



**SILENCE OF STUDENTS IN EFL CLASSROOM AT ATDS**

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***ABSTRACT***

This study was aimed at examining the Silence of students in EFL Classroom. The objectives of this study were to find out the types and the reason of silence is used by students in Industry Engineering. This study was conducted by descriptive qualitative method. The source of data was recording and interview. The technique of data collection was recording and interview. The technique of data analysis was interactive model by Miles, Huberman and Saldana (2014). The findings of the study showed that: ATDS students in EFL classroom just uses 9 types out of 12 types of silence. They are: (1)The wise or virtuous silent, (2) The modest silent,(3)The cunning silent, (4)The eloquent silent, (5)The dumb founded silent, (6) The culpable silent, (7)The strong silent, (8)The weak silent, (9) The dead silent.

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## INTRODUCTION

Silence alone is not a self-evident sign of powerlessness, nor volubility a self-evident sign of domination. According to Sattel (1983), men use silence to exercise power over women, while James and Drakich (1993) demonstrate that men talk more than women and thereby dominate interactions. Consequently, silence cannot always be taken to mean power or powerlessness, domination or subjugation. Cultural and sub-cultural differences can also play a role in this aspect.

Silence is often thought of as the absence of discourse, and hence beyond the central interest of discourse analysts. Although very brief silences may be marked and coded to indicate turn taking, longer silences are often invisible in the transcription and analysis of communicative events. According Leander (2002) that silence is the condition which an individual or group's participation is diminished or closed out of an interaction altogether—appear to be somewhat evident from our everyday experiences and folk theories of communication. For instance, talking over another, raising one's volume, interruption, and criticism all appear to be obvious processes by which one interact ant silences another.

On the other hand, male students consider covering up confrontation with silence silly. They think this silence leads to socio pragmatic failure because there is not a mutual understanding of intended illocutionary force and/or attitude between speaker and listener, i.e. the lecturers interpret silence as agreement and do not notice the hidden criticism. Nakane (2006) considers this as the silence of 'nonresistance' or 'non-negotiation' and as politeness strategy of 'Don't do the FTA'.

Silence as a Power Strategy is also considered the problem of unequal distribution of power in mixed gender conversations, and especially the 'distortion' in

communication when men and women enact a 'patterned' female or male speech style has been examined by many researchers (e.g. Yoshii, 1996).

Nahrkhalaji (2013) investigates classroom interactions at Iranian universities and provided an analysis of silence patterns as politeness strategies used by male and female students. The study found that females seem to be the most silent in the cross-sex classrooms, while the distribution of silence is more nearly equal in the same sex classrooms. Based on the comments from follow-up interviews, reasons for intentional silence as a politeness strategy were categorized into four groups: silence as a face saving strategy, silence as a 'don't do the FTA' strategy, silence as a power strategy, and silence as an off-record strategy.

Pause and silence also matter a lot to the effect that dialogue delivery of actors on stage and movies has on audiences. Though there are many who think that pause and silence are similar and there is no difference between them, but it is a fact that the use of pause in between sentences, breaking them and trying to create an impression on the audience is an art that thespians of yester years have perfected and achieved great successes through their dialogue delivery alone. This article will try to differentiate between pause and silence to enable those interested in making the best use of these strategies.

According to Kenny (2011), there are twelve types of silence, they are: 1) The wise or virtuous silent, 2) The modest silent, 3) The cunning silent, 4) The eloquent silent, 5) The dumbfounded silent, 6) The culpable silent, 7) The strong silent type, 8) The weak silent, 9) The ceremonially silent, 10) The satisfied silent, 11) The idle silent, 12) The dead silent.

In EFL it was found that some examples of silence used by some students of Akademik Teknik Deli Serdang who study English in Engineering Industrial classes could not be categorized as in the above reason. The examples could be seen below.

#### Data 1

L : So...?? the predicate...???

Dadang: Office miss....

AS : *salah kau dang... kok office pulak...?!!*

L : *I will come back to you Sigit..!!* Nahh i give you another sentence .. see the slide He is sleeping...! Hary, where is the subject and predicate from this sentence?

Hary : {.....}

**Hmm.... kalau salah jangan marah yah miss..**

L : Dont worry just answer. *Yahh udahh jawab ajahh, namanya kita lagi belajar.*

**Hary :Hhmmm..... Subjeckny He, predicateny Sleeping..!!**

#### Data 2

L : Is it right....???! Tiara?? *Apakah benar jawabannya si hary?*

**Tiara : hh... {.....} {looks thinking something} *Kayak kayaknya bener miss...!!***

L : *kok kayak kayakny?*

Nahhh...ohh... before we discuss about the second sentence... I was going to you Ibnu...from the first sentence, where is the predicate?

In Data I, it can be seen that the lecturer asked one of the students to answer her question about which one is the Subject and Predicate. Then the students firstly respond by saying *Hmm.... kalau salah jangan marah yah miss.. (don't angry if I am wrong)* and that respon categorized in the cunning silent, the process is inter-turn (switching) pauses / gaps. After that the lecturer trigger the student to be confident to his answer than the student give his answer. From the conversation it can be seen that the reason he reluctant to respon because he is not confident.

Similarly in data 2, it can be seen that the lecture ask another students to give respon from the answer of his friends whether it is true or false. Then the student firstly respon by *hh... {silent} {looks thinking something} Kayak kayaknya bener miss...!!* and from the conversation similarly in data above it is also indicates that the students show that she hesitated to express what she is thinking above.

In the light of these consideration, this qualitative study is attempted to describe the types of silence and the reason of to do the silence in the class used by students in Akademik Teknik Deli Serdang. Since the above silences in the example above were not in the twelve proposed types of silence, it will be an interesting research to be conducted.

## **RESEARCH METHOD**

This study was conducted by applying descriptive qualitative design. Descriptive qualitative design is a research which has natural setting as the direct source of data and the researcher is the key instrument (Bogdan & Biklen, 1992). The researcher enters and spends considerable time in the location. Descriptive qualitative design was chosen because the fact that study deals with language phenomenon as the social element.

The focus on this study would like to describe how the students use silence, give response and reason when the lecturer give some questions. The type of silence will be focused based on the theory Kenny (2011) and the reason will be based on theory of Narkhalaji (1991). This study will use Silence to analyse the data.

The data of this is non verbal responses the data were taken from conversation students in Akademik Teknik Deli Serdang. The data were collected from one class in second semester of Industry Engineering. Total of students are 15 students.

As the data were obtained through recording and interview, hence interview sheet were the instruments in this study. By recording, the students' interaction when they did the learning process could be obtained. Besides, by interviewing the students, their reasons on doing the silence during the learning process could be analyzed. In analyzing the data, inductive model proposed by Miles, Huberman & Saldana (2014) will be applied. According to Miles, Huberman & Saldana there are three concurrent flows of activity: data condensation, data display, and conclusion drawing or verification.

## FINDINGS AND DISCUSSION

There are twelve types of silence based on Kenny (2011), they are: The wise or virtuous silent, modest silent, cunning silent, eloquent silent, dumbfounded silent, culpable silent, strong silent type, weak silent, ceremonially silent, satisfied silent, idle silent, dead silent.

**Types of Silence by Students**

<i>No.</i>	<i>Types of Silence</i>	<i>Source</i>	<i>Analysis</i>
1.	<i>The wise or virtuous silent</i>	<i>A1, l32</i>	<i>- In this silence when the lecturer ask tiara about sigit's answer Tiara keep silent first but it doesnt mean she doesn't know about it, she just try to think about it first while remember about the answer then at the time she remembers the answer, she answer the lecturer question calmly</i>
		<i>A2, l30</i>	<i>- In this silence when the lecturer ask Dicky, he just keep silent but he tries to think the answer.</i>

		A3, l2	- In this silence when the lecturer ask Ibnu "Apaitu Countable noun" ibnu just keep silent but with calmly
		A4, l16	- In this silence when the lecturer ask question to wiryanto about reading "To whom the news given" based on the interview wiryanto keep silent because he doesn't focus about the text and he doesnt like english too.
2.	The modest silent	A4, l29	- In this silence when the lecturer ask Erwin, he just keep silent but based on interview Erwin tell he dont know what the answer lecturer question.
3.	The cunning silent	A3, l4	- In this silence when the lecturer ask Ibnu, he just keep silent because he didnt know the answer of lecturer question
		A4, l6	- When the lecturer asks Difa "How many characters from the text???" he just keep silent, based on interview he hopes that the teacher not ask him and he tried to hide his face so that teacher ask him.
		A1, l20	- In this silence the students show the expression afraid if his answer is wrong, so he just keep silent, but in the end he tried answer lecturer question.
		A1, l29	- In this silence the students show the expression afraid if his answer is wrong, so he just keep silent. When predicate from this sentence?" Based on interview he tried to before he answer lecturer question he said "kalau salah jangan marah yah miss" and in the end the answer is true
		A2, l47	- In this silence the Mukhlis show the expression afraid if his answer is wrong, so he just keep silent, but in the end he tried answer lecturer correctly.
		A2, l55	- In this silence the students show the expression afraid if his answer is wrong because the lecturer ask him twice, so he just keep silent, but in the end he tried answer lecturer question.
		A4, l13	- In this silence the students show the expression that he confused that the question from his lecturer, based on interview he just keep silent because he afraid if his answered is wrong so in the end all of answer the lecturer question

		A4, 133	- In this silence the students show the expression afraid if his answer is wrong because the lecturer ask him twice, so she just keep silent, but in the end she tried answer lecturer question.
		A4, 145	- In this silence the students show the expression afraid if his answer is wrong because the lecturer ask him twice, so he just keep silent, but in the end he tried answer question
4.	The eloquent silent	A4, 152	- The lecturer ask Kind of text to Herry but He just keep silent, based on interview finally he answer the lecturer question
5.	The dumbfounded silent	A2, 15	- In this silence the students just keep silent when lecturer ask the question, based on interview Jeki didn't answer lecturer question because he don't know the answer of lecturer question.
		A2, 119	-In this silence the students just keep silent when lecturer ask the question, based on interview Erwin didn't answer lecturer question because he don't know the answer of lecturer question
		A3, 16	-In this silence the students just keep silent when lecturer ask the question,  based on interview Sigit didn't answer lecturer question because he don't know the answer of lecturer question.
		A4, 10	- In this silence the students just keep silent when lecturer ask the question, based on interview Diffa didn't answer lecturer question because he don't know the answer of lecturer question
6.	The culpable silent	A3, 123	- In this silence the students show the expression ignorance when the lecturer give him some question, so he just keep silent
7.	The strong silent type	A1, 16	- In this silence the students show the Expression that he dislike the teacher ask "Did you still remember about the clause" based on that interview nanda said that he doesn't answer because he doesn't know about it. He hopes that the teacher not ask him Unfortunately the teacher ask him and than nanda just keep silent.
		A2, 19	-In this silence edi dislike the teacher ask "How about you Edi, give me your reason" based on that interview edi doesn't



			<i>know about teacher question but teacher ask him and Edi just keep silent.</i>
		<i>A3, 116</i>	<i>- In this silence the students show the expression that he dislikes the teacher asking some question “Kasih dulu contohnya yang Uncountable Dicky” based on interview dicky hopes that the teacher not ask him so Dicky just keep silent</i>
<i>8.</i>	<i>The weak silent</i>	<i>A4, 125</i>	<i>- In this silence when the lecturer ask question to Erwin ” I wanna ask you Erwin. What kinds of the text that we have discuss??” based on the interview he just keep silent because he don’t know the answer and he don’t know what lecturer said</i>
		<i>A4,137</i>	<i>- In this silence when the lecturer ask question to Tiara, tiara just keep silent because before that lecturer has answer question his lecture, when lecturer ask again she just keep silent because she don’t know what the answer again</i>
<i>9.</i>	<i>The ceremonially silent</i>	<i>-</i>	
<i>10.</i>	<i>The satisfied silent</i>	<i>-</i>	
<i>11.</i>	<i>The idle silent</i>	<i>-</i>	
<i>12.</i>	<i>The Dead silent</i>	<i>A1, 137</i>	<i>- In this silence when the lecturer ask question to Ibnu he just keep silent because he don’t know the answer and he was embarrassed not to know the answer but the question so easy</i>
		<i>A3, 119</i>	<i>- In this silence when the lecturer ask question to Dikky he just keep silent because he don’t know the answer and he was embarrassed not to know the answer but the question so easy</i>

From the result types of silence, eloquent silent is most dominant. Based on the interview students did silent because they are afraid to utter the wrong answer. And

there are 3 types of silence did not used in classroom interaction, they are ceremonially, satisfied and idle silent, because that types is using in daily activity like ceremonial or worship silent.

Based on the data analysis display above, there are some findings of this research as follows: ATDS students in EFL classroom just uses 9 types out of 12 types of silence. They are: (1)The wise or virtuous silent, (2) The modest silent,(3)The cunning silent, (4)The eloquent silent, (5)The dumb founded silent, (6) The culpable silent, (7)The strong silent, (8)The weak silent, (9) The dead silent. There are 3 types of silence which aren't used in classroom interaction, they are: (1) The ceremonially silent, (2) The satisfied silent, and (3) The idle silent because that silence only used in ceremonial in liturgical, contemplative and meditative context.

## **CONCLUSIONS**

After analyzing all the interaction recording of Akademik Teknik Deli Serdang students during learning process in the class, conclusion are drawn as follows: There are nine types of silence that were found in classroom interaction at ATDS, namely: (1)The wise or virtuous silent, (2) The modest silent,(3)The cunning silent, (4)The eloquent silent, (5)The dumb founded silent, (6) The culpable silent, (7)The strong silent, (8)The weak silent, (9) The dead silent. There are 3 types of silence which arent used in classroom interaction, they are: (1) The ceremonially silent, (2) The satisfied silent, and (3)The idle silent.

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