

BREAKING THE SILENCE: UNDERSTANDING EFL STUDENTS' LACK OF VERBAL PARTICIPATION

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Abstract: Silent students are students who tend to be low active, lack of verbal and low participate when English learning in class. Based on preliminary research, researchers found that there are still many silent students in class, especially during English lessons. This study aimed to understand the types of silent students and the factors that influence silent students. This research used a qualitative research approach using a case study. The study involved thirty-two eleventh grade students from Islamic senior high school in Malang, who were selected through questionnaires and in-depth interviews. Data analysis in this study used thematic analysis, using six steps. Most students have silent types, with strong silent students being the most prevalent. Factors influencing silent students include feeling tired, dislike learning material, low self-confidence, teacher teaching style, long lesson hours, crowded situation, Teacher's bad mood, diverting learning, self-study using applications, Problem solving. The study reveals that students often exhibit "strong silence" in English lessons, influenced by internal and external factors. It recommends creating a supportive environment, encouraging active participation, overcoming psychological barriers, and cultural sensitivity.

Keywords: Factor silent, Types of silent

INTRODUCTION

English Foreign Language (EFL) students is a term used to refer to undergraduate or university students who study or use English as a foreign language rather than as their native language. Although the use of English in EFL is still limited, especially in learning environments, it is possible to introduce

English into daily life to improve English skills (Muslem, 2021). EFL education is very important in an increasingly connected global world, because English is often used as the language of international communication in various fields, including business, technology, science, and popular culture. English's prominence as an international language reflects its importance in promoting communication and engagement around the world, as well as its influence on education and global culture (Raja et al., 2022). For EFL students, mastering English can open up wider opportunities in terms of work, study and interaction with the global community.

In recent decades, globalization and technological developments have increased the importance of English in Indonesian society. The Indonesian government should pay special attention to the development of silent students for English language skills in schools as a response to global challenges. English language learning still has many problems that occur in class, one of which is due to silent students. The learning process is harmed by silent in the classroom (Min, 2016). Silent students have many factors including silent students who are not active when in class. Whereas when students are active it greatly affects their abilities, the more active the students are the wider the knowledge they get. Silent can disrupt this dynamic and reduce the overall effectiveness of the learning experience. The next thing that usually happens is a lack of communication and a lack of self-confidence. Communication involves exchanging information, ideas, feelings, or messages using verbal or non-verbal language.

Self-confidence is also often a problem in class, namely when students are silence, the students become shy and lack confidence in themselves. Self-confidence is a very important thing because when students have great confidence, it will make it easy for students to communicate with their friend using language. Individuals who have high levels of self-confidence tend to be more able to overcome challenges, take risks, and interact positively with others. Self-confidence includes not only cognitive aspects (assessment of one's abilities), but also emotional (belief in oneself) and behave verbal aspects (actions that reflect

self-confidence) (Stuntzner, 2015). Motivation is very important. Lack of student motivation can also have a bad effect on students. Motivation is an internal or external force that drives students to achieve learning goals. There are two types of motivation: intrinsic motivation and extrinsic motivation.

Based on my preliminary research when I was conducting teaching practice, I was found several students who tended to be silent, this became the basis for me to conduct research on this silence and to find out approximately the type of silence towards that student and the reason why students do silent in class. The reason for raising this study is after finding several theories from other people it can be seen that silence is very dangerous, because if students tend to be silent in class, then there will be several factors that affect learning so ineffectively.

In this context, the researcher will examine in detail the 14 types of silence according to Bao (2014), because previous research only focused on silent students and strategies and ways to overcome silence in the classroom, but not many have discussed silent students by explaining them based on the type of silent students. Previous researchers found one researcher who mentioned 14 types of silence but were not discussed in full, only explained briefly. Then previous studies have not used a qualitative approach with case studies. Previous studies that studied high school students are still few, most of them study students from universities. Therefore, this study found a gap that focuses on the lack of in-depth research on 14 types of silent students and the factors that influence students' verbal participation in English classes.

METHOD

This chapter discusses several research methodology-related topics. It consists of research design, participant, data sources, data collection, data analysis, and trustworthiness.

Research design

Researchers used a qualitative approach with case study. The researchers explain and investigate some significant variables that contribute to the reasons

behind English course students' lack of verbal participation in English at one of the Islamic Senior High Schools in Malang.

Participant

The participant of this research including thirty-two eleventh grade students of Islamic senior high school in Malang. The researcher used all students in class eleven to be given a questionnaire, the students consisted of 16 male students and 16 female students. Then the students were selected based on categories silent student base on types of silent from Bao (2014), and there were fourteen students consisting of 6 male students and 8 female students who would be asked for interviews.

Data collection

Data conducted by given questionnaire to class XI students to determine silent students according to the type of silent students adopted from Bao (2014), then getting the results of which students get scores according to the type of type of silent students, then the selected students conducted in-depth interviews. By conducting face-to-face interviews.

Data analysis

Analysis data from questionnaire and interviews. Questionnaire distributed in class to find silent students with almost all types, then from the data, several students selected for in-depth interviews. The researcher also used data analysis using thematic analysis as a highly applicable method for analyzing qualitative data. This methodology is based on Braun and Clarke's (2006) six-step process for thematic analysis. First, the researcher transcribed the interview data, secondly the researcher read the interview transcripts repeatedly, thirdly the researcher categorized the interview data, fourthly the researcher grouped the same data together, fifthly the researcher came up with a theme, lastly the researcher writes the results of the interview data.

Trustworthiness

Researcher used member checking during the data transcribing process.

Where researchers provide transcripts of in-depth interview results to participants to equalize perceptions, ask again if there is information that wants to be added or changed and agree on the results of the transcript.

FINDINGS AND DISCUSSIONS

This chapter explains in detail the findings and discussions obtained in the study. The data presented comes from data collection through questionnaires and interviews. The components discussed in this chapter are the types of silent students and also the factors that make students silent.

The types of students' lack of verbal participation

The characteristics or behavior of students who tend to be more introverted and less active in verbal learning context participation is referred to as the silent student type. Silent students prefer to listen rather than talk, tend to avoid conversations, and may feel awkward or less confident in expressing opinions in front of others. (Pradestina & Agustin, 2020). From the results of the questionnaire almost all types of silent exist in this one class of all types of silent. According to Bao (2014) types of silence students are active silence, passive silence, weak silence, strong silence, eventful silence, decentralize silence, confrontational silence, uncooperative silence, misleading silence, interpersonal silence, eloquent silence, and semiotic silence. The results of the questionnaire from the 14 types of silent students show that there are some students who have scores in accordance with their categories but here the researcher only takes 14 students who match the 14 types of silent students based on these types.

Each student has unique characteristics and needs, making it crucial for teachers to understand and respond appropriately to each student to enhance their engagement and participation in the learning process (Juma et al., 2022). Meanwhile other researcher explaining about the kinds of silent students are by and large tracked down in view of attributes and factors that impact conduct like understudy timid, withdrawn self, self - trouble, individual issue, endlessly intrigued (Winnie et al., 2023).

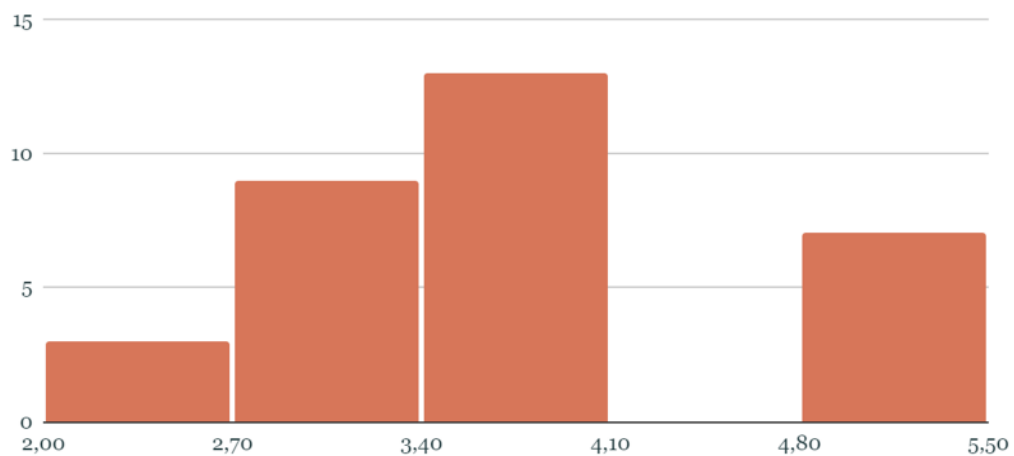


Diagram 1 Strong Silence

This research identified various types of silent among students in the EFL classroom, as categorized by Bao (2014). The questionnaire results revealed that almost all types of silent were present in the class. The most prevalent type was strong silence, where students were consistently silent and refrained from participating in verbal activities. This type of silent was observed in seven students. From these results, it is known that this study is different from previous studies because this study discusses 14 types of silent students, while other studies have not discussed 14 types of silent students.

Factors do influence students' silent in English class

Based on the results of the interviews, there were many factors that made them silence, and many findings were obtained from the interviews. The following are the reasons why students become silent in English class. It can be said that the factors that influence students to be silent because most students feel this factor is complex with all factors such as internal and external factors.

1. Feeling tired

Students believe that excessive talking is a waste of time and they do not like it. Factors that influence this behavior include students who previously felling tired and unable to engage in active discussions, so they chose to remain silent. Students may experience mental exhaustion as a result of changes in learning methods, a lack of social interaction, and increased academic pressure.

As a result, they may be less motivated to build their English vocabulary

(Aji et al., 2023). This is also explained by Bahar et al., (2022) this can have a negative effect on students' ability to learn when they are tired and sleepy while learning. Research indicates that students often struggle with English learning due to distractions, such as feeling tired and sleepiness, which can lead to lost focus and silence, affecting the smooth flow of the material presented by the teacher.

2. Dislike learning material

Where students do not like the material presented by the teacher because they feel that the material presented is not satisfactory, making the student lazy to participate in class activities. Students may have a tendency to dislike the subject if they find it to be too difficult or fail to grasp the material. Other studies say that students dislike learning materials in a web-based climate, comprising of unacceptable clarifications from educators and web issues (Budianto et al., 2024). In another study revealed that discomfort, low motivation, and a lack of student involvement in the learning process are all possible outcomes of this (Muhayyang et al., 2023).

In this section the student explains that the student does not like some of the material in the English lesson, then the student underestimates it and intends to study on his own by choosing to study at a course. This happens because students feel that the teacher's teaching is too rigid so it is difficult for them to understand the material being presented, and there are several incidents that make students become silent and reluctant to ask their teacher

3. Low self – confidence

The student has low self-confidence. The student is afraid of appearing in front and feels less confident when speaking in front of many people. Other researchers also stated similar things, Students tend to be afraid of making mistakes and receiving criticism because they lack self-confidence (Riadil, 2020). According to researchers who concluded based on the findings said that students who have a lack of confidence when they have to speak English in front because students can't speak English so students are very afraid when he has to speak in front of many people. Meanwhile, according to other researchers, it was

found that they additionally feel hampered by disgrace in regards to their restricted English, which makes them hesitant to talk or exhibit restricted English abilities (Banks, 2016).

4. Teacher teaching style

The lack of a teacher's teaching style significantly impacts the continuity of learning in the classroom. Some students expressed dissatisfaction with their English teachers' monotonous, rigid, and difficult explanations, leading to their silence and disinterest in the material. These students feel they lack mastery of English and find the teaching style inappropriate or monotonous, leading to a lack of enjoyment in English classes.

The lack of appropriate teaching methods contributes to students' dissatisfaction with English learning. In other researches said something similar that need the educator's showing technique is a fruitless, restricted grasping, commitment, expertise improvement, inspiration and excitement (Isma & Nur, 2023). Another researches stated that another affecting component is the absence of inspiration to realize, which might be brought about by the educator's instructing style that isn't as per the necessities of students (Boy Jon et al., 2021). Anxious students can also affect learning if combined with teacher teaching style because this can make students become afraid and feel if English lessons are stressful. This also makes students become silent and inactive in class.

5. Long lesson hours

Learning English for too long and without breaks can make students feel bored and make students unfocused, which can make them not understand, which in the end can make them become silence. For a considerable amount of time, students may feel overloaded or dissatisfied with the material being taught (Zepeda et al., 2020). Long lesson or long learning span can severally affect students. Mental and physical exhaustion, which can make learning less effective, is one effect (Zafarina, 2022). Because this happens because the learning time is so long and it becomes boring if the teacher explains the material too rigidly, making students even more sleepy. Some students experienced the same thing, namely that the study hours were silent long and also the study hours

were during the day, making students easily sleepy, feel bored, have difficulty focusing, and get tired easily.

6. The crowded situation

Some students shared their experiences with classroom conditions that disrupt learning. That crowded situation made them lazy and struggled to understand lessons, difficult to concentrate in noisy or crowded classrooms, and crowded classes made students unfocused and confused, leading to silence.

These students' experiences highlight the importance of addressing classroom conditions to improve learning outcomes. In other research found in crowded classrooms, students who remain silent may encounter difficulties and reactions that can hinder participation, such as discomfort, difficulty speaking up, a lack of opportunity, and not being noticed by the teacher (Saylag, 2014). Classes that are not conducive can also worsen the learning atmosphere because it is difficult for students to focus, sometimes there are also friends next door who are noisy which can also make me fail to focus on understanding English material because according to researchers learning English must be in a calm and conducive situation.

7. Teacher's bad mood

The teacher's mood is very influential on the continuity of English learning because if the teacher is in a bad mood, it can make students become silence, lazy and feel uncomfortable to take part in class learning and choose to be silence. While according to other research explains pessimistic effect, otherwise called a bad mood, altogether influences educator burnout, prompting sensations of tension and sadness, which can influence their expert climate and the emotional well-being of their students, as opposed to the people who don't encounter burnout (Genoud & Waroux, 2021). Bad moods can negatively impact student motivation, academic performance, student-teacher relationships, stress levels, and the learning environment. In other research found a teacher's bad mood can adversely influence the growing experience and communications with students (Bahar et al., 2022).

Additionally, teacher's bad mood can disrupt healthy student-teacher

relationships, increase stress, and create an unsafe or unsupportive learning environment. It was explained in the findings that students felt uncomfortable when learning English because the teacher was not in a good mood. This also has a big influence on learning in class.

8. Self – study using apps

What is meant by self-learning with online applications is when students are silent in class because they do not understand the explanation of material from a teacher then students do learn through several additional applications when outside of learning hours to help them understand material about English. In other research found these applications assist students with improving their insight, abilities, and grasping in different learning materials (Aji et al., 2023). This was obtained from the student's explanation which said that when students do not understand the teacher's explanation, students will choose to use other applications to learn on their own, applications that are usually used in learning English such as YouTube, Google, and so on.

9. Diverting learning

Diverting learning is the diversion of students' attention by using other reasons to avoid the material presented by writing, doing other tasks, or even playing games. These activities can be anything from non-learnable subjects or activities to the main content of the lesson (Dardjito et al., 2023). In contrast to previous researchers, this researcher explains that distracting students from learning by engaging in other activities like writing or playing games on their phones can present additional obstacles (Bahar et al., 2022).

This can also have a very bad effect on students because it has a very big negative effect, namely that apart from students being silence, students also have an attitude of not paying attention to the teacher because when students don't like one of the English materials, students will be silent and do other things. other.

10. Problem solving

Problem solving is where students are silent to listen to the teacher's explanation, then when the student feels they don't understand the teacher's explanation, the student discusses with his friends or even himself to solve a

problem, but in this case the student emphasizes more solving problems by solving the problem yourself. The term "discussion as problem solving" refers to a method of communication in which information, ideas, and points of view are shared in order to solve a problem or find a solution (Agyekum, 2022).

Students admitted that they preferred to solve problems alone rather than with friends because students felt that they enjoyed it, felt it was exciting, and according to them it was a very challenging thing to be able to solve problem solving by themselves. In other research found appropriate problem-solving approach is supposed to assist with conquering the difficulties students face in web-based English learning and work on the general viability of learning (Komang et al., 2021).

CONCLUSIONS AND SUGGESTIONS

This study investigates the type of students' lack of verbal participation and the factors influencing their silence in English classes. The "silent student type" is introverted students who prefer listening to speaking and may feel uncomfortable speaking in front of others. Seven students of silent have been identified, with "strong silence" being the most prevalent. The study found that students' silence is influenced by internal factors such as feeling tired, dislike learning materials. internal and external factors are low self-confidence, teacher teaching style, and teacher's mood. External factors include long class hours, crowded classes, independent learning with online applications, and discussions as problem-solving.

To increase students' verbal participation in EFL classes, teachers should create a supportive and inclusive classroom environment, encourage active participation through strategies like group work, pair activities, and interactive discussions, overcome psychological barriers, and respect cultural differences. By implementing these suggestions, students can overcome reticence and become more involved in the learning process, improving their English language skills and achieving better learning outcomes.

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