

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. ENGLISH LEARNING PROCESS**

Nowadays, English becomes one of the popular languages in the world. It is used as the International language. Due to not all of countries use it in daily life so English is taught at school in some countries, like Indonesia. In Indonesia itself, English has to learn in junior and senior high school. Learning English is not only about the grammar but also it spoken and practiced so it relates with the students' participation in teaching learning process.

Currently, in the teaching learning process, the focus is not only teacher but also students. Therefore, it needs the students' participation. Participation plays an important role and affects the learning process. According to Zulfa (2018: 7), if the students have high participation so the learning process becomes a meaningful process, and the teacher will be easier to reach the goal of study. Previously, students only get information or theory from the teacher but now they have to learn independently. However, the teacher should guide and facilitate them. Teacher should also make the students participate in the teaching learning process because in some schools, some students just coming, sitting and listening to the teacher' explanation and the other students sometimes they participate in the form of asking question or giving suggestion in teaching learning process.

In the era of globalization, teaching learning process is changing. Technology plays an important role in learning process. By using technology, teacher can attract students' interest in learning English. Thus, students' participation will come up. Of course, it will make the students understand easier. Understanding in learning English is very crucial. As stated by Istikharoh (2017: 1) through understanding, the students will gain a beneficial point to think of how children develop their English whether it is a second or a foreign language.

## **B. ACTIVE PARTICIPATION**

In any formal education, classroom is the place that most often used in learning activities. It is the best place for both students and teacher to share knowledge. Teacher will have golden opportunity to deliver the material effectively and to ensure that the students are learning the material that is being taught. Students' involvement is very needed in a classroom activity. It is used to make a conducive classroom environment.

A conducive classroom environment needs both teacher and also students' interaction. It will make the learning process more effective. According to Wade in Abdullah (2012: 516), most students can obtain the benefits such as the enjoyment of sharing ideas with others and learn more if they are active to contribute in class discussion. It means that not only the teacher that should be active but also the students as well. Effective learning

process deals with participation. Both teacher and students' participation are very needed in teaching and learning process.

Currently, participation in the classroom becomes very crucial. It is because now in teaching and learning process, participation has an important role in the success of learning. As argued by Biggs in Kasa (2016: 7), the learning process depends on the level of student-student interaction and student-teacher interaction in a conducive learning environment. It means that participation or interaction will affect the leaning process.

Active participation is very needed, especially in EFL classes. It deals with engaging students in the activities or tasks that will make they think or observe the material that being learn. However, many students in EFL classes tend to be passive, even in speaking class. In this case, teacher cannot use the traditional method in the teaching process because in that method only teacher that should be active and the students only listening to the teacher's explanation and reading the textbook. Of course, they will not learn anything what they are learning and that is not effective in learning language because they have to practice and participation is very needed here.

The idea shows how important the students' participation in their learning processes. It means that learning, especially for learning language needs the students' engagement to make the learning process going on effectively.

### C. THE IMPORTANCE OF PARTICIPATION

English is very crucial to learn for the human in the world, especially for those who do not speak it in daily life. Nowadays, many books or technology use English. Some of countries use English as their foreign language, like Indonesia. In Indonesia itself, English has to be taught at school from kindergarten. The purpose is to introduce the basic English to the students. In addition, English becomes the primary subject in Junior and senior high school and it includes the national examination. Of course, learning English is very important, not only because English as the primary subject but also it is as the international language.

In teaching and learning English, participation has an important role. According to Wright in Xiang (2017: 13), classroom participation is that students should participate in the class actively by answering questions, joining the group work, and taking part in activities and discussions.

Participation will affect the successful of learning because by participating the students will learn more. As stated by Piaget in Rahman (2013: 1) that the students are concentrated thinkers and learn best through active participation. Furthermore, Putra (2015) also said that high students' participation makes teaching learning process effective. From the statements before, we can know that participation become very crucial in learning.

Learning English is not only about the theory but also the students have to practice. Here, the students' participation will be needed in learning

process because they have to practice English to improve their skills. Therefore, participation or the students' engagement is very crucial, especially in EFL classes.

#### **D. TYPES OF STUDENTS' PARTICIPATION**

Speaking or oral participation becomes the main basic indicator of students' participation. In fact, there is no certain provision that only speaking which can be assessed as students' participation. According to Fritschner in Warayet (2011: 55-56), students' participation means more than speaking as it includes a variety of non-oral features. It means that there are another type of indicators in students' participation. According to Warrayet (2011: 56- 58), there are some types of participation, namely oral and silent (non-oral) participation.

##### **1. Oral participation**

In this type of participation, students are usually speaking when learning activity is ongoing. It can be answering and asking question, making comments, asking and giving opinion. In contrast, the students who are not participate in this way, they will be considered as the passive one. However, not all of students who are talk less means that they do not learn anything. Wood in Warrayet (2011: 57) states that "we must get away from the false assumption that the amount one learns is directly connected to the amount one does (or does not) talk". From that, we can



know that students' participation cannot be evaluated only by looking the amount of their speaking.

In oral participation, there are four types in contributing participation that will shape the students be active and creative, and make them conscious that knowledge can only be achieved through work hard (Sudikin in Zulfa (2018: 9- 10). In this participation the students are required to engage in the classroom activity. Contributing participation here, consist of:

a. Asking question

It means that if the students still do not understand the material they will ask question to the teacher to make it clear. In addition, if they are curious about something that is related to the material they can also ask question to get deeper knowledge.

b. Answering question

It means that if the teacher gives question to the students, they will answer the teacher's question well.

c. Giving opinion or suggestion

It means that if the teacher gives a problem, for instance about traffic, and teacher ask them to give opinion or suggestion related to the topic. Then, the students can express their opinion or suggestion to overcome the problem that is given by the teacher. In addition, if the

students can give their opinion in a discussion it can be indicated that they are active.

d. Correcting students' answer

It means that the students will help the other students by correcting the answer. For example, if other students cannot answer the teacher's question or if the other students make mistake in answering the question so another student can help. Of course, that is very fruitful for each other to improve their ability especially in English.

**2. Silent or non-oral participation**

Silent becomes one types of participation because even though they do not speak but they can learn the material well. According to Jaworski and Sachdev in Warrayet (2011: 58), silence in the classroom might be more effective in learning than oral participation, because it provides students with good listening, thinking and reflecting skills. In addition, they also state that students use silence as a "facilitative device ... to gain access, organise and absorb new material"

Based on the explanation above, it can be concluded that students' participation can be categorized into some types. Speaking is the most dominant and it can be seen clearly such as by asking question, giving comment or suggestion. However, it does not mean that students who talk less they do not learn anything.

## **E. PROBLEMS IN EFL CLASS PARTICIPATION**

English is very popular and it becomes the international language since it is used by many people around the world. Not all of country in the world use English as their first language. In some countries use it as their first foreign language that should be learn, like Indonesia. English includes in curriculum as the primary subject. Of course, they have to learn English, especially in formal education. Even in kindergarten, the students are introduced the basics English.

Teaching English as a foreign language is not easy. Teacher should use technique or some media in teaching to make the students interesting. However, there are some problems in EFL classes:

### **1. Not all students have the same motivation to learn English.**

Some of them think that learning English is a must, they do not want to learn it because of their interest, or their needs, or purposes. According to Akbari (2015: 396) for most learners, learning English is a duty, something that they have to, but don't want to do. From the statement before, we can know that students' motivation in learning English is one of the problems in participation, especially in EFL classes. It happens because when the students have motivation to learn English, of course they will participate actively in the learning process.



## **2. It is about the students' anxiety.**

Mastering English can be very challenging for Indonesian students. It is because they learn it only for the foreign language. In the learning process, students will face some problems, especially in their engagement or their participation. Anxiety becomes one of the problems in the students' participation. According to Bhatti & Memon in Mahmud (2018: 125) anxiety becomes one of the major issues for many language researchers as they extend the focus and interest from teachers into the students' problem in the EFL classrooms. Of course, anxiety will affect the students' participation, especially in speaking activities. As cited in Mahmud (2018: 126) the issue of anxiety can inhibit the students' performance and motivation as they tend to avoid participation in speaking class and make use of language acquisition processes through learning activities.

In addition, there are other problems that the students face in EFL classes, namely: linguistic barriers (Liton, 2016: 94- 95) and psychological barriers (Ariyanti in Arifin, 2017: 31- 32)

### **1. Linguistic barriers**

Linguistic knowledge is important to learn, especially for those who use it as the foreign language. It deals with the speaking ability. There are three problems related with linguistic, namely: lack of vocabulary, pronunciation and grammar mistakes.

## 2. Psychological barriers

Psychological barriers deal with the negative emotions that make the students tend to be passive in learning process. The psychological barriers can be caused by some factors, such as Lack of self -confidence, Shyness, and Fear of making mistakes.

Reference to the explanation above, the researcher can summarize that there are some problems in EFL class related to the students' participation, such as lack of students motivating in learning English because it will affect the students' participation in learning English. Another problem is about anxiety, especially in speaking activity. Besides that, linguistic and psychological barriers are also become the students' problem in EFL classes.

### F. RELEVANT RESEARCH FINDINGS

As the consideration to conduct this research, we have to know the previous studies that are relevant with this research. The first is a study with the title "Students' Participation in English Language Classroom" by Simanjalam (2008: 1- 24). The research problem were "what was the students' level of participation in English classroom" and "were there any relationship between the various factors (gender, language proficiency, self-efficacy, English language classroom anxiety) and level of students' participation in English language classroom". This research used quantitative study and also used questionnaire to collect the data. The population of this research was the students in SMK Bandar Kuching No. 1, Sarawak. The

sample were 313 students. The result revealed that most of students were actively participating in English language classroom and gender was not one of the factors that affect students' participation. English language proficiency was considered as the major factor although self-efficacy and English language anxiety is also have significant relationship with students' level of participation. The conclusion was teacher should be careful in maintaining the students' active participation.

The second research was by Susak (2016: 1- 44) with the title "Factors that affect classroom participation". The question problem was "Which factors in the classroom learning environment affect student participation among sophomore undergraduate business students at RIT Croatia in Zagreb?" This research used qualitative in order to identify which factors that affect the rates of participation in the classroom. The population of this study were from sophomore students in the International Business program at RIT Croatia in Zagreb between the ages of 19-21, while the sample were ten students, evenly split between males and females, whose the native language is Croatian. This study used random sampling to make equal opportunity. This study revealed that classroom logistics impacted the level of participation in the classroom. Students noted that classroom size affected their willingness to participate as smaller sections with less than thirty students provided a more intimate environment making it more comfortable for discussion. Participation levels were identified to be higher in classroom environments that were smaller in size, provided students with support,

respect, constructive feedback, and involved theory being related to real-life situations.

Based on the explanation before that related to some previous research findings, it contributes much to this research since they provided about how the students participate in English language classroom and also the causes or factors that affect the students' participation. However, there is a difference between the previous research and my research in choosing the instrument. In the previous study that have been explained before, almost of them used questionnaire only as their instrument while in this research the researcher will use observation questionnaire and also interview in collecting the data.

