

CHAPTER II

THEORITICAL REVIEW

A. Participation

1. Definition of Participation

Participation is students' involvement by doing activity during the learning process. Participation also involves the mentality and emotions of a person in a group situation that encourages them to support the achievement of the group's goals and take responsibility for the group. Tannuenbaun & Hahn in Sukidin (2002:159) stated that participation is a level of how far the members of group involves themselves in activity and contribute their power and ideas in the implementation of the activity.

From the definition above, it can be conclude that participation is taking part in an activity if she/he does some actions in order to convey their ideas as a form of involvement. Willia Burton in Oemar Hamalik (2006:31) stated that learning process involves experience, action, reaction, and undergoing.

We can say that one's participation in classroom is one of learning process. One's actions and reactions in a classroom activity is one of participation forms and participation is one of things that should be emerged to get successful and interesting learning process.

2. The Importance of Participation

Participation is important both for the students and the teacher. According to Sukidin (2007:159) participatory teaching method done by the teacher will be able to bring the students in more conducive situation, because the students more participated, more opened and sensitive in teaching learning process. The students are easier to get new ideas and more creative in developing interpersonal relationship. Thus, they need motivation to learn and participate in teaching and learning process.

From the description above, the researcher thinks that students' participation is very important in learning process. It influences and affects the learning process. 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. In the other hand, not all the teacher can reach the goal of study. It is because the low number of participation of the students through the learning process. Low participation happens caused by these following reasons. As cited in Lestari (2010: 21-22), there are at least five reasons about the importance of participation in language learning especially for reading class. They are as follows:

- a. Students' participation will form the students always be active and creative, so they realize that science just can be gotten through the hard effort.
- b. Participating in the class will make the students have more roles, more open and new ideas are easily received.

- c. The learning process becomes more meaningful because there is a process of taking and giving information between the teacher and the students.
- d. It can be a good measurement for the success of the implementation of the certain technique.
- e. Students' participation in learning process becomes good starting points for them to get better achievement in their reading ability.

In reading class, students' participation is able to ask questions if they do not understand about materials, to answer questions if the teacher gives questions to the students, to give opinion and rebuttal about material and to do the task. If the students are able to do all it well, the goal of learning process will be reached successfully. On the other hand, if the students are not able to do it, the teacher will undergo difficulty in delivering material because he/she cannot know whether his/her material is delivered successfully or not without participating in the class. Thus, students' participation is very notable for teacher in teaching and learning process.

Based on the statement above, the researcher assumes that students' participation is very important because it influences the learning process become a meaningful learning process especially for reading class. Besides that, it will form the students always be active and make the students have more roles, more open and new ideas easily received that can be expressed to the teacher in reading class.

3. Kinds of Participation

As participation is quite crucial in developing the students' skill, we have to get more knowledge by knowing the kinds of participation. According to Sukidin (2002:152) there are two kinds of participation; contributive and initiative participation will shape students be active and creative, and make them conscious that knowledge can only be achieved through work hard. There are two kinds of participation; contributive participation and initiative participation.

However, the researcher only focuses in contributive participation. There are four kinds of contributive participation that brought in this research, they are; asking questions, answering questions, giving opinion, and correcting students' answer.

a. Contributive Participation

Contributive participation is a participation that requires the students to take part in activity in the classroom to reach benefit from that activity. It includes the encouragement of students to express the reflection for the teacher. There are four contributive participations, they are:

1) Asking question

It means that if students find out the difficulties in reading, they will ask questions to the teacher in order to comprehend the material well.

2) Answering question

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

3) Giving opinion or suggestion

It means that if the teacher gives students about the problem, the students will express their opinion or suggestion to solve the problem.

4) Correcting students' answer

It means that the students give correct answer to help other students that cannot answer or other students' mistakes.

They will realize how important the meaning of learning is. Participation learning strategy will lead students' into good and conducive learning atmosphere because the students will make themselves more involved, extroverted and sensitive in following the teaching and learning process.

4. Factors of Students' Low Participation

Students' low participation must be reduced, because it disturbs the success of learning process. Low participation does not appear without any reasons behind. Of course there are some factors causing low participation. According to Abimayu in Asrini (2007:17) there are three factors of students' low participation in teaching learning process, as follows:

- a. Students have less ability to form their selves' idea. It means that they do not know what they want to express. They do not think to find the problem faced.
- b. Students have less encouragement to give their opinion or suggestion to another. It means that they are shy to express their interest, and they are afraid to make mistake in expressing their idea.
- c. Students have no accustomed competitively to give their opinion or suggestion to other friend. They do not want to be a winner, they just a follower to their friends. The students do not interest to the teachers' teaching method. In this case the teachers' teaching method is monotone, there is no variety teaching.

Based on the explanation above, the teacher should have sufficient comprehension about learners that become aims of duty this comprehension includes readiness, ability, disability and background of student, all that will help teacher to do their duty well.

B. Reading

1. Definition of Reading

Reading is something crucial in our life. Through reading, people can explore the world, countries that have never been visited before and the minds and ideas of greater people in the past, all of them will enrich their experience and knowledge. According to Nunan (2003:68) reading is a fluent process of readers combining information from a text and their

own background knowledge to build meaning. Meaning does students what to do. Teacher need more than classroom and techniques to be success in reading class. Furthermore, Aebersold and Field (1997:95) stated that becoming better readers, students need to become aware of how they are reading and what they could do to improve comprehension.

2. The Importance of Reading

Reading is one of the most important skills in language learning because it is a way that helps people getting some information which are written in English. So students who have lack of reading skill will have difficulty to understand all references, book and newspaper that are written in English. Additionally, they also cannot enlarge and develop their intellectual skill better. It may be because of the fact that reading can give significant support toward the other skill especially for writing because there are many studies that show high correlation between reading and writing achievement. For this reason, that is the way teaching reading must get serious attention that the teacher can accommodate and encourage students to be able to master reading skill very well.

Based on the statement above, the researcher assumes that reading is one of key aspects in covering the meaning of the term reading to get some information.

3. The Aim of Reading

Reading is one of four skills in learning a language. It is considered by many students as a boring activity. Even though it is a boring activity

but reading should be mastered by them. Reading is also an important skill in comprehending the material as well because people will get some information needed by reading.

There are some aims of reading:

- a. Reading for main ideas. The students read the text to know “why are the topic good or interest, then the problems on the story and make summaries of the story.”
- b. Reading to classify. The students read the text to classify some information or actions of the writer in the text of paragraph.
- c. Reading for inference. The students read the text in order to find out the conclusion from the actions or ideas in the text.

Based on the explanation above, the researcher assumes that the aims of reading are to get detail information of the text, to classify some information in the text of paragraph.

C. Round Table

1. Definition of Round Table

Round Table Technique is one of cooperative learning technique which needs the students to work together in a small group by taking turns in a round table. Suprijono in Sartika (2014) stated that cooperative learning is a broader concept that covers all types of group work including group work that is led or directed by the teacher. As cited by Sartika (2014) stated that Round Table Technique is learning technique that

applies to appoint each member of the group to participate in the group by taking turns to form a round table or sit in a circle.

Based on those explanations, it can be concluded that Round Table Technique is cooperative learning technique where the students take turn generating responses, solving problems, or making a contribution to project and sit in a round table. One of structured teaching and learning activity is emphasizing on students' group work in a heterogenic team. It acquires the responsibility among group members. Thus, as round table technique is one of cooperative learning technique, students are demanded to be more active and productive in the learning process rather than passive and receptive. It means that students are set in a more student-centered learning rather than teacher-centered learning.

2. Implementation of Round Table Technique

There are some implementation steps of round table technique, Kagan as cited by Sartika (2014) they are:

- a. The teacher provides a task to which there are multiple possible responses, and provides think time.
- b. Students take turns passing a paper and pencil or a team project, each writing one answer or making a contribution.

In round table technique, every student had a significant role in this teaching technique because each of them must contribute their idea to make a complete paragraph. Here are the steps of round-table technique;

1. Students are divided into 6 groups consisting of 5-6 students.

2. Each group is asked to prepare a piece of paper and a pen.
3. Students are asked to follow the teachers' instructions; read and take words of text.
4. The procedure is repeated until 2-3 turns.
5. Students are asked to make the sentences they get into a complete descriptive paragraph.
6. Each group is asked to send two representative to present their result; one student who is the model and one student who will read the result.
7. Other students are given a chance to give a comment toward the presentation (about the suitability of the sentence and the model and so on).

3. Round Table to Manifest Improving Students' Participation in Class Room Language Learning.

To avoid student passiveness is not an easy task for teacher to do. Teacher must be skillful and creative to create a fun and enjoyable learning atmosphere for students. Skillful teacher means that the teacher has an ability to choose and apply the most appropriate teaching technique that will enhance the effectiveness and efficiency in learning process. Furthermore, teacher also should be creative in applying any teaching strategy to make the learning process more alive so that students will pay more attention toward the lesson given. Teacher must ensure that the students not afraid when they do mistake while practicing. This condition can be achieved by giving students a chance to practice by, for example

expressing their idea freely toward a topic discussed, both in the form of writing or orally. One of the techniques of teaching that enables student to practice is round table technique.

Students learn best when learning is active. It happens when they are mentally involved, when they engage in hands-on activities, when they are involved in a process of inquiry, discovery, investigation, and interpretation. Thus, learning is enhanced when students repeat the information in their own words or when they give examples or make use of the information.

Round table technique is believed as a teaching technique that can encourage student activeness because in this technique students are required to explore their own idea through writing and in the end of the lessons students are asked to present the product orally. Such activities require student activeness in the learning process since each student has to be “the main actor” who carries out the learning process; they are as the center of the learning process, not the teacher. Furthermore, the benefit of round table teaching technique is also in line with the benefit of engaging student in learning stated by Andrawis (2011) that it increases student skills such as critical thinking, communicating, reading, and writing.

D. Discussion

1. Definition of Discussion

Discussion is a method of learning that exposes students to a problem. The main purpose of this method is to solve a problem, answer questions, add and understand students' knowledge, and to make a decision (Killen, 1998). Therefore, discussion is not argumentative debate. Discussions are more exchanging experience to determine certain decisions together.

In general there are two types that are usually done in the learning process, namely group and small group discussion. Group discussions are also called class discussions. In this discussion the problems presented by the teacher are solved by the class as a whole. The regulator of the discussion is the teacher. In this discussion the students are divided into several groups.

Each group consists of 3-7 people. The process of executing this discussion begins with the teacher presenting the problem with several sub-problems. Each group solves the sub-problems the teacher conveys. The discussion process ends with a report of each group.

There are various types of discussion that can be used in the learning process. One of the types is a small group discussion that will use in this research.

Small group discussions were conducted by dividing the students into groups. The number of group members between 3-5 people. Implementation begins with the teacher presenting the problem in general.

The problem is divided into sub-issues that must be solved by each small group. After finishing the discussion in small groups, the group leader presents the results of his discussion.

2. Advantages and disadvantages of discussion methods

There are several advantages of the method of discussion when applied in teaching and learning activities.

- a. Discussion method can stimulate students to be more creative, especially in providing ideas and ideas.
- b. Can train to get used to exchange ideas in overcoming every problem.
- c. Can train students to be able to express opinions or ideas verbally. In addition, discussion can also train students to appreciate the opinions of others.

In addition to some advantages, the discussion also has some weaknesses as below.

- a. Often conversation in the discussion is controlled by 2 or 3 students who have speaking skills.
- b. It takes quite a long time, and sometimes does not match what is planned.
- c. In a discussion of uncontrollable emotional disagreements. As a result, sometimes there are parties who feel offended that it can disrupt the learning climate.