

Chapter Two

Literature Review

This chapter reviews some studies concerning the theory of students' participation in classroom and learning achievement. The first sub-chapter examines a brief explanation of students' participation in learning. Next, there are some literature reviews about characteristic of active and passive students in participating classroom activities. Finally, factors and strategies influencing the students' learning achievement are discussed in this chapter.

Students' Classroom Participation

In this part, the researcher explains the definition of students' participation in learning, the role of students' participation in learning, activities in classroom participation, students' characteristic in classroom participation, and factors influencing students' participation. The explanations are presented as follows:

Definition of students' participation in learning. Students' participation is one of the soft skill aspects that counts as the consideration material in learning. Reyes (2012) stated that students' engagement is the necessary thing for the pedagogical accomplishment. The learning situation encourages the students to be critical by sharing their ideas in classroom to give score to the soft skill aspect. According to Turner and Patrick (2004), participation is activities which produce something such as work custom to give contribution in understanding the students' motivation to learn. Moreover, students' participation is flexible which underline the potential of teacher practices by supporting the improvement of student work habit (Turner & Patrick, 2004).

The role of students' participation in learning. Students' participation is an important part in higher educational evaluation. Kuh (2001) assumed that all areas of students' participation are crucial in influencing the higher educational assessment. Tinto in his Interactionist Model of Student Departure (1993) as cited in Berger and Milem (1998) stated that students' involvement has a role to promote good educational result for college students. The students' involvement in the learning process is one of ways to obtain good academic score. Hence, it is important for student to participate actively in learning to support their academic outcome. According to Kuh et al.'s (1991) using language from Tinto's effort (1975, 1993) as cited by Berger and Milem (1999), students' participation causes a greater perfection in adjusting the different process of social interaction which results in the harmony function in society and academic systems of college and encourages institutional commitment.

Activities in classroom participation. Classroom participation is not limited only on the discussion activity, but it is broader than that. With the differences on every individual's personalities, they tend to participate in a different way. Several theories mentioned that one of the examples of students' participation in a class is sharing ideas, volunteering to answer the question given, and questioning. The explanations of the examples of students' participation are discussed below:

Sharing ideas orally. One of activities in the classroom participation is sharing ideas orally in order to confirm the ideas which have been learned. Oral participation might enrich one another's beliefs (Lee, 2009). From oral participation, we can see the extent of one's understanding about the subject

matters. A book entitled Teacher Handbook of the National University of Singapore (NUS, 2009) explained that oral participation can describe the individuals' level of understanding and the ability to express ideas vividly.

Answering the question voluntarily. Another activity that is included in the participation is answering the question voluntarily. Commonly, the teacher will offer a question to be answered by student in order to gain the students' attention. Abuid (2014) defined this type of activity as volunteered participation whereas it comes from the initiative of the student to participate which illustrated one's perspectives through commenting on others' view and giving new ideas.

Asking a question. Classroom participation generates the students' critical thinking through asking a question. McDaniel (1984) mentioned that one of activities motivating the student to participate is by asking questions in a way that promotes interaction. Questioning activity encourages student to take part and be engaged in classroom participation (Abuid, 2014). Through questioning, the student can build their critical thinking. It also trains one's mind in reforming words into an interrogative sentence.

Students' characteristic in classroom participation. One student might have different characteristic with other students when it comes to participate in classroom. Some students might assume that being silent in class is included to the classroom participation while some define participation as where the student supposed to be active. Some theories explains the students' characteristic in classroom participation as participate orally and remain silent. The explanations are presented below:

Participate orally. The students who participate orally in classroom participation is consider as the one who can be recognized as a smart student. Mostly, people would assume that a student who loves to participate orally is appeared as the smartest student, which some theories called them as an active student. Weaver and Qi (2005) supported this notion that the students who have a desire to dominate the classroom discussion by voluntarily gives their ideas to other students is often called as an active student. Thus, it can be concluded that active students often appear to be more intelligent, because they practice to communicate ideas directly through giving opinion and demonstrating their critical thinking.

Remain silent. The student who remains silent is the one who tends to be quiet when the teacher explains or conducts classroom discussion. There might be some students who have a belief that learning and participating in classroom can be presented in a silent way (Meyer, 2009). In fact, some theories define the silent student as one of classroom participation form (Li Li, 2005), or it can be called as para participation in which the student show their attention fully in the subject matter without any voice heard when teaching and learning process (Susak, 2016).

Factors influencing students' participation. There are a number of factors that encourage students to do participation in class. Weaver (2005) reported that there are direct and indirect factors influencing students to participate in classroom such as the role of faculty, students, and classroom structure on students' classroom participation. One study by Loftin (2010) examined on how students' personality affects their classroom contribution through creating an

active learning by encouraging students to share ideas without making them feel shy, afraid, and look dumb.

Most of the factor influencing participation is related to personal anxiety. Salter (2013) argued that there are four factors influencing students' classroom participation like thinking discouraging, feeling discouraging, thinking encouraging, feeling encouraging whereas teachers' teaching style is the significant factor in creating interactive classroom as cited by Loftin (2010). Being interactive means that the students need to be driven as active as possible by creating interactive learning to manifest the successful learning. Besides, learning is aimed to generate students' critical thinking by encouraging them to be free in sharing their ideas through participation in classroom. It is important for teacher to create interactive learning that encourages students to contribute and share ideas without being shy, afraid, and blamed.

There are some personal anxiety factors that inhibit students to participate in class. The factors might appear either from themselves or because the treatment of others which make them afraid to participate actively. Here are some factors influencing students to participate actively in classroom:

Fear of look dumb in front of classmates. There is a number of reasons why students do not want to participate in class. One of the reasons is because of their personal fear in front of others (Rocca, 2010). Weaver and Qi (2005) reported that students may perceive intimidated or inadequate in front of their classmates, apart from the logistic of the classroom setting.

Fear of look dumb in front of teacher. Rocca (2010) argued, "Specifically, students are less likely to participate if their professors do not pay attention to

them, make fun of them, put them down, or are overly critical of them”. Being afraid of look dumb in front of the instructor is another psychological factor that might happen in the individual.

Rated participation. For the university student, classroom participation is another part of learning achievement that will be evaluated. Meyer (2009) argued that participation grades can foster the students’ frequency to participate more, though it does not increase the quality of participation for the silent student in class discussion.

Learning Achievement

In this part, the researcher explains the definition of learning achievement, the importance of learning achievement, and the factors influencing learning achievement. The researcher also provides some theories from experts. The explanations are presented below:

Definition of learning achievement. Oxford Dictionary (2010) defined learning as a process of acquiring the knowledge, skill through study, experience, or teaching. The knowledge helps the individuals to improve their behavior. According to Djamarah (1994) as cited on Learning Achievement (2011), “achievement is a result of an activity that has been done, created both individually and in groups”. Hence, learning achievement necessitates the individuals’ involvement. Learning achievement is defined as the performance levels of individual students which is related to the educational purposes (Shaleh & Kim, 2009). It provides an overview to look at the improvement of the students’ learning in the class. Learning achievement is conveyed in numbers or

letters to compare with criterion (Nadeak, 2014). The result of individual works represents through an evaluation in the form of numeric or letters evaluation.

The importance of learning achievement. Learning achievement is the degree of students' success in learning subject matter in schools that are stated in the form of scores gained from the result of tests on certain subject matter (Syah, 2008). The student level of understanding related to the certain subject can be seen from their learning achievement. Therefore, learning achievement is a necessary thing to be decided whether student has mastered the subject or not. Nadeak (2014) mentioned that the learning achievement as a way to know how far the result is obtained by the individual in mastering certain subject within a given period time. Determining the student level of capability can be done by assessing their understanding of certain courses or tasks which result in learning achievement in a score form.

Factors influencing learning achievement. A study conducted by Liu (2009) showed that learning achievement can be affected by students' educational expectation whereas students who have high educational expectations and effort obtain higher achievement than those who have low educational expectation. In fact, the higher the students' expectation is, the more success she or he will become in achieving good learning achievement. Nadeak (2014) concluded that there are two factors influencing the learning achievement, namely internal factors such as physical and psychological factors and external factor such as family, school, and community factors. These two factors have a significant role in helping the student achieves optimal learning achievement. The internal and

external factors of learning achievement can be developed by optimize the student learning achievement as good as possible.

Previous Studies

There some related studies examining the students' participation, but the studies were not connected to the learning achievement. For instance, a study conducted by Firdaus (2015) discussed the effects of using praise toward students' engagement. In this study, qualitative research was utilized as the methodology of the study. The data was derived through classroom observation. The researcher examined an English teacher in EFL classroom and thirty-five students of seventh grade in one public Junior High School in Bandung. The result of the study revealed that the use of proper praise has significant effect to the students' engagement which creates the learning process be more effective.

Similarly, another study by Tsou (2005) entitled "Improving Speaking Skills through Instruction in Oral Classroom Participation" was done using qualitative and quantitative approach. There were some instruments used in this study including questionnaires, test, observations, survey, and interview. Seventy freshmen students in English class at department of Early Childhood Education became the population of the study. The result of the study indicated that passive students like Taiwanese students can be encouraged to be more active in the classroom participation through having discussion between EFL teacher and students about their perception toward class participation. Moreover, a total of passive students can be reduced through providing any activities which encourage them to practice sharing their opinion.

As a result, there are only a few studies which focused on the correlation between students' classroom participation and their learning achievement. The previous studies do not offer understanding about students' classroom participation and learning achievement. Thus, the current research tries to explore the correlation between students' classroom participation and learning achievement in college.

Hypotheses

One hypothesis is presented in this research. The hypothesis of this study is formulated below:

Alternative hypothesis (H1) : There is significant correlation between students' classroom participation and their learning achievement

Summary

This chapter provides the fundamental theory concerned with this study. It has reviewed the literature as well as the explanation of what was observed in this study. The study explicates some experts' view related to the topic of this study, and the hypotheses of the study. By elucidating the content of basic theory concerned with the study, it justifies that this study is supported by previous studies from the expert's point of view.