STUDENTS’ ATTITUDES TOWARD CLASSROOM PARTICIPATION IN SMPN 7

SALATIGA

THESIS

Submitted in Partial Fulfillment

of the Requirement for the Degree of

Sarjana Pendidikan

Vera Yulianty Yuwono

112012017

ENGLISH DEPARTMENT

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SATYA WACANA CHRISTIAN UNIVERSITY

SALATIGA

2016
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Nowadays, classroom participation becomes a requirement in many courses. Students are encouraged to be active participate in the discussion in order to get better achievement. However, there are still some students who are avoiding participating for various reasons. Students also have various attitudes toward classroom participation. The purpose of this research was to describe what students’ attitudes toward classroom participation in SMP 7. This research was conducted in SMPN 7 Salatiga. This school was chosen because I see that the teachers are very upholding with students’ contribution in class. The participants of this research were 54 students. Among those 54 students, 6 students were selected for an interview. The findings of this research showed that the participants’ attitude towards classroom participation tended to be positive, in which they had positive thoughts, feelings, and behaviors toward participation. The implication of this research can be used as one way to enhance the students’ attitudes towards participation.

Keywords: attitude, classroom participation
INTRODUCTION

According to Dancer and Kamvounia (2005), in-class participation is increasingly becoming a requirement in many courses. Participation is defined as speaking in class, asking and answering questions, making comments and participating in discussion (Vandrick, 2000). Classroom participation is constructed by students in two ways: firstly, communicating with the lecturer and other students in class by listening and responding either verbally or non-verbally, actively contribute, such as asking questions, answering questions, sharing ideas, opinions, experiences, jokes and stories comments and discussing about a topic or participating in group activities. Secondly, being fully involved in the class activities by attending class, focusing, listening and showing interest in what goes on in class, completing tasks assigned in the required time.

From the previous studies, researchers state there are so many benefits of participating in class. According to Wade (1994), most students can obtain the benefits such as the enjoyment of sharing ideas with others and learn more if they are active to contribute in class discussion. By taking part of discussion the student can exchange the information that he/she knows and share their thought, their idea to the others. Furthermore, Weaver & Qi (2005) also said that students who are actively participating in every discussion are motivated to learn, well prepared in class, and becoming better critical thinkers.

Aside from the benefits which are stated by the studies, there are still some students who are unable to participate in class. The lack of English proficiency was one of the factors that made the students did not want to participate in class. According to Tsui (n.d) as cited in Nunan (1999) students who have lack of English proficiency always had an anxiety to communicate.
This factor really suits with my experience when I was in the first semester. The demand that we had to speak English made me afraid to participate in-class. Since English was not my first language, sometimes I was afraid that my lecture could not understand what I wanted to say because of my lack of English proficiency.

In this study, the participants were the students in SMPN 7, Salatiga. I chose this school as a sample for this study because I saw that the teachers were very upholding with students’ contribution in class and she always gave reward for those who can answer her questions. Based on my experience in my teaching practicum, there were only less than 15 students who kept active in class while the rest of the students would keep silent during the class discussion. It was interesting when there was a discussion, while some students showed positive attitude that they were actively contributed in the discussion, some students showed that they were not interested with the discussion and they keep talking with the other friends. Therefore, I was interested in conducting a research aims to find out whether the other classes of seventh grader have some similar attitude or not.

The question on “what the SMPN 7 students’ attitude toward classroom participation?” might be answered through this study. This research is important because the teachers can be more aware of students’ attitude toward classroom participation. Moreover, by knowing their students’ attitudes, the teachers can also explore and understand what factors which might influence students’ performances on their participation. Afterwards, the teachers might improve their students’ attitudes or even discover and create other strategies which make the students totally engage to participate in every classroom discussion.
LITERATURE REVIEW

The importance of classroom participation

As Black (1995) said classroom participation is the student being engaged in a meaningful way with the subject in order to gain a better understanding of it in class. In order to make the student participate in class, the students need to be present both physically and mentally in the learning situation. Here, mentally means that they had to prepare their mind in order to get their best in study, and physically means that they are fully involved in the class activities by listening and answering the teacher’s questions. Participation is important because the students can learn how to inquire, how to extract relevant information, and how to organize their ideas.

Students’ participation plays an important role to ensure the success of learning process. Rocca (2010) stated that participation is a way to bring the students to be active into learning process and help them to gain the joy in their learning. Wade (1994) proposes the ideal classroom participation in which all students were participating, learning, and listening to others’ ideas, comments, and questions. It means that an ideal participation happens when there is a two-ways communication between the teacher-students or student-student where they can communicate to each other about the material and also they have encourage to ask question and to express their opinions.

Characteristic of Asian Students in the Classroom

The majority of Asian classrooms use teacher-centered approach to teach the students in class. The students believe with what teacher’s said and command. It is what Liu (2001) said that most of Asian students expect more from their teachers. The Asian students want their teachers to tell them what to do and they will believe that what teachers’ said is correct. Those Asian
students who are passive will ask questions or discuss their difficulties to their classmates during the discussion rather than asking the teacher directly. If they have to ask the teacher, they will try to do it after class.

A study conducted by Dick and Robinson (1995:5), they reported that Malaysian students “preferred not to say anything during the discussion. If the teacher asked a general question, the classes became deadly silent”. Other case also happened in other Asian classroom. Japanese students are “nervous about asking questions in class” because they are unsure if a question was appropriate and they would choose “to ask questions after class, only with their teachers”, face to face (Chen, 2003, p. 267).

Types of students’ behavior in classroom

Liu (2001) elaborated four types of student behaviors in the classroom as full integration, participation in the circumstances, marginal interaction, and silence observation. In full integration, students engage actively in the class discussion, know what they want to say and what they should not say. These types of students are typically wanted to be heard and they want to be heard often, their willingness to speak up in order to be recognized.

Participation in the circumstances occur when students influenced by factors, such as socio-cultural, cognitive, affective, linguistic, or the environment and these often lead to student participation and interaction with other students and instructors become less and speak only at appropriate time.

In marginal interaction, students act more as listeners and speak less in the classroom. Unlike the students who actively participate in the classroom discussions, this type of students prefers to listen and take notes rather than involved in the classroom discussion. The students
who are not actively participate in class because they are not well prepared with the material that will be taught today, so they are preferred to listen and take some notes in class.

Last but not least silent observation, students tend to avoid oral participation in the classroom. Each of persons have their own way to understand with the material, for this type of behavior it seems that they receive materials by taking notes using various strategies such as tape-recording or writing.

**Factors influenced student’s participation**

Students’ participation can be affected by the factors that come from personality (self-efficacy and self-limitations), environment (size of classroom), from the teacher and also from their classmates.

- **Personality factors**

  Some students have self efficacy while others have self limitation. Students with high self efficacy will show better academic achievement and participate more in every discussion (Pajares, 1996 & Schunk, 1995). It is what Rahil et al. (2006) support that self-efficacy showed the curiosity so it motivates students became more active. So, when students’ self efficacy is high, it will enhance their confident level to become more active and speak more in the classroom. They will show higher interest to learn more and know more with asking questions, giving opinions and discussing the topics in the classroom.

  Fassinger (1995) & Siti et al. (2010) stated who have self-limitations showed negative attitude such as cannot focus during the learning process, afraid to make mistake, and low of self-confident (fear to show their intelligent to other students). So when students show their self efficacy, they become less engaged in classroom discussion because they feel afraid that their
answer will be criticized by the lecturers and other students. There are several theories about what factors underlie students who have self-limitation. They are:

1. Low of motivation

Low of motivation is one of the factors which influence students’ participation. When the students had low of motivation, they had no intention to the class, they will see that the course is not important as it is, they do not believe that their efforts will improve their performance, and they were lazy to prepare material before class.

2. Lack of confidence/knowledge

Feeling uncomfortable also one of the factors that make students not to participate in class. Fassinger (1995) in his study clearly stated the main problematic issue in the classroom is lack of confidence towards the other students. Students who are feared looking unintelligent in front of their classmate prefer not to speak or contribute in every discussion.

Hopf (cited in Philips, 1997) expresses the view that people will choose not to participate when “they feel they will lose more by talking and they know they cannot succeed at speaking and adopt a pattern of avoidance of social contact with others” (pp. 134-135). Based on this theory, it seems that the confidence of students apparently depending on the situation around them that will affect their participation.

3. Insufficient English proficiency

According to Liu (2006), activities that require students to be “singled out to answer questions…were the most anxiety-provoking in English lessons because students were worried about their English proficiency and feared of making mistakes” (pp. 311-312). From this argument, students who realized that they have insufficient English proficiency will be
reluctant to participate in class. They think that if they participate in class, they will make mistake because of their insufficient English proficiency.

4. Lack of preparation

According to Kao & Gansneder (1995), “the biggest reason not to participate was if they did not know the material well”. This means that when the students did not prepare the material, they would have difficulties to understand the material. As the result the students would choose not to participate in class.

- The influence of the teacher

Karp and Yoels (1976) found that “the actions of the teacher are indeed most crucial in promoting classroom interaction“ (p.426). A study by Nurzatulshima et.al (2009) showed that students participate more when teacher was patient to help and lead the students to do the exercise. By monitoring the students to do the exercise, it would encourage them to be more active and they did not feel bored during the class. On the other hand, teacher who was impatient could discourage students from participation. When the teachers did not listen to their answer, the students would think that her answer was not important and they did not feel enthusiastic to follow the lesson. It means that sometimes the teacher cannot provide a good condition so that the students will not be willing to speak. Tatar (2005) mentioned that teachers should be able to be more effective in shaping the flow of discussion and making them more useful to the learners.

- The influenced of their classmates

Morgenstern (1992) said most of students assumed that only the “talkative” students should participate. This perception make the students think that only the talkative students should have participate more. Tatar (2005) seemed to understand this condition and as he said that
talkative students in the classroom might cause intimidation and a sense of exclusion for some students to not to participate in class.

In the other hand, the role of classmate could also help other students to increase their understanding through material. Students can share their opinion and ideas to each other if they felt embarrassed to ask with their teacher. Here, not only the teacher could encourage students to speak, but their classmates could also help them to encourage them to speak. This statement is also supported by Jones (2007:25) who stated that not all students are taught by teacher only, otherwise they can only be helped to learn by their own.

THE STUDY

Context of the study

This study took place in SMPN 7 SALATIGA. The participants of this study were two groups of English classes in seventh grade of junior high school. The selection was based on the following reason, first I saw that the teacher was very upholding with students’ contribution in class, she always gave reward for those who could answer her questions, so that’s why the students were required to be prepared actively participate in class. Second, I saw that those classes involved many kinds of classroom participation such as classroom discussion, students’ presentation, group discussion, etc. Here students’ presentation was commonly used by the teacher to encourage the students to speak, for example after they do the exercise, the teacher asked them to present their work in front of the class. It means that by doing presentation, students would be participated unconsciously.
Participants

The participants of this study were 54 students. They were from two different classes 7C and 7D. In choosing the participants, convenience sampling was used. I only choose those two classes because they were representative as the seven graders as a whole and those classes were from the classes which have the same method in teaching.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>33 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>21 students</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Students</th>
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<tbody>
<tr>
<td>12 years old</td>
<td>10 students</td>
</tr>
<tr>
<td>13 years old</td>
<td>19 students</td>
</tr>
<tr>
<td>14 years old</td>
<td>25 students</td>
</tr>
</tbody>
</table>

Among those 54 students, 6 students were selected for an interview for the further information. Those participants are chosen using purposeful sampling. The selection is based on their answer in the questioner, in which 3 students showed positive attitude and 3 students who showed negative attitude. I think this interview helped me to find out their reason why students showed positive attitude and negative attitude towards classroom participation.

Instruments

In order to identify their attitudes toward classroom participation, I used two types of data collection instrument: questionnaire and interview. Questionnaire was chosen to gain information about students’ attitude toward classroom participation, and that kind of questionnaire was used because the data can be collected quickly. The questionnaire was distributed to 54 students in SMPN 7. The questionnaire contained twelve questions which each number has its specific purpose. Number 1-5 were asking about students’ belief of participation, number 6-9 were asking about students’ feeling about classroom participation, and number 10-12
were asking about students’ behavior do in class when there were being exposed with discussion. This questionnaire had been developed in accordance to the theoretical framework for this study and as the students’ first language was Indonesian, the questionnaire was written in the Indonesian language in order to avoid misunderstanding. The questionnaire used four Likert scales of 1, 2, 3, and 4 with each number representing “strongly disagree”, ”disagree”, “agree”, and “strongly agree”.

Beside questionnaire, the data was also collected through interviews in order to gain more information. For the interview, I asked the reasons why they disagreed or agreed based on their answer in the questionnaire. The interview was conducted using Bahasa Indonesia in order to make the participants feel more comfortable to share their opinion. The interview took about 5-10 minutes long for each person.

**Procedures of Data Collection**

Before collecting the data, I conducted a pilot study with 20 students from 7A and 7B classes in order to identify the difficulties that the students faced in answering the questions. These 20 students were not included as the participants in this study. After the piloting process finished, the questionnaire distributed in other two classes. 60 students of SMPN 7 were invited to participate. The participants were asked to fill the questionnaires honestly. There were only 54 questionnaire returned back to me. After they filled the questionnaire, the data was classified and analyzed.

From their answers on those questions, I chose 6 students to do an interview. They are selected based on their answers in the questionnaire, 3 students who showed positive attitude and 3 students who showed negative attitude. Each interview took about 5 to 10 minutes and it was audio recorded with the permission from each participant.
**Data Analysis Procedures**

There were two types of data analyzed: questionnaire and interview. After distributing the questionnaire, the data was transferred into Microsoft Excel. Then, I counted the percentages of the participants’ answers to know the majority of participants’ answer. After counting the percentages, I categorized each question items in the form of charts along with the percentages. Then, to give further information about the data I used interview. After conducting the interview, the records of those interviews were transcribed. From the transcription of the interviews, I tried to do the coding process, in which I tried to classify the participants’ answers and decided which answers were relevant to the aim of my research. Then, I tried to analyze about the students’ attitude towards classroom participation based on their answers and make the conclusion.

**FINDINGS AND DISCUSSIONS**

This chapter presents the analysis and the interpretation of the data. The main question of this research was “What are the SMPN 7 students’ attitudes toward classroom participation”. There are twelve items discussed and the data is presented in the form of charts. The analysis starts with reports on the students’ responses towards each item and the discussion continues with the interpretation of the results. In order to answer that question, the result of the interview were analyzed from three aspects, they are: the participants thoughts, feelings, and behaviors towards classroom participation.

**Students’ belief and opinion about classroom participation**

In this section the students’ opinion and believe toward classroom participation will be explained.
The majority of students (75%) agreed that they thought by participating in every discussion they wanted to be recognized by the teacher. Moreover, they also said by taking part in the discussion, they could feel the benefit of it academically.

“Dengan berpartisipasi membuat saya lebih mudah untuk memahami pelajaran, melatih speaking skill saya, dan tidak membuatku bosan di kelas karena bisa berinteraksi dengan satu dengan yang lain” (By participating, make me get more understanding through the lesson, practice my speaking skill and did not make me bored in class because we can interact with each other) (Student A)

“Saya berfikir jika saya selalu aktif menjawab pertanyaan guru, disamping saya dapat membantu teman-teman lain untuk belajar, juga saya dapat dinilai baik oleh guru” (I think if I always active to answer my teacher’s questions, beside I can help other friend to learn, I also can be looked good by the teacher) (Student C)

From those statements, most of students have positive opinion about classroom participation. Related to the statement of students A and C, both of them showed positive opinion towards participation. Student A thought by participating, her/ his existence will be noticed more and she/ he wanted to be looked good by the teacher. In this case, the students might have relation with one of four type students’ behavior in the classroom by Liu (2001), in which students who have full integration are typically wanted to be heard and they wanted to be heard often, also they have willingness to speak up in order to be recognized by others.
For student C, he thought that participation as something beneficial for him in academically, for example as a means to get better understanding on the material, increase their speaking skills, and made the learning process not boring at all.

Chart 2

Asking with their teacher will help the students to get better understanding

Almost all of students agreed that they prefer to ask a question with their teacher rather than with friends when they found some difficulties (91%), they thought by asking questions to the teacher they will get better understanding about the material.

“Guru saya orangnya asik dan selalu mendorong saya untuk lebih aktif bertanya untuk dapat memahami pelajaran dengan baik” (Tr: My teacher is easy going and she always encourage me to ask questions and be more active in class, so I can understand the material well) (Student B)

“Dengan berdiskusi dengan guru, maka saya akan selalu menggunakan bahasa inggris, oleh karena itu saya dapat melatih speaking skill saya. Lain halnya jika kita bertanya pada teman biasanya pake bahasa Indonesia” (Tr: by discussing with the teacher, I have to speak in English with her, so I can practice my speaking skills. It is different if I ask with my friend who usually we speak in bahasa) (Student D)

Students B and D almost had the same opinion about participation. They would like to participate because it helped them to understand the material and the influenced of the teacher make them wanted to participate. It showed that the influenced of the teacher has a big impact for them to participate. According to the students’ statements, they saw their teacher as a nice teacher, so they did not hesitate to ask the teacher a question. As a study by Nurzatulshima et.al
(2010) showed that students participate more when the teacher is patient to help and lead them to do the exercise, and also by monitoring the students to do exercise, it will encourage them more active and they did not feel bored in class. In other words, the students did not see participation as something frightening, however they seen participation as fun activity to sharpen their understanding through material and also increase their speaking skills because they always practice to speak English with the teacher.

**Chart 3**

The “enjoyment” that the students felt make them want to participate

The diagram showed that 80% of students disagreed that they liked to be listeners rather than of having involved into discussion. The students tend to show to be active in class by taking part on the discussion, because the “enjoyment” that they feel while they are participating.

“*Ikut partisipasi nyenengke kok, juga dengan berpartisipasi bikin kita enjoy di kelas, nga terasa terbebani.*” (Tr: It was a lot of fun to get involved in any discussion, by participating make me enjoy and do not feel overwhelmed). (Student A)

From the statement of student A, she described participation as something “enjoyable”. This student even said that he/she finally found the other side of being participates and it turned out that taking part in the discussion was interesting thing to do in class. In this case, student A has positive thought about participation because he/she described it in positive way.
Based on the chart, 62% of the students disagreed that an activity such as discussion with the teacher should be less required. From the participants’ responses, it could be seen that majority of the students thought that activity such as discussion with the teacher and students should be conducted more.

“Saya pikir kegiatan sepeti itu memang harus lebih banyak, sih, karena itu membantu untuk lebih mudeng pelajaran karena bisa bertukar pikiran dengan teman-teman yang lain, jadi sekalian belajar gitu.” (Tr: I think that activity should be more required because it can help me to understand the material, and also we can share one another ideas to the other”. (Student A)

“Saya merasa kegiatan seperti ini memang harus sering dilakukan, karena kalau guru nyalas memahami materi terus bikin bosan” (Tr: I felt this kind of activity must often do by the teacher, because if the teacher explained the material continuously it make us bored) (Student E)

From both statements, the students had positive thought that an activity like discussion with the teacher and the students should be conducted more. Student thought that if the teacher explained the material continuously, it would make them felt bored in class. That’s why students thought they would like to have such as discussion in the middle of the learning process, beside the students did not feel bored in class, but also the students could share their ideas or opinion about the lesson to each other.
There were 68% of students disagreed that they liked to study together with friend which is sitting next to them instead of having to study together with friends in a group. It showed that students will understand more about the material if they study with friends in a group.

“Kadang kalo kita lagi diskusi, teman yang lain bisa menambahkan kalo kita salah, begitupun juga aku, kalau dia salah saya bisa menambahkan, jadi kayak saling membantu satu sama lain.” (Student C) (Tr: sometimes while we are discussing, some students may add if I get wrong and so do I. When he got incorrect answer I may correct him, so like to help each other)

“Saya berfikir pendapat dari teman yang banyak malah bisa membantu kita lebih memahami pelajaran, karena berasal dari banyak pemikiran”(Student D) (Tr: I think my other’s friends opinion will help me to get better understanding, because it comes from a lot of thought from different friends)

From those statements, the students gave their opinion about why they liked to study together with their friends in a group. Based on the student C and D, both of them have positive thoughts that their friends will help them to gain their understanding through material. It indicates that the role of classmates could help students in increasing the understanding towards the lesson. Here not only the teacher could encourage students to speak and develop their skill in English, but their classmates could also help them to develop their skill. This statement is also
supported by Jones (2007:25) who stated that not all students are taught by teacher only, otherwise they can only be helped to learn by their own.

Students’ feeling toward classroom participation

The findings on students’ feeling toward classroom participation will be discussed in the following explanation.

Chart 6

Students’ individual feeling toward participation

It could be seen that most of the students (67%) disagreed that they like to give a comment or idea only when the teacher gave them an opportunity to speak. As some students commented:

“Saya suka sekali ikut menjawab pertanyaan guru karena biasanya guru memberikan games, jika ada yang bisa menjawab pertanyaan ini maka akan dapat extra poin. Jadi saya harus cepet-cepetan jawab” (Tr: I really like to participate because the teacher always do some games. The one who can answer her question, so he will get an extra point from her) (student C)

“Iya guruku suka memberikan kami games, kalau bisa jawab cepat dan benar pertanyaannya maka akan dapat hadiah, yaitu extra poin. Hehe” (Tr: yes, my teacher like to give us games, if I can answer correctly and quickly, I will get prize and it is an extra point) (Student E)

From the responses, It showed that they liked being fully involved in the classroom activities by their own willingness, this is because the “games” that the teacher has prepared for them make the students motivated enough to participate. As Karp and Yoels (1976) found that “the actions of the teacher are indeed most crucial in promoting classroom interaction“ (p.426),
so the action of the teacher which gives an interesting activity to the students, engaged the students to participate more.

Chart 7

Student’s effort to learn by always participating

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>2%</td>
<td>13%</td>
<td>67%</td>
<td>19%</td>
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</table>

It could be seen that almost all of the students (86%) liked to show their effort to learn by participating in class. They feel by participating, they could get some benefit from it, especially they can get feedback from their friends.

“Saya sangat suka ikut memberikan komentar serta ide-ide kepada teman-teman lain, karena saya merasa dengan ikut berpartisipasi tidak hanya meningkatkan pemahaman saya dalam pelajaran, namun saya bisa mendapatkan keuntungan seperti mendapatkan feedback dari teman-teman lain” (I like giving a comments and ideas to other friends, because I feel that by participating was not just to get better understanding about the lesson, but I can get advantages like getting feedback from other students) (Student C)

From the student C statement, it showed that she was motivated enough to join in class discussion. To express that she was motivated enough to participate, she gave explanation about the advantages or benefits that she would get about participating. Based on her statement, she found an interesting part in the discussion that she would get some feedback from their friends which is help her to get better understanding through the material.
From the data, it showed that majority of students disapproved that they felt frustrated when they had to participate in class (76%). However, there are still 44% of students who felt frustrated when they had to participate in class, because of the low of English proficiency.

“Setiap miss dini mengajar bahasa inggris, dia selalu ada sesi tanya jawab dan yang berhasil menjawabnya dengan benar maka akan diberi extra poin” (Tr: when Miss Dini taught us English, she always does question and answer session and the one who got the correct answer will be given extra point). (Student F)

“Saya takut jika saya akan diejek oleh teman sekelas karena bahasa inggrisku kurang lancar” (Tr: I am afraid if my friends will laugh at me because I cannot speak English fluently) (Student E)

Based on those statements, it could be seen about their feeling towards participation, some students showed that they were frustrated when they are discussing, while others were not. For student F, he did not feel frustrated because he showed participation as something enjoyable and fun. This was because the teacher gave the students some games which encourage them to participate more in class. But there were some students who have different feeling towards participation, as student E said that she was frustrated to participate because of her lack of vocabulary. She was afraid of being mocked by other students, because her English are not fluent enough. This is in line by Liu (2006), activities that require students to be “singled out to answer questions…were the most anxiety-provoking in English lessons because students were worried
about their English proficiency and feared of making mistakes” (pp. 311-312). It meant that students who realized that they had insufficient English proficiency will be reluctant to participate in class. They thought that if they participate in class, they would make mistake because of their insufficient English proficiency.

**Chart 9**

Existence of “the smartest student” makes students did not want to participate

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<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>20%</td>
<td>24%</td>
<td>22%</td>
<td>52%</td>
<td>0%</td>
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It could be seen from the chart, the majority of students disagree that they were afraid to make mistake and to show their intelligent to other students (76%). On the other hand, there were 24% students agreed with that statement.

“Saya takut untuk ikut berpartisipasi karena di kelas saya ada yang lebih pintar daripada saya.” (Tr: I am afraid to participate because there are the smartest student in my class). (Student D)

“Teman saya ada yang suka sekali menjawab pertanyaan guru, saya pikir kalau saya ikut memberikan jawaban saya takut jawabanku akan salah” (Tr: There were my friend who liked to answer all of teacher’s questions, I am afraid if I also answer my teacher’s question, my answer will be wrong) (Student F)

Even though the majority of the students did not feel afraid to show their intelligent to others, but it was surprisingly that there were some students who do not like to participate because they were afraid of “the smartest” or “talkative” students. They worried that their answers would be criticized by that student. Tatar (2005) seemed to understand this condition and as he said that talkative students in the classroom might cause intimidation and a sense of exclusion for some students. In other words, somehow the students’ feeling towards participation
was changed from positive to negative maybe because the factor of the intimidation of the “smartest” students in class.

Students’ behavior toward classroom participation

The findings on students’ behavior toward classroom participation will be discussed in the following explanation.

Chart 10

Students rarely engaged in classroom discussion

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<tr>
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<th>strongly disagree</th>
<th>disagree</th>
<th>agree</th>
<th>strongly agree</th>
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</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>26%</td>
<td>56%</td>
<td>11%</td>
<td>7%</td>
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</table>

The data showed that 82% of students disagreed that during the discussion they often do other things which is not related to the material. It showed that the participants often involve in the every discussion.

“Selama di kelas saya tidak pernah membahas hal yang tidak berhubungan dengan materi karena di akhir pelajaran akan ada aktivitas seperti diskusi, dan saya harus emperhatikannya agar dapat menjawab pertanyaannya” (Tr: During in the class, I never discuss anything that are not related to the material, because at the end of the class there will be activity like discussion and I have to pay attention to the teacher so I can answer her questions) (Student A)

“Saya tidak pernah mengobrol dengan teman saat berdiskusi karena itu akan mengganggu konsentrasi saya dalam belajar” (Tr: I have never talked with my friend during the discussion because it would disturb my concentration) (Student B)

From those statements, the participants gave some positive explanation about their behavior in class during classroom participation. In here the students showed that they rarely discuss unrelated topic with their friends, because it would disturb their concentration toward the
lesson. They choose to pay attention to the teacher’s explanation instead talking with their friend which is sitting next to them. As Wade (1994) proposed that ideal classroom participation in which all students were participating, learning, listening to other’s ideas, comments, and questions. In other word, the students’ behavior towards classroom participation tends to be positive.

Chart 11
Students always correcting to other students’ answer

The result of the students’ response showed that the majority of the students (89%) always correcting to other students’ answer when they are discussing, because by commenting to each other’s answer will help them understand the materials.

“Karena dengan memberikan pendapat keteman lain bisa bertukar pendapat dan dapat menambah wawasan kita”. (Student A) (Tr: because by giving opinion to other students, we can exchange the information and increase our knowledge)

“Saya sangat suka ikut berkomentar ataupun menambahkan jawaban dari teman lain karena saya bisa mendapatkan feedback dari mereka” (Student C) (I really like commenting or adding from my friend’s answer because I can get feedback from them)

Based on the students’ response, it could be seen that he/she had a positive behavior during the discussion. While there was any classroom discussion, the students always give their opinions or comments to other students. It could be seen that majority of the students stated that they always take part in the discussion to help each other to understand the materials.
Chart 12

Students cannot follow the lesson because of the “impatient” teacher

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<th>agree</th>
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<td>0%</td>
<td>0%</td>
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<tr>
<td>60%</td>
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<td>0%</td>
<td>0%</td>
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<tr>
<td>80%</td>
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There were 85% of students disagreed that they cannot follow the lesson because the teacher rarely monitors the students to do the exercise.

“Ketika saya menemui kesulitan, guru ku selalu menuntunku untuk mengerjakannya bersama-sama dan itu membantu ku untuk dapat memahami pelajaran” (Tr: when I found some difficulties, the teacher always guides me to do the exercise together and it helps me a lot to understand the material) (Student F)

It means that most students tend to join the lesson because the teacher is patient and always lead them to do the exercise. They feel more comfortable to learn because the teacher is able to remain calm and not become annoyed when the students wanted to ask her a question about the lesson.

Generally, this is in line with my experience when I was a teaching practicum student in SMP 7. In my first teaching, I did not really pay attention of my students’ work and I just kept the students to do the exercise by themselves. After 10 minutes, the students were talking to each other and when I saw their work, they do nothing in their book. Some of them said that I did not check their work, whether it was right or wrong so they did not really enthusiasm to do the exercise. Then, I learnt from my mistake, I realized that I had to guide them to do exercise so they could follow the lesson. After leading the students’ work and answering my students’ questions, they could follow my instruction and teaching learning process went fluently.
CONCLUSION

This research was conducted in SMPN 7, Salatiga to find out about the students’ attitudes towards classroom participation. In this study, it could also be seen that most of students’ attitudes regarding the preferences were positive. Here, from the questionnaire and the interviewed, it was clear that the students had positive believe/opinion, feeling, and behavior toward classroom participation. The students showed their positive opinion/believe by saying that they did not see participation as something frightening and they saw participation as fun activity to sharpen their understanding through material. Moreover, they also think by participating in every discussion, it could help them to develop their speaking skills. They also gave positive statement to describe about their feelings toward participation, they did not feel frustrated when the teacher asked them to participate and they found that participation is an interesting activity to do in class, so they would like to give their effort to learn by always join in the every discussion in class. Then, some students also showed they have positive behavior toward classroom participation that they never talk unrelated topic with their friends during the discussion and always pay attention to the teacher’s explanation. From the result, it can be concluded that as Wade (1994) proposed the ideal classroom participation in which all students were participating, learning, and listening to other’s ideas, comments, and questions. It showed that the students were actively participating in classroom discussion.

However, there were also some problems that students encountered while doing classroom participation where students did not want to participate because they afraid of “the smartest” students and they afraid that they being mocked by other students because they could not pronounce English well. As the result, some students who have lack of confidence discourage them to participate.
There are some pedagogical implications related to this research. Because this result of this research revealed positive about classroom participation, it is possible for every school in Indonesia to add some strategies to engaged students to be more participate in class. On the other hand, there were some cases that students did not want to participate because they afraid to make mistake. In other to fix this problem, the teacher should encourage them to speak whether their answers were right or wrong; at least they were trying to speak. Then, if it was possible, the teachers should not answer their own questions, because the students can get used to wait the teacher’s answer without trying to find answer by their own. Then, if they cannot answer his/ her questions, break students into small groups to discuss the answer. Maybe, if they were discussing with their friends, they will not feel embarrassed and they would enjoy sharing their opinion and thought to other students. By doing further research in the future, it might even be possible to apply this strategy to the students to enhance their attitudes toward participation.

However, it has to be noted that this research also has limitation, for example this research was conducted in one school, and the participants of this research were 54 participants from two English classes. This study has one thing that needs to be improved for further research since this study covers the perception from students’ point of view. For further research, the teachers’ perception toward classroom participation may also be examined. I hope that the result of this research will be able to support the other research in this issue as a way to enhance the students’ attitudes towards classroom participation and make the students to be more active in class.
ACKNOWLEDGEMENT

Most of all, I would like to give my biggest gratitude to my gracious Lord, my Jesus Christ, and my magnificent Holy Spirit for all of the blessings and the unconditional love during my hardest time. Praise the Lord if I can finish my thesis in a short time. At first, I was not sure whether I could finish it on time or not because this semester I am not only take thesis, but also TOEFL preparation which is also difficult for me. However, my Lord is the Lord who never breaks His promise. He strengthens me. Finally, I could finish it.

My Lord also shows His Generosity by giving me many people surround me who always support and help me so much during I wrote my thesis. Thus, in here, I also would like to give my gratitude to:

1. Anita Kurniawati, M.Hum, my supervisor, who had spent her time in helping me to finish my thesis by kindly giving me support, advice, suggestion, correction, and feedback. I am very thankful for having Anita Kurniawati, M.Hum as my supervisor.

2. Victoria Usadya Palupi, S.Pd., M.A.-ELT, my examiner, who also kindly gave me many advice and suggestions for the improvement. I do really appreciate her kindness and willingness to read and give advice for my thesis.

3. My father, my mother, and my family. Thank you for supporting me and giving me strength to finish my thesis.

4. All of teachers in Faculty of Language and Literature. Thank you for sharing me with all your knowledge and wonderful years for teaching me.

5. Risang Aji Megasatria for letting your shoulder for me to cry on. Thank you for always listening to me, giving me supports, and never saying that I cannot do this even though at first, it seemed very impossible.
6. All of my best friends in Faculty of Language and Literature. Thank you for these wonderful years and thank you for giving me supports in completing my thesis.

7. At last, I would like to say ‘thank you’ to all friends and relatives that I cannot mention here one by one. Thank you for everything. God bless you all.

Salatiga, May 2016

Vera Yulianty Yuwono
References:


APPENDIX

Saya Vera Yulianty Yuwono, sedang melakukan penelitian skripsi. Penelitian ini bertujuan untuk mengetahui sikap anak SMP 7 Salatiga terhadap keikutsertaan mereka di dalam kelas. Mohon dijawab dengan sejujur-jujurnya karena tidak ada jawaban benar atau salah. Kamu dapat menjawabnya dengan memberi tanda centang (v) pada salah satu kolom yang telah disediakan. Terima kasih atas kerjasamanya 😊

**STS : Sangat tidak setuju**  **TS: Tidak setuju**  **S: Setuju**  **SS: Sangat setuju**

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<td>1.</td>
<td>Saya suka ikut berpartisipasi dalam setiap diskusi, karena saya termasuk orang yang ingin keberadaannya diakui oleh guru serta teman-teman lain</td>
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<td>2.</td>
<td>Saya lebih suka bertanya pada guru daripada teman ketika saya menemui kesulitan</td>
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<td>3.</td>
<td>Ketika berdiskusi saya lebih suka mendengarkan guru serta membuat catatan kecil daripada harus melibatkan diri di dalam diskusi</td>
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<td>4.</td>
<td>Saya merasa bahwa kegiatan seperti diskusi dengan teman lebih sedikit diperlukan karena dengan berdiskusi dengan teman, saya dapat menambah pemahaman belajar.</td>
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<td>5.</td>
<td>Saya lebih suka untuk belajar bersama dengan teman sebelah saya daripada harus belajar dengan teman dengan jumlah yang banyak</td>
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<td>6.</td>
<td>Saya suka memberikan ide atau komentar hanya pada saat guru memberikan kesempatan kepada kami untuk berbicara.</td>
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<td>7.</td>
<td>Saya suka menunjukkan minat yang besar untuk belajar dengan selalu bertanya, dan memberikan pendapat.</td>
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<td>8.</td>
<td>Saya merasa frustasi pada saat saya harus ikut berpartisipasi di dalam kelas, seperti memberikan komentar serta ide-ide terhadap teman-teman lainnya.</td>
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<tr>
<td>9.</td>
<td>Saya merasa takut untuk bertanya karena saya takut membuat kesalahan atau terlihat lebih pintar dari teman-teman lain</td>
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<tr>
<td>10.</td>
<td>Selama kegiatan berdiskusi sedang berlangsung, saya sering membicarakan hal lain yang tidak ada sangkut-pautnya dengan materi yang sedang diajarkan</td>
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<tr>
<td>11.</td>
<td>Selama di kelas saya sering mengkoreksi jawaban teman ketika berdiskusi, karena dengan itu saya bisa memahami materi dengan baik</td>
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<td>12.</td>
<td>Selama di kelas saya selalu tidak bisa mengikuti pelajaran karena guru jarang memantau pekerjaan kami ketika sedang mengerjakan latihan</td>
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Dimohon kepada partisipan, apabila kami membutuhkan informasi lebih lanjut dari anda, maka dimohon untuk mengisi data berikut:

Nama : Nomor telepon: