

**The Correlation between Teachers' Teaching Methods and Students'  
Classroom Participation in the Process of Learning English at a Private  
University in Yogyakarta**

*A Skripsi*

Submitted to Language Education Faculty as a Partial Fulfillment of the  
Requirements for the Degree of *Sarjana Pendidikan*



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Yogyakarta, July 31, 2018

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## Abstract

In the learning and teaching process, teachers are suggested to implement the appropriate teaching methods in order to trigger students' active participation. Students' participation is important because it will help them to understand the materials easily. This research is conducted to investigate whether there is any correlation between teachers' teaching method and students' participation in the classroom at a private university in Yogyakarta. The data for this research was collected from 91 students of the English Language Education Department at a private university at Yogyakarta batch 2015, using questionnaire. Then the data were analyzed using the Pearson Product Moment Correlation. The results of this research indicated that the mean score for teachers' teaching method implementation was 54.45, which is a score classified in the "effective" category. Meanwhile, the mean score for students' participation was 41.58 which mean that the students' participation level was classified in "moderate" category. There is significant correlation between the teachers' teaching method and students' classroom participation, because the significant correlation value was  $0.000 < 0.05$ . Thus, Alternative Hypothesis ( $H_a$ ) is accepted. The data analysis also reveals that there is a moderate correlation in this research. It is proved that the probability value of this research was 0.408 which is classified as a moderate correlation.

*Keywords: Teachers, Teaching Method, Students Participation.*