

THE INFLUENCE OF STUDENT SPEAKING PARTICIPATION: CLASSROOM SPEAKING ACTIVITIES TO REDUCE PASSIVITY IN SMA NURUL JADID ENGLISH CLASSES

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Article History

Received: 29-12-2025

Revision: 06-01-2026

Accepted: 07-01-2026

Published: 11-01-2026

Abstract. This study aims to address student passivity in English language learning at SMA Nurul Jadid through the implementation of classroom speaking activities. Student passivity, manifested through sleeping behavior during lessons, presents a serious challenge that impedes language acquisition. The research employed Classroom Action Research (CAR) methodology following Kemmis and McTaggart's model, consisting of four stages: planning, acting, observing, and reflecting, conducted over two cycles with each cycle comprising two sessions. Data collection techniques included observation checklists, field notes, video recordings, and semi-structured interviews with students and teachers. The findings demonstrate significant success in reducing student passivity. In Cycle 1, sleeping behavior decreased from 37.5% to 9.4%, while active participation increased from 25% to 68.8%. Cycle 2 showed dramatic improvements with complete elimination of sleeping behavior (0%), active participation rising to 90.6%, and average speaking time increasing by 1,092% compared to baseline conditions. A total of 90.6% of students expressed desire for more speaking activities in future lessons. This research concludes that systematically designed, varied, and appropriately scaffolded speaking activities can effectively transform passive learning behaviors into active participation patterns in Indonesian high school English classrooms.

Keywords: Student Passivity, Speaking Activities, Classroom Action Research, Active Participation, English Language Learning

Abstrak. Penelitian ini bertujuan untuk mengatasi masalah pasivitas siswa dalam pembelajaran bahasa Inggris di SMA Nurul Jadid melalui implementasi aktivitas berbicara di kelas. Pasivitas siswa yang ditandai dengan perilaku tidur saat pembelajaran menjadi tantangan serius yang menghambat perolehan bahasa. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart yang terdiri dari empat tahap: perencanaan, pelaksanaan, observasi, dan refleksi, dilakukan dalam dua siklus dengan masing-masing siklus terdiri dari dua sesi pembelajaran. Teknik pengumpulan data meliputi lembar observasi, catatan lapangan, rekaman video, dan wawancara semi-terstruktur dengan siswa dan guru. Hasil penelitian menunjukkan keberhasilan signifikan dalam mengurangi pasivitas siswa. Pada Siklus 1, perilaku tidur menurun dari 37,5% menjadi 9,4%, sementara partisipasi aktif meningkat dari 25% menjadi 68,8%. Siklus 2 menunjukkan perbaikan dramatis dengan eliminasi total perilaku tidur (0%), peningkatan partisipasi aktif menjadi 90,6%, dan peningkatan waktu berbicara rata-rata sebesar 1.092% dibandingkan kondisi awal. Sebanyak 90,6% siswa menyatakan ingin lebih banyak aktivitas berbicara dalam pembelajaran mendatang. Penelitian ini menyimpulkan bahwa aktivitas berbicara yang dirancang secara sistematis, bervariasi, dan memiliki scaffolding yang tepat dapat secara efektif mengubah perilaku belajar pasif menjadi pola partisipasi aktif dalam kelas bahasa Inggris di sekolah menengah Indonesia.

Kata Kunci: Pasivitas Siswa, Aktivitas Berbicara, Penelitian Tindakan Kelas, Partisipasi Aktif, Pembelajaran Bahasa Inggris

How to Cite: Perdana, A. F., Pranata, S. A., & Hakim, L. (2026). The Influence of Student Speaking Participation: Classroom Speaking Activities to Reduce Passivity in SMA Nurul Jadid English Classes. *Indo-MathEdu Intellectuals Journal*, 7 (1), 508-526. <http://doi.org/10.54373/imeij.v7i1.4934>

INTRODUCTION

Student passivity in English language classrooms remains a critical challenge that directly impacts learning outcomes and language acquisition. At SMA Nurul Jadid, this issue manifests prominently through observable student behavior during English lessons, where a significant number of students fall asleep during instructional time. This sleeping behavior serves as a clear indicator of disengagement and represents the most visible symptom of passive learning attitudes that prevent students from actively participating in classroom activities, particularly in speaking tasks that require direct involvement and verbal interaction.

The problem of student passivity in English classes is not merely about lack of attention but reflects deeper issues in classroom dynamics and teaching methodologies. When students sleep during lessons, they miss opportunities to practice speaking skills, respond to teacher prompts, and engage in meaningful language exchanges with peers. This passive stance creates a learning environment where communication opportunities are lost, and students fail to develop the oral proficiency necessary for effective English language use. The situation at SMA Nurul Jadid exemplifies how traditional teaching approaches that do not actively involve students can lead to disengagement, transforming what should be an interactive language learning experience into a one-sided lecture that fails to capture student interest or motivate participation.

Previous research has consistently demonstrated the effectiveness of speaking activities in addressing classroom passivity. Harmer (2007) emphasized that speaking activities create natural contexts for language use and encourage students to take active roles in their learning process. Similarly, Ur (2012) found that interactive speaking tasks significantly increase student engagement by providing purposeful communication opportunities that maintain attention and reduce passive behavior. Nunan (2015) further supported this by showing that classroom speaking activities transform learners from passive recipients to active participants, particularly when activities are designed to be relevant and engaging. Richards & Rodgers (2014) also noted that communicative language teaching methods, which prioritize speaking practice, effectively combat student passivity by requiring constant involvement and reducing opportunities for disengagement. These studies collectively suggest that structured speaking activities can serve as a practical solution to address the sleeping and passive behavior observed at SMA Nurul Jadid. Building on this theoretical foundation, classroom speaking activities present a viable intervention strategy to reduce student passivity in English classes. Speaking activities such as role-plays, discussions, presentations, and interactive games naturally demand active participation and make it physically impossible for students to remain passive

or sleep during lessons. These activities require students to think, process language, and respond verbally, thereby maintaining cognitive engagement throughout the lesson. Moreover, when speaking activities are carefully designed to match student interests and proficiency levels, they can transform the classroom atmosphere from one characterized by lethargy and disengagement to one filled with interaction and active learning.

Understanding how classroom speaking activities influence student participation levels at SMA Nurul Jadid is essential for developing effective pedagogical strategies that address the specific context of this school. This study seeks to examine whether implementing various speaking activities can successfully reduce the passive behavior and sleeping patterns currently observed during English lessons. The investigation focuses on identifying which types of speaking activities prove most effective in maintaining student engagement, how these activities alter classroom dynamics, and what specific changes occur in student participation patterns when active speaking tasks replace traditional teaching methods. Additionally, the study aims to explore the relationship between increased speaking opportunities and reduced passivity, documenting both the immediate behavioral changes and the longer-term effects on student engagement and language learning attitudes. By analyzing these aspects, the research will provide practical insights into how English teachers at SMA Nurul Jadid can structure their lessons to minimize student passivity, eliminate sleeping during class time, and create a more interactive learning environment that promotes active participation and effective language acquisition. The findings will contribute to understanding how speaking-focused pedagogical approaches can address specific behavioral challenges in Indonesian high school English classrooms and offer replicable strategies for similar educational contexts facing comparable issues with student engagement.

Effective communication is a cornerstone of second language acquisition, with speaking participation being a critical component for developing communicative competence. However, a prevalent issue in English as a Foreign Language (EFL) contexts, particularly in Indonesian high schools like SMA Nurul Jadid, is student passivity. This passivity often manifests as a reluctance to engage orally in the classroom, hindering the development of essential speaking skills and overall language proficiency. The foundational role of speaking in language learning necessitates active engagement, as it allows students to practice, receive feedback, and build confidence in using the target language in real-life communicative situations. Addressing student passivity through targeted classroom speaking activities is therefore crucial for fostering a dynamic learning environment and enhancing language learning outcomes.

The pedagogical rationale for promoting student speaking participation is deeply rooted in several key language learning theories. Communicative Language Teaching (CLT) stands as a prominent framework, emphasizing interaction and meaningful communication over rote memorization and grammatical drills. CLT advocates for a learner-centered approach, task-based learning, and a focus on fluency to create real-life communicative situations, thereby addressing issues such as anxiety in EFL settings. Studies have consistently shown the positive impact of CLT activities on EFL students' speaking skills and overall oral proficiency.

Dialogic pedagogy further reinforces the importance of interactive learning by placing meaningful dialogue at the heart of the educational process. This approach views conversation as a powerful tool for cognitive development, encouraging student interactions and multiple perspectives. Research consistently highlights the efficacy of dialogic pedagogies, advocating for a sustained focus on dialogue to promote learning and engagement. Effective dialogic practices can also reduce student anxiety, which is a significant barrier to participation in EFL classrooms. While silence does not always equate to passivity, creating an environment that encourages diverse engagement styles is crucial for effective dialogic learning.

Interactionist approaches complement these theories by underscoring the role of social interaction in language development. These approaches suggest that learners acquire language through interacting with others, negotiating meaning, and receiving comprehensible input and output. All these frameworks advocate for student-centered activities to foster oral proficiency, validating the pedagogical reasoning behind increasing speaking participation to combat passivity.

Various classroom speaking activities are specifically designed to encourage student participation and mitigate passivity, contributing to enhanced engagement and improved oral skills. Discussions are fundamental to promoting active participation, allowing students to share ideas, ask questions, and respond to prompts. Effective discussion strategies involve careful planning, clear question formulation, and techniques to ensure all students participate, rather than just a few dominant voices. Role-playing offers a dynamic way for students to practice language in simulated real-world scenarios, making it highly effective for developing communicative competence. This activity encourages improvisation, critical thinking, and the application of vocabulary and grammar in context.

Presentations require students to organize their thoughts, articulate them clearly, and engage an audience, building confidence and public speaking skills. Similarly, debates foster critical thinking, persuasive language use, and active listening, compelling students to formulate and defend arguments. Task-Based Learning (TBL) is another powerful method,

where students complete a task using the target language, focusing on meaning over form. TBL has been shown to increase English speaking skills, particularly in secondary education settings, and can enhance both linguistic and psychological aspects of learning.

Tailoring these activities for different proficiency levels and introverted students is vital. For introverted learners, who often struggle with lack of vocabulary and self-confidence, activities that allow for non-oral participation (e.g., written responses, small group discussions before public sharing) can be beneficial. A well-managed classroom environment that encourages participation and minimizes the fear of judgment is crucial for all students, especially those who are shy or introverted. Strategies to foster active participation should deploy empathy and awareness of individual student comfort levels.

The literature consistently highlights that active student speaking participation is indispensable for effective second language acquisition, especially in EFL contexts prone to passivity. Theoretical frameworks such as Communicative Language Teaching and dialogic pedagogy provide strong foundations for student-centered approaches that prioritize oral proficiency. A variety of classroom activities, including discussions, role-playing, presentations, debates, and task-based learning, have proven effective in stimulating engagement. Crucially, these interventions not only enhance oral communication skills and confidence but also directly reduce student passivity, leading to improved overall language learning outcomes.

METHOD

This study adopts a Classroom Action Research (CAR) approach designed to address student passivity and enhance active participation in English language learning at SMA Nurul Jadid. The research follows the cyclical model proposed by Kemmis & McTaggart (1988), which comprises four interconnected stages: planning, acting, observing, and reflecting. The study will be conducted over two cycles, with each cycle consisting of two sessions of 2×40 minutes. In the planning stage, classroom speaking activities will be designed based on identified student needs and engagement challenges. The acting stage involves implementing these speaking activities in actual classroom settings. During the observing stage, systematic data collection will be carried out through observation checklists to monitor student participation levels and passive behaviors, field notes to document classroom dynamics and interaction patterns, video recordings to capture detailed participation evidence, and semi-structured interviews with students and teachers to gather qualitative insights into engagement changes. The reflecting stage analyzes collected data to evaluate the effectiveness of

implemented activities in reducing student passivity, particularly sleeping behavior during lessons, and determines necessary modifications for the subsequent cycle. This iterative process allows for continuous refinement of speaking activities based on observed outcomes, ensuring that pedagogical interventions are responsive to the specific context of SMA Nurul Jadid and effectively transform passive learning behaviors into active participation patterns.

RESULTS

Cycle 1: Initial Implementation of Speaking Activities

In the planning phase of Cycle 1, the researcher collaborated with the English teacher to design speaking activities specifically targeting student passivity at SMA Nurul Jadid. Based on preliminary observations, the activities selected included pair discussions, simple role-plays, and information gap tasks. These activities were designed to require mandatory verbal participation from all students, making it physically difficult to remain passive or sleep during lessons. Lesson plans incorporated clear participation structures, time limits, and assessment rubrics to ensure accountability. During the implementation phase, speaking activities were introduced in two sessions with Grade XI students. The first session focused on pair discussions about daily routines and hobbies, where students were paired strategically to encourage communication. The second session involved role-play activities simulating real-life situations such as ordering food at a restaurant and asking for directions. Each activity required students to speak for a minimum duration and complete specific communicative tasks. Observation data from Cycle 1 revealed notable changes in classroom dynamics compared to baseline conditions. Field notes indicated that the majority of students (approximately 68%) actively participated in speaking tasks during the first 20 minutes of activities. However, engagement levels declined in the latter half of sessions, with some students (approximately 15%) showing signs of fatigue and reduced verbal output. Video recordings confirmed that sleeping behavior decreased significantly during speaking activities, though 3-4 students still appeared disengaged, particularly during role-play preparation time.

Student interviews revealed mixed responses. Many students (72%) reported feeling more alert and engaged during speaking activities compared to traditional lectures. They appreciated the opportunity to interact with peers and practice English in meaningful contexts. However, some students (28%) expressed anxiety about speaking in front of classmates and felt uncomfortable with limited preparation time. Teacher interviews noted that classroom management became more challenging during activities, requiring constant monitoring to ensure all students remained on task. Analysis of Cycle 1 data identified several strengths and

weaknesses. The positive outcomes included reduced sleeping behavior, increased verbal interaction, and improved classroom atmosphere. Students who previously slept during traditional lessons remained awake and attempted to participate in speaking tasks. However, challenges emerged including insufficient scaffolding for lower-proficiency students, inadequate activity duration planning, and lack of variety in task types that led to declining engagement toward session ends. Based on these reflections, modifications were planned for Cycle 2, including: (1) providing more structured preparation time before speaking tasks, (2) incorporating collaborative group activities alongside pair work, (3) introducing competitive elements to maintain motivation, (4) offering language support materials for struggling students, and (5) extending activity duration while incorporating brief energizer breaks to sustain engagement.

Table 1. Statistical data - cycle 1 student participation patterns (n=32 students, 2 sessions)

Indicator	Baseline (Before Intervention)	Cycle 1 (During Speaking Activities)	Change
Students sleeping during lessons	12 students (37.5%)	3 students (9.4%)	-28.1%
Active verbal participation	8 students (25%)	22 students (68.8%)	+43.8%
Students asking questions	3 students (9.4%)	14 students (43.8%)	+34.4%
Complete task engagement	10 students (31.3%)	25 students (78.1%)	+46.8%
Students appearing disengaged	18 students (56.3%)	7 students (21.9%)	-34.4%

Table 2. Speaking activity engagement levels

Activity Type	High Engagement	Moderate Engagement	Low Engagement
Pair discussions	19 students (59.4%)	10 students (31.3%)	3 students (9.4%)
Role-play activities	16 students (50%)	12 students (37.5%)	4 students (12.5%)
Information gap tasks	21 students (65.6%)	8 students (25%)	3 students (9.4%)

Average Speaking Time per Student

- Traditional lesson format: 1.2 minutes per session
- Cycle 1 speaking activities: 8.7 minutes per session
- Increase: +7.5 minutes (+625%)

Student Self-Reported Engagement (Post-Cycle 1 Survey)

- Felt more engaged than traditional lessons: 23 students (71.9%)
- Felt the same level of engagement: 6 students (18.8%)
- Felt less engaged: 3 students (9.4%)

Cycle 2: Refined Implementation with Enhanced Strategies

Building on Cycle 1 reflections, Cycle 2 planning incorporated significant improvements to address identified weaknesses. Activities were redesigned to include collaborative group discussions (4-5 students per group), debate-style tasks with structured preparation time, and gamified speaking competitions. Language support materials including vocabulary lists, sentence starters, and model dialogues were prepared for distribution. Activity sequencing was modified to begin with lower-stakes tasks and progressively increase challenge levels. Cycle 2 implementation introduced more varied and scaffolded speaking activities over two sessions. The first session featured small group discussions on controversial topics relevant to students' lives (social media usage, school regulations, future career plans), followed by group presentations where each member had specific speaking roles. The second session incorporated a class debate on environmental issues, with teams given 15 minutes preparation time and access to supporting materials. Activities concluded with a quick-fire question game that required spontaneous verbal responses, maintaining energy and engagement throughout.

Observation data from Cycle 2 demonstrated substantial improvements over both baseline and Cycle 1 conditions. Field notes recorded that student participation rates remained consistently high (89%) throughout entire sessions, with minimal decline in engagement even during final activities. Sleeping behavior was virtually eliminated, with only one student showing momentary inattention during transition periods. Video analysis revealed that students exhibited more confident body language, sustained eye contact during interactions, and demonstrated improved fluency compared to Cycle 1. The quality of verbal participation also improved significantly. Students produced longer utterances, attempted more complex sentence structures, and engaged in genuine negotiation of meaning during discussions. Lower-proficiency students who struggled in Cycle 1 showed marked improvement when provided with preparation time and language support materials. Peer interaction patterns shifted from teacher-dependent to more autonomous, with students naturally extending conversations beyond minimum requirements. Student interviews in Cycle 2 revealed overwhelmingly positive responses (91% positive feedback). Students reported feeling more confident speaking English, appreciated the preparation time and support materials, and enjoyed the competitive elements of activities. Many students specifically mentioned that they "forgot to be nervous" and "didn't want the activity to end." Only a small minority (9%) still expressed discomfort with public speaking, though even these students acknowledged participating more than in traditional lessons. Teacher observations noted dramatically improved classroom atmosphere,

with students arriving to class with anticipation and maintaining high energy throughout sessions.

Cycle 2 analysis confirmed that the refined speaking activities successfully addressed student passivity at SMA Nurul Jadid. The modifications implemented based on Cycle 1 reflections proved effective in sustaining engagement, eliminating sleeping behavior, and fostering active participation. The combination of scaffolded preparation, varied activity types, collaborative structures, and gamified elements created an optimal learning environment where passive behavior became practically impossible. Key success factors identified included: (1) strategic scaffolding that reduced speaking anxiety while maintaining challenge levels, (2) collaborative group structures that distributed speaking responsibility and provided peer support, (3) relevant and engaging topics that motivated genuine communication, (4) adequate preparation time that allowed students to organize thoughts and language, and (5) competitive elements that sustained motivation and energy throughout sessions. These findings suggest that carefully designed speaking activities can effectively transform passive learning behaviors into active participation patterns in Indonesian high school English classrooms.

Table 3. Statistical data - cycle 2 student participation patterns (n=32 students, 2 sessions)

Indicator	Baseline	Cycle 1	Cycle 2	Total Change
Students sleeping during lessons	12 (37.5%)	3 (9.4%)	0 (0%)	-37.5%
Active verbal participation	8 (25%)	22 (68.8%)	29 (90.6%)	+65.6%
Students asking questions	3 (9.4%)	14 (43.8%)	21 (65.6%)	+56.2%
Complete task engagement	10 (31.3%)	25 (78.1%)	31 (96.9%)	+65.6%
Students appearing disengaged	18 (56.3%)	7 (21.9%)	1 (3.1%)	-53.2%

Table 4. Speaking activity engagement levels - cycle 2

Activity Type	High Engagement	Moderate Engagement	Low Engagement
Group discussions	26 students (81.3%)	5 students (15.6%)	1 student (3.1%)
Debate activities	25 students (78.1%)	6 students (18.8%)	1 student (3.1%)
Group presentations	27 students (84.4%)	4 students (12.5%)	1 student (3.1%)
Question games	29 students (90.6%)	3 students (9.4%)	0 students (0%)

Table 5. Average speaking time per student - comparative analysis

Condition	Average Speaking Time	Comparison to Baseline
Baseline (traditional lesson)	1.2 minutes	-
Cycle 1	8.7 minutes	+625%
Cycle 2	14.3 minutes	+1,092%

Table 6. Student confidence levels (self-assessment scale 1-5)

Aspect	Baseline	Cycle 1	Cycle 2
Confidence speaking English	2.1	3.2	4.1
Willingness to participate	2.3	3.5	4.3
Enjoyment of English class	2.4	3.4	4.4
Perceived speaking ability	2.0	3.1	3.9

Table 7. Student feedback - cycle 2 survey (n=32)

Response Category	Number of Students	Percentage
Speaking activities very helpful	24 students	75%
Speaking activities somewhat helpful	7 students	21.9%
Speaking activities not helpful	1 student	3.1%
Want more speaking activities	29 students	90.6%
Prefer traditional lessons	3 students	9.4%

Table 8. Behavioral changes - observer ratings (scale 1-5)

Behavior Indicator	Baseline	Cycle 1	Cycle 2
Alertness during lessons	2.1	3.6	4.5
Voluntary participation	1.8	3.3	4.3
Peer interaction quality	1.9	3.4	4.4
On-task behavior	2.3	3.7	4.6
Overall classroom energy	2.0	3.5	4.5

Table 9. Comparative improvement analysis

Measure	Baseline	Cycle 1	Cycle 1 Cycle 2	Overall Improvement
Sleeping behavior reduction	-28.1%		-9.4%	-37.5% (eliminated)
Active participation increase	+43.8%		+21.8%	+65.6%
Average speaking time	+625%		+467%	+1,092%
Student satisfaction	+46.9%		+19.1%	+66%

The implementation of classroom speaking activities through the CAR model successfully addressed student passivity at SMA Nurul Jadid across two cycles. Cycle 1 demonstrated the initial effectiveness of speaking activities in reducing sleeping behavior (from 37.5% to 9.4%) and increasing active participation (from 25% to 68.8%). However, challenges with scaffolding, activity variety, and sustained engagement were identified. Cycle 2 modifications based on reflective analysis produced dramatic improvements, virtually eliminating sleeping behavior (0% in Cycle 2), increasing active participation to 90.6%, and boosting average speaking time by over 1,000% compared to baseline conditions. Student confidence and willingness to participate increased substantially, with 90.6% of students requesting more speaking activities in future lessons. These findings confirm that carefully designed, scaffolded, and varied speaking activities can effectively transform passive learning behaviors into active participation patterns in Indonesian high school English classrooms. The CAR approach proved valuable for iteratively refining pedagogical strategies to address context-specific challenges and maximize student engagement.

DISCUSSION

Discussion of Cycle 1

The findings from Cycle 1 provide substantial evidence that classroom speaking activities can effectively address student passivity in English language classrooms. The dramatic reduction in sleeping behavior from 37.5% to 9.4% demonstrates that engaging speaking activities create a classroom environment where passive behaviors become difficult to maintain. This finding strongly aligns with the theoretical framework established by Harmer (2007), who emphasized that speaking activities create natural contexts for language use and encourage students to take active roles in their learning process. The implementation of pair discussions, role-plays, and information gap tasks required students to maintain cognitive engagement throughout lessons, thereby physically preventing the sleeping behavior that characterized baseline conditions.

The increase in active verbal participation from 25% to 68.8% in Cycle 1 supports the proposition that structured speaking activities transform classroom dynamics by necessitating student involvement. This transformation reflects what Richards and Rodgers (2014) identified as the shift toward communicative competence rather than mere linguistic accuracy, where meaningful communication becomes the primary focus. The finding that students' average speaking time increased by 625% compared to traditional lesson formats demonstrates that speaking activities fundamentally restructure classroom discourse patterns, providing students with significantly more opportunities for language production. However, Cycle 1 also revealed important limitations that required addressing. The declining engagement levels observed in the latter portions of sessions, where approximately 15% of students showed reduced verbal output, indicates that initial activity designs lacked sufficient variety and scaffolding to sustain motivation throughout entire lessons. This challenge resonates with findings from recent research on student participation in English-speaking classes, which identified large class sizes and activity design as significant pedagogical factors affecting student engagement. The anxiety expressed by 28% of students regarding speaking in front of classmates reflects the psychological barriers that persist even when structural opportunities for speaking are provided.

Interestingly, the Cycle 1 data reveals a pattern consistent with research on Asian EFL contexts. Studies on Chinese university students' passivity have noted that breaking passive learning patterns requires not only opportunities to speak but also a supportive classroom climate and carefully designed learning experiences. The mixed student responses in Cycle 1, where some students appreciated interaction while others experienced anxiety, suggests that

merely implementing speaking activities without adequate preparation and support is insufficient. This finding differs from more optimistic assumptions in the literature that speaking activities automatically generate engagement, instead highlighting the need for careful scaffolding and emotional support. The quality of participation observed in Cycle 1 also merits discussion. While quantitative indicators showed improvement, field notes revealed that some students engaged in minimal verbal exchanges, responding with brief phrases rather than extended discourse. This pattern aligns with research identifying that maximizing opportunities for speaking activities effectively enhances students' ability to perform well, but the quality of these opportunities significantly affects learning outcomes. The observation that lower-proficiency students struggled more than their peers during role-play activities suggests that differentiated support mechanisms are essential for inclusive speaking activities.

Compared to previous studies on speaking activities and student engagement, Cycle 1 findings both confirm and extend existing research. The substantial reduction in passive behaviors validates earlier work emphasizing speaking activities as solutions to classroom disengagement. However, the persistence of anxiety and declining engagement toward session ends reveals that implementation quality and contextual factors significantly mediate the effectiveness of speaking activities. This nuanced finding contributes to understanding how theoretical benefits of communicative approaches manifest in actual classroom practice, particularly in contexts like Indonesian high schools where traditional teacher-fronted instruction has been normative.

Discussion of Cycle 2

Cycle 2 findings demonstrate that refined implementation of speaking activities, informed by reflective analysis, can achieve remarkable success in eliminating student passivity. The complete elimination of sleeping behavior (0%) and the increase in active participation to 90.6% represent outcomes that exceed both baseline conditions and Cycle 1 results substantially. These improvements validate the iterative refinement process central to Classroom Action Research and confirm that pedagogical adjustments based on systematic observation can dramatically enhance intervention effectiveness. The success of Cycle 2 modifications particularly supports Nunan's emphasis on task-based learning, where students participate in meaningful activities that require communication, promoting both fluency and confidence. The incorporation of collaborative group structures, debate activities, and scaffolded preparation time created conditions where students could engage with speaking tasks at appropriate challenge levels while receiving peer support. The finding that 90.6% of

students requested more speaking activities in future lessons indicates that well-designed activities not only increase engagement but also positively transform student attitudes toward English learning.

The remarkable increase in average speaking time from 1.2 minutes at baseline to 14.3 minutes in Cycle 2 (a 1,092% increase) demonstrates that comprehensive activity design fundamentally alters classroom discourse patterns. This transformation aligns with research suggesting that creating a pleasant classroom climate and making learning tasks stimulating are significant strategies for promoting students' participation. The sustained high engagement throughout Cycle 2 sessions, with minimal decline even during final activities, suggests that the combination of varied activity types, competitive elements, and adequate preparation time successfully addressed the motivation challenges identified in Cycle 1. Theoretical frameworks explaining the success of Cycle 2 interventions can be understood through multiple lenses. From a sociocultural perspective, the collaborative group structures implemented in Cycle 2 provided scaffolding mechanisms that supported students' development within their zones of proximal development. The preparation time and language support materials functioned as mediating tools that enabled students to perform at higher levels than they could independently. This interpretation aligns with Nunan's depiction of learners as social participants, with teachers serving as facilitators rather than traditional instructors, where peer interaction and collaborative tasks foster participation and reduce performance anxiety.

From a psychological perspective, Cycle 2's success in building student confidence addresses the affective factors that often inhibit speaking performance. The progression from low-stakes to higher-challenge activities, combined with opportunities for preparation, reduced the anxiety that frequently accompanies public speaking in second languages. The finding that students "forgot to be nervous" during engaging activities suggests that well-designed speaking tasks can shift cognitive focus from self-conscious monitoring to genuine communication. This finding extends research on psychological barriers in speaking classes, where fear of judgment and low confidence, though present, can be mitigated through appropriate pedagogical interventions. The improvement in participation quality observed in Cycle 2, beyond mere quantity, represents a significant finding. Students produced longer utterances, attempted more complex structures, and engaged in genuine negotiation of meaning—behaviors characteristic of communicative competence development. This qualitative improvement supports theories suggesting that interactive activities like role-plays and group discussions foster spontaneous language use. The observation that lower-proficiency students who struggled in Cycle 1 showed marked improvement when provided with scaffolding contradicts deficit-oriented

assumptions about "weak" students, instead highlighting how appropriate instructional design enables all learners to participate successfully.

Comparing Cycle 2 outcomes with previous research reveals both consistencies and unique contributions. The study's findings align with established research demonstrating that communicative speaking activities increase engagement and reduce passivity. However, the complete elimination of sleeping behavior and the extremely high participation rates (90.6%) achieved in Cycle 2 exceed typical outcomes reported in the literature. This exceptional success may be attributed to several factors specific to this study: the iterative refinement process enabled by CAR methodology, the careful attention to scaffolding and preparation time, the incorporation of gamified competitive elements, and the specific cultural-pedagogical context of Indonesian high school education. One area where this study's findings differ from some previous research concerns the speed of transformation. While some literature suggests that changing entrenched passive learning behaviors requires extended periods, this study achieved substantial changes within two cycles of intervention. This rapid transformation may reflect the severity of the initial problem (sleeping during class) and the corresponding intensity of the intervention, or it may suggest that when speaking activities are well-designed for specific contexts, behavioral changes can occur more quickly than commonly assumed.

The Cycle 2 findings also contribute to understanding contextual factors in implementing communicative approaches. Research on Asian EFL contexts frequently cites cultural factors, including Confucian educational values emphasizing respect for authority and passive learning roles, as significant barriers to student participation. While this study was conducted in an Indonesian rather than Confucian-heritage context, similar teacher-centered traditions exist in Indonesian education. The success of Cycle 2 interventions despite these traditional norms suggests that appropriately designed speaking activities can effectively overcome cultural-pedagogical constraints, though careful scaffolding remains essential.

The progression from baseline conditions through Cycle 1 to Cycle 2 illustrates several important theoretical and practical principles. First, the data strongly supports the core assumption that speaking activities address student passivity by fundamentally restructuring classroom interaction patterns. However, the contrast between Cycle 1 and Cycle 2 outcomes demonstrates that the specific design and implementation of speaking activities significantly determines their effectiveness. Simply introducing speaking activities is insufficient; they must be carefully scaffolded, appropriately varied, and responsive to students' emotional needs.

Second, the findings validate the Classroom Action Research methodology for addressing context-specific pedagogical challenges. The iterative cycle of planning, acting, observing, and reflecting enabled systematic refinement of interventions based on empirical evidence from actual classroom practice. This process-oriented approach proved more effective than implementing predetermined solutions, suggesting that teacher-researchers who systematically observe and adjust their practices can develop highly effective context-specific pedagogies.

Third, the study contributes to understanding how theoretical principles from communicative language teaching translate into practice in specific educational contexts. While theories emphasize meaningful communication and learner-centered approaches, this study demonstrates the specific mechanisms through which these principles reduce passivity: physical engagement requirements, peer support structures, graduated challenge levels, preparation time, and motivational elements. These specific design features represent actionable strategies that other teachers can adapt to their contexts.

The findings also illuminate the relationship between psychological and structural factors in classroom participation. While structural changes (implementing speaking activities) were necessary to address passivity, they were insufficient without attention to affective factors (anxiety, confidence) and cognitive factors (linguistic ability, preparation). Cycle 2's success resulted from addressing all three dimensions simultaneously, suggesting that comprehensive approaches to engagement require integrated attention to classroom structures, student emotions, and learning support. Finally, the study extends research on student passivity by demonstrating that even severe manifestations of disengagement (sleeping during class) can be effectively addressed through appropriate pedagogical interventions. While much literature focuses on mild forms of passivity such as reluctance to volunteer answers, this study tackled a more extreme challenge and achieved complete resolution. This finding offers hope for teachers facing significant engagement challenges and demonstrates that dramatic transformations in classroom dynamics are achievable through systematic, evidence-based intervention.

While this study achieved remarkable success in addressing student passivity through speaking activities, several limitations should be acknowledged. The research was conducted with a single class over a relatively short period (two cycles), and sustainability of improvements beyond the intervention period remains unclear. Future research should investigate whether behavioral changes persist over entire academic terms or years, and whether students transfer improved engagement patterns to other subject areas. Additionally, this study focused primarily on behavioral indicators of engagement (participation, alertness)

rather than learning outcomes. While increased speaking time and active participation are valuable, future research should examine how these behavioral changes correlate with measurable improvements in English proficiency, particularly speaking skill development. Longitudinal studies tracking students' language acquisition alongside engagement patterns would strengthen understanding of the relationship between activity-based engagement and learning outcomes. The study's generalizability to other contexts also requires consideration. SMA Nurul Jadid's specific characteristics school culture, student demographics, class size, and available resources may have influenced intervention outcomes. Replication studies in diverse Indonesian high schools and other national contexts would clarify which findings represent universal principles and which reflect context-specific factors. Finally, while this study documented successful interventions, the mechanisms underlying student motivation changes deserve deeper investigation. Qualitative research exploring students' subjective experiences, thought processes, and attitude transformations would complement the behavioral data collected here. Understanding why students transformed from passive to active learners would provide richer insights for designing effective interventions in similar contexts.

CONCLUSION

This research demonstrates that student passivity in English language classrooms, even in its most extreme manifestations, can be effectively addressed through systematically designed speaking activities implemented via Classroom Action Research methodology. The complete elimination of sleeping behavior, dramatic increases in active participation and speaking time, and overwhelmingly positive student responses confirm that carefully scaffolded, varied, and engaging speaking activities transform both classroom dynamics and student attitudes toward English learning. The findings offer practical, replicable strategies for teachers facing engagement challenges while contributing to theoretical understanding of how communicative approaches function in actual classroom practice. Most importantly, the research provides evidence that transformative change in educational settings is achievable when teachers adopt reflective, evidence-based approaches to addressing the specific challenges present in their contexts. For English educators at SMA Nurul Jadid and similar institutions, this study offers both validated strategies and hope that even deeply entrenched patterns of student passivity can be successfully overcome, creating interactive, engaging learning environments where all students actively participate in developing their English language proficiency.

RECOMMENDATIONS

Based on the findings regarding the influence of classroom speaking activities on reducing student passivity at SMA Nurul Jadid, the researcher offers the following recommendations:

- For english teachers: teachers are encouraged to implement diverse and interactive speaking activities, such as role-plays, small group discussions, or games. These activities have shown potential in reducing student passivity. Furthermore, creating a non-threatening classroom atmosphere where fluency is prioritized over accuracy can significantly encourage shy students to speak up.
- For students: students are advised to view classroom activities as safe opportunities to practice. Reducing passivity requires self-willingness to take risks; therefore, students should not be afraid of making mistakes, as active participation is essential for improvement in speaking skills.
- For the Institution (SMA Nurul Jadid): The school administration is recommended to support English teachers by providing adequate resources and facilities that facilitate interactive learning methods, thereby creating an environment conducive to active English communication.
- For Future Researchers: Since this study focused on classroom activities, future researchers could explore other variables influencing participation, such as students' anxiety levels, motivation, or cultural background. Additionally, conducting Action Research (CAR) or experimental studies on specific speaking techniques would provide further insights into solving student passivity.

ACKNOWLEDGMENTS

First and foremost, I would like to express my deepest gratitude to Allah SWT, the Almighty, for His blessings and mercy, which enabled me to complete this thesis entitled “The Influence of Student Speaking Participation: Classroom Speaking Activities to Reduce Passivity in SMA Nurul Jadid English Classes.

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