

Chapter One

Introduction

In this chapter, the researcher explains background of the study, the statement of the problem, the research question, and the research objective. The researcher also explains the significance of this research for some parties.

Background of the Study

A student organization is an important part of university education. The Decree of Ministry of Education and Culture of Republic of Indonesia Number 155/U/1998 regarding the General Guideline of a student organization in Higher Education from the Ministry of Education and Culture stated that a student organization is a means of self-development for students that aims for the expansion of insight and the improvement of intellectual and integrity of a personality to achieve the goal of higher education. Some experts even label organization as “another education” (Astin, 1993; Kuh, 1995, as cited in Montelongo, 2002, p. 1). This means that through participating in organizational activities, students can apply classroom knowledge to real world settings and develop skills that will have practical applications (Astin, 1993; Kuh, 1995, as cited in Montelongo, 2002) . According to Hasbianti (2005), a student organization is a place of self-actualization. Hasbianti also stated that through a student organization, student can develop their talent and interest and learn to appreciate others, and build a strategic bridge to balance cognitive, affective, and psychomotor learning.

University students go through affective and cognitive changes from participation in a student organization. The benefit of being involved in a student organization extends beyond classroom learning. Participation in organizational activities contributes to the intellectual,

social, and emotional changes in a person over time. By participating in university student organizations, students can develop their cognitive skill or higher intellectual processes such as critical thinking, knowledge acquisition, synthesis and decision-making, as well as a personal development of attitudes, values, aspirations, and personality disposition (Montelongo, 2002). Reeves (2008) stated that student involvement in organizational activities has a strong association with improving attendance, behavior, and academic performance in the classroom (as cited in Wilson, 2008). Fredricks and Eccles (2006) also found that participating in a student organizations can have a positive impact in academic outcomes including improving grades, test scores, more school engagements, and increased educational aspirations (as cited in Wilson, 2008). Rivaldi (2013) and Ubaidillah (2014) revealed that there is a positive correlation between students who are active in student organizations and their academic achievements. The more student is active in organization, then student academic achievement will also increase, though the opposite also applies (Rivaldi, 2013; Ubaidillah, 2014). However, Hasbianti (2005) revealed that there is negative correlation between students being proactive and their academic achievements. Hasbianti stated that students who actively join organizations do not have a stellar academic achievement. This is because they are too busy in their organizational activities and spend less time studying in their classrooms.

Based on the researcher's informal observation after being part of *Ikatan Mahasiswa Muhammadiyah* [University Student's Solidarity of Muhammadiyah, IMM] and *Badan Eksekutif Mahasiswa* [Student Executive Board, BEM] for a year in-the researcher's university, the activities done in these students organizations are public discussions, routine meetings, organizing events, and others students' organizational activities allow students to practice asking and answering questions orally, stating their opinion, giving ideas, thinking critically, solving

problems, decision making, etc. Those activities help students to improve their skills and abilities in leadership, time-management, self-confidence, communicating, and public speaking.

Montelongo (2002) stated that actively joins organization effects on students' critical thinking, intellectual development, cognitive and affective growth, educational aspirations, enhanced self-confidence, and increase interpersonal and leadership skills. On the other hand, the researcher also found that student who is proactive in organizations often asked permission to leave the class because they have to focus on their organizational activities.

The researcher also found that the nature of students' organizational activities has a similar nature with their classroom activity. Mostly, classroom activities in university include presentation, discussion, question and answer sessions, as well as brainstorming sessions to build up the students' critical thinking. Since there is a similar nature between students' organization activities and students' participation in the classroom, the researcher was interested to know how actively-joining-organization students participate in classrooms.

There are many students who are active in organizational activities at English Language Education Department in a university in Yogyakarta. However, there is no investigation related to them yet. To examine this topic comprehensively, the researcher was interested in conducting a research entitled "The Classroom Participations of the actively-joining-organization Students at English Language Education Department in a Private University in Yogyakarta".

The Statement of the Problem

During the researcher's informal observation at English Language Education Department in a private university in Yogyakarta, there are many students who actively join organizations such as *Ikatan Mahasiswa Muhammadiyah* [University Student's Solidarity of Muhammadiyah, IMM], *Badan Eksekutif Mahasiswa* [Student Executive Board, BEM], *Dewan Perwakilan*

Mahasiswa [Student Representative Board, DPM], *Unit Kegiatan Mahasiswa* [Student Activity Unit, UKM], and *Himpunan Mahasiswa Jurusan* [Department Student Associations, HMJ].

Usually, they hold an important position in those organizations; such as a chairman, secretary, treasurer, etc. However, their classroom participations are unknown because there is no one who has investigated this problem yet. The researcher was curious about this problem because the activities between organizations and classroom sessions seem to have the same nature. Since some research studies mentioned different result of classroom participation of actively-joining-organization students, the researcher was interested in investigating how is the classroom participation of actively-joining-organization students in English Language Education Department in a private university in Yogyakarta-

The Research Question

How are the classroom' participations of the actively-joining-organization students at English Language Education Department in a private university of Yogyakarta?

The Research Objective

To investigate the classroom' participations of the actively-joining-organization students at English Language Education Department in a private university of Yogyakarta.

The Significance of the Study

The students. The result of this research gives new knowledge for the students about the classroom participations of the actively joining organization students at English Language Education Department in a private university in Yogyakarta. They can consider whether they will become actively-joining-organization students or not.

The students' organizations. The result of this study is about the students' organization. This result can help the students' organization to consider the nature of the students' organization that might be related to the students' participation in the classroom.

The policy maker in the university. As the builder of students' organization, the policy maker has a power to develop the students' organization. The result of this study can help the policy maker to consider the rules and regulation whether it is a must or not for every student to join organization considering it might have a relation to students' classroom participation.

The other researcher. This research can add new knowledge about the classroom participations of the actively-joining-organization students at English Language Education Department in a private university in Yogyakarta. It can become a preliminary research about the topic and lead other researchers to investigate this problem in a different scope or in a larger scale and with a larger population.

The Research Outline

This research contains five chapters. Chapter one is the introduction. This chapter explains the reason why the research was conducted. This chapter consists of background of the study, the statement of the problem, the research questions, the research objectives and the significance of the study. Chapter two is the literature review. This chapter explains the theory related to the overview of the classroom participations of the actively-joining-organization students. Chapter three is methodology. This chapter explains about how the research was conducted. This chapter discusses research method, research design, research setting, research participants, data collection technique, data collection procedure, and data analysis. Then, chapter four is findings and discussion. This chapter explains the results of this research and

discusses it with related theories. At the last is chapter five which talks about conclusion and recommendation. This chapter explains the conclusion and recommendations which are addressed for some parties.

