faktor afektif, faktor individual, dan faktor psikologi sangat mempengaruhi sikap diam mahasiswa.

Kata kunci : Siswa Diam, Alasan-alasan, Pendidikan Bahasa Inggris

Oral participation is essentially important in the context of second language or foreign language classroom. It is because most of classroom education is carried out through talk. Teachers transmit instruction, information, and questions orally. This process is not complete unless students also use speech to indicate comprehension, request clarification, and to apply and extend their learning (Friedman, 1980, p. 6).

In fact, in Indonesia, in English Study Program of Tanjungpura University a number of students are reluctant to speak. Their participations remain low. They tend to keep silent rather than having any contribution in the classroom; giving their opinion or asking questions. They choose not to use the target language most of time in responding to the lecturers and the other students. This phenomenon is called reticence.

The term 'Reticence' firstly conceptualized by Philips. He viewed reticence as personality and anxiety disorder. He found that the major characteristics of reticent person is avoidance of social situation in which they feel inept (Phillips, 1997 cited in Keaten & Kelly, 2000). Phillips' includes two dimensions in his conceptualization of reticence: cognitive and behavioural. The behavioural dimension involves avoidance and ineptitude brought by skills deficits in rhetorical processes in the five canons of rhetoric, (invention, disposition, style, delivery and memory) and the cognitive dimension is the faulty belief system which justifies the reticent individuals' avoidance of communication (Keaten & Kelly, 2000).

Then, the definition is re-conceptualized by Keaten & Kelly. According to Keaten & Kelly (2000), individuals who are referred to as reticent are people who tend to avoid communication because it is better to remain silent than to risk appearing foolish. They also view themselves as incompetent communicators. Moreover, reticence is often identified as the learners' inadequate ability in self-expression, a problem in verbal response to the learning situation, or lack of initiative in negotiation of meaning. It also demonstrate communication breakdown, a lack of ability to communicate, a failure of language, stemming for shyness, anxiety or a lack of knowledge (Bao, 2014).

Friedman (1980, p. 6) said that group of students commonly experience instances in which they have something relevant to say but hesitate to do so. Therefore, when the ability and desire to participate exist, but the process of verbalizing is inhibited, shyness or reticence are occurring. In addition, such reticence can make the students unable to speak English effectively. Learners who are shy about using the spoken language will tend to receive less exposure to the target language (Tomlinson, 2007, p. 209). Hence, Class participation can influence students' learning and their academic performance. If there is no students' contribution; they do not engage in teaching learning process, they cannot master English well.

Cognitive, pedagogical, situational and cultural factors have been attributed to students' silence in a number of studies. Among these reasons, students' fears of losing face, low English proficiency, anxiety and lack of self-confidence have been mentioned frequently. For instance, Liu (2005) discovered that the sources of students' reticence were linguistic (limited vocabulary, grammar, bad pronunciation and so on), individual (lack of preparation, poor translation ability, and having no experience), social-psychological (concern for test result and attitude to low mark and failure, attitude to

making mistakes, being laughed at, being negative evaluated, & being the focus of attention, and level of confidence), affective (attitude toward English, motivation to learn or use spoken English, desire to learn/use English), personality (extroversion, introversion, shyness, class-risk taking and sociability), environment (friendliness of the teacher, partners, task difficulty). Soo and Goh (2013) studied the students in ESL classroom in Malaysia to identify sources of reticence among language learners using Reticent Scale-12. It was found that the majority of students were reticent because of feeling anxiety and problems in delivery skills. Similar findings were achieved by Hamouda (2013) who studied the causes of the nonparticipation of students in EFL classrooms in a key university in Qassim, Saudi Arabia. The research findings indicate that a number of students were reluctant to respond to the teacher and remained silent in oral English language classrooms due to many causes such as low English proficiency, fear of speaking in front of others, negative evaluation, shyness, lack of confidence and preparation, and fear of making mistakes.

The reasons of students being reticent studied by previous studies are good findings to be used in English Language Classroom. The findings of the research above showed that it is important for people who involved in English Classroom to know the reasons of students' reticence because it can contribute to the betterment of language teaching and learning practices.

In this present study, the writer conducted the research in ICT class. In this class, although speaking is not the main point to be assessed, but the activity in the class was mainly carried out through discussion. The students were asked to do the presentation in a group about applications to learn English for example podcast, youtube, ebook, etc. They did some research about the applications and every group had to present their materials in front of the class. Moreover, there was also a question-answer session after the presentation which the audiences had to ask questions or give their opinion to the presenters. In this activity, it focused more on learners and the lecturer only had to monitor and also confirm about their understanding after the presentation and questions answer session finished. So that, the students were expected to actively participate in the discussion.

Infact, the participation in that class at the time remained low. It was supported by the pre-observation that writer interviewed one of the students at the class. The student said that some students from his class tend to be reticent including himself. According to him, only 3 to 5 students who are active to participate in the classroom discussion. They chose to remain silent rather than asking questions or giving opinions.

Then, the writer did an observation directly to the target class and the result remained the same. Most of students were reluctant to participate in the classroom discussion. They tended to be silent and did another activities such as talking to the friends beside him/her, playing their handphones, even sleeping. There were only 7 students who asked questions in questions-answer session and most of them sat at the front and second rows. The reticent behavior not only found when the classroom discussion occurred, but also when the lecturer asked about their understanding and if

they had any questions or not. They only said “No” when the lecturer said “Do you have any questions?”. It showed that the reticent behavior in the target class was high.

Moreover, In that observation, the writer found ten students who showed reticent behavior. They were the students who sat at the middle or back rows. The writer chose them based on the characteristics of reticence such as tend to be reluctant in responding lecturers’ or other students’ questions, to sit at the middle/back rows, and rarely ask questions (rarely raise hand).

Therefore, the present study attempted to identify further the causes of students’ reticence of 2nd semester students in ICT class in English Education Study Program in FKIP, Tanjungpura University, because it is important for people who involved in teaching learning process, not only lecturers but also the students themselves, to be aware of the existence of reticence among them, know and also understand the reasons why the reticence occurred in the first place. So that, they can seek some possible strategies to reduce the reticent behavior. As the result, the students can be actively involved in the classroom discussion and the lecturers can have better teaching and learning process. Also, the writer chose English Education Study Program as subject because in the future the students are prepared to be professional teachers. Thus, they have to master English very well and be able to communicate the target language.

In addition, the method implemented in this study was a case study method. The writer implemented a case study method because the writer would like to know the nature of reticence, to explore and to investigate futher about the reticence issue whether the reasons of students being reluctant to participate in the classroom because of the culture or another reasons. Moreover, as a reference in categorizing the research findings, the writer used a tentative model reticence and anxiety in the oral English classroom by Liu (2005).

The writer hopes that this research can give detail description on the reasons of students’ reticence. By knowing the reasons of students’ unwillingness to speak and no contribution in the classroom discussion, the lecturers will be able to know their students well and find the appropriate solutions in reducing the reticent problem. It will also benefit to the students and academic supervisors. For the students, the finding of this research will be beneficial as the reference for the students to reduce their reticent behavior and increase their confidence to engage in classroom discussion more often. For the academic supervisors, the result also can be as the reference to give the solutions and motivation for their students when consulting. Finally, the teaching learning process can be carried out effectively.

METHOD

The research is a case study. Case studies involve an in-depth examination of a single person or a few people. The goal of the case study is to provide an accurate and complete description of the case (Marczyk, et al., 2005:147). The participants of this research were 10 students of 2nd semester students of English Education study program in tajungpura University. The participants were determined by the characteristics of reticence such as tend to be reluctance in responding lecturers’ or other students’

questions, to sit at the middle/back rows and rarely ask questions (rarely raise hand). In collecting the data, the writer use direct observation and semi-structured interview. The direct observation was aimed at deciding the appropriate candidates to be interviewed.

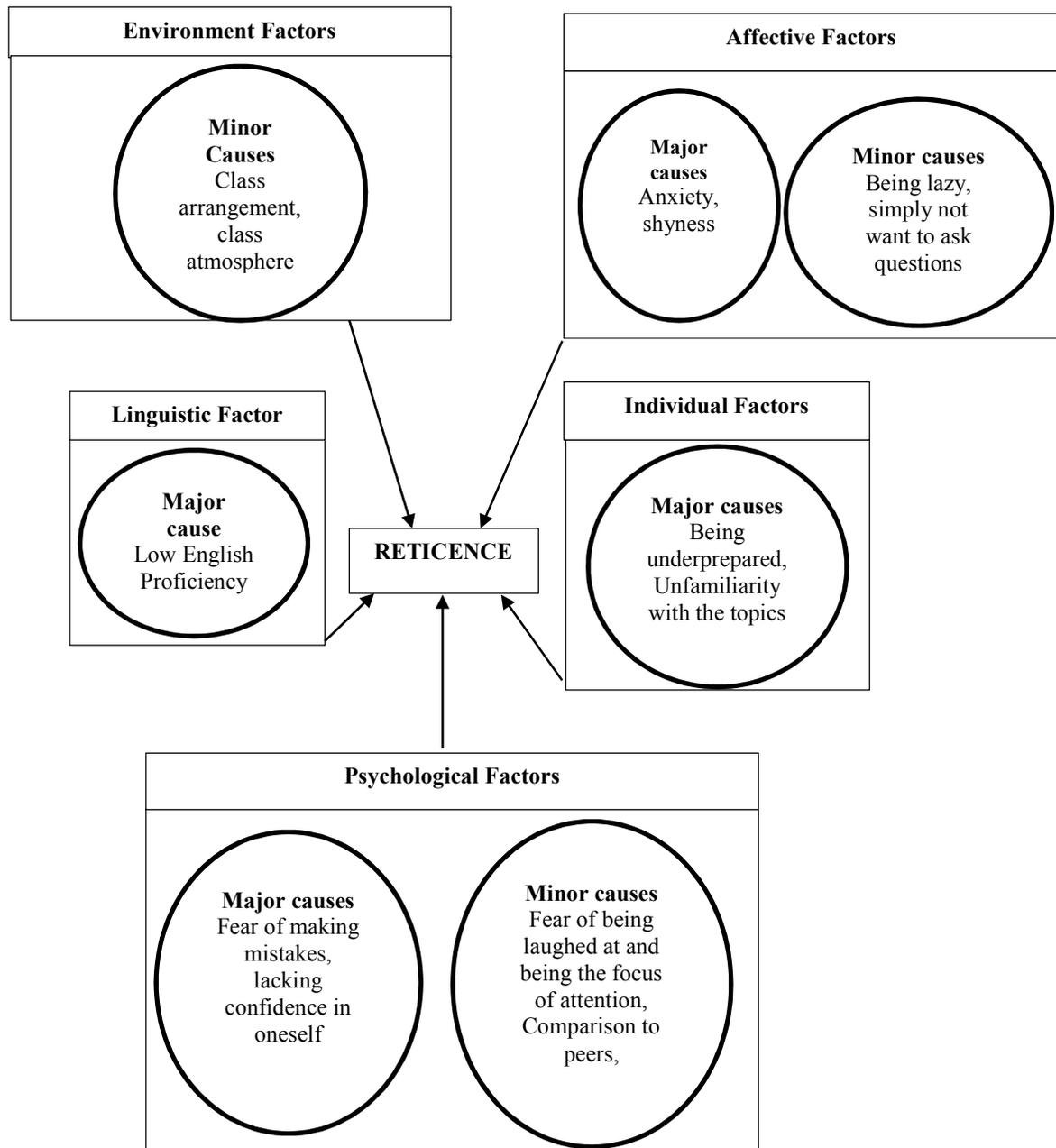
The research data was analyzed in three phases using analysis model of Miles and Huberman (1994). They are data reduction, data display, and conclusion drawing/verification. The first stage in analyzing the data was data reduction. Data reduction is defined as the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription. In this case, the researcher reduced, summarized, and coded both of data namely the participants' performance when discussion occurred in that class and the students' answer to interview questions about the reasons why they tend to be reticent. The second stage in analyzing the data was data display. After the researcher transcribed and coded the data, the researcher presented the data in the form of schema. The third stage in analyzing the data was conclusion drawing and verification. After displaying the data, the researcher explained the meaning of the displayed data and give the conclusion.

RESEARCH FINDING AND DISCUSSION

Research Findings

This research was conducted on the 2nd semester students of English Education Study Program in academic year 2015/2016, Tanjungpura university. The subsequent part of this study has been devoted to the question "Why do the students tend to be reticent in the classroom discussion?". The writer interviewed 10 students who commit reticence. The interview conducted in room 14, campus corridor, and in MML. It took 15 minutes to complete the interview.

Based on the students' responses to the interview questions, it was found that there are five factors that contribute to the students' reticence namely affective factors, linguistic factor, individual factors, psychological factors, and environment factors. All the factors consists of minor and major causes as displayed in schema 1.



Schema 1. Causes of Students' Reticence in the Language

As shown in the schema 1, there are a number of sources of students' reticence based on the interview result. The findings elaborated below.

1. Anxiety

Anxiety was one of the greatest contributor to students' reticence. Many students kept quiet because they felt nervous when speaking. Anxiety made the students unwilling and afraid to speak English in the classroom. As S4 stated, "I'm silent because I'm afraid of making mistakes and nervous. Because I'm so nervous so when I want to ask questions, my mind is completely blank. I can't absorb the materials" (A67).

When asked whether they were nervous or not when speaking English in front of class, S2 felt nervous as describe below:

"Yes, I'm nervous doing the presentation in front of the wole class, but if I'm asked to speak with my friends, I'm not nervous. And I'm so afraid speaking with the lecturer." (A31)

The students not only felt anxious when speaking in front of the whole class, but also when responding to the teacher questions. Giving the presentation in the class has also been reported to be highly anxiety provoking, one which make formal and stressfull environment for the students. S1 felt very anxious when doing presentation in front of the class:

"When I did presentation, I was so nervous. My hands were getting cold and my face was pale. My friends said, it seemed that I didn't put on any lipstik on my lips, some said so...." (A8)

Oral testing also has the potential to be a source of anxiety in the English classroom. Some students felt more anxious during oral test like S3 and S4, as the answers to the question "What do you feel when you will have a speaking test?" as describe below:

"I'll tremble, feel nervous and afraid, etc. They are because I'm afraid of making mistakes and having bad English. The most afraid one is speaking, but it depends on the lecturers again." (A55)

"I'm afraid. My hands tremble. My face will be pale and sweating." (A76)

2. Being Underprepared

Being underprepared was also regarded as of one of the main reasons for students' reticence in the English classroom. All the interviewees stated that they felt nervous when speaking English without preparation and described that they felt more confident to speak English with preparation. The following were the students' (S4 and S5) views about speaking English with preparation and without preparation:

"If no preparation, it feels like to enter the canyon. Meanwhile, with preparation, confidence does exist, but still nervous." (A77)

"Without preparation, I feel nervous. I want to quickly sit down again. With preparation, I feel more confident." (A98)

3. Fear of Making Mistakes and Being Laughed at

Fear of making mistakes was another cause of the perceived reticence and passivity. Some interviewees like S6 and S9 said that they chose to remain silent in the classroom because of their fear of committing mistakes or errors.

“I’m mostly silent than active because I feel... I think like this, I’m afraid of making mistakes, it is better to remain silent rather than saying something wrong.”(A109)

“It seemed I’m mostly silent in the classroom. Maybe, I can ask some questions, but in classroom activity like giving our opinion, I feel doubt whether my opinion is right or wrong. I’m afraid of making mistakes. So that, I remained silent. I prefer listen to others.” (A172)

When asked about their confidence asking questions and responding teachers’ questions, S9 said, “I often ask questions than giving my opinion because I’m doubt with my opinion whether it is right or wrong. Actually, I’m afraid of making mistakes”(A71). Moreover, fear of being laughed at was one of the causes that contributes to the passivity and reticence of students to participate in the class discussion, as S5 stated that she afraid to speak because she thinks that if she makes mistake other friends will laugh at her:

“No, I rarely respond to lecturers’ questions because I’m afraid of the lecturers and shy, also fear of making some mistakes. I’m afraid that my saying is wrong and my friends will laugh at me.”(A89)

4. Lacking Confidence in Oneself

Another reason of students’ reluctance to participate in the English Classroom was the lack of confidence in using English as a vehicle for spoken communication. Many students don't feel confident speaking in front of class. Even, several students talked softly among themselves while the classroom discussion occurred. When answered to the question “Are you confident speaking English in front of the class?” S10 stated, “I’m not confident. I’m afraid if I make some mistakes and it is difficult to concept the words into good sentences in English. That’s why I’m not so confident” (A198). Some interviewees also stated the same views when answering about asking question and responding teachers’ questions. S3 said, “ I choose to be silent because I don’t have any confidence at all. Actually, I have something to ask, but I’m not confident. So, I prefer to be silent” (A54).

5. Low English Proficiency

Low English proficiency was one of the main reasons that lead to reticence in English classroom. As most of interviewees agreed that they keep being reticent because of Poor English proficiency. The three interviewees stated they were very worried about their English proficiency when speaking English. They tended to be

silent because they felt worried and unconfident about their vocabulary, grammar, and pronunciation. S1, S6, and S9 stated below:

“I’m worried with my English because I don’t speak English fluently. I’m afraid of my limited vocabulary. I’m fear that I forget what to say. As a result, I will make so many pauses.” (A17)

“Yes, I’m worried with my English especially my vocabulary, grammar, and pronunciation. My weakness is on grammar.” (A122)

6. Personality

Personality was another important factor for students’ reticence in English language lessons. Some university students kept quiet in class because they were too shy or introverted to speak to others. Some just didn’t like to speak to others, as S5 said, “I’m an introvert because I like to be alone. There’s no change in my personality so far. I’m still an introvert. I don’t like to talk to others because I have no topic to talk about. Indeed, I’m used to be silent...” (A85 & A86). S8 said that she feel too shy to participate in English classroom, “I rarely ask questions and give opinion because I’m a shy person...” (A150).

In addition to these main reasons, unfamiliarity with the topics/materials, comparison to peers, being lazy, fear of being the focus of attention, class arrangement, etc. functioned as factors for Tanjungpura university students’ reticence in English language lessons.

7. Unfamiliarity with the topics/materials

Unfamiliarity with the topics was also one of the sources of students’ reticence in the English classroom. Students choose to be reticent because they are not familiar with the topics or materials. They do not have many ideas for discussion. they only have little knowledge about it, as S8 said, “If I have a good mood and I understand the materials, I feel confident. I’m afraid because I don’t understand the materials” (A157). If the students understand the topics being discussed, they would “ask questions, otherwise I’m just silent” (S5, A45).

Some interviewees also said that they were unable or reluctant to participate because they did not know what to say’ during the class discussions. The learners said that they get anxious, as S6 said, “Yes, I’m nervous because I don’t know what to ask” (A116). The findings of the study revealed that knowing what to say was as important as knowing how to say.

8. Comparison to Peers

Many students believed strongly and probably correctly that there was a great difference in English ability between them and their peers. They felt anxious, “uncomfortable,” and “envious” because of these perceived differences. The current study showed that half of the interviewees feel more anxious in the FL classroom when that they felt other students were better than themselves. They constantly compared themselves with their classmates, feeling inferior to others. S1 stated, “I’m not

confident speaking English in front of the class because my English is poor. I'm afraid of making mistakes. I feel shy if I did something wrong. I'm shy with my friends. Most of them have good English" (A9).

9. Being Lazy

The present study reported that being lazy was also a factor that causes students' reluctance to participate in the classroom, as said by S1 and S7:

"...Sometime, I'm lazy to speak English. I don't know why..." (A10)

"I remained silent. I'm lazy speaking English in front of the class, afraid of making mistakes, and afraid that my friends do not pay attention to me." (A130)

10. Fear of being the Focus of Attention

Another reason that makes students are unwilling to speak English in front of the whole class was because they feel afraid that they will be the focus of attention, as S4 said, "The things that I don't like when doing the presentation are question-answer session and the stares of people when I come forward. I'm afraid of being the focus of attention" (A71).

11. Classroom Arrangement

Classroom arrangement was also one of the factors mentioned as influencing students' participation. Almost all interviewees said that they like to sit at the middle and back rows. They thought that sitting at the middle and back rows are the most comfortable place as S1 stated, "I like to sit at the back row because I feel more comfortable and there are my friends there. The front row is for the smart students. But, I usually sit at middle row. It depends on the chairs, whether there is an empty chair or not..."(A20). Moreover, some interviewees said that they like to participate in the small class because they are more confident in small class than big class. S6 describe, "I prefer small class because I feel more comfortable to speak. The class size really influences my participation in the classroom. The larger the class, the less the participation" (A145).

In addition, another factors that emerge students being reticence are simply not want to ask questions and class atmosphere. All of these factors are only the minor factors because not half of interviewees stated them, only one or two students of ten interviewees.

Discussion

The data reveal that there are five sources of reticence: affective factors, individual factors, psychological factors, linguistic factors, and environment factors.

1. Affective Factors

Based on the interview results, it found three affective factors such as personality factors (introversion and shyness), anxiety, and motivation (being lazy and simply not

want to ask questions). Personality factors consists of introversion and shyness. Generally, the extroverted people were more willing to interact with others while the introverted and shy preferred to be quiet and listen to others, but according to students' responses to the interview questions about introversion and extroversion, the introversion is not the main cause for students' reticence because only four interviewees said they were introvert. It showed that in this case, not only introvert students who tend to be reticent, but the extrovert students (six interviewees) could be reticent as well.

Another factor identified by the student interviewees was that some students chose to be reticent because they felt shy to speak English, as stated by Jones (1999) and Phillips (1997) (cited in Tong, 2010) that silence in conversations can be attributed to various causes, such as general shyness. Almost all of interviewees said they feel shy when speaking in front of class, giving opinion or asking questions. This finding is similar to Hamouda (2013) revealed that less than half of the respondents believed that their shyness had affected their involvement in classroom discussions. The respondents responded that they talk less because they feel shy.

According to the interview results, anxiety was also a very important factor for students' reticence. All interviewees said that they were anxious and nervous when speaking in front of the whole class, responding to the teachers' questions and asking questions. This result is in accordance to the study done by Chen (2003) and Shirvanizadeh & Zare-ee (2014) that showed anxiety was a major cause of students' reluctance to participate in the classroom.

In this present study, motivation was also a factor causes students' reluctance to speak English such as being lazy and simply not want to ask questions although they know the materials. According to the students, they were too lazy to speak English and they do not have anything to say. These are happened because they are not interested to the lessons/materials. Interest mattered a lot in students' active participation in classroom activities. When something isn't interesting, the students are not willing to talk about it, while if they are interested to the lesson/materials, they will try to speak as asking questions or giving opinion. Both factors were only the minor factors because not half of interviewees said the same view, only one to two interviewees said these factors.

2. Individual Factors

There were two individual factors found according to the interviewees as another causes for students' unwillingness to participate in the English classroom. They were being underprepared and unfamiliarity with the topics/materials. Being underprepared was a great contributor to students' reticence in the classroom. All of the interviewees felt nervous and not confident speaking English without preparation, meanwhile they were less anxious and more confident if they have any preparation. This finding was also found in other studies (Liu, et al., 2010; Hamouda, 2013). Another important factor for students' reticence was unfamiliarity with the topics/materials. Six interviewees tend to be silent because they do not have any ideas about the topic being discussed.

They have lack of adequate knowledge. So that, they choose to not participate. They did not know what to say' during the class discussions. They get anxious to raise their hand because they were confused about what to say.

3. Psychological Factors

Psychological factors found in this present study consists of afraid of making mistakes, lack of confidence, comparison to peers, fear of being the focus of attention, and fear of being laughed at. The students had a (strong) desire to speak perfect English. Thus, they were afraid of speaking English and/or making mistakes, which again made them anxious to speak the target language in class. Consequently, they became more hesitant to respond to their teachers or other students in class. During interview, nine of ten interviewees clearly stated that they were afraid of making mistakes while speaking English. In addition, the students afraid of making mistakes have something to do with their classmates. It is indicated by more students afraid of making mistakes in front of the classmates rather than afraid of making mistakes because it will influence their final score. This is the same direction with the outcome of Savaşçı (2013) study. He also found that one of the reasons of reluctance is due to fear of making mistakes.

Another important reason that causes the reluctance of students to participate in the classroom discussion was lacking confidence in oneself. This factor greatly influenced students' participation in the classroom that lead to reticence. Lacking confidence makes them believe their language skills to be weaker than those of others in class. Although some students might have good pronunciation and be at a high proficiency level, they still preferred to be reticent because of the lack of courage. Also, they sometimes participate orally in a soft voice. Speaking in a soft voice is a way for students to deal with their lack of confidence (Tong, 2004 cited in Tong, 2010). Based on the interview results, nine students stated that they feel not confident when speaking in front of the whole class. Moreover, when the discussion occurred, although only 7 students asked a question and giving opinion, several students talked softly among themselves. It may be that some students tried to solve one another's problems. This is evidence of students interacting among themselves orally. This informal talk does not seem to inhibit them from listening to the presenters at the same time. The students' personal conversations in show that the students were comfortable with talking quietly among themselves to meet their own needs while they felt unease at being put in a 'spotlight' when they were asked to talk individually in front of the whole class. This findings are similar with those that found in other studies (Liu, 2005; Hamouda, 2013; Tong, 2010).

Many students believed that there were a great difference between them and their peers. So that they feel anxious, nervous, and envious because of this differences. The students became anxious when they found their peers' English was better that lead them to be rarely participate in the classroom discussion. This present study showed that more than half of the interviewees felt anxious because they thought their peers were better than them. They compared themselves with their classmates, feeling inferior to others. Such negative cognitions put serious impediments in their language

development; this led to heightened awareness of their deficiencies and consequently to reticence when called upon to exhibit their competence in the target language (Hamouda, 2013).

Moreover, the minor causes for students' reticence were fear of being the focus of attention and fear of being laughed at. Some students were reluctant to speak English in front of the whole class because they were afraid of being the focus of attention and others students would laugh at them if they make mistakes. Being the focus of attention is not comfortable for some students. When they asked to present their project and speaking in front of the whole class, they feel anxious and uncomfortable because all the students look at him/her. The other students look focus on and stare at him/her. So that, they feel shy and anxious to speak English. It will make them always looking at the floor and afraid to see their classmates. Therefore, it can affect their performance and score. Besides that, the students in the present study also worried about losing face in oral English language classrooms. They kept quiet and waited until they were required to speak English.

4. Linguistic Factor

The linguistic factor found in the present study due to students' reticence was low English proficiency, as found in other studies (Liu, 2005; Liu and Jackson cited in Jin & Cortazzi, 2011). This factor was one of the main reasons to the students' reticence in the classroom discussion. Low English proficiency such as vocabulary, pronunciation, cannot speak fluently and respond quickly influenced the participation of students in classroom. Generally, The more proficient students tended to be more confident and less anxious in oral English lessons and more active to respond to their teachers as well. The less proficient students, on the other hand, often became tense and anxious when speaking English in class, especially when they had a limited vocabulary and inadequate knowledge of grammar. Because of the lack of vocabulary, students often found it difficult to express ideas or find proper words to express themselves. So that, they chose to remain silent. Almost all interviewees were worried about their English proficiency. The interviewees said they were worried about their vocabulary, grammar, and pronunciation when speaking English. Cheng (2000) also found that lack of required language proficiency was one of the cause of reticence.

5. Environment Factors

Environment also influence students' participation in the classroom. In this present study, there were 2 environment factors as class arrangement and class atmosphere. Class arrangement was also one of the factors influencing students' participation. It was found that almost all interviewees do not like to sit at the front row because they were fear of being the focus of the lecturers. They felt more comfortable sitting at the middle or back rows. Moreover, some interviewees also said that they like to participate in a small and comfortable class. They felt more confident in a small class rather than a big class. This finding is relevant to the Jackson (2002) as several interviewees in her

study stressed that the classroom setting and environment played a key role in determining their degree of participation and willingness to challenge a speaker.

In this present study, the atmosphere in the classroom also influenced their participation, as a student said that they might be participated if the situation and condition supported, otherwise s/he only remained silent. Sometimes, there are some students who like to compete in a bad way. In this case, they are not supportive one another. This situation can lead some students to be reticence in the classroom. According to Zou (2004) cited in Chowdhury (2016), competition often caused students to become less willing to speak the target language, while a supportive relationship among students made them feel free to do so in class. It is not only competition, but the lecturer also play the important role in influencing the reticent behavior of the students. Some lecturers have negative traits in the teaching and learning process. These negative lecturer traits make students to remain silent rather than to participate orally in the classroom as to avoid teacher's harshness, strictness, and negative gestures. According to students' respond to interview questions, the students expressed that they get more anxious when their teacher is very strict. At the same, many students reveal that they feel relax when the lecturers respond in a friendly way.

Based on the discussion above, there were two kind of reticence sources such as major causes and minor causes that put into five categories. The major causes in every categories includes anxiety (affective), being underprepared (individual), fear of making mistakes (psychological), lacking confidence in oneself (psychological), low English proficiency (linguistic), shyness (affective), and unfamiliarity with the topic or materials (individual).

Meanwhile, the minor causes comprises comparison to peers (psychological), being lazy (affective), fear of being the focus of attention (psychological), simply not want to ask questions (affective), class atmosphere (environment), class arrangement (environment), and fear of being laughed at (psychological).

CONCLUSION AND SUGGESTION

Conclusion

Referring to the discussion of this research, the writer concluded that many students appeared to be silent or nervous in English classroom because of various reasons such as anxiety, shyness, unfamiliarity with the topics/materials, low English proficiency, fear of making mistakes, lacking confidence in oneself, and being underprepared.

Suggestion

The writer provide some suggestions as the poble solving to reticence causes, they are: (1) For the students who have excessive shyness, the lecturers might start with face to face communication or discussion in a relatively small group, (2) For the students who feel anxiety and fear of making mistakes, the lecturers need to help the students by providing relaxed and comfortable classroom environment. The lecturers must tell

the students that making mistakes is part of learning. the lecturers might also teach and train students to be supportive of one another in class, (3) For the students who choose to be reticent in class for the reason that they don't know how to ask a right question, critical thinking, or creative thinking, they need to practice developing the questions into effective questions. For instance, lecturers could encourage students to take different viewpoints or role play in order to practice asking questions and engaging in dialogue with a lecturer. Thus, they could learn to question anything unclear to them and get used to the way of raising a question, (4) For those who remain reticent because of inadequate motivation, the lecturers might use a point system to give students a concrete sense of progress. They give points for students who act positively in class, (5) The students should be aware of and acknowledge the existence of reticence in oral English language classrooms and the students should take the initiative to seek strategies to deal with it such as be independent active learners in the classroom and actively seek and make use every chance to practice speaking English to others, (6) The students need to improve their English proficiency, expand vocabulary, and be supportive of one another during classroom discussion.

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