CHAPTER 1

INTRODUCTION

This chapter discusses the background of the study, statements of the problem, research questions, scope of the study, aim of the study, significance of the study, research methodology, clarification of the terms of the quality students' classroom participation and English as Foreign Language (EFL), and paper organization.

1.1 Background of the Study

Interaction in a classroom between teacher and students comes to be a major part in teaching learning process. Classroom interaction is different from other interaction since there is learning process in it. Through classroom interaction teacher conveys messages and students receive them then interpret them into a context. Besides, communication between teacher and students in classroom interaction can encourage students to foster their abilities and skills in order to enable their knowledge to be applied in the wider society later.

Classroom interaction is a teaching and learning process which cannot be separated from students' classroom participation. Students' classroom participation is believed as a factor that contributes to the development of students learning, whereas the development of students learning and students' achievements are teaching and learning process purposes. Students' participation in a classroom means students' speaking in class such as answering and asking

questions, making comment and joining in discussions (Lee, 2005). Furthermore, in language learning both in English as a second language and a foreign language, students' participation in the classroom is related significantly to improvement in language learning (Tsou, 2005).

However, the reality in the ground is not always in line with the theory presented. In a condition of English as a foreign language as in Indonesia, English teachers have their own challenges to foster their students' language ability. In an EFL classroom, students tend to be silent whenever they have to answer the questions from their teacher. A tendency of a passive class in which students do not respond and avoid interaction with the teachers is still faced by many teachers in an EFL classroom. Snell's research (1999) found that sometimes students keep on their silence even if they understand the questions and know the answer and sometimes they keep silence even they are able to answer questions from the teacher.

There are several influencing factors related to these problems. Mustapha (2010) found that teacher's traits, classmates' attitudes, and classroom setting as the influencing factors. In addition, Togatorop (2009) states that students' tend to be silent in the classroom particularly in an EFL classroom because inability students to manage their emotion include nervousness, lack of self confidence, shyness, laziness or lack of motivation, and boredom. He adds the limited skills including pronunciation, grammar, and vocabulary become the influencing factors of students' classroom participation.

It is to be considered that these problems can cause students' loss of opportunities in using English as the target language inside the classroom, where EFL students get more input inside the classroom than outside. Thus, this study investigates the quality of students' classroom participation in an EFL classroom and influencing factors in students' classroom participation. The quality of students' classroom participation and the influencing factors can be analyzed using some steps developed by Suherdi's framework (2008), they are (1) transcribing recording of video and interview; (2) coding and analyzing data; (3) interpreting the data, and (4) finishing. In investigating the quality of students' classroom participation and by describing the influencing factors of students' classroom participation in EFL classroom it is expected to foster successful English learning particularly in English as foreign language classroom.

1.2 Research Questions

This study is conducted based on the following questions:

1. How is the students' classroom participation quality in a class of grade XI in a private vocational school in Bandung?

2. What are the influencing factors of the students' classroom participation in a class of grade XI in a private vocational school in Bandung?

1.3 Scope of the Study

The scope of the study is limited to analyze the students' classroom participation quality in an EFL classroom. The elements analyzed are the students' linguistic elements and students' learning behaviors. In addition, this study focuses on the influencing factors in the students' classroom participation in an EFL classroom.

1.4 Aim of the Study

Based on the questions formulated above, the aims of the study are presented as follows:

1. to describe the students' classroom participation quality which focuses on the students' linguistic elements and the students' learning behavior in a class of grade XI in a private vocational school in Bandung

2. to describe the influencing factors in students' classroom participation in a class of grade XI in a private vocational school in Bandung.

1.5 Significance of The study

In investigating the quality of students' classroom participation and by describing the influencing factors of students' classroom participation in an EFL classroom, this study is intended to have the following significance to:

1. **Students;** it is expected to foster their English learning particularly in a class of English as a foreign language.

2. **Teachers;** it is expected that teachers can encourage and improve the students' English proficiency.

3. **English Department;** to enrich the literature and existing research on learner language analysis research particularly on students' classroom participation in an EFL classroom.

4. **Readers in general** who need to know more about students' classroom participation particularly in an EFL classroom.

1.6 Research Methodology

1.6.1 Research design

The research methodology used in this study is a case study. Tellis (1997) states that a case study as a research method is common in social science. It is based on an in-depth investigation of a single individual, group, or event. Therefore, a case study is considered suitable in this study because it is solely focused on in-depth investigation of the students' participation quality and its influential factors. In addition, this study is focused on a group in a class of grade XI in a private vocational school in Bandung.

1.6.2 Site and Participants

The research site and people in this study are purposively selected. Since the most appropriate sampling strategy for a case study which dominated by qualitative is purposive sampling. This is in line with Chein (1981) in Meriam

(1988). Sugiyono (2010) adds that samples were taken by using purposive sampling which is chosen with consideration for a specific purpose.

Research site in this present study is one of the private vocational schools in Bandung. This school is chosen because the researcher obtained quite wide access into this school compared to other schools. A class of grade XI, consisting of 25 students is required to be involved in four observed meetings of English lesson.

1.6.3 Data Collection

The data of this study are gathered through observation (video-recording), questionnaire, and interview.

a. Observation. Records the classroom activities and observes teacher and students' talk during the classroom activities, including teacher and students' non-verbal action. The data are taken from four English lessons and it is recorded during 80 minutes for each lesson.

b. Questionnaire. The questionnaire is given to the students to answer the second research question of the influencing factors in students' classroom participation in an EFL classroom.

c. Interview. The interview conducted to participants who related to the study in order to support the data collection. Structured interview is used in this study as it is considered to be beneficial.

1.6.4 Data Analysis

After collecting all data, the following steps, which are adapted from Suherdi (2008), are taken to analyze data:

Step 1. Transcribing recording of video and interview

The data obtained from video-recording are transcribed in order to display the language used in the classroom. Similarly, Allwright (1988) suggests using trascripts and audio taped or videotaped as database for discourse analysis.

Step 2. Coding and Analyzing the data

After transcribing all the activities in the classroom, the transcripts are coded using some labels as shown in chapter II. Steps of this study procedure are as follows:

1. segmenting the transcripts based on each exchanges

2. labeling each move based on classroom discourse analysis framework

3. coding and analyzing of students' linguistic elements

4. coding and analyzing of students' learning behavior

Step 3. Interpreting the data

The coded transcriptions which had been analyzed of linguistic elements and learning behavior are then interpreted using Suherdi's (2008) framework. Suherdi's framework is described in chapter II. The quantification of the findings is displayed into some tables, and then the phenomena are described from the tables. Alwasilah (2003) states that display, i.e. table, flowchart, diagram, etc. enables the researcher to explain the interpretation. The data collections are

triangulated one to another in order to obtain phenomena and presented them into deep discussion.

Step 4. Finishing

The findings and discussion are put into conclusions and recommendations to illustrate the research as a whole.

1.7 Clarification of Terms

In order to avoid unnecessary misunderstanding, some terms are clarified as follows:

1. Students' classroom participation means students speaking in class such as answer and asks questions, makes comment, and joins in discussions.

2. Students' classroom participation quality focuses on students' linguistic elements and learning behavior.

3. English as Foreign Language (EFL) classroom is defined as room in a school where a class of students is taught English as their foreign language.

1.8 Organization of The Paper

The paper of the research is organized as follows:

Chapter I Introduction presents background of study, research questions, scope of the study, aims of the study, significance of the study, research methodology, clarification of main terms, and organization of the paper.

Chapter II Theoretical Foundation explains the theoretical framework that is relevant to the study. In this paper, the researcher serves the theory of students'

classroom participation in language learning and the influencing factors. It is also serves the quality of students' classroom participation consist of investigated elements of students' classroom participation and theory of classroom discourse.

Chapter III Research Methodology reveals design of the study, sample of the study, data collection, data analysis, and establishing reliability and validity. Design of this study is a case study. In collecting the data, some techniques such as observation, questionnaires, and interview are used.

Chapter IV Findings and Discussion describes the result of analysis and the answer of the research questions. In this section, the researcher reveals the quality of students' classroom participation in an EFL classroom, both analyze of students' linguistic elements quality and quality of students' learning behavior, and the influencing factors.

Chapter V Conclusion and Suggestion draws conclusion based on the findings and the discussions revealed in chapter four and closed by suggestions for further research.