A STUDY OF STUDENTS' RETICENCE CAUSES INENGLISH CLASS OF VOCATIONAL HIGH SCHOOL

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Abstract: English language learning requires students to be active in speaking. The writer observed and found that English language students tend to be reticence in the classroom activities. This study is intended to know the causes of students reticence in English classroom applying qualitative method. The sample were 21 third grade students of light vehicle engineering of technical program of SMKN 2 Pontianak. Sample were selected using purposive sampling. The study showed that the causes of students being reticence are students' attitude, students' motivation and teachers' teaching style. Based on the interview, it is found that the students have negative perception about English for their future career because the learning material was not related to their program,insufficient prior knowledge of English, the learning process is monotonous, the teacher tended to practice more product-learning than process learning orientation andfeeling guilty when performed wrong pronunciation of English.

Keywords : Students' Retience, English Class,Vocational High School

Abstrak: Belajar bahasa Inggris mengharuskan siswa untuk aktif dikelas. Penulis mengobservasi and menemukan bahwa pelajar bahasa Inggris cenderung diam didalam aktifitas kelas. Penelitian ini bertujuan untuk mengetahui penyebab siswa diam dikelas bahasa Inggris dengan menggunakan metode kualitatif. Sampel penelitian ini adalah 21 siswa tingkat 3 di jurusan tehnik kendaraan ringan di SMKN2 Pontianak. Sampel dipilih menggunakan metode sampel bertujuan. Penelitian ini menunjukkan bahwa penyebab siswa diam adalah sikap siswa,motivasi siswa dan gaya mengajar guru. Berdasarkan wawancara, ditemukan bahwa siswa mempunyai persepsi negatif terhadap bahasa Inggris untuk karir mereka karena materi tidak sesuai dengan jurusan mereka, kurangnya pengetahuan dasar tentang bahasa Inggris, proses pembelajaran yang monoton dan guru cenderung menerapkan produk pembelajaran daripada proses pembelajaran, dan siswa malu ketika melakukan pengucapan yang salah didalam bahasa Inggris.

Kata kunci: Siswa Diam, Kelas Bahasa Inggris, Sekolah Menengah Kejuruan

Speaking is a measurement of English mastery. How much students know English can be seen from their ablity in using the language to communicate orally. In the classroom learning, students are encouraged to be able to speak. From the outcome, the teacher can control the progress of students' language learning. However, if the students tend to be reticent, they will not learn progresively.

In addition, modern language pedagogy attaches importance communication and train the students on how students will eventually be able to use their language for communicative purposes. Therefore, the goal of modern language teaching and learning is to drive the students to use the language for effective communication, both inside and outside the classroom. This issue came up in this subject is whether in the foreign language settings, foreign language students have often been observed to be reticent in classroom activities. Such reticence will make them unable to learn English effectively.It is because a fact that howwellactivity done in the classsupportthestudentsin developingEnglish languageskills. In line with that, Li & Liu (2011) stated that reticence is found to have a detrimental effect on students' confidence, self-esteem and level of participation. Consequently, when the students do not engage actively in this language class, they can not mastering English.

A similar research finding conducted by Riasati (2012) investigated Iranian EFL learners' reticence, he found that the causes of students' reticence including role of teacher, class atmosphere, and their personality. Meanwhile, based on the writers' pre-study in third grade of SMKN 2 Pontianak in which the writer joined English teacher to all classes and see almost all students tend to be reticence. Among the classes within observed by the writer, the writer found that light vehicle engineering class B (Tehnik Kendaraan Ringan B) have most reticent students.

Moreover, the writer also conducted observation in the target class to make sure that students are commited reticence. The writer found that only five students in that class can be taken as active students. The rest of the students tend to be less active in the classroom interaction. During English lesson, there was lack of response to questions asked by the teacher. Students were not eager to learn even they seemed unable to bring themselves to take part in the classroom. In other words, students had little involvement throughout the whole teaching and learning process. They were passive and dared not to speak out. For most of the time, they just uttered single word answer like 'yes' or 'no'. As Liu & Lu (2011) stated that reticent people often speak less comprehensible even if they made some contribution, their speech tended to be short and revealed to negatively affect everything from the teaches.

Therefore, this research is conducted to investigate further about the causes of the students reticence in English class in SMKN 2 Pontianak. The writer choose vocational high school as subject in this research based on reason that vocational students are prepared for working in the real situation where they might be predictably dealing with foreigners. Thus, when they graduate from the school, they have to be ready to work and their skill of oral communication is supposed to be better than students of senior high school. Beside that, the

writerhave done the teaching practice in there, so the writer know the condition of that shool approximately.

The writer hopes that this research finding will give detail description on the causes of students' reticence in the classroom. By the finding of this research, the teacher will be able to know their students well, including their problems of why they do not actively participate in the classroom. So that, the teacher can find out the appropriate solution to solve the problem in the classroom. Finally, the teacher can carry out the daily classroom learning and teaching become more effective.

METHODOLOGY

Based on some considerations, it is decided that the method applied in this research are qualitative research. In addition, every writer need to have form of their own research. In this case, the writer use case study as a form of research. The sample of this research were 21third grade students of light vehicle engineering of technical program of SMKN 2 Pontianak. Sample were selected using purposive sampling. To collect the data the writer implement some techniques. Those are direct observation technique, indirect communication technique through questionnaire and direct communication technique in form of interview.The observation was aimed at deciding the appropiate candidates to be respondents in questionnaire and to be interviewed. In addition, before the questionnaire give to the sample, the writer also check for the validity and realibility of the questionnaire by using SPSS and specialist judgement.

The Preparation of the Research

The preparation of this research were: (1) Conducted pre-study in SMKN 2 Pontianak in all classes in third grade of technical program, (2) Conducted the observation in target class, (3) Construct Questionnaire, (4) Conduct pilot testing to validate students' responses to questions in the questionnaire, (5) Give questionnaire to specialist in psychology field and supervisor to check for content validity, (6) Conducted simple try out for questionnaire in order to maesure the reliability and contruct validity, (7) Checked the result of questionnaire try out by using SPSS, (8) Revise the unvalid items in questionnaire.

The Implementation of the Research: (1) Give the questionnaire to the sample, (2) Interview 5 students that commit reticence.

The Final Step
a. Analyse the result of the quetionnaire and interview
b. Describe the data analysis and give the conclusion as the answer of research question
c. Construct the research report

RESEARCH FINDING AND DISCUSSION

Research Finding

This research is conducted in the third grade students of light vehicle engineering class in SMK Negeri 2 Pontianak. By using purposive sampling, the writer decided 21 students as respondents in questionnaire and 5 students as the respondents in interview.

The questionnaire consisted of 20 items. The total number of respondents in target class are 21 respondents. Moreover, the highest score = 105 and the lowest score = 21 with interval = 20 (0%-20% very low, 21%- 40% low, 41%-60% medium, 61%-80% high and 81%-100% very high). The item that have low category indicates the cause of students reticence. The table below shows the total score questionnaire for each items:

Table 1
Result of Questionnaire Each Item

Item Number	The total of respondents who answer					Total Score	Index	Category
	ST	TS	N	S	SS			
1	1	4	8	7	1	63	60%	Medium
2	0	5	9	6	1	66	62%	High
3	8	18	6	8	0	40	38%	Low
4	2	5	7	5	2	62	59%	Medium
5	8	10	1	1	1	40	38%	Low
6	7	10	2	1	0	37	35%	Low
7	8	12	1	1	0	39	37%	Low
8	1	8	3	2	0	41	39%	Low
9	12	4	3	2	0	37	35%	Low
10	10	7	2	1	1	39	37%	Low
11	9	8	1	2	1	41	39%	Low
12	7	8	3	3	1	45	42%	Medium
13	7	7	4	8	0	65	61%	High
14	2	2	10	5	2	66	62%	High
15	3	2	6	2	2	42	40%	Low
16	8	8	3	1	1	42	40%	Low
17	9	7	2	3	0	41	39%	Low
18	6	13	1	1	0	39	37%	Low
19	8	10	1	1	1	40	38%	Low
20	9	9	1	1	1	39	37%	Low

*ST= Sangat tidak setuju TS= Setuju*N=Netral
*S=Setuju *SS=Sangat Setuju

The result of the table above describe the category of each items in questionnaire. The described as follows:

1. Item number 1 (Saya termasuk orang yang mudah bergaul dengan teman-teman) got 63 scores and shows the percentage was 60%. According to the score and percentage, category number one was categorized as medium. From this category, students seemed as a sociable enough person.
2. Item number 2 (Saya lebih menyukai belajar kelompok daripada belajar sendiri) got 66 scores and shows the percentage was 62%. According to the score and percentage, category number one was categorized as high; it was because students like to learn in group better than learn on their own, so the students belong to very gregarious person.
3. Item number 3 (Saya ingin menjadi yang tercepat dalam menjawab pertanyaan yang diberikan oleh guru) got 40 scores and shows the percentage was 38% means the category of this item was low. Based on the students' respond to this question showed that the students did not have passion in doing the activity.
4. Item number 4 (Jika ada diskusi kelompok, saya suka untuk mengungkapkan pendapat dikelompok saya) got 62 scores and shows the percentage was 59% means the category of this item was medium; it was because the students like to speak so the students belong to talkactive person.
5. Item number 5 (Belajar bahasa Inggris sangat penting bagi masa depan saya) got 40 scores and shows the percentage was 38%. According to the score and percentage, category number one was categorized as low. From this category, students seemed to have negative thoughts or viewpoints about the object of the attitude.
6. Item number 6 (saya menyukai pelajaran bahasa Inggris) got 37 scores and shows the percentage was 35% means the criteria of this item was low. From this category, students seemed to have negative feelings towards English.
7. Item number 7 (Belajar bahasa Inggris menyenangkan bagi saya) got 39 scores and shows the percentage was 37%. According to the score and percentage, category number one was categorized as low. From this category, students seemed to have negative emotions toward English.
8. Item number 8 (Saya senang memperhatikan pada saat guru mengajar Bahasa Inggris) got 41 scores and showed the percentage was 39% means the criteria of this item was low. From the category, students seemed to have no tendency to adopt particular learning behaviors.
9. Item number 9 (Saya juga ingin berbicara dalam bahasa Inggris jika mendengar teman saya berbicara bahasa Inggris) got 37 scores and showed the percentage was 35%. According to the score and percentage, category number one was categorized as low. From this category, students seemed to have no emotional reactions with regard to language

10. Item number 10 (Saya mempunyai keinginan untuk menguasai bahasa Inggris) got 39 scores and showed the percentage is 37% means the criteria of this item was low. From this category, students seemed have no desire in learning English.
11. Item number 11 (Jika saya menemukan soal bahasa Inggris yang sulit saya akan berusaha mencari jawaban sendiri dari berbagai sumber) got 41 scores and showed the percentage was 39% means the category of this item was low. From the category, students seemed to have no effort in learning English.
12. Item number 12 (Saya tidak membolos ketika pelajaran bahasa Inggris) got 45 scores and showed the percentage was 42% means the category of this item was medium. From the category, students seemed to have good enough attention in learning English.
13. Item number 13 (Saya dapat melihat dengan jelas ketika guru menerangkan pelajaran) got 65 scores and showed the percentage was 61% means the category of this item was high. From the category, students seemed to have a good class manager to arranged physical environment so the students can see the teaching and learning process clearly.
14. Item number 14 (Saya mentaati peraturan yang diberikan oleh guru ketika pelajaran berlangsung) got 66 scores and showed the percentage was 62% means the category of this item was high. Based on the students' respond for this question, students can manage their behavior with rules that given by the teacher.
15. Item number 15 (Lingkungan kelas mendukung saya belajar) got 42 scores and showed the percentage is 40% means the category of this item was low. Based on the students' respond for this questions, the learning environment was not good enough to support them in learning.
16. Item number 16 (Materi yang diberikan oleh guru sesuai dengan level saya) got 42 scores and showed the percentage was 40% means the category of this item was low. From this category, the material level seemed irrelevant to the students' level.
17. Item number 17 (Saya menjadi lebih mengerti dalam menerima pelajaran bahasa Inggris karena materi yang diberikan oleh guru jelas) got 41 scores and showed the percentage was 39% means the category of this item was low. From this category, the students seemed did not understand with the learning material because the learning material that given by the teacher is not clear.
18. Item number 18 (aktifitas mengajar yang diberikan oleh guru membuat saya lebih mudah menerima materi) got 39 scores and showed the percentage is 37% means the category of this item was low. From this category, the activity that given by the teacher seemed are not helpful for students to comprehend the material
19. Item number 19 (Media yang digunakan oleh guru didalam kelas membantu saya memahami materi yang disampaikan) got 40 scores

and showed the percentage was 38% means the category of this item was low. Based on the students' respond for this question, the teacher did not frequently use some media to support teaching and learning process

20. Item number 20 (Saya senang belajar bahasa Inggris karena media yang digunakan oleh guru menarik) got 39 scores and showed the percentage was 37% means the category of this item was low.

Furthermore, to measure the lowest score in each factors, it will be explained by the table below.

Table 2
Factors that Caused of Students' Reticence

Item Number	Factors that cause of students' reticence	Total Score	Mean (%)	Category
1-4	Students' Personality	231	57.75	Medium
5-8	Students' attitude towards learning English language	157	39.25	Low
9-12	Students' motivation	162	40.5	Low
13-16	Class Management	219	53.75	Medium
17-20	Teachers' teaching style	159	39.75	Low

From table above, items number 1,2,3, and 4 describe the students personality. The result shows that the students are tend to be extrovert. The mean of this factor was 57.75% and categorized as medium. Item number one showed how the students associated with their friends and from this item, the students seemed to have enough friends. In addition, item number two showed whether the students like to life in group or like to being alone and from this item, the students seemed to like being in group rather than being alone. In contrast, item number three showed whether the students have passion in the activity that they did and from this item, the students seemed to have low passion in the activity that they

did. Item number four showed whether students were group in the talkative person or not and from this item, the students seemed to be talkative enough person. In brief, from four questions that measure whether person is tend to be extrovert or introvert, although one of the items have low score, it can be concluded that the students in this class tend to be extrovert person.

In addition, items number 5,6,7 and 8 describe about the students attitude toward learning English language. Based on the table 6, the students have low attitude learning English language. It is prove with the mean 39.25. So, the category for this items are low. Item number five showed the cognitive aspect of the students and means that the students have negative belief about learning English. Item number six showed the affective aspect from the students whether the students like/dislike with learning English and from this item, the students were dislike to learning English at school. In addition, item number seven showed about students' feeling about the English subject and from this item, the students seemed to have negative feeling towards the English subject. The last is item number eight showed about behavioral aspect of the students and the item showed that the students have negative behavior toward learning English. In brief, from the four questions to measure the students attitude toward learning English, the students seemed to have negative attitude toward learning English.

Moreover, items number 9,10,11 and 12 describe about the students motivation in learning English language. Based on the table 6, the students have low motivation in learning English language. It is prove with mean 40.5 in which the category for this items are low. Item number nine showed the students emotional reaction with regard to the language and the result is the students seemed have no emotional reaction to the language. In addition, item number ten showed how much the students want to become proficient in the language and from this item, the students seemed did not want to become proficient with the language. Moreover, item number eleven showed the students effort and from the item, students seemed to have no attempt to studying English. In contrast, item number twelve showed the students attention and from that item, the students seemed have good enough attention with English subject. In brief, from the four questions to measure the students motivation, the students seemed to have low motivation toward learning English.

Furthermore, items number 13,14,15 and 16 describe about the class management. Based the table 6, the class management categorized as a good enough class management. It is proved with mean 53.75 which is the category for this items are medium. Item number thirteen showed the physical environment to make sure that students can see the teaching and leaning process clearly and from the item, students seemed to have good physical environment. Item number fourteen showed that the teacher succeed to manage the students behavior and from this item, students obey the rule that given by the teacher. In contrast, item number fifteen showed how much the teacher can create supportive learning environment in order to support the students in teaching and learning process and from this item, the students seemed have not supportive learning environment. In addition, item number sixteen showed whether the material that given by the teacher were related to students level and from this item, students seemed to have

no material that relevant to their level. In brief, although some of the questions have low score but it can be concluded that the teachers' class management was good enough to support the students in learning English.

The last are items number 17,18,19 and 20 describe about teachers' teaching style. The result show that the criteria of teachers' teaching style language is low. It is proved with the mean 39.75 which is the category for this items are low. Item number seventeen showed whether the students have clear material and from this item, the students seemed to have no clear material that given by the teacher. Item number eighteen showed whether the students helped by activity that given by the teachers in order to comprehend the material and from the item, the steps that given by the teacher in order to convey the material are not helpful. Item number nineteen showed whether media that given by the teacher were help the students in comprehend the material and from the item, seemed that media that used by the teachers not helpful for the students in comprehend the material. Item number twenty showed whether the media that used by the teacher were fun for the students and from the item, the media seemed not make the students feel fun in learning English. In brief, from the four questions that given for the students to measure the teachers' teaching style, it can be concluded that teachers' teaching style was not good enough for the students.

In addition, the researcher interview five (5) students from target class. They are choose based on the writers' observation. The interview conducted in the library. Each interview take around 10 minutes to complete the interview.

Based on the interview, it was found that all the interviewees had negative attitude toward learning English. The interviewee had negative belief toward learning English because they think English is not important for their future career. As they said:

> "Kan kami kelas TKR miss, ujung ujungnya nanti juga kerja di bengkel. Kan kalo kerja di bengkel ga perlu pinter bahasa Inggris." (S3-Interview)

The interviewee belief that English is important actually but not for the students in vocational high school. Two interviewee said that:

> "Bahasa Inggris sih penting miss tapi kalo buat anak TKR kan ga penting.Kalo kami sih kerjanya dibengkel, urusannya sama mesin." (S4-Interview)

> "Saya pribadi menganggap bahasa Inggris perlu tetap dilihat lagi manfaat kedepannya. Kalo saya kan masuk jurusan ini otomatis keluar saya kerjanya dibengkel jadi ya buat apa belajar bahasa Inggris" (S5-Interview)

The interviewee believed that English is not important for their future career because they believed they will work in the workshop so there is no benefit if they keep learning English. This statement supported by the fact that the material that given by the teacher are not related to their field. Two interviewee said :

> "Iya sih miss tapi selama ini kita ga ada belajar alat alat namanya apa dalam bahasa Inggris gitu-gitu. Ga ada tuh miss. Materi Bahasa Inggris yang diberikan oleh guru gitu gitu lah ga nyambung dengan jurusan kami." (S3)

"materinya ga nyambung dengan jurusan saya. Kadang belajar menerima tamu di hotel. Kan saya jurusan bengkel jadi ya menurut saya ga penting lah." (S5)

In addition, almost of the interviewee said that they were lack of basic of English. So, it is very difficult for them to continue to learn English in vocational high school. it makes them have low motivation to continue learning English in vocational high school. Three interviewee said that:

"Baru belajar bahasa Inggris di kelas 1smp miss. Memang dari dasarnya kurang jadi makin susah belajar bahasa Inggris dismk ini jadi males mau belajarnya miss" (S2-Interview)

"Belajar bahasa Inggris dari kelas 4sd sih miss, Cuma memang dulu tidak mengerti mengerti. Ibarat dari dasarnya sudahbingungjadi keterusan sampai sekarang bingungnya. Jadi selain disekolahga pernah belajar bahasa Inggris. Disekolahjuga terpaksa miss."(S3-Interview)

"Bahasa Inggris susah miss. Dari dulu dari smp kurang mengerti bahasa Inggris. Kan pertama kali belajar bahasa Inggris kelas 1 smp. Dari awal udah ga ngerti miss. Banyak rumusnya jadi susah terus katanya dibalik balik jadi males belajarnya." (S5-Interview)

Moreover, based on the interviewee, all the interviewees agree that the teacher was too fast in explaining the material. So the students can not understand clearly. Two interviewee said:

"Guru nya terlalu cepat menjelaskan materinya jadi agak kurang paham miss. Pernah sih bilang jangan terlalu cepat mam gitu tapi beliau masih sama juga. Cepat jelaskannya." (S3-Interview)

"Konsep pengajaran dari mam kurang jelas miss. Kurang jelas soalnyakalo menjelaskan cepat gitu missjadi saya susah mengikutinya. Selesai satu materi langsung lanjut ke materi berikutnya." (S4-Interview)

The other causes that found was the teacher is rare to use media in teaching process. Based on the interview, it was found that the teacher just explain the material without media to support teaching and learning process. The monotonous teaching make the students felt bored in the classroom. One interviewee said that:

"Belajar bahasa Inggris yang menyenangkan kan jadinya juga mudah dipahami. Kalo mengajarnya seperti sekarang jadi bosen juga karena monoton. Tidak pernah diberi permainan atau lagu lagu gitu miss." (S2-Interview)

All the interviewee agreed that learning English would be more fun if the teacher use such media as teaching aid to convey the material. Three interviewee said that:

"Kalau mengajar mam biasanya cuma menyampaikan materi terus mengerjakan soal. Ga ada pake media apa apa. Pernah pake in-fokus cuma sangat jarang. Padahal lebih

menyenangkan kalo belajar lewat permainan atau nonton film" (S1-Interview)

"Dikelas mam ga pernah memberikan permainan gitu miss. Media paling infokus itu juga jarang. Padahal seru kan kalo ada lagu atau nonton film selain belajar bisa terhibur juga." (S4-Interview)

"Bahasa Inggris itukan bisa lebih menyenangkan kalo belajar lewat lagu atau film gitu miss. Kalo monoton seperti sekarang jadinya malah bukan tambah ngerti. Sekarang cuma kasi materi terus selesai kasih soal." (S5-Interview)

The last, it was found that the students felt guilty if their pronunciation were wrong. The students fear that their friend will laught at them.

"The last Malu miss takut ditertawakan sama teman apalagi kalo salah salah bacanya. Kalo ngomong pake bahasa Inggris kan susah jadi lebih baik diam daripada ditertawakan." (S1-Interview)

"Teman teman kalo kita salah ngomongnya suka ditertawakan miss. Jadi malu. Apalagi suka ada kata kata sulit takut salah bacanya." (S4-Interview)

Discussion

The inquiry on students of target class showed that there are three causes of the students reticence. Those are negative attitude toward learning English, low motivation and teachers' teaching style. This is supported by Donald (2010) who stated that a range of factors such as negative attitude toward learning English, low motivation, and teachers' teaching style as well as comprehensibility of input all play a role in fostering learners reticence in English classroom.

According to the precentage on students respond of questionnaire to measure students' personality which is 57.75% (medium), it is showed that the students tend to be extrovert. It means that the personality of students are not the reason why students become reticence. Students tend to be extrovert but their personality nature depend on some factors. Extrovert students may perform well than introvert students. But it also depending on other influential factors. In this case, the students found to be reticent although they are tend to be extrovert students. Means that there are some influential factors that cause them to become reticent. This finding is supported by Kezwer (cited in Dornyei, 2005) who stated that in the meantime, extroversion does have some luck on foreign language learning, butit influenced by various contributing factors to make the extrovert students perform well.

Moreover, the precentage on students respond of questionnaire to measure class management which is 53.75% (medium), it shows that the class management is quite good. From this case, teacher seemed to have good enough class management. The teacher success in organize the physical environment so the students can see their teacher clearly and manage students behavior so minimaze the students' misbehaviour that can bother another students. In addition, the teacher may give more attention in creating supportive learning environment and

manage students instruction. These points have low score among two points to measure class management. Such a supportive learning environment and the relevant degree of the learning material can increase students to participate in teaching and learning process.

The data also gathered from the interview in order to digging more information about the case emerge from the questionnaire. Based on the interview, it is found that students have less interest toward English because they believe English is not important for their future career. This is supported by the fact that they think the material provided by the teacher was not related to theirs' program. Because of this fact, the students claimed that English is not related and important with their future career. From this case, the researcher agree that negative belief also lead to the negative attitude because attitude means the way students belief and behave. As Kara (2010) stated that it is argued that those students who possess positive beliefs about language learning have a tendency to increase more positive attitudes towards language learning and negative beliefs may lead to class anxiety, low cognitive achievement, and negative attitudes. Students with negative attitude tend to be reticent in the classroom.

In contrast, student with positive attitude brings the students to any effort to active and participate in teaching learnig process. In line with that, Ghazali et al (2009) state that students with positive attitudes will spend more effort to learn by using strategies such as asking questions, volunteering information and answering questions. Meanwhile, the negative attitude toward learning English has influence in their motivation. As Gardner (cited in Abidin et al 2012) added that the learners' attitudes towards learning another language play a key role in enhancing and motivating them to learn that language. Such the low motivation impact the students in participating or active in the classroom.

In addition, based on the interview result, the reason why students have low motivation in learning english also because in the early stage of learning (previous school) they did not have enough basic knowledge of English. The low of this basic knowledge leads to the difficulties in persuing English lesson in the higher level, that is vocational high school. Beside that, the teacher rushed the students to understand the material.So the students did not understand the material clearly. In other words, teacher tended to practice product learning orientation than process learning orientation. The low understanding of the students effect their participation in the classroom. If they understood with the material, they would participate actively in teaching and learning process. Whereas, when the students did not have understanding about the material, they would tend to be reticent. In line with that Flowerdew & Millar (cited in Riasati, 2014) found that students were reticent in languageclassrooms as a result of such reasons as their inability to understand material that given by the teacher.

Furthermore, based on the interview it also found that the teacher did not frequently apply some media to support teaching and learning process. This situation also effect students to be reticent in target class. The lack of using media created unattractive classroom situation and makes the students feel bored because the learning proccess is monotonous. Indeed, the use of media will make the classroom situation more fun and also attract students attention in learning

English. Accordingly, Li & Liu (2011) stated that the other factor that cause students reticence is the student bored with the learning process.

Another factor that emerge was the students feeling guilty when their pronounced is wrong. The students fear their friends will laughed at them if they make mistake. This will make the students become reticent.

CONCLUSION AND SUGGESTION

Conclusion

Having completed this research, the writer would like to point out some conclusions. The causes of students reticence are students' attitude towards learning English, students' motivation, and teachers' teaching style. The students have negative belief towards learning English because they think that English is not important for their future career. It was supported by the fact that the learning material was not related to their program and improve their mindset on English.The students have low motivation in learning English because they have insufficient prior knowledge of English.The students felt bored in learning English because the learning proccess is monotonous. Teacher tended to practice more product-learning orientation than process learning orientation. Finally, the students become reticence were also caused by feeling guilty when they performed wrong pronunciation of English.

Suggestions

As the problem solving to this reticence causes, the writer provide the following suggestion such as the teacher should use appropiate learning material related to the students' study program in order to attract attention and develop students' interest in learning English, teacher should give motivation to the students in pre- activity or before teacher convey the learning material to improve comprehension for the students in order to change their mindset about learning English, the teacher should be more creative in teaching for example by using multimedia in order to build dynamic language learning situation, the frequency in using teaching media should be added in order to stimulate the learning process be better, the teacher should give more attention and effort to help students without rushing them to accomplish learning target. In this case the teacher should tend to practice process learning orientation than product learning orientation.

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