TEACHER'S PERCEPTION OF STUDENTS' SILENCE IN EFL CLASSROOM: A CASE STUDY

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ABSTRACT

Numerous studies have investigated the phenomenon of students' silence in the EFL classroom context. However, they are less attention in documenting the emergence of the teacher's perception. Therefore, the present research aimed to dig the teacher's perception and also seek the solution or teaching strategies that can be applied for encouraging silent students in the learning. The research is a case study and the data collection is using qualitative design through a semi-structured interview which involves a female teacher who has taught for about 30 years in one secondary school in Tasikmalaya. The data is analyzed thematically and the results showed that the teacher perceived the phenomenon of students' silence into psychological aspects, students' low self-motivation, and low self-confidence in language learning. The present research revealed that teacher's perception influences all of the actions that applied in the classroom. The contributions are also viewed from the present study. They are teaching strategies such as integrated game-based learning (GBL), incorporated role-play, group presentation, and built a positive teacher-student relationship, and conducted external encouragement like appreciation. Those can be practiced by the teacher, novice teacher, or student-teacher particularly in dealing with the phenomenon of students' silence itself.

Keywords : Students' Silence, Teacher's Perception, Language Learning, Teaching Strategies.

INTRODUCTION

The phenomenon of students' silence has been recorded as a foul. As an absence of speech, students' silence frequently becomes a problem in the classroom context, since theoretically classroom is for talking, and teacher may view it as trouble because it is not appropriate with their professional role to get the learner to talk using many techniques (Ollin, 2008).

In line with the study, there is a teacher who taught in two classes in one of the secondary schools in Tasikmalaya. She experienced and responded that students' silence is a phenomenon that should be resolved. She perceived that learning should be done in an enjoyable way so that the students would be able to participate actively. Teaching and recognizing students' behavior became a daily habit during teaching activity. The emergence of students' silence phenomenon showed several views such as low interaction to answer the

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questions given by the teacher in case they only bowed the head or stared to the teacher, less participation in giving the opinion or idea, and also not interesting to join a small group activity. One thing becomes the concern for the teacher is that, one of the students indicated as silence is a high achiever in the classroom. Additionally, the teacher desired that student could be changed into an active learner as she perceived also that good student should be balanced by both cognitive and psychomotor. Thus, she tried to bring the class more attractive and interesting to invite all learners to be engaged generally and particularly to silent students.

Research about students' silence has firmly established previously. In 2014, Saylag has investigated silence in the classroom and issued that students faced several difficulties in learning English proven by their diaries written such as shyness, felt alien to herself, exhausted as too difficult to catch what the teachers say in English, and being compared in the classroom. In addition, it also discussed that students behaved as silent due to face-saving strategy and insufficient content knowledge (Tatar, 2009; Choi, 2015). Furthermore, there are several strategies enable teachers to apply in the classroom such as let the students work with a smaller groups, the opportunity to work alone, and maximize the use of technology (Medaille & Usinger, 2019)

Those studies were conducted in an EFL classroom setting where English is not merely used as a dominant language in the teaching and learning process. However, they were only talking about factors that affect students' silence and opinions that supported by theories about how the strategies to engage students' silence without focused on the investigation of teacher's perception and more explanation as follow up toward the phenomenon. Thus, using qualitative analysis and conducted in one secondary school in Indonesia, the present research investigates into teacher's perception as main basic to see what the action is given, classroom decision, and relationship pattern that shaped among teacher and student.

There are two research questions placed in the present study. First is what are the teacher's perceptions of students' silence in the EFL classroom context? And second is how does the teacher create strategies in facing students' silence phenomenon?. To prevent misconception, there are also two operational definitions stated. They are teacher's perception and students' silence. The former defined as the thoughts that influence certain action in learning practice and formation of the relationship between the teacher and sttudents, as a result of what she has observed, seen, and taught to students' silence in case their behavior in learning. And the latter is the behavior of the students that proves low interaction with the teacher in the classroom, unwillingness to answer the question from the teacher, only bow their head and stare to the teacher, felt as they are alien in the teamwork among colleagues, and show lower sound.

The research aim is to find the teacher's perceptions of students' silence in the context of the EFL classroom. It aims to know deeper what the thought by the teacher in responding to specific child behavior in case, students' silence which influences decision-making or teaching strategies applied in the classroom including the formation of the teacher-student relationship. Beside the objective, the present study also has significances which is divided into three aspects. From empirical side, this study gives the reader an illustration and more information that teaching practice or another pedagogical aspect are driven by the teacher's perception. Theoretically, this study extends the theory about classroom interaction and perceptions about silence in the classroom context not only from the student but also from the teacher. And the last, viewed from practical side, this study provides the reader especially a pre-service teacher, as a novice in teaching-learning, that teacher's perception is a basic

information to see what action, decision-making that is given to the student in learning, and teacher-student relationship shaped.

In language learning, silence has been documented and viewed as nasty. It is in line with White (1996, p. 37), who defines silence as the limited or lack of participation during classroom interaction (as cited in Min, 2016). Equally, students' silence also pointed out as typical persons who still have difficulties in conveying their ideas using English as a foreign language, and tend to be mute, lower sound or even does not answer the question from the teacher (Juniati, 2018). There are several factors why students behaved as silent in the classroom as follows: 1) communicative style, including cultural aspect and learning style like learners with Visual Auditory Kinesthetic (VAK) who find verbal instruction difficult and quite by nature (Khan, 2015); 2) lack of confidence, they seem to be silent because perceived themselves as a scarcity of level of English in aspects of grammatical preciseness, pronunciation and also draw their ideas, in other words, they are afraid of if the answer is not right or contrast from others (Liu, 2002; Nakane, 2006; Harumi, 2011); 3) face-saving strategy, means to avoid negative judgment by others because of insufficiency language competence (Nakane, 2006); 4) uses of silence as a sign of power, means that someone sometimes can find different in delivering his ideas even if in a bit time but it is a crucial and powerful point; 5) uses of silence as a form of protection, explaining about avoid judgment from the adults in the classroom related to their cultural, families, and ethnic (Schultz, 2010).

There is a phase called "silent period" which delineates a phase when children come to another place particularly, new environments, and the language of instruction and discourse (English) is not understood (Bligh, 2014; Bligh & Drury, 2016). Normally, it occurs for students as a phase in additional language acquisition as happened in the present study to students in the first year of secondary school. In the same way, another statement pointed out that during the 'silent' or 'non-verbal' period, the students need time to acclimatize to their new context, environment and to begin to 'tune in' to the sounds of the setting and begin to know what is expected (Drury, 2013).

The role of perception and its association with a classroom session is clarified by Spodek (2016), that teachers' actions as well as their classroom decisions are driven by their own beliefs and perceptions. Basically, they create conceptions of their professional world based on their perceptions of reality and their beliefs of what is considered to be true. Additionally, silence in the classroom may represent not only a reluctance to participate but also resistance, disempowerment, hostility, alienation, or a lack of preparation, engagement, motivation, knowledge, and/or intellectual ability (Collins , 1996; McCroskey and Richmond, 2005; Richmond, Wrench, and McCroskey, 2013; Reda, 2009; Schultz, 2009, 2010 as cited in Medaille et al., 2019). This tensity may lead teacher to characterize their quiet students in a negative light—perhaps unconsciously . The teacher may view a quiet class as unsuccessful and their quiet students as a failure.

English in Indonesia is used mostly in the context of the classroom and limited acces for English learners in Indonesia to use English as a tool of communication outside of the classroom. Those difficulties happened because of several reasons such as first, the EFL teachers commonly have to teach students in large classes, with more than 50 students; second, students' low motivation in learning English only due to pass an examination; third, the focus of learning is commonly on reading skill. Therefore, the role of the teacher is important here as instructor and facilitator who will be transferring the skill and knowledge to the students. Thus, the teachers are expected not only to teach English but also try to create

an interesting and enjoyable learning to encourage students (Sugirin, 1999; Sulistiyo, 2009; Kassing, 2011 as cited in Sulistiyo, 2016)

METHOD

The present study has been investigated through a case study. The case study is able to cover the "how" question and contemporary phenomena (Yin, 2018). It is linked with the present study to see the teacher's perception that may be influencing the teacher's action in the classroom and how does the teacher creates teaching strategies to face the phenomenon.

The research has been conducted in a secondary school in Tasikmalaya, West Java, Indonesia. This research involved a female teacher. She is 52 years old, and she has taught for about 30 years. She always considers speaking task as an important aspect to be assessed. Speaking task is important to see what have achieved by the students (conversation on October 3rd, 2019). Additionally, the teacher is known as the patient teacher and rare to show the anger or treat students softly. Not finished until that, she always considers that learning should be understandable for all learners, especially for silent students. Therefore, she decided to repeat in explaining the materials and open private discussion for silent students out of the class. It would be interesting by reason of she has been tried to find the way how to face students' silence phenomenon. Besides, she has ever experienced a phenomenon of students' silence in the past. The name of silent students is Lina (pseudonym) and she got bullied by her friends because of her giant sound resembles as a male student. She felt insecure until blocked her mouth became habitual action, and proved low focused in the classroom. The teacher motivated her as much until Someday the condition was changing. All audiences were enchanted by her voice in the flag ceremony where she became a protocol and bravely to express her potential.

The data were collected through semi-structured interview. the questions have been organized based on the theory by Coplan, Hughes, Bosacki, & Rose-krasnor (2011) stated that teacher's perceptions, attitudes, and beliefs divided into general and specific. additionally, it also added by the theories of perception (Campbell, 1967 as cited in Murshidi). The interview session has been recorded by using sound recorder application on smartphone.

Thematic analysis or abbreviated as TA is used to analyze the data in this research. According to Braun & Clarke (2012), TA is a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set. Through focusing on meaning across a data set, TA allows the researcher to see and make sense of collective or shared meanings and experiences (p. 57). Braun and Clarke also stated about six steps for doing thematic, as follows: 1) familiarizing with the data such as listened and transcribed the audio completely including the filler, silence, or another feature of spoken into a notebook at the same time, after the data has been transcribed fully, it also read more than once in order to be familiar with the data; 2) generating initial codes like provide the example of codes which can be simplified and classified into highlighted idea; 3) searching for themes by moving from codes to themes. It also involves the process of reviewing the coded data in order to identify areas of similarity and overlap between codes. The code that has been highlighted were divided, identified, and constructed into a theme. This section provided list of initial codes such as shyness, unwillingness to learn, Parental influences, social intercourse, cooperation, attention, reward, compulsion, persuasion, Compliment, Get closer to the students, role play, group presentation, game, and silent period. Furthermore it has been classified into highlighted idea; 4) reviewing potential themes, this section affords the result of emerged

themes with several considerations that congruent with the present research through added or deleted the information that does not need. In addition it involves considering the themes through several keys as differentiate among themes and codes, quality of the themes, boundaries, check the data whether it is meaningful or not to support the themes, and finally the coherence; 5) After reviewing the potential themes for the present study, 2 main selected ideas have been chosen, they are psychological aspects of students in the classroom and teaching strategies applied; 6) producing the report, The researcher wrote all of the ideas, the result from data collection, and another process considering many references and journal, and previous studies.

FINDINGS AND DISCUSSION

There are two themes emerged in the present study. They are psychological aspects of the students including students' low self-motivation and low self-confidence and the teaching strategy applied dealing with students' silence. The result of the data from interview session will be shown in the excerpt table.

Psychological aspects of the students
Students' low self-motivation

As the teacher has taught for about 30 years, she felt different behaviors of students year by year. In this case, she underlined that behavior here is interpreted as silence and is influenced by low self-motivation. It has been informed by the teacher in the interview session shown in excerpt 1

Table 1. Excerpt 1

*"I think students' silence happened because **there is no desire for learning English. It was because they felt that English is hard to be understood or they only learn for being students in the school."** "When I came to the class by saying "Assalamu"alaikum.." **they did not seem to care and realize** that I was coming. It also continued during the learning **they did not focus or pay attention to the learning** until the end of the class. As a result, their score in the exam is less and have to be improved by remedial" "... in class I, I found that the first line can be called **"dead"** especially, male students. **Their participations for learning are zero or difficult to be undergone.** Thus, I need extra patience to engage them for being active." (Interview transcript)*

According to Abdullah (2014), there is a term called intrinsic motivation that can be defined as students' interest to learn the language. In this regard, students can be categorized as unmotivated if they are losing focus on English for a quite long time and also there was no effort shown by the students in mastering English. Furthermore, Zhang (2019) affirmed that students' negative psychology in case, low motivation affords the condition of the students like lose interest and give up in English learning and it can be categorized as students' lack of serious learning attitude which is the most direct factor that caused the emergence of classroom silence. Indeed, motivation is the combination of attempt and desire to obtain the goal of learning the language, and also favorable attitudes toward the language learning (Gardner, 1985 as cited in Alizadeh, 2016). Since the data talked about negative students'

behavior in language learning, it is contrastive and they were called students with low motivation.

Moreover, the teacher also perceived that students' low self-motivation is influenced by their family as shown in the excerpt 2 below:

Table 2. Excerpt 2

> *"I think students' silence is also influenced by their habit in the family.* **The parents often scold to the students, there is no chance given to talk, communicate, and convey their idea, and also they are always being blamed** *until their desire for talking are getting smaller."*

Something that is being highlighted here is low students' interaction with their parents. The teacher perceived that there was limited freedom for the to her students in front of their parents until she thought that it became one of factors of her students' silence. It is supported by Grolnick (2009) who argue that parents' involvement in children academic development becomes very crucial part since they become autonomy-supportive that facilitating students to have a positive motivation through let them freely express their choices. The importance of parental involvement is also emphasized by Zhang & Whitebread (2019) who stated that autonomy support is important in supporting childrens' intrinsic motivation to learn and discover their competency. The students do not have a chance to speak, share, and communicate their ideas in front of parents. In short words, students' low self-motivation is possibly affected by less communication with their family whereas parental involvement including parents' activities which is defined as parents' communication about values, school, expectations, aspiration, and emotional support that can positively affect students' achievement. Additionally, motivation theories also emphasize the shared influence of the demographic and family's cultural characteristics, and the interaction between the parents and children on achievement-related such as intrinsic motivation (Deci & Ryan, 2000; Ryan & Deci, 2000; Grolnick, Ryan, & Deci, 1991 as cited in Kim et al., 2020).

Students' low-self confidence

Beside low self-motivation, another part that made students behaved as silent in this present study was low self-confidence. It can be seen from the excerpt 3

Table.3 Excerpt 3

> *"... Adyana (pseudonym), who always blocks her mouth using a veil during the* **learning (the teacher imitates how Adyana blocks her mouth)** *and perform lower sound. She felt there is a weakness in herself.* For example, while conducting online learning through video calls on WhatsApp. "ma'am, could I block my mouth?" she asked. "eh, don't block your face! how can I assess you? Yah, come on! Let's put off your hand from your face!" Finally, she opened her veil although through sending a video for assignment and it was not by using live video call. Another silent student in the same class with Adyana is Andry (pseudonym) who shows extreme silence like* **he only shakes and bows his head when I asked him.** *I think, he got bullied not only from the inside of the class but also from another class." "... I also have ever faced a silent student in the past namely, Lina (pseudonym). She is my student in class C, she regularly followed private learning in my house.* **She rarely talked or produced a sound and block her mouth by using**

> ***her tie. If she speaks, the voice has resembled a male student like this*** ***"ASSALAMU'ALAIKUM.."*** **(The teacher imitated Lina's big sound)** ***and her friends*** ***automatically laughed at her.*** *In the past, the term bullying is not popular, so it called humiliation. That is why as a teacher I have to encourage and motivate her and also all my students"*

The teacher perceived that silence is a negative sign due to lack of participation orally and felt inferior showed by hiding themselves physically. The students felt shy and got bullied by their friends. That conditions are considered as negative affect and the term motivation is also explained as something being trigerred. That statement is congruent with what have been stated by the experts that when students can not create a positive psychology including pleasure, empathy, confidence, etc., will lead to the great achievement of learning and long-term motivation (Shelton-strong & Mynard, 2020).

The teacher realized that behind her students' silence, there is low self-confidence. Therefore she tries to comprehend the phenomenon since affective factors such as anxiety, nervousness, and lack of confidence become the main reasons the students behave as silent in the English classroom (Weihua, 2018). Furthermore, the data found that not only those personal traits that influenced students' silence but also shyness which can be characterized as prevention of conflict in several situations in case bullying and the teacher can use personality information (e.g. anxiety, shyness, and ambiguity tolerance) to select, apply and modify the class activities accordingly (Sadeghi & Soleimani, 2016).

From the data also, we can infer that bullying happened in students' social intercourse and the teacher perceived it becomes the common thing that influenced their self-confidence and leads to silence. There is an abvious link between involvement in bullying and the decrease of emotinal and behavioral problems. In this regard, children who have been involved in bullying phenomenon either as bullies or victims may be risked from considerably more behavioral problems, hyperactivity and peer-relation difficulties than children who have not been involved (Wolke, Woods, Bloomfield, & Karstadt, 2000; Cook et al., 2010 as cited in Marengo et al., 2018). Moreover, some researches show that involvement in bullying is related to many psychosocial difficulties, including depressive symptoms, academic difficulties, anxiety, low self-esteem, and even suicidal ideation (Card & Hodges, 2008; Haynie et al., 2001; Lacey & Cornell, 2013; Smokowski & Kopasz, 2005; Thijs & Verkuyten, 2008 as cited in Wang et al., 2016). Thus, the teacher previously thought that bullying, anxiety, and silence are interrelated to each other.

Teaching strategies applied
The present study does not only provide the perceptions of the teacher but also the strategies which are used to face the phenomenon of students' silence through considering several aspects such as integrated game-based learning, incorporated role play, group presentation, built positive teacher-student relationship, and conducted external encouragement.

Integrated game-based learning
The teacher perceived that the way to help silent students in learning is integrating GBL (game-based learning). It is because the teacher has an opinion that interesting learning should be applied in the lesson as shown in the following excerpt.

Table 4. Excerpt 4

*"The methods that we used here generally tend to **fun learning**. So we have chosen the way that makes students **enjoy learning**. Insya Allah, if the methods are fun for the students, any difficult materials will reach the child."*

*"… I called the name of the game is "mentioning game". I brought them to the outside of the classroom. For example in chapter "the things around us" they felt a library, laboratory, and then described a school park, they mentioned how many trees, how many plants pot, what kinds of plants. The gaming activity is following the instructions exactly such as divided them into several groups and determined the score. **Those activities showed that the students particularly silent students were feeling free and real in telling and describing things, easy to remember, and drawing the description of the things easily** as it was helped by the imagination and the real things as well."*

Silent students use the ocassion to review course materials with peer or their partner in group especially in difficult materials and it can be done through group activity outside of the classroom. It help silent students to be more comfortable in working with other students (Medaille et al., 2019). Furthermore, Oblinger (2016) asserted to create immersive experiential learning environments and games, draw students in and enhance their ability to process information, apply knowledge, make decisions, solve problems, and collaborate (as cited in Sardone & Devlin-scherer, 2016, p. 215). Moreover, games based learning can be modified also by the students, and it definitely introduces them to not only a range of technical skills but also better them better to each other (Kafai & Burke, 2016). The data talked about gaming activity which is conducted in collaborative work in the case, dialogue, and expected by the teacher as a tool for active learning. It directed to such activities called the dimension of teacher's creative EFL pedagogy that is playfulness. In addition, it can make interesting learning, and motivate learners to engage more in the learning process (Russ, 2003; Cremin et al., 2006 as cited in Liao, Chen, & Chang, 2018).

Incorporated Role-Play

Apart from game-based learning that has applied, the teacher was also applying the role-play method to help silent students in the learning. It has been informed in the following excerpt.

Table 5. Excerpt 5

*"… ya, I also incorporate role-play to help silent students in the learning. I asked them to make a dialogue and demonstrate it. **The dialogue was created by the situation.** The students were free to choose a condition by using a modal auxiliary. For instance "Can you swim?" means that they have to create a condition and situation as if they are in the swimming pool. "Can you cook?" indicates that the condition is based on their experiences in cooking. From role-play activity, **I found that silent students were seen as free in expressing their ideas in making a dialogue, playing as in real, and learning interactively with their partner."***

Stevens (2015) stated that role-play is including a collaborative work that affords statement: it provides a secure environment where students can interact freely without fear of embarrassment, different from common activity such as large discussion who emerged active

and silent students which is contrary to active learning. In the same way, role-play is an active learning, which can facilitate and increase students' skills in doing such interactions with their colleagues (Kilgour, Reynaud, Northcote, & Shields, 2015). Moreover, it offers the description that indeed role-play is a simulation activity with a focus on professional practice, problem-solving, active listening, and development of generic interviewing skills, such as empathy, ethical behavior, strengths/resiliency perspective, and cultural awareness (Jones & Conner, 2020). Thus the teacher has applied the role-play in the form of dialogue to meet a requirement that it helps students more encouraged through insteractions.

Group Presentation

The teacher perceived that another strategy to encourage silent students in the learning activity is placing them into several groups and navigating them to group presentations. It has been poured in the following excerpt.

Table 6. Excerpt 6

*"There is a way of delivering materials for silent students. For instance, in one material I divided students into four groups. Then, it also determined the leader, writer, and speaker. I chose some silent students to be a speaker. **They were required to express, what we called it? Presentation ya, presentation.** The materials I gave yesterday was a simple present tense. The students have to present their habitual action from wake up until sleep again. **As a result, they are automatically ready to perform. Finally, they can express their idea because it is related to daily life."***

*"Let's invite silent students to talk through their experiences. For example, explore the text, what is that? Describe something or someone. Nah, they can tell about their siblings, family, house, and bedroom. **Finally, they were telling obviously that "ma'am my house is so small and narrow". Ohh.. finally, I know their condition."***

Group presentation becomes one of the techniques that integrated with group discussion and It also expected that students can learn creatively and independently since it is included in student-centered learning. The paces that may be prepared are teachers divided students into several groups, informed the topics, and let the students design the topic for presentation. This technique positively helps students to deliver ideas and encourage more discussion in the class (Mahmud, 2017).

Group presentation in group discussion as the way of classroom communication is also mentioned formerly and is associated with students' silence. It delineates that silent students have multiple identities in group interaction. Those multiple identities are including a self-directed learner, a problem solver and a group member, and they have affected students' verbal participation in group discussion that leads to understanding by the teacher to let the students know their role in group work (Jin, 2017)**.** In this case, the teacher divided the role of the students to become leaders, writers, and speakers. The aim of dividing the role is to make them understand what should they do, particularly to engage silent students in participating orally since their role are became a speaker.

Built Positive Teacher-Student Relationship

The teacher apprehended that another way to help silent students in successful learning is by recognizing their behaviors and building a positive relationship with them. The statement is shown in the following excerpt.

Table 7. Excerpt 7

*"As a teacher, **I have to be patient while dealing with students' silence.** There should be an approach or way to help silent students in learning.*
I have to be involved in their group while learning, not only standing in front of the class, but I followed them in their group.
*Also**, I did a sharing session with them.** I told them about successful alumni with its good habitual like dhuha prayer, good attitude, and fasting on Monday-Thursday. I invited the students "do you have a precious experience**?". Later on, some of the students can share his story. From that story, I know their family's condition like divorce which makes them down, did not talk anything.** After that, little by little the students began to tell their experience.*

When some students did not understand the lesson. "ma'am I don't understand, could you please repeat it?" asked several students. "Students, I have elucidated it until 5 times. Check your book again".

*When I faced my student slept in the class, **I decided not too angry with him. I sought another alternative to educate him and rubbed his head until he realized.** "why are sleeping in the classroom?" he seems so shy at that time. as a result, he only sleeping once*

During the teaching and learning process, students may be silent because they feel at odds either with the classroom environment in specific, or with the campus environment in general, or because they also face some difficulties in connecting their life experiences with the content or material they are learning about in the classroom (Schultz 2009). Therefore, one of strategies that can be implemented is by asking questions that can invite participation from students with a broad range of experiences through inviting them to talk and share about their lives, engaging them to find relationship beween their lives and course content or materials (as cited in Medaille et al., 2019).

Kind relationships with the teacher such as additional information and help can be a great motivator for the students, as it may foster positive attitudes toward the school and engagement in the teaching and learning process, while negative relationships may serve as a stressor for students in the classroom environment (Baker, 2006; Pianta, 1999; Davis, 2001 as cited in (Drugli & Hjemdal, 2013). In the same way, teacher-student relationships encourage children's emotion, cognitive, and social development, especially in their early childhood. The world organization (OECE, EU, UN, UNESCO) also see kind predisposition from positive teacher-student relationships and addressed into central of their educational policies and their main targets (Tsigilis, Gregoriadis, & Grammatikopoulos, 2017).

External Encouragement

Another part that makes the teacher realized something to silent students is they need stimulation that can encourage them in the learning process. This can be seen from the excerpt below

Table 8. Excerpt 8

"... I have ever talked to Adyana from class I. "why you don't want to show your face completely?". Until I said, "now, put off your arm from your mouth"*.* **Then she opened her veil that blocks her mouth. "you are a beautiful student"***. I tried to praise her.* "I am so shy ma'am" *she answered.* "Don't be shy! From now, don't use your arm to block your mouth. Let your body stand up straight" *I asked."*

"... I have talked to you about Lina. She was a silent student with big anxiety because of her big sound, did not make a sound, and said nothing. I gave spirit. **"your voice is good, let's show it".** ***After that, everybody was enchanted by Lina's great voice in reading of UUD '45. Finally, she became a brave student and now being a successful person.*** *At that time, I defended Lina and warned her friends.* "hey, don't humiliate Lina, who knows that someday Lina will become a famous speaker". *Evidently**..*** **"ma'am maybe it was all because of your prayer to me, now I am a famous speaker.."** *Lina said to me on one occasion."*

"... For now, Alhamdulillah ya. If the students were reminded by the score, they have an effort to be active. **"if you did not talk, you will not get the score. The lesson is about speaking. Speaking in Indonesian means berbicara."** *I tried to frighten them.* "ma'am what about if I talk only in front of you? Not to my friends? one of the silent students said. "alright, you can". ***In the next lesson, I tried to move them to talk in front of the audience, and finally, he did.*** *Particularly, it happened to Adyana also since she got the first rank. I reminded her about the possibility of low grades in the report document. She just paused but* **finally, she performed in front of all her friends."**

Teachers in this case, take a crucial stakeholder in motivating their students particularly to silent students, as they give an extrinsic motivation like reward, compliment, and another external recognition that can encourage students to participate frequently in the classroom discussion (Griskell, Gámez, & Lesaux, 2020). Learners with uneasiness, tension, and self-doubt, which are commonly associated with the conditions of language learning, tend to negatively correlated with intrinsic motivation and language learning and, and it can be categorized as a bad potential outcome of the learning climate. Thus, in this regard, the students should be offered enjoyment in performing activity including positive learning experiences and also interest in the subject matter or curriculum (Somers & Llinares, 2018).

The intrinsic motivation that is generally driven by such positive attributes is more impactful in maintaining effort than extrinsic motivation such as reward and the need to pass an examination (Bower, 2017, p. 2). However, the teacher sees the predisposition of giving motivation is related to external factors like students' avoidance of punishment and a desire for getting reward that they have in the learning process, and suggest that common factors such as enjoiying the class and liking the teacher are important factors in determining motivation (Chambers 1999; Krüsemann 2018 as cited in Parrish & Lanvers, 2018).

CONCLUSION

There are several results are highlighted in the present study. First, the teacher perceived that students' silence occurred due to low self-motivation and unwillingness to learn

and parental influences as frail communication become the factors. Second, the teacher also sees the inclination is not only shown by low self-motivation but also low self-confidence regarding many factors such as shyness and bullying as a negative side of social intercourse which makes silent students are getting weak. Third, based on the perceptions and situations like students' low self-motivation and confidence faced by the teacher, then she considered those climates into the action called teaching strategies which are separated into practices, such as integrated game-based learning, incorporated role-play, group presentation, built positive student-teacher relationship through getting closer to the students, recognizing their behavior, and being involved in their group while learning and the last, conducted external encouragement. To sum up, the teacher's perceptions influence crucial action in the classroom and become a main basis for teaching activity such as teaching strategies applied to encourage, motivate, and engage students generally and silent students particularly in the learning. The study also give the representation the uniqueness of students' condition in case, silent students and the impact to the teacher's decision that lead to the classroom action and management.

The present study is focused on the teacher's perception as the main basis to see the students' silence tendencies and the teaching strategies that probably applied. however, the research is less in emerging the number of participants to enrich the data to find much valuable information, particularly about teaching strategies. moreover, the context or setting for further research can be changed into the high school or even higher education level. The topic in this study can be also developed to be a deeper investigation of students' silence.

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