

THE FACTORS OF STUDENTS' SILENCE IN THE ENGLISH SPEAKING CLASSROOM PERFORMANCE AT ELEVENTH GRADE OF SMKN 1 TEMBILAHAN

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ABSTRACT

The phenomenon of silent students often occurs in the learning process of English, especially in English speaking classes, where students do not respond to the teacher when the learning process is running, so this interferes with the smooth learning process. This study aims to determine the factors that cause students to be silent when learning in English speaking class and determine the dominant factor in the eleventh grade of SMKN 1 Tembilahan. This research is a quantitative descriptive study. This research instrument uses a questionnaire that contains 20 statements. Moreover, the total population is 459 students, and the total samples taken 25% of the total population, as many as 116 students. The sampling technique in this study was random sampling. The sample used in this study was the 11th-grade students of all departments in the SMKN 1 Tembilahan school. Based on calculating students' responses to 20 questionnaire statements, it was found that ten factors caused students to be silent when learning English. They are inadequate vocabulary, the inability to manage vocabulary, lack of understanding of English grammar, unconfident in their abilities, afraid of making mistakes, lack of pronunciation, feeling nervous while speaking, getting difficulty in understanding English material, afraid of being criticized, and feeling embarrassed to speak in front of the class. While the dominant factor comes from the indicator (students' proficiency), which has 4 points, the first point is that grammar understanding is still lacking, then the second point is a lack of self-confidence, and for the third and fourth points, they have the same point which is about vocabulary. Based on the results of the study, it can be concluded that the ten statements above are the factors that cause students to stay silent in learning English and the dominant. They come from the indicators (students' proficiency) in the eleventh grade of SMKN 1 Tembilahan, as the researcher explained above.

Keywords: *Silence, Speaking English*

INTRODUCTION

In this era, English is one of the international languages in the world; it has a significant role for people. English is used in communication and played an essential thing in education. For example, it has been learning as a foreign language in many

countries; one in Indonesia. It has been learned starting from Elementary School to University. According to Brown in Herwanto (2001:113), English learning aims to enable students to participate in a short conversation, ask and answer questions, find the way to express the idea, and collect information from others.

As a foreign language in the curriculum, it has forced the students to master it well because it is also the prime subject they have to be through. The abilities are also mentioned in the curriculum for The Junior High Schools in Indonesia about English learning. One of the expected speaking goals is to enable students to express the meaning in simple short-spoken conversation both transactionally and interpersonally to interact with the immediate environment (Permendiknas, 2006:133). While at the fact, the students still cannot master it yet because of trouble they faced, for example; they have trouble in interacting using English. It can be looked at their learning process in the classroom; the students only silent, and they did not talk anything when the teacher asked them by using English. Therefore, speaking skill is very important to be learned for the students. According to Chaney in Wahyuni (2006:6), speaking skills have become increasingly important in English as a second or foreign language (ESL/EFL) context. The teaching of speaking skills is also essential due to the large number of students who want to study English in order to be able to use English for communicative purposes.

In SMKN 1 Tembilahan, English is learned twice a week, starting from tenth to twelfth grade. In reality, there are some troubles in learning English the students faced, one of them is a widespread phenomenon that occurs when learning process in the classroom, especially in the speaking class, named silent phenomenon. The students do not respond to the teacher when the Process of learning is running; according to Choi in Juniati et al. (2015: 90), silence is a lack of contact with other people.

In that case, students might not be able to say something, especially about a particular topic in class. Besides that, this case has never been known before; it makes the researcher want to take this research, as the factors of students' silence in the English classroom speaking performance directed at eleven grade of SMKN 1 Tembilahan. The researcher chooses Eleventh grade because it is the second grade in senior high school. They have gone through and experience a year of learning at Senior high school, and they must have found many factors when learning English, especially in the speaking

class. If the researcher found the result, the teachers will know the factors of students' silence in the English classroom speaking performance is, and the teacher will handle it with their ways or strategies to have a good improvement in the following teaching process. Besides that, the teachers will be able to make their students' speaking performance better.

In this proposal, the researcher is interested in research to analyze the factors that cause students to remain silent while studying in English-speaking classes. So he wanted to conduct a research entitled: *"The Factors of Students' Silence in the English Classroom Speaking Performance at Eleven Grade of SMKN 1 Tembilahan."*

LITERATURE REVIEW

The Definition of Silence

Based on some theories, silence in general terms is usually perceived to be the absence of sound. It is known as a situation where students do not talk or answer the questions from the teacher. This is a phenomenon that always exists in classroom interaction, especially in the EFL speaking class. According to Morehead in Rahayu et al. (2018: 91), silence is the absence of sound. That is because most students still have difficulty expressing their ideas using English as a foreign language, perhaps because of their ignorance of vocabulary, lack of motivation, not interested in learning, and so on. Therefore they prefer to be quiet when learning takes place. Another theory, According to Nakane (2002), who studies Japanese students' silence in Australian universities, defines that the silence is constructed in part by their resistance against classroom participation. Some Japanese students actually "do not like participating or asking questions in discussions." It is indicated that silence is a means of the inability of students to speak or express their thoughts and ideas in front of teachers and other students. According to Baurain in Rahayu et al. (2018:93) reveals that silence is absent, attractive, or restrained, perhaps as a result of disinterest, boredom, frustration, or strength. Moreover, Fraenkel (2008: 203), silence has the following definitions:

- a. abstention from speech or speech, sometimes concerning specific problems;
- b. conditions or conditions when nothing is heard;
- c. mention or ignore notifications.

Based on the explanation above, it can be concluded that silence is a phenomenon faced by the teacher when in speaking class. Therefore, it is interpreted as the absence of sound or interaction between students and teachers.

The indicator of silence

In this case, many previous researchers conducted similar studies about the factors or the reasons for students to be silent, and they found different results in their research. According to Xie (2009), his study comes from Chinese students learning English as a second language. Therefore, it stated that student's silent behavior was derived from cultural background or poor language proficiency and the factors of interactions with the teacher since the teacher is the one who has ultimate control in the classroom. Moreover, he explained the meaning of ultimate control here. According to Xie (2009), students were not allowed to express their ideas by rejecting them. Thus, the teacher elaborated her ideas that seem fit with a particular topic. Thus, students only said what is "pleasurable and appropriate" for their teacher and did not say too much anything.

Another result finding comes from Bintang Wiratama Pranasti, wherein the participants were 100 students from Faculty Technology and Informatics of SWCU who are attending BIP (Bahasa Inggris Profesi). Pranasti (2013) stated that These are four significant aspects of students' silence experience in EFL classrooms.

1) Student's silent because of their anxiety.

One of the factors of student's silence in a class comes from their anxiety. For example, students may feel nervous when they are expected to respond to the teacher's questions or feel afraid if their friend laughs at their English performance. According to Gardner and MacIntyre in Pranasti (2013) "argued that language anxiety defines as the fear that happens when students are asked to respond to the teacher or do tasks in the target language in which students are not proficient."

2) Student's silent due to their interaction with peers

The second factor of students' silence is that instead of the students' anxiety aspects, interaction with peers also contributes to why students become silent. The students were reluctant to speak because if they are making mistakes, they fear that their English will be despised by English-speaking peers (foreigner students) or by their peers who are more proficient in speaking English.

3) Student's silent based on the teacher's methodology

The third factor of student's silence is based on the teacher's methodology. Although the selection of methodology that will be used in the learning process is essential because it has a role that will affect student understanding, 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. A sound methodology, the teacher should position himself as a facilitator, provides more opportunities to make students talk more or participate in the learning process by reducing control over the material and what students have to do from class interaction.

4) Student's silence based on the English proficiency

The fourth, English proficiency, could be the significant factors regarding what makes students becoming silent. According to his experience, Pranasti (2013),

“ when I lacked English proficiency several years ago, I became afraid when the teacher asked me a question. Then, my fear grew even further, like anxiety, scorned by peers, afraid of losing face, and so on. It was not just because I didn't want to participate, but sometimes it was because I didn't know how to say in English and express what I mean”.

Regarding the statement above, it can be concluded that the lack of English language skills is one factor that makes students not want to talk and prefers to remain silent in class.

Besides that, according to Brown in Juniati (2004:110), five factors make the students silent:

1) Psychological problems

The students have a psychological problem; for example, they have a problem concentrating on the lesson.

2) Lack of confidence

The students lack confidence; for example, they feel embarrassed for expressing something in front of their classmates.

3) Lack of understanding.

The students get a problem understanding the lesson in the teaching process.

4) Emotional problems

The students have emotional problems; for example, the students have awful or abnormal feelings, making their mood disturbed.

5) Lack of motivation

The students lack motivation; for example, they have no willingness to succeed, do not need to study, and have no interest or an attractive class.

From these studies of students' silence above, it can be summed up that silence in EFL/ESL, especially in speaking classrooms, is caused by multiple factors that may vary from one context to another. This study summarizes that four major factors of being silent will be discussed below. Furthermore, these four major factors are somewhat related to one another, which means that one factor can be the reason for another factor. They are:

1. Student's silent because of their anxiety
2. Lack of confidence
3. Student's silent based on the teacher's methodology
4. Lack of motivation
5. Based on the student English proficiency

The definition of speaking

There are many definitions of speaking that some experts have proposed. "Speaking is the use of language to communicate with other" (Fulcher, 2003: 23). This means that it involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and contribute at high speed. So, each participant has intention or a set intention that he wants. Moreover, Andriani Putri, S., Amri, S., & Ahmad, A. (2020:117) argue that speaking intents to hand over case, ideas, concept, feelings to others in a definite, probable, intense, and precise way of spoken language. Therefore, it is a productive language competence.

According to Tarigan in Budiarmo iwan (2017) (2005a: 15), in his book explains the definition of speech as follows: "Speaking is the ability to say sounds of articulation or words that express, and convey thoughts, ideas, and feelings. Talking is a system of signs that can be heard and seen that uses several muscles and muscle tissue of the human body for the purpose and purpose of combined ideas". In addition, According to

Bailey in Anita (200: 25), " Speaking is Process of interaction where speakers intend to build meaning through producing, receiving and processing information.

From those theories above, it can be concluded that speaking skill is related to communication. Speaking is a skill to use a language appropriately to express someone's idea, opinions, or feelings to give or get information and knowledge from other people who communicate.

The aims of speaking

The main purpose of speaking is to communicate. Speaking is an important tool to communicate or to deliver mind things about what the speaker will be said with their society. This is why speaking is critical. There are four essential aims of speaking (Tarigan, 2008:30-36), namely;

1) To inform

To inform means that the speaker wants to inform and share the ideas, information, process feeling or opinion to the hearer and give knowledge in a particular purpose (Tarigan, 2008:30). In this case, the speakers want to inform about a fact.

2) To entertain

To entertain means that the speaker wants to make the hearer feels happier with the material, which is selected primarily based on their entertainment value (Tarigan, 2008: 32). For example, when the teacher told the story to the student, the parents told the funny story to their children. By doing it, speaking will be more interesting to be heard by the listeners.

3) To persuade

To persuade means that the speaker tries to confirm the hearer to do something in a particular activity (Tarigan,2008:35). The teacher has to make excellent teaching to the students by giving them an example in delivering material. From the example, the students can understand the mindset of the lesson and be active in joining the lesson. The activities need the actions to make the listener interested to perform the actions in which the speaker wants.

4) To discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning (Tarigan,2008:36). Discussion

activity is believed to get more attention from the students because they have to solve a problem from the teacher's task.

From the statements before, it can be concluded that somebody can inform their feeling and knows somebody's feeling from asking him in their communication and make some decisions through speaking.

Types of speaking

There are some types of language that we have to know as the teacher of English. According to Brown in Herwanto (2001: 250), " Language teaching is devoted to instruction in mastering English conversation." He divided oral language into two types:

1) Monologue

The meaning of monologue is the oral language involves only one people in it. There is only one person who speaks as in lectures, news casting, radio, broadcast, ect. Monologue can divide into two types, planned monologue and unplanned monologue. The meaning of planned monologue is when the person who speaks use monologue has prepared a note or text to help him or her speak fluently. The meaning of unplanned monologue is that the person who speaks in monologue does not use any note or text. All words were spoken emerge from speaker's mind naturally and spontaneously.

2) Dialogue

The meaning of dialogue is that the oral language involves two or more speakers. Based on the function, dialogue can be divided into two types interpersonal and transactional. Interpersonal dialogue promotes social relationships; meanwhile, transactional dialogue aims to convey proportional or factual information.

In addition, according to Harmer in Wahyuni (2003: 343), finally, we might make difference between speaking, that is planned such as lecture or wedding speech and speaking that is unplanned such as a conversation that takes place spontaneously.

Based on the opinions above, we can conclude that speaking is divided into two types ; they are a monologue someone who speaks only one person, and a monologue means someone who talks two or more people.

RESEARCH METHOD

The method used in this study is descriptive quantitative research. According to Gay et al. (2000: 9), the descriptive study determines and describes the way things are. Typical descriptive studies are concerned with the assessment of attitudes, opinions, preferences, and procedures. And then, according to L.R. Gay, et al. (2012:6) said that Quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest.

FINDINGS AND DISCUSSION

Based on the data presented, the research shows that are the factors of students' silence in the English classroom speaking performance at eleven grade of SMKN 1 Tembilahan based on Likert Scale was interpreted as "Agree." The students' score on the questionnaire in the twenty statements average was 70%, and the score in the interval scale 60% - 79.99%. Thus, based on the statement explained by the researcher in the previous discussion that the statements which got a score a range of values agree and strongly agreed to categories, it will be considered as a factor that causes students to be silent in the speaking class, while statements which got scores outside of above categories are not considered as a factor.

Table 1 The Results of the Factors of Students' Silence in the English Classroom Speaking Performance.

No.	Items	Percentage	Category
1	I am afraid of being criticized by my friends when I am wrong in speaking.	63 %	Agree
2	I am afraid of the English course.	48 %	Enough
3	I am afraid of being teased by classmates when I make a mistake.	48 %	Enough
4	I am afraid of being scolded by the teacher when I make a mistake.	69 %	Agree
5	I felt embarrassed when the teacher asks to speak in front of the class.	61 %	Agree
6	I felt bashful when I speak by using English.	54 %	Enough
7	I felt my performance was not good while speaking English.	70 %	Agree
8	I felt nervous while speaking in front of the class.	66 %	Agree
9	The teacher's way explains the lesson was difficult to understand.	52 %	Enough

10	The teacher rarely gives me the chance to talk	43 %	Enough
11	The learning process was not fun, so it makes me felt bored.	49 %	Enough
12	I rarely get an award when I succeed in answering questions from the teacher.	49 %	Enough
13	I find it difficult to understand English material.	64 %	Agree
14	Being good at speaking English was not my goal in learning.	44 %	Enough
15	I never get a high score in doing practice questions.	42 %	Enough
16	My classmates were not friendly.	46 %	Enough
17	I felt my vocabulary was inadequate.	75 %	Agree
18	I do not understand English Grammatical.	70 %	Agree
19	My pronunciation was very poor in expressing words.	68 %	Agree
20	I cannot develop the vocabulary that I have to say.	70 %	Agree
Total		1151	
Mean		57.55	Enough

In this research, the result of the study showed that from twenty statements prepared by the researcher, ten statements scored a range of values agree and strongly agree to categories. That means the statements are considered the factors of students' silence in the English classroom speaking performance; these are the statements. The first is Q17 (the students feel their vocabularies are inadequate), with a total score was 437 and 75%, which means that the vocabulary of students at school is still inadequate, so this is a factor in their choice to remain silent. Moreover, the second is Q20 (the students cannot develop the vocabularies that they have to say) with a total score was 409 and 70%, which means that students at school have not been able to develop and manage the vocabulary they have into sentences, so they choose to remain silent. Then, the third is Q18 (they do not understand the English Grammatical), with a total score was 406 and 70%, which means that there are still many students in the school who do not understand English grammar because this causes them to be silent. And then the fourth is Q7 (the students feel their performance is not good while speaking English), with a total score of 411 and 70%, which means that students in school still lack confidence in their English language skills. Therefore they choose to remain to be quiet.

Moreover, the fifth is Q4 (the students are afraid of being scolded by the teacher when they make a mistake) with a total score was 402 and 69%, which means that the fear of being scolded by the teacher at school when making mistakes is the reason

students choose to be silent rather than students who speak where there is an error. Then the sixth is Q19 (their pronunciation is very poor in expressing words) with a total score was 396 and 68%, which means that the students' pronunciation in school is still not good because e students prefer to be silent. The seventh is Q8 (they feel nervous while speaking in front of the class) with the total score was 383, and 66%, which means that the students' nervousness is still strong, which prevents students from speaking in front of the class chooses to remain silent. And then the eighth is Q13 (the students find difficulty understanding English material) with a total score was 376 and 64%, which means students a school still have difficulty understanding English material so that students cannot apply the material they learn in their English language skills. The ninth is Q1 (the students are afraid of being criticized by their friends when they are wrong in speaking) with a total score of 371 and 63%, which means that students are still afraid of being criticized by their friends at school mistakes when speaking English. Therefore students choose to remain silent. Moreover, the last is Q5 (the students feel embarrassed when the teacher asks them to speak in front of the class) with a total score was 355 and 61%, which means students in school still feel ashamed, which prevents students from speaking in front of their classmates when the teacher asks them and they choose to be silent. So, this factor was the factor of students' silence in the English classroom speaking performance at eleven grade of SMKN 1 Tembilahan.

Meanwhile, based on the results above, the researcher can conclude that the dominant factor comes from the indicator (Based on the Student's English Proficiency) in which there are 4 points, the first point is that their understanding of grammar is still lacking, then the second point is that they do not have Strong confidence to speak or express using English. The third and fourth point they have the same point is vocabulary, which students cannot manage their vocabulary skills and cannot increase their vocabulary. The researcher said the point above was because the four statements were developed from that factor. They scored in the 60% - 79.99% value range in the Agree category or the range of values that the researcher had set.

CONCLUSION

The phenomenon of silence in the English-speaking classroom is a problem that must be considered because it harms the development of students' speaking skills. In addition, this phenomenon will also hinder creating an interactive classroom between teacher and student because students are only silent when the teacher asks to speak. In cases like this, usually, a teacher will have a little difficulty delivering material to students. Therefore, a teacher must create approaches, methods, and teaching techniques and learn English appropriately to increase student activity in speaking.

Based on the results of data analysis, the researcher concluded that there are ten factors of student silence in the appearance of speaking English in the eleventh grade of SMKN 1 TEMBILAHAN. Therefore, the students' silence in the speaking class seems to be based on internal and external factors under the five indicators set by the researcher in this study. However, the dominating factor is based on the student's English proficiency.

It can be concluded that students' silence in their appearance in speaking English at school is still one of the problems that need attention. Therefore, teachers must have an extra strategy to improve it.

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