

APPENDIXES

Appendix 1. Expert Judgment Sheet

EXPERT JUDGMENT SHEET RESEARCH INSTRUMENT VALIDATION LETTER

The undersigned below:

Name : Febti Ismiatun, S.Pd., M.Pd.

NPP : 152702199232217

Hereby states that after carefully reviewing and examining the relevance and clarity of the research instruments, I have provided expert judgment on the research instruments used in the undergraduate thesis entitled "Teacher and Students' Perceptions of Teaching Methods Used to Encourage Silent Students to Speak in a Senior High School EFL Classroom" written by::

Name : Agustin Shilan Khafsah

Student ID : 22201073019

Study Program : English Education

Faculty : Faculty of Teacher Training and Education

Based on the evaluation results, I hereby declare that the research instruments are (□):

☐ Appropriate to be used without revision

☒ Appropriate to be used with revisions according to suggestions

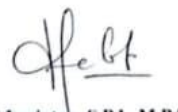
☐ Not appropriate to be used

Comments / Suggestions:

Please arrange the item more structurally and
natural

This expert judgment sheet is made truthfully to be used properly as required.

Malang... 27/11/2026
Validator,



Febti Ismiatun, S.Pd., M.Pd.
NPP. 152702199232217

Appendix 2. Consent Forms

LEMBAR PERSETUJUAN PARTISIPAN

Judul Penelitian : Teacher and Students' Perceptions of Teaching Methods Used to Encourage Silent Students to Speak in a Senior High School EFL Classroom

Tujuan Penelitian : Penelitian ini bertujuan untuk mengidentifikasi metode pengajaran yang digunakan guru dalam mendorong siswa pasif agar berpartisipasi dalam kegiatan berbicara di kelas EFL tingkat SMA, serta menganalisis tantangan yang dihadapi guru dan persepsi siswa terhadap penerapan strategi pengajaran tersebut.

Saya yang bertanda tangan di bawah ini:

Nama Guru :

Jabatan : Guru Bahasa Inggris

Instansi :

Menyatakan bahwa saya telah memperoleh penjelasan mengenai penelitian yang dilakukan oleh:

Nama Peneliti : Agustin Shilan Khafsah

Program Studi : Pendidikan Bahasa Inggris

Perguruan Tinggi : Universitas Islam Malang

Saya bersedia secara sukarela dan tanpa paksaan dari pihak mana pun untuk berperan sebagai partisipan dalam penelitian ini dengan memberikan informasi melalui observasi kelas dan/atau wawancara sesuai dengan ketentuan penelitian. Saya memahami bahwa penelitian ini tidak menimbulkan risiko fisik maupun psikologis, serta bahwa identitas dan seluruh data yang saya berikan akan dijaga kerahasiaannya dan hanya digunakan untuk kepentingan akademik.

Singosari,



LEMBAR PERSETUJUAN ORANG TUA/WALI

Judul Penelitian : Teacher and Students' Perceptions of Teaching Methods Used to Encourage Silent Students to Speak in a Senior High School EFL Classroom

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Saya yang bertanda tangan di bawah ini:

Nama Orang Tua/Wali:
 Nama Siswa :
 Instansi :

Dengan ini saya menyatakan memberikan izin dan persetujuan kepada anak saya untuk berperan sebagai partisipan dalam penelitian ini dengan memberikan informasi melalui wawancara sesuai dengan ketentuan penelitian. Saya memahami bahwa partisipasi bersifat sukarela, tidak menimbulkan risiko fisik maupun psikologis, serta identitas dan seluruh data yang diperoleh akan dijaga kerahasiaannya dan hanya digunakan untuk kepentingan akademik.

Singosari, 13 April 2016



LEMBAR PERSETUJUAN ORANG TUA/WALI

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Nama :
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Menyatakan bahwa saya telah memperoleh penjelasan mengenai penelitian yang dilakukan oleh:

Nama Peneliti : Agustin Shilan Khafshah
 Program Studi : Pendidikan Bahasa Inggris
 Perguruan Tinggi : Universitas Islam Malang

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Singosari,



Appendix 3. Instruments

Interview Guides - Teacher

No	Questions	Notes
1	How long have you been teaching English at school? <i>Sudah berapa lama Ibu mengajar bahasa Inggris di SMA?</i>	
2	How do you see your students' participation in speaking activities in your class? <i>Bagaimana Ibu menilai keterlibatan siswa dalam kegiatan berbicara di kelas tersebut?</i>	
RQ 1: What teaching methods are used by teachers to encourage silent students to speak in an EFL classroom at the high school level?		
No	Questions	Notes
3	In seeing silent students, what teaching methods do you use to deal with this? <i>Metode apa yang Anda gunakan untuk mendorong siswa yang diam agar mau berbicara?</i>	
4	Why do you choose these methods? <i>Mengapa Anda memilih metode tersebut?</i>	
5	What speaking activities do you use most often? <i>Aktivitas speaking apa yang paling sering Anda gunakan?</i>	
6	How do you handle students who still stay silent even after being encouraged to speak?	

	<i>Bagaimana Ibu menangani siswa yang tetap diam bahkan setelah didorong untuk berbicara?</i>	
RQ 2: How do these methods help increase student participation in speaking activities?		
No	Questions	Notes
7	How do students respond to your teaching strategies? <i>Bagaimana respon siswa terhadap strategi yang Anda gunakan?</i>	
8	Do silent students become more active? <i>Apakah siswa yang awalnya diam menjadi lebih aktif?</i>	
9	Which method is the most effective in your opinion? <i>Metode mana yang paling efektif menurut Anda?</i>	
10	How do you evaluate whether your strategies are successful in encouraging student participation? <i>Bagaimana Ibu mengevaluasi keberhasilan strategi Anda dalam mendorong partisipasi siswa?</i>	
RQ 3: What challenges do teachers face when encouraging silent students to communicate in the classroom?		
No	Questions	Notes
11	What challenges do you find to help them to be more active?? <i>Tantangan apa yang Anda hadapi saat mendorong siswa agar lebih aktif?</i>	

12	In your opinion, what causes students to be passive or silent? (for example: shyness, fear of mistakes, lack of vocabulary, traditional teaching methods) <i>Menurut Ibu, apa penyebab siswa pasif berbicara? (misalnya: rasa malu, takut salah, kurang kosakata, metode guru-terlalu tradisional)</i>	
13	Do you think certain classroom conditions (e.g., class size, lesson difficulty, peer behavior, etc) affect your strategies to motivate silent students? <i>Menurut ibu apakah kondisi tertentu di dalam kelas (misalnya, ukuran kelas, tingkat kesulitan pelajaran, perilaku teman sekelas, dll.) memengaruhi bagaimana strategi ibu untuk memotivasi siswa yang diam?</i>	
14	How do you deal with or adapt to these challenges? <i>Menurut Ibu, apa penyebab siswa pasif berbicara? (misalnya: rasa malu, takut salah, kurang kosakata, metode guru-terlalu tradisional)</i>	

Interview Guides - Students

RQ 4: How do students perceive of the implementation of the teacher strategies?		
No	Questions	Notes
1.	Do you like English lesson? <i>Kamu suka pelajaran Bahasa Inggris gak?</i>	

2.	Do you think speaking is difficult? <i>Menurutmu kegiatan berbicara sulit nggak?</i>	
3	How do you think about your teacher's way of teaching during English speaking activities? <i>Bagaimana menurutmu terhadap cara guru mengajar pada kegiatan berbicara dalam pelajaran bahasa Inggris?</i>	
4	Do the teacher's methods make you feel more confident to speak in class? Why or why not? <i>Apakah metode yang digunakan guru membuat Kamu merasa lebih percaya diri untuk berbicara di kelas? Mengapa atau mengapa tidak?</i>	
5	What activities does the teacher usually use in speaking class? <i>Aktivitas apa yang biasanya digunakan guru saat pelajaran speaking?</i>	
6	Does the teacher often encourage students to speak? <i>Apakah guru sering mendorong siswa untuk berbicara?</i>	
7	Do the teacher's activities help you speak more actively? <i>Apakah aktivitas yang dilakukan guru membantumu lebih aktif berbicara?</i>	
8	Which activities make you braver to speak? <i>Aktivitas apa yang membuat Kamu lebih berani berbicara?</i>	

9	What makes it difficult for you to speak English in class? <i>Apa yang membuat Kamu sulit berbicara bahasa Inggris di kelas?</i>	
10	What factors make you reluctant to speak in class? <i>Faktor apa yang membuat kamu enggan bicara di dalam kelas?</i>	
11	What do you think about the teacher's way of encouraging students to speak? <i>Bagaimana pendapatmu tentang cara guru mendorong siswa berbicara?</i>	
12	Do you feel comfortable with the teacher's strategies? <i>Apakah Kamu merasa nyaman dengan strategi guru?</i>	
13	Do these strategies help increase your confidence? <i>Apakah strategi tersebut membantu meningkatkan kepercayaan diri?</i>	

Observation Sheets

Classroom Observation Checklist

School : _____

Class : _____

Observation Date : _____

Time / Duration : _____

Lesson Topic : _____

Number of Students : _____

Observe : _____

Likert Scale Description (1–5)

Score	Description
1	Never Seen
2	Rarely Seen
3	Sometimes Seen
4	Often Seen
5	Always Seen

Teaching Method Used to Encourage Silent Students

No	Observation Indicators	1	2	3	4	5	Notes / Example Behavior
1	The teacher uses pair or group work. Guru menggunakan kerja berpasangan atau kelompok.						
2	The teacher uses question-and-answer techniques. Guru menggunakan teknik tanya jawab.						
3	The teacher gives examples or sentence starters. Guru memberikan contoh atau kalimat bantu (scaffolding)						
4	The teacher gives wait time before students answer. Guru memberi waktu berpikir sebelum siswa menjawab.						
5	The teacher uses games or role play. Guru menggunakan permainan atau role play						
6	The teacher encourages silent students to speak. Guru mendorong siswa yang biasanya diam untuk berbicara.						
7	The teacher creates a supportive classroom atmosphere. Guru menciptakan suasana kelas yang aman dan suportif.						

How the Methods Increase Student Participation

No	Observation Indicators	1	2	3	4	5	Notes / Example Behavior
8	Silent students start to speak. Siswa yang biasanya diam mulai berbicara.						
9	Students actively participate in speaking activities. Siswa aktif dalam kegiatan speaking.						
10	The number of students speaking increases. Jumlah siswa yang berbicara meningkat.						
11	Students respond orally to the teacher's questions. Siswa merespons pertanyaan guru secara lisan.						
12	Students look more confident when speaking. Siswa terlihat lebih percaya diri saat berbicara.						

Challenges Faced by Teachers

No	Observation Indicators	1	2	3	4	5	Notes / Example Behavior
13	Students avoid speaking when asked. Siswa menghindari berbicara saat ditunjuk.						
14	Students look anxious or afraid when speaking. Siswa terlihat takut atau cemas saat berbicara.						
15	Students have limited vocabulary. Siswa memiliki keterbatasan kosakata.						

16	The class size is too large for speaking activities. Jumlah siswa terlalu banyak untuk kegiatan speaking.						
17	The teaching time is not sufficient. Waktu pembelajaran tidak mencukupi.						

Students' Perceptions of Teacher Strategies

No	Observation Indicators	1	2	3	4	5	Notes / Example Behavior
18	Students look comfortable during speaking activities. Siswa terlihat nyaman saat kegiatan speaking.						
19	Students show enthusiasm. Siswa menunjukkan antusiasme.						
20	Students are not afraid of making mistakes. Siswa tidak takut melakukan kesalahan.						
21	Students support each other when speaking. Siswa saling mendukung saat berbicara.						
22	Students respond positively to the teacher's strategies. Siswa merespons strategi guru secara positif.						

Appendix 4. Findings

Interview Findings - Teacher

Saya Bu T, nama lengkapnya T. Saya guru SMA di Singosari. Saya mengajar bahasa Inggris di kelas 11 dan 12. Saya mengajar di SMA Singosari mulai tahun 2007 - sekarang. Sebelumnya sudah pernah mengajar di SMA PGRI lawang mulai tahun 1996-2010.

1. Bagaimana. Interaksi dengan siswa dan kelas? Saya berinteraksi dengan siswa Itu kadang-kadang Kalau memang di kelas Siswa cenderung pasif Karena mereka pasti Ada rasa takut make a mistake, Takut membuat salah. Tapi ketika ada di luar Ketika saya berbicara Dengan mereka dalam bahasa Inggris itu Malah mereka Lebih santai Menjawabnya lancar, Tapi ketika di kelas Mereka Diam atau mungkin ya mungkin kalau di kelas itu karena ada beberapa teman mungkin dia rasa malu, nggak pingin show up bahwa mereka ini bisa. Tapi ketika kita ketemu hanya berdua saya pancing untuk speaking, banyaklah siswa saya yang istilahnya paham apa yang saya omongkan, apa yang kita komunikasikan. Kemungkinan juga karena lingkungan kelas, mungkin mereka takut dikatakan sok Sokan, sehingga menutupi kalau mereka bisa.

2. Bagaimana mengatasi siswa pasif di kelas? Kalau ada yang pasif Saya memang tidak pernah Menyebut namanya dan Menyuruh anak itu untuk menjawab pertanyaan, karena Menurut saya pribadi itu tidak fair, takut ada favoritisme, jadi saya menyebutkan nomor absen sehingga nunjuknya acak, sehingga siswa kadang juga shock dan surprised. Bila yang ditunjuk tidak bisa menjawab, saya lempar pertanyaan ke teman yang lain, yang biss membantu jawab. Setelah itu yang saya tunjuk di awal tadi saya suruh mengulang jawaban yang sudah benar dan dijawab sebelumnya.

3. Apakah ada strategi atau teknik lain yang ibu gunakan dalam kegiatan speaking? Kalau saya sedang mood ngajar dan waktunya cukup, saya kasih siswa ini gambar, dari gambar tersebut siswa syaa suruh untuk describe, apa aja yang ada di dalam gambar. Untuk ngajak siswa nambah kosa kata lah. Kalau gak gitu saya pakai contoh gambar di buku LKS, Lalu saya suruh siswa membuat kalimat. Pokoknya tujuan saya siswa ini mau bicara. Kadang ketika siswa disuruh bicara di depan orang lain mereka malu, jadi saya menyuruh mereka membuat dalam bentuk video record by themselves, lalu nanti saya suruh mereka upload.

4. Paling sering pakai teknik ngajar yang mana? - kalau melihat digitalisasi ini saya lebih senang mereka pakai video dengan keuntungan hemat waktu, sehingga saya gak perlu nunggu anak anak untuk maju satu per satu. Sehingga saya tidak butuh waktu lama untuk menilai 36 siswa. - Tapi saya juga tidak menghindari, Misalnya I want to add Additional score for them Itu biasanya saya bilang ayo yang

berani maju Di depan kelas, yang mau speak up. Dan biasanya ketika siswa mengetahui akan diberikan extra score, mereka lebih semangat.

5. Dengan teknik mengajar yang sudah ibu lakukan, bagaimana tanggapan siswa? - kalau saya mengatakan ekstra skor, pasti ada siswa yang mau maju. Tapi kalau tidak ada ekstra skor, saya hanya bilang "ayo siapa yang want to be volunteer", "yang mau jadi contoh", "yang mau maju", itu jarang ada yang speak up. Jadi mereka harus ada feedbacknya, harus ada nilai. Jadi misal saya menyuruh ayo sekarang Listen to the audio, lalu repeat what you hear out loud dengan bahasamu sendiri. Jadi intonasinya, pronunciationnya itu mereka repeat. Lalu mereka practice di depan kelas. Kalau sudah itu kan kadang-kadang anak-anak males malu dan lain sebagainya. Akhirnya saya tunjuk salah satu, saya kasih nilai yang maju. Akhirnya yang lainnya berlomba-lomba untuk ikut maju. jadi apresiasi reward ke anak itu lebih efektif. Jadi kita memberikan reward ke anak itu lebih efektif. Karena mereka merasa bahwa saya ini nggak sia-sia untuk speak up.

6. Bagaimana menilai keberhasilan dari kegiatan speaking yang sudah ibu lakukan di kelas? Dilihat dari antusiasme siswanya. Seperti tadi misalnya, saya merasa ketika saya mengatakan ada ekstra skor, siswa banyak yang maju, sehingga dipertemuan selanjutnya siswa yang belum maju dan speak up mengajukan diri untuk maju dan mendapatkan nilai.

7. Tantangan apa saja yang ibu hadapi dalam menarik siswa untuk mau speak up? -dari materi, jadi tergantung topiknya kalau mereka gak familiar dengan topiknya mereka tidak akan tertarik. Ketika topiknya dikaitkan dengan apa yang sedang viral mereka akan sahut sahutan. Tapi jika topiknya membosankan misal masalah pemerintah mereka tidak antusias. -Dari gurunya, ketika gurunya malas akhirnya siswa ini terimbas itu juga. - bisa jadi juga karena waktu. Kalau pagi itu mereka masih fresh, jadi saya gunakan untuk menyampaikan materi. Tapi ketika habis istirahat ke 2, siang hari jam 1, itu mereka sudah waktunya ngantuk, jadi kegiatan saya berikan yang more relaxed dengan menggunakan game dan ice breaking.

8. Bagaimana ibu adapts with those challenges? Saya biasanya cari materi yang related dengan dunia mereka. Misalnya mau berbicara mengenai tokoh biografi seseorang, saya relate kan dengan bintang film dan sebagainya yang populer lah dikalangan mereka. Jadi saya harus bisa mensiasati sendir materi yang bisa buat siswa ini enjoy dan have fun. Jadi lebih ke memberikan contoh contoh yang relate dengan kehidupan siswa dalam pembelajaran.

Interview Findings - Students

- 1. Biasanya ketika pelajaran bahasa Inggris kalian kegiatannya ngapain?** Buat video presentasi Mandiri dari pembuatan PPT atau poster terus dibuat video kayak kampanye keliling sekolah.
- 2. Kegiatan speaking-nya ngapain aja di kelas?** Tanya jawab sesuai nomor absen, lalu disuruh membuat kata-kata setelah ditunjuk. (S2) Merasa kegiatan tersebut monoton dan membuat makin malas untuk berpartisipasi dalam kelas. Ada lagi kegiatan tebak-tebakan menggunakan gambar kayak hewan terus diletakkan di punggung. Baca LKS terus ditunjuk sesuai absen disuruh baca out loud (S1).
- 3. Kalian merasa kesusahan kah dengan kegiatan seperti itu?** Kalau speakingnya enggak (S1) tapi kegiatan kayak tadi itu yang langsung ditunjuk-tunjuk. (Disahut S2) Tiba-tiba langsung ditunjuk bikin males untuk partisipasi dalam kelas. Pronunciation when we talk about speaking to susah paham (S1) jadi gak paham gurunya ngomong apa (S2)
- 4. Kalian merasa takut nggak ketika ada kegiatan speaking?** Kadang orang yang ngomel kadang enggak tergantung mood (S1). Kadang pas jawab disuruh menjelaskan jadi bingung (S2)
- 5. Terus dengan semua kegiatan speaking itu kalian merasa senang nggak?** Enggak
- 6. Mending kegiatannya kayak gimana?** Mending membuat PPT atau poster aja (S2) iya, tapi tanpa membuat video atau menjelaskan isinya dan keliling ke sekolah (malja) terus mending kegiatannya di dalam kelas aja.
- 7. Kalian praktis bikin di luar kelas nggak?** nggak pernah. Tapi pengen ada kegiatan yang belajar di keluar kelas gitu (S1)
- 8. Menurut kalian aktivitas pengen dari guru biasanya itu gimana?** Membosankan (S2) jadi bikin males
- 9. Kegiatan speaking oleh guru apakah membantu kalian?** Untuk nambah vocabulary sih iya tapi mending ke pronunciation atau pembicaraannya lebih jelas lagi (S1)
- 10. Dengan kegiatan speaking dari dari guru kayak tadi kalian suka nggak?** Suka aja cuman malasnya kalau disuruh menjelaskan lebih rinci lagi (S2)
- 11. Pernah nggak kalian merasa takut ketika kegiatan speaking?** Karena ditunjuk sih jadi lebih kerasa takutnya lebih takut ke ditunjuknya (S1). Sama takut kalau disuruh menjelaskan lebih rinci (S2)

12. Dengan kegiatan speaking dari guru itu apakah nambah confident kalian? Lebih males sih (S2, disetujui S1). Jadi lebih ke terpaksa ngomongnya (S1)

Observation Findings

Classroom Observation Checklist

School : SMAN 1 SINGARAJI
 Class : XI-B
 Observation Date : 12-02-2024
 Time / Duration : 1 JP
 Lesson Topic : Indonesian Environmental Figures
 Number of Students : 36
 Observer : Aguslin Shilan Khafifah

Likert Scale Description (1-5)

Score	Description
1	Never Seen
2	Rarely Seen
3	Sometimes Seen
4	Often Seen
5	Always Seen

Teaching Method Used to Encourage Silent Students

No	Observation Indicators	1	2	3	4	5	Notes / Example Behavior
1	The teacher uses pair or group work. Guru menggunakan kerja berpasangan atau kelompok.	✓					Konsep terdapat ketika kelas hampir berakhir, ketika guru sedang aktivitas.
2	The teacher uses question-and-answer techniques. Guru menggunakan teknik tanya-jawab.				✓		
3	The teacher gives examples or sentence starters. Guru memberikan contoh atau kalimat bantu (scaffolding).				✓		
4	The teacher gives wait time before students answer. Guru memberi waktu berpikir sebelum siswa menjawab.				✓		dalam beberapa kesempatan guru memberikan wait time.
5	The teacher uses games or role play. Guru menggunakan permainan atau role play.	✓					
6	The teacher encourages silent students to speak. Guru mendorong siswa yang biasanya diam untuk berbicara.				✓		dibantu dengan semangat di nomor diatas.
7	The teacher creates a supportive classroom atmosphere. Guru menciptakan suasana kelas yang aman dan supportif.				✓		guru menciptakan suasana kelas yang aman dan supportif.

How the Methods Increase Student Participation

No	Observation Indicators	1	2	3	4	5	Notes / Example Behavior
8	Silent students start to speak. Siswa yang biasanya diam mulai berbicara.	✓					The student's thought more easily, and they felt like answering notes. Bisa mereka pake jadi guru memberikan questioning strategies sesuai materi.

No	Observation Indicators	1	2	3	4	5	Notes / Example Behavior
9	Students actively participate in speaking activities. Siswa aktif dalam kegiatan speaking.			✓			banyak yang aktif ikut.
10	The number of students speaking increases. Jumlah siswa yang berbicara meningkat.		✓				ada siswa yang aktif, yakin dan paham materi, jadi mulai berani bicara.
11	Students respond orally to the teacher's questions. Siswa merespons pertanyaan guru secara lisan.			✓			ketika ditanya ada siswa yang menjawab, siswa lain juga ikut menjawab.
12	Students look more confident when speaking. Siswa terlihat lebih percaya diri saat berbicara.		✓				ketika guru bertanya, siswa terlihat lebih percaya diri saat berbicara.

Challenges Faced by Teachers

No	Observation Indicators	1	2	3	4	5	Notes / Example Behavior
13	Students avoid speaking when asked. Siswa menghindari berbicara saat ditanya.	✓					ketika guru bertanya, siswa menghindari berbicara.
14	Students look anxious or afraid when speaking. Siswa terlihat takut atau cemas saat berbicara.			✓			ketika guru bertanya, siswa terlihat takut atau cemas saat berbicara.
15	Students have limited vocabulary. Siswa memiliki keterbatasan kosakata.			✓			terkadang hanya bilang ya atau tidak.
16	The class size is too large for speaking activities. Jumlah siswa terlalu banyak untuk kegiatan speaking.	✓					
17	The teaching time is not sufficient. Waktu pembelajaran tidak memadai.	✓					

Students' Perceptions of Teacher Strategies

No	Observation Indicators	1	2	3	4	5	Notes / Example Behavior
18	Students look comfortable during speaking activities. Siswa terlihat nyaman saat kegiatan speaking.	✓					
19	Students show enthusiasm. Siswa menunjukkan antusiasme.			✓			ada beberapa siswa yang antusias.
20	Students are not afraid of making mistakes. Siswa tidak takut melakukan kesalahan.	✓					beberapa siswa masih merasa takut salah ketika berbicara.
21	Students support each other when speaking. Siswa saling mendukung saat berbicara.			✓			beberapa siswa terlihat membantu teman yang lain.
22	Students respond positively to the teacher's strategies. Siswa merespons strategi guru secara positif.			✓			ada beberapa siswa yang merespons positif.

Classroom Observation Checklist
 School : SMAN 1 Singosari
 Class : XI-B
 Observation Date : 08-09-2026
 Time / Duration : 1 JP
 Lesson Topic : Memory Management - Comparison Degree
 Number of Students : 36
 Observer : Agustin Shilam Khafisah

Likert Scale Description (1-5)

Score	Description
1	Never Seen
2	Rarely Seen
3	Sometimes Seen
4	Often Seen
5	Always Seen

Teaching Method Used to Encourage Silent Students

No	Observation Indicators	1	2	3	4	5	Notes / Example Behavior
1	The teacher uses pair or group work.	✓					
2	The teacher uses question-and-answer techniques.						the question based on the text
3	The teacher gives examples or sentence starters.						
4	The teacher gives wait time before students answer.						wait time before students answer
5	The teacher uses games or role play.	✓					
6	The teacher encourages silent students to speak.						guru mendorong siswa untuk berbicara
7	The teacher creates a supportive classroom atmosphere.	✓					guru menciptakan suasana kelas yang aman dan suportif

How the Methods Increase Student Participation

No	Observation Indicators	1	2	3	4	5	Notes / Example Behavior
8	Silent students start to speak.						

No	Observation Indicators	1	2	3	4	5	Notes / Example Behavior
9	Students actively participate in speaking activities.						
10	The number of students speaking increases.						
11	Students respond orally to the teacher's questions.						
12	Students look more confident when speaking.						

Challenges Faced by Teachers

No	Observation Indicators	1	2	3	4	5	Notes / Example Behavior
13	Students avoid speaking when asked.						
14	Students look anxious or afraid when speaking.						
15	Students have limited vocabulary.						
16	The class size is too large for speaking activities.						
17	The teaching time is not sufficient.						

Students' Perceptions of Teacher Strategies

No	Observation Indicators	1	2	3	4	5	Notes / Example Behavior
18	Students look comfortable during speaking activities.						
19	Students show enthusiasm.						
20	Students are not afraid of making mistakes.						
21	Students support each other when speaking.						
22	Students respond positively to the teacher's strategies.						

Classroom Observation Checklist

School : SMAN 1 Singosari

Class : XI - B

Observation Date : 15 - 04 - 2024

Time / Duration : 1 JP

Lesson Topic : Comparative Degree

Number of Students : 36

Observer : Aguslin Shilvan Khafizah

Likert Scale Description (1-5)

Score	Description
1	Never Seen
2	Rarely Seen
3	Sometimes Seen
4	Often Seen
5	Always Seen

Teaching Method Used to Encourage Silent Students

No	Observation Indicators	Source	Scale (1-5)	Notes / Example Behavior
1	The teacher uses pair or group work.	Fatahillah & Agustina (2024)	1	
2	The teacher uses question-and-answer techniques.	Yasid et al. (2021)	5	
3	The teacher gives examples or sentence starters.	Fatahillah & Agustina (2024)	5	guru memberikan contoh untuk memulai jawaban
4	The teacher gives wait time before students answer.	Yasid et al. (2021)	2	Waktu tunggu beberapa kali
5	The teacher uses games or role play.	Fatahillah & Agustina (2024)	1	
6	The teacher encourages silent students to speak.	Wathawathana et al. (2025)	4	
7	The teacher creates a supportive classroom atmosphere.	Pratiolo, Anggraini, & Boi (2024)	2	

How the Methods Increase Student Participation

No	Observation Indicators	Source	Scale (1-5)	Notes / Example Behavior
8	Silent students start to speak.	Wathawathana et al. (2025)	4	Siswa mulai berbicara, beberapa kali bertanya

No	Observation Indicators	Source	Scale (1-5)	Notes / Example Behavior
9	Students actively participate in speaking activities.	Wathawathana et al. (2025)	3	Siswa terlihat aktif dalam kegiatan berbicara
10	The number of students speaking increases.	Wathawathana et al. (2025)	4	Jumlah siswa yg berbicara meningkat
11	Students respond orally to the teacher's questions.	Yasid et al. (2021)	5	
12	Students look more confident when speaking.	Fatahillah & Agustina (2024)	4	

Challenges Faced by Teachers

No	Observation Indicators	Source	Scale (1-5)	Notes / Example Behavior
13	Students avoid speaking when asked.	Pratiolo, et al., (2024)	1	Siswa menghindari berbicara saat ditanya
14	Students look anxious or afraid when speaking.	Xuan Mai et al. (2024)	1	Siswa tampak cemas atau takut saat berbicara
15	Students have limited vocabulary.	Xuan Mai et al. (2024)	2	
16	The class size is too large for speaking activities.	Xuan Mai et al. (2024)	1	
17	The teaching time is not sufficient.	Solikhah & Sofi (2023)	1	

Students' Perceptions of Teacher Strategies

No	Observation Indicators	Source	Scale (1-5)	Notes / Example Behavior
18	Students look comfortable during speaking activities.	Xuan Mai et al. (2024)	3	Siswa terlihat nyaman saat berbicara
19	Students show enthusiasm.	Solikhah & Sofi (2023)	2	
20	Students are not afraid of making mistakes.	Xuan Mai et al. (2024)	3	Siswa tidak takut melakukan kesalahan
21	Students support each other when speaking.	Wathawathana et al. (2025)	4	
22	Students respond positively to the teacher's strategies.	Solikhah & Sofi (2023)	4	

Appendix 5. Data Analysis

Theme	Initial Code	Data
RQ.1 What teaching techniques are used by teachers to encourage silent students to speak in an EFL classroom at the high school level?		
Teaching Techniques	Teacher use questioning technique	• Teacher always seen using question and answer karena kebanyakan siswa silent. (Observ) • We do question and answer based on attendance numbers, then we are asked to make sentences asked to form sentences and say them orally when the teacher calls our number. (Inter S1) • I call their attendance numbers randomly, and ask them some questions. (inter T)
	Teacher use direct questioning	• Teacher encourage silent student dengan memanggil nomor absen siswa secara acak untuk menjawab pertanyaan (Observ) • We also read worksheets and are called based on attendance to read and answer some questions out loud (Inter S2) • Instead, I call their attendance numbers randomly, and ask them some questions. (Inter T)
	Teacher scaffold the students	• Teacher gives examples or sentence starters (Observ)
	Teacher use Pair work	• Teacher use pair work when the class almost over (observ day 1)
	Teacher use wait time	• Teacher often seen giving the students wait time (observ)
	Picture describing/game-based activity	• If I have enough time and feel ready, I give students pictures. Then, I ask them to describe what they see to help them improve vocabulary. (inter T) • There is also a guessing game using pictures, like animals placed on the back.
	Video recording	• Because students feel shy to speak in front of others, I sometimes ask them to record a video by themselves and upload it. (inter T) • I prefer using video assignments. It saves time because I do not need to wait for students to perform one by one in class. (inter T)

		• We usually make presentation videos independently, like creating PowerPoint slides or posters, then turning them into videos, like a campaign around the school. (inter S1&2)
	Teacher give reward	• I also give extra scores for students who are brave enough to speak in front of the class. (Inter T)
	Teacher's use repetition	• I never call students directly by their names because I think it is not fair and may lead to favoritism. Instead, I call their attendance numbers randomly, and ask them some questions. If the student cannot answer, I ask another student to help. After that, I ask the first student to repeat the correct answer. (inter T) • For example, I ask them to listen to an audio and repeat it in their own words, focusing on intonation and pronunciation. Then they practice in front of the class. (inter T)
RQ.2 How do these techniques help increase student participation in speaking activities?		
Positive impact on students participation	Active participation	• Most of the students are actively participate in speaking activities. (observ 1) • Students actively participate in the activity only when they read the answer that already written on their book. (ob 2)
	Increased participation	• The number of students speaking increase because they understand the material. (Observ 2&3) • several students start to speak. (bserv 3)
	Respond orally to teacher question	• Students respond orally to the teacher questions (Ob)
	Build self-Confidence	• Some students are actively speaking When they Are sure about their answer (ob)
	Willingness to speak	• Beberapa Siswa memiliki keinginan untuk speaking (ob 3)
	Students show enthusiasm	• Siswa berlomba-lomba menjawab secara verbal karena mereka merasa paham dengan materinya (0b3)
	Ensuring correctness before sepaking	• Siswa memastikan jawaban yang akan mereka berikan benar ketika speaking activity
	Vocabulary improvement but	• The activities help increase vocabulary, but it would be better if the teacher's pronunciation or explanations were clearer (Inter S)

	unclear explanation and pronunciation	
	Positive response to the reward given	• If I offer extra scores, many students want to participate. But if there is no reward, very few students volunteer. (inter T) • I evaluate the success of the technique from the students' enthusiasm. For example, when I give extra scores, many students participate. In the next meeting, students who have not performed before will volunteer to speak. (inter T)
Negative impact on students participation	Low enthusiasm	• Student didn't show any enthusiasm during QnA session (ob 1,2)
	Speaking discomfort	• Students don't look comfortable during question and answer activity (1,2)
	Negative response during direct questioning	• The speaking activities are not difficult, but being suddenly called makes us lazy to participate. (inter S)
• RQ.3 What challenges do teachers face when encouraging silent students to communicate in the classroom?		
Challenges for teacher	Students are afraid of making mistakes	• Some of the students keep silent because they are not sure and afraid of making mistakes. (ob 1,2) • Sometimes, students are passive in the classroom. They are afraid of making mistakes. (inter T)
	Students' lack of knowledge	• Kebanyakan siswa silent karena mereka terlihat tidak menguasai materi. (ob 1) • Some students avoid speaking when asked because they don't know the answer. (ob 2)
	Limited vocabulary	• Some students have limited vocabularies (ob 1) • Some students have limited vocabularies, sometimes they answer using Indonesian. (ob 2)
	Students look anxious	• Most students look tense during QnA activity (ob 1)
	Avoid embarrassment or negative evaluation from their classmates.	• They tend to stay silent. Maybe they feel shy because of their friends. They do not want to show that they can speak English. Sometimes they are afraid of being judged or called "showing off." (inter T)
	students' lack of interest in the material or topic	• If students are not familiar with the topic, they are not interested. But if the topic is

		related to something viral or popular, they become more active. (inter T)
	Teacher influence on students' participation	• If the teacher is lazy, students will also be affected. (inter T)
	Time influences students' participation	• In the morning, students are still fresh, but in the afternoon, they feel sleepy, so I use games and ice-breaking activities. (inter T)
	Teacher's adapting to students' lives	• I try to find materials that are related to students' lives. (inter T) • I try to make lessons enjoyable and fun by giving examples that are relevant to students' daily lives. (inter T)
• RQ.4 How do students perceive of the implementation of the teacher techniques?		
Students' perception of the techniques	Teacher's monotonous technique	• feels the activities are monotonous and make students more lazy to participate in class. (inter S)
	Negative response during direct questioning	• The speaking activities are not difficult, but being suddenly called makes us lazy to participate. (inter S) • The activities were okay, but we feel lazy when we are asked to explain in more detail (S2) • Teacher activities are boring, so they make us lazy (s1)
	Students' response of speaking techniques	• We prefer making PowerPoint or posters without making videos or explaining them while going around the school. We prefer activities inside the classroom. (Inter S) • We feel scared when we're being called suddenly. (s1) we also afraid when asked to explain in more detail. (s2) • The activities make us lazier, it feels like we are forced to speak. (S)
	Difficulty understanding teacher's pronunciation.	• Pronunciation is also difficult to understand, so we do not understand what the teacher says. (S) •
	Difficulty giving longer explanation (lack Vocab)	• Sometimes when answering, we are asked to explain more, so we feel confused
	Vocabulary improvement but	• The activities help increase vocabulary, but it would be better if the teacher's pronunciation or explanations were clearer. (S)

	unclear explanation and pronunciation	
	afraid of making mistakes.	• Sometimes, students are passive in the classroom. They are afraid of making mistakes. (Inter T)
	avoid embarrassment or negative evaluation from their classmates.	• They tend to stay silent. Maybe they feel shy because of their friends. They do not want to show that they can speak English. Sometimes they are afraid of being judged or called “showing off.” (inter T)
	Ensuring correctness before speaking	• Siswa memastikan jawaban yang akan mereka berikan benar ketika speaking activity
	Low enthusiasm	• Student didn’t show any enthusiasm during QnA session (ob 1,2)
	Speaking discomfort	• Students don’t look comfortable during question and answer activity (1,2)
	Students are afraid of making mistakes	• Some of the students keep silent because they are not sure and afraid of making mistakes. (ob 1,2) • Sometimes, students are passive in the classroom. They are afraid of making mistakes. (inter T)
	Students’ lack of knowledge	• Kebanyakan siswa silent karena mereka terlihat tidak menguasai materi. (ob 1) • Some students avoid speaking when asked because they don’t know the answer. (ob 2)
	Limited vocabulary	• Some students have limited vocabularies (ob 1) • Some students have limited vocabularies, sometimes they answer using Indonesian. (ob 2)
	Students look anxious	• Most students look tense during QnA activity (ob 1)

Appendix 6. Peer Debrief

PEER DEBRIEFING SHEET
RESEARCH DATA ANALYSIS REVIEW FORM

Study Title: Teacher and Students' Perceptions of Teaching Techniques Used to Encourage Silent Students to Speak in a Senior High School EFL Classroom

Researcher Name : Agustin Shilan Khafisah
Peer Reviewer Name : Syayidah Muslimah
Date : April 2026

This sheet is used to review and discuss the coding, themes, and findings of the study. The peer reviewer is asked to check whether the codes, themes, and interpretations are clear, relevant, and supported by the data.

Theme	Reviewer Comments
Teaching Techniques Used by the Teacher	Part code video recording, bisa digabung dengan codes teachers scaffold the students, km tujuannya sama dengan scaffold the students. Memberikan sumber baru untuk mereka belajar.
Students' Perception of the Techniques	Sudah cukup
Challenges Faced by the Teacher	Challenges yang bisa dikendalikan oleh guru dan yang gak bisa dikendalikan. Kemampuan siswa sendiri (bg siswa sendiri) tdk bisa dikendalikan guru. Bisa dikendalikan guru adapting students live.
Students' Perceptions of the Techniques	Some of the codes or findings beberapa bias, subjektif dengan perspektif murid, jadi memberikan perspektif yang didasari dengan ketidakmampuan mereka, yang mana merupakan komentar mengapa mereka tidak memiliki kemampuan bukan tentang teknik mengajar oleh guru. Dari siswanya sendiri bukan karena tekniknya. Ada biasanya, tapi datanya masih bisa dimasukkan.

GENERAL COMMENTS

Sudah cukup mensupport data codes nya, dri setiap tema sudah disupport data oleh partisipan secara linear dan relevan
Findings is designed enough. Already objective based on the data. Explained clearly and not confusing the readers.

Malang, April 2026

Researcher, 
Agustin Shilan Khafisah
NPM. 22201073019

Peer Debriefier, 
Syayidah Muslimah
NPM. 22201073030

PEER DEBRIEFING SHEET
RESEARCH DATA ANALYSIS REVIEW FORM

Study Title: Teacher and Students' Perceptions of Teaching Techniques Used to Encourage Silent Students to Speak in a Senior High School EFL Classroom

Researcher Name : Agustin Shilan Khafisah
Peer Reviewer Name : Nadhira Inabela Azmi
Date : April 2026

This sheet is used to review and discuss the coding, themes, and findings of the study. The peer reviewer is asked to check whether the codes, themes, and interpretations are clear, relevant, and supported by the data.

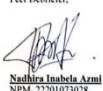
Theme	Reviewer Comments
Teaching Techniques Used by the Teacher	It is clear and relevant since supported by all three data sources (students' interview, teacher interview, and observation).
Impact on Students' Participation	It's clear talk about both negative and positive impact.
Challenges Faced by the Teacher	Datas are relevant since most of it got validated by teacher interview.
Students' Perceptions of the Techniques	Because the theme is about students' Perceptions, better to focused at students' interview results.

GENERAL COMMENTS

Overall is clear and relevant. But for RQ 2 since talked about student's voice, student participation, founds more inclined to positive impact.

Malang, April 2026

Researcher, 
Agustin Shilan Khafisah
NPM. 22201073019

Peer Debriefier, 
Nadhira Inabela Azmi
NPM. 22201073028