

Chapter Four

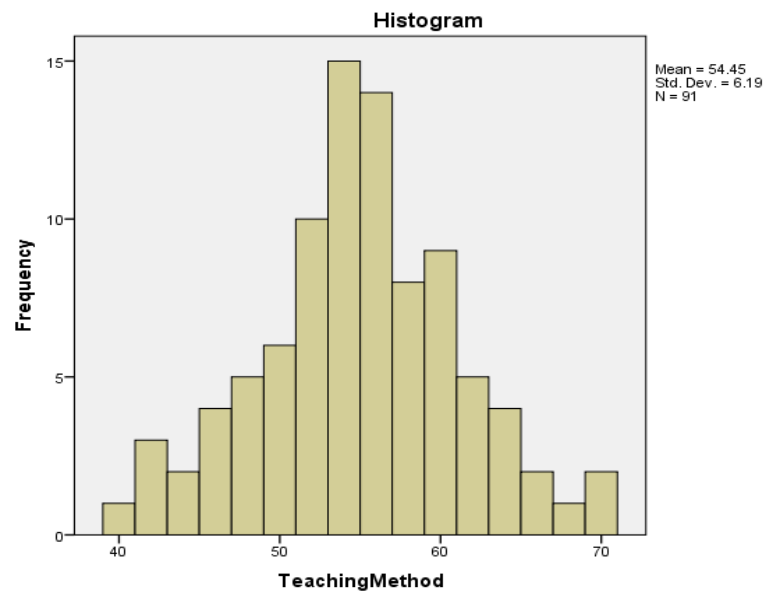
Findings and Discussion

This chapter provides findings of the data analysis and discussions of the research. The findings describe the result from the data collected by the researcher who analyzed it using SPSS. Moreover, the findings discussed the results of the three research questions. Afterwards, the discussion describes the findings with detailed explanation.

Findings

In this part, the researcher presents the findings of three research questions of this study. The first research question is "How is the teachers' teaching method at a private university?" the second is "How is the students' participation in their learning process at a private university?" and the last one is "Is there any correlation between teachers' teaching methods and students' classroom participations in the process of learning English at a private university?"

Teachers Teaching Method. In this part, the researcher would present the findings to answer each research questions. The first research question is "How is the teachers' teaching method at a private university?" There were 14 statements related to the teachers' teaching method to find out the result in this research. The result of the histogram below shows that the mean value is 54.45. Based on the table of categories, the implemented teaching method at the private university in Yogyakarta is in an effective level.

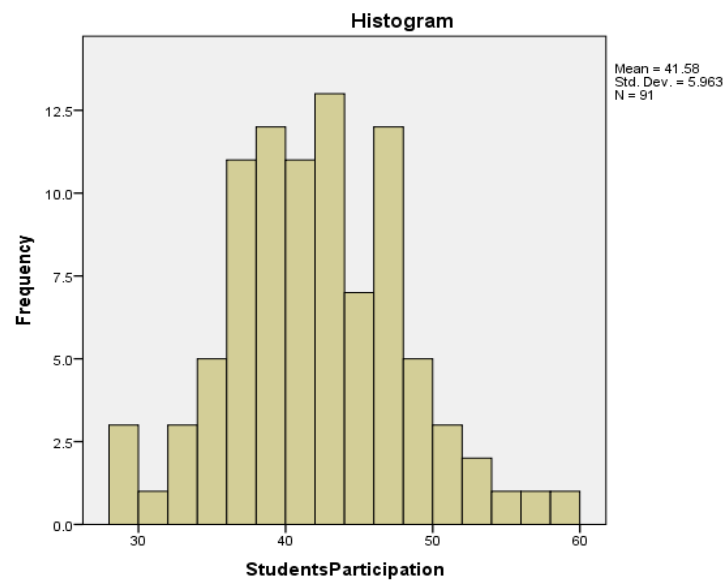


Histogram 4.1. Teachers teaching method

Category	Value
Effective	51.4 - 70
Moderately Effective	32.7 – 51.3
Ineffective	14 – 32.6

Table 4.1. Interval Teachers teaching method

Students' participation. The second research question is "How is students' participation in their learning process at a private university?" There were 12 statements related to students' participation to find out the answer of this research question. Based on the result of the SPSS, the mean of the histogram for students' participation is 41, 58. According to the category table, students' participation level in this private university could be classified in the moderate level.



Histogram 4.2. Students' participation

Category	Value
High	44.2 – 60.2
Moderate	28.1 – 44.1
Low	12 – 28

Table 4.2 Interval Students' participation

The correlation between teachers' teaching method and students' participation

The last research question is "is there any correlation between teachers' teaching methods and students' classroom participations in the process of learning English at a private university?" After finding the results required to answer the research questions number one and two, the researcher analyzed the results to find out whether or not both variables were correlated. Before analyzing the data to

find the correlation from both variable, the assumption test, namely the normality test was conducted.

One-Sample Kolmogorov-Smirnov Test		
	Teaching Method	Students Classroom Participation
Asymp. Sig. (2-tailed)	.200 ^{c,d}	.200 ^{c,d}

Table 4.3. Normality Statistics

Descriptive Statistics

	N	Std.	Skewness		Kurtosis	
		Deviation	Statistic	Std. Error	Statistic	Std. Error
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
TOTALTTD	91	6.190	-.026	.253	.009	.500
TotalSCP	91	5.963	.306	.253	.222	.500
Valid N (listwise)	91					

Table 4.4 Skewness Zkurtosis Table

The result table above (Table 4.3. Normality Statistics) shows that both variables are normal. The values of the teaching method and students' participation are 0.200. It means that both variables in this research are normal because the

significant 2 tailed value is 0.200 and 0.200 is greater than 0.05. The researcher also tested the normality of the data using Zkewness and Zkurtosis (Table 4.4 Skewness Zkurtosis Table). All items from the questionnaire of teachers' teaching method and students' participation were normal because the skewness scores were between -1 and +1.

Correlations			
		Teaching Method	Students Classroom Participation
Teaching Method	Pearson Correlation	1	,408**
	Sig. (2-tailed)		,000
Students' participation	Pearson Correlation	,408**	1
	Sig. (2-tailed)	,000	
**. Correlation is significant at the 0.05 level (2-tailed).			

Table 4.5. Correlation Value

According to Sugiyono (2013) there are five categories of correlation, and the result of the Pearson correlation is 0.408. It means that the result is classified in the moderate correlation. Moreover, the correlation is significant if the probability value is < 0.05 and there is no significant correlation if the probability value is > 0.05 . In this research, the result of the probability value is $0.000 < 0.05$. It means that the alternative hypothesis (H_a) is accepted. It can be concluded that

in this research there is a significant correlation between teachers' teaching method and students' participation at a private university in Yogyakarta.

Discussion

The researcher conducted the research to find out about the correlation between teachers' teaching method and students' classroom participation level at the English Language Education Department. After analyzing, calculating and explaining the data analysis, the researcher presented the discussion of findings in this section.

Teachers' Teaching Method. The researcher used questionnaires to find the data of the implemented teachers' teaching method. Then, the researcher found that the mean value from SPSS is 54.45, which according to the table of category indicates that the implemented teachers' teaching method at a private university in Yogyakarta was effective. Richard (as cited in Nunan, 1991) argued that the aim of many language teachers is to find the appropriate method for their teaching. It could be concluded that teachers that teach at a private university in Yogyakarta have implemented teaching methods appropriately and effectively in the classroom.

Students' participation. To find the students' participation level, the researcher used questionnaires to acquire the data. After analyzing the data, the researcher found that students' participation level at the English Language Education Department at a private university in Yogyakarta is classified in the

high level. It is supported by the mean value that was shown in SPSS 41.58 and based on table category the number was categorized in the moderate level.

Zolten and Long (2006) stated that students will understand the material easily if they involve themselves and participate directly in small group discussions. It means that by involving students in learning and teaching in the classroom will help students to understand the material easier. Lizarraga (2014) argues that teachers should provide more creative and appropriate activities that will encourage students' participation in the classroom. To make students more interested to participate in the classroom it is suggested that the teachers provide a variety of activities in the classroom. Tatar (2005) argues 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.

The correlation between teachers' teaching method and students' participation. Based on the result of the correlation data, the data showed that the significant value of this research was $0.000 < 0.05$. It means that there is a significant correlation between teachers' teaching method and students' classroom participation. Based on the result of the research, it could be concluded that teachers' teaching method is related to students' classroom participation.

According to Mustapha, Rahman and Yunus (2010), teachers' teaching method and teachers' attitude influence students' participation in the classroom. It has been proven based on the result of Mustapha, Rahman and Yunus (2010), that there are some factors that encourages students' participation in the classroom. Teachers that give students more chance to speak in the classroom, teachers that

provide fun activities such a role play and student discussions make students participate more in the classroom. Moreover, Murray and Lang (1997) stated that students who participate actively in the classroom learn the material more effectively and remember the material easier than students that are taught using traditional teaching methods with no variety of activities in the classroom. Students who participate actively will show better development in skills such as critical thinking, problem solving, oral communication and teamwork. According to Kumar (2007), when teachers keep monitoring the students during an activity and the students keep working and interacting with each other during the learning and teaching process, it means that the activity leads to better performance in the classroom, which is a key to success in enhancing quality of the teaching and learning process in the classroom From the finding in this research, since there is a significant correlation between teachers' teaching method and students' participation, it means that the appropriate implementation teaching method will encourage students classroom participation.

Ganyaupfu (2013), conducted a research with the title "Teaching Method and Students Academic Performance". This study discusses about the application or implementation of teaching methods that influence students' academic performance in the classroom. Ganyaupfu (2013) used Null Hypothesis on his research, which states that "there exist significant differences between the effectiveness of different teaching methods on students' academic performance". The result of the research is that there is no significant differences between the effectiveness of different teaching methods on students' academic performance. Ganyaupfu (2013) stated that "teachers should apply appropriate teaching

methods that best suit specific objectives and level exit outcomes." Poor knowledge about teaching methods will lead the teacher to implement teaching method ineffectively and it will impact to the learners. Therefore, the results of this research are inversely proportional to the research of Ganyaupfu (2013). The result of this research shows that there is a significant correlation between teachers' teaching method and students' participation at a private university in Yogyakarta. The different results between these two researches may occur because of the differences in the research design that was conducted in the researches. The research by Ganyaupfu (2013) used an experimental study, while this research used a correlational design. Other factors can also be the reason of the difference results of both studies, such as the participants, the instruments and the data analysis.