

## ***ABSTRAK***

FADHILA NAJLA KHAIRUNNISA, 2024. *“FACTORS AFFECTING STUDENTS’ SILENCE IN ENGLISH CLUB: EVIDENCE FROM A VOCATIONAL SCHOOL IN TASIKMALAYA.”* Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan (FKIP). Universitas Siliwangi. Tasikmalaya.

Diamnya siswa telah menjadi fenomena umum dalam kelas bahasa Inggris. Namun fenomena ini tidak hanya terjadi di kelas bahasa Inggris reguler, tetapi juga di kelas English Club dimana siswa bergabung dengan kelas tersebut atas dasar keinginan mereka sendiri untuk meningkatkan kemampuan bahasa Inggris mereka. Oleh karena itu, penelitian ini bertujuan untuk mengetahui faktor-faktor yang mempengaruhi siswa untuk hening di kelas English Club. Untuk mencapai tujuan penelitian, digunakan desain penelitian studi kasus eksploratif. Peserta penelitian adalah tiga orang siswa yang mengikuti English Club di salah satu sekolah menengah kejuruan di Tasikmalaya. Wawancara semi-terstruktur digunakan untuk pengumpulan data. Data dianalisis dengan analisis tematik (Braun & Clarke, 2006). Hasil penelitian menunjukkan bahwa faktor-faktor yang mempengaruhi sikap diam siswa di kelas English Club adalah: (1) Karakteristik siswa yang beragam, (2) Kurangnya kemampuan berbahasa Inggris, (3) Strategi pengajaran yang kurang tepat, (4) Lingkungan belajar yang kurang mendukung. Berdasarkan hasil penelitian, dapat disimpulkan bahwa faktor-faktor di atas merupakan penyebab siswa diam pada saat pembelajaran bahasa Inggris. Penelitian ini menginformasikan para guru bahasa Inggris tentang faktor-faktor yang mempengaruhi keheningan siswa di kelas bahasa Inggris dari sudut pandang siswa, hal ini memungkinkan para guru untuk menghadapi siswa yang diam dalam proses pembelajaran.

**Kata Kunci:** Siswa diam, Klub Bahasa Inggris, Siswa Sekolah Menengah Kejuruan

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Students' silence has become a common phenomenon in English classes. However, this phenomenon occurs not only in regular English classes but also in English Club classes, where students join the class based on their desire to improve their English skills. Therefore, this study aims to determine the factors that influence students to be silent in English Club classes. An exploratory case study research design was used to achieve the research objectives. The research participants were three students who joined the English Club in one of the vocational high schools in Tasikmalaya. Semi-structured interviews were used for data collection. The data were analyzed by thematic analysis (Braun & Clarke, 2006). The results showed that the factors influencing students' silence in the English Club class are: (1) Various students' characteristic, (2) Lack of English proficiency, (3) Inappropriate teaching strategies, (4) Unsupportive learning environment. Based on the study's results, the above factors are the causes of students' silence during English learning. This research informs English teachers about the factors influencing students' silence in English classes from the students’ perspectives, it is enabling teachers to face silence students in the learning process.

**Keywords:** Students’ silence, English Club, Vocational High School Students

English teachers often experience the phenomenon of students' silence. Therefore, the thesis entitled "*Factors Affecting Students' Silence in English Club: Evidence from a Vocational School in Tasikmalaya*" aims to explore the factors affecting students' silence in the English club class. This study is submitted to fulfill the Sarjana Pendidikan degree requirement at the English Education Department, Faculty of Educational Sciences and Teachers' Training, University of Siliwangi, Tasikmalaya.

This thesis comprises the background information on why this research was carried out, literature review, methodology, research findings, discussions, conclusion, and suggestions. The first chapter contains the background information that provides the research context, which is ascended with a gap, formulation of the problem, significance of the research, and aims of the research. The second chapter contains a literature review that provides brief enlightenment about the definitions of students' silence, silence in a classroom context, and factors affecting students' silence. The third chapter presents the research design, focus of the study, setting and participants, data collection, and data analysis. The result of this study is shown in the fourth chapter, which includes the data findings and discussions. The last chapter comprises the conclusions based on the data findings and other ideas for the next researcher related to students' silence in speaking classrooms.

Eventually, the writer welcomes suggestions and constructive criticism from the readers to improve this writing. Hopefully, this thesis can be helpful and give advantages both for the writer and the readers.

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The Writer