



# The Analysis About The Student Silence Factors in English Class at 7<sup>TH</sup> Grade of MTS. Al-Ma'arif 1 Kabupaten Sorong

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## ABSTRACT

### Keywords

*Factor; Silent; English  
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This research investigated the silent behavior of learners studying English in classroom. This study started by identifying the broad patterns of classroom silence before rigorously analyzing the variables that students believed the greatest impact on both classroom silence and spoken participation. Qualitative approaches were employed in this study. Interviews and observation were used to gather the data. This research aimed to identify and analyze the factors that cause the 7<sup>th</sup> grade students of MTs. Al-Ma'arif 1 Kab. Sorong silent during English learning. Based on the data that had been analyzed, the researcher found four factors causing students to be silent during English class: 1. All the students agreed that it was because of the subject matter, 2. The students remain silent in English class because of the characteristics of the teacher, 3. Classmates are also the reason for students' silence in English class, and 4. The students' reluctance to talk could influence their English ability.



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## INTRODUCTION

One of the most crucial subjects in education for the development of human resources is English. Although English is widely available now, it is projected to be able to inform people about the future, when it will be employed in all professions. No other language has become so widely spoken worldwide as English, which is quickly taking on the role of a world language and making English a genuinely international language (Shaoujun, 2011). For this reason, fluency in English is essential. English is now required of students in the education system, particularly in Indonesia, from junior high school through university. Four skills are taught to them: Speaking, Writing, Listening, and Reading

Learning is the process of changing behavior through practice and experience. Learning is a process carried out by individuals in obtaining new behavioral changes as a



whole, as a result of the individual himself in interacting with his environment (Rini, Aunurrahman, and Lukmanulhakim, 2022). Learning is the main activity of education. In addition, learning is not just a transfer of knowledge, but the learning process is basically to develop students' creativity and skills through various interactions and also learning experiences, where learning can produce relatively permanent changes in student behavior, so as to achieve ideal quality. In the learning process the role of the teacher is very important, where the teacher must develop students' knowledge, understanding, and creativity abilities and the teacher is required to be able to create pleasant conditions in the classroom (Abdul Majid, 2005).

Real conditions in the field, learning carried out in the classroom is still often taught using conventional models, where the teacher is the center of information and in learning students are less actively involved. Teaching using conventional models such as the lecture method can make students more likely to be passive which makes it difficult for teachers to control the extent of student understanding. This can affect student learning activities and outcomes. Some students in learning do not pay attention to the teacher's explanation, students choose to talk with their friends and the lack of active students in providing feedback to questions and stimuli given by the teacher.

Teachers are involved in classroom communication because teaching is a unique form of communication between students and teachers. In fact, teachers are usually the ones that initiate silence in the classroom. Silence is the absence of speech, not the absence of consciousness (Zhouyuan Yu, 2016). When used in reference to classroom interactions, it means that there is either little or no participation. Enhancing students' English competence is mostly dependent on classroom interaction. Both instructors and students participate in all teaching and learning activities related to both new and old knowledge while teaching English.

However, the majority of English teachers deal with the issue of silent students, and they also struggle to inspire students to actively participate in the learning environment. Students understand the value of expressive language skills, yet for a variety of reasons, the majority of them choose not to participate in class activities. As a result, it is seen that while most students in English classes remain silent, a small percentage of students actively participate in class discussions. The most of them are silent, listening and taking notes. They won't willingly respond to inquiries until they are made. These actions create a quieter atmosphere, which must be worse for student engagement in the classroom.

Some scholars have found that the reasons why the majority of students remain silent include a lack of confidence, a sense of inadequacy, apprehension about others' opinions, ignorance of the subject, a lack of vocabulary, a lack of desire to speak, having distinct personalities, and not having the opportunity to speak (Sri, 2018).

This article investigated the silent behavior of learners studying English in classroom. Starts by identifying the broad patterns of classroom silence before rigorously analyzing the variables that students believe have the greatest impact on both classroom silence and spoken participation. The researcher would like to formulate the research question as follow: (1) What are the factors that make the 7<sup>th</sup> grade students at the MTs. Al-Ma'arif 1 Kab. Sorong silent when learning English? (2) What are the strategies to overcome students'



silent factor when learning English? the researcher aims to find out factors that make the 7<sup>th</sup> grade students at MTs. Al-Ma'arif 1 Kab. Sorong silent when learning English and the strategies to overcome students' silent factor when learning English.

## **METHOD**

Qualitative approaches are employed in this study. Interviews and observation were used as data gathering methods. This research focuses on investigating the behaviors, experiences, and feelings of the 7<sup>th</sup> grade students of MTs. Al-Ma'arif 1 Kab. Sorong in English language learning. The researcher collected information to analyze the research questions from participants' responses to observations and interviews. Finally, the researcher was able to obtain the phenomenon in detail and made it possible to understand through description and explanation as a result of this study.

This research used simple sampling to select the subject of this research. Student from class seventh were selected to be the subject of the research. The researcher chose a class consisting of 30 students from the seventh grade for sample, to be analyzed in this research. The researcher used this sampling technique because all of the students had the same opportunity to be selected.

After making observations, the researcher found 7 students who were silent in the classroom. 7 of the 30 students were interviewed by researchers. Semi-structured data collection was used in this research. During this conversation, the researcher in this interview the researcher asked several questions about the factors that made them silent during English class. The interview questions adapted from Hongboontri to seek causes of students' silence in classroom. The interview was conducted using Indonesian so that the participants have a better understanding of the questions given and also more freely answers the questions according to what they felt.

To examine the qualitative data, the researcher employed an interaction analytic approach. Three processes made up the interactive analysis of the data: data reduction, data display, and conclusion drawing/verification (Matthew and Michael, 1994).

## **RESULTS AND DISCUSSION**

Before conducting research, researchers used research sources from Hongboontri which said that there were 5 factors for student silence, namely coming from the students themselves, their classmates, their teachers' pedagogical styles, their classroom environment and subject matter. But, after analyzing the result of the interview, the researcher found that only four factors that make the student silent there are subject matter, their teacher, their classmates and students themselves.

The first factor come from the subject matter. In the findings section show that student being silent because of their capability in English, lack of knowledge, uninteresting material and monotonous topic. Students added that in English class when the teacher gives assignments and requires them to answer in English, they will feel pressured because they do not understand the material being explained. So, they can't even understand the material, let alone answer questions from the teacher. Students remain silent because they are at a loss for words (Sara, 1997). As a result, when there was classroom engagement during



discussion, question and answer session, they remained silent since they were ignorant and had nothing to contribute. When the teacher provides an opportunity for students to express their opinions regarding the material provided, students choose to remain silent because lack of understanding of the material. It is necessary for the subject or topic being taught in class to be captivating and relevant to the students. Students get bored and become unresponsive to the teacher if the subject or topic is not something they are interested in (Azizullah, Syed, and Ajab, 2023).

Moreover, each of those explanations has to do with cognitive factors. According to Muhayyang (Geminastiti, 2023), students' inability to comprehend the content and their lack of prior knowledge or schemata on the subject matter are the two main variables influencing their cognitive aspects of silence. One major issue that caused them to remain mute was their ignorance about the subject under discussion. The student added that during the learning process, he did not understand the material provided by the teacher. The material taught is always monotonous and difficult for him to understand. Even though he has tried and tried to understand it he always end up silent because he still don't understand. Based on the interview, it was because the lack of knowledge and the uninteresting material.

Additionally, the study discovered that less engaging content or topic had an impact on students' propensity to participate in class discussions. As an example, students are less likely to offer ideas or participate in class discussions when the subject matter is uninteresting. One of the student said that it was during a speaking assignment when they had to work in pairs to discuss a certain topic. She remained mute because she didn't know anything about the topic the teacher had assigned, but topic familiarity was making students more likely to speak out and share their opinions. Students who are assigned topics they are familiar with are likely to engage in more conversational exchanges during the session (Nyimas, Habizar, and Melda, 2023). Therefore, all she did during the discussion was keep quiet because she didn't know what to do. She did not understand the material given. She felt that the material was too unfamiliar to her, according to her silence was the solution to not making mistakes.

The use of technology in learning can influence student motivation, attitudes, and engagement (Lulud, Berlinda, and Reynita, 2020). Therefore, the application of the Technology and the internet can be advantageous for education as well, particularly for the process of teaching and learning. Nowadays, we are in the digital era. It is hoped that a teacher can utilize technology by arranging interesting learning methods at each meeting so that material that is difficult to understand can be well received and students can also be motivated and enthusiastic to learn.

Second, regarding to the teacher's characteristics and teaching pedagogy. The student remains silent because of the teacher's characteristics. Researcher found that students became silent when the teacher gave bad feedback when students expressed their opinions in front of the class. One of the most important factors in encouraging kids to participate in the activities is the teacher. Teachers' ought to act in such a cooperative and encouraging manner. When a teacher speaks in an impolite and commanding manner, students shy away from participating in class activities (Amur, Bukhari, and Lashari, 2023). One student added that when English lessons were going on he was always stressed. he was afraid that if the teacher asked him to speak English and he made a mistake the teacher would scold him. learn from their friends, when they are asked by the teacher to speak English and they make mistakes the teacher will put on a bad face and that causes the loss of self-confidence of the students.



From the problems faced by students, the teacher's role is very important as a role model for students in the classroom. The role of teacher in learning activities is: (1) Making students who are active in teaching and learning activities. Educators deliver material learning to students. In practice, educators provide with dialogue with students. To find out students understand the material that has been taught submitted, then the assignment is carried out. One of the desires of educators in motivate students to be active in learning activities; (2) Creating a class atmosphere which is conducive. As an educator, you are able to create a classroom atmosphere comfortable, safe, and supports students in the learning process; (3) Create varied learning methods. An educator must have creativity in learning methods. So that students don't feel bored and motivated to learn. The student learning process is obtained through discussion, audio-visual, case studies (practice) and so on with the aim that students do not get bored or not bored in the learning process; (4) Increase teacher enthusiasm and enthusiasm teaching. A teacher's concern for the teaching and learning process is a factor which is very important to foster student learning motivation. Educator whom teaches with enthusiasm and shows a pleasant expression in the process learning, so that you will be motivated in the learning process so that you are empowered student absorption becomes effective; (5) Giving rewards or awards. One of educators' strategy in motivating students is by giving praise, prizes, and value; (6) Creating activities that involve all students in the class. Class activities should involve all students, so that they can collaborate in receiving knowledge and providing ideas and ideas when completing group and individual assignments. After the researchers conducted interviews, the researchers found that students tended to choose to remain silent because they were afraid of the teacher's expression when students were given the opportunity to speak in English. The student added that he had been in a situation where he was given the opportunity to speak in English and he answered confidently but the response from the teacher did not match his expectations. He hoped the teacher would give him a compliment but what he gave him was a look that made him depressed. Since then he has chosen to remain silent during English class. Another student added that she felt the teacher's way of teaching was less interesting. The teacher always teaches in the same way at every meeting. Teachers always use telling methods which make students bored.

Apart from that, every teacher has a different teaching style because they have a different personalities. Therefore, the teacher's teaching style plays an important role prevent student boredom which causes them to remain silent in class interaction. Based on the interview, one of the students told about her teacher teaching style and she felt bored when the teacher just stood in front of the class and explained the material given. As a result, feelings the boredom she felt led her to a situation where she did not pay attention to the explanations from the teacher and the material which led her to remain silent during questions and answers.

Furthermore, Imperfect learning outcomes are a form of lacking motivation. So for motivate students to speak in class the teacher must use the teaching style that students are most interested in, this is because the teaching style will attract students' interest influencing student motivation in the learning process. As state by Heri Rahmat, a professional teacher not only teaches but also educates accordingly his role as an educator. Apart from being an educator, teachers also have other roles in the teaching and learning process, namely as a motivator, evaluator and facilitator has a role and responsibility to improve the quality of education (Heri, 2018). A teachers in the learning process must have the ability to make modifications The skills to be taught are appropriate to the child's level of development.



The role of the teacher is very important in a learning process. A teacher is necessary prepare students as best as possible to be ready to accept and participate in the learning process in order to achieve the learning goals that have been set. Teaching and learning activities what teachers do should be able to attract students' attention and arouse enthusiasm students to always participate in the learning process. The reason behind students silence not only because the student but also the strategy teachers used to increase students participation in class (Bahar, Purwati, and Setiawan, 2022). This requires the teacher's special ability in teaching is the use of teaching variations. Sometimes the methodology used by the teacher is only centered on the teacher, so that it can make students confused and tend to be quiet while only listening to the teacher and not responding.

In short, the teacher should present himself as a motivator, facilitator, and educator who gives students more chances to engage in conversation and learning by taking away some of the control over the curriculum and assignments from in-class interactions.

## CONCLUSION

Based on the data that has been analyzed, researchers found that there are factors that cause students to be silent during English class. The researcher got a lot of information from the interview sessions conducted with the seven students in this study. The following are points of factors that cause students in seventh grade at MTs. Al-Ma'arif 1 Kab. Sorong to be silent during English class based on interviews that have been conducted.

Firstly, all of the students agree that it is because the subject matter. If the material provided is less interesting, monotonous, difficult and unfamiliar, students will not actively participate in the teaching and learning process. lack of knowledge makes students choose to remain silent.

Secondly, the students remain silent in English class because of the characteristics of the teacher. students are afraid of making mistakes because the feedback given by the teacher does not match the students' expectations. Also, the teacher's way of teaching is considered boring and uninteresting which makes students end up being silent and just listening to the teacher's explanation.

Thirdly, classmates are also the reason for students' silence in English class. Students lose their confidence and become nervous when students are asked to speak English in front of the class, they are afraid they will be laughed at and ridiculed by their classmates.

Lastly, reluctance to talk was also influenced by the students themselves. They acknowledged that if they were asked to talk in English, they would become bashful and lose confidence.

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