

Chapter Two

Literature Review

This chapter elaborates the literature reviews. At the beginning, it discusses actively-joining-organization students and the characteristics. Then, it is followed by the explanation of classroom participation and its criteria. This chapter ends with the theory of the classroom participations of actively-joining-organization students.

Students Organization

Every university in Indonesia might differ in deciding the type of their student organizations. Universities in Indonesia have the right to categorize their own types of student organizations, as mentioned in The Laws of Republic of Indonesia Number 12 of 2012 about Higher Education Chapter 14, Article 3 above. Basically, student organizations in Indonesia can be categorized into two types, which are commonly known as *intra* and *extra* university student organizations. The Decree of Ministry of Education and Culture of Republic of Indonesia Number 155/U/1998 about The General Guideline of a student organization in Higher Education from the Ministry of Education and Culture stated that *intra* university student organization is a vehicle and means of self-development of students towards the expansion of insight and improvement of intellectual and integrity of personality to achieve the goal of higher education. The examples of *intra* university student organization are *Badan Eksekutif Mahasiswa* [Student Executive Board/ BEM], *Dewan Perwakilan Mahasiswa* [Student Representative Board/ DPM], *Unit Kegiatan Mahasiswa* [Student Activity Unit/ UKM], and *Himpunan Mahasiswa Jurusan* [Department Student Associations/ HMJ]. Meanwhile, *extra* university student organization

concerns student activities that include: reasoning and scholarship, interest and passion, improving students' welfare, and social service for the community. Examples of *extra* university student organization are *Ikatan Mahasiswa Muhammadiyah* [University Students' Solidarity of Muhammadiyah/ IMM], *Himpunan Mahasiswa Islam* [Muslim Students Association/ HMI], *Kesatuan Aksi Mahasiswa Muslim Indonesia* [Muslim Students Action Union/ KAMMI], etc.

The participants came from those student organizations. The first student organization is *Badan Eksekutif Mahasiswa* [Student Executive Board/ BEM] of Language Education Department Faculty. Then, the second is *Himpunan Mahasiswa Jurusan* [Department Student Associations/ HMJ] called English Department Student Association/EDSA of English Language Education Department in a private university in Yogyakarta.

Actively-joining-organization Students

Organization is defined as an organized group of people that has similar specific purpose, such as a business or government department (Oxford English dictionary, 2017). According to University of Texas at San Antonio Student Activities (2017), "A student organization is a separate, independent entity from the university whose membership is composed of students, or a combination of students, faculty, and staff; which has complied with the registration procedures to be officially registered (granted approval to operate on campus) by the university" (p. 5). In Indonesia, a student organization in university is the one of the pillars of Tridharma Perguruan Tinggi (Three Pillars of Higher Education). The Indonesian Law Number 12 of 2012 about Higher Education Chapter 1 Article 9 stated that Tridharma Perguruan Tinggi, henceforth referred to as Tridharma, is the obligation of universities to organize education, research, and community service. A student organization in university will provide students with an active role in order to achieve and succeed in Tridharma. Tridharma is implemented by

student organization activities that give positive impacts in public service such as village construction, fundraising, environmental care activities, community empowerment, and so on. This is stated in The Indonesian Law Number 12 of 2012 about Higher Education Chapter 14 Article 1 – 3, as follows: (1) Students develop their talents, interests, and abilities through co-curricular and extracurricular activities as part of the education process. (2) Co-curricular and extracurricular activities as referred to in paragraph (1) can be implemented through a student organizations. (3) Other provisions concerning co-curricular and extracurricular activities as referred to in paragraph (1) shall be stipulated in the Statutes of Higher Education.

According to Oxford English dictionary (2017), “Active is participating or engaged in a particular sphere or activity in a positive or spontaneous rather than a passive way”. Then, according to Oxford English dictionary (2017), “Join means become a member or employee or take part in. Therefore, actively-joining-organization student means student take part in or become a member in an organized group with a particular purpose in university. Priambodo (2000) argued that actively-joining-organization students tend to be happy to involve themselves in the implementation of various events and activities held by a student organization-where they joined, for example being committee or organizational board (as cited in Leny & Suyasa, 2006).

Priambodo (2000) and Sarwono (1978) (as cited in Leny and Suyasa, 2006) mentioned that there are some distinct characteristics of actively-joining-organization students. The first characteristic is the students who actively join organizations tend to spend their time in some of student’s activities. Actively-joining-organization students always want to take a part in daily supervisory activities or some committee agenda and other organization activities. They are willing to actively take a part in order to encourage the implementation of various activities within the organization they joined. The second characteristic is they tend to spend more time in

the room or office of their student organizations. Actively-joining-organization students tend to spend more time in the room or office of the organization and engage in discussion sessions with other members of the organization on matters related to the organization, external issues, or the community. The third characteristic of student who actively joins organization, especially those who hold positions as a leader is they have a broad insight into the development of the world or the things that happen around the university. They tend to be more sensitive and more critical of the development of events in the external environment, such as the development of domestic and foreign politics. The last characteristic of student who actively joins organizations is their tendency to communicate and express opinions effectively, and have more courage to initiate and take risks in action. Students who have these four characteristics became the participants in this study.

Classroom Participation

Cieniewicz (2000) stated, "Participation is an extremely crucial element for learning. It is a proven fact that students learn better and retain more when they are active participants. Learning is an active process and should involve talking" (as cited in Hill, 2007, p. 5). Ladler (2002) said that the real learning process is active, not passive. It is mixed up with the use of the mind, and not just the memory. Classroom participation is a process where the student is the core of agent, not the teacher (as cited in Hill, 2007). Wade (2006) argued that the ideal class discussion during the English teaching and learning process is one where students participate, learn, and listen to others' opinion, give comment, and question in classroom participation. With this argument, it is theorized that there are some students who are either actively or passively engaged in classroom participation (as cited by Hill, 2007).

Lathrop (2013) stated that students must have a chance to participate in academic exchange with clear and explicit criteria for excellence. Lathrop mentioned some criteria of student classroom participation. The first criterion is preparation. The evidences which show preparation for classroom participation are preparing notes and/or recalling the readings without the use of an open text. The second criterion is engagement. Quality of engagement should be active, respectful, and inclusive. The third criterion is initiative. Initiative is shown when a student clarifies and summarizes the classroom discussion. The fourth criterion is response. Knowledge, comprehension, and application of the readings reflect the quality of response. The last criterion is discussion. The discussion with peers and reflects analysis, synthesis and evaluation show quality of discussion.

Mayer (2011) also mentioned the criteria of student classroom participation. There are four criteria or performance elements of rubric for evaluation of class participation. The first criterion is the level of engagement and active participation. This criterion can be seen from the students who proactively and regularly contribute to class discussion and issues related to the class topic. The second criterion is listening skill. This means that the student can listen without interrupting, while incorporating and expanding on the contributions of other students. The third criterion is the relevance of contribution to the topic currently under discussion. This criterion shown by students' contribution that is relevant and can promote deeper analysis of the topic. The last criterion is preparation. This means that the student has read and thought about the material-before the class. Student is also well-prepared, and frequently raises questions or comments on material outside the assignment.

Stanny (2010) also mentioned four criteria of student classroom participation. The first criterion is active participation. Student contributes in discussion, and initiates discussion on

issues related to the class topic. The second criterion is relevance of participation to the topic under discussion. Student gives contribution that is relevant and performs a deep analysis of material. The third criterion is an evidence of level of preparation. Student is well-prepared, and student investigates and shares relevant material not explicitly assigned. The last criterion is listening and cooperation. Student listens without interrupting and responds to others appropriately.

According to Chapnick (2007), there are four criteria that guide to grade classroom participation. The first criterion is engagement. It means that the student actively supports, engages, and listens to peers (on-going). Student also plays an active role in discussion (on-going). The second criterion is preparation. It shows when student is fully prepared in every session. The third criterion is initiative. Student comments further the level and depth of the materials (consistently). The last criterion is the impact of students' presence. The student's presence gives better impact to the group dynamic and level of discussion.

In addition, some experts have stated the criteria of student classroom participation. Although the experts have same opinion regarding the criteria of student classroom participation, they have different terms. There are four criteria of classroom participation stated by Lathrop (2013), Mayer (2011), Stanny (2010), and Chapnick (2007). The first criterion is preparation. Student has prepared notes and/or recalled the readings without the use of an open text. This means that student has read and thought about the material before the class. The second criteria are engagement. Student contributes to discussion and initiates discussion on issues related to the class topic. Student also participates actively in large and small group class discussions. Student also gives contribution that is relevant and has performed a deep analysis of material. The third criterion is initiative. Initiative is shown when student clarifies and summarizes the classroom

discussion. The student has a thoughtful answer (right or wrong) when called upon randomly. The last criteria are listening. Student listens without interrupting and responds to others appropriately. Student also incorporates and expands on the contributions of other students.

From those explanations, there are same natures between actively-joining-organization students and classroom participation such as discussion, critical thinking, communication, expressing opinions effectively, etc. Reeves (2008) stated that student's involvement in organizational activities has a strong association in improving attendance, behavior, and academic performance in the classroom (as cited in Wilson, 2008). Fredricks and Eccles (2008) also found that participating in a student organizations can have a positive impact in academic outcomes including improving grades, test scores, more school engagements, and increase educational aspirations (as cited in Wilson, 2008). Other experts revealed that there is a positive correlation between students who are active in student organizations and their academic achievements. The more student is active in organization, then student's academic achievement will also increase, though the opposite also applies (Rivaldi, 2013; Ubaidillah, 2014). However, Hasbianti (2005) revealed that there is negative correlation between student who is proactive and their academic achievements. Hasbianti stated that students who actively join organizations do not have a stellar academic achievement. This is because they are too busy in their organizational activities and spend less time studying in their classrooms.

There are many students who are active in organizational activities in English Education Department of Universitas Muhammadiyah Yogyakarta. However, there is no investigation related to them yet. For this reason, the researcher would like to investigate this topic with the title of "The Classroom Participations of the Actively-joining-organization Students at English Language Education Department in a private university Yogyakarta".