CHAPTER 2
LITERATURE REVIEW

2.1. Pre-service Teachers

Pre-service teacher is a student who carries out a teaching practicum in a school. Pre-service teachers are those who were in a program of education or training before beginning their careers as language teachers (Ülgu & Er, 2016). Teaching practicum is a crucial component of pre-service teacher training that enables them to develop and skilled their teaching skills. According to Maharani and Fithriani (2023), teaching practicum is a valuable experience for pre-service teachers as it enhances their abilities and increases their knowledge of effective teaching methods.

Pre-service teachers have the opportunity to put the theoretical knowledge they have acquired on campus during a teaching practicum for around four weeks. Özdaş (2018) stated that pre-service teachers can develop their subject expertise in a real classroom setting during their teaching practicum. During teaching practicum, pre-service teachers are accompanied by lecturers and teachers at schools where they practice. Pre-service teachers carry out simulations of becoming in-service teachers by teaching, making syllabuses, giving exercises or assignments, and assessing students.

2.2. Students' Silence

Silence is a phenomenon that always exists in-class interaction, especially in EFL class. This can be attributed to the challenges students face in expressing themselves in English, which is not their native language. According to Choi (2015), silence is a lack of verbal interaction with others. This means students may be unable to speak out in class, particularly regarding a certain issue. In this regard, Bosacki (2005, as cited in Hanh, 2020) describes that a common understanding of silence is a lack of audible verbalization and that the concept of silence may be

expanded to encompass a student failing to deliver a specific subject matter or to say what is requested.

There are various factor that affects students' silence. Hamouda (2012) found that many factors caused students silent such as poor English proficiency, anxiety about speaking in front of others, lack of preparation and confidence, shyness, worry about making errors, and fear of ridicule. According to Harumi (2011), the reason for the students' silence might be linguistic, psychological, and sociocultural factors. The following is the description of each factor:

1. Linguistic Factors

    Linguistic factors are language and structure-related components that can impact many aspects of communication. Linguistic issues in the context of students' silence refer to linguistic features that may contribute to their hesitancy or unwillingness to communicate. Harumi (2011) stated that the usage of the mother tongue is one possible reason for silence induced by linguistic issues.

2. Psychological Factors

    Psychological factors describe the inwardly focused mental and emotional elements that might affect a person's ideas, feelings, and actions. The students feel afraid to speak in front of the class because they think they are not smart enough. Therefore, Harumi (2011) concluded that in order to speak bravely in front of the class, students required the teacher's psychological support.

3. Sociocultural Factors

    Sociocultural factors refer to the social and cultural influences that shape individuals' behavior, beliefs, and attitudes. By recognizing and valuing diverse communication styles, promoting cultural sensitivity, and cultivating an atmosphere that encourages active participation, educators can help reduce sociocultural factors that contribute to student silence and encourage equal engagement in the classroom.

In addition, the factors that affect student silence can be caused by the teacher. Anindyarizky (2013) claims that the teacher is one of the most essential reasons affecting the students' silence in class.

1. Teacher Voters

    Teachers sometimes prefer students who are smart and active in class. As a result, they may focus their attention mainly on those students, which can inadvertently influence other students to remain silent. Anindyarizky (2013) stated that teachers may only give their attention to students who sit in the front row or those they favor the most, which can make other students feel more inclined to remain silent.

2. Teachers' Mood

    Sometimes teachers, due to their fluctuating moods, inadvertently contribute to students' silence. Anindyarizky (2013) concludes that when the teacher is not in a good mood the student's mood will suffer. Teachers serve as role models for students; therefore, it is crucial for them to be capable of managing their moods and emotions to ensure they do not influence the students' moods negatively and can create a comfortable and effective learning atmosphere.

3. Narrow-minded Teacher

    Another factor that can influence student silence is the lack of appreciation from the teacher. Students who do not receive adequate appreciation from teachers may feel inadequate, leading them to prefer remaining silent. Additionally, there are some teachers who firmly believe in their methods and perceive themselves as successful educators, leading them to resist accepting criticism and suggestions from students. According to Anindyarizky (2013), teachers who don't like to receive criticism or comments have a big impact on the students' silence.

In conclusion, there are various reasons for the presence of silence in the classroom, and these reasons may vary depending on the situation.

Both factors, from students (linguistics, psychological, sociocultural) and from teachers (teacher voters, teachers' mood, narrow-minded teachers) can influence students' silence.

2.3. Teaching Strategies

A teaching strategies is an approach or method that educators utilize to promote student learning and accomplish particular educational objectives. Sarode (2018) stated that teaching strategies are techniques used to assist students in learning the necessary course material and enabling them to create achievable future objectives. There are various techniques, exercises, and instructional approaches that teachers can employ to foster student interest, comprehension, and skill growth. These techniques are used to facilitate learning and advance academic development. According to Tumanggor et al. (2018) adopting the method entails putting the movement rules into practice and tying them to a particular style of structuring teaching and learning situations. Xia (2020) defines that teaching strategy places a strong emphasis on the role of teachers as subject matter experts, the dissemination of systematic information, the value of classroom instruction, and the significance of teaching resources.

Teaching strategies is a teacher's plan for the teaching and learning process. Nurdianingsih (2021) stated that teaching strategies are defined as plans, methods, or sequence of activities designed to achieve specific educational goals. The effectiveness of education depends on the strategic bridge provided by teaching strategies. As stated by Parera et al. (2021), teaching strategies serve as a connection between the objectives to be achieved and the means by which they will be attained. Through the implementation of teaching strategies, teachers can navigate the complex educational terrain, creating an environment in which students can thrive and achieve desired goals. Parera et al. (2021) added that teachers must find the best teaching method that engages students, connects to previously taught material, presents information in a way that is easily applicable and

gives them opportunities to practice the process of analysis, reflection, application, and practice. Thus, by providing opportunities to practice analysis, reflection, application, and practice, good teaching strategies can encourage students' active involvement in the learning process.

Additionally, the researcher constructs theories from Harumi (2011) and Kandila et al. (2021) into five strategies that can be used by teachers to face students' silence in teaching English as, integrated game-based learning, group presentation, turn-taking, building a positive teacher-student relationship and motivate students. Below are the explanations of each strategies.

1. Integrated game-based learning

     Integrated game-based learning can be an engaging and effective approach to handling students' silence. Game-based learning means incorporating subject-specific knowledge into games (Avdiu, 2020). By incorporating game elements into the learning process, teachers can create a fun and interactive environment that encourages active participation and communication. Kandila et al. (2021) stated that game gave the silent students a sense of freedom while talking and describing things.

2. Group Presentation

     Group presentations can be an effective strategy for reducing student silence. According to Kandila et al. (2021), group presentations are a component of student-centered learning, and students are expected to learn creatively and independently using this approach in conjunction with group discussions. With group presentations, students are expected to be more confident and motivated with their group mates. Mahmud (2017) claims that group presentations increase students' ability to communicate their opinions and promote class discussions.

3. Turn-taking

Turn–taking is the process of switching between speakers in a conversation. Harumi (2011) claims that turn-taking have an impact on students' spoken reactions. According to Ibraheem (2017), native speakers are able to take or relinquish turns in conversation without creating misunderstandings and this also implies that speakers should refrain from speaking simultaneously for extended periods. Rahim (2019 as cited in Fenyi & Nyarkoh, 2022) suggests that for a discussion to be successful, both the teacher and the student need to understand of turn-taking. In this case, a student should be able to recognize when he or she has the opportunity to speak so that they don't unnecessarily interrupt or postpone their response.

4. Built Positive Teacher-Student Relationship

Built positive teacher-student relationship can be a way or strategy to handle students' silence. According to Kim (2021), positive teacher-student relationships may be defined by qualities that facilitate the creation of strong relationships between teachers and students. Positive teacher-student relationships are very important for effective and quality teaching and learning. Paschal and Mkulu (2020) stated that a positive teacher-student relationship can help teachers understand the needs of the students and make them feel safe and secure as they progress in their learning. Hence, to build a positive relationship teacher needs to be able to relate to students on multiple levels such as being like a parent, being like a mentor, being like a friend, and guiding them personally (Hazarika, 2020). Furthermore, when students have a positive relationship with their teacher, students tend to be more engaged during class. Even if they are not particularly fond of the lesson content, the positive relationship with their teacher contributes to a sense of happiness and satisfaction in their learning experience. Hazarika (2020) stated that students who have positive relationships with teachers will actively participate more in class and

work for academic achievement as well as feel safer and more at ease in the classroom.

5. Motivate Students

Motivation is a crucial component in language teaching and learning. Motivation can be described as an inherent driving force that compels individuals to take action, propelling them toward the achievement of their goals (Harmer, 2001 as cited in Thohir, 2017). Teacher is a critical element of student motivation. For effective classroom learning, it is crucial for the teacher to maintain the enthusiasm that is brought by students in the first course (Ericksen, 1978 as cited in Syam & El-Hafy, 2016). In addition, to maintain students' enthusiasm, teachers can leverage various media to convey course materials, such as videos, posters, PowerPoint presentations, etc. Furthermore, teachers can also use various teaching methods to boost students' motivation. According to Todaka (2017), various methods are employed to ensure that all students comprehend the information being presented by the teacher so that they could get to enhance their motivation and confidence in their ability to learn English. By presenting the content in an engaging manner, students are more likely to develop an enthusiasm for learning, as the teacher effectively captures their interest and attention. Motivating students also can be highly effective in addressing student silence and promoting active participation in the classroom. Harumi (2011) claims that students expect teachers to provide support, enabling them to express themselves more freely and confidently. Teachers can motivate students by growing students' self-confidence and can also through rewards or punishments if students make mistakes.

2.4. Study of the Relevant Research

Before deciding to perform this study, the researcher reviewed past research on students' silence issues. Because the study on pre-service

teachers handling students' silence issues is still uncommon, the researcher focused on a related topic. The researcher will also discuss several relevant past studies.

Murtini (2014) identified the teachers' strategies to deal with students' silence at the junior high school level. She revealed that there are many strategies that teachers can use to deal with students' silence, including giving clues, gestures, giving examples, talking with the students interactively, and using positive feedback. However, the specific strategies that supported students' willingness to contribute actively are perceived in motivation. with giving advice and motivational words, are able to build students' confidence.

Juniati et al. (2018) investigate the students' silence in the classroom at the university level. The study found that each student had different reasons for remaining silent. In summary, the most common reasons for students' silence in class included a lack of confidence, a perception of low competence, a fear of judgment from others, a lack of comprehension or unfamiliarity with the subject, a lack of vocabulary, a lack of motivation to speak, having different personalities, and not having the opportunity to speak.

Hanh (2020) investigated students' silence at a university of foreign languages in Hanoi, Vietnam. The researcher employed a quantitative research method and utilized a questionnaire and interviews to collect data. The result of the study is that there are two factors of students' silence: linguistic factors and psychological factors. Linguistic factors, such as lack of vocabulary, bad pronunciation, grammatical errors, and low levels of competency can all be key contributors to students' silence in class. Additionally, psychological factors, including lack of confidence, nervousness, and in particular their fear of seeming foolish in front of their teacher and classmates.

Kandila et al. (2021) identified problems, suggesting teaching strategies that can be applied to encourage silent students in learning. The

study was carried out in an Indonesian secondary school in Tasikmalaya, West Java, Indonesia. A female teacher, who has had nearly 30 years of teaching experience and is 52 years old, participated in the research. This study found that the teacher's views have a significant role in classroom activity and serve as the major foundation for the teaching strategies used to motivate, encourage, and engage students generally and silent students in particular in the learning process.

Bahar et al. (2022) focused on exploring teacher power use and students' silence in EFL classrooms. The study employed a qualitative descriptive design and utilized interviews to collect data. This study found the strategies the teacher implemented in dealing with students' silence in the classroom such as allowing the students to write down their opinion before speaking.

This present study has some differences and similarities with those previous studies. While the difference between this research is this present study tries to explore the pre-service teacher strategies to handle students' silence whereas the previous research focused on the strategies employed by in-service teachers in school settings.