

# Students' Affective Silence in English Classroom Interaction

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Submitted: 22/07/2022

Revised: 12/02/2023

Accepted: 27/07/2023

E-ISSN : 2579-4574

P-ISSN : 2549-7359

**Abstract.** This study is to describe the influencing factors of students' affective silence in English classroom interaction. It used descriptive qualitative method taking all twelfth-grade students of science class consisting of 31 participants as the data resources. Three instruments were utilized to gain the data, namely (1) observation, (2) questionnaire, and (3) interview. The findings of this study show that there were ten affective factors influencing students' silence in the classroom. They are (1) feeling nervous, (2) lack of self-esteem, (3) lack of self-confidence, (4) fear of making mistakes and worrying about other people's judgment, (5) worrying about their inability, (6) feeling unable to meet the teacher's expectations, (7) students' personality, (8) avoiding awkwardness, (9) feeling embarrassed, and (10) avoiding showing off their ability. These factors empirically indicate that students' silence during the teaching and learning process takes place in the classroom is not always influenced by their cognitive inability but the affective aspect turns out to be something that quite dominates their inability to express themselves. Based on these findings, it takes into account that the students were not able to participate in teaching and learning process because of affective factors that trigger their inactivity.

**Keywords:** *Affective, Passiveness, Silence*

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## INTRODUCTION

Teachers of English as a foreign language play a variety of roles during the teaching and learning process. As the main actor, they are not only in charge of transferring the three inseparable components of teaching, namely knowledge, skills and attitudes but also managing classroom. To play the role of manager, they must manage several things to properly convey those three components to students. Therefore, they must have knowledge and skills of communicating English framed with good and understandable presentation skills to foster the learners' positive attitudes towards the three components above obtained, known, understood, and applied both inside and outside the classroom by all learners wrapped in various kinds of differences, that is age, interest, motivation, learning style and perseverance, attitude, and language talent. Thus, they will be skillful in managing all conditions related to these individual diversities in classroom, especially students as an actualization of the four competencies that they absolutely have, namely professional, social, personality and pedagogical competencies.

One of the conditions requiring teacher classroom management skill refers to learner silence during class interaction. This silence refers to a condition that makes them more likely to be silent during the material presentation process which allows them to find space to ask for unclear teacher explanations in general and in particular when they receive teacher questions to check their level of understanding of the material presented. With regard to the meaning of silence, found in the dictionary and notes written by [Tannen and Saville-Troike \(1985\)](#), it is stated that silence is (1) abstinence with speech or expression because of a certain problem, (2) a condition when nothing is heard, and (3) neglect to mention or pay attention to something. In this case, silence as one type of nonverbal communication in the classroom is more functioned by students indicating that there is something that might be an obstacle for them to show their verbal abilities expressively.

In teaching and learning process of English as a foreign language, silence becomes a major issue among the English teachers for all levels of education. It comes on the surface as some students prefer keeping silent to responding to teacher's instructions or questions in which only a small number of students, however, are able to actively show their participation and give responses to the questions offered, for instance. The students who prefer to be silent do not simply mean they are not able to say anything related to the things instructed or questioned, but the silence of theirs may appear due to something uninterpreted as [Dauenhauer \(1980\)](#) and [Barnes \(2015\)](#) said that speech and silence are not a binary relationship but a more complex one. Nevertheless, silence might be regarded as a positive thing when the teacher, for example, asks her students to be quiet during the examination as to focus on working on the test given and enable to complete the test properly according to instructions and time allocation without any effort to find answers from others probably which is probably making any noise in the classroom. Conversely, silence is considered as a negative one when students are placed in both small and large group discussion putting them unable to express ideas or concepts related to the discussion points ([Hamelock and Friesen, 2012](#)). In

relation to this point, [Harumi \(2002\)](#) assumed the students' silence may be perceived negatively by the teacher due to low self-confidence, shyness and nervousness approaching their psychological condition.

Those psychological factors above mentioned were also faced by one of this present research team at a high school located in Ma'rang, Pangkep during her 5-year teaching experiences. She found that students of Language Department tended to be silent when they were asked a question to check their understanding on the topic they were learning about. The similar case was also found through observation and the interview with several students conducted by the team at MAN 1 Makassar. The students did not feel unconfident to meet the teacher's teaching expectations with their English to express thought, ideas, and feeling verbally. These phenomena simply indicate that the appearance of three (3) impacting factors of students' silence hindering their interaction in the classroom; namely (1) cognitive factors, (2) affective factors, and (3) linguistic factors.

Investigations on the influencing factors of students' silence in English classroom interaction have been carried out by several researchers. First is [Indriyani \(2012\)](#) who found three factors influencing students' silence which were socio-psychology, cognitive, and fluency. This was slightly similar to [Syuraedah's findings \(2019\)](#). In her research she added one more factor which was psychology factor. Second is a research conducted by [Harumi \(2002\)](#) finding out that linguistic knowledge, time, psychology, and turn-taking factors were what affected the silence of students in Japanese context. The last was [Hanh \(2020\)](#) studying silence on Vietnamese students found factors like personal and impersonal, linguistic and psychological factors as the causes of silence in the classroom. These three researches did not highlight any detailed data on the affective aspects of students' psychological life in the atmosphere of teaching and learning.

Therefore, the researchers assumed that a research on the aspect is deemed necessary to find detailed empirical data on the causes of affective silence in English teaching and learning classroom interaction. To meet this objective, the researchers get interested in seeking for the answers to a research question, that is what are the influencing factors of students' affective silence in English classroom interaction.

## LITERATURE REVIEW

This part covers several concepts underlying this study, namely definition of silence, types of silence, the functions of silence functions, and influencing factors of silence in classroom interaction.

### How Silence is Defined

Courtenay in [Baltezarevic \(2022\)](#) stated that silence signals ignorance from people who are not aware of the situation he is in. The reasons can be because they are incapable to communicate or because they simple do not understand the situation or the things happened at that time. Silence also refers to an identical act of being calm, stable and composed showing an appreciation, privacy, and intimacy to others ([Fivush, 2010](#)). In teaching and learning process silence is defined as the students' state of being even-minded toward the institutional norm, text, and

interaction (Schultz, 2010). It is signaled, for example, by the hesitation to express his or her idea or opinion publicly.

From the definitions above, the research team concludes that silence refers to a passive situation or the absence of students' responses in the classroom. This passivity can be observed when students are asked by the teacher, and they are more likely to be silent without giving any response or clarifying the questions given by the teacher.

### **Types of Silence**

Clair as cited in Bao (2013) classifies silence into several types, namely (a) active and passive silence where active silence occurs when students choose to remain silent and passive silence occurs when they are unable or not allowed to speak, (b) conscious silence and subconscious, where conscious silence occurs when students have a clear reason to not speak and subconscious silence occurs when they are silent unintentionally for unexplained reason, (c) weak and strong silence, where weak silence occurs when students receive sanctions or punishment because they behave badly while strong silence occurs when students are given the opportunity to develop interest and find ways of learning style which focuses on the results of their own thinking, (d) extraordinary silence which occurs when students are guided through productive silence designed with an activity that puts them in a process of thinking exercise, where if there is a conversation between them, then it will disrupt the learning process. The activity is expected to be able to motivate them to maintain the goal-oriented behavior that supports students' performance, (e) a decentralized silence which occurs when students do not follow the teacher's instructions but behave according to what is expected, (f) confrontational silence which shows students' disapproval to cooperate with the teacher or other students, (f) non-cooperative silence which occurs when one student speaks and others are being silent as a way to refuse to engage in the conversation, (g) misleading silence which occurs when there are almost no students who understand why they are not participating, (h) interpersonal silence which occurs when two students talk and leave the classroom alternately while talking to each other or both agree to remain silent during some time on the basis of natural learning processes, cultural sensibility, or situational needs, (i) helpful silence intended to express or communicate a meaning, and (j) semiotic silence which is a combination of visual elements such as gestures, facial expressions, designs, colors, flowers, and traditional artifacts functioning as silence proverbs that require cultural knowledge and ability to interpret them.

### **Functions of Silence**

Silence in communication serves some purposes. Nakane (2007) groups functions of silence into four, namely (a) cognitive: silence functions as a pause for the processing of thinking abilities that are actualized through language, (b) discursive: silence functions as the boundaries of discourse, (c) social: silence functions as (1) negotiating social distance, (2) message management and conversation style through long pause, frequency, speed of speech and turn taking, (3) a mean of social control to avoid verbal interactions, (4) the way to maintain and

strengthen emotional relationships by avoiding certain verbal expressions, (5) a mean of negotiating power, and (6) politeness strategies (negative, positive, by not doing face threatening (FTA), and (d) Affective: silence functions as a mean of emotional management.

In addition to the four functions mentioned above, [Nakane \(2007\)](#) also describes silence in the classroom interaction as a form of communication and multicultural management. Silence in classroom communication encourages teacher to improve the quality of her teaching to reduce the frequency of students' failure to respond, and to increase students' response in the classroom interaction. Furthermore, silence as a multicultural management is intended to eliminate discrimination of minority groups. In other words, in multicultural class with various ethnicities and culture, the students from minority groups tend to be silent rather than talk actively in class.

Regarding the function of silence, [Hamelock and Friesen \(2012\)](#) in their research divided silence into two categories of which functions are (1) silence symbolizes strength and (2) silence symbolizes gender. In the classroom context, especially traditional classes, silence symbolizes strength when the teaching and learning process is centered on the teacher (teacher center) which is marked by the teacher's position in front of the class and students in the subordinate position. This position signifies the kind of authority, knowledge, and strength that places the teacher in a very important relationship. In class interactions, silence that symbolizes gender is marked when female students are more likely to spend much more time thinking about something instead of expressing it.

### **Factors Influencing Students' Silence**

There are three (3) factors which influence students' silence in classroom, and they are described as follows:

#### **Cognitive Factor**

Cognitive factors refer to internal characteristics of a person which influence his behavior and learning ([Roy, 2013](#)). It is connected with a mental process of thinking which contributes to students' silence caused by their inability to understand material. To have a comprehensive understanding, students must have a schemata or background knowledge. The background knowledge will likely help them to find a strategy on how to learn and understand a text, for example. Thus, the schemata are able to bridge and provide space for them to be active in every learning activity designed by the teacher. Conversely, the absence of background knowledge or schemata about the topic of discussion being studied triggers silence during the teaching and learning process. In this regard, [Indriyani \(2012\)](#) in her research revealed that there were three students who were unable to understand visual poetry and Haiku because they did not have schemata on the content of the poetry. As a result, it caused silence when they studied Introduction to Literature. Basically, schemata are what make a text more meaningful as its meaning is constructed from students' prior knowledge on that term ([Rumelhart, 1980](#); [An, 2013](#)). Furthermore, Thornburry in [Indriyani \(2012\)](#) recognizes that students who are unfamiliar with topics that are subject to study in a teaching and



learning process can force them to remain silent. Based on this description it is concluded that the factors that influence the silence of students from cognitive aspects are students (1) are less able to understand the material, and (2) do not have schemata or background knowledge related to the topic being discussed.

### **Affective Factor**

Learning success does not depend on someone's intellectual only. feelings, emotions and attitudes also have their part which are parts of affective learning (Hoque, 2016). Affective factors coming from students' self-perceptions of themselves and their friends in the classroom are influenced by two factors, namely internal and external factors. Internal factors come from the students themselves, for example having a fear of making mistakes. By contrast, external factors are influenced by the students' peers who cause fear of negative opinions, showing off, being uncomfortable, and different. These two factors make students reluctant to talk because they feel so much pressure in the classroom. They position themselves under pressure and it makes them unwilling and unable to say anything (Reda, 2009).

Furthermore, Yuan (2017) argued that the unequal status between students and teachers can be a factor which can cause students to be silent. Talking to people who have higher status (for example teachers) makes students feel nervous. Differences in knowledge and English language abilities cause students to feel small and unconfident in front of their teacher. In addition, students remain silent because they have low self-esteem. They worry about their teacher' and peers' perceptions which make them only focus on pleasing others (Tsui, 1996; Liu, 2012). Fear of making mistakes and accepting ridicule makes them participate passively in the classroom. In this regard, students' personality also plays a role on students' silence in the classroom (Liu, 2005; Zhu, 2012). Those who have extroverted personalities tend to be active and easily interact with other students while introverts seem quiet and shy. Wang (2019) mentioned that many researchers has found similar results in Chinese context that students were unable to actively participate because of low self-confidence despite having enough courage to respond to teacher's questions. Thus, high worries, peer evaluation, personality, and low self-confidence cause students to remain silent rather than actively participate in classroom interactions. Silence, in other words, is a savior weapon for students not to embarrass themselves so that their behavior or attitudes are maintained well in the eyes of their teachers and peers (Harumi, 2002; Ping, 2010, King and Smith 2017).

Based on the description above, it was concluded that the factors affecting students' affective silence are (a) nervous when talking to the teacher who has a higher status than them, (b) low self-esteem by underestimating themselves and worrying too much about their peers' perceptions, (c) low self-confidence, (d) fear of making mistakes and worrying about peer's perception, (e) fear of being judged of being unintelligent, (f) fear of not meeting teacher's expectations, (g) students' personalities which are introverted and extroverted, (h) wanting to avoid awkwardness, (i) being reluctant to speak in front of the teacher and their peers, and (j) not wanting to show off with their abilities.

### Linguistic Factor

Linguistic abilities also contribute to students' silence (Liu, 2013; Zhang & Li, 2014). This includes students' vocabulary, grammar accuracy, comprehension, listening ability, and the ability to translate both literally and interpretatively. Adequate vocabulary is the key to solve these problems. Having adequate vocabulary will not make students silent because they have enough number of words to form grammatically correct sentences with clear meaning. Wang (2015) added that students with low linguistic competency have problems in understanding questions and expressing their opinion or answers in English. Therefore, they tend to remain silent to be safe from failure in conveying ideas, concepts, or ideas related to the topic of conversation.

### RESEARCH METHOD

The design of this study was a descriptive qualitative method which aims to describe the influencing factors of students' affective silence in English classroom interaction. The source of data was all students of class XII at MAN 1 Makassar consisting of 31 students. The locus was based on the results of preliminary observations conducted for one day- interview for several students who were more likely to be silent in learning English as one of their compulsory subjects. This research had a single variable, namely students' silence referring to a condition when the students tend to be passively rather than actively participating in the classroom interaction that are likely influenced by certain undiagnosed factors.

The data were collected from classroom observation, interviews, and questionnaires. Classroom observation was used to observe the interactions between teachers and students during the learning process using checklist to see an affective silence occurred during the interactions that was empirically specifically indicated by both the students' verbal and nonverbal responses. Questionnaire was distributed to get information about the factors influencing the students' affective silence in classroom interactions. It consisted of 11 statements covering all factors of affective silence by using a 5-point Likert scale categorized into strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1). Interview was employed to strengthen the data obtained from the two (2) above mentioned sources to find the students' arguments about the affective factors influencing their silence in English classroom interactions.

The data collected through the instruments were analyzed qualitatively and quantitatively. The data from questionnaire was analyzed to find the percentage of each factor (nominal scale) implying in the statements. If a respondent answered all the statements with strongly agree, she got 55 score, and the one who answered all the statements with strongly disagree got 11 score. So, the rating score ranges from 11 to 55. Since the questionnaire employed five (5) categories, the interval which was used to determine the category of the respondents was in the table 1. To analyze the data collected through observation and interview, the researchers used the theory of Miles and Huberman (1994) consisting of (1) data reduction: the researchers summarized, selected, and focused on the main problems. The data were simplified by removing the irrelevant items to provide a clear understanding

and to collect the required information. 2) data display: the researchers presented textual information on the data needed; and 3) conclusion: the researchers drew conclusions from the collected data to make them clear.

**Table 1.** The Questionnaire Interval Score

Interval	Category
47-55	Highest
38-46	High
29-37	Medium
20-28	Low
11-19	Lowest

## FINDINGS AND DISCUSSION

Based on the results of data analysis obtained through questionnaires and interviews, the researchers found ten (10) affective factors that caused students' silence in English classroom interactions, namely (1) feeling nervous, (2) low self-esteem (self-esteem), (3) lack of self-confidence, (4) fear of making mistakes and worrying about the judgment of others, (5) worrying about their inability, (6) feeling unable to meet teacher expectations, (7) students' personalities, and (8) avoiding awkwardness, (9) feeling embarrassed, and (10) avoiding showing off their abilities. Furthermore, the observation found that students basically chose to remain silent during each phase of English learning activities because there was an element of deliberation as an actualization of their understanding or self-awareness of their abilities, attitudes, concerns or considerations without any basis, respect for their teacher, hatred because of the character possessed by both the teacher and his other friends. Thus, silence that occurs in class is categorized as conscious, decentralized, confrontational, elastic, and semiotic silence. The description of these findings is in the following lines:

### (1) Feeling Nervous

The results of observation show that some students feel nervous when they want to express their opinions or ask something unclear to them with simple questions during the learning activities taking place in class. With this feeling, they prefer silence rather than actively participating. This silence signifies that they deliberately do with a very clear reason to hide opinions or feelings that in accidentally arise due to self-awareness of the abilities possessed which is referred to as conscious silence. Jackson (2002) found the similar factor in their research in which the students in big classes tend to sit at the back rows of the class to avoid being appointed by their teacher because of their nervousness. In addition, it revealed that speaking with people who have higher status, for example teachers, makes the students feel nervous because the teacher's knowledge of English and performance is better than them so they feel crushed by the inability they have in front of their teacher.

In relation to this factor, there are two students who express the reasons why they are silent because of feelings of nervousness as seen in the following extracts:



Extract 1: (Student 2, interviewed on 09/18/2018)

*... I choose to be silent because I am lack of English knowledge, so I'm not confident to express my opinion. I feel shy. Maybe it's because I'm nervous, so I prefer being silent.*

Extract 2: (Student 3, interviewed on 09/18/2018)

*I prefer being silent because of many reasons, I might not understand the lesson, secondly because the material is unclear, thirdly because I feel nervous.*

## **(2) Low Self-Esteem**

One of the causes that makes students' silence occur during learning activities is low self-esteem. The interview results show that they choose to remain silent in the class does not simply mean they have a lack of understanding of the material, but to make the atmosphere good in the classroom and to please others both teachers and other friends, silence is finally the best way to avoid the discomfort of having their dignity as the undermined students. It obviously means that their silence is deliberately done because of their own awareness called the silence of the conscious and helpful silence indicating their silence gives a meaning to something related to their self-esteem as students. In this regard, [Yuan \(2017\)](#) states the low self-esteem because of the inferior feeling on their linguistics knowledge and language skills causes students to keep silent in the classroom making them prefer to please others as indicated by the results of the questionnaire given that 45.7% of students experience this factor. It clearly shows that almost 50% of students experience the same thing during learning activities.

## **(3) Lack of Self-Confidence**

The students do not have the courage to participate in learning activities because they do not have an adequate self-confidence. In line with this factor, the result of [Liu's \(2005\)](#) research shows that students' lack of confidence causes them to choose silence instead of actively participating, for example, answering questions given by the teacher even though they basically know the right answer to the question addressed. They think and feel they cannot do it well and their answer will not be satisfying. The silence is something that is intentionally done to communicate attitudes and show their good behavior instead of following the teacher's instructions indeed. The result of the questionnaire shows that lack of confidence got 51.4% making it as the dominant factor influencing students' silence in the classroom.

## **(4) Fear of making mistakes and worrying about others' judgment**

This factor is related to the third factor mentioned above which indicates that students are afraid of making mistaken when they participate in learning activities, such as answering teacher's questions. They worry about negative judgement from both the teacher and their peers. This is in line with [King and Smith \(2017\)](#) who found that students choose to be silent and do not participate in the classroom because they fear of the negative judgement of their friends. [Liu \(2012\)](#) also found that students choose to be silent because of afraid of teacher's

correction in every mistake they make. Their silence shows a deliberate action to hide their feeling making them reluctant to follow their teacher's instructions or requests when she asks for response on the questions given. The results of interview of this present study found a similar thing as stated in the following two extracts:

Extract 1: (Student 10, interviewed on 09/21/2018)

*... if the teacher asks a question, I will be silent because if I raise my hand and my answer is wrong, I will feel embarrassed.*

Extract 2: (student 2, interviewed on 11/18/2016)

*... maybe, I listen to what the teacher explains. If I understand, I will answer her question. If I do not, I remain silent because I am afraid to my inappropriate answer.*

### **(5) Worrying about their inability**

Students do not want to participate during the classroom activities because they are worried about their friends' or the teacher's judgement on their cognitive inability. Silence is an effective way to avoid judgment which perceives them as an unintelligent student which simply describes the self-awareness of theirs. In line with this, [King \(2013\)](#) mentions that because they fear of being judged as a fool student in English making them feel embarrassed. Silence is not a sign of their cognitive incompetence and not being unable to actively participate in learning activities designed but it is considerably the best way to avoid negative judgment on them as shown in the questionnaire results, that is 47% of students preferred to be silent during the teaching and learning process.

### **(6) Feeling Unable to Meet Teacher's Expectations**

Some research results show that during the teaching and learning process teachers have high expectations on their students, such as expecting them to actively participate in each learning activity, to provide good, correct, and right answers or opinions, and many more. In fact, these expectations make the students under pressure. They basically do not feel comfortable while learning in the classroom because they worry about their inability to meet those expectations. As a result, they do not want to actively participate assuming that being passive is better than being active. Tsui in [Indriyani \(2012\)](#) assumes that the fear of not being able to meet the teacher's expectations contributes to making students remain silent during teaching and learning activities as shown by the results of the questionnaire, that is there were 42% students felt it as a trigger for their silence.

### **(7) Students' Personality**

Students' personality contributes to making them silent when teaching and learning activities takes place in a classroom. The students with extroverted personality tend to be more active in interacting with others while introverted ones tend to be passive, quiet, shy and hide things disturbing their thoughts and feelings. Regarding this matter, [Liu \(2005\)](#) recognizes that students' personality basically gives both positive and negative impact on learning activities. One of the students

in the interview acknowledged that harmonious relationships with their peers can affect the way they behave, act and participate in class which may be caused by some issues that can make their relationships disharmonious, such as each learner's personality. In other words, students who are in a situation that shows their feelings and moods that are not good, they may look upset or even choose to be silent in the classroom that can be seen in the following two extracts of respondents:

*Extract 1: (Student 13, interviewed on 09/21/2018)*

*... I chose to be silent because of personality. If I raise my hand, it means that I want to say something. In addition, the teacher also influences when he is not good.*

*Extract 2: (Student 15, interviewed on 09/21/2018)*

*..... usually, bad physical condition can make me silent, another factor is the inharmonious relationship with friends can affect my mood which interferes the learning process.*

### **(8) Avoiding Awkwardness**

Students assumed that silence is a better thing to do in teaching and learning activities than being active because it can cause an awkward situation in a classroom. It simply indicates that their activeness is met with disapproval or rejection from their peers and teachers, which they may not be aware of. [Ping \(2010\)](#) in her research said students in China do choose silence to avoid disputes caused by the awkwardness of acting or participating in any learning activity design. The data from questionnaire also shows that there are 46.4% students stating they remain silent because they avoid awkwardness.

### **(9) Feeling embarrassed**

The researcher found that the feeling of embarrassment is one of the affective factors that influence learners to participate in classroom interaction. In conjunction with this factor, [Harumi \(2002\)](#) states feelings of embarrassment become a barrier for them to actively engage in every phase of learning activity in the classroom which may be caused by improper English pronunciation or low grammar knowledge. This might be caused by improper English pronunciation or low grammar mastery. The results of the questionnaire showed that 48.6% students do not actively participate because they feel embarrassed of their knowledge and inabilities.

### **(10) Avoiding Showing off their ability**

The interview results show that the students tend to be unresponsive or remain silent and they prefer to allow other peers to give an answer or response when teacher address a question. Their silence does not mean that they do not want to be involved in learning activities, have low ability, or do not understand the material at all, but they may provide opportunities for their friends to participate. These findings clearly figure out that they avoid showing off their ability and having negative judgment of being boasting from their peers. In relation to this point, [Liu and Littlewood \(1997\)](#) show that students speaking too much and being an

overexuberant student in class may become silent because they do not want to show off in front of classmates as evidenced by the following two extracts:

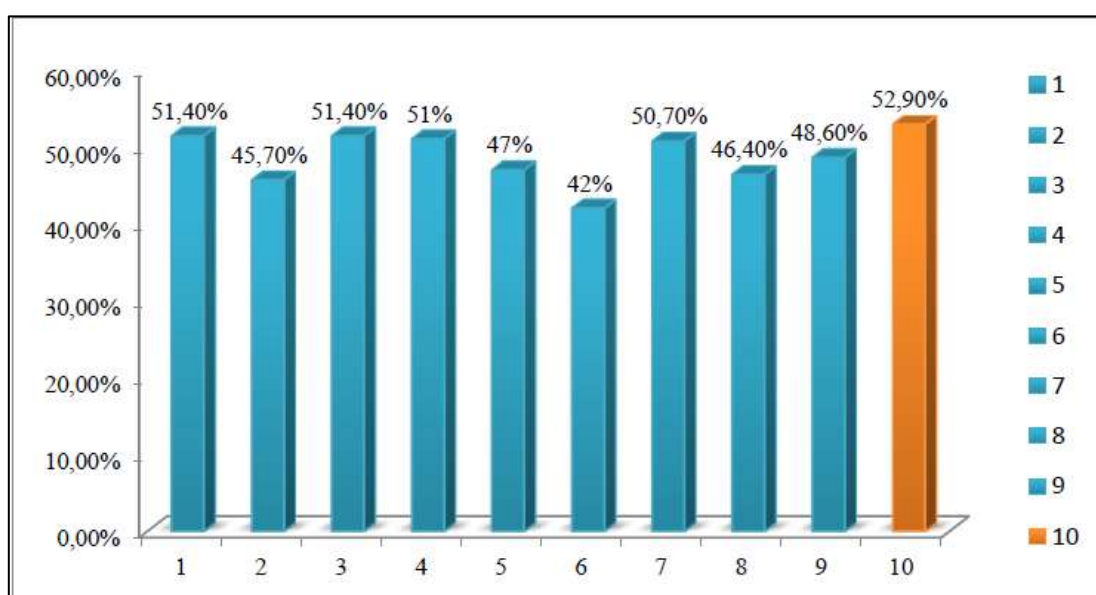
Extract 1: (Student 16, interviewed on 11/21/2016)

.... in my opinion, as long as there are friends who can answer my question, I will be silent, but if no one can answer, I will try to answer it.

Extract 2: (Student 7, interviewed 11/21/2016)

... I will be quiet to give the opportunity to my friends who do not understand ...

The description of the findings mentioned above is supported by the results of the questionnaire analysis which shows the percentage of each aspect affecting their affective silence as listed in the following graph:



**Figure 1.** Affective Factor Percentage

The figure above reveals that all the factors making students affectively silent are in the highest category with seven (7) factors and the high category with three (3) factors. The highest category covers avoiding showing off the students' ability (52.90%), students' nervousness and lack of confidence (51.40%), fear of making mistakes (51%), students' personality 50.70%, feeling embarrassed (48.60%), and worrying about their inability (47%). Furthermore, the high category deals with avoiding awkwardness (46.40%), worrying about their ability (47%), and feeling unable to meet teacher's expectations (42%). This questionnaire indicates that the internal factors received the highest percentage while the external factor got the lowest score. In short, those factors significantly put the students into affective silence in learning.

## CONCLUSION

Based on the results of the interpretation of the data it was concluded that ten affective factors influence students' affective silence in English classroom interactions, namely (1) feeling nervous, (2) low self-esteem, (3) lack of self-

confidence, (4) fear of making mistakes and worry about others' judgment, (5) worrying about their inability, (6) feeling unable to meet teacher's expectations, (7) students' personality, (8) avoiding awkwardness, (9) feeling embarrassed, and (10) avoiding showing off their ability. These factors take into account that the affective domain as a psychological aspect of students among the cognitive and psychomotor ones is a very essential factor in the teaching and learning process. If it is encouraged, triggered, and cultivated by the teacher, it will make students active, responsive, and enthusiastic in participating in learning activities designed which are expected to build and develop their self-confidence and self-esteem in their abilities. Conversely, if it is not considered, the students will finally confine themselves to passivity and discomfort in learning. So, it makes sense if the students hold and keep very logical for being silent as it is the best alternative solution to actively go with the initial phase until the last phase of the teaching and learning processes. Therefore, teachers in the classroom must be able to carry out the process of teaching and learning that not only touches the head (cognitive), and behavior (psychomotor), but also the heart (affective) of the students. Three "H" is a non-negotiable necessity in learning and teaching English as a foreign language to make students enable to use it as a means of communication and social interaction in the era of the industrial revolution 4.0 and society 5.0.

#### ACKNOWLEDGMENTS

The researchers would like to express their appreciation to the students of class XII at MAN 1 Makassar for their support and cooperation, and also to the headmaster, teachers, and all administrative staff. They are also indebted to the rector of Universitas Negeri Makassar, the dean of the Faculty of Languages and Literature, the Head of the Research and Social Services Department, the head of the English Department, the head of the English Education Study Program, and other English lecturers for their permitting, support, and cooperation given from the early stage of this research until the end.

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