

## CHAPTER I

### INTRODUCTION

This chapter discussion about: (1) background, (2) research problems, (3) objective of the study, and (4) significance of the study

#### **1. Background**

Everything in the classroom happens through the interaction between the teacher and students and among students. According to Tsui (1998) classroom interaction is the students' participation in classroom. The focus was on the negotiation of meaning between learners and their relation to second language acquisition. In other words, the more learners participate orally and the more they were engaged in the negotiation of meaning the better they will acquire the language. In addition, Xu (2006) also consider learners' participation in classroom as one of the aspects of interaction. In brief, student can learn better the correct usage of English language classroom actually create an opportunity for students to participate in the lesson and learn the language.

Further, classroom participation requires students to speak and interact in the classroom to indicate that they are actually learning and paying attention. According to Zolten and Long (2006) paying attention, being on task, responding to questions, participating in group discussion, asking questions, seeking help and making good use of class time also considered as classroom participation. Addition, making comments and joining in discussion by sharing their opinion, thoughts and ideas are also considered as student's participation in classrooms. Similarly, active classroom participation is very useful to make success of education and students' personal development in the future (Tatar, 2005, p. 120). Thus, classroom participation is crucial and active engagement is critical components for student success in a variety of classroom settings.

In Indonesia, English is very important for learners. English is as one of the subjects that is tested in the national exam in a form of national standard and used as one of the requirements for graduating students both at junior and senior high subject from junior high school up to senior high school (as cited in Saputra & Marzulina, 2016, p. 255). The learner has been thought about English since they are in junior high school. For this reason, English plays an important position because it is very crucial for the students to learn English to graduate from the school with a good score in national examination.

In English teaching and learning process, students have to master all of the English skills. They consist of speaking, reading, writing, and listening. These four language skills appear together in English class naturally (as cited in Herlina & Holandyah, 2016, p. 108). Reading is the way people learn language by seeing the words on the paper and begin to learn how the way the word can come together, the pattern and the sentence to make a sense. While, writing is the way people to create the sentences after learn about the pattern of language. Meanwhile, speaking is how the way people learn language by practices it in oral. The last, listening is how the people learn by interpreting what the speaker says (Walker, 2012). In other words, four English skills are necessary to learn.

In the recent English language teaching context, encourage students' to participate in classrooms is important. Students, who are actively involved, reported higher satisfaction and higher persistence rate (Austin, 1999). According to O'Brien (2007) states that participation is completing assigned reading, asking questions about anything in the reading or discussion that need clarification and expansion, offering and listening the ideas and responses of others, paying attention and respect in the classroom to the teacher and other students. On the other hand, Lee (2005) states that participation usually means student speaking in classroom such as answering teachers' or other students' question and asking question to get the better explanation and clarification. In brief, participation is very important in the classroom to make the

teaching and learning process successful.

In fact, English teaching in Indonesia still faces many problems. One of the most common problems is the poor level of students' classroom participation. This phenomenon is indicated by students' choring participation, and students' resistance of participation (as cited in Suherdi 2006, p. 25). Nevertheless, students still do not actively participate or become passive in classroom. Signs of problems with classroom participation can include low grades in examination and incomplete assignments. According to Glavin (2002) behavior problems may appear as a result of inappropriate skills which students learn, choosing inapposite time for learning, and the finite learning opportunities give to students. In other words, classroom participation has an influence in the success of teaching process.

Followed by that, there are factors that influence students' classroom participation. Rocca (2010) indicates that these factors include logistics, confidence and classroom apprehension, personality traits, impact of the instructor and classroom climate. Numerous studies have been conducted on the factors that influence classroom participation. Fassinger (1995) indicates that these factors include classroom size, fear, the perception of faculty authority, student preparation for class, and confidence. Furthermore, classroom participation has become an increasingly important aspect of engaging students in higher education.

Meanwhile, there are some researchers who have done the similar research about classroom participation in the world. Yusof (2012) found that the size of a classroom, personalities of the instructor and students and the perception of peers influenced the students to speak up in class. Mustafa (2010) discovered that lecturer traits were the most influential factor in encouraging participation among students. Devi (2008) revealed that the majority of the students were actively participating in English language classroom and gender was not one of the factors that affect students' participation. Abidin (2007) had result five factors that influence students' classroom participation: linguistic, pedagogical, cognitive, affective, and socio-cultural factors.

Through a preliminary study that I did at MTs N Palembang, I conducted an investigation directly into school and observed the teaching and learning process at last I found the appropriate topic to be discussed and important to do in this study. I decided to gain the research about factor influencing classroom participation. In short, I am as the researcher interested in doing a study in part classroom participation because it became something difficult for some students. And it also supported by factors raised by previous related study. The students faced problems when participate and engaged in the classroom. Students had some factors that affect them to not active and difficult to concentration in the learning process. In this study, some question was posed to them in order to know what the general factors influencing classroom participation. There were many students said that there were some factors influencing their participation in classroom. Thus, it could be concluded that there were some factors influencing classroom participation.

From many previous studies about classroom participation and related to preliminary, I want to do similar research to find out the factors that influencing classroom participation in certain fields with the title "Factors Influencing Classroom Participation in English language learning at One State Madrasah Tsanawiyah in Palembang.

## **1.2 Research Problems**

Based on the background the research problems are formulated in the following questions:

1. What were the factors influencing classroom participation of English language learning at Madrasah Tsanawiyah 1 Palembang?

## **1.3 Objective of the Study**

In accordance with the problems above, the objectives of this study are:

1. To find out factors that influencing classroom participation of English language learning at Madrasah Tsanawiyah Palembang.

## **1.4 Significance of the study**

This research has the practical significance. This study is expected to be able to provide the benefit of many parties. Practically, this research will be useful for the students, the teachers, and the next researcher and for me. For students, this study hopes that students provide information about factors that influence participation in the class. For the teachers, it is hoped that the result of this study can give meaningful contribution and can design an appropriate teaching method in teaching process. For the next researcher, the result of this study is expected to give more information and can be a reference or knowledge as a source for further research. The last for me as the researcher, this study give valuable experiences because I can expand my knowledge about how to improve participation in the classroom.