

Chapter Four

Finding and Discussion

This chapter contains the findings of investigation that has been conducted through interview. The findings are the answer to two objectives of this research. They are including answer to benefits of presenting a paper in research and impacts of presenting a paper in research conferences for students' learning at EED UMY. The quotations of respondents' statement in the interview are included as evidence of the findings.

Finding on Benefit of Presenting a Paper in Research Conferences for Students at EED UMY

The first objective of this research is to find out the benefits of presenting a paper in research conferences for students at EED UMY. The finding revealed that there were three main benefits that could be achieved from presenting a paper in research conferences. First is enriching experience in terms of experience in conducting research, travelling, delivering presentation in front of forum, participating conferences, and meeting prospective people. Second is increasing knowledge in terms of knowledge in teaching and learning English, cross cultural understanding, and research methodology. Third is supporting future career.

Finding 1: Enriching experience. The first finding about benefit that can be achieved from presenting a paper in research conferences is enriching experience. There were four respondents who mentioned this benefit. Related to this point in the interview Respondent 1 stated, "I got firstly probably experience" (Respondent 1, 2016).

The findings also revealed the kind of experience that can be achieved from presenting a paper in research conferences. They are including experience in 1) delivering presentation in front of forum, 2) travelling, 3) conducting research, 4) participating in conferences, and 5) meeting prospective people.

Delivering presentation in front of forum. Related to benefit about experience in presentation in front of forum, there were two respondents who mentioned this point. They stated as following:

Related to experience of course my experience can be more. Maybe it will be different from my friends who have not participated call for paper eee how really to do presentation in front of people ya ya even though it may be not a good experience but it was eee process of learning. So by participating call for paper I have been thought how to do presentation also experiencing in practicing it so I can learn so it can be a new lesson that is the most important. (Respondent 1, 2016)

About the benefit there is some, firstly got experience speaking in front of big forum especially a forum international like that then accidental somehow I got the main hall, lot of foreign experts so it became very valuable experience that unforgettable like that. (Respondent 5, 2016)

The statements above indicated that both of the respondents had never delivered presentation similar to presentation in conferences. Therefore the opportunity to be able presenting paper in research conferences had became opportunity for them to have the experience. The chance also provided them a chance to learn about how to delivering the presentation.

Travelling. Related to benefit of experience in travelling was only mentioned by one of the respondents. Respondent 1 stated, "then I also got travel experience that I had never visiting Lampung then because I was following call for paper then I can go to Lampung for free so this is becoming an excitement for me" (Respondent 1, 2016).

Respondent 1 statement above could be indicated that a conferences can be held anywhere where required the participant to travel to reach the venue. Accordingly, through presenting paper in research conferences can be a chance to be able visiting place that had never visited before.

Conducting research. Related to benefit of experience in conducting research, there were two respondents who mentioned this point. They stated as following:

Then secondly is my experience to the research itself. So due to participating the event I have to conducting research eee so the proses in order to be able perform there presenting the result so I already conducting research nah then because of that I got experience about how to research. (Respondent 5, 2016))

Yes I have one step ahead than my friends means I'm still in semester 5 has not been taught how to conducting research eeee structure of paper and so on. So when I was participated it there was consultation with lecturer so then I get one step faster than my friends like that. (Respondent 6, 2016)

Statement of two respondents above indicated that in order to be able to presenting paper in research conferences, a candidate of participant were required

to submit the paper of their research. For those who had never conducted research certainly can be a chance to experience in conducting research. As Brockopp & Hastings-Tolsma (2003) stated presentation can have an opportunity to learn how to conduct research in better way because researchers might get feedback.

Participating in conferences. Related to benefit of experience in participating conferences, there was only one of the respondents who mentioned this point. Respondent 6 stated as following:

Eeee firstly because the name of conference is about youth so I thought all of the participants will be youth all of them young eee but when I came there I did not find any single person of S1 students but turns out all of them has higher level that made me afraid. Because only us who were from S1 then yaa just tried to adapt with them. So it was impressed eeee experience that I never expected. (Respondent 6, 2016)

The statement above indicated respondent 6 apparently had never participating conferences. As entitled as youth conferences the respondent thought the event would be attended by students. However turned out there were no undergraduate students who attended the conferences. The moment had become an unexpected experience for the respondent.

Meeting prospective people. Related to benefit of experience in meeting prospective people, there were three respondents who mentioned this point. Respondent 1 stated, "Then I got new friend also that I have been making friend with student from Malang State University so making friendship like that" (Respondent 1, 2016). While the other, they stated as following:

I can share experience sharing problem with teachers over there. And also expand my link. There is lecturers from here from here that suggest me to take study at certain college then lot of resources that I got, I had given some resources form oorr ee a lecture form Thailand who gave me some resources it really beneficial to my learning. (Respondent 2, 2016)

Nah beside that also I got many link. Meet lecturers, we can make discussion with them, they also give us advice to take eeee what is it much higher degree like that so sharing with them. (Respondent 6, 2016)

Statement of three respondents above indicated that presenting paper in research conferences can be a chance to making interaction with other participants who attend. The meeting can be a valuable opportunity. Through presenting paper in research conference can gain more friends, expand link, and opportunity to meet intellectuals. For students, the opportunity to be able meet teacher and lecturer is definitely beneficial where students can make discussion with them, get advice for the study, and receive something such as resources that can support students' learning.

According to Toth (1997) research conference is held as a publication event of scientific works also to be a forum of sharing works, discussing recent issues, and exchanging informations among those who have same expertise. Through research conference researcher not only can disseminate their work quickly but also can get direct feedback (Gerrish & Lathlean, 2015), get opportunity to compare and contrast with other (Roux, 2012), and build networking (Prinstein, 2013).

Based on the elaboration of the finding above can be seen that through presenting a paper in research conferences can certainly also give benefits to students. For instance the findings showed that through presenting paper in research conference that they could have experience in speaking in front of forum when delivering their work, travelling when reach the venue of event, meeting the prospective people that gave them many benefits, and related to conference participation itself. Clearly in their statements, what they had achieved mostly they had never experienced before or achieved in general teaching and learning activity in the class. The experience could also be learning to students.

Finding 2: Increasing knowledge. The finding revealed that presenting a paper in research knowledge can also increasing knowledge. Respondent 1 stated, “then I got knowledge mas from listening and attending other presenters’ presentation” (Respondent 1, 2016). Based on respondent 1 statement, one of way the knowledge can be derived from presenting paper in research conferences is through listening and attending another researcher presentation.

The finding also revealed some kinds of knowledge that respondents had achieved including 1) knowledge of teaching and learning English, 2) cross cultural understanding, and 3) research methodology.

Teaching and learning English. Related to knowledge of teaching and learning English, there were three of the respondents who mentioned this point. They stated as following:

I can know ooh there are many of creative people in this world especially in Asia. There is lot of teaching method that I don't know before and I only found out when I attended the conference. (Respondent 2, 2015)

My idea about world of English education language became widen, when first came probably I only brought my own idea but when I was there I have listen and there are so many others idea, various problems so my insight about the world English education language became widen. (Respondent 3, 2016)

When I was there yes I have more open-minded nah I received various kind of input from different view about English either about teaching or linguistic because it was an international scale yes there are many view presented from country, region, or culture. (Respondent 5, 2016)

Then the most interesting thing ya knowledge about how standard English in china, the problems that exist in China. And about language test in China that very different with test in Indonesia like that. Became able to distinguish between standard English in Indonesia and China. (Respondent 6, 2016)

Statement of four respondents above indicated through participating research conferences had accommodated them to achieving knowledge towards their field. They had received more information towards teaching and learning English for example about related to method in teaching English, different view of teaching English, and standard English of the other country. Certainly this is

relevant to them as students of English education department and valuable for them.

Cross cultural understanding. Related to knowledge in cross cultural understanding there was only one of the respondents who mentioned this benefit.

Respondent 4 stated as following:

Because the scale of this conference is international then automatically we interact with people outside of Indonesia so not only sharing or discussing about education but also sharing each other culture eee our culture like this the back to education that the schools education system at our county like this bla bla then while at us like this. So we can tell ooo then turn out there are several things or point that can be taken that probably can be applied in our place and also there are things that probably better than at their place because each country has their own education system.

(Respondent 4, 2016)

Statement of respondent 4 above indicated through presenting paper in conferences had become an opportunitye to meet others who also attended the conferences from around the world. The meeting became e chance to exchange information and get to know the culture of other countries. The meeting also became a place to comparing the effectiveness of a system and attaining idea that probably can be implemented in the original country. Therefore through presenting paper in research conferences can also be chance to make cross cultural understanding.

Research methodology. The finding revealed that from presenting paper in research conferences, respondents had achieved knowledge related to how to conducting research. There were two of the respondents who mentioned this point. They stated as following:

I became know how to conducting a research because at that time I have not received research methodology course nah so I already know how yaa I knew little ee about how to conducting research such as about the method like qualitative and quantitative and mix then how to performing interview and what meant by coding. (Respondent 2, 2016)

For example how to conducting research itself in detail ee technicality how to write a research then eee constructing idea until gathering the data until writing the data until how to present. So this knowledge is really practical for me and very beneficial. (Respondent 3, 2016)

Yes I have one step ahead than my friends, means I'm still in semester 5 has not been taught how to conducting research eeee structure of paper and so on. So when I was participating it there was consultation with lecturer so then I get one step faster than my friends like that. (Respondent 6, 2016)

The statement above indicated previously all of them had not received course related to research. Through presenting paper in research conference had significantly contributed them knowledge related research methodology. This means the direct involvement to research can become opportunity to get to know research better. As intended to make paper presentation in research conferences can also become a chance to get to know research early.

Based on the elaboration above related to benefit of presenting paper in research conferences indicated that respondents had attaining more knowledge. According to Osborn & Karukstis (2009) the involvement in research beneficial students to gains in knowledge both in mastering content and contextual of the knowledge that the intellectual improvements measured by self-reported. In this case, respondents statement above can be their self-report of the presence improvement in their intellectual. For instance students became know various method in teaching English, better knowing the cultural adversity, and attaining gain in understanding towards reserch methodology. Therefore through presenting paper in research conferences certainly can enrich students knowledge.

Finding 3: Supporting future career. The finding revealed that presenting a paper in research conferences can be an opportunity to support future career. The form of support that can be achieved from presenting a paper in research conferences is through certificate of participation. Respondent 1 stated, “Then that also important, I got certificate that when I apply job it can be an enclosure to convince leader of (company or institution) that I applied” (Respondent 1, 2016).

Literary a certificate of participation is a document handed out by the organizer to a particular person who had participated an event. The function of a certificate of participation is as a written proof that provides recognition to the intended individual was present at the event. A certificate of participation usually contains brief information of the event, time and place where event took place, and name of particular person who was attending.

The finding is in line with Erickson (2001), “published research papers and research experiences strengthen students’ resumes and graduate school applications” (p.25). Which means the certificate of participation can be an evidence of having experience in research and ever publishing the paper. This is can strength the curriculum vitae. Certainly having certificate of participation can be a plus to process of job application in case the institution or company that gives attention to the applicant who has experience in scientific activities. Also to scholarship application as when required too.

Related to the need of employe toward the applicant who have research competence also has been surveyed. According to a survey that conducted by Hart Research Associates (2010) that many employee expected colleges to be more focus to several aspect in order to increase learning outcomes and graduate potential including written and oral communication, critical thinking and analytical reasoning, complex problem solving and analysis, teamwork skills, concept and development in science and technology. Therefore through presenting paper in research conferences can definitely support students’ future career.

Finding on Impact of Presenting a Paper in Research Conferences to Students’ Learning at EED UMY

The second objective of this *skripsi* is to find out the impact of presenting a paper to students’ learning at EED UMY. The finding revealed there were three kinds of impacts that students at EED UMY have achieved from presenting a paper in research conferences including 1) increasing self-confident, 2) improving communication skill, and 3) enhancing academic performance.

Finding 1: Increasing self-confident. The finding revealed that through presenting a paper in research conferences, respondents have received improvement in their self-confidence. There were three respondents who mentioned this point. Respondent 3 stated, “I became more confident because I was able to presenting it at conference which means there is confident arise” (Respondent 3, 2016). While other respondents, they stated as following:

Increasing self-confident. Nah previously I thought that people who participating call for paper what is it eeee mostly lecturer and of course they are great but apparently there is also another student (Respondent 2, 2016)

One more thing is confidence. Because there is a point we feel confident because already has the experience even though not much. I mean already have something nah because already has experience that can be shared. Nah the confident here because has something that can be shared, due to participating the conference so I could have more insight than before that I can share it to friends. (Respondent 4, 2016)

The statements of three respondents above clearly indicated that respondents felt their confidence increased because they had put a believe to themselves. Therefore they had a strong willingness to presenting paper in research conferences and they could do the presentation in conference successfully. Besides, from the experience respondent became something that could be share to other where also became one of factor that increased their self-confidence.

The finding is in line with some theory. Through research activity believed has implication to students self-confident (Beckman & Hansel, 2009). The enhancement of self-confident is a part of impact of research activity towards personal development (David, 2010). According to Osborn & karukstis (2009) growth to students' personal are commonly recognized from the involvement to research reflected from non-cognitive behavior including improvement of attitudes, values, aspirations, and beliefs. Related to finding respondents have beliefs to their own ability and can obtain a success in presenting their paper in research conferences. Therefore presenting a paper in research conferences as part of research activity can improve self-confident.

Finding 2: Improving communication skill. The finding revealed that through presenting a paper in research conferences, respondents had received improvement in their communication skill. There were three of the respondents who mentioned this implication. They stated as following:

Able to develop how to perform a good presentation because from previous seminars I have seen dozens presentation that I thought some of them good and not nah so I filtered them then studied how to make slide, how to make and perform an attractive presentation that what I have got.
(Respondents 2, 2016)

The implication to writing we can know how to write because previously I did not know how to write like that even to write a sentence in the beginning was really hard. So through that process finally when writing I can know how to start. Related to presentation where our idea not only will

be elaborated in writing but also in the presentation nah then we can know how to perform correct presentation. What should be put in from 15 pages of paper so will be impossible if we put all of them in which means we should be able to summarize those 15 pages probably into 10 to 15 minutes presentation so we can know how to present it. (Respondent 3, 2016)

We know that presentation is showing the slide then present like that right? But when we were participated it we can see many kind of people who do presentation. We can see oooh this is how a good presentation look like. There may also improperly oooh why like this so do not be taken. Ooo the presentation of people who have high level experience their presentation is like this. Presentation that can get more people to listen is like this. Nah then it was affecting, my presentation is needed to be corrected this anyway. So that previously only know the presentation was just like that. I can know more which one presentation that can attract the audience like that. (Respondent 4, 2016)

The statement of three respondents above indicated that they have receiving improvement in communication skill including written and oral presentation. Related to writing skill, as mentioned by respondent 2 can be seen that respondent 2 became know how to write and developing sentence. Related to presentation skill, can be seen that respondents became known in determining what should be presented in the presentation and able to make attractive presentation including in arranging the slide.

The finding is related to some of theory. Erickson (2001) stated, "Writing and presentation skills improve as students present their work at conferences and poster sessions" (p.25). In line, according to Beckman & Hansel (2009) the opportunity to present the result of students' research work can have contribution to students' oral and written communication skill. Therefore the finding is relevant. Based on the finding the development of writing can be derived from the process of writing the paper where student can learn how to write. The development of oral presentation can be derived from presenting the paper in research conference where student can also have opportunity to see and study how the expert in doing their presentation.

Finding 3: Enhancing academic performance. The finding revealed that the respondents who have experience in presenting paper in research conference have been receiving improvement in their academic performance. There were 4 kinds of respondents' improvement related to academic performance including 1) increasing learning motivation, 2) better knowing subject study, 3) improving English competency, 4) improving teaching practice, and 5) get ease in finishing final project *skripsi*.

Better knowing the subject. Related to this implication, there were three respondents who mentioned this point. Respondent 2 stated, "Surely related to research methodology itself, then on academic presentation that I felt the most" (Respondent 2, 2016). Respondent 2 also stated, "Its implication such as in class eee what is it presents eee educa eee press what is it academic presentation I have

not found any obstacle” (Respondent 2, 2016). While other respondents, they stated as following:

In subject academic presentation what is it making presentation like that so it is a familiar matter for me like that I have done it many times not only in the front of lecturers at EED but also foreign lecturer so that what I thought influenced. (Respondent 1, 2016)

Then in subject research method where required student to be able in conducting research, writing paper so in my opinion has been help ease me because I have done it when my friends found it difficult but I have got used to. (Respondent 1, 2016))

I have been experience in the lecture about research methodology that many of my friend who struggle in understanding but I am not. They seem feel struggle in receiving the material because ya research is difficult so they seem struggle. Then many of them asked me because probably they know I already ever conducting research like that for international event. So it is like sharing my knowledge with them. (Respondent 5, 2016)

The statement of three respondents above indicated they were became better in subject including research methodology and academic presentation. Related to research methodology course, respondent became easier in understanding the material thought in the course ease while assigned to practicing research because already have experience on it. Related to academic presentation, respondent got easy while assigned to do presentation because already familiar as previously presenting paper in research conferences.

Increasing learning motivation. Related to impact to learning motivation, there was only of the respondents who mentioned this point. Respondent 1 stated as following:

So I feel what is it so I became more confident in front of my friends so they assume that I can whereas we are still learning but what happened at that time I was motivated to keep studying because I have considered capable by friends because of my presentation experience in call for paper presentation so I learned. I also have been treated by my lecturers well. So that motivated me to be better. (Respondent 1, 2016)

Statement above indicated that the increasement of respondent 1 learning encouragement achieved from the outside. It is the appreciation from friends and lecturer towards respondent 1 achievement of the paper presentation in research conferences. From the statement can also be seen that research still tends to a prestigious activity among students. The presumption of people around respondent 1 in the department encourages her to be more believed within self that motivated to study better. The finding revealed that presenting a paper in research conferences has been encouraged one of the respondents in learning.

Improving teaching practice. Related to impact to teaching practice, there was only one of the respondents who mentioned this finding. Respondent 4 stated as following:

When I found for example student with character ee that I thought it cannot be handled nah because of eee when I was attending conference there was someone who told that later when teaching we will find students'

character like this like this so I remember oh yes same as has been described nah the way to overcome it like this so I can know that.

(Respondent 4, 2016)

When I was teaching maybe after the teaching finish ya finish right but after attending conference nah turned out when we teach that we can apply games nah what kind of games are they nah there are some that I got form attending the conference that I tried what is it to apply when I was teaching like that. (Respondent 4, 2016))

Ya there is because my study is in education ya when I was teaching eee I encounter there were some of students or situation of the class that cannot be handled. But because I already know how to encounter it ya very influenced very helpful. (Respondent 4, 2016)

Statement above indicated respondent 4 had received improvement in teaching performance. Such as when facing the situation in teaching respondent 4 became able to handle it. Respondent 4 also became able in vary the teaching such as by giving games. This was because respondent 4 had received the knowledge from sharing in the research conferences. Therefore through presenting paper in research conference can improve the teaching practice.

Increasing English proficiency. Related to impact to respondents English proficiency, all of the respondents mentioned this point. The finding revealed the improvement related to four language skill and understanding of the use vocabulary in academic setting. They stated as following.

Surely my writing was not directly incorporated into the proceeding but firstly will be reviewed by the reviewer so I was needed to enhance my writing skill. Speaking so I needed to learn the proper speaking in front of other people, expert who all of them are fluent in English. Listening because of I also listen to their presentation so it also train my listening ability mas. Reading also due to writing a paper I needed good reading ability to read at least 10 articles or journals that I should read to it also train me to how to done effective reading like that. So of course my skill in developed. (Respondent 1, 2016)

Listening because I have to listen various kind of persons' presentation with various accents that they have. Writing I had trained by my lecture so I had to finish it due to deadline so I needed to be faster in gathering references, and also should read more than my friends who did not participating because I had to read reference for eeee additional my literature review. Speaking also I felt very increased because I can do my presentation in front of my people in fact eee they were not from Indonesia and they can understand what I said so that was made me quite happy. (Respondent 2, 2016)

I thought although not significant but at least our English competency will increase whether in writing, speaking, and even reading and listening. For reading because to write we should journal, reference so that is where our reading ability required. But if listening maybe there is but not really ya if

reading ya I thought our reading skill is required but for listening was not so. (Respondent 3, 2016)

Why writing? Because we write ya call for paper is writing. Why reading? How can we write if we had not read? Why speaking? How can we deliver what we find if we are not speaking right? Now listening how we can accept the inputs if we cannot listen what people said properly. Because our unifying language at that time was English so then unavoidably right. Because of the culture was different like that even though from the same region but still needed to use the English right. (Respondent 4, 2016)

First the most noticed is about writing. So how do I have to write academically, write a research, how to construct a structured idea or opinion then eee how I should support my idea with existing theory because when it comes to research that the choice of words or how the delivery language style or writing style is little bit different. Reading on how I understand a reading of journals or articles written by the experts. So sometimes there is a notion eee their idea was hidden so did not expressed directly but they like eee expressed as an allusion. I learned a lot there to analyze a sentence, what does it means. Speaking is about public speaking. So how do I deliver my idea in a formal forum international. So I have to use an appropriate word right. So it was different like I was speaking to friend or like seminar in the classroom. It was different when I present at international seminar like that. (Respondent 5, 2016)

Writing knowing the use of language function language structure in of paper like that...the language should be appropriate eee with conference language not daily uses language. Reading we can find new words to add our vocabulary this word cannot be used. Because based on the supporting papers that they did not use that word rather that the appropriate one.

Listening ya more to hear new words such as the when a person asked the professor and lecturer did not use simple languages like that. Speaking ya because we are in s conference automatically we should not use simple vocabulary. So I learn from it all of them was related. (Respondent 6, 2016)

Based on the statement of respondents above indicated that mainly the factor that causing the improvement to respondents' English proficiency was because of the situation that required them to increase their ability. In relation English was the only unify language in the event. Therefore they were needed to increase their English capability especially related to the four language skill. First writing so their paper could be accepted in the conferences and meet the standard of scientific writing. Second listening so they could understand what was delivered by another presenter. Third reading so they could understand what said in the paper they read effectively. And fourth speaking so they could deliver their presentation successfully that audience can understand. Therefore the finding was clear that through presenting paper in research conferences can be a way to increase English proficiency. This can be a good opportunity for students of English education department.

Ease in process of making skripsi. Related to the impact to the process of making *skripsi*, there were five of the respondents who mentioned this implication. They stated as following:

The making *skripsi* ooo there really is mas, so because I've ever followed call for paper Alhamdulillah I also became a part of person that earliest graduated in PBI mas so I am a part of earliest wave. (Respondent 1, 2016)

So I was working on *skripsi* that is a survey with 248 respondents in various schools where it can be finished so I thought it such a reward or the easiness that I get when I used to bother learning to write paper so I thought it is. (Respondent 1, 2016)

In the making of *skripsi* because methodologically *also alhamdulillah* I have learned it before so I can more early in writing the *skripsi*. (Respondent 2, 2016)

So because my *skripsi* is not much different from what I've eee ever submitted to the seminar so for the resources so I do not have to search all over again because it has been collected only adding some that is needed. So it could be faster. (Respondent 2, 2016)

Oooo obviously there is, eee in making of *skripsi* means we have to know how to start means eee in *skripsi* there is chapter 4 yes ee chapter 5 yes eeee we have to find what the problem is, what our purpose is, and how to resolve it, how to retrieve the data, and how to analyze those data means we can know those steps due to eee benefit of experience in participating conference. (Respondent 3, 2016)

He eem there is. So when requested to make *skripsi* actually would not be surprised. Because already know the outline of steps in making *skripsi*, research. But the difference is paper for the conference is more simple so only problem, background, objective, and solution while *skripsi* is wider. But at least already know the basic nah when *skripsi* only find out deeper. So the point is no more surprised mas because already know how to conducting research in basic. (Respondent 4, 2016)

There is. So I became easier in making the *skripsi*. Honestly that my *skripsi* finished early and correction or revision was not much. So it helped me a lot lah, because I have never done research for the conference like that. (Respondent 5, 2016)

Statement of five respondents above indicated that the respondents had received assistance in the process of making *skripsi*. Through presenting paper in research conferences had become a chance for them to learn in conducting research not only theoretically but also practically. Therefore their *skripsi* could be finished early because they already have enough knowledge related to methodology of research. Even can be the earliest graduated in their department. Therefore through presenting paper in research conferences can affect students in finishing *skripsi* in terms of providing knowledge of research and became a chance to practicing research.

The elaboration above can be the evidence of the finding that due to the experience in presenting paper in research conference, respondents had been received advancement in their academic performance. They became better

knowing some subject related to research methodology and academic presentation, encouraging them in learning, advancing their teaching practice, increasing their English proficiency, and they could more easily in finishing final project *skripsi* even could graduated early. Certainly the implication is significance. Students who have experience in presenting paper in research conferences became more ready to participate the learning and understand the course better than the other students who never have the experience.

The involvement of students in research is believed can affect students' academic performance. Study conducted by Kinkel & Henke (2006) revealed that students who involved research program perceived positive implication to their academic. The study indicated the presence of improvement towards students' grade. Students' graduation time also sooner than the other students who did not involved in research. Further the improvement to students academic performance related to the increase students learning motivation to be more active in learning in line to Beckman & Hansel (2009), Dariyo (2004), and Turabian (2010). The finding showed the presence of implication. However related to the improvement of respondents' grade, this is still needed to be measured in further study.