Chapter Four

Findings and Discussion

In this chapter the researcher describes the findings and the discussion of the research which answer the research questions. The first research question is about the lecturers' strategies to increase student's participation at ELED of a private university in Yogyakarta. The second research question is about the difficulties faced by the lecturers in increasing students' participation. The researcher also, puts several theories of previous studies in relation with the results to strengthen the idea.

The Lecturers' Strategies

Based on the interview, the researcher found seven strategies usually used by three participants to increase students' participation. The strategies are brainstorming, small group discussion, participation point, teacher praise, presentation, calling students by name, and weekly conversation. The strategies are explained below.

Brainstorming. In the finding on the lecturers' strategies to increase students' participation, the researcher found that one participant believed that brainstorming strategy could be utilized to enhance students' participation. As stated by participant one, "I use brainstorming to increase students participation" (P1.11). Participant one also added, "Give the students brainstorming in order to make them more prepare and become confident to share ideas in front of their friends" (P1.15). Participant one also stated, " participant believe if she used brainstorming because every student has

different characteristic, some of them can spontaneously speak-up in front of their friend and the others feel shy to speak-up or they need more times to looking for in the dictionary" (P1. 22). This strategy was used by the first participant because she believed if her students needed more time to have discussion. Brainstorming aimed to give the students chance and to enrich their vocabulary before practicing. The participant applied this strategy by giving them interesting topic to discuss.

To summarize, brainstorming employed by the lecturer to increase students' participation in classroom discussion. This was supported by Kate (1999) and Rocca (2010) who stated that this strategy is excellent method which makes students interested in the lesson. Brainstorming helped the students to find new ideas and they could make a list of the new ideas. New ideas became a clue to the students to develop the problem given by the lecturers. Brainstorming helped the students to express their ideas and to share those ideas to others.

Small group discussion. The data showed that there were two participants who believed that dividing class into small discussion was the strategy that could increase students' participation in the classroom. As participant two stated, "divide class into small discussion" (P2.29). In the classroom, the lecturer's role was as an instructor and facilitator. Participant two also said, "when they do the discussion, I only walk around to control their discussion" (P2.31). The lecturer gave them some certain or interesting topics, and students discussed this topic in the small group discussion. She further added,"The small group discussion is done in order to make

the students discuss about the question. When I ask them the question, they already know the answer from the small group discussion" (P2.30). Those statement showed that the lecturers could use the strategy because the students could understand the topic clearly.

The other statements about dividing class into small discussion came from the third participant. The third participant mentioned, "Small group discussion will make the students become more active than the whole classroom discussion" (P3.11).The third participant chose this strategy because only 2 or 3 students who wanted to share their opinion in front of the class. However, when they were in a group, they were more enthusiast to share their opinion (P3. 12). She added, "the students are more confident in a small group discussion" (P3.30). In the whole class discussion, there were only some students who wanted to participate in the class discussion, but in a small group, some students were dominant and the others tried to get into the discussion. The students who were afraid to speak-up in whole class discussion could share their opinion in the small group discussion.

The finding of this research revealed that dividing class to small group discussion was applied by the lecturer of ELED of a private university in Yogyakarta to encourage the students to participate in the classroom activities. This was in line with Nataatmadja et al. (2007) who found out that some students liked when the class was divided into small groups, because it helped the students whose English ability was poor to participate in the classroom. Cirillo (2013) stated that allowing student

thinking to shape discussion is student can communicate with their peers in small group; students can express their opinion; and students become centered in the classroom discussion. Students could communicate with their peers in small group, and students felt more confidence. The positive classmate traits make the students who do not participate become more active, because the students influence and support the others students (Musthapha, et al., 2010).

This finding was in line with Kate (2009) and Rocca (2010) who stated that small group discussion is valuable method for college or senior high school. The same finding was shown by Brown (2001) who mentioned that group work is a multi-strategy which consists of two or more students to assign a task with collaboration. Group work also gives opportunities for students to speak-up (Brown, 2001). In addition, group work helps students to contribute their opinions or ideas and group work can often become a team in the competition (Zaine, 2015). According to Ur (2012), the students more active to participate if in the classroom using group work, because group work motivates students, students can discuss the task in teamwork and students can share their ideas. The students who were shy to share the opinion in whole class group discussion can share their opinion and have better self-confidence in small group discussion.

Participation point. The researcher found that the participation point was strategy used by the lecturers at ELED of a private university in Yogyakarta to increase students' participation. The data showed that there was only one participant

using participation point as this strategies to increase students' participation. Participant two stated, at the beginning of the semester she told to her students, "whenever they participate actively I will gave them a class participation point" (P2. 16). The lecturer gave them some questions based on the lessons before. The students would be participate, when the lecturer held her map containing students' name and point. The students knew and wanted to participate actively, because they got a point when they participated. The second participant had record for each class, whenever her students participate actively, she gave additional point, and in the end of the semester, she accumulated the students' points. Participant two said, "This strategy is clear and effective, because students know if they participate, they will got the point" (P2. 22).

In brief, the research finding revealed that participation point was applied by the lecturer of ELED of a private university in Yogyakarta to get students' participation. This is line with Jeffrey (2003) who stated that participation point is very effective to make the students speak-up. He also stated that the participation point aims not to control the dominate of students, but rather than to help the students to overcome their fear of making mistake when they speak English (Jeffrey, 2003). Therefore, this strategy is gave more time to students to talk and minimize the lecturer talking time.

Teachers' praise. Another strategy used by the lecturers at ELED of a private university in Yogyakarta to increase students' participation was teachers' praise. The

data showed that there was only one participant who used this strategy. Participant two stated, "giving praising to the students in order to make them feel satisfied and have feeling to participate again" (P2. 19). It was also shown by Wright (2012), the purpose of this strategy is to motivate students' effort to be easy to speak-up or deliver some opinions in the classroom. Teachers' praise gave positive influence to the students. It was a powerful motivating tool because it allowed the lecturer to selectively encourage different aspects of students. The lecturers could know what their students' need surely, make students feel comfortable in the class, make the study become easy to be absorbed by students, and can motivate students to participate again (Musthapha, et al., 2010).

Presentation. The researcher also found that presentation also became the strategy used by the lecturers of ELED of a private university in Yogyakarta. Moreover, this strategy was obviously the most common strategy applied by the lecturers of ELED of a private university in Yogyakarta. The finding was only mentioned by one participant. Participant three said, " ther eis another strategy that is a presentation" (P3. 15). Participant three added, "presentation makes students become more active in the classroom" (P3. 16). Participant three informed, "The students areactive to read and to comprehend the material; students are active to search some resources to support their knowledge about the material" (P3. 17). Students already had a topic given by the lecturer and they tried to prepare the

presentation by comprehending the material and searching some resources to support their presentation.

From the interview result, the presentation could be individual or group. Each type of presentation might have own benefit. Zaine (2015) stated that group presentation helps students to become autonomous learner and group presentation also gives an opportunity to students to practice their language skill, to demonstrate their understanding, also to develop their ability to present information in front of the other students. Becoming autonomous learners meant students had to prepare, understand, and present the material by themselves or with their group in front of the class. Participant three said, "the students are active to read, to comprehend the material, and the students are active to search some resources to support their knowledge about the material" (P3.17). Based on the researchers' point of view, presentation might be the best strategy to increase students' participation. The presentation was used by the lecturer because it gave students chance to enhance their spontaneous respond in verbal, forced the students to speak English, and enhanced the students by reducing their shyness.

Calling students by name. Based on the interview, two participants said that they called students' name as a strategy to increase students' participation. Participant one stated, " what I do to increase students' participation is by calling students' name" (P1. 13). She also added, "Calling students' name so that students who do not active in the class can learn to be more active again" (P1. 14). The participant pointed

out that she called students randomly. Students who had good English skill also get chance to be called by the lecturer. Therefore, students whose English skill was not good enough did not feel targeted. Participant two said, "I will point the student who tends to be embarrassed to speak-up" (P2. 20). She also added, "I will ask the student who rarely participate speak-up" (P2. 21).

From the interview result, one of the strategy to increase students' participation in classroom discussion was calling students by name. According to Dallimore, Hertenstein, and Platt (2012), they use term cold-call, for example, call students who do not to raise their hand. Cold-calling is an effective strategy to increase students' participation in which the students can answer the question voluntarily, and in the classroom which always use cold-call can increase the students' participation over time (Dallimore et al.,2012). In addition, Rogers (1997) stated that calling students' by name is a strategy that absolutely and hopefully can make students to participate in the class. This is the alternative strategy because waiting for students to be volunteers to answer question is like less acceptable. Rogers (1997) added that to get students' participation easily be prevented by approving technique of random calling. This method might minimize students of feeling like targeted. Therefore, this method was neutral that lecturer pointed students not influenced by some factor such us, gender, race, dress, students' seat, or regularly prevent eye contact.

Personal approach. The researcher found that personal approach was another strategy used at ELED of a private university in Yogyakarta to increase students' participation in classroom. The data showed that only one participant saying that personal approach became the strategy to increase students' participation. Participant one said, "with the personal approach the students would be more confident" (P1.22). The participant used the strategy when she found her students keeping silent in the classroom. Participant one also said, "if there are students who keep silent, I will come and ask some questionsin brainstorming sessions. I usually ask before the class begins. This way might make students more comfortable" (P1. 25).

It was appropriate with theory mentioned by Sieberer-Nagler (2016) that it is very important for the lecturer to understand their students, to know some of their learning styles, to know the students' need, and to know each characteristic of students. Hence, getting closer to students was a good way to understand what students wanted. In the researchers' opinion, this strategy might overcome the problem when students were silent in the learning activity because by knowing what students wanted was important for the lecturer. Therefore, the lecturer knew what she should do to increase students' participation. In addition, the other way done by the lecturer was habituated students to ask about a lesson. This way could make students become more comfortable to participate. If the students were less understanding, students are allowed to ask whenever they got time. As revealed by participant one, "I welcome any question, it means to provide an opportunity to students to ask in the

classroom and out the classroom" (P1. 25). The lecturer gave time for students to ask inside or outside the classroom.

Weekly conversation. The researcher found another strategy used by the lecturer ELED of a private university in Yogyakarta to increase students' participation. There was only one participant who said that weekly conversation was her strategy. Weekly conversation was used by the lecturer because she believed that this strategy could increase students' participation. Participant one said, "a strategy that I have used is a weekly conversation" (P1.08). In the researchers' opinion, a weekly conversation like common conversation did by the students in the class activity. Every week, the topic being discussed changed. In doing weekly conversation, students shared their opinions or ideas about news, artist, instagram artist, or talked something which became hot issue. As revealed by participant one, "I ask the students to talk about the topic that was "in" (P1. 10).

The weekly conversation usually did 30 minutes early before the class begin. The participant was given the topic which would be discussed a week earlier, but only 3 or 4 meetings the next is direct, means the students did without discusses with the peer. Before the students began the conversation, the participant gave an opportunity to the students to work in pair and brainstorm what they wanted to share. They talked about the topic during 5-10 minutes. When the conversation began, they shared based on friends' story. The purpose was to keep the authenticity and to make them talk more spontaneity. The weekly conversation taught the students to participate by

talking about news that they liked. They told the story based on their friend's story, so it became more interesting. If there was a student who felt unconfidence with their own opinion, by doing weekly conversation, the students became more confidence because they got chance to tell their opinion.

The Lecturers' Difficulties

In this section, the researcher discusses the findings and discussion of the second research question. The researcher did not only examine the strategies used by the lecturers of ELED of a private university in Yogyakarta to increase students' participation but the researcher also investigated the difficulties faced by the lecturers of ELED of a private university in Yogyakarta in increasing students' participation. The difficulties are Students' English skill, students' motivation, choosing a topic, time limitation, students' preparation, and group dynamic. The interview results were discussed below.

Students' English skill. There was a participant who said that English skill became the difficulties faced by the lecturers. Participant one said, "students have not been ready yet to speak up, perhaps it is because of their English skill" (P1.26). For example, when the participant began a weekly conversation, some of students that already called by the lecturer, said that the students was not ready yet to speak-up. Swales (as cited in Balla, 2014) showed that the second point is many of standards of students' skill. The students had different abilities and level. When lecturer asked

students to participate, but the students have not ready yet to participate. Instead, the lecturer might ask their self, might her students have the problem such as luck of vocabularies and felt fear to speak-up

Students'motivation. Another difficulty faced by the lecturer was students' motivation. There was only one participant who said that students' motivation was her difficulty in increasing students' participation. Participant one said, "students' motivation, if there are students who have more motivation, they will be easy to participate, and there are also students who do not motivate at all" (P1.27). For example, in brainstorming session, the lecturer gave an opportunity to the students to list what they wanted to speak and share. However, there were still some students who did not participate in classroom activities. Musthapha et. al (2010) the motivation is come from the students themselves, sometimes students feel afraid of making some mistakes when participating in classroom such as making wrong pronounciation or making their friends not understand what they explain. Students' motivation was the important thing in the participation because it helped students to get self-confidence.

Choosing a topic. Choosing a topic for discussion was quite challenging for the lecturers. There was one participant who said that choosing the topic was challenging. Participant one said, "choose a topic that they like, sometimes it feels challenging" (P1. 29). Choosing topics for weekly conversation was not easy for the lecturer. The lecturer had to look for some topics which were viral in order to make

students participate in weekly conversation.The lecturers trying to be in their world. Participant one said, "keep up to their world was challenging" (P1. 30). Moreover, the topic had to be interesting for all of the students and made students felt curious to discuss the topic. Unfortunately, according to the researcher's experience, when she observed the activities in the classroom, she felt that the topic was not interesting, although the topic was "in", the researcher did not to participate. Musthapha et. al (2010) argued if the topic is so difficult for students, they will only hear and keep quite.

Time limitation. In this research, the researcher got information of difficulties faced by the lecturer in increasing students' participation. One of the difficulties was noticing on time-limited. Participant two said, " when there were a lot of students to participate and time was limited" (P2. 26). According to Atwood (as cited in Safitri, 2017) time allocation might influence the students to be active in discussion. Participant two used participation point as her strategy and did 20 minutes before the learning process begun. The second participant usually asked the student about what she had told previously. Many of students participate, and the lecturer had to choose only some of the students. Sometimes the students felt disappointed.

Students' preparation. This result of the interview, the researcher found that students' preparation became of the difficulties faced by the lecturer. Participant three said, " in the group presentation, there are students who do not to participate, the students only do the presentation" (P3. 22). The preparation done by students was

lack. Sometimes, only students who presented the material who read and understood the material, but other students did not. While students who did not do presentation do not participate in the discussion, the discussion did not work smoothly. Participant three mentioned, "students were less preparation before came to classroom" (P2.24). Based on Atwood (as cited in Safitri, 2017), lack preparation influences the students to be active in the discussion.

  Group dynamics. The last difficulty found by the researcher was group dynamics. Participant three said, "When the students work in a group, there are students who only join in a name" (P3.20). This case showed that the group work did not work. Based on the third participant's opinion, this strategy worked, and students' participation increased, but there were still some students who only joined name. Group work used by the lecturer to assess the students' teamwork (Chariroh, 2016). The lecturer used group work to see their students work in a group, and surely the teacher had assessment for group work. The lecturer let their students work in a group in order to give an opportunity for students drill their skill working together (Arafat, 2016). To monitor their work, the lecturer used teamwork reflection to assess their team member, so the activity could control.