
Overcoming Classroom Silence: Teacher Strategies for Engaging Unresponsive Students

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ABSTRACT

Engagement is one of the essential aspects of having effective communication in English. In reality, English speakers, specifically language learners, often struggle and are unresponsive in communication, including in the classroom. This contradicts the purpose of learning that requires students and teachers to communicate effectively. In response to this issue, it is necessary to understand how teachers handle the problem through teaching strategies. This paper investigates teachers' strategies for engaging unresponsive students to teachers' questions. It is a qualitative study, with data collected through observations and interviews. The subject is an English teacher at SMKN 1 Tapin who taught tenth-grade students. The results show that the teacher used several strategies in engaging with unresponsive students, including humor, effective pacing, demonstrating intensity and enthusiasm, and pair work. Additionally, she also did code-mix with students' native language, constantly asking other students, and giving rewards. This proves the teacher's ability in exploring creative strategies to be engaging with her students.

Keywords : *students' engagement, teacher strategies, unresponsive students*

1. INTRODUCTION

English is a subject that is taught at school. Hence, as students who learn English, they have a responsibility to use English as the medium of language when communicating in the classroom. In Nunan's opinion cited by Heriansyah (2012:37), to be able to properly communicate, students need to be able to speak. The skill of speaking is one of the most important aspects of learning a foreign language, and success is measured by the ability to

have a conversation in that language. In short, students are successful in their English learning when they can communicate effectively using the language.

However, in reality, some research has found what Somsai and Intaraprasert said in Cheekeong (2014:1) as the main objective of learning English is to be able to communicate with others which, based on the result of the study, has not yet been achieved by the students. As the same research result conducted by Alyan in Cheekeong (2014:1) on Palestinian EFL learners, it found that they cannot organize their ideas and meanings coherently when they speak in English. Therefore, few students can communicate in English.

The same situation also occurs at SMKN 1 Tapin. Based on the teacher's explanation in English class, most of the students did not respond to the teacher's questions. Most of the students looked quite passive in the classroom. If asked directly by the teacher, they can respond to the question although not as well as the other students or just keep silent. Sometimes they mix languages in answering the teacher's questions such as by using local language or Banjar language. It is difficult for students to use English. Meanwhile, in the classroom, the teacher used English to explain, ask questions and talk to the students. In contrast, students prefer to be silent when the teacher asks or talks to them.

Whereas in the concept of learning, the interaction in the classroom has an important role in the learning of English. The teacher needs to be creative in building an atmosphere where students are willing to engage in interaction. When the atmosphere is built properly, the interaction between teacher and students will be established, the students will respond more actively to the teacher, and they can learn more effectively. So, teacher creativity in the classroom can be done by choosing a variety of learning strategies according to classroom conditions.

However, Brown (2000: 113) defines strategies as "ways related to handling problems or tasks, patterns of operation to achieve certain goals, planned strategies for controlling and manipulating certain information." Strategies are "battle strategies" that can vary from moment to moment, day to day, or year to year. Each individual has several potential strategies to solve a particular problem, and we may use one or more strategies in sequence to solve a situation.

Considering the description above, this paper aims to conduct a qualitative study on the teachers' strategies for engaging students unresponsive to teacher's questions. This study is hopefully able to contribute to the teacher's efforts to improve the teaching method.

1.1. Unresponsive Students During Teacher's Questions

The student's reaction to learning has an impact on an effective learning activity. Occasionally some students in the class do not respond to the teacher's questions. The questions can be important in the learning process, and students can learn from the questions if the questions are well-structured and delivered with the right strategy. In addition, the questions are also useful as a stimulus for the students to speak up and comment without having to adopt other students' responses as their own. If this is omitted, the teaching and learning process will be disrupted because students do not provide the responses needed by the teacher. As a result, the teacher cannot evaluate whether students have understood the material.

The reason for students not responding to the teacher's questions should be clear to the teacher. Is it because the student fails to understand? Is it because the student feels insecure, shy, or for other reasons?

Students hesitate to answer the teacher's questions because they may have problems with their character, as stated by Harmer (1998: 131). Sometimes, this is because some students dominate the class and like intimidating the other students. Due to cultural and linguistic reasons, students occasionally find it difficult to communicate freely. The students are worried about making mistakes and "losing face" in front of the teacher and other students is a further reason.

In the view of Jakwerth, Stancavage, and Reed (1999: 9-11), there are four possible reasons why students do not respond to questions from the teacher: (1) Lack of knowledge or understanding. Typically, students lack understanding of the questions asked by the teacher. Some students fail to understand what the teacher is saying because they are not unfamiliar with what the teacher is saying, and some students do not know the answer to the teacher's question. Students' lack of confidence in what they say becomes a further barrier that prevents them from answering the teacher's question; (2) Missed questions. Typically, this occurs because students are not paying attention to the teacher, hence they are unable to understand the question; (3) Motivation. Students need encouragement as a way to respond to or answer the questions from the teacher. This usually happens to students who are shy when speaking; (4) Time. When they do not have enough time to think

about their responses, some students often choose not to respond to the teacher's questions.

So, the opinions of Harmer and Jakwerth, Stancavage, and Reed lead to the conclusion that a student's failure to respond or respond to questions from the teacher is caused by:

1. Lack of knowledge or understanding.
2. There are students who intimidate and dominate the class.
3. Students respond unsuccessfully to questions because they are not focused on the teacher.
4. Due to their cultural background, students feel uncomfortable talking in front of others, afraid of making mistakes, and not used to doing so.
5. The teacher asks a question, but students do not respond because they don't have enough time to think about the answer.

1.2. Strategies For Teachers to Engage Unresponsive Students

In this case, the teacher must be able to overcome the students who are unresponsive to the teacher's questions, so that the teaching and learning process is not hampered by the student. Pickering and Marzano (2011:21) stated that there are five strategies teachers can use to increase the chance that students will have a positive response:

1. Using effective pacing: One of the aspects of a lesson that teachers should focus on is pace. Pacing too slowly reduces energy and causes distraction, state Pickering and Marzano (2011:21). Students who move too quickly may become frustrated and confused. To maintain their students' high levels of energy, teachers must be able to manage a balance. When handling students who do not respond because of the incorrect class speed, this strategy is quite helpful. For instance, if a teacher's explanations are overly detailed and difficult to understand, students can become bored or confused and lose interest in engaging in learning activities, especially when the teacher offers a question.
2. Incorporating physical movement: Physical movement, like pace, can have an impact on students' enthusiasm, which in turn affects their capacity or inclination to pay

attention. Every classroom activity that involves movement increases the probability that students will respond positively. The use of movement in the classroom may improve motivation, enhance or increase comprehension of the material, or stimulate an entire class or school. The teachers should encourage students to move while paying attention to pacing. The children's energy levels will change as a result of physical activity. This exercise can work simultaneously with currently being studied learning materials, or it can stand alone. Examples of exercises that can be used include group games, classic games, light sports, theatre, etc.

3. **Demonstrating intensity and enthusiasm:** Students' levels of attention can benefit from teachers' contagious energy and passion. When teachers are engaged and enthusiastic about the material being taught in class, they are subtly conveying the ideas that "This is exciting" and "This is fun," which contribute to a learning atmosphere that encourages attentiveness. Teachers can use a variety of strategies to show their passion and enthusiasm for the material they are teaching. The teacher's fervour and intensity when instructing also have an impact on the students' responses to learning. As a result, the teacher needs to talk, smile, and adopt the proper body language. To demonstrate their enthusiasm for the topic of material under discussion, teachers might also share personal anecdotes related to the learning materials.
4. **Using humor:** Another part of a teacher's personality that helps enhance attentiveness is humor. Students are more enthusiastic about the subject matter, the teacher, and possibly even themselves when the teacher uses humor. There are a lot of ways to use humor. Teachers who regularly use humor in the classroom have an acute eye for events that might make them into amusing situations. By including humor in the material's explanation and keeping the classroom playful, teachers can increase students' interest in learning and prevent them from having trouble grasping the lessons being taught. When the classroom situation becomes too serious or unpleasant, humor can also be employed as an icebreaker.
5. **Building positive teacher-student and peer relationship:** Relationship between teacher and students with a focus on making sure that students enjoy being in class. It is challenging for students to answer positively to the question without having a good connection with the teacher. Students are more likely to pay attention in class

if they believe the teacher appreciates and loves them. This aspect affects how students react to learning activities. Students who feel comfortable with their teachers are more likely to participate in class activities. Teachers need to show students that they value and accept their existence through the way they speak and act if they want to develop relationships with them. Every student should receive the same treatment, according to the teacher. This positive link influences not only how students respond to learning activities but also how well students get along with one another.

From the suggestion provided above by Pickering and Marzano (2011:21), it can be seen that teachers have an important role in building an effective and fun learning atmosphere. If teachers are planning good learning with effective pacing and activities that keep students physically active, teaching with demonstrating intensity and enthusiasm and inserting jokes, and building positive relationships with students, students will respond positively to learning. This positive response is a good start so that students are interested in following the learning process in earnest to achieve optimal performance.

According to Harmer (1998: 131-132), several teacher strategies are used, that is:

1. Use pair work: pairing with one or more friends will make the quiet student more relaxed than if the teacher directly asks the student. They will respond because they feel the courage to help their partner.
2. Allow them to speak in a controlled way at first: Quiet students cannot be directly fluent in speaking, because it is in the early stages that teachers can make quiet students talk by dictating sentences and students continuing. For example, the teacher dictates 'One of the most beautiful things I have ever seen is...' and the students have to complete it for themselves. They then continue the sentence dictated by the teacher by saying, e.g. 'One of the most beautiful things I have ever seen is Mount Fuji at sunset' etc. In this way, the teacher can provoke quiet students to respond to questions from the teacher even though the students are not fluent.
3. Use 'acting out' and reading aloud: The teacher has to work with the students like a drama coach, working out when the voice should rise and fall, where the emphasis goes, and what emotion the actor should try to convey.

4. Use role play: Many quiet students speak more freely when they are playing a role. They will take on a new identity and then behave according to their new identity. It can be very liberating.
5. Use the tape recorder: the teacher can tell the student to record what they would like to say when outside the lesson. The teacher listens to the tape and points out possible errors for students to change and produce a more correct version when the lesson comes, so they avoid mistakes that will make them sad.

From the suggestion provided above by Harmer (1998: 131-132), teachers should be able to use appropriate strategies when finding students who do not answer teacher questions so that students do not feel depressed. The use of appropriate strategies can help teachers overcome these problems so that the learning process continues to run well.

Here the researchers compare the two theories from Pickering and Marzano (2011: 21) as a strategy used to address students who do not respond to teacher questions. Two opinions of Pickering and Marzano (2011:21), and Harmer (1998: 131-132) are used as a basic protocol to assist researchers in conducting research when teachers face students who do not respond to teacher questions. The strategy of Pickering and Marzano's (2011: 21) theory and Harmer's (1998: 131-132) which is used as basic protocol are 1. Using effective pacing; 2. Incorporating physical movement; 3. Demonstrating intensity and enthusiasm; 4. Using humor; 5. Building positive teacher-student and peer relationship; 6. Use pair work; 7. Allow them to speak in a controlled way at first; 8. Use 'acting out' and reading aloud; 9. Use role play; 10. Use the tape recorder

The strategy is used so students and teachers can work together to avoid barriers to teaching and learning process goals that are expected to be achieved.

2. METHODS

This study is based on the descriptive qualitative method, which aims to describe the teacher's strategy in handling the students who do not want to answer the teacher's questions in tenth grade at SMKN 1 Tapin. The research subject is an English teacher at SMKN 1 Tapin who taught tenth-grade students. She has been an English teacher for seven years. In retrieving the data used are: 1. Observations, the goal is to describe how the teacher's strategy in handling students who do not engage in responding to the teacher in her class.

The observation was conducted three times, with the hope that the researcher could obtain a holistic view of the object under observation. The observation sheet is used as a guideline to observe class interactions that consist of the strategies used by the teacher in the classroom when handling students who do not respond to the teacher's questions. Observations were made using camera tools to record classroom activities for one hour according to the schedule that had been negotiated with the subject of the study. 2. Interviews were conducted to gather the information from the subject directly to find out the strategies used in the classroom when handling the students' unresponsive to the question of the teacher. The subject was an English teacher at SMKN 1 Tapin. The interview used was a direct interview using an audio recorder. The interview coverage data was transcribed to be analysed.

The collected data were then analysed by following the concept of Miles and Huberman. Miles et al. (2014: 31-33) state that the activities in analysing data and qualitative analysis consist of three streams of activities that occur simultaneously. The three streams of activity are data condensation, data display, and conclusion drawing/verification. Data that emerged during field note observations and interview transcriptions were recorded in detail and summarized by sorting and selecting key points, themes, and patterns. In data condensation, the author is guided by the objectives to be achieved, namely about the strategies used by teachers in dealing with student behaviour that does not respond to teacher questions.

3. RESULT AND DISCUSSION

The finding is based on information gathered through observation and interviews. A teacher who taught in the tenth grade conducted the observations three times. The interview follows that. Particular examples are shown below.

Table 1. Result of First Observation

No	Student Problem	Classroom Situation	Teacher Strategies	Procedure	Teaching Stage
1	Students are unresponsive to the	The teacher begins learning with brainstorming. The	mixing native language	1. The teacher asked one of the one of	Pre-Activity

	teacher's questions because of a lack of knowledge/ understanding.	teacher conducts brainstorming activities as a warm-up before entering while-activity. At the time of brainstorming, the teacher asked the students what kind of text is. But the student does not respond to the teacher's question. The teacher then asks back by mixing the question with some Indonesian vocabulary. The teacher's question is "What kind of text is on a whiteboard?"		students what is kind of text. 2. The teacher again asks the student to use mixing native languages. 3. Students become more focused and respond to teacher questions even if the answers are wrong.	
2	Students are unresponsive to the teacher's questions because the students talk to their friends, and they do not concentrate on the teacher's explanation or question.	The teacher explains to the student's definition and functions of the memo. After that, the teacher asks one of the students. The student does not respond to the teacher's questions. The teacher repeats the question to the student. The student still does not respond to the teacher's question. The teacher's question is "What are the functions of a memo?"	Asking another student	1. The teacher asks a question to one of the students. 2. The students seem concentrate to on the teacher. But the students do not respond to the teacher's questions. 3. The teacher then asked the same question to his friend and his friend answered the teacher's question. 4. The teacher asks the student to repeat the answer from his friend.	

3	Students are unresponsive to the teacher's questions because do not pay attention.	Students look at the whiteboard. Then the teacher asks about the kinds of memos to the student who is talking to their friend. The students do not respond to the teacher's questions because the student does not pay attention to the teacher. The teacher's question is "What kind of memo?"	Using humor	<ol style="list-style-type: none"> 1. The teacher looks at the students who talk to their friends. 2. The teacher asks the students about the kinds of memos based on the examples shown on the whiteboard. 3. The students just silently hear the teacher's question. 4. The teacher tells a joke to the students. Then the student begins to bravely answer the teacher's question. 	While Activity
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Based on the first observation, some students were unresponsive to the teacher's questions. The teacher used several strategies including mixing the native language, asking other students, and using humor. The teacher used a mixture of native language when a student did not respond to questions, while the teacher thought that the student did not understand what the teacher was saying, so she mixed it with the native language.

Furthermore, the teacher asks other students the same question, and another student listens to his/her friend's answer. Thus, the students who do not respond will become more active.

When a teacher asks a question and the students do not respond because of embarrassment, the teacher tries to entertain the student by joking so that the student does not feel pressured and wants to respond to the teacher's question. Students laughed because they heard the teacher's jokes.

Table 2. Result of Second Observation

No	Student Problem	Classroom Situation	Teacher Strategies	Procedure	Teaching Stage
1.	Students who do not respond to the teacher's	The teacher gives examples of the memo. Then the teacher asks one of	Mixing native language	<ol style="list-style-type: none"> 1. The teacher chooses one student to ask. 	While Activity

	question because of a lack of knowledge/ understanding .	the students. But the student does not respond. The teacher repeats the question by the mixing native language. The teacher's question is "What is different between two examples on the whiteboard?"		<ol style="list-style-type: none"> 2. The teacher asks about the difference between the two examples of the Memo. 3. Students do not respond to teacher questions. 4. The teacher repeats the question by mixing the native language. 5. The student understands what the teacher means and can answer the teacher's question. 	
2.	Students who do not respond to the teacher's question because lack enthusiasm of student.	The teacher chooses one student. Then the teacher asks questions about the examples of formal memos. But the student does not respond to the teacher's question. The student looks like he lacks enthusiasm. The teacher's question is "What are the characteristics of a Formal Memo?"	Reward	<ol style="list-style-type: none"> 1. The teacher asks about the formal memo to the student. 2. Students do not respond to teacher questions. 3. The teacher chooses one student and asks the question. 4. The student does not respond to the teacher's question and looks like he lacks enthusiasm. 5. Then the teacher said will give value to the student if answered the teacher's questions. 	While Activity
3.	Students who do not respond to the teacher's question	The teacher asks the students to answer the questions of the teachers. But the student does not	Using effective pacing	<ol style="list-style-type: none"> 1. The teacher asks a question to the student. 	While Activity

	because student feel the teacher's question is too quickly pronounced	respond. The teacher repeats the question by speaking not too quickly and more clearly. The teacher's question is "Please mentions who is the sender and receiver based on the task?"		<ol style="list-style-type: none"> 2. The student does not respond to the teacher's question. 3. The teacher then repeats the question by speaking slowly for students can listen carefully. 4. Students can answer to the teacher's question. 	
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Some strategies were different from the first observation. The second observation used strategies like mixing native language, reward, and effective pacing. Similar to the first observation, the teacher used mixing native language when students did not understand the meaning of the teacher's questions. Mixing the native language is used by the teacher to make it easier for students to understand what the teacher is saying. The second strategy used by the teacher is reward. Rewards are used by teachers to make students more motivated in responding to teacher questions. Next, there is effective pacing. It is used for students who are expected to be able to answer but because the question is too fast, the students do not hear the teacher's question. The question should be repeated by the teacher with the right pacing, so the students will hear the teacher's question clearly and thoroughly.

Table 3. Result of Third Observation

No	Teacher Problem	Classroom Situation	Teacher Strategies	Procedure	Teaching Stage
1.	Students who do not respond to the teacher's question because lack of knowledge/ understanding	The teacher showed the pictures for the lesson today. The teacher showed the kinds of signs. Then the teacher asks the students about the meaning of the sign. The students do not respond to the teacher's questions. The student looks like thinking but still does not respond to the	Demonstrating intensity and enthusiasm	<ol style="list-style-type: none"> 1. The teacher asks them about the meaning of the sign to the student. 2. Students do not respond to teacher questions. 3. The teacher repeats the question while moving his body demonstrating the direction of the sign in the picture. 	Pre Activity

		teacher's question. The teacher's question is "What does the sign mean?"		4. The student understands the meaning of the teacher and can answer the teacher's question.	
2.	Students who do not respond to the teacher's question lack knowledge/ understanding	<p>The teacher explained the types and the meaning of the signs. The teacher asks one of the students. The student does not respond to the teacher's questions.</p> <p>The teacher repeats the question to the student. The student still does not respond to the teacher's question. The teacher's question is "Where do you usually find the sign?"</p>	Asking another student	<ol style="list-style-type: none"> 1. The teacher asks the student about where the students usually find the sign?" 2. The student does not respond to the teacher's question. 3. The teacher repeated the question, but the students still do not respond. 4. The teacher then asked the same question to his friend and his friend answered the teacher's question. 5. The teacher asks the student to repeat the answer from his friend. 	While Activity
3.	Students who do not respond to the teacher's questions because they are afraid to answer the questions and feel shy.	The teacher asks the students to make a sign and the meaning of the sign with their group. Then the teacher asks the students to perform in front of the class with answer two questions on the whiteboard, but in their group, there are the students who feel shy and afraid to answer the question. The teacher's question is "What does sign	Pair work	<ol style="list-style-type: none"> 1. The teacher divides the students into groups. 2. The teacher asks questions to the student. 3. The student does not respond to the teacher's questions and feels shy. 4. Then the teacher asks the students to answer the teacher's questions in front of the class and they feel the courage to answer 	While Activity

		mean? And where do you usually find the sign?"		the questions with the help of their partner in the group.	
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In the third observation, several strategies were used by the teacher. The teacher used demonstrated intensity and enthusiasm, asking another student, and doing pairwork. By demonstrating intensity and enthusiasm the teacher can make students understand what the teacher is talking about because the teacher demonstrates what the teacher wants to convey. Another strategy is to ask other students. By asking a friend next to a student who does not respond to the teacher's question, the teacher asks the students to answer. Then the teacher asks the student to repeat the answer of the friend next to him. This is because the teacher feels that the student does not know the answer to the teacher's question. The next strategy is pairwork. Pairing with one or several friends will make the quiet student more relaxed than the teacher directly asking the student. They would respond because they have the courage to help their partner.

In SMKN 1 Tapin, interviews were also conducted and several strategies by teachers to engage the responses of students who were less responsive to the teacher's questions. These included mixing the native language, giving rewards, and asking other students. The interview also found that students did not understand the teacher's questions due to low English proficiency, students did not pay attention to the teacher's questions, students feel embarrassed, and afraid of being wrong, and also because students were not familiar with using English.

4. Discussions

The findings of the observation sheet revealed some of the teacher's strategies to engage students who did not respond to the teacher's questions and some of the problems why students did not respond to the teacher's questions.

In the first observation, the teacher uses some strategies to handle students who do not respond to the teacher's question. There are mixing native languages, asking other students, and using humor. While students do not respond to the teacher's questions because students do not understand the teacher's questions in English form or student lack

knowledge/understanding, students do not know the answer to the teacher's questions because they do not pay attention, and students are less enthusiastic or bored. So, the teacher strategy used based on the protocol is to use humor. While students' problems were in line with the protocol such as lack of knowledge/understanding, and students did not concentrate, so they did not hear the question. This first observation also found teacher strategies outside the protocol, namely mixing the native languages and asking other students. Meanwhile, the problem of students not responding to the teacher's questions was due to students' declining enthusiasm and students feeling bored.

The second observation showed that the teacher's strategies used were using the native language, giving rewards, and using effective pacing. Meanwhile, students did not respond to the teacher's questions because students did not understand the teacher's questions in English, students felt afraid and embarrassed if the answer was wrong, and students felt that the teacher's questions were spoken too quickly so it was difficult to understand. So, the teacher strategy found during the second observation by the protocol is to use effective pacing. While students have problems that are by the protocol such as lack of knowledge/understanding, and students feel afraid and embarrassed if they answer incorrectly. There were two strategies used by the teacher outside the protocol, namely mixing the native languages and rewards. While the problem is that students are silent and feel that they do not understand the teacher's explanation which is too fast, it is difficult to understand.

In the third observation, several teacher strategies were found that showed intensity and enthusiasm, asking other students, and working in pairs. Meanwhile, students who did not respond were due to students' lack of understanding of the teacher's questions in English, and students' lack of enthusiasm and boredom. The strategies used by the teacher according to the protocol are showing intensity and enthusiasm and pair work. While the problem that is by the protocol is a lack of knowledge/understanding. In addition, strategies outside the protocol are used by teachers to deal with students who did not respond to the teacher's questions and the problem of students who did not respond, namely, asking other students. While the problem is due to decreased student enthusiasm and students feeling bored.

Based on all the observations, some of the strategies used by teachers are in line with the protocols and some are outside the protocols. The findings of strategies based on the protocol were using humor, using effective pacing, working in pairs, and showing

intensity and enthusiasm. The findings of some strategies that are not in line with the protocol such as mixing native language, asking other students, and giving rewards. Student problems that always appeared in all observations according to the protocol were lack of knowledge/understanding, students did not concentrate on the teacher, so they did not hear the question, and students feeling afraid and embarrassed if they answered incorrectly, some students dominated the class and intimidated other students. This form of the problem is already in the protocol. Meanwhile, problems that are not based on the protocol, such as decreased student enthusiasm and students feeling bored, talking to their friends, students feel that the questions spoken by the teacher are too fast, so it is difficult to understand.

In addition, from the three observations, it was found that the strategies that the teacher did not apply were based on the protocol to overcome the problem of students who did not respond to the teacher's questions, such as incorporating physical movements, letting them speak in a controlled manner at first, building positive student-teacher and peer relationships, allowing them to role play and read aloud, using role-play, and using recording devices. However, this happens because teachers feel that the strategies, they have used to deal with students who do not respond to the teacher's questions during learning are sufficient.

The final result of all observations can be concluded that teachers' strategies to deal with students who do not respond to teacher questions are always present in teaching and learning activities. The most common strategies used by teachers are mixing native language, asking other students, using humor, giving rewards, using effective pacing, showing intensity and enthusiasm, and pairing. The causes of students not responding to teacher questions always exist in teaching and learning activities, lack of knowledge/understanding of students, students do not concentrate on the teacher so they do not hear the question, students' enthusiasm declining and students feeling bored, students feel afraid and embarrassed if they answer wrongly, students talk to their friends, students feel the questions the teacher says are too fast.

In addition, from the interviews, it was found that the teacher's strategies and students' problems were almost the same, such as mixing the native languages, giving rewards, and asking other students. This is not stated in the protocol. Meanwhile, the causes of students not responding to teacher questions are that students have poor knowledge of

English, do not pay attention to teacher questions, feel embarrassed and afraid of being wrong, and are also not familiar with using English.

5. CONCLUSION

The purpose of this study is to identification of English teachers' strategies in dealing with students who do not respond to the teacher's questions. Based on the results of the study, there are several strategies used by teachers to deal with students who do not respond to the teacher's questions. These strategies are by protocol based on the theory of Pickering and Marzano (2011: 21), and Harmer (1998: 131-132), using humor, effective pacing, demonstrating intensity and enthusiasm, Use pairwork. In addition, teachers also use some other strategies outside the protocol, such as mixing native language, asking other students, and giving rewards. This shows that teachers can creatively explore other strategies in the learning process.

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