



Students' Participation in Learning English at Eighth Grader of Junior High School

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Abstract

In learning English, students need to participate in all kinds of activities. Student participation is an interaction between teacher and student. This is reflected in the active participation of students in the teaching and learning process. Researchers are interested in analyzing students' engagement in learning English. The design of this study was a qualitative study. The purpose of this study was to examine how students are involved in learning English. The participant in this study was the 8th grade student at SMP N 9 Payakumbuh. Samples were selected by using a sampling technique. The data sources for this study were observations and questionnaires. Data were analyzed using the following several steps; Data management, reading/annotating, classification, interpretation, reporting. Data analysis showed that most students engaged in verbal instruction and received less non-verbal instruction. The results of the questionnaire determined the highest (1555) and lowest (1390) nonverbal total scores. In other words, there was a difference between the questionnaire results and the observation results. This assumption that most students did not fill out the questionnaire honestly and ended the video observation could not be articulated because they only completed the task during the observation.

Key Words: Participation, Learning, English

INTRODUCTION

English has become a language of wider communication, and its reach has expanded over time. Therefore, it is an undeniable fact that the goal of learning this language is to achieve a high level of proficiency that enables learners to communicate with people from other countries and participate in a growing international community. Knowledge of the English language - speaking, reading, listening and writing - is required to communicate across borders.

Successful English learning depends on both teachers and students. Effective learning processes occur when both teachers and students interact and participate in learning activities. Teachers must take responsibility for teaching, guiding, motivating, supporting, and developing learners into useful, quality, and competent individuals. Students, on the other hand, must absorb, learn, and apply the skills and knowledge imparted in class and other learning activities. By attaining such a global status today.

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Learning English should be encouraging for both learners and teachers. A common phenomenon in English learning is the lack of student motivation. When middle school students lose interest in learning English, further learning is often frustrating and futile, as it lays the foundation for mastering English skills in high school and possibly college. Successful English learning requires the cooperation of students. There are different types of students in the classroom. As Lee suggests in Abdullah (2011) and Warayet (2011), a student's participation in the classroom is through her two communicative behaviors: verbal and non-verbal. Oral or verbal participation is the act of speaking and expressing opinions in the classroom, answering and commenting on questions and comments, and participating in classroom discussions. Also, in some cases, student participation is a form of non-verbal construction of participation through meaningful cues such as looking at each other, smiling, nodding and glancing during classroom discussions may take shape.

Based on the researchers' observations during classroom exercises, the researchers found that some students were active during the learning process, while others were not. These students can always ask the teacher questions during class, or students can usually answer the teacher's questions. When learning a language, a student must possess the four language skills. First, Stafr in Scarino and Liddicourt (2009: 29) uses two metaphors to explain the learning theory. Metaphor of acquisition and metaphor of participation. In terms of acquisition metaphors, learning involves the accumulation of abstracted and generalized sets of facts or knowledge items. This process involves acceptance or development through construction, but the emphasis is on taking ownership or ownership of something. In terms of participation metaphors, learning involves participating in a community of more knowledgeable others in order to build understanding.

Next Brown (2007: 1) stated that learning foreign language is a long and complicated task. The struggle to move beyond the boundaries of our mother tongue into new languages, new cultures, new ways of thinking, feeling and acting affects the whole human being. Furthermore, Pritchard (2009:1) states that learning is something someone understands and everyone participates in. This participation takes place in a very wide range of formal and informal settings, from the relatively small spaces of school classrooms, to large open spaces in the countryside, to quiet corners where casual conversation leads to a deeper understanding of theme. Pritchard (2009: 1) also mentions that learning is not confined to the realm of the educational system. Learning begins long before entering school. It lasts even longer after school. And in different ways and in different situations, quickly in parallel with

school. Learning comes in many ways and has been described and explained over the years by a variety of interested researchers and thought leaders. From the above description, it can be concluded that learning is the process of acquiring a set of facts or body of knowledge through one's own participation or active involvement in that process, and can be carried out in both formal and informal settings.

Student participation is understood to mean all forms of student active involvement in the teaching and learning process. Student participation is very important in the teaching and learning process. According to Abdullah et al. (2011: 62) states that student participation in the classroom ensures the effectiveness of the learning process. This means that we should be an active participant in learning English in the classroom. Next, according to Green et al. in Warayet (2011:54) states that student participation represents a single multi-party interaction between teacher and student, and classroom interaction is understood differently by each participant. This means that student participation makes a difference in student careers. Furthermore, Lee (2005: 2) is consistent with the pattern commonly held that student participation in the classroom encourages greater involvement in classroom discussions and the extent to which students participate in activities that promote language development. indicates that students' participation can range from on-demand to mixed participation activities in the classroom.

Furthermore, Sperber (2004: 3) one of the ways to get students more involved in class is to give them assignments that they have to actively talk about. This means that students actively and actively participate in class, practice and prepare for more assignments. Then, Tsuu (2005: 46) states that student participation includes various forms of students' behavior such as speaking, listening, reading, writing, body language and body movements. This means that students are more comfortable and confident in participating in classroom discussions. Finally, according to Zechariah (2014:1) states that active student participation is the window through which teachers can assess students' language and cognitive development. This means that it is very important for students to be proactive in facilitating teacher assessment.

It is very important for students to be actively involved in the classroom in order to be successful in learning English. There are many ways to involve students in the learning process. First, Paoletti and Ferre in Warayet (2011: 41) shows that in IRF/E sequences, teachers use sequential assignments to maintain order in the classroom and ensure equal participation. However, it tends to limit student participation because it controls the turn. These patterns can show how an interaction unfolds from

moment to moment. Moment-based and primarily focused on oral conversations. The next Warayet (2011: 44) also states that students not only participate verbally, but build a kind of group participation non-verbally by giving meaningful cues. That is; in addition to speaking, they look at each other, smile, nod, and glance during classroom discussions. Thus, classroom participation depends not only on the ability to participate verbally, but also on the ability to nonverbally use various signals of embodied behavior. However, classroom participation is reflected in multiperson activities with simultaneous teacher-student and student-student conversations.

Furthermore, according to Liu in Abdullah et al (2011: 62), it has four forms of students' participation in the classroom. full integration, participation in situations, marginal interaction, and silent observation. When fully integrated, students actively participate in class discussions and know what they want to say and what they don't want to say. Situational participation occurs when students are influenced by factors such as sociocultural, cognitive, emotional, linguistic, and environmental, resulting in reduced student engagement and interaction with other students and faculty often do.

In addition, students think carefully about the right time to express their opinions and act appropriately during class discussions. In marginal dialogue, students act as listeners rather than speakers in the classroom. Unlike students who actively participate in classroom discussions, students in this category prefer to listen and take notes rather than participate in classroom discussions. Finally, in silent observation, students tend to avoid verbal participation in class. They seem to be open to any topic in the classroom. According to Lee, Abdullah et al. (2011: 62) shows that a student's participation in class generally occurs through the two communicative behaviors: verbal and non-verbal. Oral or verbal participation is the act of speaking and expressing opinions in the classroom, answering and commenting on questions and comments, and participating in classroom discussions.

According to Jones (2008: 60) Initiate-React-Evaluate (IRE) is the pattern for most classroom discussions. It means that students are asked to randomly answer questions from the teacher. When people give open, unstructured speech, they are talking about open, unstructured speech. Teachers ask deeper, more exploratory questions and wait for students to give thoughtful, detailed answers. Lively discussion is typically stimulated by prompts or assignments that all students complete prior to class discussion. Structured discussion means that processes are put in place to help people achieve their intended performance. This means that the lessons should actually be structured and correspond to the rules of the lesson in a way that the students will be interested in participating and joining. It can be

said that student participation is verbal and non-verbal. The researcher combines two of the theories. The researcher chooses the theory proposed by Lee in Abdullah and Warayet. This is because the theory is more applicable and easier for researchers to recognize when observing. Based on the explanation above, the researchers were interested in conducting a study titled Students' Participation in Learning English in 8th Year of SMP N 9 Payakumbuh.

METHODOLOGY

The researchers used descriptive studies in qualitative studies. Gay and Airasian (2000: 275) states that descriptive research determines and describes the way things are. They add that descriptive research helps explore a variety of educational issues and issues. and Gay et al (2011: 7) qualitative research is the collection, analysis, and interpretation of extensive narrative and visual data in order to gain insight into a particular phenomenon of interest. The researchers conducted this study at SMP N 9 Payakumbuh. The location of the school is Jln. Palawan No. 37 Payakumbuh. The participants in this study were the eight grader of SMP N 9 Payakumbuh. Study participants collected by using purposive sampling. According to Gay et al. (2011: 141) states that targeted sampling is the process of selecting samples that are considered representative of a particular population. Source of data was observation and questionnaire.

Observation

The layout of observation were as follow:

No	Indicator	Sub Indicator
1	Verbal Participation	1. Giving Opinion
		2. Answering and Asking Questions
		3. Comments and Taking Part in Discussion
2	Non Verbal Participation	1. Gazing
		2. Smiling
		3. Nodding heads
		4. Glancing

Questionnaire

According to Gay, Mills and Airasian (2011:388), state that questionnaire is a written collection on self-report question to be answered by a selected group of research participants. The researcher used a questionnaire to take the data. There were 30 items of questionnaire that the students should checklist to answer that suitable to their own answers.

The layout of questionnaire can be seen from table below :

No	Indicator	Sub Indicator	Number of Items
1	Verbal Participation	1. Giving Opinion	5
		2. Answering and Asking Questions	5
		3. Comments and Taking Part in Discussion	5
2	Non Verbal Participation	1. Gazing	4
		2. Smiling	4
		3. Nodding Heads	4
		4. Glancing	3
Total Number			30

The data was analyzed by using Likert Scale, there are several procedures for analyzing data in qualitative research (Gay and Airasian, 2000:239):

1. Data managing

Researchers analyzed the data to confirm completeness by analyzing questionnaires and observational data. Next, the researchers recorded videos with a camera to see how the students approached learning English. After the video has been recorded, the next step is to analyze the data from the questionnaire and use the Gay and Asian Likert Scale (2000: 158).

2. Reading / Memoing

First steps in reading comprehension/memory analysis: Researchers read field notes, transcripts, notes, and observer moments to make sense of the data (Gay and Airasian (2000: 241). Researchers read all data on questionnaires and watchlists.

3. Classifying

The researcher classified categorized and code pieces of questionnaires. The researcher had five categories in questionnaires. There are 5 categories in liker scale, students who choose always got (5), students who choose usually got (4), students who choose sometime got (3), students who choose seldom got (2), and students who choose never got (1).

The researcher classified the data based on indicators of students' participation in learning English. The researcher classified them into a table as follow:

NO	Classifying indicators	Number of frequency	Percentage (%)
1	Verbal		
2	Non Verbal		

4. Interpreting

Based on Gay and Airasian (2000: 250) states that the interpretation of the data is based on the connections between the data, the common aspects, and the age of the relationships, especially the categories and patterns identified. Researchers categorically interpret the data they collect and make it easier to understand based on the categories.

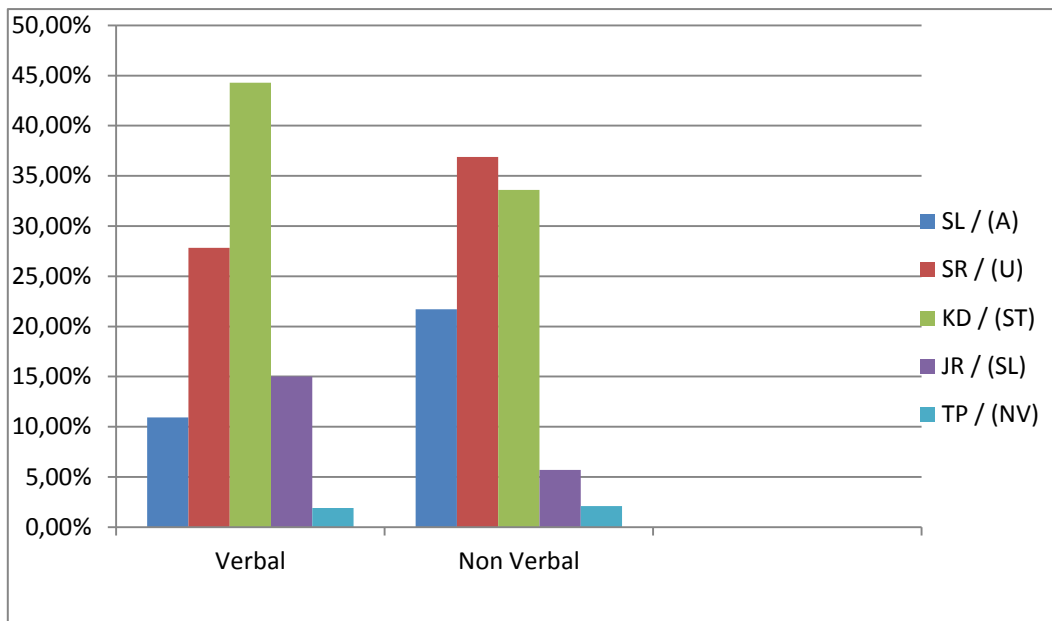
5. Writing Report

According to Gay and Airasian (2000:253) writing of a report to describe the research and findings is the final process in qualitative research. So, the researcher wrote a report about students' participation in leaning English.

RESULT AND DISCUSSION

RESULT

Students' Participation in Learning English was obtained through questionnaire and observation. The students were asked to answer the question in five categories. The were always, usually, sometime, seldom and never. From data analysis, the researcher found the students' participation in learning English. The highest score of students' participation in learning English is non verbal participation (1555). Then the less is verbal participation (1390). The data from the questionnaire in detail as follow:



From the table above, the highest score of students' participation in learning English is non verbal participation, got the percentages for always (21.7%), usually (36.9%), sometimes (33.6%), seldom (5.7%) and never (2.1%). The total score of students responds was 1555. Then, the less percentage is verbal participation, got the percentages for always (10.95%), usually (27.85%), sometimes (44.3%), seldom (15%), and never (1.9%). The total score of students responds was 1390.

As stated before, this research discussed about students' participation in learning English at the eighth grader of SMP N 9 Payakumbuh. The researcher collected the data based on questionnaire and observation. Then, the result for the observation and questionnaire can be described as follow:

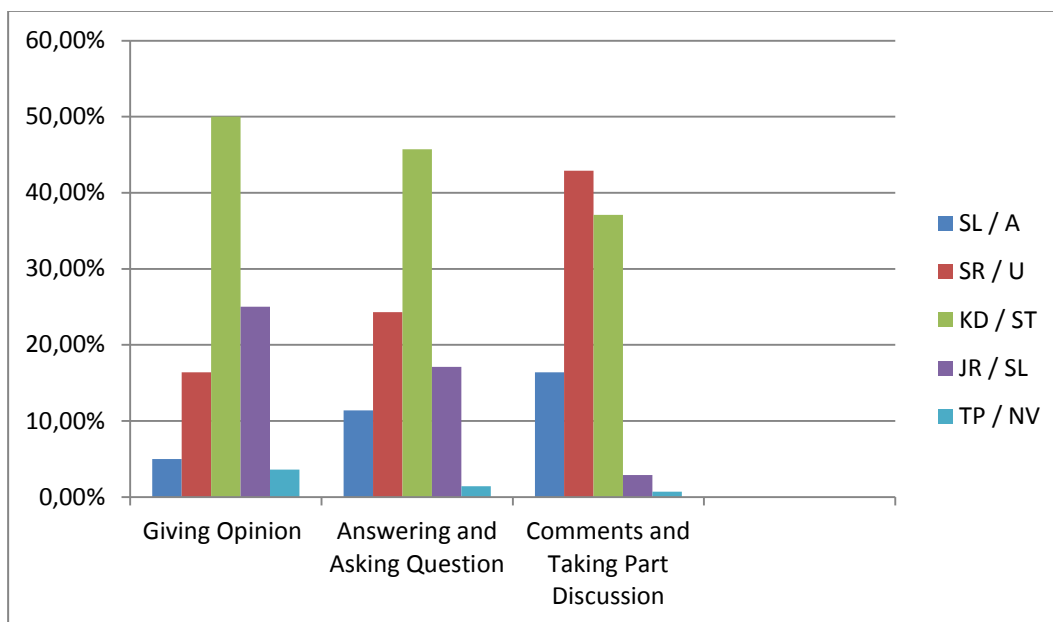
a. Verbal Participation

In verbal participation, there were three sub indicator, they are giving opinion, answering and asking questions, and comments and taking part in discussion. In detail in verbal participation stage as follow: To analysis the data, the researcher classified observation as follow:

No	Indicator	Sub Indicator	Total
1	Verbal participation	1. Giving Opinion	5
		2. Answering and Asking Questions	6
		3. Comments and Taking Part in Discussion	15

Then, the result was supported by questionnaire that was done.

The result of this research in detail was as follow graph also:



Based on the graphic above, it can be explained that the students' answered for sub-indicator in verbal. The first sub-indicator is Giving Opinion, this activity got percentages 5% (7 students) answered always, 16.4% (23 students) answered usually, 50% (70 students) answered sometime, 25% (35 students) answered seldom, and 3.6% (5 students) answered never, the total score of students responds was 412. Second sub indicator is answering and asking question, this activity got percentages 11.4% (16 students) answered always, 24.3% (34 students) answered usually, 45.7% (64 students) answered sometime, 17.1% (24 students) answered seldom and 1.4% (2 students) answered never, the total score of students responds was 458. The last sub indicator is the comments and taking part

discussion, this activity got percentages 16.4% (23 students) answered always, 42.9% (60 students) answered usually, 37.1% (52 students) answered sometime, 2.9% (4 students) answered seldom and 0.7% (1 students) answered never, the total score of students responds was 520. The highest score is comments and taking part in discussion was 520.

The explanation of sub indicators of each activity are as follow:

1. Giving Opinion

To analysis the data, the researcher classified observation of giving opinion as follow:

No	Indicator	Sub Indicator	Observer
1	Verbal Participation	Giving Opinion	5

When the researcher came to the classroom and did observations. Students will begin learning and there are some students who give an opinion. They give an opinion interchangeably when lessons take place and there are some students who add his opinion. For example, when the teacher said the indonesian language about “*Perbandingan*” then there are students who give an opinion to the comparison with the mention of the word in English is “*comparative*”.

2. Answering and asking question

To analysis the data, the researcher classified observation of answering and asking question as follow:

No	Indicator	Sub Indicator	Observer
1	Verbal Participation	Answering and asking questions	6

In answering and asking questions, there are also some students who did answer and ask questions. By the time the teacher explains the lesson, some students asked when he did not understand the lesson. And when the teacher asked questions, some students also can answer that. For example, the teacher asked students to change sentences into sentences English Indonesia used a level comparative is “*Buku itu adalah lebih mahal dari pada surat kabar*”.

3. Comments and taking part discussion

To analysis the data, the researcher classified observation of comments and taking part discussion as follow:

No	Indicator	Sub Indicator	Observer
1	Verbal Participation	Comments and taking part in discussion	15

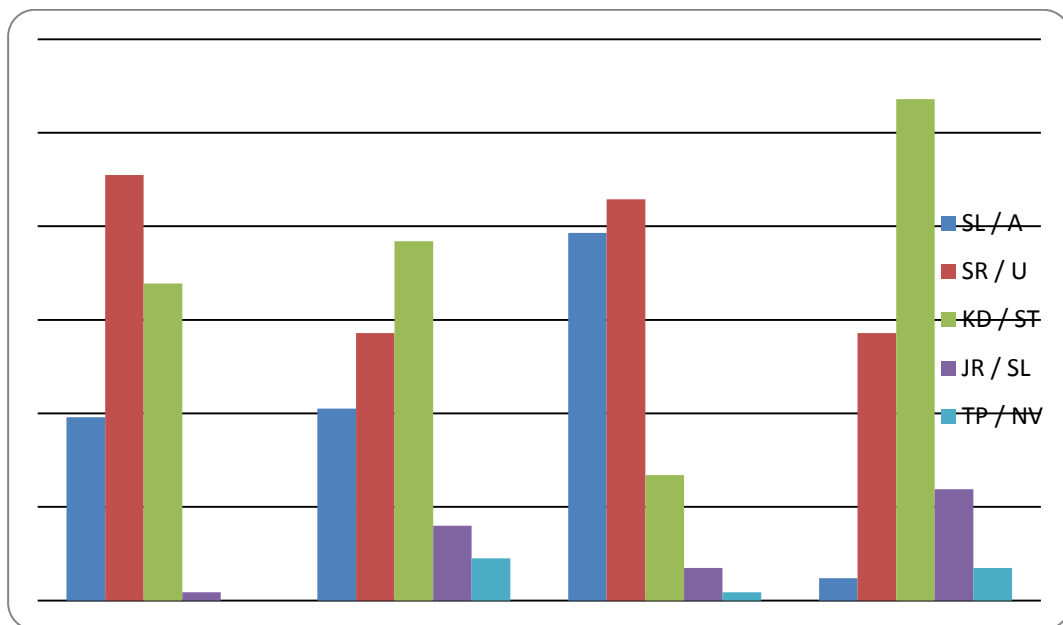
In comments and taking part in discussions, half of the students do this participation. Many of those who commented on the subject and comment on the opinion of their peer and then taken by teacher. For example, when the teacher explained the material about level comparative. Then, the teacher asked the students to said some example of adjectives. Students commented and alternately mention the adjectives of “*bad*”, “*crazy*”, “*beautiful*”, and “*stupid*”.

b. Non Verbal Participation

In non verbal participation, there were four sub indicator, they are gazing, smiling, nodding heads, and glancing. In detail in non verbal stage as follow.

No	Indicator	Sub Indicator	Total
2	Non Verbal participation	1. Gazing	5
		2. Smiling	3
		3. Nodding heads	2
		4. Glancing	1

The result of this research in detail was as follow graph also:



Graph 3. Non Verbal in Learning English

Based on the graphic above, it can be explained that the students' answered for sub-indicator in non verbal. The first sub-indicator is Gazing, this activity got percentages 19.6% (22 students) answered always, 45.5% (51 students) answered usually, 33.9% (38 students) answered sometime, 0.9% students answered seldom, and 0% students answered never, the total score of students responds was 430. Second sub indicator is smiling, this activity got percentages 20.5% (23 students) answered always, 28.6% (32 students) answered usually, 38.4% (43 students) answered sometime, 8% (9 students) answered seldom and 4.5% (5 students) answered never, the total score of students responds was 395. The third sub indicator is nodding heads, this activity got percentages 39.3% (44 students) answered always, 42.9% (48 students) answered usually, 13.4% (15 students) answered sometime, 3.5% (4 students) answered seldom and 0.9% (1 students) answered never, the total score of students responds was 466. The last sub indicator is glancing, this activity got percentage 2.4% (2 students) answered always, 28.6% (24 students) answered usually, 53.6% (45 students) answered sometime, 11.9% (10 students) answered seldom, 3.5% (3 students) answered never, the total score of students responds was 264. The highest score is nodding heads was 466.

The explanation of sub indicators of each activity are as follow:

1. Gazing

To analysis the data, the researcher classified observation of gazing as follow:

No	Indicator	Sub Indicator	Observer
1	Non Verbal Participation	Gazing	5

In gazing, there are also some students who pay attention to the lesson explained by the teacher. For example, when the teacher was explaining the lesson, the students pay attention to the teacher.



2. Smiling

To analysis the data, the researcher classified observation of smiling as follow:

No	Indicator	Sub Indicator	Observer
1	Non Verbal Participation	Smiling	3

In smiling, only part of it the students who participated in the event smiling. For example, when the teacher is explained a lesson, then the teacher asked the students "if it understands" the student then responds with a smile.



3. Nodding Heads

To analysis the data, the researcher classified observation of nodding heads as follow:

No	Indicator	Sub Indicator	Observer
1	Non Verbal Participation	Nodding heads	2

In nodding heads, there are also some students who participate in it. For example, when the teacher is explained a lesson, then the teacher asked the students "if it understands" the student then responds with a nodding heads.



4. Glancing

To analysis the data, the researcher classified observation of glancing as follow:

No	Indicator	Sub Indicator	Observer
1	Non Verbal Participation	Glancing	1

In glancing, there is only one who glance his eyes toward a friend or teacher. For example, when the teacher is explained a lesson, then the students looked at her friend or teacher



DISCUSSION

Learning English means learning English as a second or foreign language so that students can understand the meaning of the lessons. In this study, researchers used his Lee's theory of Abdullah (2011) and Warayet (2011), which classifies student engagement into verbal and non-verbal involvement. Verbal engagement has her three sub-indicators: expressing opinions, answering and asking questions, making comments, and participating in discussions. Nonverbal participation has four sub-indicators: gaze, smile, nod, and gaze. To determine student engagement in learning English at SMP N9 Payakumbuh, researchers used her 30 questionnaire items to obtain the necessary data. From the data analysis we can infer that:

1. Verbal Participation

After conducting the survey, researchers concluded that students participated in English learning mostly orally. Verbal engagement had her three sub-indicators, and almost all students completed English learning activities. They expressed their opinions, responded, asked questions, commented, and participated in discussions. This is based on Abdullah et al (2011: 62) shows that a student's participation in class generally occurs through her two communicative behaviors: verbal and non-verbal. Oral or verbal participation is the act of speaking and expressing opinions in the classroom, answering and commenting on questions and comments, and participating in classroom discussions. Based on our survey and observational data, we found that comments and participation in discussions are important in surveys and observations. These dominated students' linguistic involvement in learning English. This activity is easy for students to participate in.

2. Non Verbal Participation

Researchers found that in nonverbal participation, many indicators of English learning were also performed by students themselves. Non-verbal engagement has her four sub-indicators, and nearly all students complete English learning activities. They stared, smiled, nodded, watched. It was supported by expert Warayet (2011: 44) states that students not only participate verbally, but build a kind of group participation non-verbally by distributing meaningful signals. That is; in addition to speaking, they look at each other, smile, nod, and glance during classroom discussions. Thus, classroom participation depends not only on the ability to participate verbally, but also on the ability to nonverbally use various signals of embodied behavior. Based on questionnaire and observational data,

researchers came to different conclusions. From the results questionnaire, we can see that they nodded during the observation. This can be caused by several factors; 1. When students answer the questionnaire, they choose the answers they think are appropriate, not because they attended the class. 2. When the researcher observes by recording, etc. It was true that it was based on what they actually did, not an opinion.

CONCLUSION AND SUGGESTION

The aim of this study was to identify the nature of student engagement in learning English in eight grader of SMP N 9 Payakumbuh. Based on the description of the study above, we can conclude that students' engagement in learning English can be divided into her two indicators. There is verbal and non-verbal involvement. The total score for participation for most students is a score of 1390 for verbal participation. Then the total score for non-verbal participation is 1555. From this we can conclude that many students from SMP N 9 Payakumbuh attended.

Based on the result, it can seen that all the students were engaged in learning English. Therefore, the researchers make some suggestions to teachers, researchers, and next-generation researchers in relation to the findings of this study. Here are the suggestions:

1. Teachers

Teachers will find it easier to get students to be more active and teaching will be more fun.

2. Researcher

Researchers can experience student participation patterns in the classroom and the results can provide useful information about student participation in learning English.

3. The next explorer

It is also useful to pass the information on to the next researcher who wishes to do research to analyze the student's ability to find the main idea.

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Jurnal Ilmiah Al-Furqan: Al-qur'an Bahasa dan Seni

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