CHAPTER II

LITERATURE REVIEW

2.1 Defining Silence and Students' Silence in the Classroom

Discussing silence should be viewed fundamentally not only in education but also in a wider context. Research about silence as general has been documented by Bruneau (1973), who posits that there are three types of silence: psycholinguistic, interactive, and sociocultural. It draws about slow-time and fast-time in human speech, the way people talk indicates how the interpersonal relationships are built each other, furthermore as one of the phenomenon that can be related to the cultural side. It adheres to the people involved and influenced their style or habitual particularly in the way of how they learn. Another definition is stated by Jaworski & Sachdev (2010, p. 286) that "silence is often a mark of power imbalance and/or ambiguity of interpersonal relations and participation structures in interaction". Thus, silence phenomenon is related to individual potential and it may be influenced by external factors such cultural side.

In language learning, silence has been documented and viewed as a negative sign. It is in line with White (1996, p. 37), silence refers to the limited participation or lack of participation during classroom interaction (as cited in Min, 2016). In the classroom setting, silence is generally considered as a student's negative response to the teacher although there are some reasons pointed out previously. 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).

Silence as a phenomenon by the students has different reasons depends on varieties of learners' conditions. It is supported by findings from some researchers who investigate why students behaved as silent as follows: 1) communicative style, this thing is strongly related to the culture where students sitting in. For instance, in Japan students will not speak up if there were no chance given, the angle that supports them in expressing the idea and only if nominated by the teacher individually. Besides, they have another learning style, for instance, they are including to the learners with Visual Auditory Kinesthetic (VAK) who finds 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). Thus, silence is influenced by learners' condition and habitual action in the environment.

2.2 Silent Period of the Students in the Classroom

Students have varieties of characters that they have brought to the environment they are experiencing in and interacting with, in case, school setting. Saville-troike (2009) divided pupil with two characteristics in language learning that is other-directed and inner-directed learners. The characteristic of other-directed states about the learner in a specific condition, that is without feel hesitate, using the elements as represented an active learner in language learning as such combination of gestures, facial expressions, or even laughing as an indication that they are involved in learning session while the inner-directed learner manifest as producing little of any overt social verbalization, especially in the second language learning. Infer from that, students' silence may be indicated as inner-directed circle learners.

Although students are accompanied by two both above characters, there is a phase called "silent period" which delineates a phase when children come to another place particularly, new environments, and the language of discourse and instruction (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, p.

384). That phase is probably passed by two characteristics as students will manifest themselves as unique learners while learning using their style. It is agreed with what students have shown in English language learning through the action like felt as alien in the new place and behaved as silent as to result.

2.3 The Concept of Teacher's Perception

The thing that the study needs to capture what the teacher thought from students' silence is perception. Seen from the term, perception is strongly related to sensory receptors such as the nose, ears, and eyes. Campbell (1967) stated that "perception is defined as something that is being observed and what is said about it and it is a process where one will form an impression about someone or something" (as cited in Murshidi, 2005). On the other hand, we need to take a look into the role of perception and its association with a classroom session. It is in line with what has been stated by Spodek (2016), that teachers' actions and classroom decisions are driven by their perceptions and beliefs. They create conceptions of their professional world based upon their perceptions of reality and their beliefs of what is true. Another statement has pointed out that teacher's belief directly affects both their perception and judgment of teaching and learning interactions in the classroom, resulting in classroom practices including teaching technique, classroom management, and dealing with problem behaviors (Aksoy, 2015).

The term perception is not a new matter in the last decade and myriad time has been discussed by the expert. Coplan, Hughes, Bosacki, & Rose-krasnor, (2011) stated that teacher's perceptions, attitudes, and beliefs are

divided into general and specific. In general, it may influence the teacher's classroom decisions and responses to specific child behaviors in case students' silence. While in specific, there will be a shaped formation of the teacher-student relationships.

If we look simply at what the example of perception is, it is shown by the opinion that was pointed out by the teacher in terms of students' silence. Collins (1996) as cited by Medaille et al. (2019), a teacher who conducted a study of quiet middle school students, stated that she found quiet students to be particularly problematic because of her own belief that conversation is essential for learning: "I knew talk was central to children's cognitive and emotional development and that children developed their perceptions of themselves and their world through talk" (p. 2). Additionally, For many teachers, silence in the classroom may represent not only an unwillingness to participate but also resistance, hostility, disempowerment, alienation, or a lack of preparation, engagement, knowledge, motivation, 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, p. 3). The predisposition to see silence in the classroom is affected by lack of motivation is highly considered since motivation viewed as the main indicator to establish level and success of second language acquisition and specifically motivation is consists of three elements. They are attitude towards language learning, willingness to learn the language, and level of motivation (Al Othman & Shuqair, 2013). This tension may lead teachers to

characterize—perhaps unconsciously—their quiet students in a negative light. The teacher may view a quiet class as unsuccessful and their quiet students as a failure.

2.4 Principles of English Language Teaching

Since has been discussed theoretically that teacher's perception has an important role behind their teaching activities as mentioned above, we need to take look also at the principles of EFL teaching concerning the setting of the present study. Besides, we have to see the EFL learning practice in Indonesia. English in Indonesia is used mostly in the context of the classroom and limited access 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 must teach students in large classes, often with more than 50 students; second, students' low self-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 an 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 interesting and enjoyable learning to encourage students (Sugirin, 1999; Sulistiyo, 2009; Kassing, 2011 as cited in Sulistiyo, 2016)

In addition, the development of teaching English as a foreign language also has to be discussed. H. Douglas Brown (2000) in his book states that there are four methodologies such as Grammar Translation Method, Direct

Method, Audio Lingual Method, and Communicative Language Teaching. The Grammar translation method is also called a classical method. This method came out when the western people world wanted to learn "foreign" languages such as Latin and Greek. The focus of GTM was on grammatical rules, the memorization of vocabulary, and various declensions and conjugations, translations of texts, and doing exercises. The basic principle of the Direct Method was that second language learning should be more like first language learning. The audio-lingual method would comprise a great deal of oral interaction, spontaneous use of language, no translation between first and second languages, and little or no analysis of grammar rules, The emphasis was on mastering the building blocks of language and learning the rules for combining them, and the last is communicative language teaching. This method is learner-centered and emphasizes communication and real-life situations.