

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

**A THESIS**

Submitted to Fulfill the Requirement for *Sarjana Pendidikan* Degree at English  
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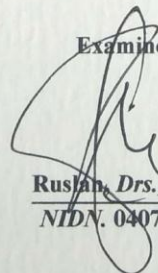
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## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul “Teacher’s Perception of Students’ Silence in EFL Classroom Context: A Case Study” beserta seluruh isinya adalah sepenuhnya karya saya sendiri, dan saya tidak melaksanakan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan. Atas pernyataan ini saya siap menanggung konsekuensi atau sanksi terhadap etika keilmuan atau ada klaim dari pihak lain terhadap keaslian skripsi ini.

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## ABSTRAK

**DELLA PUTRI KANDILLA. 2020. Teacher's Perception of Students' Silence in EFL Classroom Context: A Case Study.** Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.

Banyak sekali penelitian yang telah menginvestigasi fenomena diamnya siswa dalam konteks pembelajaran bahasa Inggris sebagai bahasa asing. Tetapi hanya sedikit penelitian yang mendokumentasikan persepsi yang muncul dari seorang guru terhadap fenomena ini. Oleh Karena itu, penelitian ini bertujuan untuk menggali persepsi guru sebagai landasan dasar terciptanya strategi-strategi pengajaran yang diterapkan. Penelitian ini merupakan studi kasus dan pengumpulan data dilakukan secara kualitatif melalui sesi wawancara dengan seorang guru yang telah mengajar selama kurang lebih 30 tahun di sebuah sekolah menengah pertama di Tasikmalaya. Data dianalisis menggunakan tematik dan hasilnya menunjukkan bahwa guru mempersepsikan fenomena diamnya siswa kedalam satu aspek psikologis yang terbagi menjadi 2 yakni, rendahnya motivasi siswa serta kurangnya kepercayaan diri dalam belajar bahasa Inggris. Penelitian ini membuktikan bahwa persepsi yang dimiliki oleh seorang guru mempengaruhi segala tindakan yang diterapkan dalam pembelajaran. Hal ini terlihat dari beberapa strategi mengajar seperti mengintegrasikan pembelajaran berbasis *game (GBL)*, *role-play* (bemain peran), memaksimalkan presentasi grup dan membangun pola hubungan positif antara murid dan guru serta dorongan eksternal lain seperti apresiasi. Beberapa strategi itu bisa diterapkan oleh seorang guru, guru pemula, dan juga calon guru khususnya ketika menghadapi fenomena diamnya siswa tersebut.

**Kata kunci:** *Diamnya Siswa, Pembelajaran Bahasa Inggris, Persepsi Guru, Strategi-Strategi Pengajaran.*

## ABSTRACT

**DELLA PUTRI KANDILLA. 2020. Teacher's Perception of Students' Silence in EFL Classroom Context: A Case Study.** English Education Department, Faculty of Educational Sciences and Teachers' Training, Siliwangi University, Tasikmalaya.

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 as the main basis for teaching strategies applied. A case study design was employed in this study through a semi-structured interview with one English teacher who has been experiencing for about 30 years in one of the secondary schools in Tasikmalaya. The data was analyzed thematically and the results showed that the teacher perceived the phenomenon of students' silence into psychological aspects which are divided into 2 parts, 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 are applied in the classroom. It was revealed by some teaching strategies such as integrated Game-based learning (GBL), incorporated role-play, maximized group presentation, built a positive teacher-student relationship, and undergo an 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:** *Language Learning, Students' Silence, Teacher's Perception, Teaching Strategies.*

## PREFACE

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This thesis can be accomplished owing to many supports from several people. Therefore, on this occasion the writer would like to express her genuine gratitude and may ALLAH SWT always bless them, especially to the honorable:

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4. All lecturers of English Education Department.

The writer realizes that the thesis is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted. Finally, it is expected that this proposal will be beneficial for the readers.

Tasikmalaya, August 2020

The writer

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