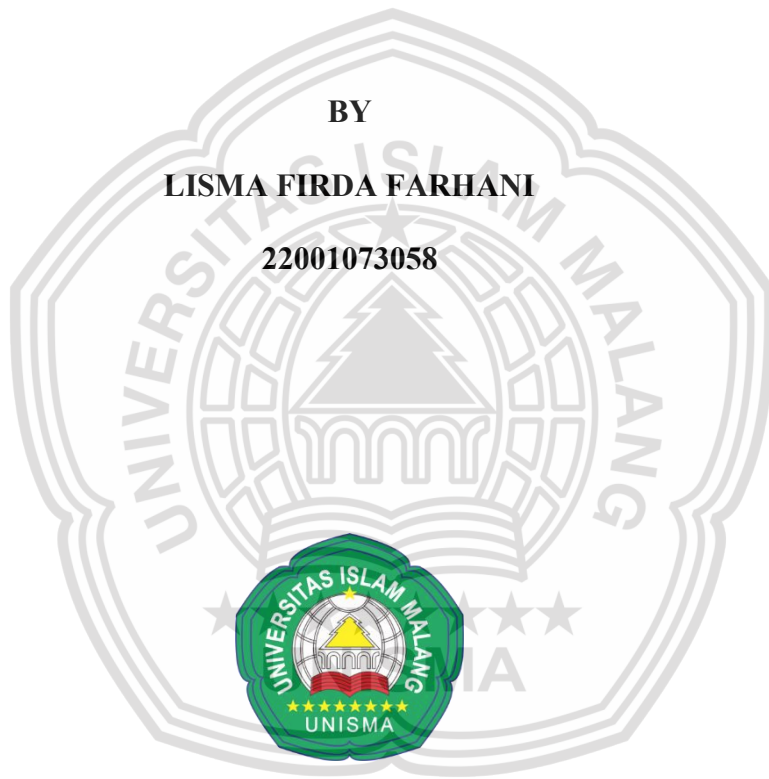CREATING INCLUSIVE SPACES: A NARRATIVE INQUIRY OF EFL

PRE-SERVICE TEACHER'S STRATEGIES TO ENGAGE SILENT

STUDENTS IN THE ENGLISH CLASSROOM

SKRIPSI

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CREATING INCLUSIVE SPACES: A NARRATIVE INQUIRY OF EFL PRE-SERVICE TEACHER'S STRATEGIES TO ENGAGE SILENT STUDENTS IN THE ENGLISH CLASSROOM

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BY

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ABSTRACT

Farhani, Lisma Firda 2024. *Creating Inclusive Spaces: A Narrative Inquiry of EFL Pre-Service Teacher's Strategies to Engage Silent student in the English Classroom.* Skripsi, English Education Department, Faculty of Teacher's Training and Education, Universitas Islam Malang, Advisor I: Dr. Imam Wahyudi Karimullah, S.S., M.A; Advisor II: Sonny Elfiyanto, S.S., S.Pd., M.Pd., Ph.D.

Keywords: Classroom engagement, pre-service teacher, silent student, teaching difficulties, teaching strategies.


The teacher's ability to teach has played an essential role in engaging students in learning, especially in EFL contexts. Pre-service teacher must begin to prepare their students, including the teaching methods and styles that they will apply when teaching. In actual conditions, a class has various types of students. One of them is a silent student. To engage with a silent student to be actively involved in English class requires the right strategy to be used. This is the reason why this research was conducted.

This study aimed to explore the strategies used by pre-service teacher to engage silent student in English classes during field experience activities. However, the difficulties experienced by pre-service teacher in the process will be explained before describing the strategies used by the teacher. This research used a qualitative approach with a narrative inquiry design. Ida (pseudonym) was the selected participant in this study. The researcher used interview techniques to collect data. The interview results were analyzed using six thematic analyses (Braun & Clarke, 2006). First, the researcher familiarized, generated initial codes, searched for

themes, reviewed the potential themes, refined themes, and finally defined and named themes.

The findings revealed that pre-service teacher build active interactions with a silent student in the classroom by knowing the difficulties experienced by the students during teaching and then applying the right strategies to the students. The strategy used by the pre-service teacher was to build good personal branding to increase self-confidence when teaching and then use face-to-face approach techniques to silent student.

Based on this research, it can be concluded that pre-service teacher should prepare themselves thoroughly, especially by having strategies to deal with a silent student and other types of students. This will facilitate the pre-service teacher for the learning process in the classroom. Future researchers on the same topic can use a quantitative or mixed method approach to explore more participants so that the strategies obtained are more varied and can be used for the next learning process.
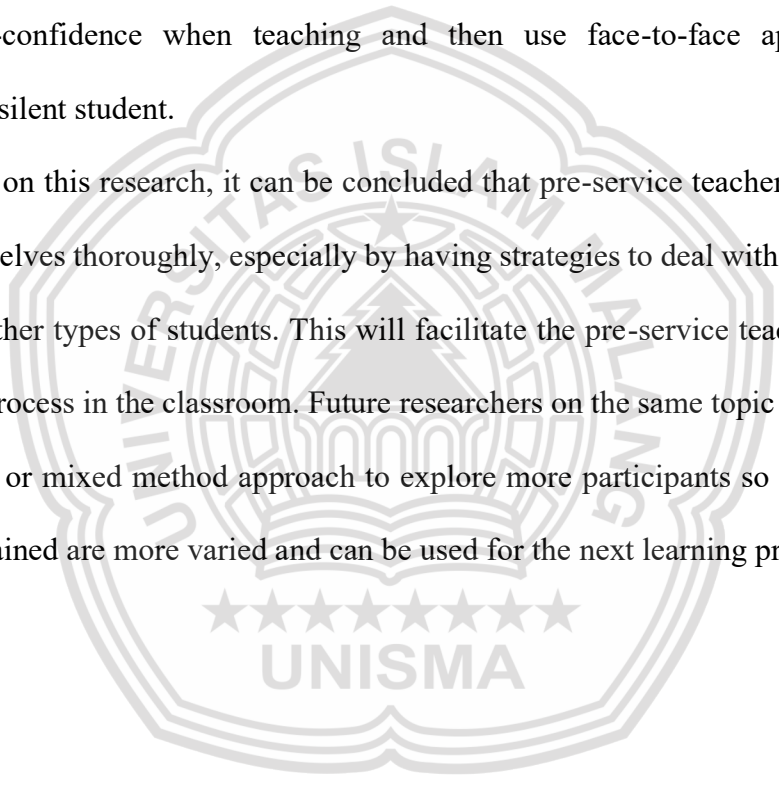
CHAPTER I
INTRODUCTION

It is an introductory chapter that discusses the background of the study, the research question, the objective of the study, the significance of the study, and the definition of key terms.

1.1 Background of the Study

Recent developments in education have increased the need for teachers with competencies that fit the standards to become professional teachers. These competencies can be produced by preparing pre-service teacher with teaching practice. The teacher's readiness to teach is supported by an environment that can encourage the potential of pre-service teacher; therefore, professional teachers can be formed (Clarke & Hollingsworth, 2002; Arista et al., 2022)

Pre-service teacher can get a real-life school teaching environment with field experience practice. One of the most important things is to engage students in the classroom and make sure students understand the material that has been delivered. Building interactions with students is essential to get students involved in the class. Integrating intercultural conditions in learning also important in a multicultural society such as Indonesia (Widowati & Kurniasih, 2018).

Teaching English as a Foreign Language (TEFL) can also challenge pre-service teacher. They have to be mature in preparing the methods used in learning. For example, learners should be willing to communicate before entering into the second language (L2) interaction process, which is considered an essential pre-condition for pre-service teacher communication (Tuyen & Loan, 2019). Then,

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the teachers cannot overlook this point; if students can speak in class, an interactive classroom atmosphere will be formed. However, students who have not had the opportunity to talk will prefer to be silent during learning.

Nababan and Amalia (2021) revealed some challenges faced by a pre-service teacher during their teaching practice, such as difficulties in selecting appropriate teaching materials and the lack of students' motivation to learn English. They discover ways to overcome their challenges by asking a teacher to reflect on the problem and using more engaging learning activities. Pre-service teacher should be sensitive to students' difficulties in learning English as a Foreign Language (EFL).

Previous research has established that the willingness of students to communicate in English is affected by several factors, such as lack of vocabulary and self-confidence, fear, teacher teaching style, and the provision of vocabulary. The result showed that to support student's communication skills in English, teachers need to provide a variety of teaching inside and outside the classroom (Kurniasih, 2021; Yunus et al., 2023; Purnama & Karimullah, 2024)

Salam et al. (2021) added that sentence arrangement and motivation provision also cause students to be more silent in class because they are afraid to make mistakes when speaking English. Teachers are essential in engaging students' willingness to communicate, especially in English classrooms.

According to Hanh (2020), silent students are caused by inappropriate teacher-centered teaching techniques. Teaching methods greatly influence students' performance in the classroom; therefore, teachers should prompt students

to ask questions, organize them to collaborate for answers, and always be prepared to support them, which is beneficial for developing students' interaction skills. The teacher must craft their educational activities to include the integration of several kinds of learning processes (Mistar et al., 2014; Khusniyah et al., 2023)

These findings are also supported by Leung and Xiao (2023) to motivate students during their learning process, especially in the EFL context; teachers should be sensitive to the situation and provide variations to learning according to the needs of students in the classroom to facilitate learning can run effectively. Weizheng (2019) examined fundamental interactions in EFL classroom from the Communication Accommodation Theory (CAT) viewpoint. EFL teacher should be trained on how to use various strategies to facilitate effective interaction in the classroom. It would benefit EFL pre-service teacher to learn how to encourage classroom communication or interaction, especially during their teaching practice.

A broadly similar point has also been made by Harumi (2011), who revealed several strategies to teach silent student. The teacher could start with building students' confidence by giving simple questions that could lead students to an awareness of how to respond to questions. Reflective and interpretive tasks involving video viewing and non-verbal role-playing sessions were also utilized. Various teaching techniques were implemented for silent student that can allow them to communicate in EFL classes.

Thus far, very little attention has been paid to the pre-service teacher's strategies to engage EFL silent students. Few previous studies use narrative inquiry design. This research focused on strategies used by pre-service teacher to

deal with silent student in class and get them involved during the learning process. The study revealed a way to build interaction with the students.

1.2 Research Questions

The present studies attempt to answer the following questions

1. To what extent are the difficulties experienced by EFL pre-service teacher in engaging silent students in the classroom?

2. How do EFL pre-service teacher use strategies to build interactions with silent students?

1.3 Objectives of the Study

The objectives of this study were to investigate the pre-service teacher's process of building interaction with silent students during teaching practice. Before examining how pre-service teacher construct interactions with them, this research addresses the most challenging that challenges teacher in engaging with silent students. Therefore, the discussion focused on exploring EFL pre-service teacher's strategies for engaging silent students.

1.4 Significances of the Study

There has been plenty of discussion about teacher's interactions with silent students. Nevertheless, it is still limited to discussing, in general, the causes and the strategies that can be used. The main reason for the current research was the discussion of teacher's efforts in building interactions and the main obstacles that challenge teachers with silent students in the classroom. Theoretical reasons: it would develop strategies that pre-service teacher use into steps that educators can implement in real situations and provide related sources from expert perspectives

in several countries. It can be a strategy development that can be helpful for pre-service teacher to make silent students speak up.

When considering teacher's engagement with students in the EFL context, this is the first step for pre-service teacher to explore their teaching style and method. The current study aims to contribute to this growing area of research by examining the procedures and strategies used during teaching practice. After learning the procedure using a step-by-step approach, a pre-service teacher is expected to be able to prepare teaching materials, teaching methods, and teaching styles, which can improve their readiness to teach in English classrooms.

1.5 Scope and Delimitation

The present research had delimitations and a scope that are based on its background. This study aims to explore the strategies used by pre-service teacher to engage with silent students in English classrooms. The implementation of this strategy was more specific to pre-service teacher in preparing learning processes during teaching practice.

The researcher was more focused on the difficulties faced by the pre-service teacher in trying to find the right strategy for silent students and the strategies used by the pre-service teacher to make silent students more active in English classes. The strategy used will generate steps in its implementation.

1.6 Definition of Key Terms

a. **Pre-Service Teacher**

Undergraduate students who are in the seventh semester are doing teaching practice at school and are preparing to become professional and competent teachers.

b. **Strategies**

This understanding of strategies is more about the ways that the pre-teacher used to solve or mitigate a difficulty with silent students by using various learning activities and building good personality for teacher.

c. **Engage**

Refers to the efforts made by pre-service teacher to improve overall interaction with students.
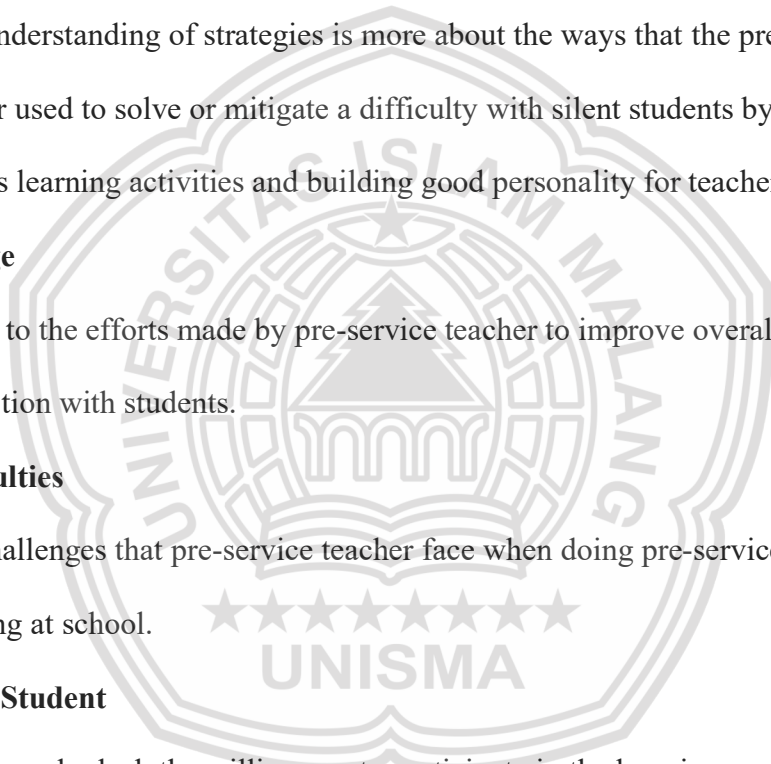
d. **Difficulties**

The challenges that pre-service teacher face when doing pre-service teaching at school.

e. **Silent Student**

Learners who lack the willingness to participate in the learning process are caused by environmental factors or the student's inherent nature.

f. **English Classroom**

This definition refers to the place where learning occurs in which learning about English as a Foreign Language (EFL).

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The objectives of this study were to determine the difficulties experienced by practicing teacher and the strategies used to involve silent student in the classroom. The findings showed significant results, namely that the practicing teacher made silent student participate more in class. This success is due to the post-teaching evaluation carried out by the practicing teacher so that by knowing the difficulties experienced, a strategy following the situation will emerge.

Teaching silent student involves several difficulties that pre-service teacher usually faces in the classroom. These obstacles are divided into two from an internal and external perspective. From an internal perspective, due to the background of the teacher's new teaching experience in a formal environment, the teacher's ability to regulate emotions, or, in other words, the teacher's patience in trying to involve silent student in class. From an external perspective, namely, students' thoughts that English is a difficult subject, the use of appropriate learning methods to be applied in the classroom, the background of the majority of students who did not get English lessons at the previous level, large class capacity, and teaching time cut off by school activities.

Two strategies can be used to solve these difficulties that pre-service teachers face. The first step is building personality. The steps used to form a strong personality are preparing the needs before teaching and carefully choosing the learning methods to be used. A strong personality will increase the teacher's

confidence when teaching so that the vibes brought will make students comfortable to learn. The second step is building a good rapport. This approach is more done to students' character, especially to silent students, namely by inviting interaction, using moving techniques when teaching, and utilizing technology for variations in teaching. From the use of these strategies, there is a development that initially the student is silent to become more interactive.

5.2 Suggestion

Using a mixed-method approach for future research with similar topics would be better. Since the design will get more participants, the findings related to the difficulties experienced by teachers and the strategies used will be more varied.

Later, researchers can also continue to use narrative inquiry design, especially those related to teacher or educators. According to Clandinin et al. (2007), the most common way that we, along with other educators, share our experiences is through stories. Narratives filled in opportunities for investigation and enveloped us as instructors.

The implications of this study indicate that adaptive pedagogy's primary impact on instructors was to improve and maximize students' internal thinking processes by using appropriate teaching methods and incorporating external feedback. Teacher candidates will benefit from improving their abilities in utilizing a second language in the classroom and receiving feedback to boost effective learning achievement.

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