CLASSROOM STRATEGIES OF ENGLISH TEACHER TOWARD PASSIVE STUDENTS IN SPEAKING CLASS

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Abstract. *Many problems faced by the English teacher toward passive students, it makes the leraning Process become not effective especially for teaching speaking. This is a descriptive analysis about the classroom strategies toward passive students in speaking class. This research to find out the appriate strategies for passive students in speaking class. Twenty-eight participants of this study choosen purposively ; who already took basic and intermediate speaking class. This study used qualitative methods. The data collected by interview and questionnaire. The results of the study showed that the play based-method is the appropriate strategies to make passive students become more active during speaking class. In conclusion, some strategies that have been mentioned by the researcher are appropriate strategies that can be applied for teaching and learning process, espeialyy to improve passive students motivation and confidence in learning speaking.*
Keywords: *Classroom strategies, passive students, speaking class.*

Introduction

Education is a conscious effort to realize something of cultural inheritance from one generation to another. Education makes this generation a role model from the teachings of previous generations. Until now, education has no limits to explain the meaning of education in full because of its complex nature as its target, namely humans. Its complex nature is often called the science of education. Educational science is a continuation of education. Educational science is more related to educational theory that prioritizes scientific thinking. Education and educational science are related in practical as well as theoretical terms. Thus, in the process of human life, the two collaborate with each other [1].

Everyone needs to study, and it is crucial to the growth of each person's life. One gains knowledge, experience, skills, and an outlook through learning, which alters one's outlook on life and conduct. In the current era of globalization, learning a second language is crucial.

Communication and information dissemination both rely on language. Learning a foreign language increases one's ability to communicate with and learn from people in other countries. Anyone who can understand and speak a foreign language has a lot of chance to learn more. With a foreign language as one of the requirements, we can study and obtain many references, technologies, and scholarships.

However, the majority of Indonesian students still struggle to learn English. In general, high school students still have trouble using a range of spoken languages appropriately and correctly to express ideas, thoughts, inquiries, and other things in English. In the realm of education, the teaching-learning process is not always easy, especially for individuals who dislike some of the subjects they are required to learn. In any educational context, there are always challenges to learning and teaching. The academic performance of students who are enrolled in school will also suffer as a result of these learning issues [2].

The teaching of English in official educational institutions (schools and universities) is hampered by a number of issues. They include, among other things, the fact that teaching English is still largely conventional and that pupils lack interest in participating in class activities. Less engaged students lead to a teacher-centered learning environment. This is a result of the teacher's incapacity to develop engaging teaching strategies that encourage active student involvement in the learning process [3].

It is challenging for pupils to comprehend the lessons taught by the teacher due to obstacles in the learning and teaching processes. Learning issues come in the form of difficulties with actual skills and abilities like talking, listening, reading, writing, and reasoning [4].

Learning challenges are separated into two categories: the first category, known as study challenges, is related to developmental learning disorders and includes issues with motor coordination, perception, language acquisition, communication, and social adjustment. Second, there are failures in achievement performance that do not match capability as expected and are related to academic scores (academic learning disabilities).

Students may find it challenging to learn English due to the following factors

1. They struggle to communicate in English since they are not accustomed to it.

2. When asked to talk in English, some kids are still hesitant and even remain silent. In fact, even though it is in a relatively short series of sentences,

the learner should be able to speak English when considering vocabulary mastery [5].

3. They have been unable to converse because they find it challenging to speak English. Therefore, most educators believe it is their duty to continue conducting research, which includes examining the challenges that students face; studying the internal and external factors that contribute to students' learning challenges; creating learning strategies that pique students' interest in learning; and conducting other studies aimed at expanding and improving knowledge as well as improving the teaching and learning process in the classroom.

Methodology

This study uses a qualitative research type. In qualitative research, conceptualization, categorization, and description are developed on the basis of "events" obtained during field activities. Data was collected through interviews and distributing questionnaires to research subjects. Where the subject of this research is 28 students who have taken basic and intermediate speaking classes. The data in this study were obtained directly by researchers from the food field. The researcher conducted interviews with the subjects of the research and distributed the questionnaires, then the researchers analyzed them. The results of the data obtained will be described in a narrative or descriptive manner.

Findings and Discussion

Barriers to Learning English

Teachers are supposed to be responsible for the students' development during the teaching and learning process in the classroom, in addition to focusing on delivering curriculum to the students. Find and comprehend The diagnostic concept of learning difficulties is referred to as learning difficulties in students.

There are several problems that hinder the teaching of English in formal educational institutions (schools/universities) identified, among others, that learning English in general is still conventional, and the lack of motivation from students to take part in learning in class, students tend to be less active, causing learning to be teacher-centered. This is due to the teacher's lack of ability to create interesting learning methods that involve active student participation in the learning process. Foreign language learning requires appropriate learning strategies and methods so that it can take place effectively and efficiently.

Learning strategy is an approach in managing activities by integrating the sequence of activities, how to organize subject matter and students, equipment and language as well as the time used. In the learning strategy there are many questions, for example, how to convey the content of the lesson? This strategy will be useful in teaching a material. What media is suitable to convey the material? And how long does it take for the material to be mastered well? [6].

Learning Method is a set of components that have been combined optimally for the quality of learning. 1So that learning objectives can be achieved optimally, teachers must have the ability to choose methods, learning models, and learning approaches. Approach is the relationship of individuals or groups in a certain atmosphere. Usually relations are formed by using certain methods that are effective. The approaches commonly used in learning, include: CBSA, contextual, inductive, deductive, spiral and problem solving [7].From the problems faced, it certainly encourages a teacher or language instructor to pay more attention to the condition of his students followed by readiness in the implementation of learning. Without proper preparation, learning activities will not run effectively. These preparations can be seen from the Lesson Plan (RPP), materials, media, and assessment. By understanding the problems faced by students, an educator can do self-reflection to find out how effective the implementation of the learning process in the classroom is and to improve the quality of his students [8] .

Role-play Method

There are many interesting learning models that can be used by teachers to increase students' learning motivation. As is known that the world of children is the world of play . The games used in the learning process must be in accordance with the level of student development and of course the game is an educational game. Therefore, teachers should make educational games a process that can increase children's interest, knowledge, and experience to learn something. Several learning models by integrating game elements into the English learning process are considered to be able to improve students' English skills which include four language skills, namely listening, speaking, reading, and writing.

Of the four English skills, speaking skills are currently the main focus. The lack of opportunities for children to speak in English both at school and at home is allegedly one of the causes. In line with this,

"The children can listen to English at home, read English at home and even write English at home, but most of them have few opportunities to speak English at home. If we want children to learn to speak English, each of them

must have many opportunities to speak during our lessons. They need to practice, practice and practice". Based on the opinion above, it can be concluded that in order to improve speaking skills, students should be given the opportunity to speak using English as widely as possible.

Therefore, the learning model used must involve the active role of students, especially in speaking, which means providing opportunities for students to speak using English in the learning process.

One learning model that involves the active role of students in the learning process is an experience-based role-playing game learning model. Role playing as a learning model according to aims to help students find meaning (identity) in the social world and solve dilemmas with the help of groups. This means that by playing a role, students learn to use the concept of roles, be aware of different roles and think about their own behavior and the behavior of others [9]. Role-playing games as a learning model can be used for learning English, especially to improve speaking skills. This is in accordance with Thornbury's opinion 2which states that one of the effective English speaking teaching strategies is role-playing. In line with Thornbury's opinion, Harmer3 also said that role-playing is an effective teaching strategy for teaching English speaking, where role-playing is one of the speaking activities that can be done in the classroom using English.

In role play, participants are invited to take on specific personas, present "role plays," and engage in specific "dialogues" that highlight the personalities, characteristics, or attitudes that require analysis. The problem or condition that will be used for discussion or discussion of a certain topic must be revealed through role playing. Consequently, after the role play is finished, analysis of the role play is a crucial stage. The other participants as well as the layers were invited to discuss their roles and sentiments regarding the parts played. Role play can bring variety, change, and chance to produce language as well as being a lot of fun in the classroom. Role play may also be included in the entire curriculum. It will be successful if the teacher is confident that the activity will be carried out and that the necessary resources are available. However, if the instructor is not persuaded that the role acting is legitimate, he succumbs to this impulse. Therefore, maintaining a good attitude will enable you to receive a pleasant surprise.

The use of role-playing games in the learning process is one of the appropriate learning models to be used with an experiential approach, where in general most students aged nine years or older enjoy using this model, because

it deals with social issues and interpersonal communication opportunities. in the classroom using English [10] .

The experiential learning approach provides opportunities for students to carry out activities learn actively with personalization. an experiential learning approach provides students with a set of learning situations in the form of real experiential engagement designed by the teacher.

The educational objectives underlying this strategy are:

1. To increase students' confidence and abilities through active learning participation (as opposed to passive participation);

2. To create positive social interactions in order to improve social relations in the classroom. This strategy is based on the theory of John Dewey, namely the principle of learning by doing (learning by doing). This principle is based on the assumption that students can gain more learning experiences through active and personal involvement, compared to just looking at the material/concept.

Conclusion

This study was conducted to determine the appropriate learning method in English lessons at SMK Maniamas Ngabang. The results showed that students were passive in learning English due to the monotonous learning process. so students are reluctant to participate in class.

Participation is part of learning activities that must be followed by students. This can be followed through several activities carried out by students in learning activities such as asking and answering questions, giving opinions in discussions, raising hands, and participating in learning activities. In this study, it is known that one of the appropriate learning methods to teach English to students is the play method. Through this method, a harmonious relationship between teacher and student can reduce students' fear of teachers. atmosphere The classroom atmosphere seems more lively and student centric, so learning is more meaningful and fun.

According to the results of this study, what can be suggested by researchers is to make it easier for students to learn English, namely the teacher must understand the characteristics of students to see student interest in learning and it is better for an English teacher to design learning well starting from the learning environment, material and the method used so that students are not lazy to learn. Although during the implementation of this study there were still shortcomings, the researcher believed that the role-play method could make students active during English lessons.

Every day we use different forms of learning, including reading, writing, notetaking, etc. We all have different resources and ways of going about learning. Two of the most dominant strategies are passive learning and active learning. There has been a long debate on which one is better than the other, almost a battle of the two. While they differ in style and processes, both have their drawbacks and benefits. They also have techniques that help different individuals. As there are two processes, there are also two different types of learners, active learners, and passive learners. Each is also perceived to thrive in different categories. Let's see who shall win.

Firstly, before we jump into the drawbacks and the benefits; what are passive and active learning? Let's first break down the more traditional way of learning: passive. Passive learning is defined as "a method of learning or instruction where students receive information from the instructor and internalize it." In basic terms, this means that a student will listen and read the material and reflect internally without further reflection back or reviewing. Some methods to further explain this definition includes direct instructions, modeled learning, lectures, and podcasts. Passive learning has been cast under a high amount of criticism, but, passive learning has its benefits and drawbacks. The benefits observed by some include exposure to new material, greater control by the instructor over the classroom which can lead to a more structured classroom which beneficial to some slower students and learners, an opportunity for a structured and engaging format; the ability to clarify course material for students; presentation of a large amount of information in a short time which is helpful especially in an online environment; instructional materials (lecture notes, handouts, etc.) can be prepared in advance and important concepts and content can be identified and presented in an organized, structured, and meaningful manner. The drawbacks of passive learning have been put into a brighter light due to the new progressive ways of learning taking the spotlight; many people criticize these aspects of passive saying it is teacher-centered and less interactive for the students, therefore they can not use the skills of what is learned in a real-world situation. There is less back and forth communication as well as discussion and analysis skills; these learners are also perceived to be less capable of comprehending and using reading materials. Passive learning takes the process of students being sponges who soak up learning materials and internalize them rather than reflecting on the instructor or other classmates immediately.

Active learning is on the complete opposite of the spectrum. It is defined as "a method of learning in which students are actively or experientially involved

in the learning process." This is a student-centered learning practice where there is more interactive two-way learning. This means the students engage upon learning new materials with each other and their instructor before internalizing. They partake in multiple discussions, interactive conversations, and activities. They also may use active styles of notes such as flashcards and online notes. Teachers in the active learning style typically will have students explain learning materials and be tested on their primary knowledge. Examples of active learning in a classroom environment or at home include peer reviews, circular discussion, annotation in reading materials and learning, flashcard exercises, conversational classes, group text readings, etc. The basic idea of active learning is that the student is constantly involved in the process and is the focal point of each lesson. Some observed advantages of active learning are: reinforces important material, concepts, and skills; gives the student more frequent and immediate feedback from peers and teachers, provides students with an opportunity to think about, talk about, and process course material on the spot which improves communication skills, allows students to practice important skills, such as collaboration, through pair and group work, etc. While there are so many benefits active learning is also under skepticism. Many people see disadvantages to active learning, such that it discourages listening to elders and teachers, can cause distractions if not supervised properly, requires memorization which is difficult for some students, it is very time consuming, which is not helpful in a regular classroom environment and online environments, peer reviews can be harsh and discouraging to some students, and without a proper guideline, students can become easily distracted which limits learning opportunities.

So which is better? This isn't an opinion from my standpoint, but my input on the subject is that it depends on the student. You were probably reading this thinking this is the big moment where a conclusion is made, but it can't be a one size fits all learning system. Many students prefer a traditional style of learning perhaps because they are shy, scared, mentally disabled, have a medical condition that slows the process of their thinking, or just processes certain materials slower than others. Either way, passive learning has so many benefits especially since classes need to be condensed, and sometimes absorbing things before a reaction can be a solid learning skill. Even though passive learners and environments are as actively stimulating and can be less of a two-way interaction, it is beneficial to students who aren't good on the spot and need time to prepare. Preparation is a very good learning skill for the real world, especially today. Active learning is the polar opposite as seen from the

two explanations above, but it provides its assets for learning. Active learning is for a more spontaneous and extroverted learner who thrives feeding off of other people. This may include people who like group projects, are very vocal, can think fast on their feet, often speak without hesitation, and learn better under a more interactive-based learning situation. This style of learning isn't as common but is rising currently. Active learning is so fascinating, but also requires a lot of time and on-the-spot thinking. This will help students with conversational skills and also being able to think on their feet quickly in situations like a debate or interview. Active learning can also cause students to become too talkative and may lead to a speak before thinking mindset, which causes lots of problems especially in the current state of the world. It also is very time-consuming which makes lesson planning harder for teachers who can't really plan as much as a passive learning situation. So the better one? It is neither; they both have their good and their bad, and no one can judge which is better for all students. Yet teachers should make an effort, as well as students, to determine which learning process is better for the individual. Students who are more introverted and need more time to internalize and plan should use passive learning to be the so-called "sponge" while spontaneous learners who thrive in a more pressured and active learning situation should use active learning.

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