

Chapter Four

Findings and Discussions

In this chapter, the researcher gives an explanation about the findings and discussion of the research. The findings are presented in a form of statistical data. Therefore, the finding of the research is being analyzed in the discussion section.

Findings

The researcher presents the result of three research questions in this section. Firstly, the result of the first research question that is students' classroom participation is discovered through distributing a questionnaire. Secondly, the learning achievement was obtained from the students' GPA. At last, researcher serves the finding of the correlation between students' classroom participation and their learning achievement. The explanations are presented below:

Result 1. The students' classroom participation in English Language Education Department at one private university in Yogyakarta. The first research question was intended to analyze the students' classroom participation. There were 19 total statements of the questionnaire used to find out the frequency and activity in classroom participation. To investigate the frequencies and activities in students' classroom participation, the researcher used descriptive statistic.

After analyzing the data, the result indicated that the mean score of questionnaire was 50.7. In accordance with the category of students' classroom participation, the score was categorized as high level. Therefore, the researcher made a conclusion that the level of students' classroom participation in English Language Education Department at one private university in Yogyakarta was

classified into “high” category. In brief, almost all of the students had been participated in the classroom in a vary way. The mean score of students’ classroom participation can be seen in the following table:

| Table 4.1 <i>The mean score of effective English teacher</i> | | |
|---|-----------|----------|
| The mean score of students’ classroom participation | Frequency | Category |
| 50.7 | 95 | High |

After displaying the mean score of all questionnaire item, the researcher decided to illustrate each questionnaire item one by one. The table of the category of each statement is presented in appendix 5. To know the further explanation of each statement in the questionnaire, the detail information is presented as follows:

Statement 1.1 I participated by speaking in my target class. “Saya suka berpartisipasi secara lisan”. There are four responses in the questionnaire. One student chose strongly disagree while the 12 students chose disagree. All of the 74 students answered agree, and the 8 students answered strongly agree. The total mean score for statement one is 2.94 which belonged to moderate level. It can be inferred that the students enjoyed to participate orally in classroom. So, the most student prefer to participate by speaking in class. The frequency of the statement is shown below:

Table 4.2
Statement 1.1

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly disagree | 1 | 1.1 | 1.1 | 1.1 |
| | Disagree | 12 | 12.6 | 12.6 | 13.7 |
| | Agree | 74 | 77.9 | 77.9 | 91.6 |
| | Strongly agree | 8 | 8.4 | 8.4 | 100.0 |
| | Total | 95 | 100.0 | 100.0 | |

Statement 1.2 I participated by responding to questions in my target class. "Saya suka menjawab pertanyaan dari dosen secara sukarela". The result showed that no one answered strongly disagree, and 19 students chose disagree while 70 students agreed with the statement. Only 6 students answered strongly agree. The mean score for this item is 2.86 which belonged to moderate level. It can be inferred that the students loved to answer the question from the teacher voluntarily. So, most student eager to answer the question given by teacher voluntarily. The frequency of the statement is presented below:

Table 4.3
Statement 1.2

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 19 | 20.0 | 20.0 | 20.0 |
| | Agree | 70 | 73.7 | 73.7 | 93.7 |
| | Strongly agree | 6 | 6.3 | 6.3 | 100.0 |
| | Total | 95 | 100.0 | 100.0 | |

Statement 1.3 I participated by sharing ideas voluntarily. "Saya suka berbagi pendapat secara sukarela". From 95 students, the 18 students disagreed

with this statement while the 72 students answered agree. Only 5 students answered strongly agree and no one chose strongly disagree. The mean score for this statement is 2.86 which included on the moderate level. It means that the 81.1% students perceive delighted to share their opinion voluntarily. So, sharing ideas voluntarily is one of the activity in classroom participation that most student enjoyed to do it. See the table below to know the frequency of the statement.

Table 4.4
Statement 1.3

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Disagree | 18 | 18.9 | 18.9 | 18.9 |
| Agree | 72 | 75.8 | 75.8 | 94.7 |
| Strongly agree | 5 | 5.3 | 5.3 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Statement 1.4 I remain to keep silent for the whole class period. "Saya memilih untuk tetap diam saat pembelajaran kelas". There were 4 students who answered strongly disagree while the 34 students answered disagree. The other 52 students chose agree, and the 5 students chose strongly agree. The mean score for this item is 2.61 which considered as moderate level. 60% students preferred to keep silent in teaching and learning process. So, the student remained silent to pay attention to the teaching and learning process. The frequency of the statement is presented in the following table:

Table 4.5
Statement 1.4

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly disagree | 4 | 4.2 | 4.2 | 4.2 |
| Disagree | 34 | 35.8 | 35.8 | 40.0 |
| Agree | 52 | 54.7 | 54.7 | 94.7 |
| Strongly agree | 5 | 5.3 | 5.3 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Statement 1.5 I participated by asking questions in my target class.

“Saya suka mengajukan pertanyaan saat pembelajaran kelas”. There was no one choosing strongly disagree. The 22 students answered disagree while the 69 students chose agree, and 4 students chose strongly agree. The mean score for this statement is 2.81 belonging to moderate level. So, almost all of the students tend to participate in class through asking a question. Thus, the majority of the student is eager to ask a question in the classroom activity. the frequency of the statement is presented below:

Table 4.6
Statement 1.5

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Disagree | 22 | 23.2 | 23.2 | 23.2 |
| Agree | 69 | 72.6 | 72.6 | 95.8 |
| Strongly agree | 4 | 4.2 | 4.2 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Statement 1.6 I participated orally in the class. “Saya berpartisipasi di dalam kelas dengan berbicara”. There was no student who answered strongly disagree, and 17 students answered disagree while 65 chose agree and 13

answered strongly agree with this statement. The mean score of this item is 2.96 belonging to moderate level. It can be inferred that most student preferred to participate in class through speaking. So, the student love to participate orally in the class. The frequency of the statement is presented below:

Table 4.7
Statement 1.6

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Disagree | 17 | 17.9 | 17.9 | 17.9 |
| Agree | 65 | 68.4 | 68.4 | 86.3 |
| Strongly Agree | 13 | 13.7 | 13.7 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Statement 1.7 I participated by volunteering an answer for a question.

“Saya berpartisipasi di dalam kelas dengan menjawab pertanyaan”. Based on the table below, no one selected strongly disagree. However, 11 students selected disagree, 74 students chose agree, and 10 students choose strongly agree. The total mean score for this item is 2.99 which included to the moderate level. In conclusion, almost the entire students had participated in class through answering the questions given by the teacher. The frequency of the statement is presented below:

Table 4.8
Statement 1.7

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid Disagree | 11 | 11.6 | 11.6 | 11.6 |
| Agree | 74 | 77.9 | 77.9 | 89.5 |
| Strongly Disagree | 10 | 10.5 | 10.5 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Statement 1.8 *I participated in class by ask questions. “Saya berpartisipasi di dalam kelas dengan mengajukan pertanyaan”*. There was no student selecting strongly disagree while the 20 students selected disagree. 69 students agreed with the statement while only 6 students chose strongly agree. The mean score of this statement is 2.85 which was in moderate level. So, the students like to participate in class by asking a question. To sum up, they had critical thinking which made most of them loved to ask question in class.

Table 4.9
Statement 1.8

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Disagree | 20 | 21.1 | 21.1 | 21.1 |
| Agree | 69 | 72.6 | 72.6 | 93.7 |
| Strongly Agree | 6 | 6.3 | 6.3 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Statement 1.9 *I enjoy orally participating during most classes. “Saya menikmati partisipasi secara lisan saat pembelajaran dalam kelas”*. One student selected strongly disagree while the 12 students disagreed. On the other hand, 70 students chose agree, and the rest 12 students selected strongly agree. The total mean score for this statement is 2.98 which was in moderate level. Thus, almost all of them enjoyed participating orally in teaching and learning process. In conclusion, the student loved to participate orally during most classes. The frequency of the statement is presented below:

Table 4.10
Statement 1.9

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly Disagree | 1 | 1.1 | 1.1 | 1.1 |
| Disagree | 12 | 12.6 | 12.6 | 13.7 |
| Agree | 70 | 73.7 | 73.7 | 87.4 |
| Strongly Agree | 12 | 12.6 | 12.6 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Statement 1.10 I prefer to remain silent in most classes. “Saya lebih suka tetap diam dalam pembelajaran di kelas”. There were 5 students selected strongly disagree, and the 53 students chose disagree. In contrast, only 32 students chose agree, and 5 students chose strongly agree. The mean score for the statement is 2.39 which considered as moderate category. It means that only a few students prefer to keep silent during teaching and learning process while the majority prefer to participate actively in class. So, only few students who prefer to silent in most classes while the rest student prefer to participate actively.

Table 4.11
Statement 1.10

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly Disagree | 5 | 5.3 | 5.3 | 5.3 |
| Disagree | 53 | 55.8 | 55.8 | 61.1 |
| Agree | 32 | 33.7 | 33.7 | 94.7 |
| Strongly Agree | 5 | 5.3 | 5.3 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Statement 1.11 *I contribute oral comments without hesitation during most classes. “Saya ikut serta memberikan pendapat tanpa ragu dalam seluruh kegiatan kelas”.* There was no one choosing strongly disagree while the 36 students chose disagree. On the other hand, 57 students agreed, and only 2 students chose strongly agree. The mean score for this statement is 2.64 which included to the moderate category. It indicated that almost a half of students had participated in class activities by sharing their ideas voluntarily. So, the majority of student had highly participated in the classroom activity by offering oral comment without hesitation. frequency of the statement is presented below:

Table 4.12
Statement 1. 11

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Disagree | 36 | 37.9 | 37.9 | 37.9 |
| Agree | 57 | 60.0 | 60.0 | 97.9 |
| Strongly Agree | 2 | 2.1 | 2.1 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Statement 1.12 *I retain information best when I orally participate in class. “Saya dapat menyimpan informasi dengan baik saat saya berpartisipasi secara lisan”.* From the table below, there was none selecting strongly disagree while only 12 chose disagree. In contrast, the 73 chose agree, and 10 students selected strongly agree. The mean score for this statement is 2.98 which was categorized to moderate category. Since it is belonged into moderate category, it implied that the students can retain information better when they participate orally in class. So, participate orally help students retain information in class. The frequency of the statement is presented below:

Table 4.13
Statement 1.12

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Disagree | 12 | 12.6 | 12.6 | 12.6 |
| Agree | 73 | 76.8 | 76.8 | 89.5 |
| Strongly Agree | 10 | 10.5 | 10.5 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Statement 1.13 I learn best by remaining silent in class. “Saya dapat belajar dengan baik saat saya tetap diam di dalam kelas”. The result showed that there were 7 students choosing strongly disagree while the 25 choose chose disagree. 50 students agreed with the statement, and the 13 chose strongly agree. The mean score for the statement is 2.73 which categorize as moderate level. It indicated that the students can learn best although they keep silent in class. The frequency of the statement is presented below:

Table 4.14
Statement 1.13

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly disagree | 7 | 7.4 | 7.4 | 7.4 |
| Disagree | 25 | 26.3 | 26.3 | 33.7 |
| Agree | 50 | 52.6 | 52.6 | 86.3 |
| Strongly agree | 13 | 13.7 | 13.7 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Statement 1.14 During most classes, I do not speak because I fear appearing unintelligent to my classmates. “Selama kelas berlangsung, saya enggan berbicara karena saya takut terlihat tidak pintar di depan teman sekelas”. From the table below, 18 students selected strongly disagree while the

55 chose disagree. On the other hand, only 19 students who agreed, and 3 students chose strongly agree. The mean score is 2.07 which was belonged into moderate category. It implied that almost all students are afraid of being labelled as the one who looks not smart in class when they share their opinion in front of their friends. The frequency of the statement is presented below:

Table 4.15
Statement 1.14

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly Disagree | 18 | 18.9 | 18.9 | 18.9 |
| Disagree | 55 | 57.9 | 57.9 | 76.8 |
| Agree | 19 | 20.0 | 20.0 | 96.8 |
| Strongly Agree | 3 | 3.2 | 3.2 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Statement 1.15 In most classes, I do not speak because I fear appearing unintelligent to my instructor. "Selama kelas berlangsung, saya enggan berbicara karena saya takut terlihat tidak pintar di depan dosen". There were 16 students choosing strongly disagree, and the 59 choose disagree. The rest 17 students chose agree, and only 3 students chose strongly agree. The mean score of the statement is 2.07 which was belonged to moderate category. It can be inferred that only few students who feel discourage to participate actively, because they are afraid of not being smart in front of the teacher. The frequency of the statement is presented below:

Table 4.16
Statement 1.15

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly Disagree | 16 | 16.8 | 16.8 | 16.8 |
| Disagree | 59 | 62.1 | 62.1 | 78.9 |
| Agree | 17 | 17.9 | 17.9 | 96.8 |
| Strongly Agree | 3 | 3.2 | 3.2 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Statement 1.16 I cannot organize my thoughts quickly enough to offer oral comments. "Saya tidak dapat berfikir dengan cepat dalam memberikan komentar". 9 students selected strongly disagree with the statement while the 41 chose disagree. In contrast, 41 students out of 95 students agreed, and 3 students chose strongly agree. The total mean score of the statement is 2.43 which included to the moderate level. It means that the student can still learn fast when they are giving a comment in the classroom participation. The frequency of the statement is presented below:

Table 4.17
Statement 1.16

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly disagree | 9 | 9.5 | 9.5 | 9.5 |
| Disagree | 41 | 43.2 | 43.2 | 52.6 |
| Agree | 41 | 43.2 | 43.2 | 95.8 |
| Strongly agree | 3 | 3.2 | 3.2 | 98.9 |
| 5 | 1 | 1.1 | 1.1 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Statement 1.17 If oral participation is graded, I will participate orally in class. “Saya akan berpartisipasi secara lisan apabila partisipasi itu dinilai”.

There were 3 students choosing strongly disagree, and 17 students chose disagree with the statement. In contrast, 56 agreed, and 19 students selected strongly agree. The result of mean score for the statement is 2.96 which was belonged to the moderate category. It indicated that the students have highly interest to participate if the participation is being graded. The frequency of the statement is presented below:

Table 4.18
Statement 1.17

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly Disagree | 3 | 3.2 | 3.2 | 3.2 |
| Disagree | 17 | 17.9 | 17.9 | 21.1 |
| Agree | 56 | 58.9 | 58.9 | 80.0 |
| Strongly Agree | 19 | 20.0 | 20.0 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Statement 1.18 If oral participation is graded, I will remain silent in class. “Saya akan tetap diam walaupun partisipasi tersebut dinilai”. There are were 23 students selecting strongly disagree, and 55 students disagreed with the statement. Only 13 students chose agree, and the rest 4 students chose strongly agree. The mean score of the statement is 1.98 which included to low category. So, the students tend to not to keep silent when the participation is graded. The frequency of the statement is presented below:

Table 4.19
Statement 1.18

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly disagree | 23 | 24.2 | 24.2 | 24.2 |
| Disagree | 55 | 57.9 | 57.9 | 82.1 |
| Agree | 13 | 13.7 | 13.7 | 95.8 |
| Strongly agree | 4 | 4.2 | 4.2 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Statement 1.19 Oral participation grades cause me to talk more in class than I would otherwise. "Penilaian dalam berpartisipasi secara lisan membuat saya lebih bersemangat untuk berbicara". There were 4 students answered strongly disagree, and 13 students chose disagree. On the other hand, 57 students agreed, and 21 chose strongly agree with the statement. The mean score of the statement is 3.00 which was belonged into moderate category. Thus, the oral participation that being graded can promote the students to be more active. The frequency of the statement is presented below:

Table 4.20
Statement 1.19

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly Disagree | 4 | 4.2 | 4.2 | 4.2 |
| Disagree | 13 | 13.7 | 13.7 | 17.9 |
| Agree | 57 | 60.0 | 60.0 | 77.9 |
| Strongly agree | 21 | 22.1 | 22.1 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

In addition, the result showed that the level of students' classroom participation in English Language Education Department at one private university

in Yogyakarta is belonged into “high” category. It can be concluded that the degree of students’ classroom participation is good and spread evenly which means almost all the students participate-actively in the classroom.

Result 2. The students’ learning achievement in English Language Education Department at one private university at Yogyakarta. The second research question were inquired about “How are the students’ learning achievement?”. The researcher used the students’ learning achievement score from the latest Grade Point Average (GPA). After analyzing the data using SPSS 22.0, the mean score of learning achievement was founded. The result indicated that the minimum score of students’ achievement is 1.2 while the maximum score reaches until 3.9. The category of learning achievement was obtained from the book of *Panduan Akademik* of one private university in Yogyakarta at 2013-2014 that can be seen in the following table:

| <i>Table 4.21 The result of Students’ Learning Achievement</i> | | | |
|--|----------------------|------------------|----------------|
| Value | Category | Frequency | Percent |
| 3.51 – 4.00 | Very High / Cumlaude | 42 | 45.3 |
| 2.76 – 3.50 | High / Very Satisfy | 41 | 38.9 |
| 2.00 – 2.75 | Moderate / Satisfy | 9 | 12.6 |
| Less than 2.00 | Low | 3 | 3.2 |
| Total | | 95 | 100.0 |

After analyzing the data, the result showed that the mean score of learning achievement was considered into “high” category in which based on the categories above. The mean score of learning achievement is presented in the following table:

| Table 4.22 <i>The mean score of learning achievement</i> | | |
|--|-----------|----------|
| Mean score | Frequency | Category |
| 3.34 | 95 | High |

To know the level of students’ learning achievement, the researcher provides the histogram which is presented below:

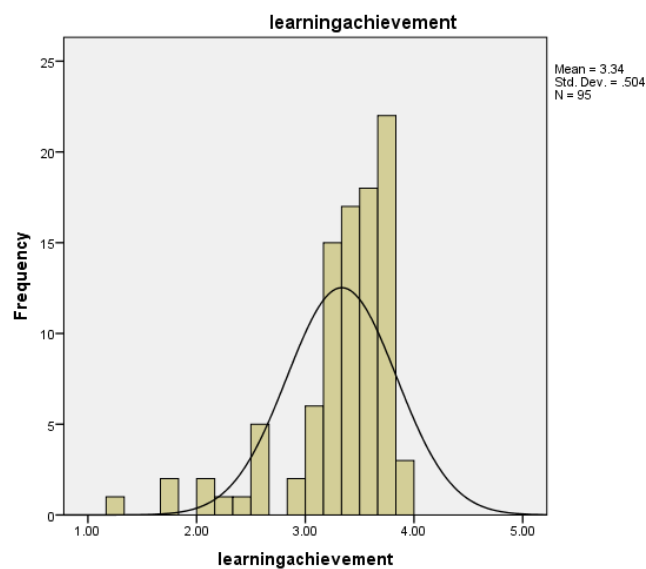


Figure 1. The histogram of students’ learning achievement

As seen in the table above, 3 out of 95 students (3.2%) had low level of achievement with the score under 2.00. Furthermore, 9 out of 95 students (12.6%) attained moderate score of learning achievement. 41 students (38.9%) obtained high score in their learning achievement. While the rest of 42 students (45.3%) had obtained very high level of learning achievement.

The mean score of learning achievement was 3.34 which categorize to the high level of learning achievement. So, the level of students' learning achievement is belonged to "high" category. To sum up, the students' learning achievement in English Language Education Department of one private university in Yogyakarta was included to the high level.

Result 3. The correlation between students' classroom participation and their learning achievement. To investigate the third research questions related to the correlation between two variables in this research, the data analysis used is Pearson Product Moment Correlation. Yet, the normality of the data must be checked first before going to examine whether or not the data has correlation. Here, the researcher decides to do normality test to check whether the data is normal or otherwise.

Normality test. To check the normality data, the researcher employed Kolmogorov Smirnov. After processing the data through SPSS 22.0, the normality data appeared in the skewness value in descriptive statistic. The data considered normal if the significance is greater than 0.05. However, the result of normality test showed that the data do not have normal distribution (see table below).

Table 4.23 *Normality Test*
One-Sample Kolmogorov-Smirnov Test

| | | classroompa rticipation1 | Learningach ievement |
|----------------------------------|-----------------------------|-----------------------------|-------------------------|
| N | | 95 | 95 |
| Normal Parameters ^{a,b} | Mean | 50.7053 | 3.3355 |
| | Std. Deviation | 5.75173 | .50443 |
| | Most Extreme Differences | | |
| | Absolute | .178 | .214 |
| | Positive | .125 | .132 |
| | Negative | -.178 | -.214 |
| Test Statistic | | .178 | .214 |
| Asymp. Sig. (2-tailed) | | .000 ^c | .000 ^c |

- a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

It could be seen from the table above that the significance was less than 0.05 which means the data is abnormal. To repair the abnormal data, the researcher decided to utilize another formula. The formula used is Zskewness and Zkurtosis value. According to Resi (2017), the data considered normal if the Zskewness value is < 2 and Zkurtosis value is < 7 (see table below).

Table 4.24 Zskewness and Zkurtosis formula

| Normal | Moderate Normal | Not Normal |
|-----------------|-----------------------------|-------------------|
| Zskewness < 2 | $2 < \text{Zskewness} < 3$ | Zskewness > 3 |
| Zkurtosis < 7 | $7 < \text{Zkurtosis} < 21$ | Zkurtosis > 21 |

The table of the formula for Zskewness and Zkurtosis as follows:

$$Zskewness = \frac{Skewness}{\frac{6}{\sqrt{N}}} \qquad Zkurtosis = \frac{Kurtosis}{\frac{24}{\sqrt{N}}}$$

N: Total sample

After knowing the formula, the researcher started to calculate the data in SPSS. After the value of skewness and kurtosis were founded, the researcher re-calculated the data through Excel to know the result of normality. The result of skewness and kurtosis which analyzed using SPSS, is presented in appendix 3.

The data was calculated using Zskewness and Zkurtosis formula which is presented-below:

$$\begin{aligned} Zskewness \text{ classroom participation} &= \frac{Skewness}{\sqrt{\frac{6}{N}}} \\ &= \frac{Skewness}{\sqrt{\frac{6}{95}}} \\ &= \frac{Skewness}{\sqrt{0.063157894736}} \\ &= \frac{Skewness}{0.2513123449750173} \\ &= \frac{-2.988}{0.2513123449750173} \\ &= -11.88958704076807 \end{aligned}$$

$$\begin{aligned}
 Z_{\text{skewness learning achievement}} &= \frac{\text{Skewness}}{\sqrt{\frac{6}{N}}} \\
 &= \frac{\text{Skewness}}{\sqrt{\frac{6}{95}}} \\
 &= \frac{\text{Skewness}}{\sqrt{0.063157894736}} \\
 &= \frac{\text{Skewness}}{0.2513123449750173} \\
 &= \frac{-1.936}{0.2513123449750173} \\
 &= -7.703561081300864
 \end{aligned}$$

$$\begin{aligned}
 Z_{\text{kurtosis classroom participation}} &= \frac{\text{Kurtosis}}{\sqrt{\frac{24}{N}}} \\
 &= \frac{\text{Kurtosis}}{\sqrt{\frac{24}{95}}} \\
 &= \frac{\text{Kurtosis}}{\sqrt{0.252631578947}} \\
 &= \frac{\text{Kurtosis}}{0.5026246899500346} \\
 &= \frac{18.944}{0.5026246899500346} \\
 &= 37.69015008371993
 \end{aligned}$$

$$\begin{aligned}
Z_{\text{kurtosis learning achievement}} &= \frac{\text{Kurtosis}}{\sqrt{\frac{24}{N}}} \\
&= \frac{\text{Kurtosis}}{\sqrt{\frac{24}{95}}} \\
&= \frac{\text{Kurtosis}}{\sqrt{0.252631578947}} \\
&= \frac{\text{Kurtosis}}{0.5026246899500346} \\
&= \frac{4.197}{0.5026246899500346} \\
&= 8.350166802226169
\end{aligned}$$

Then, the result of Zskewness and Zkurtosis of the research can be seen in the following table:

Table 4.25 *The result of Zskewness and Zkurtosis*

| Variable | Zskewness | Zkurtosis |
|-------------------------|--------------------|-------------------|
| Classroom participation | -11.88958704076807 | 37.69015008371993 |
| Learning achievement | -7.703561081300864 | 8.350166802226169 |

From the table above, we can see the result of normality test. The Zskewness of classroom participation is -11.88958704076807 and Zskewness of learning achievement is -7.703561081300864. The data is determined normal if the Zskewness is less than 2, and the result showed that the data was is normal. In Zkurtosis column, the result of classroom participation is

37.69015008371993 and the learning achievement is 8.350166802226169.

According to Ressi (2017), the data is counted as normal if the Zkurtosis < 7 . To sum up, the data for classroom participation and learning achievement are normal.

After administering the normality of the data, the researcher used Pearson Product Moment correlation (r) to answer the third research question. The result of Pearson product moment statistic is presented below:

Table 4.26 Correlation result

| | | Classroom Participation | Learning Achievement |
|-------------------------|---------------------|-------------------------|----------------------|
| Classroom participation | Pearson Correlation | 1 | -.030 |
| | Sig. (2-tailed) | | .776 |
| | N | 95 | 95 |
| Learning achievement | Pearson Correlation | -.030 | 1 |
| | Sig. (2-tailed) | .776 | |
| | N | 95 | 95 |

The table above showed that the significant value is -0.030 which categorized as “very weak correlation”. The category was based on the correlation criteria by Cohen et al. (2011) as mentioned in chapter three. So, the degree of correlation related to the students’ classroom participation is very weak.

The result of significance value indicated that the value is 0.776. As mentioned before, the significance value must be less than 0.05 (Sig value < 0.05) to determine that there was a correlation amongst variable. If the sig value is < 0.05 , it indicates that there is a correlation. Yet, the value is 0.776 which proves that there is no significant variable amongst variables. Since the sig value of the research is $0.776 > 0.05$, it means that there is no correlation between students’ classroom participation and their learning achievement. Thus, the alternative

hypothesis (H1) is rejected. In summary, there is no correlation between students' classroom participation and their learning achievement.

Discussions

This section elaborates some explanations related to the findings of the research. Firstly, the researcher collected the data about the classroom participation through a questionnaire. The data proceed into data analysis was employed to investigate the level of students' classroom participation in English Language Education Department at one private university at Yogyakarta. To find out the level of students' participation, the researcher utilized the mean score of relatively (see table 4.1 page 33). The discussion of this research is presented below:

The students' classroom participation. To answer the first research question, the researcher distributed the questionnaire that has 19 total items. The questionnaire was aimed to know the frequency, activities, characteristic, and factors influencing the students in classroom participation. From the outcome of the research, it revealed that the mean score for students' classroom participation is 50.7. Based on the category for classroom participation as mentioned in chapter three, the mean score was included into high category which means the level of students' classroom participation in English Language Education Department at one private university at Yogyakarta is advanced.

The questionnaire has 4 scale responses including strongly agree, agree, disagree, and strongly disagree. The highest response of the questionnaire that is strongly agree is in the item number 19 that is "*Penilaian dalam berpartisipasi*

secara lisan membuat saya lebih bersemangat untuk berbicara”. Compare with another item, 22.1% respondents totally agree that grading system for oral participation can increase their willingness to participate. Graded participation might boost up the level of students’ participation. Grading is the useful way that can motivate the students to participate more (Susak, 2016). Giving extra score for those who participate more can be the best way to appreciate their contribution in classroom (Boniecki & Moore, 2003). Thus, it can be inferred that grading participation is the reason why they are interested in participating more in classroom.

For the second scale of the response that is agree, the highest percentage was on the item number 1 “*Saya suka berpartisipasi secara lisan*”. The percentage is 77.9% whereas 74 out of 95 respondents agreed that they prefer participating orally in classroom to respond or asking a question.

The third scale of the response is disagreed. Item number 15 which ask “*Selama kelas berlangsung, saya enggan berbicara karena takut terlihat bodoh di depan dosen*” had the most number of response amongst the other questionnaire item. The percentage is 62.1% in which 59 out of 95 respondents did not agree that they do not want to participate orally due to being afraid of look dumb in front of the instructor.

The last scale of response is strongly disagreed. The most response of the questionnaire that most respondent totally disagree is on item number 18 “*Saya akan tetap diam walaupun partisipasi itu dinilai*”. It has 24.2% in which 23 out of

95 respondents cannot really be a silent participatory if the participation is being graded.

4 out of 19 items in the questionnaire that is item number 10, 14, 15, and 18 were given to identify the respondent who does not like to participate actively in class. From the result, the quarter respondent out of 95 students tend to be a passive participatory whereas they enjoyed of being silent and just listen to the instructor without giving any comment or response. Meanwhile, there are four items (number 1, 2, 3, 5) which were given to know the respondent who love to participate actively in class. From the degree of percentage, the result indicated that most students participate actively in class. Compared with those who do not like to participate or love of being silent, the amount of those who love to participate is greater. The researcher concluded that the students still have an opportunity to expand the level of classroom participation in a better way.

A participation can be assumed as high participation if the students were eager to participate actively in the classroom either by sharing their opinion voluntarily in a class, answering a question, or asking a question in a group discussion. The more they engage themselves in classroom activity, the better their critical thinking are. One of the reasons why students are highly participated in classroom is because the classroom atmosphere encourages them to participate freely. Debele and Kelbisa (2017) argued that the classroom conduciveness motives the students' participation in a classroom. In addition, Abuid (2014) illustrated that a teacher should avoid some behaviors that might demotivate the student to participate in classroom. Another reason is the teachers' role which plays an important component in influencing the students' participation.

The students' learning achievement. After collecting and analyzing the data, the researcher found the result of learning achievement. The researcher used the students' GPA score to know their achievement. To identify the achievement value, the researcher looked at the mean score of learning achievement (see table 4.20 page 45). The mean score of overall learning achievement is 3.34 indicated as moderate. From the result above, it can be summed up that the students' learning achievement was in a medium level. It means that the student had good learning achievement whereas they can increase their skill to get better score.

In Indonesia, the GPA score is obtained after students go through the learning process within one semester which is presented in a form of cumulative score. Based on the Constitution of the Republik of Indonesia part two paragraph 54 verse 1b about the higher education standard mentioned that the standard for higher education which establish by every higher education was refer to the national standard of higher education. Since the researcher conducted the research at English Language Education Department in one private university in Yogyakarta, the standard grade was taken from that university. There are 4 standard grades along with the predicate such as very high/cumlaude, high/very satisfy, moderate/satisfy, and low.

The finding results illustrated that 82 out of 95 students had moderate GPA score. Then, the GPA score for 10 out of 95 students was in fair category while the rest three students had low category of GPA. Hence, it can be inferred that most students had good learning achievement.

In brief, classroom participation has an important role in promoting students' learning, and it influences the learning achievement. Dance and Kamvounias (2005) pointed out that participation is an active process of involvement which can be separated into five classifications including preparation, contribution to discussion, group works, communication skills, and attendance. Additionally, a situation where the students feel comfortable with the teacher is the supporting factor which influences the classroom participation (Mahdikhani, Sheilahamzehloo, and Mahdikhani, 2016). Based on the result and supporting theories above, the students' participation encourages the student to give an active contribution in class where it can be affected by the teachers' behavior.

The correlation between students' classroom participation and their learning achievement. The last purpose of the research is to identify whether or not students' classroom participation has a correlation with their learning achievement. To know the degree of association between two variables, the researcher saw the significant value from the SPSS result. The result of correlation value showed that the sig value is $0.776 > 0.05$. The result signified that there is no correlation between students' classroom participation and their learning achievement. Therefore, the alternative hypothesis (H1) is rejected. It can be inferred that amongst students' classroom participation and their learning achievement do not have any correlation.

This means that a classroom participation does not affect their learning achievement. In contrast with the result from the previous studies mentioned in chapter two which assumed that there was a correlation between students'

classroom participation and their learning achievement. There are several factors that influence this outcome. Yet, the main factor is the classroom participation which include to the soft skill evaluation and it is only worth 20%. These 20% soft skill aspect is break down into several evaluation including the students' presence, activeness, teamwork, and many more. On the one hand, learning achievement had vary aspect to be evaluated which makes the value in soft skill aspect does not affect much to the students' learning achievement.