

Chapter One

Introduction

This chapter presents several points regarding the introduction of the research. This chapter includes the background of the study, statement of the problem and limitation of the problem. Research question would also be discussed in this chapter. The last is the purpose of the study, significance of the study and the outline.

Background of the study

At school, teachers have an important role, as Andriani (2009) stated that "a teacher is one of vital components in education system" (p.50). According to Yan and Zhang (2002), "Teachers" refer to those who have the professional skills and teaching methodology but rarely care about their students' affective experience such as character behavior, interest, attitude and also emotions. Based on the American Federation of Teachers National Council's Measurement (1999) in Education for the National Education Association, there are standards for a teacher's competence, one of which mentions that teachers should have a skill in choosing the appropriate teaching and assessment methods for the teaching and learning process. It can be concluded that teachers should have a skill to choose the teaching method that they will use in the classroom, as well as the assessment method that they will give to the students.

Teachers should have a skill in choosing the teaching method. Richard (as cited in Nunan, 1991) argued that the purpose of many language teachers is to

find the appropriate method for their teaching. Therefore, a teacher should be familiar with all teaching methods and use it appropriately. Anthony (As cited in Richard, 2002) stated that "Method is defined as an overall plan for systematic presentation of language based on a selected approach" (p.15). The function of a teaching method is to lead the lesson on the right track to reach the teachers' goals for the students in learning a language with the appropriate approach. Ganyaupfu (2013) said that when teachers implement ineffective teaching methods it will impact learners' knowledge. That is why teachers should apply appropriate teaching methods that will suit the material that they teach.

According to Devi (2008), some English teachers are still tied to traditional methods such as using teacher centered learning and get minimum student participation. Because the centre of the learning is on the teachers, the students are not very much involved in the learning process. Houghton (Cited in Devi, 2008) argued that involving students in the learning and teaching process directly and having a good communication with them can help the students to succeed in the classroom. It can be concluded that it is recommended to have students participate in the learning and teaching process.

A high students' participation level in the classroom can influence students' ability to understand the lesson in the classroom. Tatar (2005) stated that students' classroom participation has an important role in the success of the lessons in the classroom and influences the students' personal development in the future. Murray and Lang (1997) stated that students who participate actively in the classroom learn the subject that the teacher teach more effectively than students

that are taught the traditional lecture methods with no variety of activities in the learning and teaching process in the classroom, and students who participate actively will show a better development in skills such as critical thinking, problem solving, oral communication and teamwork.

Zolten and Long (2006) argued that students will understand the material easily if they involve themselves and participate directly in small group discussions. Therefore, it would be very good if the teacher provides various activities that involve students in the learning process. Lizarraga (2014) argues that teachers should provide more creative and appropriate activities that will encourage students' participation in the classroom. Appropriate activities here means that the teaching methods used should be considered thoroughly. Lizarraga (2014) stated that "students' classroom participation has a great importance in courses where communicative approach methodologies are being used for language teaching" (p.1).

Based on the researcher's experience as a student at one of the private Universities in Yogyakarta, the rate of student participation in class depends on the lecturer's ability to convey the material and activities. If the lecturer is pleasant when explaining the material then the researcher as a student will gladly participate in the learning process. Usually the lecturer holds a grouping and discussion session, then asks the students to give an opinion or share an idea to other friends. Those activities would make the students participate more because the lecturer provides more opportunities for students to speak and participate in class. However, not all lecturers do the same thing. There are also those who only

explain the materials in front of the class and expect the students to just listen to the lecturer's explanation, which is really boring. From this problem, the researcher is curious and wants to find out about how the teachers implement teaching methods and how it relates to the students' participation level in the learning and teaching process.

From the explanation mentioned, the researcher wants to conduct the research to find the correlation between teachers teaching method and students' classroom participations in the process of learning English at the English Education Department at a Private University in Yogyakarta.

Statement of the Problem

All English teachers should analyse their teaching methods and consider how they will implement it before they teach in the classroom, as this will make the teaching and learning process more efficient and effective. According to Anburaj, Christopher and Ming (2014), the English language is taught in a very old style which makes students feel bored during the teaching and learning process and some students lose interest in learning language. As a teacher there is no harm to find out about innovative teaching English methods to teach in the classroom. Afterwards, lecturers can apply it in the classroom to raise students' interest in learning the language to avoid previous mistakes to happen over and over again.

According to Mustapha, Rahman, and Yunus (2010) there are some factors that discourage students' classroom participation. The first is the presence of

negative classmates, while the second is negative lecture traits. It shows that the teachers who have poor teaching skills make students uncomfortable. The last one is negative students traits that comes from student itself, whether it is because the students have personal problems, are lazy, sleepy and etcetera. Those are factors that teachers should avoid because it will minimize the students' classroom participation. Meanwhile, according to Tesyafe and Bernahu (2015), improving class experience or enhancing students' participation is vital and very important. Murray and Lang (1997) said that "it is recommended that university teachers make greater use of instructional techniques that require active student participation such as class discussions, cooperative learning, debates, role playing, problem-based learning and case studies" (p.7). Those activities can encourage students to become active in the teaching and learning process.

Limitation of the Problem

Discussions about teaching methods and students' participations in the classroom are huge. Therefore, the researcher needs to limit the discussion. The researcher discusses about teachers' teaching methods in relation to students' classroom participation. All those things will be explained in chapter two of this research.

Research Question

1. How is the teachers' teaching method at a private university in Yogyakarta?
2. How is the students' participation during their learning process at a private university in Yogyakarta?
3. Is there any correlation between teachers' teaching methods and students' classroom participations in the process of learning English at a private university in Yogyakarta?

Purposes of the Research

Based on the research questions above the purposes of the study are as follows:

1. To find out about the teachers' teaching method at a private university in Yogyakarta.
2. To find out about students' participation at a private university in Yogyakarta.
3. To find out whether or not there is a correlation between teachers' teaching methods and students' classroom participation in the process of learning English at the English Language Education Department at a private university in Yogyakarta.

Significance of the Study

It is expected that the result of this research will be useful for students, pre-service teachers, institutions and the other researchers. The result will be useful for the parties:

The researcher. By finishing this research, the researcher will know about the relation between teachers' teaching method and students' participation level. Therefore, as a future teacher the researcher can be wise in choosing and applying the appropriate teaching methods in order to create creative activities to get a high students' classroom participation level.

The pre-service teachers. The researcher hopes that this research can help students that will be a teacher in the future, to gain new knowledge about the relationship between teachers' teaching method and student's classroom participation. This is done so that they could apply teaching methods appropriately in the classroom to get a high students' classroom participation during the learning process.

The teachers. With this study, teachers can acquire information about the correlation between teachers' teaching methods and students' participation. Therefore, teachers could be wise in choosing their teaching methods.

The institution. The Institution will get the information about the correlation between teachers' teaching method and students' classroom participation at a private University in Yogyakarta especially in the English Language Education Department.

The other researchers. The researcher expects that this study can be a reference for the next researchers who want to conduct related researcher about teachers' teaching method and students' participation.

Outline

This research consists of three chapters. The first chapter is an introduction of the study that consists of background of the problem, statement of the problem, limitation of the problem, research questions, purposes of the research, significance of the study and outline of the research. Chapter two consists of a Literature Review that explains about the methodologies of teaching English, types of teaching methods, implementation of teaching methods, definition of students' participation and factors that influence students' participation. Chapter three will discuss about the methodology that the researcher will use in this research. The discussion topic in methodology include research design, research setting, population and sample, instruments which consist of questionnaires, validity and reliability, data collection methods and data analysis. Chapter four discusses about findings and discussion. The last chapter is about the conclusion and recommendation.