

CHAPTER I

INTRODUCTION

This section introduces the research background, the research question, the research purposes, the significance of the research, the conceptual framework, and previous studies.

A. Research Background

This research aims to understand the importance of teacher strategies in speaking activities for managing, especially passive learners. Speaking, according to Ayunanda (2022, p.17), is one of the productive skills that show how proficient a pupil is in a language; it is the primary method of communication. Learners who can communicate effectively in English will be able to convey their ideas in a way that others can understand for two-way communication. In the English classroom, many learners struggle during speaking activities, especially passive learners. They tend to avoid speaking because they believe their inability to communicate in English stems from both a lack of vocabulary and their fear of making mistakes when speaking in front of their peers (Al Hosni, 2014, as cited in Hasanah, 2023, p. 2). This issue hinders the development of students' speaking skills and affects their engagement in speaking activities, even though speaking is an important component of English. According to Razi et al. (2021, p. 3), a teacher's strategy is a set of plans and organized actions used in their teaching. By applying appropriate strategies, the problems mentioned above can be resolved, and the teacher can adjust the strategy according to learners' needs.

To overcome these issues, suitable teacher strategies are needed to process and manage passive learners effectively during English speaking activities. Previous studies have explored teaching strategies for improving speaking skills, for instance, "teacher's strategies in teaching speaking in online classes during the COVID-19 pandemic" written by Safira (2022), focusing on curriculum alignment, online learning strategies, and classroom management techniques. This study

discusses teacher strategies such as song presentations, voice notes, and games related to speaking skills to improve students' abilities. The gap this research addresses is that it has not specifically addressed the management of passive learners in speaking activities.

Another study, "The Problems and Solutions of Passive English Students toward Their English Speaking Skills," written by Putri (2020), discusses the problems and solutions for passive students related to their speaking skills; the primary problems faced are limited vocabulary, word choice when speaking, lack of confidence, and difficulty in grammar. The solutions described include good preparation for speaking skills, such as memorizing vocabulary, practicing speaking, or practicing with friends. The similarity with the title taken is that both discuss the issue of passive students in dealing with English speaking conditions. The gap this research addresses is teacher strategies for passive students, given the limited discussion of how teachers can actively support and manage passive learners during speaking activities.

While these studies provide valuable insights, this study is urgent because it addresses the limited discussion of teacher strategies for managing passive learners in speaking activities. The strategy in this study refers to the classroom management strategies teachers employ to manage passive learners during speaking activities. Passive learners participate more when the right techniques are used, and identifying effective strategies for managing passive learners can increase participation in speaking activities. The findings will provide insights into teacher strategies for managing passive learners, contributing to improved practices in managing speaking activities. Finally, the researcher chose this topic to fill the gap in previous studies by exploring teacher strategies specifically tailored to managing passive learners and the various challenges they face in speaking activities in the classroom.

B. Research questions

From the problem above, the questions that arise are:

1. What strategies does teacher use to manage passive learners in speaking activities?
2. What challenges does teacher face when implementing those strategies to passive learners in speaking activities?

C. Research Purposes

Based on the research problem, the study intended to:

1. To find out teacher's strategies for managing passive learners in speaking activities
2. To know teacher's challenges while implementing those strategies to passive learners in speaking activities

D. Research Significance

This research provides theoretical and practical benefits and contributions.

1. Theoretically

This research contributes to theoretical development on teacher strategies for classroom management. It also adds to the understanding of how teacher strategies can influence passive learners' engagement in the context of speaking activities. It fills the gap in previous research, which focuses on teacher strategies in general. In contrast, this research has a specific goal to manage passive learners in speaking activities.

2. Practically

This study is crucial for understanding how teachers use management strategies to deal with passive learners. The findings will help teachers create more effective ways to manage passive learners and develop their involvement by encouraging their transformation from passive to active. The results may contribute to developing teacher competence in creating effective strategies to manage passive learners in English classes. Appropriate strategies are important

to build a learning environment that supports all types of learners, especially passive ones, in the context of speaking activities.

E. Research Scope

This study will focus on the strategies English teachers employ to manage passive learners in speaking activities. The research will also analyze the strategic methods teachers use in English classrooms and examine how they organize lessons and employ strategies to control passive learners in speaking activities. The participants in this study consisted of one English teacher and learners identified as passive learners in one private junior high school in Bogor. Based on the teacher's observations, the participants were selected according to the topic to be studied. This research adopts a qualitative method with a case study design to gain a deep understanding of the phenomena that occur in English classes with passive learners in speaking activities.

F. Conceptual Framework

Based on Hasanah (2023, p.5), improving students' communication skills should be the main objective of speaking since only then can they express themselves clearly and understand the social and cultural norms that apply to different communicative contexts. In practice, learners remain passive during speaking activities; in addition, as Zhiping & Paramasivam (2013, p. 4) note, anxious learners frequently keep quiet and refuse to engage in speaking activities in class. To support passive learners in speaking activities, the implementation of appropriate teacher strategies needed to help teacher create the conducive learning especially for speaking activities, according to Razi, et al (2021, p.3), a teachers' strategy is a set of plans and organized actions that utilize in their teaching, such as using different resources or strengths in a study and approaches, the effectiveness of the teaching process is determined by the teaching tactics used.

As stated by Murberg (2006), cited in Manihuruk (2020, p.15), good strategies are needed to teach passive students. Using appropriate strategies will help teachers achieve effective learning. A good strategy in this context is

speaking. As explained by Imane (2015), as cited in Christie and Listyani (2018, p.5), the use of strategies frequently aids students in avoiding the psychological and oral communication failures that hinder their speaking ability. The relationship between strategies and speaking involves making changes to overcome learners' passivity; teachers play a main role in using appropriate strategies to help learners. Anjaniputra (2013, p.2) mentions that the elements influencing the instruction of speaking classes are the teaching strategies. These combinations will impact learning achievement for learners.

Classroom management helps teachers design effective strategies that emphasize rules and procedures as well as teacher-student relationships to develop passive learners' participation during speaking activities. Based on Marzano (2003, p.18), classroom rules and procedures are crucial, although they may differ from one teacher to the next. Generally, rules and procedures can be divided into several areas, including general expectations for conduct, the start and finish times of the day or period, interruptions and transitions, supplies and tools, group projects, and teacher-guided activities (p.26). Before determining specific rules and procedures, it is important to help students understand that, in the real world, all situations involve rules and procedures; this approach helps teachers adopt rules and procedures to support managing passive learners in speaking activities. In addition to Marzano (2003, p.64), the foundation of the other factors is the teacher-student relationship, which states that when a teacher and students get along well, students are more likely to accept the rules and procedures and the disciplinary actions that follow their infractions. When a good relationship is lacking, students frequently oppose the rules and procedures and the disciplinary actions that follow.

As Frymier & Houser (2000, p.208) stated, a secure learning environment is produced when the teacher and student establish a connection based on trust and concern. Rudduck et al. (1996), as cited in Pomeroy (1999, p. 480), outline six principles crucial to building advantageous learning environments: autonomy, intellectual challenge, social support, respect for students, fairness to all students, and security. Spilled et al. (2011, p. 460) mention that teachers play an important

role in the good relationship between teachers and students; through this, teachers can create a good learning environment to increase passive learners' participation in speaking activities. Also, positive interactions between teachers and students can indirectly affect teachers' perceptions of their own efficacy, competence, and agency.

As highlighted by Chickering and Reisser (1993: cited in Hasnati 2024, p.8), passive learners are those who don't actively participate in the learning process, frequently lack confidence, and are reluctant to voice their ideas in class. When it comes to speaking activities, passive learners may render them ineffective by not participating. For example, passive learners tend to choose not to give opinions when speaking activities are taking place. In addition, according to Mariappan (2023, p.74), only when students are actively engaged in the process and not passive recipients will the teaching and learning process be successful; in this context, speaking activities are the focus. Therefore, to keep passive learners on track, an effective teaching strategy is required. For instance, teacher strategies foster a supportive learning environment for the development of passive learners, overcome the lack of participation in the learning process, and help build confidence.

The conceptual framework illustrates the relationship among the four main concepts of this study: classroom management, passive learners, teacher strategies, and speaking activities. Classroom management, based on Marzano's (2003) grand theory, specifies how teachers manage passive learners in speaking activities. It emphasizes teacher strategies for managing the EFL classroom, especially for passive learners. Passive learners are identified as students who do not actively participate in the learning process, frequently lack confidence, and are reluctant to voice their ideas in front of the class (Chickering and Reisser, 1993). According to Muberg (2006), effective teacher strategies are required to keep passive learners engaged in language learning. Implementing these strategies, in this context, speaking activities, is expected to create a successful teaching and learning process that encourages participation from passive learners (Mariappan, 2023). Thus, the framework demonstrates that classroom management provides

the theoretical foundation for teacher strategies, while the concepts of passive learners and speaking activities explain the context of implementing those strategies. The relationship among these concepts is presented in Figure 1.1.

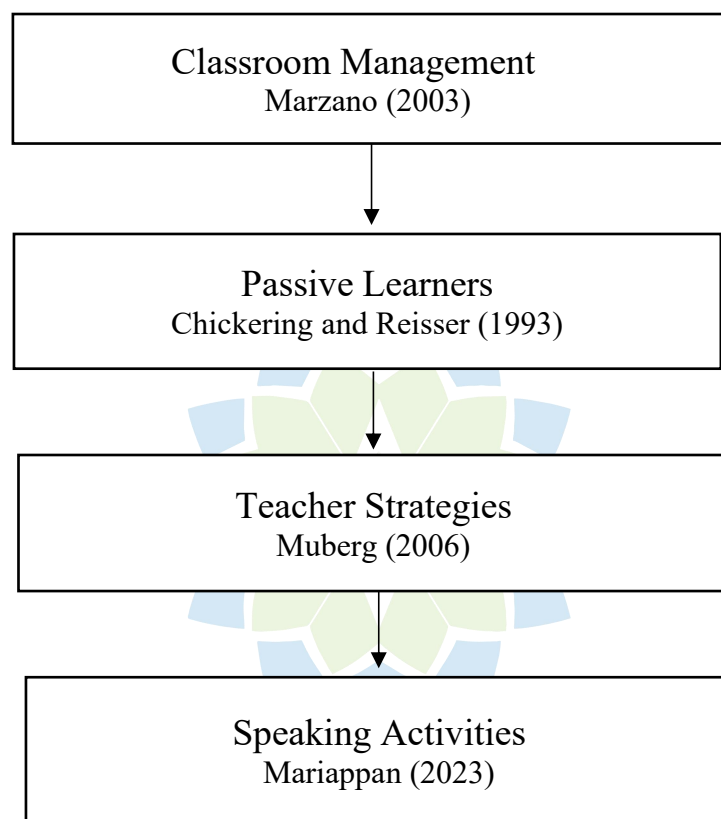


Figure 1. 1 *Conceptual Framework*

G. Previous Research

Several previous studies are relevant to this research; it draws on studies that discuss the following themes: teacher strategies in teaching speaking, teaching speaking to passive learners, and managing speaking classes.

First, the research by Razi et al. (2021) showed that teachers used five strategies in teaching speaking skills to junior high school students, including role-playing, drilling, games, describing pictures, and telling stories. The purpose of using some of these strategies is to help build students' speaking skills; from the data collected, the researchers concluded that students were easily bored in the learning process and that appropriate and creative strategies could help students become more active and competitive in learning activities at school. The gap

identified from this study was that the teaching speaking strategies used were general strategies and did not specifically address passive students.

Budiana & Nurwaliyah (2019) identified negative psychological factors for students' passiveness during speaking class in a senior high school in Cirebon, Indonesia. The questionnaire results found that 70% of students' problems were low self-confidence, 20% lacked motivation, and 10% had introverted personalities. The findings concluded that teachers needed to evaluate their teaching methods to engage students in speaking classes. The gap identified from this study was the lack of discussion on specific speaking strategies and the teacher's role in engagement.

In another study, Andreas (2022) conducted research to determine the right classroom strategies for teaching speaking classes to passive students, as participation was important for students. The study found that when speaking English, students struggled to express themselves, remained silent when asked to talk, and monotonous learning made them reluctant to participate. The teacher used several activities to overcome these problems, such as raising a hand before speaking, discussing, giving opinions, answering questions, and other learning activities. The gap identified was the limited strategies conducted in speaking class.

Next, the study conducted by Manihuruk (2020) investigated teacher strategies to motivate passive students to speak in speaking class. The study explained that students' passiveness factors included their anxiety about public speaking, fear of receiving negative feedback, and fear of making grammatical errors. The strategies used by the teacher included making the classroom relaxed and pleasant, providing feedback to encourage students, holding one-on-one conversations to stimulate them, and saying words of praise to motivate students. The gap identified was that it focused on motivating passive students, not managing them.

Lastly, research conducted by Mariappan (2023) discussed the empowerment of passive learners in a university class using a scenario-based learning (SBL) approach with a quantitative design, linked to real-life experiences to improve their speaking skills. In practice, each student was grouped and then allowed to

prepare a scenario dialogue according to a certain theme and then practice it in front of the class. The result of this method was an increase in class interaction because the practice was fun and interesting and also increased students' critical and creative thinking. The gap identified was the difference in participants and research method used.

