

# Students' Passiveness in Speaking English: The Culprit behind the Silence in the Classroom

Rhonda Vail G. Leyaley

College of Education, Kalinga State University, Tabuk City, Philippines

Email: rgleyaley.ksu.edu.ph

**How to cite this paper:** Leyaley, R. V. G. (2023). Students' Passiveness in Speaking English: The Culprit behind the Silence in the Classroom. *Open Journal of Social Sciences*, 11, 98-111.  
<https://doi.org/10.4236/jss.2023.118007>

**Received:** May 26, 2023

**Accepted:** August 6, 2023

**Published:** August 9, 2023

Copyright © 2023 by author(s) and Scientific Research Publishing Inc. This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>



Open Access

## Abstract

This study focused on the pre-service students' passiveness in the classroom. Despite their chosen profession where speaking the English language is a requirement, they are not interactive in the classroom when English is used as the medium of communication. The objective of this study is to identify the causes of their passiveness and the strategies they employ to overcome it. The data for this study were collected using a questionnaire distributed through Google Forms. The respondents' answers were further validated through small group discussions. The findings indicate the following: Technical factors: the respondents moderately agree that insufficient sentence organization and inaccurate pronunciation contribute to their passiveness in the classroom; Psychological factors: the respondents strongly agree that internal factors such as nervousness, lack of confidence, and fear of making mistakes lead to their passiveness. They also moderately agree that peer pressure is a contributing factor; and Environmental factors: the respondents strongly agree that motivation, or the lack thereof, influences their passiveness. They moderately agree that the frequency of using the language and the availability of practice opportunities impact their level of passiveness. Regarding the strategies used to overcome passiveness in the classroom, the findings are as follows: the respondents heavily rely on translation when answering questions, while they moderately use it when organizing ideas and writing responses; they frequently employ hand gestures and facial expressions to convey their ideas; extensively use English movies, reading English books, and watching English classes on social media platforms to develop their speaking skills; and they commonly engage in self-talk and conversations with peers, while rarely engage in conversations with English-speaking individuals and provide comments during class discussions.

## Keywords

Speaking Skills, Passiveness, Pronunciation, Speaking Strategies

## 1. Introduction

Speaking in the English language is an important factor in a person's success since you cannot always write what you want to say, or cannot always rely on someone to speak for you. One more important thing is, good writing skills can bring you success and so with speaking.

Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can enhance one's personal life and thereby bring about the well-rounded growth that we should all seek (Gillis, 2013). Rao (2019) further reiterated that speaking skills are the most important skill among all the four language skills in order to globally communicate well. And the image brought about by good speaking skills can be worth a thousand words Ansary (2019) as cited by Gillis (2013).

English is the official language used in the Philippines as a medium of instruction in educational institutions and is one of the major languages used in the Philippines. The number of foreign students who come to study English in the country is proof that learning English in the country is of quality. However, competency in speaking the English language was not enough. It is more about how competent are these students to be globally competitive (Cabigon, 2015).

Being globally competitive, the report of the National Statistics Office reflects those underemployed persons or employed persons who expressed their desire to have additional hours of work in their present job or to have additional job, or to have a new job with longer hours of work were estimated at 6.6 million or 16.0 percent of the total employed persons in January 2021. This underemployment rate is higher than the October 2020 rate of 14.4 percent, and the January 2020 rate of 14.8 percent.

The data above reflect that graduates from higher education institutions are not directly employed in the course they have graduated from. According to Chan (2019), the 2018 report by EF's English Proficiency Index, the Philippines ranks No. 14 among the non-native English-speaking countries around the world, and ranked second with a high EF EPI score of 61.84. This shows why offshore business operations like customer service have boomed in the Philippines because of an excellent command of the English language.

However, the question is, how many of the graduates from all the higher education institution in the Philippines are working as customer service? How many are able to work as a virtual assistant, a copywriter, an online teacher when the CoVid 19 pandemic struck with the closure of some establishments? What is meant here is, having good speaking skills will land a graduate a job that can help them achieve their dreams in life.

Despite the opportunities to land a job that requires good English-speaking skills, there is something to worry about. According to Valderama (2019), the Philippines fell from 14 places in 2018 to 20th in the 2019 proficiency index (EPI). This shows that other countries have been improving faster as global competitiveness becomes tighter.

Sultan and Sultan (2017) stated that many high school and university teachers

complain about the non-responsive, passive behavior of students in class. Students don't appear to take an interest in classroom activities which not only negatively affects their own learning process but also tends to decrease the confidence of a teacher regarding his/her teaching abilities.

Likewise, according to Cabigon (2015), stakeholders from the government, academe, private, and non-government sectors acknowledged that even if the Philippines is doing fine in terms of English competency, concerns about how much of a competitive advantage it still is for the country raised. The stakeholders agreed that the country needs to step up its efforts in improving the teaching and learning of English, developing it as a vital skill of the workforce. As Rao (2019) also stated, the classroom is the ideal platform to develop one's speaking skills. Therefore, teachers must understand the problems of English language learners so that they can use strategies that will make the learners good English speakers.

Indeed there is a need to develop more communication skills, specifically the speaking skills of our graduates. This job is not only assigned to Higher Education Institutions but should start in Basic Education Institutions.

For years, it has been observed, that learners remain to be passive and silence occurs when students are encouraged to explain themselves and share their ideas by using the English language. Sometimes they even ask if they can share their ideas using their own dialect or in a language that they feel confident to use like the Philippine national language, Filipino. As a teacher, it is really very frustrating that you tend to ask yourself, am I being heard? Are they learning from me? Not unless they are invoking their right to remain silent.

This study then is conducted to deeply analyze what makes students remain silent when they are asked to speak using the English language.

### **Statement of the Problem**

The tendency for students to remain silent or hesitant to share their ideas in an English language classroom has long been recognized. This can be a source of frustration for teachers and often leads to a teacher-centered environment. In light of this observation, the present study aims to identify the factors contributing to student passivity and silence in the classroom.

### **2. Objectives of the Study**

The research study was guided by the following objectives:

- 1) To determine the factors affecting the students' passiveness in the classroom when English is the mode of communication.
- 2) To determine the strategies used by the students to overcome passiveness inside the classroom when English is the mode of communication?

### **3. Methodology**

The research methodology used in this study was the quantitative research method. The quantitative method was used when the questionnaire in google forms

was used to gather data in determining the factors that make students passive in the classroom, and their strategies to make them speak in English. The survey included a Likert-scale and multiple-choice questions to measure factors such as technical, psychological, and learning environment; and strategies such as translation of text, body language, media instruments, and self-upgrading strategy. On the other hand, the respondents were asked open-ended questions to gather rich, descriptive data that can provide insights into the underlying reasons for student passiveness.

Triangulation was employed by the researcher to cross-validate the results and gain a more comprehensive understanding of the factors contributing to student passiveness in speaking English. All information gathered was treated with the utmost confidentiality.

The participants in the research are third-year pre-service students enrolled in the College of Teacher Education at Kalinga State University in the Philippines. These students were selected as respondents due to the College's specific admission criteria, which include proficiency in English communication skills for incoming freshmen. As they prepare for their fourth-year practice teaching, it is anticipated that these students will demonstrate a high level of confidence when speaking in English.

#### 4. Review of Related Literature

The article by onestopenglish.com highlights several reasons why teenagers avoid using English in speaking (unknown source). These reasons include feeling silly when making mistakes, perceiving communication in a foreign language as artificial, preferring to use their mother tongue for important conversations, lacking the English vocabulary to express concepts required by the teacher, not understanding the purpose of speaking English constantly in class, finding it tiring to produce a foreign language, being disengaged by boring topics or activities, perceiving speaking English as difficult, and considering it not fun. Additionally, Nillo (2014) emphasizes that the lack of proper vocabulary negatively affects learners' speaking skills, which is supported by Khan, Radzuan, Shabbaz et al. (2018) who identified vocabulary deficiency as a factor impacting students' speaking skills.

The importance of pronunciation is highlighted by Gilakjani (2012) who explains that learners with good pronunciation can still be understood even with errors in other areas, while learners with poor pronunciation may face social isolation, employment difficulties, and limited study opportunities. The fear of failure, being misunderstood, and grammar mistakes are identified by Clark (2020) as the most common reasons why individuals are afraid to speak English, a finding supported by Suryani, Suarnajaya, and Pratiwi (2020) further found that grammar, pronunciation, and vocabulary knowledge hinder students' speaking abilities. Likewise, Umisara, Faridi, & Joko Yulianto (2021) in their study further found three factors, namely communication apprehension, test anxiety, and fear of negative evaluation, contribute to triggering the students'

anxiety when speaking English. These factors are influenced by situation-specific anxiety, which arises when students find themselves in uncomfortable emotional and physical situations while speaking English in class. As a result, the students experience feelings of anxiety, frustration, fear, nervousness, and worry when they struggle to speak English. This fear of making mistakes and underestimating their abilities further deters them from engaging in verbal activities.

Dincer and Yesilyurt (2017) suggest that creating an anxiety-free classroom environment is crucial for supporting learners' motivation to speak English voluntarily and overcoming language learning barriers. Stuttering, a speech disorder characterized by frequent and significant problems with fluency and speech flow, is discussed by the Mayo Clinic, which explains that stuttering is common among young children but can persist into adulthood if not addressed.

Regarding strategies used in speaking English, Muluneh (2019) found that the majority of students agreed that translation and the use of their first language (L1) helped them understand difficult concepts. Cook (2011) supports the use of translation as a means of teaching a new language, highlighting its positive effects on learning, practice, problem diagnosis, and proficiency testing. The significance of gestures in communication is emphasized by Clough and Duff (2020) and an article from buckleyschool.com, both of which acknowledge that gestures contribute meaningful information to spoken messages and enhance audience understanding.

Rodrigo emphasizes the significance of incorporating fun and enjoyable elements into the learning process, while Pradana and Uthman (2023) assert that monotonous learning approaches lead to ineffective learning behaviors and negatively impact learning outcomes. Moreover, a lack of teacher creativity and expertise in delivering lessons can result in students' reluctance to actively participate in the learning process.

Huriyah et al. (2019) highlight the effectiveness of peer dialogue in improving speaking abilities, as Indonesian students perceive peer interactions in the classroom as valuable for enhancing their speaking skills. Similarly, Ahmmed (2017) emphasizes the advantages of engaging in conversations with peers, which include increased confidence and comfort in public speaking situations.

Overall, these sources provide insights into the factors that contribute to students' passiveness in speaking English, including language-related issues, psychological factors, fear of making mistakes, lack of motivation, and the importance of creating an engaging and supportive learning environment.

## 5. Results

The comprehensive research findings suggest that there are several factors contributing to students' passiveness in speaking English. One major factor is the discomfort experienced by teenagers when speaking a language in which they know they are making mistakes, feeling silly, and finding communication in a foreign language artificial. They also tend to spontaneously use their mother

tongue for important conversations. Moreover, students often lack the necessary vocabulary and struggle to express the concepts required by the teacher. They may also fail to understand the purpose of speaking English constantly in class and find it mentally exhausting, particularly if their language proficiency is low. Additionally, students may be disengaged by boring topics or activities and perceive speaking English as difficult and not enjoyable.

The research highlights the significance of various language-related aspects. Lack of proper vocabulary is found to hinder students' speaking skills, while grammar, pronunciation, and vocabulary knowledge are identified as factors inhibiting students in speaking. Learners with good pronunciation are more likely to be understood even if they make errors in other areas, emphasizing the importance of pronunciation proficiency.

Psychological factors such as fear of failure, being misunderstood, and making grammar mistakes contribute to students' fear of speaking English. Shyness, anxiety, lack of confidence, and motivation also hinder students from actively participating in English class discussions. Embarrassment about pronunciation and the inability to express oneself as effectively as in one's native language further contribute to students' reticence.

Motivation plays a vital role in students' willingness to speak English. Creating an anxiety-free classroom environment is crucial for fostering students' motivation to speak English voluntarily and breaking down language learning barriers. It is also important to address speech disorders like stuttering, which can persist into adulthood if not addressed during childhood.

The research underscores the value of employing effective strategies in speaking English. Translation and the use of the students' first language are considered helpful in understanding difficult concepts. Gestures are identified as a meaningful component of language that enhances communication and aids in conveying messages effectively.

Furthermore, the research highlights the significance of making learning fun and enjoyable. When learners are motivated and engaged, they are more likely to actively participate in class discussions and improve their speaking skills. Peer dialogue and interaction are found to be effective in enhancing speaking abilities, promoting confidence, and facilitating clearer expression of thoughts and attitudes.

These research results provide valuable insights into the reasons behind students' passiveness in speaking English, addressing various language-related factors, psychological barriers, the importance of motivation, effective strategies, and the role of an engaging learning environment.

## **6. Discussions**

### **6.1. Factors Affecting the Students' Passiveness in the Classroom**

#### **6.1.1. Technical Factors Affecting the Passiveness of Students in the Classroom**

The majority of respondents acknowledge their deficiencies in grammar, indi-

cating that these factors contribute to their lack of fluency in speaking English. This lack of fluency is a significant reason why they remain passive in the classroom when asked to express their ideas. The silence experienced can be attributed to students' struggles with sentence organization. They often lack the skills to organize their thoughts coherently, including the use of transition words to connect sentences and paragraphs. It has been observed that students tend to list information rather than structure their compositions or narratives effectively. Fisher Hill Publishers (2014) highlights the importance of sentence structure, organization, and variety, such as the use of transition words, action verbs, and vivid adjectives. This implies that if students struggle with sentence organization in writing, it also affects their ability to express themselves verbally.

Furthermore, respondents identified inaccurate pronunciation as a factor contributing to their passiveness in class. Pronouncing words incorrectly can hinder their ability to communicate effectively and may result from the influence of their native dialects. The study by [Suryani, Suarnajaya, and Pratiwi \(2020\)](#) found that grammar, pronunciation, and vocabulary knowledge were inhibiting factors for students in speaking English. [Gilakjani \(2012\)](#) emphasized that learners with good pronunciation are more likely to be understood, even with grammar errors, while learners with poor pronunciation may experience social isolation, employment difficulties, and limited opportunities for further study. Pronunciation is often considered one of the most challenging aspects of acquiring English, requiring explicit help from teachers.

Additionally, a notable percentage of respondents mentioned speaking with irregular intervals, using filler words like "aah" or "uhh" when they need time to think. This indicates that they feel ashamed and unable to speak fluently like their peers, leading them to choose not to speak. Mayo Clinic defines stuttering as a speech disorder involving difficulties with fluency and flow, including repetition, prolongation, or pausing during speech. While stuttering is common among young children as they learn to speak, it can persist into adulthood if not addressed. Therefore, students may carry speech problems from their younger years into their education.

Considering the aforementioned factors that contribute to students' passiveness in the classroom, if not addressed, future teachers, the respondents, may continue the cycle of mispronunciation, insufficient sentence organization, and stuttering. This could significantly impact their employment prospects in the global teaching market, where fluency and proficiency in English are essential. Without improvement in these areas, graduates may face limited teaching opportunities on a global scale.

### **6.1.2. Psychological Factors Affecting the Passiveness of Students in the Classroom**

The results indicate that the respondents strongly agree that they feel nervous when speaking in English. This nervousness stems from their fear of making mistakes and their lack of confidence in speaking the language, as evidenced by

the 59.5 percent response rate. Additionally, 54.1 percent of the respondents express concerns about being misunderstood. Furthermore, most respondents moderately agree that peer pressure contributes to their passiveness.

Based on these results, it can be inferred that the students' passiveness stems from their internal mindset rather than external factors. This suggests that the use of English as a means of expressing thoughts and ideas may not have been consistently practiced in the classroom. In other words, teachers may have allowed students to express themselves in languages they were more comfortable with, neglecting the importance of training students to use English for speaking.

When asked about the reasons for feeling nervous when speaking English, some responses indicated fears of mispronouncing words and making grammatical errors, as well as a lack of vocabulary. These answers align with the results from the first table, where the pronunciation of words received the second-highest percentage. The fear of failure, being misunderstood, and making grammar mistakes are commonly cited reasons for people's fear of speaking English, as noted by Clark (2020). Making mistakes in language can often feel like a personal failure.

Similarly, when asked why they lack confidence in speaking English, respondents mentioned that it is a foreign language to them and they feel uncomfortable using it. They also expressed insecurity because their society does not primarily speak English, which makes it feel unfamiliar. These statements indicate that speaking English in the classroom was not a regular practice. This observation aligns with instances where bilingualism is used even in English classes. Consequently, students are not comfortable using English for speaking because they lack familiarity with it. Umisara, Faridi, & Joko Yulianto (2021) in their study further found three factors, namely communication apprehension, test anxiety, and fear of negative evaluation, contribute to triggering the students' anxiety when speaking English. These factors are influenced by situation-specific anxiety, which arises when students find themselves in uncomfortable emotional and physical situations while speaking English in class. Similarly, verbling.com (unknown source) identified reasons why some individuals are afraid to speak English, including embarrassment due to pronunciation and difficulty expressing themselves in a second language compared to their native language. This reason given by the respondents adheres to their admission of lacking confidence in speaking the language because of technical factors like errors in grammar usage and pronunciation skills.

The statements above suggest that teachers play a role in these feelings. It is possible that assessments were not used effectively to identify students' grammar weaknesses, as the same issues and concerns persist despite curriculum changes in basic education. These weaknesses are still prevalent among college students, who are being trained to become teachers. It is a significant concern because training students to speak English fluently should not be the primary focus. If this trend continues, regardless of efforts to improve the educational system, the



problems and issues we face today are likely to persist in the future unless there is a stronger commitment to teach students the necessary skills for success.

### **6.1.3. Environmental Factors Affecting the Passiveness of Students in the Classroom**

Most respondents moderately agree that the learning environment plays a role in their passiveness in the classroom. While the agreement is moderate, it is acknowledged that some still consider the learning environment as a contributing factor. Specifically, 54.1 percent of the respondents believe that the sufficiency of practice and frequency of language use greatly impact students' ability to speak the language. Insufficient practice and infrequent use of the language, therefore, lead to passiveness. This implies that fluency in a language is affected when it is not consistently utilized. In a study by Cabaltica and Arcala (2021), teacher respondents agreed that students are motivated to learn English in their class, but some experience anxiety during speaking activities. The teachers further revealed that the student's English proficiency level is average, as they can converse with their ideas but still require more practice. Thus, the importance of frequency of use and practice in mastering a language becomes evident.

During interviews, some students expressed the significance of practice in improving fluency in English speaking. Statements such as "Practice is needed in communicating using English as a language" and "Read books to practice" indicate their belief in the importance of practice for honing their English communication skills. Therefore, regular communication in English within the classroom and reading serve as means of enhancing their speaking abilities and increasing their confidence to use the English language.

It is also worth noting that a considerable number of respondents (48.6 percent) strongly agree that motivation is a factor contributing to their passiveness in the classroom, while 43.2 percent strongly agree that the frequency of English language use affects their ability to speak. This means that motivation by teachers, peers and even parents can affect the development of learners speaking skills in English. Of course, when a learner is trying to speak a language that is not his own, he or she will have more confidence to practice using it more if he or she is encouraged. According to Thohir (2017) language teachers could directly influence the language learners' motivation and their continuing participation in the classroom. Providing positive feedback and enhancing autonomous learning are among the important means to increase the learners' motivation. Therefore, Dincer and Yesilyurt (2017) suggest that language teachers and educators should strive to create an anxiety-free classroom environment that supports learners' voluntary motivation to speak English and helps overcome language learning barriers. This finding is also supported by the 43.2 percent of respondents who moderately agree that support from peers and teachers contributes to students' willingness to speak English.

Furthermore, one identified factor contributing to students' passiveness is the fear of being laughed at. This suggests that an environment that allows students to mock others' mistakes can significantly impact student participation in

speaking activities. [Sadighi and Dastpak \(2017\)](#) in their study further state that “fear of making mistakes,” “fear of negative evaluation,” and “lack of vocabulary knowledge” were the main factors that caused anxiety among students. However, it is impossible to learn a foreign language without making mistakes. Given this situation, teachers should make adjustments in the language class to prevent negative feelings toward English language learning ([Atas, 2015](#)).

In summary, technical, psychological, and environmental factors are intertwined with each other and cannot stand significantly alone to be the main reason for the students’ passiveness. Because of their lack of technical skills, they are psychologically disturbed which affects their learning environment.

## **6.2. Strategies Used by the Students to Overcome Passiveness inside the Classroom**

### **6.2.1. Translation of Text**

It was revealed that a significant proportion of the respondents (45.9 percent) heavily relied on translation to their first language before answering questions. This highlighted the reason why students sometimes hesitate to respond immediately, as they are still in the process of translating the question into their native language. Additionally, 40.5 percent of the respondents stated that they heavily rely on translation to their first language when organizing their ideas. Although it can be inferred that they moderately use translation in organizing their thoughts and writing their responses, the results still indicate their limited vocabulary and lack of skills in sentence structure.

While translation is an important tool in second language learning, it is noteworthy that the respondents in this study are third-year teacher education students who are expected to be proficient in speaking English. However, it appears that they are still employing a strategy typically used in the early stages of second language acquisition. A study by [Muluneh \(2019\)](#) among secondary school students found that a majority of the participants agreed that translation and the use of their first language helped them understand difficult concepts. Similarly, [Cook \(2011\)](#) stated that translation is a natural and effective method for teaching a new language, as it aids learning, provides practice, diagnoses problems, and tests proficiency. Nonetheless, teachers cannot completely prevent students from relying on translation as it is a fundamental aspect of language learning. This implies that the use of translation to the first language should have been incorporated in basic education, so that by the time students reach tertiary level, they should already possess confidence in speaking English.

### **6.2.2. Body Language**

According to the data gathered, the respondents heavily rely on hand gestures and facial expressions to convey the meaning of what they are saying. They frequently utilize these non-verbal cues as a means to compensate for their limited vocabulary and grammar, allowing them to express their thoughts effectively. However, it is important to note that by relying on gestures, they often depend

on others to interpret the meaning behind their gestures. Consequently, there is a possibility of misinterpretation or misunderstanding.

Clough and Duff (2020) emphasize that gestures play a crucial role in language as they provide meaningful and distinctive information, reflecting the speaker's knowledge and experiences during communication. Similarly, an article from buckleyschool.com (unknown source) states that using gestures is beneficial as they add layers of meaning and expression, demonstrate the speaker's commitment to conveying the message, and facilitate audience comprehension. However, it is worth noting that these references primarily address the use of gestures in public speaking and presentations, where gestures enhance the overall communication process. In the context of relying on gestures due to a lack of vocabulary and grammar, it raises concerns for teachers who utilize English as the medium of instruction.

The heavy reliance on hand gestures and facial expressions to compensate for language limitations should be a matter of concern for English language teachers. It indicates a need for further support and instruction in vocabulary development and grammatical proficiency to enhance the students' overall communication skills. By addressing these areas, teachers can empower students to effectively express themselves verbally, reducing their dependency on non-verbal cues and promoting a more comprehensive and accurate exchange of ideas.

### **6.2.3. Educational/Media Instruments**

The data provided illustrates that a majority of students heavily rely on watching English movies as a means to improve their speaking skills. Additionally, 59.5 percent of the respondents reported using reading, while 54.1 percent utilize social media to watch English classes. This indicates that students prefer engaging in activities that allow them to enjoy themselves while simultaneously enhancing their language proficiency. By watching movies, reading, and accessing English classes through social media platforms, students are able to combine entertainment with learning.

This finding suggested that students can effectively develop their English speaking skills by integrating fun into the learning process. Rodrigo emphasizes that regardless of the importance of the subject matter, learning cannot take place if students lack interest or motivation. Moreover, learning should spark curiosity, foster creativity, and encourage individuals to become lifelong learners. Making learning enjoyable is considered the most effective approach since it transforms the activity into a natural, spontaneous, and organic process. When students genuinely enjoy and love what they are doing, it becomes easier to learn and retain information.

Considering these perspectives, it is evident that students' preference for enjoyable language learning activities such as watching movies, reading, and accessing English classes through social media aligns with the notion that combining fun and learning yields positive outcomes. By incorporating engaging and entertaining elements into English language instruction, educators can create an

environment that nurtures students' motivation, enhances their language skills, and fosters a lifelong passion for learning.

#### 6.2.4. Self-Upgrading Strategies

A significant portion of the respondents relied on the strategy of talking to oneself to develop their English speaking skills. An article on italki.com highlights the importance of practice in speaking and draws a parallel between babies mimicking their parents' speech to learn language and language learners needing to train their speech organs to produce unfamiliar sounds. In the study of [Mueller and Richardson \(2022\)](#), when second language instructors often have students talk about their own experiences rather than abstract impersonal topics. Intuitively, such topics seem more likely to encourage student engagement that resulted in personalized prompts associated with greater fluency. Moreover, there was some evidence that impersonal prompts led to output with greater lexical complexity.

[Lewis \(2021\)](#) enumerates several advantages of self-talking, including convenience, flexibility, cost-effectiveness, freedom from embarrassment, and the ability to engage in self-talk internally without fear. Students find it particularly convenient to speak with peers who are in a similar situation, as they do not fear ridicule if they make mistakes. Research conducted by [Huriah, Nuriawarti, Zahro, and Hardini \(2019\)](#) among Indonesian students supports the notion that peer dialogue in the classroom is an effective method for teaching speaking skills. Similarly, [Ahmmed \(2017\)](#) revealed that conversing with peers is an effective way to improve speaking skills. Regular practice of English conversation helps students develop their speaking abilities over time, and peer interactions contribute to increased confidence and ease when speaking in public or facing oral examinations. Peer conversations also aid students in selecting appropriate words and expressing their feelings and attitudes more clearly.

Moreover, the data indicated that 45.9 percent of the respondents use the strategy of speaking with English-speaking individuals. This is likely due to the limited number of students who speak English fluently in their schools.

In summary, the chart reveals that self-talking is a prevalent strategy among the respondents for developing English speaking skills. Engaging in self-talk allows learners to practice at their own convenience and offers various advantages. Additionally, conversing with peers and English-speaking individuals is valued by students as it provides opportunities for meaningful practice, boosts confidence, and enhances communication skills.

## 7. Conclusion

In conclusion, it can be determined that the passiveness observed among students inside the classroom is influenced by various factors. Psychological factors, particularly motivation, play a significant role in students' passiveness. Additionally, insufficient organization of ideas, incorrect pronunciation, peer pressure, and infrequency of use and practice contribute to their passiveness.

To overcome their passiveness, students employ a range of strategies. Translation of text before answering a question is a commonly used technique. They also rely on body languages, such as hand gestures and facial expressions, to convey meaning and compensate for vocabulary and grammar limitations. Engaging with English movies, reading English books, and watching English classes through social media platforms are popular methods for language improvement. Moreover, students actively participate in self-talk and engage in conversations with their peers to enhance their speaking skills.

Overall, students are proactively addressing their passiveness by utilizing these strategies. By acknowledging the underlying factors contributing to their passiveness and actively employing these techniques, students are taking steps towards overcoming their challenges and becoming more proficient in their English speaking abilities.

### Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

### References

- Ahmed, R. (2017). Peer Conversation for Developing Speaking Skills: Perceptions from Students of a Public University. *Crossings: A Journal of English Studies*, 8, 197-205. <https://doi.org/10.59817/cjes.v8i.145>
- Ansary, A. (2019). *Speaking Skills in Communication—Importance How to*. <https://www.careercliff.com>
- Atas, M. (2015). The Reduction of Speaking Anxiety in EFL Learners through Drama Techniques. *Procedia—Social and Behavioral Sciences*, 176, 961-969. <https://doi.org/10.1016/j.sbspro.2015.01.565>
- Cabaltica, R., & Arcala, R. (2021). Factors Affecting the Speaking Skills of Second English Language Learners. *Galaxy International Interdisciplinary Research Journal (GIIRJ)*, 9, 121-134.
- Cabigon, M. (2015). *State of English in the Philippines: Should We Be Concerned?* <https://www.britishcouncil.ph>
- Chan, R. (2019). *How Filipinos' English Language Communication Skills Become a Strategic Business Advantage*. <https://enterph.com>
- Clark, G. (2020). *Afraid of Speaking English, Read This*. <https://www.clarkandmiller.com/afraid-of-speaking-english>
- Clough, S., & Duff, M. (2020). The Role of Gesture in Communication and Cognition: Implications for Understanding and Treating Neurogenic Communication Disorders. *Frontiers in Human Neuroscience*, 14, Article No. 323. <https://www.frontiersin.org/articles/10.3389/fnhum.2020.00323/full> <https://doi.org/10.3389/fnhum.2020.00323>
- Cook, G. (2011). *Translation in Language Teaching and Learning*. <https://oupeltglobalblog.com/2011/10/20/translation-in-language-teaching-and-learning>
- Dincer, A., & Yesilyurt, S. (2017). Motivation to Speak English: A Self-Determination Theory Perspective. *PASAA: Journal of Language Teaching and Learning in Thailand*, 53, 1-25.

- Gilakjani, A. P. (2012). The Significance of Pronunciation in English Language Teaching. *English Language Teaching*, 5, 96-107. <https://doi.org/10.5539/elt.v5n4p96>
- Gillis, G. (2013). *The Importance of Speaking Skills*. <http://www.geraldgillis.com/importance-speaking-skills>
- Huriyah, L., Nuriawarti, F., Zahro, S., & Hardini, W. (2019). Peer Dialogue as an Effective Way for Teaching Speaking: Indonesian EFL Students' Voices. In *Advances in Social Science, Humanities and Research* (Vol. 434, pp. 235-237). Atlantis Press.
- Khan, R. M. I., Radzuan, N. R. M., Shahbaz, M., Ibrahim, A. H., & Mustafa, G. (2018). The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners. *Arab World English Journal (AWEJ)*, 9, 406-418. <https://doi.org/10.24093/awej/vol9no1.28>
- Lewis, R. (2021). *Talking to Yourself: Is It an Effective Way to Improve Your English Speaking?* <https://www.leonardoenglish.com/blog/learn-english-by-talking-to-yourself>
- Mueller, C. M., & Richardson, P. (2022). Talking about Oneself: Effects of Personalized Prompts on L2 Learners' Speech. *Journal of Second Language Studies*, 5, 344-363. <https://doi.org/10.1075/jsls.21023.mue>
- Muluneh, T. K. (2019). The Effect of Translating English into the First Language in EFL Classroom: The Case of Two Secondary Schools. *American Journal of Social Research*, 8, 1-20.
- Nillo, J. (2014). *Factors Affecting Speaking Skills*.
- Pradana, M. D., & Uthman, Y. O. O. O. (2023). Development of Aqidah Akhlak Learning Media "Board Game Based on Education Fun on the Theme of Commendable Morals (E-Fun A2M)" for High School Students. *Assyfa Learning Journal*, 1, 25-36.
- Rao, P. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal*, 2, 6-18. <https://researchgate.net>
- Sadighi, F., & Dastpak, M. (2017). The Sources of Foreign Language Speaking Anxiety of Iranian English Language Learners. *International Journal of Education and Literacy Studies*, 5, 111-115. <https://doi.org/10.7575/aiac.ijels.v.5n.4p.111>
- Sultan, A., & Sultan, B. (2017). Passive Attitude of Students in a Class Room Setting—Are Teachers the Real Culprits? *International Journal of Advanced Research*, 5, 19-28. <https://doi.org/10.21474/IJAR01/5733>
- Suryani, I., Suarnajaya, I., & Pratiwi, N. (2020). Investigating the Inhibiting Factors in Speaking English Faced by Senior High School Students in Singaraja. *International Journal of language Education*, 4, 48-58. <https://files.eric.ed.gov/fulltext/EJ1249909.pdf> <https://doi.org/10.26858/ijole.v4i2.10054>
- Thohir, L. (2017). Motivation in a Foreign Language Teaching and Learning. *Vision: Journal for Language and Foreign Language Learning*, 6, 20-29. <https://doi.org/10.21580/vjv6i11580>
- Umisara, E., Faridi, A., & Joko Yulianto, H. (2021). An Evaluation of the Psychological Factors Influencing the Students' Anxiety in Speaking English. *English Education Journal*, 11, 496-505. <https://doi.org/10.15294/eej.v11i1.47800>
- Valderama, T. (2019). Pinoy's English Proficiency Declines Sharply. *The Manila Times*. <https://www.google.com.manilatimes.net>