

Chapter Four

Finding and Discussion

This chapter presents the finding of this research about the classroom participation of the actively-joining-organization students at English Language Education Department in a private university in Yogyakarta. This research reports the finding of classroom participation's criteria of the participants to obtain the answer of the research questions. There are four categories shown by the participants that answer the research question, which are preparation, engagement, initiative, and listening. The classroom situation also describe on this chapter.

The Classrooms Situation

The researcher observed three classrooms. Those are material design, instructional design and curriculum design classes. Each class have differences situation. It might because the activity, the material, lecturer, the room and also the time observed were different each other. But, the main factors caused the different situation were activities and the materials used in each classroom. The activity held in material design class was a teaching demo. Student made a group of four up to five. Then, they prepared the tasks and stuffs before they did it in front of the class. After the teaching demo was finished, a group presentation was held in this classroom. While, a group presentation also held in instructional design class. Before the students did it, the students was divided into groups consist around five students. Then, the different material from their textbook was given by the lecturer. The group discussion was held to give students a chance to study together about each group material. After that, each group presented their materials in front of the class alternately. Besides, the activities happened in curriculum design class was a

classroom discussion. The lecturer did a presentation, and then he asked students about the material comprehension orally.

Preparation

The first criterion of classroom participation is preparation. The participants showed four evidences of preparation in the classroom participation. The evidences are students prepare notes during class; students prepare the material to be studied; and students read the material to be studied. All of the participants showed three evidences of this category, though each of them had different activities in the classroom.

Students prepare tools to take notes during class. During the first observation, all of participants had different position of sitting. Lala sat in the front row of the class and right in the front of the lecturer's desk. Ratna also sat in the front row of the class, but it was opposite side with the lecturer's desk. While, Yudhis and Yudha sat in front of the lecturer's desk, but they sat in the third row of the class. They sat close together. It also happened when the second observation was done. Yudha and Yudhis sat in the same position again, but in the last row of the class. Then, after the class began by reciting Al - Qur'an, the lecturer started by introducing the materials that would be studied in the classroom. All of the participants seemed like they prepared their notes and stationary on the table. They started to write something in their notes while the lecturer was explaining the material. They seemed like they paid attention to the lecturer. In the middle of the class, Lala took the laptop because it was her group's turn to have a group presentation. Likewise, in the middle of the class, Yudhis also took the laptop in order to show the teacher about the previous homework, while some students showed their homework using paper.

Students prepare the material to be studied. When the teacher explained the materials, Lala took the journal of the material studied and put it on her table. Lala also distributed the flashcard to the audience when she had a group of teaching demo session. Furthermore, Lala showed the slide to the audience when she had a group presentation. In addition, Ratna, Yudhis, and Yudha took the textbook material in their table when they had a group discussion. With their group, they divided their own part of the textbook before they had a group presentation in front of the class. They seemed like they prepared the material well before delivering it in front of the class.

Students read the material to be studied. Lala with her group divided the tasks and materials before the teaching demo. It was shown by dividing the job of the presenter, moderator, teacher, and also what grade of the students pretended to be in the teaching demo. Besides, Ratna, Yudhis, and Yudha with their own group discussed the textbook material. They divided the presenter and the material which was presented alternately. Based on these evidences, it indicated that the participants already read the material both the material given by the lecturer or the material given by the lecturer or material for group task.

Because the participants read the material, they provide a satisfying answer when asked randomly. Lala provided a satisfying answer when the teacher asked students randomly. It showed when the lecturer said “Good” after Lala answered the random question. Then, Yudhis provided a satisfying answer when asked randomly too. Yudhis had fallen asleep in the classroom when the teacher started questioning student randomly. However, there was no one who awakened Yudhis until his turn. The other students around him just made a grimace and enjoyed this evidence as a kidding. Then, Yudhis’s turn to answer the random question from the lecturer was came. He was awakened by his friend next to him. Yudhis was confused because all

of the student looked and laughed at him. Then, the lecturer repeated the random question. Yudhis answered it satisfyingly. It showed when the lecturer said “See” with a smiling face. Besides, Yudha also provided a satisfying answer when asked randomly by the lecturer. Yudha often made noise in a class by joking with his friends next to him. It also happened when the teacher asked Yudha randomly. However, the lecturer seemed satisfy with Yudha’s answer because the lecturer said “Yes, Okay” after Yudha answered the question. Besides, Ratna does not seem provide a satisfying answer when asked randomly because in the first observation the lecturer was not asked to her. Then, Ratna was absence in the second observation.

Based on the finding of this research, it reports that preparation is one of the classroom participation’s criteria of the actively-joining-organization student at English Language Education Department in a private university in Yogyakarta. It was proved by four evidences. The evidences are student prepares notes during class, student prepares the material to be studied, and student has read the material to be studied. Some theories mentioned by Lathrop (2013), Mayer (2011), Stanny (2010), and Chapnick (2007) support these findings. Lathrop (2013) stated that preparation for classroom participation is done by preparing notes and/or recalling the readings without the use of an open text. Meanwhile, Mayer (2011) mentioned that preparation means the student has read and thought about the material in advance of the class. Student is also well-prepared, and frequently raises questions or comments on material outside the assignment. In addition, Stanny (2010) also stated that evidence in preparation shown when the student is well-prepared; investigates and shares relevant material not explicitly assigned. While, Chapnick (2007) argued that preparation shown when student arrives fully prepared at every session.

Engagement

The second criterion of classroom participation is engagement. The participants showed four evidences of engagement in the classroom participation. Those include students ask the lecturer and/or other student, students answer the question by the lecturer and/or other student, students give the contribution relevant with the material studied, students do the presentation clearly and confidently. All of the participants showed four evidences of this category, though each of them had different activities in the classroom.

Students ask the lecturer and/or other student. All participants asked the material of the lesson that might be less understood to the lecturers and other students. When the lecturer explained the material, students asked the teacher by raising their hands. Besides, in the group discussions, all participants also asked questions related to the materials to other students. All participants played an active role in asking questions during the group discussion.

Students answer the question by the lecturer and/or other student. All participants answered the questions asked by the lecturer and other students. In the middle of the class explanation, the teacher gave questions to the participants related to the materials, and then all of the participants answered it. It also happened in the group presentation, some students asked the questions and the participants answered it. It also occurred in the group discussion. When other students asked about the material, the participants answered it. All participants played an active role in answering the questions from both the teacher and other students during the group presentation and group discussion.

Students give the contribution relevant to the material studied. Lala contributed in the teaching demo. She helped other students to understand the material. Teaching demo was a group task in the class. It consisted of four up to five students in a group. Fortunately, Lala's

group got the turn to have a teaching demo when the observation was conducted. In the group presentation, there was a student who asked the member of her group. Then, Lala gave an additional answer to make sure that her friend's answer was understood by the student. Yudhis and Yudha were appointed to become the leader of the group and they were asked to explain the material to the group members. Besides, Ratna did the presentation with their group in front of the class. However, Ratna looked more silent and followed the activities happen in the classroom.

Students do the presentation clearly and confidently. Lala presented the material of a group presentation with a coherent explanation, high volume, and confirm the audiences whether they understood or not. Lala seemed confident and sometimes walk closer to the audiences with the gestures and eye contact when explained the material to make sure the audiences pay attention to her, while other member of the group only presented the material in front of the class without approaching the audience. Meanwhile, Ratna presented the material of a group presentation with a high volume, little bit on text, seem confident and stand on the left-side of screen when explaining the material. While, Yudhis was the presenter and also the moderator for his group presentation. Yudhis seemed confident with the hand gestures and eye contact, stand in front of laptop while clicked the next button of the slide on the laptop. Yudhis presented the material with a coherent explanation and high volume. In addition, Yudha also became a presenter and a moderator when presented a group presentation. Yudha stood in front of the screen when explained the material with little hand gestures and eye contact.

Based on the findings above, it reports that engagement is one of the classroom participation's criteria of the actively-joining-organization student at English Language Education Department in a private university in Yogyakarta. It was shown by four evidences.

The evidences are-students ask the lecturer and/or other student, students answer the question by the lecturer and/or other student, students give the contribution relevant with the material studied, and students do the presentation clearly and confidently. Some theories mentioned by Lathrop (2013), Mayer (2011), Stanny (2010), and Chapnick (2007) supported these findings. Lathrop (2013) stated that engagement is one of the criteria of student classroom participation. Quality of engagement should be active, respectful, and inclusive. While, Mayer (2011) mentioned that one of the criteria of student classroom participation is the level of engagement and active participation. This criterion can be seen from the students who proactively and regularly contribute to the class discussion and issues related to the class topic. In addition, Stanny (2010) mentioned this criterion as active participation. It was proved by students' contribution and initiative in discussion about issues related to the class topic. Then, Chapnick (2007) also explained that engagement is where the student actively supports, engages, and listens to peers (on-going). The student also plays an active role in discussion (on-going).

Initiative

The third criterion of classroom participation is initiative. The participants showed three evidences of initiative in classroom participation. Those include students clarify discussion, students conclude the classroom discussion, students help other student who has a trouble, and students express opinion in the discussion. All of the participants showed four evidences of this category, though each of them had different activities in the classroom.

Students clarify discussion. Lala and Ratna clarified discussion in the classroom when the lecturer explained something wrong. They raised their hands and said something in a polite way, such as, "I am sorry sir, do you mean?" and the lecturer corrected the mistakes. Yudhis and Yudha clarified their friends' understanding about the material. In the group

discussion, there were some members who asked them to correct their understanding about the material studied, and then they clarified it. They seemed like they answered it correctly because the students who asked to them nod the head while Yudha and Yudhis clarified to them. It seemed like they gave an agreement signal from the explanation.

Students conclude the classroom discussion. All of the participants did not conclude the classroom discussion, because at the end of the class, the lecturers did not ask students to conclude the classroom discussion. The lecturer always ended up the classroom discussion by their own conclusion. The students also seemed so excited to end up the class and they seemed do not care about the conclusion of the classroom discussion.

Students help other student who has a trouble. When the group presentation began, the laptop of student of the turn group was trouble. Knowing that, Lala tried to fix the setting of the laptop, the screen, and the audio, but it did not work. Then, Lala lent her laptop so that the presentation could still run. Ratna also lent the correction pen to other-student. Ratna helped to explain other student who had not understood the material . Yudhis and Yudha also helped to explain the material to their friends who had not understood yet. Moreover, they also explained other materials presented by other group.

Students express opinion on the discussion. All participants expressed the opinions politely in the class discussion and group discussion. In the class discussion, they raised their hands before expressing their opinion and waiting for their turn to talk. In group discussion, they waited other member to finish their opinion before they expressed theirs.

Based on the findings obtained, it reports that initiative is one of the classroom participation's criteria of the actively-joining-organization student at English Language Education Department in a private university in Yogyakarta. It was shown by three evidences.

The proofs are: students clarify discussion, students help other student who has a trouble, and students express opinion in the discussion. Some theories mentioned by Lathrop (2013), Mayer (2011), Stanny (2010), and Chapnick (2007) supported these findings. According to Lathrop (2013), initiative revealed when a student clarifies and summarizes the classroom discussion. Besides, Mayer (2011) said that one of the criteria of student classroom participation is the relevance of contribution to the topic currently under discussion. It was proved by students' contribution that is relevant and it can promote deeper analysis of the topic. Moreover, Stanny (2010) mentioned that one of the criteria of student classroom participation is relevance of participation to the topic under discussion. Students give-contribution that is relevant and performs a deep analysis of material. Then, Chapnick (2007) mentioned that initiative shown when students comment further the level and depth of the materials (consistently).

Listening

The last criterion of classroom participation is listening. The participants showed an evidence of listening in classroom participation. That is students listen without interrupting other students. All of the participants showed the evidence of this category.

Students listen without interrupting other students. All of the participants had a good manner in listening. It was shown when lecturer or other student were talking, all of the participants listened to them carefully. They listened carefully and kept an eye contact to the speaker. In addition, when the participants wanted to speak, they raised their hand. They waited to be invited to speak by the last speaker or the lecturer.-They also waited other students to finish their talk without interrupting others students. It made the discussion-became well-ordered and understandable.

Based on the finding of this research, it reports that listening is one of the classroom participation's criteria of the actively-joining-organization student at English Language Education Department in a private university in Yogyakarta. It was shown by evidence which is students listen without interrupting other students. It was supported by Mayer (2011) that listening means that the student can listen without interrupting, while incorporating and expanding on the contributions of other students. While, Stanny (2010) mentioned that listening means students listen without interrupting and respond to others appropriately.

The Classroom Participation of the Actively-joining-organization Student

Based on the finding of this research, all of the participants showed four categories of classroom participation. Although they showed different activities for each category, the activities which they did in the classroom showed the categories of classroom participation. Those are preparation, engagement, initiative, and listening. This means the participants have the actively-joining-organization characteristics. Based on the researcher's experience, the classroom participation and organizational activities have same nature. Before conducting the observation, the interview was done to make sure that the participants had the characteristics of being actively-joining-organization student. Priambodo (2000) and Sarwono (1978) (as cited in Leny and Suyasa, 2006) mentioned that there are some distinct characteristics of actively-joining-organization students. Those are students who like to spend the time in student activities, tend to stay and conduct discussions in the room of their student organization, have a broad insight in term of current university issues, and have good communication abilities.

To support this, a theory by Montelongo (2002) was supported this finding. 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). The researcher found that the participants showed their cognitive skill especially in their critical thinking. During the observation, the activities done by the participants showed their critical thinking. It was shown when the participants provide-satisfying answer when asked randomly, when the participants ask the lecturer and/or other student, when the participants answer the question from the lecturer and/or other student, when the participants clarify the discussion in the classroom, and when the participants express their opinion in the discussion. Moreover, the participants also showed their cognitive skill in knowledge acquisition and decision-making when they did presentation clearly and confidently. The students' knowledge acquisition is shown when students seem understand well before deliver the materials. Then, the decision-making is shown by the students' materials distribution when each of them did the presentation. Besides that, the participants also showed their personal development of attitudes when they helped other student who had a trouble and when they listened without interrupting others. Also, the participants showed their aspirations when they gave the contribution relevant with the material.

Reeves (2008) also stated that students' involvement in organizational activities has a strong association in improving attendance, behavior, and academic performance in the classroom. Based on the findings of this research, the participants showed a good behavior. It was shown when they gave the contribution relevant with the material, when they helped other student who had a trouble, and when they listened without interrupting others. Then, a good academic performance was shown when the participants prepared notes during the class, when they prepared the material to be studied, when they read the material to be studied, and when they did the presentation clearly and confidently.

Moreover, 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 increasing educational aspirations (as cited in Wilson, 2008). Based on the findings of this research, the participants showed a positive school engagement. One of the categories of classroom participation in this research is engagement. The evidences which show engagement are students asked the lecturer and/or other student, students answered the question-from the lecturer and/or other student, students gave the contribution relevant with the material studied, and students do did the presentation clearly and confidently. In addition,-there is a positive correlation between students who are active in student organizations and their academic achievements. The more the student is active in organization, then the student's academic achievement will also increase, though the opposite also applies (Ubaidillah, 2014; Rivaldi, 2013).