

# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

The teaching and learning process is an activity that has educative value coloring the interactions that occur between teachers and students (Djamarah, Bahri, & Zain, 2022). The interaction occurs because of the activities of the teaching and learning process carried out. In teaching and learning process, there are some aspects that can make the goals of teaching achieved by teacher and students, the aspect of successful teaching and learning can be seen from the teachers, students, strategies of the teacher, management classroom and attendance.

Learning process is directed to achieve the goals following what was formulated before teaching takes place. So, teaching and learning English need good participation from the students, there are some characteristics of students in participating the class, some of them want to participate in the class and also the view of the students do not want to participate the class.

Classroom participation is a component that can make the learning process successful (Therriault, 2019). Another researcher said that classroom participation has a concept that the concept is an active engagement process including preparation, contribution to discussions, group skills, communication skills, and attendance (Rocca, 2010). While another researcher found that classroom participation is some students' comments or questions related to the material served in the classroom (Fassinger, 2000). So, classroom participation

is students' involvement in the learning process carried out in the classroom by conducting two-ways communication between teacher and students.

Verbal participation and nonverbal participation are the two categories of classroom participation. Verbal participation typically entails students speaking in class, answering and presenting questions, making comments, and participating in discussions (Lee, 2013). When participation is graded, students who do not participate in the aforementioned ways are typically penalized and deemed to be passive. On the other hand, non-verbal participation is correlated with behavioral responses in class. This includes the nodding of the head, the elevation of the hand, gestures of the body, and direct eye contact.

Good and active participation by students can have good impacts on the teaching and learning process, students are able to be more responsible for themselves as students at school, good participation can make students understand learning better and also the teacher and students can be easier to achieve the learning goals. In this case, Allah SWT said in the holy Qur'an Az-zumar verse 9:

أَمَّنْ هُوَ قَانِتٌ آنَاءَ اللَّيْلِ سَاجِدًا وَقَائِمًا يَحْذَرُ الْآخِرَةَ وَيَرْجُوا  
رَحْمَةَ رَبِّهِ قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ ۗ إِنَّمَا  
يَتَذَكَّرُ أُولُو الْأَلْبَابِ ۗ

This verse emphasizes the power of the educated students over the ignorant students need to recognize that being well-prepared with prior knowledge is essential to receiving the most out of their educational experiences. Students' ability to learn and apply new information depends on

their having an established basis of knowledge. This verse also implies that only the educated students will succeed. This phrase highlights the significance of students' creativity and insight in the classroom. For students to actively participate in class, they must grasp concepts, conduct in-depth analyses, and apply what they have learned to concrete situations. Students who take an active role in their education are more likely to use their brains to search for answers.

Then, the value of learning from experience is also emphasize in this passage. Students are expected to view each class as a chance to grow and expand their knowledge and skills. Students need to be able to relate classroom material to everyday situations, draw relevant conclusions, and implement new knowledge effectively. The capacity to think critically about the material and draw useful conclusions is essential for students to actively participate in class. In short, the verse's emphasis on learning, knowledge, understanding, and intellectual ability connects well with student engagement in the classroom. Students that take an active role in their education are more likely to retain what they learn, demonstrate deeper topic comprehension, and demonstrate greater analytical prowess.

In Al-Qur'an surah Ar-Ra'ad, verse 11:

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۗ

This verse highlights the value of self-initiated transformation. For students to develop new skills and expand their understanding, they must be involved in and committed to the learning process. The lesson that may be

gleaned from this verse in the context of the classroom is the value of students' engagement with the material being taught. The lesson that may be gleaned from this verse in the context of the classroom is the value of students' engagement with the material being taught. God provides everyone the resources and chances they need to grow and develop, but true transformation requires intentional effort. Student engagement encompasses a wide range of behavior, from willingness to learn to new information and ideas to active participation in class discussions and group projects to individual inquiries and the pursuit of knowledge outside the classroom. Participation in class increases a student's chances of learning new things, growing as a person, and succeeding academically.

Many people do not realize that in the absence of interest, the active learning process will not occur. Interests are closely related with feelings of like or dislike, interested or not interested, happy or not happy. If someone has interest in that subject learning, they will get good learning achievement but the opposite will happen if learning that is learned is not in accordance with the interests of students, then students will not learn as well as possible and they will have performance drops and so on. This matter because there is no attraction for him.

Furthermore, classroom involvement from the perspective of students is insufficient to understand the concept of active classroom participation (Tatar, 2005). If only students who are involved in the class, it is not enough to make students active in learning, students also need good facilities from the

teacher, because the teacher is a place to facilitate students in learning. Therefore, a better understanding of the factors that contribute to students' inhibition of class participation is needed by teachers, teachers must also make careful preparations before teaching materials to students, by developing more effective teaching strategies and techniques, and The teacher must also be able to create a more supportive and less boring learning environment, so that students and teachers have a reciprocal relationship in the learning process, therefore an active and fun class will be created.

Students' classroom participation can be influenced by a variety of factors, including the classroom setting, the institution where they attend, and even teacher and student traits (Susak, 2016). These are some factors that can affect students' classroom participation, the learning environments and institutions can influence classroom participation because when the students feel comfortable in the learning environment they will have a high interest in participating classroom. While educators and students are the biggest factors that can affect classroom participation because they are the major role during the course of instruction and education. So, the students and teachers, have to create good continuity and classroom participation in learning English to get better achievements.

Moreover, most students in teaching and learning English in Indonesia is still limited participate well, they prefer to be passive than active in English language teaching classroom. Then, the researcher wants to know the types of

classroom participation that affect students' participation, who do or do not participate in the English language teaching classroom.

This study gives the important thing in teaching and learning process, it can improve teacher strategy and teaching style that can make students have interest in the learning process better. So, there are some benefit that the students will get from their active participation in the class, it can increase student self-esteem, self-esteem is a students' view of theme-selves active learning allows students to be active and interact with each other in the class, another benefit of active in the class is can discover the capacity intelligence of students, when the students active in the class they can show their intelligent that they have by expressing their opinion or thought in the individual or group session.

Therefore, from some explanations above, the researcher would like to conduct this research attempt to explore how students' classroom participation and focusing on the aspects of classroom participation in the English teaching and learning process that can affect the students to be active in the classroom. The aspects of classroom participation are preparation, contribution to discussion, communication skill, speaking English in the class.

## **B. Definition of Key Terms**

To avoid misunderstanding in this study, the researcher gives some definitions of key terms that are important to understand as follows:

### 1. Exploring

In this case exploring is defined as activities carried out and find out the types of classroom participation that can affect students' participation in the class by observing the English class.

### 2. Classroom Participation

Active participation is a process that is defined as the following: preparation, contribution to discussions, group skills, communication skills, and attendance. Classroom participation is also an interaction between teacher and students that so to achieve the goal together. There are two main categories of participation by learners in the classroom: verbal and nonverbal. Speaking up in class, asking and answering questions, offering observations, and contributing to group discussions are all examples of what are called "verbal participation" (Lee, 2013). While, non-verbal participation is associated with in-class behavioral responses, head nodding, hand raising, body motions, and eye contact are all examples of this.

### 3. The Aspects of Classroom Participation.

In the classroom participation, there are some aspects that can influence how students participate in the class, the aspects of classroom participation are consist of:

- a. Preparation
- b. Contribution to discussion
- c. Communication ability

- d. Speaking in the class
- e. Classroom Task
- f. Environment

### **C. Research Questions**

Based on the background of study above, the questions of this study that would be discussed are as follows:

1. How is the students' classroom participation in the English class at SMPN 6 Tanjung?
2. What aspects of classroom participation that can affect students' active participation in the English class at SMPN 6 Tanjung?

### **D. Objectives of Study**

1. To investigate how students' classroom participation at the English class at SMPN 6 Tanjung.
2. To investigate which aspects of classroom participation are used in the English class at SMPN 6 Tanjung that can affect students' classroom participation.

### **E. Significance of Study**

1. Teacher

This study can improve teacher strategy and teaching style that can make students interested in the learning process better. And also another benefit for the teaching and learning process, this study can increase



new insight about influential factors based on the aspects of classroom participation that can affect students' classroom participation.

## 2. Students

The benefits that will be obtained by students are students will be more comfortable learning English and students will avoid feeling bored and even lazy in the class participation

## 3. Researcher

This research will be useful for researchers to get new insights or new sources for further research where the research discusses student participation in class.