

ABSTRACT

This study aims to explore teachers' strategies for managing passive learners in speaking activities. This research aims to understand the importance of teacher strategies in speaking activities for managing passive learners. The study addresses two research questions: (1) What strategies does the teacher use to manage passive learners in speaking activities? and (2) What challenges does the teacher face when implementing those strategies for passive learners in speaking activities?.

This study employed a qualitative approach with a single case study design. The research was conducted at one private junior high school in Bogor, Indonesia. It involved one English teacher and several passive learners from class 9A selected through purposive sampling. The data were collected through classroom observations and semi-structured interviews. The analysis used Creswell's procedures: organizing, coding, categorizing, interpreting, and validating findings.

The results showed that the teacher applied several strategies to manage passive learners in speaking activities. The strategies were categorized based on classroom management skills proposed by Bru et al. (2002), including providing academic assistance (code-switching, structured guidance, modeling correct speech, near-peer modeling), providing emotional support (reassurance and positive reinforcement), paying attention to the entire class (seating arrangement and collaborative pair work between passive and active learners), and managing conflict (promoted respectful interaction among learners). Moreover, the challenges in implementing these strategies were categorized as classroom management challenges proposed by Solaemani and Ramzjoo (2016). Instructional challenges (code-switching, structured guidance, modeling, and peer modeling). Behavioral and psychological challenges (modeling, peer modeling, reassurance, positive reinforcement, pairing passive with active peers, and encouraging respectful interaction). Contextual challenges (structured guidance, pairing passive with active peers, and seating arrangement).

Keywords: classroom management, teacher strategies, passive learners, speaking activities, EFL classroom.