

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

The results of this study are presented and discussed in this chapter. Questions posed in the research problems prompted the investigation. It discusses several forms of classroom involvement and the factors that motivate students to get involved in English class.

The researcher visited an English class and conducted activities like observing lessons, conducting interviews with both students and teachers, and keeping detailed records.

#### **A. Findings**

##### **1. Classroom Participation**

The researcher observed an English class of seventh grade at SMPN 6 Tanjung. During the observation, an observation sheet was used to help the researcher to note the types of classroom participation which used and also the aspects of classroom participation that can affect students to be active in the classroom and this result was used to answer the research questions above.

First, the researcher observed the English class of the seventh grade at SMPN 6 Tanjung that started on Monday, 09<sup>th</sup> of January 2023 at 10:00. The arrangement of the seating used “Grid Shaped” model. While teaching and learning process the teacher used lecturing method in delivering the topic material. The topic material was “Physical

appearance”. The teacher explained about what was physical appearance to students, the teacher said “Physical appearance itu adalah kondisi fisik seseorang that categorized into words that describe personal appearance, they are eyes, nose, hair, body and face”. During the learning process, the teacher often pointed out and attracted the students to give a comments or asking some questions related to the material explained by the teacher. And there were some students asked the question to the teacher, the student said that “Miss, I would like to ask about: Do I can use physical appearance to describe an animal?” and then the teacher answered the question from the students, the teacher said that “yes, you can use it to describe an animal, thank you for asking” “another students do you have any questions?” and the students only give head nodding response. After that the teacher gave individual assignment by giving some multiple choice question from the book.

Based on the observation sheet list, the researcher found that the communication between teacher and students before, the researcher pointed out that in that class, there were some students only do the head nodding, body gestures and eye contact. Only one of the students gave a comment or asked the question.

Next, the researcher observed the English class of the seventh grade at SMPN 6 Tanjung on Monday, 16<sup>th</sup> of January 2023 at 10:00, based on that day the teacher was using the same topic to be learned by the

students, the topic is “Describing physical appearance” in this session the teacher used cooperative language learning method, where the teacher made some groups from the students, there were three groups and every groups consisted of five students made by the teacher. The teacher asked the students to do the discussion about describing their idol, the teacher said “well, your job is to describe a person and you can choose the person from your favorite actor/actress.” So, from the statement told by the teacher, there was a student gave a comment to the teacher, the student said “miss, I want to ask about: Can we choose our idol from abroad, the example is Korea?” and then, the teacher answered to the students “yes, it is free”. And then all groups did a discussion, they looked like enjoying the discussions and all of them were active and focus to the topic with the group discussion session that given by the teacher. While the group discussions finished, the teacher asked the students to read their group discussion result in the front of the class and every group needed to make one of the member of the group discussion become a representative to read the group discussion result in the front of the class.

The third, the researcher observed the seventh grade of English class at SMPN 6 Tanjung started at 10:00, on Monday, 23<sup>rd</sup> of January 2023. In that day the teacher gave a topic material about “Asking and Giving Opinions”. The teacher used lecturing method to the students. Then, the teacher gave a question for the students, and the teacher said

“Do you know what opinion is?” the teacher translated it to the Indonesian “*Ada yang tau apa itu opinion?*” then the students only did the head nodding respond to the teacher. So, the teacher asked them to open their dictionary to look for what is the meaning of opinion. After that some students raised their hand, they were scrambling to answer the meaning of the opinion, the teacher chosen a student to answer it. And the student answered “*arti dari opinion adalah pendapat ma’am*”. Then, the teacher told to the students that asking and giving opinion is “*meminta dan memberi pendapat kepada orang lain*”. After that, the teacher gave an opportunity to the students who wanted to give a comment or question to her, and there were no students gave a comment or questions. Because there were not students gave questions or comment, the teacher gave them an assignment. The assignment was done individually by translating the dialog from the book and if they had done the assignment they could submit it to the teacher. While they finished the translation of the dialog, the teacher asked the student to read a dialog that was translated in the front of the class and there was a students who was very confident to read a dialog.

Then, the researcher did an observation in the seventh grade of English class at SMPN 6 Tanjung on Monday, 06<sup>th</sup> of February at 10:00, in that day, the researcher found that the teacher used cooperative language learning method by delivering the same topic material as last week. The teacher made some groups for this session, the teacher made

five groups, consisted of three students in every group. The teacher asked them to make an opinion about school facilities, in this session all students did the great job, they did a discussion seriously but they felt fun, they could share one idea to another idea each other in the group, gave some comments that related to “asking and giving opinion” topic. And after that, the students read their dialog result in front of the class. And every performance, the teacher gave an appreciation to them.

Next, the researcher did an observation in the seventh grade of SMPN 6 Tanjung on Monday, 13<sup>th</sup> of February 2023 at 10:00, in that day the researcher found that the teacher used lecturing method, in this session the teacher taught the topic learning, it was “Professions”. After telling the topic learning, the teacher explained about what was the definition of profession, the teacher said that “profession is a paid occupation, especially one that involves prolonged training and a formal qualification, the examples are teacher, doctor, chef”. After that, the teacher gave a question about profession, the teacher said that “who want to tell me about profession that you know”. Then, most of students raised their hands and they were very excited to tell the profession that they knew. The students was given an opportunity to answer the teacher questions, and the students’ answers were “Singer, driver, police, army, meatball seller, actor, actress and others”. In this session, most of students were able to manage theme-selves for being active in the class by giving comments to the teacher’s question. After that, the teacher

asked the students to write ten professions that they knew in English and also translated them into Indonesian. This task was done individually and they all have to collect it to the teacher.

Last, the researcher did an observation in the seventh grade of SMPN 6 Tanjung, especially on Monday, 20<sup>th</sup> of February at 10:00. In this session, the teacher continued the topic learned a week before about “profession”. And the researcher found that the teacher used cooperative language learning that the teacher asked the students to describe about a profession that the students wanted to be. And then, the teacher asked the students to read their description result about their profession dream in the front of the class and the other students had to guess what profession was described by the students. In this session, the researcher found that the students did the task very fun and active.

Based on the observation that the researcher did, during the six meetings of English teaching and learning process done from 09<sup>th</sup> of January 2023 – 20<sup>th</sup> of February 2023 at the seventh grade of SMPN 6 Tanjung, the researcher concluded that while teaching and learning process, the teacher used some teaching methods, such as lecturing method and cooperative language learning method. In using both method, the teacher explained the topic material and then the teacher made some groups to do the assignment together in the group and did a discussion. In the group discussion, the researcher found that the students very active in the sharing their idea, making comments and the

students looked fun and enjoy the class. It was different, while the teacher only gave the individual assignment, the students only did the assignment by theme-selves and if the students did not understand how to complete the assignment, they only kept silent and did the assignment was not in accordance with the expected results. Then, based on the observation, the researcher found that some students did not want to follow the instruction from the teacher because they were not confidence and shy.

Based on the observation result, the students in the seventh grade of SMPN 6 Tanjung did the verbal participation, they made comments such as asking and answering the question, they took a part in the discussion. And then, the researcher found some students did non-verbal participation that they participate the class, such as only did the head nodding, body gesture and eye contact. And the students did the verbal participation while the teacher used the appropriate English teaching method and also the use of varieties of task, it is not only giving individual assignment but the teacher also give the group work or group discussion. The researcher found the students did the non-verbal participation because they did not feel confidence.

## **2. Aspects of Classroom Participation**

After did an observation in the seventh grade of English class at SMPN 6 Tanjung, the researcher continued to do an interview to the students. The students was chosen to be interviewed the most active and

passive students in the English class. In order to get the data, the researcher used interview guidelines to help in noting the data or the answer from the interview session. In the English teaching and learning process, there are the aspects of classroom participation, they are:

**a. Preparation**

The preparation is needed before teaching and learning take place, there are some things that is categorized as the preparation:

1) Topic Selection

Based on the observation the researcher found that, the teacher chose the topic learning appropriate with the students' interest, like the learning theme is "Physical Appearance", the teacher asked the students to describe about physical appearance from their idol, and the students was free in choosing their idol. That made the students felt fun and they became active in the class.

Two students were chosen and there was the most active student and also there was a passive student. The most active students mentioned the thing that could make her active in the class, the active student said "I will active in the class if the teacher can choose the appropriate topic of the learning theme, not only following the direction of the book".

Then, the passive students added the statement that "I think that choosing the appropriate topic is important, because if the



teacher choose the difficult topic material and it is not suitable for our level it can make me confused and feel difficult in studying English”.

2) The teacher style and technique in teaching English.

Based on the observation and the interview for the teacher before, the researcher pointed out that the teacher used two methods in teaching English in the class, they were lecturing and cooperating language learning methods.

Active students said that “The teacher always uses the varieties way in teaching English, the teacher often ask to us to do the discussion, which the discussion is very fun and effective in studying English and of course it can make me more active in the class if there is discussion session.

While passive student said that “I agree with my friend that the teacher has good method in teaching English, I will be active in the class only when in the group discussion, because if in the individual assignment or individual performance, I’m not confident to do those all by myself”.

**b. Contribution to discussion.**

In English teaching and learning process, contribution to discussion is the way of the students to express their opinion. Based on the observation before, the researcher found that the teacher often made group work or group discussion in the classroom. While

the teacher made the group work, the students who were only sitting and gave their attention to the teacher. They were more active and they were able to express their idea in the group work or discussion.

In this session the active students gave her statement, she said that “In my class, the teacher often made some groups, the example is this week the teacher explained the material but next week the teacher will make some group for us, in this session I’m glad and happy to do the discussion by giving a comment from another idea, and sharing my idea to others related to the material”.

Then, the passive students answered that “among individual and group discussion, I prefer to understand the material quickly by using group discussion session, in the individual assignment I often do not understand how to do it, and then in the group discussion I feel that I can learn how to give a comment to the thing related to the discussion topic”.

**c. Communication skill.**

Based on the observation before, the researcher found that there were some students very afraid in expressing their opinion or comments, while the teacher instructed them to do that, but it would be different if they were asked to express their opinion in the group work or discussion, they were able to give their comments. So, for another students also had good communication skill with their

friends or teacher, even though the teacher asked them to express their opinion in the individual or group works.

In English teaching and learning, English communication skill can influence to the students to be active in the classroom. The question that given by the researcher is “do you have any difficulties in the communication with teacher and friends”. The active student answered “No, I do not have any difficulties in communicating with others that so participate the class and active in the class is the thing that not difficult for me”.

Then, the passive student answered that “Yes, I have some problems in communication skill, for example, when answering the oral question from the teacher, I get nervous and I’m so afraid that I will make the mistake on it that so I prefer to keep silent in the class”.

In contrast, the both active and passive student gave difference answer from the researcher’s interview. Based on the interview guidelines, the researcher found that communication skill was influence students can be active participate the class.

#### **d. Speaking in the class.**

Based on the observation before, the researcher found that the teacher and students used mix language in the class, but they used Indonesian more dominant that speaking English in the class plays an important role in the process of learning English. Speaking

English in the class also can influence students to be active in the class, the thing that happened in the class while there is the speaking English session, they are:

1) English language perception

Based on the observation session did by the researcher before, the researcher found that the active student was confident to speak English in the class, therefore she used mixed language English and Indonesia, she did great in trying to speak English. While the passive student preferred to keep silent when there was an opportunity for the students to practice their speaking in the classroom.

Then, the active student said that “In my perception, English is the top language that I have to learn, I feel proud of myself if I can speak English, therefore I still in the studying process, I will active in the class”.

Next, the point of view of the passive student, he said that “I have bad perception in English, I think English is difficult, because we have to learn another people language started from zero again, and I believe that English is difficult to learn”.

2) Self-esteem in oral communication.

Based on the observation the researcher found that the passive student had the self-esteem in the speaking in the class, while there were the speaking session that given by the teacher, difference with the active student, the active student had good confident in speaking class and active while speaking session was given by the teacher.

The passive student said that “I do not confident in speaking English, while the teacher gives me the speaking assignment or speaking performance session, I’m very afraid and do not confident in doing that, I’m afraid that I will make some mistake in speaking English and to be honest, the English pronunciation is difficult to say.

While the active student said that “I like and very confident in English speaking session that given by the teacher, even I cannot speak English well and I always did the mixed language Indonesian and English when there is the speaking session but I like and I will participate actively in the class”.

**e. Environment.**

Environment very much influence the students to be active participate in the class, the environment can be categorized on size of classroom, time of study and also friend.

### 1) Size of classroom

Based on the interview guidelines the researcher found that the active student said “I think that the class size is very influence the students to be active in the class, because while we were study in the small class, of course we would feel hot and did not focused on the study”. And then, the passive student agreed with the active student’s answer.

### 2) Time of study.

Based on the interview guidelines the active student answered that “if it is about time I will prefer to study in the morning, because we are still fresh”. And then, the passive student added the answer that “yes agree, in the morning from 07:30 until 10:00 is the good time to study”.

### 3) The influence of friends.

Based on the interview guidelines that the active student answered “in having friends, I choose the friend who is cooperative and also can bring us to be active student in the class that can sharing the idea each other also”. While the answer from the passive student said that “I choose randomly friend in the class, who are fun, I will choose them as a friend”.

## **B. Discussion**

The results of the first research question were given and discussed in this section is “How is the students’ classroom participation in the English class of SMPN 6 Tanjung?” and also “What aspects of classroom participation that can affect students’ to be active at the English class at SMN 6 Tanjung?”

### **1. Classroom Participation.**

There are two distinct types of classroom participation: verbal and nonverbal. (Lee, 2013). Based on the findings the researcher pointed out that the students of the seventh grade in SMPN 6 Tanjung used verbal and non-verbal participation, the students were active or passive in the class depended on several aspects that influenced their classroom participation. Verbal participation was shown through giving opinion, comments, asking and answering question and also taking a part in discussion. Meanwhile, the non-verbal participation was shown thorough only focused on the teacher’s explanation, did the head nodding, sitting quietly, did the eyes contact.

### **2. The Aspects Influence the Students Active in the English Classroom.**

Preparation, participation in discussions, group abilities, communication skills, and regular attendance were all essential components of an effective classroom participation execution. (Rocca, 2010). Based on the findings, there were the students shown the verbal and non-verbal participation. Verbal and non-verbal participation depended on the aspects that influence them. It is related to the (Aslan

& Sahin, 2020) that there are the aspects that can influence the student's active in the classroom:

**a. Preparation**

Based on the findings the researcher pointed out that there were the category of preparation between teacher and students. It was approved by (Aslan & Sahin, 2020) Preparation was needed before the teaching and learning English take place.

1) Prior knowledge about the topic

Based on the on the findings, the researcher indicated that the students in the seventh grade of SMPN 6 Tanjung, the prior knowledge about the topic influenced the students to be active in the class, they preferred to be silent if they did not understand about the topic. It was approved by (Aslan & Sahin, 2020) that having the lack of prior knowledge about the topic was a great hindrance to taking active in the English classroom.

2) Topic selection.

Topics selection as a massive element that influenced the volume of their energetic participation (Aslan & Sahin, 2020). Based on the findings the researcher pointed out that in the seventh grade of SMPN 6 Tanjung, the teacher selected the topic from the learning them appropriate with



the level and the conditions of the students and it could influence the students enjoyed the class.

3) The teacher methods and techniques in teaching English.

Teachers' methods and technique of teaching English were as ways to participate in the class which influenced their motivation to participate actively in the lessons (Aslan & Sahin, 2020). Based on the findings, the researcher pointed out that the teacher used some English teaching methods. The methods used in the English teaching and learning process were lecturing and cooperative language learning method. The researcher concluded that using methods and techniques in teaching English could influence the students to be active in the English classroom.

**b. Contribution to discussion.**

Based on the findings, in the seventh grade of SMPN 6 Tanjung, the researcher pointed out that the teacher gave the group discussion routinely. From the findings that the group work or discussion could increase the student's interest to express their comments, idea and asking and answering the question. Based on the findings the researcher concluded that contribution to discussion can affect students to be active participate in the English classroom. It is related to the study from (Dancer & Kamvounias, 2005) that contribution to discussion was the aspect

of active students in the class, discussion was the way of students to express their group skill in discussing about the topic given by the teacher.

**c. Communication skill.**

The learning process was a series teacher and student communication activities in educational situations. Interaction of teachers and students aimed achieving the goals of learning (Suwardi & Farnisa, 2018). The researcher pointed out that the communication ability can influence the students to be active in the class. It was approved by (Aslan & Sahin, 2020) that English teaching and learning having good communication ability can influence the students to be active in the class to understand the information and the message conveyed by the teacher.

**d. Speaking English in the classroom.**

Speaking English in the class also could influence students to active participate in the class (Aslan & Sahin, 2020), because when they got English subject they were encouraged to speak English in every teaching and learning activity. The things that happened on speaking English in the classroom:

1) English language perceptions.

Based on the findings, the students of the seventh grade of SMPN 6 Tanjung, the researcher pointed out that the students who did not have good perception, it will impacted to

their participation in the classroom. it was proven by (Aslan & Sahin, 2020) perceptions about English could influence on the students' confidence in speaking English, if they had good perception about English they preferred to speak English and they would active to participate in the class.

## 2) Self-esteem.

Based on the findings, the researcher pointed out that the active student had high self-efficacy to speak in the public or front of the class and passive students had low self-esteem in speaking English in the classroom. It is related to the (Brown, 2000) that self-esteem is the degree to which individuals feel confident and believe themselves to be significant people. The study also came from (Aslan & Sahin, 2020) that self-esteem when in speaking English was the reason they prefer to participate actively in the class.

## e. Classroom Task.

Based on the findings, the researcher pointed out that there were individual and group task. The individual task was very seldom given by the teacher and the group task or group discussion was very often given by the teacher. Because based on the teacher statement that the students more active participated the class, while the teacher gave the group task or discussion. So, the researcher pointed that the varieties of the task influenced the

students to be active in the classroom. It was related to the study from (Aslan & Sahin, 2020) that participation in the class was based on a series of tasks in the classroom.

**f. Environment.**

Based on the findings the researcher found that the size of the classroom was large enough, clean and neat. The environment of the classroom could influence the students to be active in the classroom (Aslan & Sahin, 2020).

First, in this study the researcher pointed out that the size of classroom influenced the students to be active in the class. It was proven from the statement from the active and passive student said that they were comfortable in the large or wide class, because if they were in the small class it could make the hot atmosphere in the classroom and it could influence the students' concentration in learning English. It is different with the study found by (Abdullah, Mahbob, & Bakar, 2012) Pointed out that students who were more involved in class discussions were more likely to prefer a smaller classroom, while those who were more reserved found it more challenging to blend in with a larger group and were more likely to prefer a classroom with a smaller enrollment.

Second, based on the findings the researcher pointed out that the time of study influenced the students to be active in the

classroom. It was proven by (Abdullah, Mahbob, & Bakar, 2012) that lecture time also important and can influence participation.

Third, based on the findings, the influence of classmate could make the students understand and active in the classroom, in choosing the right friends that cooperative and could bring another friend could be active in the classroom, they could share idea each other. It was related to the study from (Abdullah, Mahbob, & Bakar, 2012) pointed out that classmates might also influence the learning process class characteristic and divided them into two groups: first, interaction norms, which include things like peer pressure to keep quiet and keep comments brief, peer disapproval of contentious viewpoints, peer attention, and peer disrespect. Second, the atmosphere of camaraderie, mutual support, and teamwork among the students.