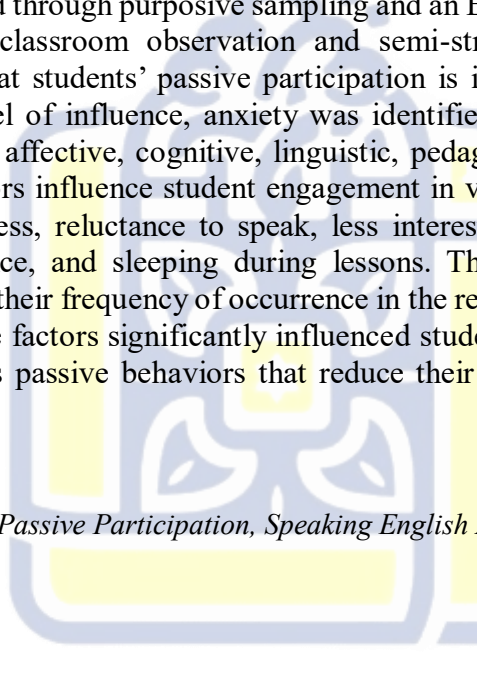


ABSTRACT

Speaking English skills play a crucial role in developing students' communicative competence. In the context of Indonesian education system, students are expected to actively participate in speaking English activities as part of developing their foreign language communicative competence. However, some students remain passive during speaking English activities, which limits their opportunity to develop their speaking English skills. This research aims to investigate the factors that influence students' passive participation and to examine how do these factors affect students' engagement in speaking English activities. This research used a qualitative method with a case study approach. The research subjects consisted of six students selected through purposive sampling and an English teacher. Data were collected through classroom observation and semi-structured interviews. The results indicated that students' passive participation is influenced by six factors. Based on their level of influence, anxiety was identified as the most significant factor, followed by affective, cognitive, linguistic, pedagogical, and sociocultural factors. These factors influence student engagement in various passive behaviors, included into laziness, reluctance to speak, less interest, low motivation, native language dependence, and sleeping during lessons. These behaviors were also identified based on their frequency of occurrence in the research data. This research found out that these factors significantly influenced students' passive participation reflected to various passive behaviors that reduce their engagement in speaking English activities.

Keywords: *Factors, Passive Participation, Speaking English Activities.*



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