

Chapter One

Introduction

This study consists of five chapters namely introduction, literature review, research methodology, findings and discussion, and conclusion and recommendation. This chapter elaborates seven sub chapters including the background of the research, statement of the research, delimitation of the research, research questions, purposes of the research, significance of the research, and organization of the chapter. Background of the research explains the reason why the researcher chooses to examine this study. The statement of the research discusses an issue related to the title of the research. The delimitation of the research talks about the limitation of the research. The research questions presents the formulations of the problem that are discussed in this study. The researcher presents the aims of the study in the objectives of the research. The significance of the study explains the importance of the study, and the last subchapter is the organization of the chapter which elucidates the structure of the study.

Background of the Research

The aim of classroom participation is to engage the students actively, creatively, and interactively by attracting them to share their ideas to others. Tatar (2005) stated that students' individual growth will increase in the future as the classroom engagement is applied continuously which leads to successful education. Another researcher, Astin (1999) as cited in Mustapha, Rahman, and Yunus (2010) claimed that for a student being engaged actively in classroom often improves their cleverness and confidence rates rather than for those who are passive. Mostly, a student who contributes actively in the classroom accomplishes

achievement, because teachers nowadays started to notice soft skill such as active participation in classroom discussion by sharing their ideas to others. This study seeks the influence of university students' engagement toward their learning performance.

As mentioned earlier, university put soft skill as the key aspect in evaluating students' academic score. The university students are encouraged to be able to participate actively in classroom and have good accomplishment as the preparation for the next life. In fact, not all university students who are eager to contribute in classroom also have good learning achievement. Some students have better academic achievement although they are passive. By contrast, some others have worse academic achievement although they actively participate in the classroom. Firdaus (2015) claimed that students' participation arises when they are motivated to learn actively in the classroom. The more the students participate in the classroom, the better their achievement score is. Therefore, classroom participation has an important role to the students' learning achievement.

Observing classroom engagement is the substantial thing to be done to investigate on how students' contribution can influence their learning achievement. The study conducted by Abidin (2007) observed the oral classroom participation at the first year of 146 engineering students in Malaysia. The investigation indicated that there were five relevant elements affect the way of the students participate actively in the classroom such as linguistic, pedagogical, cognitive, affective, and socio-cultural elements.

A research examining the role of students' participation toward learning achievement proposed by Jones (2008) found that there are three domains of

student engagement including cognitive, emotional, and behavioral domain. These three domains are affected by beliefs, values, motivation, feelings, habits, and skills. Firdaus (2015) argued that students' participation is the significant things to be noticed because it affects their learning process.

To sum up, what the researcher focused on the correlation between students' participation toward learning achievement. There are some studies examining both students' participation and learning achievement separately. However, a few studies examined how the students' participation influences their learning achievement. This research provides an insight on whether the students' classroom participation is mutually related to their achievement. The comparison between two aspects will lead to improve the understanding on how student participation affects to the learning achievement.

Statement of the Problems

One of the ways for students to accomplish good learning achievement is to participate actively in the class. The more they engage actively, the better achievement they will attain than those who are not actively involved. Mostly, teacher would provide an extra score for those who are active which makes them having high score than those who are not. That is why students' classroom participation is significant to increase their learning achievement.

In fact, not all students who contribute actively in the class also have good academic score than those passive students. It could be said that students' classroom participation is not the only way which influences most of their learning achievement. Teacher would only notice those active students who have good academic than the passive student who have good academic. Thus, students'

contribution in classroom is not the major thing that is able to heighten their learning achievement, because it is only the supporting aspect.

Sometimes, the teachers feel such a dilemma in evaluating students' performance in classroom participation where one might be active, but his or her academic score is lower than the passive one. Student classroom participation is included into the soft skill evaluation where it is only worth 20% less than the academic aspect which is worth 80% at one private university in Yogyakarta's scoring system.

Shaleh and Kim (2009) claimed, "Evaluation of students' learning achievement is the process of determining the performance levels of individual students in relation to educational objectives". Although students' classroom engagement is also considered as the important roles in evaluating their achievement score, there is another aspect that also contributes to their score such as students' performance.

Law (1996) developed a vague standard model along with its algorithm for an educational grading system so that the single evaluation for students' personal can be obtained by different test scores collection. Single assessment provides reliable evaluation which lean on the teacher notes of students' daily engagement during teaching learning process. It would be beneficial for the students where they get fair score based on the real classroom participation which happens in the class, not just the teacher's subjectivity.

As a conclusion, investigating some issues that might affect students' classroom participation toward their achievement might be a significant factor to be discussed. The degree of students' classroom participation might affect their

achievement score. Hence, it is important to investigate the correlation between students' classroom participation and their learning achievement.

Delimitations of the Research

There are several types of classroom participation such as volunteer participation (Fassinger, 1995; Weaver & Qi, 2005), graded participation (Daggett, 1997), and passive participatory as cited in Weaver and Qi (2005). Most of literature study claims that students who engage actively in the classroom would get higher achievement than those passive students as what Billings and Halstcad; Nunn (1996) and Tinto (1997) have found out. University students tend to use these all mentioned types of classroom participation in classroom setting. As there are many types of classroom participation, this study focused on seeking the influence of volunteer participator, or it might be called as active students, and passive participator toward their learning achievement.

The research attempts to find out whether those active participators have better achievement than the passive one. The study examined the third-year students at one private university in Yogyakarta, because this finding presented the learning characteristic of first year students whether they have better critical thinking such as the ability to participate actively than the previous batch or otherwise. Thus, it can provide an insight about the quality of students' classroom participation in one private university at Yogyakarta.

The quantitative approach was used as the method of this study to find out the quantity of the correlation between students' classroom participation and achievement. The study employed the questionnaires to find out the trend answer from large number of students in short period of time objectively. There were

numerous types of item response included within the questionnaire. This study investigated whether engaged students in the classroom affect most of their achievement. Besides, the finding explored the reality in the classroom evaluation if the students who actively participate in the classroom have better accomplishment than the passive one or otherwise.

Research Questions

Based on the explanation above, the problems of the study are formulated as follows:

1. How is the students' classroom participation?
2. How is the students' learning achievement?
3. What is the correlation between students' classroom participation and their learning achievement?

Purposes of the Research

The objectives of the research are:

1. To find out the level of students' classroom participation
2. To identify the students' learning achievement
3. To find out the correlation between students' classroom participation and their learning achievement

Significance of the Research

Hopefully, this research would be beneficial for educational people including readers, teacher, institution, administrator, and future researcher. For the readers, this study offers a knowledge for the readers about the issues happened in educational field. It gives a comprehension. For the teacher, this study gives an additional information on how to balance the students' classroom participation to

their achievement score in a corresponding way. For the institution, this study can be a useful information to create a curriculum that focus more on the students' classroom participation which resulting good score to their achievement. For the administrator, the study offers an information about kinds of students' classroom participation that might influence the manner of grading institution system. Therefore, the outcome of the study provides a practical knowledge to reform the students' classroom participation in a better way. For the future researcher, the study would be beneficial as the references for conducting a research on the topic that related to the research.