

**The Classroom Participation of Actively-joining-organization Students at English
Language Education Department in a Private University in Yogyakarta**

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Abstract

A student organization is an important part of university education because it can help student to improve their academic achievement, school engagement and also their educational aspirations. There are many students who actively join organization, but we do not know yet about how is their classroom participation. This study was conducted to investigate the classroom participations of the actively-joining-organization students at English Language Education Department in a private university in Yogyakarta. This study applied qualitative research design and four students' batch 2015 of English Language Education Department in a private university in Yogyakarta became the participants. In addition, observation was used as the data collection method. The results showed that the actively-joining-organization student showed four categories of classroom participation during the observation. Those are preparation, engagement, initiative, and listening. Those categories are showed by some evidences in the classroom. The results of this study also revealed that activeness in student organization can help student to show their good performance in classroom participation.

Keywords: classroom participation, actively-joining-organization students

Background of the Study

A student organization is an important part of university education. 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. 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). 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 experience, the researcher 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".

Research Methodology

The researcher applied qualitative research method/approach. Cresswell (2012) stated that qualitative is a type of educational research method that is best suited to exploring a problem and developing a detailed and specific understanding of the main problem. The researcher applied case study research design. According to Merriam (1998), case study focuses on investigating a contemporary phenomenon that happens in a real-life context. . The researcher applied a descriptive case study because the researcher focused on the phenomenon and the researcher needed to collect findings based on the participants' view in details.

Based on the data, the researcher chose four participants in a private university in Yogyakarta. The participants chosen are students who exhibited the four characteristics of being actively-joining-organization. The names of the participants are hidden behind pseudonyms. The names are Ratna, Lala, Yudhis, and Yudha. Ratna and Lala are female. Then, Yudha and Yudhis are male. Ratna is a treasurer in the one of *Himpunan Mahasiswa Jurusan* [Department Student Associations/ HMJ] named English Department Student Association in a private university in Yogyakarta. Then, Lala is a secretary, Yudhis is a leader and Yudha is a vice leader. Three of them are joined in *Badan Eksekutif Mahasiswa* [Student Executive Board/ BEM] of Language Education Faculty in a private university in Yogyakarta. All of the participants have been joined to those organizations for 3 years. Then, interview section was conducted to make sure that the participants chosen meet the actively-joining-organization student characteristics. In this research, observation was used to collect data. According to Cohen, et al., (2011), this instrument is able to get a live data in a natural setting. This instrument provides more valid and authentic data because sometimes what people do may differ from what they say they do. Observation was held on Desember 2017. The data was analysed using coding data analysis.

Finding and Discussion

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.

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.

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.

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.

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.

To support this, a theory by Reeves (2008) 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.

Conclusion

The participants showed four categories of classroom participation. This means that the participants have the actively-joining-organization characteristics. Based on the researcher's experience, the classroom participation and organizational activities have a same nature. It indicates that there is a possibility of a connection between classroom participation and the

activities in student organization. The results of this study also revealed that activeness in student organization can help student to show their good performance in classroom participation.

Recommendation

The students. Student should explore and develop their potential, interest, and talent in the university. Besides in the classroom, student can explore and develop it by joining a student organization.

The students' organizations. The student organization should take a deeper look to their activities. The activity inside a student organization should give benefit for the students and make sure that the activity-helps the student to achieve their goals.

The policy maker in the university. As the person in charge of the student organization, the policy maker in the university has an obligation to make sure that the student organization is filled with beneficial activities and it also helps students to achieve their goals.

Other researchers. The result of this study has a weakness because the researcher did not use an interview to collect the data. The other researchers can develop this study by adding an interview to collect the data. Therefore, the researcher will know the participants' feeling and it can be good data for the next study. Moreover, the other researchers can use this study to 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.

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