TEACHERS' PERCEPTION OF STUDENTS' PASSIVE PARTICIPATIONS IN EFL CLASSROOM

THESIS

Submitted by:

IHYA HASNATI

NIM. 2002030072

Student of *Faculty of Education and Teacher Training*

Department of English Language Education

FACULTY OF EDUCATION AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

BANDA ACEH

2023/2024

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-raniry Banda Aceh

in Partial Fulfillment of the Requirements for

The Bachelor Degree of Education in English Language Teaching

by:

IHYA HASNATI
NIM. 2002030072

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

Approved by:

Supervisor:

Rahmi, M. TESOL., Ph.D

Date : 13/August /2024

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Thursday, 01 August 2024

26 Muharram, 1446 H

In Darussalam, Banda Aceh

Board of Examiners,

Chairperson,	Secretary,
Rahmi, M.TESOL., Ph.D.	Fera Busfina Zalha, M.A.
Member 1,	Member 2,
Prof. Dr. Muhammad AR, M.Ed.	Nidawati, S.Ag., M.Ag.

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D.
NIP. 19710102 199703 1 003

SURAT PERNYATAAN KEASLIAN

(declaration of originality)

Saya yang bertandatangan di bawah ini:

Nama	: Ihya Hasnati
NIM	: 200203072
Tempat/Tanggal Lahir	: Alue Padee, 12 Juni 2002
Alamat	: Alue Padee, Kuala Batee, Aceh Barat Daya

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Teachers' Perception of Students' Passive Participations In EFL Classroom

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 25 Juli 2024

Saya yang membuat surat pernyataan

Ihya Hasnati

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيْم

In the name of Allah, the Most Gracious, the Most Merciful. All praises be to Allah SWT, the Lord of the worlds, who has given me strength, patience, and guidance in completing this thesis. Peace and blessings be upon the Prophet Muhammad SAW, who has been a source of inspiration and guidance for humanity.

This thesis would not have been possible without the support and encouragement of many people. I would like to express my deepest gratitude to my supervisor, Rahmi, M. TESOL., Ph. D, for her unwavering support, guidance, and encouragement throughout my research. Her insightful feedback and constructive criticism have been invaluable to the completion of this thesis. I also extend my heartfelt thanks to all the lecturers and staff of the Department of English Language Education at UIN Ar-Raniry Banda Aceh, whose knowledge and assistance have been instrumental in my academic journey.

I dedicate this thesis to my first love Mr. Mawardi Din and my heaven Mrs. Nilawati S, who have always prayed and strived the best for me. To my father, thank you very much for always supporting me financially throughout my studies, working tirelessly despite being ill, yet always striving for the best for me. The promise I made to you to complete this thesis as soon as possible has been fulfilled. To my mother, thank you for always providing moral support and sincere love to me. You are the reason I always strive to do my best and remain steadfast

جامعة الرانري
AR-RANIRY

while being away from home. You are the reason behind my determination to complete this thesis quickly. Mom, please continue to support me forever. Thank you for the prayers you always send up for me.

To my lovely older sisters and brothers-in-law, Liza, Mia, Reza, and Taufik, who have always supported me and given me the best advice to never give up, and to my nephews and nieces, Zidan, Adam, Maryam, and Zayba, thank you for always giving me your best smiles, which have provided me with extraordinary motivation throughout the process of writing this thesis.

To my fellow university friends Cut, Raihan, Tina, Suci, and Asra, thank you for being with me throughout these 8 semesters. Thank you for always supporting me when I was down and reminding me of the little things I often forgot.

To Nova Suci Haliza, thank you for always being by my side while I was working on this thesis. Thank you for taking me out for healing when I was overwhelmed and stressed with my thesis. You always made the effort to reach out and support me when I was feeling down, even when yourself were not in the best condition. Thank you for spending your valuable time to accompany me whenever I needed you.

Lastly, to myself, Ihya Hasnati. I dedicated this to myself for persevering and not choosing to stop or give up when I truly lost my way. Every time I felt like a failure, I would remind myself, "I just learned another life lesson, and now I hope it leads me to learn how to be proud of where I am. It is not easy being me. It is not easy being another person either. But one thing I want to tell is that I hope

that each time you feel like giving up, I will give life another chance to show me what lies ahead and that it inspires me to become whole again. Because the old me did not know that I could survive until now. I am alive."

Banda Aceh, 01 August 2024
The Researcher,

Ihya Hasnati

ABSTRACT

Name : Ihya Hasnati

Req. Number : 200203072

Faculty : *Fakultas Tarbiyah dan Keguruan*

Major : Department of English Language Education

Thesis title : Teachers' Perception of Students' Passive Participations In EFL Classroom

Supervisor : Rahmi, M. TESOL., Ph. D

Keywords : Students' passive participations, Teachers' perception, Teachers' strategies.

This study was conducted to discover the perception of English teacher about students' passive participations in English classroom, with a focus on two junior high schools in Southwest Aceh. Previous research highlighted the impact of contextual variables on student engagement and teacher perspectives on this phenomenon. Building on these insights, this research aimed to explore how teachers' perceive students' passive participations and the strategies that were used by the teachers to make learning process more active. This was a qualitative research. Interviews were conducted with five English teachers with using semi-structured interviewed to collect the data. The findings indicated that factors such as student interest, self-confidence, language barriers, family support, and teaching methods significantly affected students' passive participations. Teachers employed strategies to make learning process more active like group work, game-based learning, and technology integration to enhance student engagement. This study contributed to enhancing our understanding of student passive participations and informed effective teaching practices in EFL classrooms.

TABLE OF CONTENTS

COVER
APPROVAL LETTER ..... **i**
EXAMINERS SHEET ..... **ii**
DECLARATION OF ORIGINALITY ..... **iii**
ACKNOWLEDGEMENT ..... **iv**
ABSTRACT ..... **v**
TABLE OF CONTENTS ..... **vi**
LIST OF APPENDICES ..... **vii**
CHAPTER 1 INTRODUCTION **1**
A. Background of Study 1
B. Research Question 6
C. Research Aim 7
D. The Significance of Study 7
E. Research Terminologies 8
CHAPTER II LITERATURE REVIEW **9**
A. Student's Passive Participations in EFL Classroom 9
a. Definition of Passive Participations 9
b. Theoretical of Student's Passive Participations 10
B. The Strategies Dealing with Students' Passive Participations 14
CHAPTER III METHODOLOGY **17**
A. Research Design 17
B. Research Location 18
C. Research Participants 18
D. Technique of Data Collection 19
E. Technique of Data Analysis 20
CHAPTER IV FINDINGS AND DISCUSSIONS **21**
A. Findings 21
1. Teachers' perceptions of students' passive participations in classroom 21

2. The strategies that used by teachers to make the learning process more active 33
B. Discussions..... 37
CHAPTER V CONCLUSION AND RECOMMENDATION..... 41
A. Conclusion 41
B. Recommendation..... 43
REFERENCES..... 45
APPENDICES 49
AUOTOBIOGRAPHY 55

LIST OF APPENDICES

Appendix A	Appointement Letter of Supervisor
Appendix B	Recommendation Letter from The Fakultas Tarbiyah and Keguruan to conduct field research
Appendix C	Confirmation Letter from the schools
Appendix D	Interviews instrument
Appendix E	Documentary
Appendix F	Autobiography

جامعة الرانري
AR-RANIRY

CHAPTER 1

INTRODUCTION

A. Background of Study

In the context of global education, teaching English as a Foreign Language (EFL) has a significant impact on enabling people to interact in a world that is becoming more linked and diverse. English serves as a gateway to worldwide scientific, cultural, and commercial resources in addition to being a language for international communication. For students to acquire sufficient language abilities, which can lead to more chances in their academic and professional lives, effective EFL instruction is essential (Brown, 2000).

According to Medaille and Usinger (2019), students lack of material comprehension and face-saving strategy led to their silent behavior. In order to achieve learning objectives, EFL, a subject that demands a profound command of the English language and effective communication skills, needs a suitable learning environment. The reason for the passive participation was because the students were having trouble communicating in English because it is a foreign language. As a result, they were either being silent, not active, low-pitched, or did not respond to the teacher's queries (Juniati, 2018).

The foundation of the teaching and learning process in an EFL classroom is teacher-student interaction. As a facilitator, the teacher helps students comprehend language structures, increase their vocabulary, and

improve their speaking, listening, reading, and writing abilities (Meva et al, 2023).

However, one aspect that is commonly overlooked in the context of teaching English as a foreign language (EFL) is students' passive participations, which raises questions about why students choose to remain to be passive. In EFL classes, the phenomenon known as "student passive" occurs when student conduct that demonstrates a lack of active engagement in teaching and learning activities, such as failing to complete assignments, participate in discussions, or answer questions (Smith, 2010). Sometimes, the class as a whole will silently witness something important, or individual students may silently observe under specific circumstances (Nakane, 2002).

The term "passive period" refers to a stage that occurs when children move to a new place, particularly where they are not familiar with the language of teaching, such English (Bligh, 2014). Students typically go through this as a stage of learning a second language (Kandilla, Dewi, and Pujasari, 2021). Similarly, other claims imply that students take some time to become used to their new context and surroundings during the "passive" or "non-verbal" period. During this time, they start to not make an attempt or show interest in participating in the teaching and learning process (Ellis, 1997)

However, being quite common, this phenomenon is not generally given enough attention in EFL research. Teachers and researchers in this domain typically concentrate on elements like imparting speaking abilities or

enhancing grasp of grammar. As a result, despite the fact that students' passive participations have a big impact on English language development (Morita, 2004).

How teachers interpret students' passive participations in EFL classes can be greatly influenced by a number of factors, including the teacher's training and experience as well as the strategies they use. These elements influence how teachers interpret passive, influencing whether they see it as a sign of understanding, a sign of disinterest, or a reaction to a particular teaching strategy (Borg, 2015).

Rohi and Muslim (2023) investigated a research *factors influencing classroom participation: a case study of undergraduate students at education faculty,* focusing on key variables that increase and decrease classroom participation. This research was a quantitative research with used of questionnaires, two classes of observation in the English department, and a review of relevant documents. The results showed that students' willingness to speak in class was affected by their perceptions of classmates, classroom size, and the personalities of both teachers and students. Instructors were seen as central figures in class, with their teaching methods and positive attributes playing a crucial role in encouraging student verbal interaction. As stated by Ghavamnia and Ketabi (2015), one method to assist passive learners in this situation is to locate and pay attention to their voices. It can be equally instructive to focus on the cause of students' passive participations as it can to hear them speak.

Previous studies that are related to student's passive participations had been conducted. One of them was conducted by Braeik (2018) with research ttile *Behaviors of EFL Students on Cyber Classes: Passive presence in Google Classroom; survey of causes and attitudes* has mainly focused on passive presence in Google Classroom. This research was conducted by using quantitative research design with questionnaire technique to collect the data. From the results, a questionnaire regarding their internet behavior was filled out by 58 EFL students from Misurata University's English department. Although the majority of students were happy with Google Classroom, they were frequently being passive in online classes because of technical difficulties, a lack of confidence in their language abilities, and unclear outcomes. Despite identifying these factors, the study did not determine how teachers perceive the students' passive participation in the classroom.

The second study was conducted by Meva et al (2023) with the title *teachers' perception of students' silence in EFL classroom* and was primarily concerned with teacher perspectives, solutions, and strategies related to students' passive during English language learning. Researchers used qualitative research using case study methods with data collection instruments using structured interviews and observation checklists. The participants of this study were English teachers at SMKN 11 Malang. The data was thematically analyzed. The study's findings revealed that the teacher interpreted the students' silent as psychological in nature, indicating a lack of motivation and confidence in their ability to learn a language. Although research on teacher

perceptions has been conducted, there are still students who are not active during the learning process in the classroom.

The third study was conducted by Mariappan (2023) with the title *empowering passive learners: enhancing the teaching and learning process with scenario-based learning* that focused on enhancing the teaching and learning process with Scenario-Based Learning. This research was a quantitative design. A hundred and twenty undergraduate students participated in SBL for three months during a semester of study. Questionnaires and classroom observations served as the main data sources for this research. From that research was found that most passive students responded positively and they were more willing to speak English. SBL proved to be an effective strategy for enhancing communication skills and preparing students for future challenges.

Even though previous studies offer insightful information have addressed student passive in English classes, this study has a more specialized focus on 2 Junior high schools in Southwest Aceh. The difference in research location may bring contextual differences and certain variables unique to that educational environment. The factors impacting student passive and teachers' perspectives of the phenomena were highlighted in a previous study. Based on this difference research location, the researcher will go deeper into figuring out how student passive participations affects decisions and instructional methods. Investigating this study is essential because it has the potential to

greatly improve our comprehension of student passive, especially in the particular setting of schools in Southwest Aceh.

Based on preliminary research that was conducted in October 2023 where the researcher interviewed 3 teachers at 2 junior high schools in Southwest Aceh, it was found that the students did not participate actively in the classroom. When the teacher is explaining the material, they usually tend to be silent and just partially engage. Some teachers contend that because other students are too chatty during class, the passive students are a good thing. On the other hand, some teachers contend passive students represent a challenge that has to be addressed in order to enhance both the learning process and the learning environment.

Based on the explanation that mentioned above, this research will focus on the function of English teachers, seeks to offer insightful information about how they deal with students' passive participations which influences decisions about teaching strategies. The research aims to gain a full understanding of teachers' responses to the challenges, which in turn affects the efficiency of the learning environment.

B. Research Question

Based on the background of study above, the research questions as follow:

1. How do the teachers perceive students' passive participations in the classroom?

2. What are the strategies that used by teachers to make the learning process more active?

C. Research Aim

- To find and explore the factor that influence students' passive in classroom
- To find and explore the strategies used by teachers to make the learning process more active.

D. The Significance of Study

The results of this study are expected contribution to understanding the teacher-student interaction in EFL classroom and potential improvements in English language teaching and learning.

a. To Students

Students stand to benefit from a more engaging and personalized learning experience, potentially boosting confidence, active participation during the class and communication skills.

b. To Teachers

For teachers, it offers insights into refining teaching strategies and fostering a more inclusive classroom, potentially improving classroom management and tailoring instruction to diverse learning styles

c. To Researchers

It is expected that the results of the research would offer a thorough understanding of how teachers perceive students' passive when they

are studying English as a foreign language. The results may serve as a foundation for the creation of instructional techniques that break through student passive and encourage active engagement.

E. Research Terminologies

a. Teacher's Perception

Teacher's perception is the process of a teacher understanding or intending to make assumptions about the subject or anything else based on information obtained from both inside and outside of themselves (Sintia, 2021 as cited in Nashirah 2023). In this research, the teacher's perception means the English teacher's thinking about the phenomenon of student's silence in classroom.

b. Student's Passive Participation

Student's passive participations is used to include students who are not present in a particular topic, it is considered to be the absence of speaking or even the whole absence of audible verbalization (Bosacki, 2005). According to Chickering and Reisser (1993) students who are not actively engaged in the learning process are said to be in a state of passive student engagement. They stay out of debates, don't make comments, and don't ask questions. In this research, student's passive means the students who do not contribute actively during the learning process, where students are often lack self-confidence and afraid to express their opinions in class.

CHAPTER II

LITERATURE REVIEW

A. Student's Passive Participations in EFL Classroom

a. Definition of Passive Participations

Bosacki (2005, as cited in Hanh 2020) has provides a thorough explanation of passive, defining it as the lack of vocalization. In his writing, Bosacki questions the accepted notion of passive, arguing that it encompasses more than just the absence of audible verbalization. According to the statement, passive may also be interpreted in educational settings, where students might display a type of quiet by not being able to express particular topics or thoughts. This enlarged definition of passive encourages further investigation of its varied forms and implications in the fields of linguistics and education.

According to Aiken (2007, as cited in Choi and Hur, 2023), passive participation from students is the absence of desire or effort to participate in educational activities. It is possible for passive kids to neglect their homework, skip class, or take part in extracurricular activities.

According Baltezarevic (2022), passive indicates the ignorance of people who are not aware of the situation. It may be because they are unable to communicate or because they do not understand the situation or the things that are happening at that time. Fivush (2010) defined passive as the same act of

being steady, composed, and peaceful while demonstrating intimacy, privacy, and appreciation for others.

According to Ping (2010, as cited in Maher and King, 2023) being "passive" refers to more than just a person choosing not to speak. Based on the statements above, it appears that students may be silent because they find it difficult to discuss or share their ideas with their teachers and fellow students. In this case, the quiet could be a reflection of students' feeling uncomfortable or barriers to communication when interacting with their classroom.

Passive is defined as a state in which students are like-minded towards the institutional norm, text, and interaction during the teaching and learning process (Schultz, 2012). For example, they may hesitate to express their opinions or ideas in public, or just did not want to do something in the classroom.

b. Theoretical of Student's Passive Participations

The spiral of passive theory is one of the most remarkable approaches regarding public opinion and its role in society. Elizabeth Noelle-Neumann, (a German sociologist and political scientist, created it in the 1970s as cited in Hakobyan 2020) the theory is predicated on the irrational view of public opinion, which is thought to govern society's members and preserve its integrity by establishing what constitutes morality or immorality, good or bad, right or wrong. The main ideas of Noelle-Neumann's theory are developed based on earlier philosophical approaches to public opinion.

The foundation of Noelle-Neumann's theory is earlier philosophical thinking about the concept of public opinion. This relationship highlights the theory's intellectual heritage, which it builds upon and draws from fundamental philosophical viewpoints. The conceptual foundations of the Spiral of Passive theory are deeply ingrained in the historical development of philosophical investigations into the nature and impact of public opinion, as we explore the theory's premises (Hakobyan, 2020).

c. Factors Influencing Students' Passive Participations

1. Cognitive Factors

Cognitive factors are an individual's intrinsic traits that influence their behavior and learning. It has to do with the mental processes involved in thinking, which cause students not able to speak because they are unable to comprehend the subject matter. Students may hesitate or find it difficult to express their ideas because the cognitive demands of the subject matter are greater than their current comprehension level. This is partly due to the cognitive complexity involved in grasping the material (Roy, 2013)

جامعة الرانري
AR-RANIRY

Indriyani (2012) also stated in her research cognitive factors are students' incapacity to engage with, evaluate, and critique the instructional materials. In order to accomplish all of that, students have to understand and get to know with the subject. As a result, students who are not familiar with the subject matter or who do not understand it well may find it difficult to communicate verbally. These students stop talking because they find it difficult

to understand the content, which makes it difficult for them to participate in class discussions or answer questions from the teacher.

2. *Affective Factors*

Affective factors are people's feelings and perspectives about themselves or their surroundings. These elements are crucial to the process of learning a second language (Affective Factors in Second Language Acquisition, 2021). In second language, these emotional and behavioral components are essential to the complex process of learning. The way that learners feel about their own talents, how confident they are, and how they view the learning environment can all have a big impact on how effective language acquisition is.

Success in schooling is not purely based on intelligence. As components of affective learning, feelings, emotions, and attitudes also play a role (Hoque, 2021). There are two types of elements that impact affective aspects that stem from students' self-perceptions of themselves and their classmates in the classroom: internal and external factors (Muhayyang et al., 2023). Students' own internal factors include things like their dread of making blunders. On the other hand, the students' classmates have an impact on external issues, such as the fear of being different, uncomfortable, or receiving unfavorable feedback. Due to these two circumstances, students find it difficult to speak in class since they feel under so much pressure (Reda, 2009).

3. Linguistics Factors

Three linguistic factors—a lack of vocabulary, a poor understanding of grammatical patterns, and inaccurate pronunciation—affect students' passive during classroom activities. These are three of the five markers of speaking ability that were previously stated. Grammar gives students the structure they need to organize and effectively communicate their messages and ideas (Wang, 2015). Vocabulary ignorance can cause students to struggle with language production and reception, making it difficult for them to convey their ideas in English. Pronunciation errors might lead to students' performing poorly and comprehended by other people (Al Jandhami, 2018)

4. Psychological Factors

Psychological factors exist at three inter-related but separate levels: temperament, mood and emotional reaction. Psychological variables like stress, anxiety, sadness, motivational deficits, loneliness, helplessness, and phobias are the primary causes of these issues. These psychological issues can cause students in higher education institutions to do poorly on tests, fail academically, have low self-confidence, worry excessively, and experience fear or uneasiness that interferes with their ability to operate properly (Beharu, 2018).

In adulthood, temperament is a relatively stable predisposition influenced by early experiences and genotype. It has an effect on their emotional health beyond to their academic performance. Persistent

psychological problems can lead to a reduction in self-confidence and an all-encompassing feeling of self-doubt that makes it difficult for them to be effective in the classroom. Over-anxiety and feelings of fear or unease become disruptive factors that hinder pupils' ability to perform at their best. Their emotional difficulties may show up in a variety of areas of their lives, such as their academic endeavors, interpersonal interactions, and general well-being (O'Grady & Meinecke, 2015)

B. The Strategies Dealing with Students' Passive Participations

There are many ways to deal with students who passive in the class, given the many situations that can cause this problem. Studies showed that teachers' methods, the content of the lessons, the collaboration of the class, and the personality and language skills of the students are examples of both impersonal and personal, linguistic, and psychological aspect (Hanh, 2020).

a. Creating a Supportive Environment

Creating a welcoming and inclusive learning atmosphere in the classroom helps reduce students' fear and boost their participation. Students are more likely to feel free to express themselves in class when there is an open and accepting environment rather than when they are burdened by fear or anxiety. Assuaging anxieties of criticism or judgment, this supportive learning environment fosters a sense of belonging and helps students participate fully in class discussions (Juma, 2022)

Additionally, an inclusive setting gives students the impression that their viewpoints are accepted and acknowledged, which boosts their confidence in their ability to contribute to the learning process. Teachers can help students reach their full potential and enhance their learning experience by reducing fear and fostering a supportive environment. Students who are in such a setting are not only more likely to engage in class activities, but they are also more likely to succeed both academically and personally (Thompson et al., 2010).

b. Encouraging Participation

Students can overcome their silence by using teaching strategies including group discussions, pair work, and interactive activities that encourage student participation and engagement (Muhayyang, 2023). Students can voice their opinions in a collaborative environment through group discussions, which promotes shared learning and gives confidence to those who might be afraid to stand up in front of others. Contrarily, pair work fosters a more personal environment where students can discuss ideas with a peer and may help reduce the nervousness that comes with speaking in front of the class. Teacher must not interrupt while students give their opinion in classroom. (Rakasiswi, 2013).

By implementing these strategies, educators can create an inclusive learning environment that accommodates different learning styles, boosting students' confidence and gradually helping them overcome any reluctance to speak up in class (Cheng, 2000)

c. Building Confidence

Language acquisition is a skill that requires practice, teachers can help students' language skills gradually grow by implementing activities that promote verbal expression (Liu, 2002). Furthermore, creating a helpful learning atmosphere is greatly aided by providing positive reinforcement. Students are more likely to feel comfortable expressing themselves and taking chances with language use when they receive encouraging comments and constructive criticism for their efforts (Peng & Wooddrow, 2010).

All things considered, the act of offering a wealth of practice opportunities in conjunction with the creation of a supportive and upbeat environment goes a long way toward reducing the anxiety that comes with learning a language. This, in turn, encourages students to take on challenges and become more involved in the process of learning a language (Spring, 2013).

CHAPTER III

METHODOLOGY

This chapter elucidates the research approach. The topic comprises five sections: research design, research location, research participants, data collection, and data analysis. These sections must be written with clarity as they demonstrate the methodology employed in this research.

A. Research Design

Research design is the framework developed to support the research plan in order to achieve the goal of answering the research questions. Knowing research design will enable the study to obtain the resources it needs to address its research issues (Jolley and Mitchell, 2010). The researcher employs a qualitative method for this study. Qualitative research is a methodological technique that focuses on examining and understanding the intricacies of human experiences, behaviors, and social phenomena (Merriam, 2015). It highlights the subjective interpretation of data, which is frequently obtained by means of content analysis, interviews, and observations.

The researcher used qualitative method because researcher could get a deeper information by asking questions the teachers to express their opinions and thoughts on a topic without providing them with much guidance on what to

say to gain a better understanding of student's passive participations in classroom.

B. Research Location

This research was conducted at 2 junior high schools of Southwest Aceh, the first one is MTsN 3 Aceh Barat Daya which is located on Meulaboh Tapak Tuan St, Padang Sikabu village, Kuala Batee district and the second one is MTsS Babahrot which is located on Meulaboh Blang Pidie St, Pante Cermin Village, Babahrot District. The research location encompassed the teachers who taught in the English classroom with different grade class.

C. Research Participants

1. *Population*

Creswell (2012), states that population is a number or set of individuals who have similar characteristics or traits. According to Sulistyo (2006), also considers that the population is part of the research object. The population of this study consisted of teachers specifically teaching English at MTsN 3 Aceh Barat Daya and MTsS Babahrot.

2. *Sample*

Acharya, et all (2013), stated that sample is a small portion of the overall population chosen to represent the entire population. According to Nawawi (2012), a sample is a subset of the population that is used to represent the full population. Mardalis (2009) defined a sample as a representative subset

of the total population that is being studied. A sample is a subset of a research population that is chosen to represent the entire population.

The samples of this study were five English teachers of MTsN 3 Aceh Barat Daya and MTsS Babahrot. The teachers were teaching in the different grades of junior high school level. The reason for selecting these five teachers as a sample because they all noticed that students in their class are often being passive during learning process. They faced a challenge related to this and then looked into this phenomenon more closely.

D. Technique of Data Collection

- Interviews

An interview is a structured or semi-structured interaction between a researcher and a participant or group of participants characterizes an interview. It acts as a tool for compiling in-depth data, viewpoints, and ideas on a particular area of interest (Smith, 2015). The researcher used semi-structured interview to collect the data. According to DeJonckheere and Vaughn (2019), semi-structured interviews are utilized to gather important data in the form of individual experiences, attitudes, perceptions, and beliefs about the subject matter. This interview aimed to gain deeper teachers' perception of students' passive phenomena. In addition to creating various questions on the subject that participants were free to answer, I also gave teachers some questions to answer that should not deviate from the research's main issue.

E. Technique of Data Analysis

1. Data Reduction

Data reduction is the process of refining, classifying, directing, eliminating superfluous information, and organizing data so that conclusions can be made and validated. Through careful selection, qualitative data can be reduced and changed in a variety of ways. Put it under a more general category with a synopsis or short description, and so forth (Hardani et al, 2020).

2. Data Display

Data display in qualitative research can took several forms, including flowcards, charts, short descriptions, and correlations between categories. It will be simpler to comprehend what happened and organize future work based on what has been learned by displaying data (Hardani et al., 2020 as cited in Nashirah, 2023). The researcher presented research findings visually to help summarize findings and facilitated the identification of the decision-making process.

3. Drawing and Verifying Conclusions

Following the data display, there was an interpretation of the data, conclusions were drawn, and links were made between the results and the goals of the research. In accordance of the study questions, the researcher reviewed the data that had been gathered and drew conclusions that were supported by the data analysis and evidence.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This study was conducted with interview. The data from the interview aimed to answer the research questions about how teachers perceive students' passive participation in the classroom and what strategies are used by teachers to make the learning process more active. The interview data were obtained from five English teachers of two Islamic schools in Aceh Barat Daya; their initials are HMB, RN, PP, AD, and MWD. HMB, RN, and MWD are English teacher at MTsN 3 Aceh Barat Daya who taught three different grade classes. PP and AD are two English teachers from MTsS Babahrot. PP taught grades seven and eight, and AD taught grade nine. The data collection process in this research took for a day, on June 1st, 2024. The study utilized semi-structured interview to collect the data. Each teacher spends about 20-30 minutes to answered 10 questions to share their opinions and experiences about the topic. The interview results were categorized into two topics, detailed as follows:

1. **Teachers' perceptions of students' passive participations in classroom**

   a. Teachers' Perceptions

In this section, the researcher discussed how the teachers' perceive the phenomena and includes the factors why the students' being passive during learning process. Students' passive participations has emerged as an important

research topic, particularly at the junior high school level, where it is common among students studying English as a Foreign Language (Juniati et al, 2018). This phenomenon has gained attention since students' passive participations can have an impact on the learning process and classroom engagement. EFL students may feel embarrassed or unconfident when speaking English, resulting in them becoming silent more frequently.

Two out of four teachers provided identical definitions and another two teachers defined students' passive participation with different definitions. The following below is the results of the definition as stated by HMB:

> "I think every teacher has the same definition of passive student participation during class. It happens because of the similarity of influencing factors. In my opinion, student participation during class is **a lack of interest** or not interest in responding to the teacher during the teaching and learning process."

Similar to MWD, she also stated that lack of interest was one of the definitions that she faced during the class:

> "In my opinion, the definition of students' passive participations is a student who does not participate when I ask a question or we ask him to do something, **they are not interested in doing something**, they do not respond or just sits on their chair, or tend to be silent."

One of the most important factors in attracting students' and teachers' attention is motivation. Over the years, the foundation of the educational process has been the existence of motivation in the classroom (Rone et al,

2023). Encouraging students to participate in the classroom has always been critical to their learning and skill development. The students who participated increased their knowledge base, demonstrated their understanding of the subject, developed their confidence, and applied theory (Susak, 2016). And based on the results of these interviews, students' lack of interest in learning English is one of the factors in their lack of motivation to learn. Motivation greatly affects student interest, and makes the teaching and learning process more enjoyable.

However, in contrast to the two opinions above, PP defined that students' passive participation was a condition where students did not support the learning process due to the absence of responses such as asking questions.

> "In my view, the definition of students' passive participation in the classroom refers to a situation where students are **minimally engaged in the teaching and learning process.** This includes behaviors such as **not responding to questions, not posing inquiries, and failing to follow the teacher's instructions**. This is my understanding of students' passive participation."

Similarly to PP, MWD described students' passive participation as a condition in which students did not actively participate in classroom activities. This lack of engagement can manifest in various ways, such as not responding to questions, avoiding group work, or showing minimal interest in class discussions. She stated:

> "Each teacher has a different definition of this concept, as individual perspectives vary. In my opinion, students' passive participation refers to a situation where **students do not participate in discussions** during the teaching and learning process in the classroom."

According to MWD statement, passive participation indicates a deeper issue where students might be physically present but mentally disengaged from the learning process. This condition can significantly impact their overall learning experience and academic performance.

Another statement from RN indicated that students' passive participation occurred because they did not like English. She suggested that a psychological approach must be taken by the teacher to understand the willingness of the learners.

> "Teachers employed varying criteria to characterize a passive student. In my view, student passive participation was one who **exhibited a lack of enthusiasm for English.** To address this, **it was essential to engage with the student and inquire about the underlying reasons for their disinterest**. Should the student have displayed an inherent lack of motivation, **and there should have been a psychological approach with the student,** so that the teacher could understand the reasons why they were not able to actively participate in the class."

Abdullah (2014) defined motivation as students' inherent interest in learning a language. In this context, students are considered unmotivated if they lose focus on English for an extended period and show no effort in mastering the language. Additionally, Zhang (2019) emphasized that students' negative psychological states, particularly low motivation, lead to a loss of interest and a tendency to give up on learning English. This can be categorized

as a lack of serious learning attitude, which is a primary factor contributing to classroom silence.

Based on these results, the study emphasizes the results of teachers' perception of students' passive participation for the learning process and classroom engagement in junior high school. It highlights a crucial problem: students' passive participation, which is defined by lack of interest and a reluctance to answer or participate.

b. Factors that influence students' passive participations in the classroom

Students' passive participation in the classroom is one of the common problems faced by teachers. This problem can hinder the learning process and result in low student learning outcomes. Therefore, it is important to understand the factors that cause student passivity and find the right solution to increase their activeness.

Based on the results of interviews with the participants, there are several factors that can be divided into two categories, namely internal and external factors, which can affect student passivity in the classroom.

1) Internal Factors

Internal factors are factors that come from within oneself. Factors that are experienced or come directly from the learners themselves. Abdirimova (2023) stated about several factors contributed to students' passivity in English classes. These included difficulties in understanding the material, classroom

conflicts, low motivation, and ineffective teaching methods. The following were the internal factors that the researcher obtained from the interviews with the participants.

a) *Students' Lack of Interest*

Lack of student interest is one of the main factors that contribute to students' passive participation in learning. This can manifest in various forms, such as indifference to the subject matter. Students may not be interested in the material being taught, so they did not feel motivated to engage in learning activities. This was confirmed by HMB:

> "First, it was because **there is no interest**. Secondly, the environment, both in the school environment and home environment were the main cause."

Similarly with HMB, RN also described her statement:

> "**Lack of interest**. Sometimes the children have lack of interest. In English, yes. There is the pronounce, they do not memorize the vocab. So sometimes not all students can do it. And there is talent, he first wants it first, there is children who don't want it. Later we will see how all the students are, and **there must be those who lack interest**. **We approach them, we ask them what problems they face**."

Based on the two statements above, the researcher concludes that students who find the material unattractive tend to become disengaged in classroom. This lack of interest can be attributed to a variety of things,

including boring teaching techniques, topics that are unrelated to their lives, and teachers who fail to attract their interest.

b) *Students' Low Self-confidence*

Afiatin and Andayani (cited in Komara, 2016) defined self-confidence as beliefs in personality strengths, abilities, and skills. Self-confident individuals believe they are capable of handling any challenge with their own skills. This was confirmed by RN as she stated:

> "Maybe from himself. Then from his friends. There are no friends with whom he can speak English. Among other friends he **doesn't understand, so he's confused**. Therefore, **he feels difficult and not confident to speak in English.** So there must be a psychological approach with him to make more confident to speak"

Low self-confidence can make students feel reluctant to actively participate in class. They may be afraid of being wrong or being laughed at by their friends, so they choose to stay quiet and not engage in the teaching and learning process. This can be exacerbated by a lack of experience in discussing or presenting in public. RN also stated:

> "They are **afraid of making a mistake and then being laughed at by the whole class.** It happens a lot in this school, they think it's funny when their friends do wrong. **And then they tend to be shy to speak or uncomfortable to express their opinions because of that**."

In conclusion, Low self-confidence seems to be a major obstacle to student participation. Students do not participate in class activities due to fear of making mistakes and being judged by other students. Establishing a helpful

and positive learning atmosphere is essential to addressed. This could entail giving each student individualized attention, rewarding effort above flawless performance, and providing chances for them to practice speaking English in a secure environment.

c) Language barrier

In Indonesia, mastering foreign languages is a significant challenge to academic skill development. This issue is evident in both verbal and written communication (Malik, 2021). This is evidenced by the following statement from MWD below:

> "Based on my experience as a teacher, it seems that the students' engagement, whether active or passive, is not significantly influenced by their family environment or social interactions. **The primary reason for their lack of active participation is their insufficient knowledge of English. This is likely because English is a foreign language, not their mother tongue, not Indonesian, not our native language.**"

Because English is not their first language or mother tongue, students struggle to understand what the teacher conveys during the learning process. This difficulty in mastering the English language affects their overall academic performance. Several students in the school experience challenges with the language. AD also provided a statement, confirmed that some students struggled to read English sentences when asked to come to the front of the class:

جامعة الرانري
AR-RANIRY

"I asked my students to read an English sentence and practice it directly in front of everyone. **They read it hesitantly and didn't understand the meaning. Sometimes, they didn't know at all how to spell those letters.**"

Based on the research findings, the researcher can conclude that language difficulties are a significant factor influencing students' passive participation in the classroom. This study indicated that mastering foreign languages, particularly in English language, was a significant challenge in developing academic skills. This was evidenced by students' difficulties in understanding teachers' explanations and actively participating in class due to their limited English proficiency. Consequently, students' overall academic abilities were affected.

2) External Factors

External factors are those originating outside the individual that influence the behavior, performance, or conditions of the individual. In this section, the researcher identified three external factors that influence students' passive participation in class included: family environment, teaching methods, and technology usage.

a) Family Environment Factors

In this case, the family environment factor contributed to students' passivity in EFL classroom. This was due to insufficient support from families; parents did not provide adequate guidance and support for their children's

learning. Moreover, many parents were not fully aware of the importance of learning foreign languages for the future. This was evidenced by statements from AD:

> “One significant factor contributing to students' passivity in class is **the absence of family support,** where their families typically show little concern for their children's academic challenges.”

PP also made a similar statement, emphasizing the significant influence of family support on students' classroom participation:

> "Firstly, perhaps **their parents were not very supportive of their child's education.** If parents did not care about their child's education, then the child **felt liberated because they were not required to study.** Parents tended to send their children to school but did not provide full attention to their education."

Based on the data, this research suggested a strong connection between the family environment and student participation in the EFL classroom. The findings indicated that a lack of support from families, including inadequate guidance and a perceived indifference towards the importance of English language learning, contributed to student passivity. Statements from teachers AD and PP highlighted this connection, suggesting that parental involvement and concern for academic progress directly influenced a student's motivation to participate.

b) Unattractive Teaching Methods

The use of engaging teaching methods captured students' attention and motivated them to learn. Students were often drawn to activities they found enjoyable. When teachers relied solely on lecture-based methods, students became bored during the learning process. Consequently, they ignored what their teachers were saying. This was evidenced by statements from HMB:

> "For instance, the material and methods used by the teacher, including the use of computers, influenced students' passivity or engagement. If the **teaching methods were dull, students would also become passive.** Therefore**, selecting the right and engaging methods can significantly affect students' participation and activity levels in the classroom.**"

Additionally, HMB emphasized that teachers are also required to have a sufficient mastery of vocabulary and employ effective teaching techniques in the classroom. These skills can be used to capture students' attention.

> "A teacher must have **a strong command of vocabulary and effective techniques to capture students' attention.** Therefore, teachers should read extensively and avoid displaying anger, as these approaches can significantly enhance students' interest and engagement."

Similar to HMB, RN also expressed the same opinion regarding the use of engaging teaching methods:

> "The use of teaching methods significantly impacts student engagement. **To prevent students from becoming bored, it is essential to skillfully select appropriate and engaging methods**."

Student engagement can be influenced by the teaching methods used by the teacher. At times, using group methods can help students become more active because they have peers who can assist them with their studies. However, group methods often result in only one or two students being passive. This was evidenced by MWD's statement:

> "Yes, **the methods we use in the classroom greatly influence student engagement.** Here, **we often use group methods**, which indirectly encourage students to participate with their peers. **They appear more active when they interact and collaborate with their classmates in groups.** However, based on previous experiences, in group settings, it is usually only one or two students who are active, or are all students active? **No, almost all of them are active.** The dynamic is different when they collaborate in groups compared to when they present individually in front of the class."

This research highlighted the critical role of engaging teaching methods in promoting student participation in the EFL classroom. Students were more likely to be motivated and attentive when lessons incorporated enjoyable activities. Conversely, traditional lecture-style methods led to boredom and disengagement.

In conclusion, the findings supported by statements from HMB, RN, and MWD, emphasized the importance of teachers employing a variety of engaging techniques to capture student interest. These techniques included fostering collaboration through group work, and a strong command of vocabulary by the teacher. While group activities could be highly effective, it

was important to acknowledge that some students might remain passive within the group dynamic.

2. The strategies that used by teachers to make the learning process more active

The teaching-learning process is the fundamental framework for both teachers and learners to achieve specific objectives. Research highlights that the efficacy of this process hinges on employing methods that involved students as much as possible in the classroom learning environment and this inclusive participation serves as a cornerstone of effective active learning strategies (Abedini et al, 2011).

Based on the interviews conducted, the researcher identified three primary strategies employed by teachers to enhance student engagement in the classroom: group work, game-based methods, and technology usage. Several teachers stated a preference for group work, citing its effectiveness in fostering active participation among students. Conversely, some teachers indicated that game-based methods are more efficient in promoting student engagement throughout the learning process. And another teacher stated that the use of technology could attract students' attention to be more active

a. Grouping Method

Based on the data, using group work methods can enhance student engagement in learning. This is because students feel more comfortable when they are in groups with their peers. Additionally, the use of group work

methods is often integrated with the use of technology to help students stay more focused during their learning. This is evidenced by the statement from MWD:

> "One of the strategies was **using group work**. Additionally, incorporating current technology, such as Canva and AI, makes learning more engaging for students."

In alignment with this perspective, HMB also shared a similar view:

> "The strategy I used to encourage students' active participation in class involves **grouping students**. Group work made students feel more **comfortable learning as they are with their peers,** and it compelled them to speak up, allowing them to practice pronunciation and vocabulary."

In conclusion, this research supported the claim that group work methods effectively enhanced student engagement in learning. The data suggested two key factors contributing to this engagement: comfort and collaboration. Students felt more comfortable participating and learning alongside their peers. Group work fostered a sense of belonging and encouraged students to speak up and collaborate. Technology integration, combining group work with technology tools like Canva and AI, further boosted engagement by making the learning process more interactive and dynamic. Overall, this research suggested that educators could significantly

enhance student engagement by incorporating well-structured group work methods and leveraging the potential of relevant technologies.

b. Game- based Methods

Based on interview data, in addition to using grouping methods, teachers also employed game-based methods to enhance student engagement in learning. Several teachers indicated that when they used game-based methods, students were more interested in learning because they found learning through play to be very enjoyable. This approach prevented boredom and monotony that often accompanied traditional lecture-based methods. This was evidenced by PP statement:

> "I am often **incorporated games to make learning more interesting** because students became bored with just video lectures."

RN also provided a similar statement, noting that game-based methods helped students improve their listening, writing, and reading skills, as well as expand their vocabulary. According to RN, students were more focused during the learning process when these methods were used. However, it was noted that game-based methods could not be utilized in every session to ensure students did not become solely focused on the games. RN elaborated:

> "**Using gaming-based method**, for instance, at the beginning of a session, **we introduced a small game to engage students**. Even if they struggled initially, it encouraged them to try alongside their peers,

> **helping them memorize some vocabulary.** The key was to use vocabulary games to keep them from getting bored."

In conclusion, that game-based learning methods significantly enhanced student engagement. Students found learning through games more enjoyable than traditional lectures, which helped prevent boredom and increase their focus. This was supported by teachers who observed increased interest and participation when incorporating games. However, the research also suggested that games should not be the sole focus and are best used strategically to introduce topics or reinforce learning, rather than replace core instruction.

c. Technology Usage

In contemporary times, technology has become ubiquitous, accompanied by various recent innovations that enhance the teaching and learning process. All participants shared a unanimous perspective on technology's influence on student engagement and passivity in the classroom. This consensus is supported by AD's assertion:

> "Indeed, it exerts a profound influence. In today's technological era, **students are notably drawn to technological aspects**. Therefore, I believe technology significantly impacts students' activity levels and passive engagement during school learning. **I frequently utilize videos or songs displayed via projectors to stimulate student interest**."

MWD similarly emphasized the effectiveness of using a projector during lessons to focus students' attention forward. Reflecting on what appears on the whiteboard, MWD remarked:

> "Indeed, the technology employed in the classroom has a substantial impact. **When utilizing a projector**, students are immediately intrigued by viewing content that diverges from the routine lecture format. **This dynamic increases their engagement compared to traditional methods of instruction. Presenting materials such as videos or PowerPoint presentations effectively stimulates their interest**."

In conclusion, technology became pervasive in contemporary education, marked by numerous innovations that enhanced the teaching and learning environment. The unanimous perspective among the participants underscored technology's significant influence on student engagement and passivity in classrooms. These findings suggested that strategically integrating technology into EFL classrooms could be a valuable tool for enhancing student engagement and fostering a more active learning environment.

B. Discussions

This study investigated teachers' perceptions of students' passive participation in the classroom and the strategies employed to foster more active engagement. Conducted through semi-structured interviews with five English teachers from two Islamic schools in Aceh Barat Daya, the research provided insights into the dynamics of classroom participation in the context of English as a Foreign Language (EFL) education.

The participants defined students' passive participation as a lack of student engagement and responsiveness during the teaching and learning process. HMB and MWD highlighted that students' passive participation often stemmed from a lack of interest in the subject matter. MWD noted that students

tended to remain silent and unresponsive due to their disinterest. This aligned with Juniati et al.'s (2018) findings that EFL students often felt embarrassed or unconfident speaking English, leading to frequent silence. In contrast, PP and RN emphasized psychological factors, suggesting that students' lack of motivation and enthusiasm for English significantly contributed to their passivity. RN specifically pointed out that understanding the underlying reasons for students' disinterest through a psychological approach could help address this issue.

The study identified several internal and external factors affecting students' passive participation. Internally, students' lack of interest and low self-confidence were predominant. According to HMB and RN, students who find the material unattractive or irrelevant tend to disengage. Low self-confidence, as discussed by RN, can also make students reluctant to participate due to fear of making mistakes and being judged by their peers. This was similar to previous research conducted by Braeik (2018) that focused on passive participation in online learning environments, identifying technical difficulties and lack of confidence as key factors. While this study did not address online learning, it similarly recognized language barriers and self-confidence issues as significant contributors to passive participation. Language barriers further exacerbate this issue, as students struggle with understanding and using English, impacting their overall engagement in the classroom. Ghavamnia and Ketabi (2015) highlighted the importance of addressing the underlying causes of passive participation, similar to RN's suggestion of a

psychological approach. Meva et al. (2023) also emphasized the psychological nature of student passivity, aligning with RN's observations.

Externally, the family environment, teaching methods, and technology usage were significant factors. AD and PP noted that insufficient family support and guidance contribute to students' passive participations. Furthermore, the use of unengaging teaching methods can lead to student boredom and disengagement. Comparing these findings with previous studies, there are notable similarities and differences. Rohi and Muslim (2023) identified factors such as classroom size and teacher-student dynamics as significant influences on student engagement. This aligns with the current study's emphasis on teaching methods and teacher-student interactions. HMB and RN stressed the importance of employing varied and interesting teaching techniques to capture students' attention. Additionally, technology integration, as highlighted by MWD and AD, can significantly enhance student engagement by making learning more interactive and dynamic.

Teachers employed several strategies to make the learning process more active, including group work, game-based methods, and technology usage. Group work was favored for its ability to foster comfort and collaboration among students. MWD and HMB found that students felt more comfortable and were more willing to participate when working in groups. Game-based methods also proved effective in maintaining students' interest and preventing boredom. PP and RN observed that incorporating games into lessons helped students focus and engage more actively. It was similar with previous research

that was conducted by Mariappan (2023), the research found that Scenario-Based Learning (SBL) effectively enhanced communication skills among passive learners, suggesting that innovative teaching strategies can significantly improve student engagement, consistent with the current study's findings on the effectiveness of game-based methods and technology integration. Additionally, the use of technology, such as projectors and educational software, was seen as a valuable tool for enhancing student interest and participation, as noted by AD and MWD.

Overall, the results showed the importance of addressing student passivity in EFL classrooms. By understanding the various factors that contribute to it and implementing strategies like group work and game-based methods, teachers can create a more engaging and effective learning environment for their students.

In conclusion, students' passive participation in EFL classrooms poses a significant challenge to effective teaching and learning. By understanding the underlying causes and implementing targeted interventions to enhance motivation and engagement, teachers can improve students' active participation, ultimately leading to better academic outcomes and more dynamic classroom environment. This research underlines the necessity of a holistic approach to address passive participation, highlighting the critical role of motivation and teacher-student interaction in fostering an engaging and productive learning atmosphere.

جامعة الرانري
AR-RANIRY

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter is consists of two parts. This chapter begins with conclusion and ends with recommendation. The data that has been analyzed as well as the discussion of the research findings were concluded in the conclusion section. In addition, there are recommended suggestions related to this research.

A. Conclusion

The study aimed to find out teachers' perceptions of students' passive participation in EFL classroom. From the findings and discussions from previous chapters, the researcher concludes several things in this section. First, teachers' perception of students' passive participation. The findings highlighted that students' lack of interest, failure to respond to the teacher, and lack of confidence were the points found from the interview results.

Second, the factors influencing students' passive participation in English as a Foreign Language (EFL) classrooms at the junior high school level. The findings highlighted both internal and external factors contributing to student passivity and identified effective strategies for promoting active learning. Internally, students often found the material uninteresting due to monotonous teaching methods, irrelevant topics, or a lack of personal connection to the content. Additionally, fear of making mistakes or being judged by peers led to

جامعة الرانري
AR-RANIRY

low self-confidence, further contributing to their silence in class. Language barriers, given that English is a foreign language, also hindered students' active participation. Externally, insufficient parental support and guidance regarding studies contributed to students' passivity, while traditional lecture-based methods were found to be dull and disengaging. Although technology has the potential to enhance learning, overreliance on it can also distract students.

Third, strategies that used by the teacher to make students' more active, teachers employed group work, game-based methods, and technology usage. Group work fostered comfort and collaboration, making students feel more at ease and engaged when working with peers. Integrating technology tools like Canva and AI in group activities made learning more interactive and dynamic. Game-based methods made learning more enjoyable, preventing boredom and increasing focus. However, games were most effective when used strategically to introduce topics or reinforce learning rather than replacing core instruction.

The study concludes that addressing students' passive participation in EFL classrooms requires a multifaceted approach. Understanding the underlying causes, such as lack of interest, low self-confidence, and language barriers, is essential. Additionally, implementing strategies like group work and game-based methods can significantly enhance student engagement and create a more dynamic and effective learning environment. By fostering a supportive classroom atmosphere and leveraging interactive teaching techniques, teachers

can improve students' active participation, leading to better academic outcomes and overall classroom dynamics.

B. Recommendation

For Teachers, incorporate a variety of engaging teaching strategies, such as group work and game-based learning, to capture students' interest and encourage active participation. Using technology tools like Canva and AI can also make lessons more interactive and dynamic. Create a classroom atmosphere where students feel comfortable and confident to express themselves. This can be achieved by providing positive reinforcement, addressing fears of making mistakes, and encouraging collaboration among peers. Make the material more relatable by linking lessons to real-life scenarios and students' personal interests. This can help increase their motivation and engagement with the subject matter. While games can enhance engagement, they should be used strategically to introduce or reinforce topics, not replace core instruction. This ensures that learning remains balanced and effective.

For Researchers, conduct further research on the factors influencing student participation across different educational levels and cultural contexts. This can provide a more comprehensive understanding of the issue. Study the long-term impact of various teaching methods on student engagement and academic performance. This can help identify the most sustainable and effective strategies. Examine the effectiveness of different technological tools

جامعة الرانري
AR-RANIRY

in enhancing student engagement and learning outcomes. This includes exploring potential drawbacks and best practices for their implementation.

For Students, encourage students to actively participate in class activities, ask questions, and engage in discussions. This will help build their confidence and enhance their learning experience. Foster a spirit of collaboration by working effectively in group activities. This can provide support and motivation, making the learning process more enjoyable and effective. Encourage students to view challenges, such as language barriers and fear of mistakes, as opportunities for growth. Developing a positive mindset towards learning can significantly improve their engagement and academic success.

REFERENCES

Abdirimova, M. R. (2023). What factors can influence passive pupils not to take an active part in an english lesson in non-English speaking countries? Different methods of how to deal with weak students. *Galaxy International Interdisciplinary Research Journal*. *11(8)*, 225-230.

Abedini, Z., E Jafar, B., & T Dadkhah, T. (2011). Effectiveness of reflection in clinical education: nursing students' perspective. *Iran Journal of Nursing*.

Acharya, A. S., Prakash, A., Saxena, P., & Nigam, A. (2013). Sampling: Why and how of it. *Indian journal of medical specialties*. *4(2)*, 330-333.

Ahmad, I. S., Abdullah, H., & Ghani, M. F. A. (2014). Attitudes and motivation toward learning the English language among students from Islamic education system background: Exploring the views of teachers. *Journal of Education and Learning (EduLearn)*. *8(3)*, 195-208.

Affective Factors in Second Language Acquisition. (2021). Retrieved from *https://study.com/academy/lesson/affective-factors-in-second-language-acquisition.html*.

Al Jahdhami, S. (2018). Revisiting the perception of silence in Linguistics. *Journal of Advances in linguistics*. *9*, 1471-1477.

Baltezarević, R. V., Kwiatek, P. B., Baltezarević, B. V., & Baltezarević, V. N. (2022). The meaning of silence in personal communication: spiral of silence or a stimulant of creativity?. *Creativity Studies*. *15(1)*, 58-73.

Beharu, W. T. (2018). Psychological factors affecting students' academic performance among freshman psychology students in Dire Dawa University. *Journal of Education and Practice*. *9(4)*, 59-65.

Bligh, C. (2014). The silent experiences of young bilingual learners: A sociocultural study into the silent period. *Springer*.

Borg, S. (2015). Teacher cognition and language education: Research and practice. *Bloomsbury Publishing*.

Bosacki, S. L. (2005). The Culture of Classroom Silence. New York: Peter Lang.

Braiek, M. S. (2018). Behaviors of EFL Students on Cyber Classes: Passive presence in Google Classroom; survey of causes and attitudes. *Misurata University*.

Brown, H. D. (2000). Principles of language learning and teaching (Vol. 4). New York: Longman.

Cheng, X. (2000). Asian students' reticence revisited. *System.* 28(3), 435-446.

Choi, H., & Hur, J. (2023). Passive participation in collaborative online learning activities: A scoping review of research in formal school learning settings. *Online Learning Journal*. 127.

Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. (4th ed.). Boston. *MA: Pearson.*

DeJonckheere, M., & Vaughn, L. M. (2019). Semistructured interviewing in primary care research: A balance of relationship and rigour. *Family Medicine and Community Health*, 7(2), 1–8. Retrieved from https://doi.org/10.1136/fmch-2018-000057

Ellis, R. (1997). Second language acquisition. *The United States: Oxford*. 98.

Fivush, R. (2010). Speaking silence: The social construction of silence in autobiographical and cultural narratives. *Memory*. *18*(2), 88-98.

Ghavamnia, M., & Ketabi, S. (2015). Voices from the voiceless: Iranian EFL students' attitudes toward English. *Innovation in Language Learning and Teaching*, 9(2), 102-114.

Hakobyan, A. (2020). Digitalization of communication and the spiral of silence theory. Wisdom. 14(1), 19-30.

Hanh, N. T. (2020). Silence Is Gold? A Study on Students' Silence in EFL Classrooms. *International Journal of Higher Education. 9(4),* 153-160.

Hardani, H., Andriani, H., Ustiawaty, J., & Utami, E. F. (2020). Metode penelitian kualitatif & kuantitatif. *Pustaka Ilmu.*

Hoque, M. E. (2021). The Learner-centered Paradigm of Education: Turning the Classroom into a Community. The EDRC Journal of Learning and Teaching, *7(2),* 29-40.

Indriyani, R. (2012). Factors Affecting Students' Silence in Intro to Literature Class. *Doctoral dissertation*. Program Studi Pendidikan Bahasa Inggris FBS-UKSW.

Juma, O., Husiyin, M., Akhat, A., & Habibulla, I. (2022). Students' Classroom Silence and Hopelessness: The Impact of Teachers' Immediacy on Mainstream Education. *Frontiers in Psychology*. 12, 819821.

Juniati, S.R., Jabu, B., & Salija, K. (2018). Students' silence in the EFL speaking classroom. *Doctoral disertation.* Universitas Negeri Makassar.

Liu, J. (2002). Negotiating silence in American classrooms: Three Chinese cases. *Language and intercultural communication*. 2(1), 37-54

Maher, K., & King, J. (2023). Language anxiety and learner silence in the classroom from a cognitive-behavioral perspective. *Annual Review of Applied Linguistics*. 1-7.

Mardalis (2009). Metodologi Penelitian. *Cetakan ketujuh*. Jakarta: PT. Bumi Aksara.

Mariappan, L. (2023). Empowering passive learners: Enhancing the teaching and learning process with scenario-based learning. *The English Teacher*. 52(2).

Medaille, A., & Usinger, J. (2019). Engaging quiet students in the college classroom. *College Teaching*. 67(2), 130-137.

Merriam, S. B., & Tisdell, E. J. (2015). Qualitative research: A guide to design and implementation. *John Wiley & Sons.* San Francisco.

Meva, A. H., Nuridi, S. P., & Susilo, A. S. (2023). Teachers perception of students' silence in EFL classroom. *Jurnal Scientia*. 12(03), 2249-2253.

Mitchell, M. L., & Jolley, J. M. (2010). Research design explained (seventh ed,Vol. 49). *Cengage Learning*.

Morita, N. (2004). Negotiating participation and identity in second language academic communities. *TESOL Quarterly*. 38(4), 573-603.

Muhayyang, M., et al (2023). Students' Affective Silence in English Classroom Interaction. *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra*. UNM Online Journal Systems.

Nakane, I. (2002). Silence in the multicultural classroom: perceptions and performance in Australian university classrooms. *Inter-Cultural Studies.* 2(1), 17-28.

Nashirah, S. (2023). *English teacher's perceptions on test item content validity (a case study at a senior high school in Banda Aceh)*. Universitas Islam Negeri Ar-Raniry. Banda Aceh.

Nawawi, Hadari (2012). Metode penelitian bidang sosial. *Gadjah Mada University Press*. ISBN 9789794200643.

O'Grady, M. A., & Meinecke, L. (2015). Silence: because what's missing is too absent to ignore. *Journal of Societal and Cultural Research*. 1(1), 1-25.

Peng, J. E., & Woodrow, L. (2010). Willingness to communicate in English: A model in the Chinese EFL classroom context. *Language learning*. 60(4), 834-876.

Rakasiwi, R. (2013). Five Pre-Service Teachers' Interaction Strategies Dealing with Passive Junior High School Students in English Class: A Study at SMPN 1 Banyubiru. *Doctoral dissertation*, Program Studi Pendidikan Bahasa Inggris FBS-UKSW.

Reda, M. M. (2009). Between speaking and silence: A study of quiet students. State University of New York Press. New York.

Rohi, S., & Muslim, S. (2023). Factors Influencing Classroom Participation: A case study of undergraduate students at education faculty, Paktia University. *Journal for Research in Applied Sciences and Biotechnology*. 2(1), 99-104.

Rone, N., Guao, N. A., Jariol, M., Acedillo, N., Balinton, K., & Francisco, J. (2023). Students' lack of interest, motivation in learning, and classroom participation: how to motivate them?. *Psychology and Education: A Multidisciplinary Journal*. 7(8), 636-646.

Roy, E. (2013). Cognitive Factors. In: Gellman, M.D., Turner, J.R. (eds). *Encyclopedia of Behavioral Medicine*.

Schultz, K. (2012). The fullness of silence in the classroom. Phi Delta Kappan. 94(2), 80-80.

Smith, J. A. (2015). Qualitative psychology: A practical guide to research methods. *Qualitative psychology*. 1-312.

Smith, M. (2010). Passive participation in the EFL classroom: Causes and solutions. *The Canadian Modern Language Review*. 66(3), 393-414.

Spring, H., & McCluskey, C. (2013). Building confidence. *Research, Evaluation and Audit*. London. Facet, 15-29.

Sulistyo, B. (2006). Metodologi penelitian. *Wedetama Widya Sastra.* Jakarta.

Susak, Marija, (2016). Factors that Affect Classroom Participation. *Thesis.* Rochester Institute of Technology.

Thompson, N. E., & Wheeler, J. P. (2010). Learning environment: Creating and implementing a safe, supportive learning environment. *National Standards for Teachers of Family and Consumer Sciences.* 235.

Wang, S. (2015). Attribution Analysis and Countermeasures for Aphasia in College English Class. *Journal of Chongqing Jiaotong University* (Social Sciences Edition). 15 (3), 125-129.

Zhang, H., & Whitebread, D. (2021). Identifying characteristics of parental autonomy support and control in parent–child interactions. *Early Child Development and Care.* 191(2), 307-320.

Appendix A Appointement Letter of Supervisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-2942/Un.08/FTK/Kp.07.6/04/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara :
Rahmi, M.TESOL., Ph.D

Untuk membimbing Skripsi :

Nama	:	Ihya Hasnati
NIM	:	200203072
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Teachers' Perception of Students' Passive Participations In EFL Classroom

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KEEMPAT : Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 02 April 2024
Dekan,

Safrul Muluk

Tembusan
1. *Sekjen Kementerian Agama RI di Jakarta;*
2. *Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;*
3. *Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;*
4. *Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;*
5. *Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;*
6. *Kepala Biegian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;*
7. *Yang bersangkutan;*
8. *Arsip.*

Appendix B **Recommendation Letter from The Fakultas Tarbiyah and Keguruan to conduct field research**

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-4335/Un.08/FTK.1/TL.00/5/2024
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala MTsN 3 Aceh Barat Daya
2. Kepala MTsS Babahrot

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/Nim : Ihya Hasnati / 200203072
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris (PBI)
Alamat Sekarang : Gampoeng Rukoh Lr. Tgk. Basyah Dsn. Meunasah Tuha Kecamatan Syiah Kuala Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Teachers Perception of Students' Passive Participations in EFL Classroom.*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 30 Mei 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 31 Juli 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C Confirmation Letter from the schools

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BARAT DAYA
MADRASAH TSANAWIYAH SWASTA BABAHROT
Jln. Meulaboh-Tapaktuan, Desa Pante Cermin Kec. Babahrot Kab. Abdya
Email: mtssbabahrot22@gmail.com Kode Pos 23767

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor : B-035/Mts.01.15.5/PP.01.2/05/2024

Berdasarkan Surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah Keguruan Universitas Islam Negeri Ar-Raniry Nomor: B-4335/Un.08/FTK.1/TL.00/5/2024 Tanggal 30 Mei s/d 31 Juli 2024, perihal Mohon Izin Penelitian untuk Mengumpulkan data dan Penulisan Skripsi pada MTs Swasta Babahrot maka dengan ini menerangkan bahwa :

Nama	: **Ihya Hasnati**
NIM	: 200203072
Program Studi	: S-1 Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah Dan Keguruan Universitas Islam AR-Raniry

Benar yang namanya tersebut diatas telah Melaksanakan Penelitian pada Madrasah Tsanawiyah Swasta Babahrot pada tanggal 31 Mei 2024.
Data tersebut untuk Menyelesaikan Skripsi yang berjudul **"Teachers Perception of Students' Passive Participations in EFL Classroom.**

Demikian Surat Keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Babahrot, 31 Mei 2024
Kepala Madrasah,

Yasmarita S.Pd
NIP. 196601061999032001

UIN
AR-RANIRY

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BARAT DAYA
MADRASAH TSANAWIYAH NEGERI 3 ACEH BARAT DAYA
Jln. Meulaboh-Tapaktuan, Desa Padang Sikabu Kec. Kuala Batee Kab. Abdya
Email: Mtsnkualabatee.614418@gmail.com Kode Pos 23766

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor : B-332/Mts.01.15.3/PP.01.2/05/2024

Berdasarkan Surat dari Universitas Islam Negeri Ar-Raniry Fakultas Tarbiyah dan Keguruan Nomor: B-4335/Un.08/FTK.1/TL.00/5/2024, perihal Penelitian Ilmiah Mahasiswa untuk Mengumpulkan data dan Penyusunan Skripsi pada MTsN 3 Aceh Barat Daya, maka dengan ini menerangkan bahwa :

Nama	: **IHYA HASNATI**
NIM	: 200203072
Program Studi	: S-1 Pendidikan Bahasa Inggris (PBI)
Fakultas	: Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry

Benar yang namanya tersebut diatas telah Melaksanakan Penelitian pada Madrasah Tsanawiyah Negeri 3 Aceh Barat Daya Kabupaten Aceh Barat Daya.

Data tersebut untuk Menyelesaikan Skripsi yang berjudul **"Teachers Perception of Students' Passive Participations in EFL Classroom".**

Demikian Surat Keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Kuala Batee, 31 Mei 2024
Kepala Madrasah,

Zainir Hasan, S.Ag
NIP. 19701010 199403 1 002

جامعة الرانري
AR-RANIRY

Appendix D Interview Instruments

RQ 1: How do teachers perceive student passive in the classroom?

1. Menurut Anda, faktor-faktor internal apa saja yang mempengaruhi siswa menjadi pasif selama di kelas?
2. Apakah ada faktor eksternal, seperti lingkungan keluarga atau pergaulan, yang menurut Anda berpengaruh terhadap partisipasi pasif siswa di kelas?
3. Apakah metode pembelajaran yang digunakan di kelas mempengaruhi partisipasi aktif atau pasif siswa? Jika ya, bagaimana pengaruhnya?
4. Apakah penggunaan teknologi di dalam kelas mempengaruhi partisipasi siswa? Jika ya, bagaimana pengaruhnya?
5. Bagaimana Anda mendefinisikan partisipasi pasif di dalam kelas? Apakah semua guru memiliki definisi yang sama?
6. Menurut Anda, apa penyebab utama siswa menjadi pasif selama pembelajaran berlangsung?
7. Bagaimana menurut Anda dampak dari partisipasi pasif siswa terhadap keseluruhan proses pembelajaran di kelas?
8. Apakah ada perbedaan persepsi mengenai partisipasi pasif antara guru-guru yang berbeda? Jika ya, bisa Anda jelaskan lebih lanjut?

RQ 2: What are the strategies that used by teachers to make the learning process more active?

9. Strategi atau teknik apa yang Anda gunakan untuk mendorong siswa agar lebih aktif berpartisipasi di kelas?
10. Bagaimana Anda mengevaluasi efektivitas strategi-strategi tersebut? Apakah ada strategi yang menurut Anda paling berhasil?

AR-RANIRY

Appendix F **Autobiography**

Personal Identity

Name	: Ihya Hasnati
Place/ Date of Birth	: Alue Padee, 12 June 2002
Sex	: Female
Religion	: Islam
Nationality	: Indonesia
Marital Status	: Single
Occupation	: Student
Address	: Dsn. Suka Damai, Alue Padee, Kuala Batee, Aceh Barat Daya
Email	: 200203072@student.ar-raniry.ac.id

Parents

Father's name	: Mawardi. Din
Mother's name	: Nilawati. S

Educational Background

Primary	: MIN 12 Aceh Barat Daya (2008-2014)
Junior	: MTsN 3 Aceh Barat Daya (2014-2017)
Senior	: MAN INOVASI Aceh Barat Daya (2017-2020)
University	: UIN Ar-raniry (2020-2024)