# **CHAPTER I**

# **INTRODUCTION**

## **Background of the Study**

Online learning is very needed in this pandemic. The transition of education, which required educators to move away from face-to-face into online learning, is a new challenge because of the unfamiliar space for Indonesian. This transition also forces every school to implement e-learning, correspondence education, external studies, flexible learning, and massive online classes like face-to-face learning (Rasmitadila et al., 2020). Moreover, educators fall back on replicating standard face-to-face practices because they have to find out or determine the best tools and methods for running their online learning (Henriksen, 2020). All those requirements above, which must do in online learning, are challenging to run, especially in making the online class active.

However, making active online classes is a big challenge for teachers as Sugeng and Suryani (2019) argued that the passive online class had become a general problem in online learning. Students’ participation is needed here; a good interaction between teacher and students will raise massive class situations. Unfortunately, not all students have the ability to participate in online class interactions. Taylor (2000) stated that students fall into three distinct groups in their online class participation. First, the participant who actively participates in the online classroom interaction. Second, those who read but do not post messages are mostly in a “read and hear-only mode”. Third, those who do not take part at all parsimoniously participate. Nevertheless, learner participation is essential for active and engaged learning (Vonderwell & Zachariah, 2005). From those various groups of online class participation, it could be pretty challenging to create an active online class.

Consequently, Arbaugh (2000) concluded that teachers need to emphasize each of the three dimensions of interaction (student-teacher, peer-to-peer, and interaction with technology) within their Internet-based courses and develop methods to facilitate them in the interest of making the online class more interactive. However, many teachers already applied the three dimensions in different ways, such as written lectures, quizzes, exciting class discussions, in-class exercises with attractive methods, and collaborative projects to make an interactive class (Battalio, 2007). After all, even the teachers already do best for the active online class in order to make the students actively participate, many students still find it difficult to enter the interaction, and one of the causes is an inability to turn-take and appropriately enter the conversation when an opportunity arises (Karas, 2017).

Turn-taking deals with controlling and regulating interaction; by means, the notion of interruptions and overlaps have systematically occurred, which can be understood by the speakers due to the familiarity within a cultural context (Thornbury & Slade, 2006). When people engage in interaction, they take turns speaking. Turns almost always begin and end smoothly, with short lapses of time between them (Cassell et al., 1999). Most online classroom interactions begin and end with the instructor, then the students follow along with the interaction which carry out by the instructor. When turn-taking already happens in online classroom interaction between teacher and students, besides the students who follow along with the interaction or take the turn, the possibility will be going on for the other students is they prefer silence than take the turn. That is to say, there are two types of students in classroom interaction, those who take the turn and those who do not take the turn or prefer silence.

The general term for students' silence is communication apprehension, and it is a situational-specific social difficulty for many students (Hittleman, 1988). Because the spoken activity is essential to learn, as Wells & Arauz (2006) said that students learn through talk, and their academic performance can be largely attributed to the quality of class discourse, silent students suffer from an apparent academic handicap because their behavior is misinterpreted as low intelligence, alienation, or lack of skills. However, although silent students may struggle to participate and not provide a verbal contribution to the whole classroom interaction, not all non-verbal behavior is negative. According to Bao (2014) many students prefer to learn silently and have various creative ways to enhance language acquisition without contributing to speaking. There are many possibilities why students prefer silence during learning. Hittleman (1989) stated that quiet ones might lack interest, shyness, language anxiety, social alienation, unwillingness to communicate, ethnic or cultural divergence, or low intellect. This phenomenon about turn-taking and its relation, silence of learning, provides the researchers' reason to conduct this study in an attempt to figure out which turn-taking types are used by the students during online classroom interaction and also to find out students' possible reason why they prefer silence than take the turn in online classroom interaction.

Numbers of studies about turn-taking and silence of learning have been conducted. Dewi et al. (2018) investigated social contexts based on how EFL learners influence their turn-taking strategies during classroom interaction. The finding showed reveal that the turn-taking strategy employed by the learners results in their different personalities. Afterward, Jufadri (2017), Maroni et al. (2008), and Ingram and Elliott (2014) conducted the use of turn-taking. Jufadri (2017) classified the turn-taking types used by hosts and guests in a show, whereas Maroni et al. (2008) also Ingram and Elliott (2014) were investigated turn-taking used by students in the classroom interaction. The result showed that teachers differ from students in their turn-taking strategies, which means the teacher interrupts with supportive and silent turns, whereas students failed or very simple in giving their turn. The studies above focused on the use of turn-taking, and the result showed various turn-taking types used by the participants.

Then, there was a study conducted by Hittleman (1988) which investigated silent participants. It showed many possibilities and reasons why students prefer silence in classroom interaction. Next, Sedova and Navratilova (2020) and Remedios et al. (2008) were analyzed silent students with various levels of students' intelligence in the classroom. Sedova and Navratilova (2020) found that participation patterns of high-achieving and low-achieving silent students diverge. On the other hand, Remedios et al. (2008) reported that students' choice to be silent is a consequence of multiple constraints, personal, contextual, and cultural, and that silence should not be taken to signify a lack of learning. Thereafter, Karas (2017) investigated the relation between turn-taking and silent learning among students. It showed that the participants used a variety of turn-taking patterns to enter classroom interaction, but many of them were lack of verbal contribution, so they turned into silent learners. However, this study only showed the students' reasons for preferring silence for the results of the second objective, so the researcher fills the gap by connecting the students' reasons for preferring silence with psychology theories. More than that, this study classified the turn taking-types, not the patterns.

Based on those findings above, previous research on analysis turn-taking and silent learning only focused on turn-taking patterns and students' reasons for silence in learning without psychology theories. It is different from this research, where this study classified turn-taking types and used psychology theories to analyze the reasons. This topic by Karas (2017), conducted offline. With all the researchers' curiosity, this topic was conducted online. This present study analyzes turn-taking and silent learning in online classroom interaction among EFL students in Garut. Thus, this study focused on observing online classroom interaction and interviewing EFL students to reach objectives. It is expected that this study may be helpful for the instructors to find out the best method for their online class learning in increasing students' participation and as a deep self-evaluation to fix their passive online classroom situation.

## **Reasons for Choosing the Topic**

The researcher conducted this research because of experiences as a teacher and a student; most students prefer silence than take the turn in online classroom interaction. Silence in learning is related to one of the discourse materials, turn-taking. In classroom interaction, when the teacher is speaking and need a response, there are two possibilities which students do; take the turn or prefer silence. Therefore, the researcher conducted this study to find out the turn-taking types used for the students who always take the turn and the reasons why the students who are not taking the turn prefer silence.

## **Research Questions**

* + 1. What are the turn-taking types used by students in online classroom interaction?
    2. Why do some students prefer silence than take a turn in online classroom interaction?

## **Research Objectives**

* + 1. To classify the turn-taking types used by students in online classroom interaction.
    2. To collect the reasons of students who prefer silence in online classroom interaction.

## **Significance of the Study**

This study has two kinds of significance; there are theoretically and practically. Theoretically, this study is expected to give more information or knowledge about turn-taking and silent learning to the reader, especially educators. Practically, this study is expected to help instructors recognize silent students and find the best method to fix the passive online class interaction dominated by silent students. Moreover, this study can be a reference for the next researcher who wants to do similar research.

## **Scope of the Study**

This study focused on three turn-taking types according to Mey (2001) theory and the reasons why students prefer silence in learning. There are three types of turn-taking; Taking the Turn, Holding the Turn and Yielding the Turn. This research focuses on turn-taking and silence aspects; it deals with the turn-taking types used by students in online classroom interaction and the various reasons why they prefer silence based on their intelligence level. The silent aspects are guided by psychological aspects Lack of Interest (Ainley et al., 2002, Pintrich, 2000), Unwillingness to Communicate (Gregersen & Horwitz, 2002), Language Anxiety (Young, 1991, Hawkins, 2009), and Shyness (Zimbardo, 1986).

## **Definition of Terms**

In order to clarify the key terms used in this study, some definitions were put forward.

* + 1. Turn-taking is the roles of speaker and listener change. It is how interlocutors change and manage their talks whether becoming a speaker or listener in a conversation (Mey, 2001).
    2. Silence is a linguistic sign, conveys information in the referential function (zero-sign and passive constructions); it is an iconic affective way of expressing emotions (e.g., emptiness, intimacy) in the emotive function (Ephratt, 2008).
    3. Psychology is a study of mind and behavior. It encompasses the biological influences, social pressures, and environmental factors that affect how people think, act, and feel (Cherry, 2020).