

**The Correlation between Students' Classroom Participation and their Learning
Achievement**

A Skripsi

**Submitted to the Faculty of Language Education in a Partial Fulfillment
of the Requirements for the Degree**

Sarjana Pendidikan



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20140810164

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2018

Approval Page of Publication Script

PUBLICATION SCRIPT

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Abstract

The purpose of the research is to examine the frequency of students' classroom participation, the level of students' learning achievement, and the correlation between students' classroom participation and their learning achievement at one private university in Yogyakarta. This research employed correlational design under quantitative research approach. 95 students at one private university in Yogyakarta were selected as the sample of the research using random sampling. The data were obtained through a questionnaire and the students' Grade Point of Average (GPA). The data analyses used in this study were descriptive statistic and inferential statistic using SPSS program version 22.0.

The first finding indicated that the level of students' participation was high which categorizing as highly participation in accordance to the mean score that is 50.7. From 19 total item of the questionnaire, the number of student was totally agreed that the most influenced factor in classroom participation is where the teacher offered additional score for those who participate actively. The second finding showed that the degree of students' learning achievement belongs to high level whereas the mean score was 3.34. Then, the third finding presented that there was no correlation between students' classroom participation and their learning achievement. The result was obtained from the correlation value that was greater than the sig value 0.05 meaning that the alternative hypothesis was rejected. Students' participation which includes to the soft skill aspect was only worth 20% in learning achievement. Hence, the value of soft skill aspect does not affect much to their learning achievement. Therefore, the students' classroom participation does not have correlation to their learning achievement.

Keywords: participation, students' participation, learning achievement

Introduction

The aim of classroom participation is to engage the students actively, creatively, and interactively by attracting them to share their ideas to others. Tatar (2005) stated that students' individual growth will increase in the future as the classroom engagement is applied continuously which leads to successful education. Another researcher, Astin (1999) as cited in Mustapha, Rahman, and Yunus (2010) claimed that for a student being engaged actively in classroom often improves their cleverness and confidence rates rather than for those who are passive. So, this study seeks the influence of university students' engagement toward their learning performance.

University puts soft skill as the key aspect in evaluating students' academic score. The university students are encouraged to be able to participate actively in classroom and have good accomplishment as the preparation for the next life. In fact, not all university students who are eager to contribute in classroom also have good learning achievement. Some students have better academic achievement although they are passive. By contrast, some others have worse academic achievement although they actively participate in the classroom. Firdaus (2015) claimed that students' participation arises when they are motivated to learn actively in the classroom. Therefore, classroom participation has an important role to the students' learning achievement.

To sum up, what the researcher focused on the correlation between students' participation toward learning achievement. There are some studies examining both students' participation and learning achievement separately. However, a few studies examined how the students' participation influences their learning achievement. This research provides an insight on whether the students' classroom participation is mutually related to their achievement. The comparison between two aspects will lead to improve the understanding on how student participation affects to the learning achievement.

Literature Review

Students' participation is one of the soft skill aspects that counts as the consideration material in learning. Reyes (2012) stated that students' engagement is the necessary thing for the pedagogical accomplishment. The learning situation encourages the students to be critical by sharing their ideas in classroom to give score to the soft skill aspect. According to Turner and Patrick (2004), participation is activities which produce something such as work custom to give contribution in understanding the students' motivation to learn. According to Kuh et al.'s (1991)

using language from Tinto's effort (1975, 1993) as cited by Berger and Milem (1999), students' participation causes a greater perfection in adjusting the different process of social interaction which results in the harmony function in society and academic systems of college and encourages institutional commitment.

Learning achievement necessitates the individuals' involvement. Learning achievement is defined as the performance levels of individual students which is related to the educational purposes (Shaleh & Kim, 2009). Learning achievement is conveyed in numbers or letters to compare with criterion (Nadeak, 2014). The result of individual works represents through an evaluation in the form of numeric or letters evaluation. Learning achievement is the degree of students' success in learning subject matter in schools that are stated in the form of scores gained from the result of tests on certain subject matter (Syah, 2008). Nadeak (2014) mentioned that the learning achievement as a way to know how far the result is obtained by the individual in mastering certain subject within a given period time.

Research Methodology

This study used quantitative research because this study tries to find the trends' perception on how students consider an issue related to the students' classroom participation. The research design of the study is correlational research design. The researcher used correlational design to quantify the connection between two or more variables. The research was conducted in an English Language Education Department at one private university in Yogyakarta. The sample of the research was 95 students from the total population of 118 students batch 2015 in the sixth semester including four classes as the respondent of the research.

In gathering the data, the researcher used two instruments including questionnaire and students' grade point of average. The questionnaire of the research was adapted from a doctoral dissertation in communications studies journal, page 344, 2009, entitled, "Students' Classroom Engagement: Rethinking Participating Grades and Student Silence" by Kevin R. Meyer. There were 19 statements in this research. The descriptive and inferential analysis were applied to analyze the data of the research. Pearson product moment was used to find the correlation among two variables concerning the student participation and their learning achievement.

Finding and Discussion

The level of students' participation was considered as high category. The mean score of the questionnaire was reached 50.7. After analyzing each statement of the questionnaire, it can be inferred that the most influential factor for the student to participate in class is participation that is being rated by the teacher. The students will participate more if the teacher offers additional score for those who participate in class. In summary, the student at one private university in Yogyakarta is considered as highly participate in classroom, because the teacher often offers them with additional score.

The second research question is used to identify the students' learning achievement. The learning achievement was acquired from the students' GPA score. To determine the level of learning achievement, the researcher made a category. The mean score of learning achievement is 3.34 which belonged into high category. It indicated that the students' achievement score at one of university at Yogyakarta is good.

The result of the last research questions showed that there was negative correlation. From the correlation analysis, it indicates that the two variables of the research do not have any correlation since the sig value is greater than 0.05. Thus, the alternative hypothesis of the research was rejected. This brings a conclusion that the students' participation does not has correlation to their learning achievement.

Conclusion

The students' classroom participation was in high category while their learning achievement was belonged to the high category. Furthermore, the significant value was 0.776 which was greater than 0.05 and it means that there is a negative correlation between the students' classroom participation and their learning achievement. The reason was because the students' classroom participation was only worth 20% in the learning achievement which makes the score changes of their classroom participation does not affect much to the learning achievement.

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