

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

Resti Widya

English Language Education Department

Universitas Muhammadiyah Yogyakarta

Email: resti.widyaa@gmail.com

Indah Puspawati, S.Pd., MA

Lecturer of English Language Education Department at Universitas Muhammadiyah

Yogyakarta

Email: Indahpuspawati.umy.ac.id

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.*

Approval Sheet

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

We hereby approved the *Skripsi* of

Resti Widya

20140810118

Candidate for the degree of *Sarjana Pendidikan*

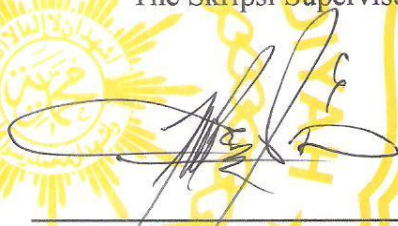
August 27, 2018



Indah Puspawati, S.Pd., MA

The Skripsi Supervisor

August 27, 2018



Endro Dwi Hatmanto, S.Pd., M.A., Ph. D

Examiner 1

August 27, 2018



Mariska Intan Sari, S.S., M.A.

Examiner 2

Yogyakarta, August 27, 2018



Dr. Suryanto

Dean of Language Education Faculty

1. Introduction

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. 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.

2. Literature Review

Methodologies to teach English

Language teaching is not as simple as people usually think. Language teaching needs a lot of consideration before the teachers decide to teach. Every kind of teaching should have their own consideration because teachers have a huge responsibility to make the students that they teach understand every kind of material that the teacher delivers in the classroom. Another thing that teachers should understand is the teaching method. English teaching has its own methods when the teachers want to teach certain materials in the classroom. Anthony stated that "Method was defined as an overall plan for systematic presentation of language based on a selected approach" (p.15). Another definition is based on Boumová (2008) who clarifies that "Webster's Third New International Dictionary (1986) often uses expressions such as "a procedure or process for attaining" a goal or "a systematic procedure, technique" or "a set of rules"" (p.8) which means that teaching method was more likely a guidance for teachers during teaching in the classroom. Based on Nunan (2003) "language teaching method is a single set of procedures which teachers are to follow in the classroom" (p.5). Method sets up everything in the classroom from the beginning until the teachers reach the goal that the teachers already planned for the students. Teaching method, especially in teaching the English language, has several methods that already exist which in this research will be discussed one by one.

Kinds of methods to teach English

Grammar Translation Method. Based on Shaikh (2013) this method is known as one of the oldest and most traditional method that has existed as a method of teaching English. Grammar translation method had a goal to make students make proper use of grammar in writing. Zainudin, Yahya and Morales (2011) clarifies that Grammar Translation Method is a method of language teaching that emphasizes grammar rules and one-to-one vocabulary

translation. Based on this explanation the researcher can conclude that in this method teachers will ask the students to learn deeply about grammar and ask the students to memorize more about grammar and vocabulary. The Direct Method. According to Andriyani (2015) the definition of the Direct Method is "radical change from GTM by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique" (p. 33). Direct Method is a method that became famous when students failed to have a good communicative skill using The Grammar Translation Method. In this method, teachers are more focused on speaking and listening. Teachers and students have more interaction in teaching and learning process because the teachers will use media to support the learning process. Zainudin, Yahya and Morales (2011) explain that this method have a five-process strategy in the teaching and learning process by using the flashcard or picture which is "Show, Say, Try. Mold and Repeat."

The Audio-Lingual Method. The Audio-Lingual Method is similar to the direct method. Shaikh (2013) said that the audio-lingual method has a specific way to teach which he identifies as "Repetition, Inflection, Replacement and Restatement" (p.980). In this method teachers believe that practicing a lot with the dialogues would improve speaking proficiency. Task-based Learning. This method encourages meaningful communication and it is good for student-centered learning. Shaikh (2013) stated that this method is good to improve students' critical thinking, creativity and spontaneity skills. In this method, the teacher will divide the students into several groups and give them the same task and see how they progress with the task. After that the students are given the opportunity to share what they found out and discuss it with friends. It is good for tightening relations and fostering teamwork with friends in the classroom. Communicative Language Teaching. In this method, the teacher's role is to establish a situation to promote communication. Students interact a great deal with one another in a certain context. Shaikh (2013) said that "The purpose of this communicative method of teaching is to make students speak confidently, apt to a given situation rather than just mastering the language forms." (p.982). Usually, teachers will place the student in certain situations in a group and ask the student to handle that situation correctly, using English as a bridge to communicate with each other. Communicative approach focuses on the significance of language functions because the learner needs to understand the meaning and function of the language.

Implementation of Teaching Methods

According to Albers and Pattuwage (2017), "*Implementation* is generally defined as a specified set of planned and intentional activities designed to integrate evidence-based practice into real-world service settings within." (p.21). Albers and Pattuwage (2017) stated that there are 4 steps that teachers need to know about implementation, which is exploration, preparation, implementation and sustainment. Teachers need to explore what students need and customize teaching methods with materials that teachers will teach also preparing the necessities and tools that will be used while teaching in the classroom, after all that, the teacher will find it easier to implement teaching methods. It is supported by the statement of Ganyaupfu (2013) who said that "teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes."

Student classroom participation

One of the interesting challenges as English teachers is to integrate students' participation in the classroom, because it is important to have students participate in the learning and teaching process. Zolten and Long (2006) stated that paying attention to the teacher, being on task, having discussions with friends, asking questions and responding to the question are considered as classroom participation. Another definition of students' classroom participation came from Auster and Macrone (1994) who said that the definition of students' classroom participation is activities that consist of asking and answering questions, and participating in discussions or debates in the classroom. Dancer and Kamvounias (2005) said that participation can be seen as an active engagement process which can be sorted into five categories: preparation, contribution to discussion, group skills, communication skills, and attendance. There are a variety of factors that make students afraid to participate in the classroom. Lim (As cited in Devid 2008) stated that most English students do not want to participate in the classroom because they are afraid to make mistakes during speaking using English. Another reason according to Lizzaraga (2014) is that a student does not want to participate in the classroom if the teachers have boring explanation methods and do not make a good atmosphere in the classroom. A high students' participation level is suggested and the factors that influence students' participation can vary during the teaching and learning process. Ramsden (As cited Kumar 2007) stated that the teacher is included as a factor that influence students' participation in the classroom and the students that actively participate and be involved in a small group discussions are more likely to understand the material than

if the teachers explain and present it to the students and only let the students sit down and pay attention

Related Previous Studies

The first study was written by Anateneh (2014) with the title "Students' classroom participation in English language teaching: The case of Gozamen General Secondary School in Grade 10A". Based on the result of interview with a teacher, the teacher said that students' participation in her class was really a problem. The teacher said that poor participation influence her a lot because poor students' participation means that the students do not understand about the lesson, so that the teachers had to repeat the same lesson the next day. There are some factors that influence students' participation, first is because the students are very poor in English, sometimes the teaching method can be a problem too. Another result of the interview came from the students, the students said the reason why they did not participate in the lesson was because they were hungry and their parents did not provide food before they come to the school. However, they enjoyed looking at nice and interesting pictures and also listening to nice stories in the classroom. The final problem solving or action plan that the writer did to solve the problem was try to include lots of activities in the lessons so that the students are able to actively involve themselves in the lesson. Role play and making drama was included in the activities. The use of pair work and group work are conducted so that the students can share ideas to the other friends. Teachers should use more visual aids and show the student more interesting pictures that are linked to the topic. There are similarities between the research of Anateneh (2014) and this research. Both explain about students' participation such as what influences it and how to solve student participation problems in the classroom. There are differences between both researchers. The first research used interviewing as a method to find the solution while this research will use questionnaire as an instrument to achieve the result.

The second study was written by Anburaj, Christopher, and Ming (2014) titled "Innovated of teaching English language". This study discussed about the current English teaching method's problems and the variety of methods to teach English. Mostly, the English language is taught in an orthodox method, where the children are required to speak and understand the meaning of a word before they can write it. When the teacher uses this orthodox method to teach the students, most students feel bored and lose their interest in learning the English language. Now, there are many activities that teachers can use to teach

English and make the lesson more interesting, such as teaching through conversations and role play, teaching through games, word games, competitions like debates and speech competitions, and using technology or multimedia such as songs, movies, magazines, newspaper, and etcetera. Innovative methods help bring a change to the classroom environment. It can also help the students learn faster in an interesting and interactive manner. It is suggested for teachers to leave the traditional methods and make way for a better and new method that is more interesting for the students that will benefit them in the learning process.

The study and this research both explain about the teaching method and how to make students understand the material by choosing appropriate and interesting activities in the classroom. The difference between both studies is that the first study only focuses and explains about the up-to-date teaching method, while this research have 2 variables that the researcher focus on, which are teaching methods and students' participation.

The last research comes from Ganyaupfu (2013) 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) stated that "teachers should apply the appropriate teaching methods that best suit specific objectives and level exit outcomes." Poor knowledge about teaching method will lead the teacher to implement teaching method ineffectively and give impact to the learners. According to the result of this research, the writer found that by applying students-centered learning in the teaching and learning process is the most effective method that produces best students' results in academic performance. In conclusion, by doing investigation, formulation, reasoning and using appropriate teaching method, teachers should realize that it will become more effective if the students are involved to perform rather than just asked to listen and remember the materials.

There are similarities and difference between that research and this research. Both researches discuss about some of teaching methods that can influence students' academic performance but this research mainly focuses on students' participation. This research uses correlational design while Ganyaupfu's (2013) research uses an experimental study. Both researches have similarities such as the variables, teaching methods and students.

3. Research Methodology

This study is quantitative research which uses correlational design as the research design. According to Cresswell (2012), "in correlational design, investigators use the correlation statistical test to describe and measure the degree of association or relationship between two or more variables or sets of score" (p.21). To indicate the correlation between those variables, the researcher used the statistical procedure or correlation analysis. Based on those statements, the quantitative correlational design was the appropriate research design to be applied in this research. This study is conducted in ELED of a private university in Yogyakarta, Indonesia. The total number of students of batch 2015 is 118 active students and it becomes 91 students as respondents'. Questionnaire used as a instrument. In this research SPSS and Microsoft Excel used as an application to processing data.

4. Findings and Discussion

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 implemented teaching method at the private university in Yogyakarta is in an effective level.

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. The students' participation level in this private university could be classified in the moderate level.

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 answering the research questions number one and two, the researcher analyzed the results to find out whether or not both variables were correlated. 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. The result of the Pearson correlation is 0.408. It means that the result is classified in the moderate correlation.

5. Conclusion

Method can be used as a guidance to help teachers to reach the goal of the lessons in the classroom. In this research, the researcher discusses about five teaching methods that are usually applied in this private university. This includes the Grammar Translation Method, the Direct Method, the Audio-Lingual Method, Task Based Learning and Communicative Language Teaching. Each teaching method has a different purpose which is why teachers cannot use it randomly. Teachers should implement teaching methods based on the material that the teacher will teach in the classroom. 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. It could be concluded that having students' participation is suggested because it has a lot of benefit for the students themselves. To find out about the correlation between two variables, in this research, the researcher used correlational design. This research was conducted at a private university in Yogyakarta. After the researcher processed the data into SPSS, the researcher found that the teachers' teaching method in a private university was effective. This was supported based on the mean value attained from SPSS which was 54.45. Meanwhile, students' participation classified in the moderate level as it was shown from the mean value of 41.58. The researcher also find out that the result that teachers teaching method and students' participation in the classroom has a correlation because the Sig value from SPSS was $0.000 < 0.05$. Therefore the hypothesis (H_a) was accepted.

References

- Andriani, E. D. (2009, April). Mutu guru dan implikasinya terhadap mutu pendidikan. *Jurnal Manajemen Pendidikan*. No. 1, 50-60.
- Yan chuanhai & Zhang Meijuan. (2002). Affective Factors in Foreign Language Teaching. *Foreign Language World*, No.5.
- American Educational Research Association, & American Psychological Association. (1999). National Council of Measurement in Education.(1999). *Standards for educational and psychological testing*, 63-74.
- Nunan, D. (1991). *Language teaching methodology*. New York: prentice hall.
- Richard, C. J., & Renandya, A. W. (2002). *Methodology in language teaching*. New York (NY): Cambridge University Press.
- Ganyaupfu, E. M. (2013). Teaching methods and students' academic performance. *International Journal of Humanities and Social Science Invention*, 2(9), 29-35.
- Devid, N. (2008) *Students' participation in English language classroom*. Universiti Malaysia Serawak, Malaysia.
- Murray, H., & Lang, M. (1997). Does classroom participation improve student learning? *Teaching and Learning in Higher Education*, 20, 7-9.
- Zolten, K., & Long, N. (2006). *Parent/child communication*. University of Arkansas for Medical Sciences Artwork by Scott Snider, Tennessee, USA.
- Lizarraga, E. R. M. (2014). *Causes for the low-participation of students in the English lessons*. Universidad Publica de Navarra, Jaso Ikastola.
- Boumová, V. (2008). *Traditional vs. Modern Teaching Methods: Advantages and Disadvantages of Each*.
- Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill/Contemporary. NY: Addison Wesley Longman.

Shaikh, S., F (2013). Effective methods of teaching English as a second language in the classroom. *International Journal of science and research*.

Zainuddin, H., Yahya, N., & Morales-Jones, C. A. (2011). Methods/Approaches of teaching ESOL: A historical overview. *Fundamentals of Teaching English to speakers of other languages in K-12 Mainstream Classrooms*, 63-64.

Albers, B and Pattuwage, L. (2017). Implementation in Education: Findings from a Scoping Review. Melbourne: Evidence for Learning.

Aneteneh, A. M. (2014). Student's classroom participation in English language teaching: The case of Gozamen General Secondary School in Grade 10-A.

Anburaj, G., Christopher, G., Ming, N. (2014). Innovated method of teaching English language. 62-65.

Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (pp. 146-166). Upper Saddle River, NJ: Prentice Hall.