

# **EXPLORING STUDENTS' PARTICIPATION IN EFL SPEAKING CLASSROOM**

**(A Study at Department of English Language Education Universitas Islam  
Negeri Ar-Raniry Banda Aceh)**

## **THESIS**

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
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2021 M / 1442 H**

# THESIS

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Degree of Education in English Language Teaching

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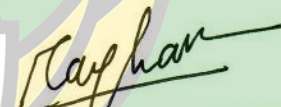
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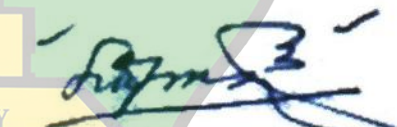
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I realize that this thesis is very far from perfection. Therefore, constructive criticisms and suggestions are expected for the sake of future improvement.

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## ABSTRACT

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This research aimed to find out factors influencing students' participation in English speaking classroom activities and previous teaching strategies applied by lecturers to encourage the students to actively participate in the learning activities. The researcher used the interview and questionnaire instruments to collect data. The researcher used the thematic analysis method and formula to analyze research data. The researcher found several factors that influenced students' participation. The factors were students' personalities, learning motivations, lecturers' personalities, teaching strategies, classmates' personalities and attitudes, classroom sizes, and learning time. Besides that, the previous teaching strategies applied by the lecturers to encourage students to actively participate in the learning activities were making group discussions, giving individual tasks, and applying the role-play method.

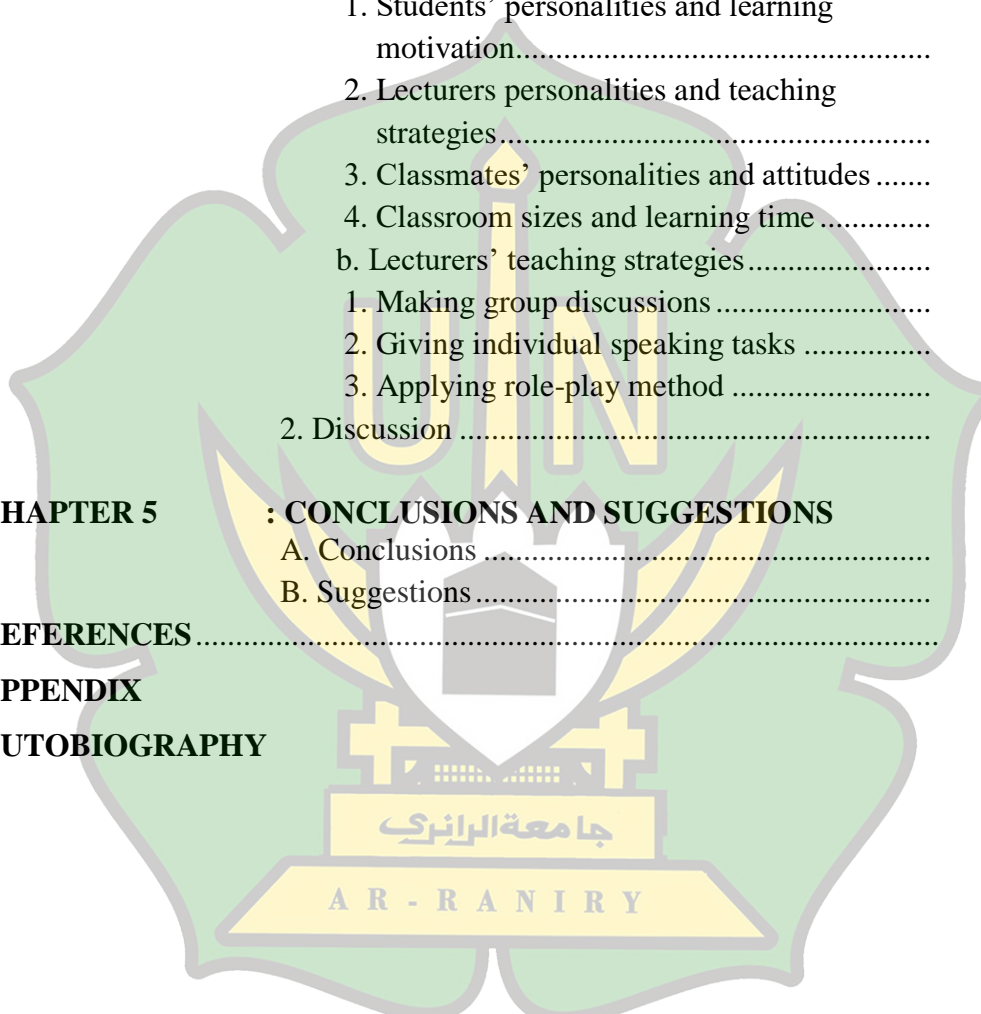
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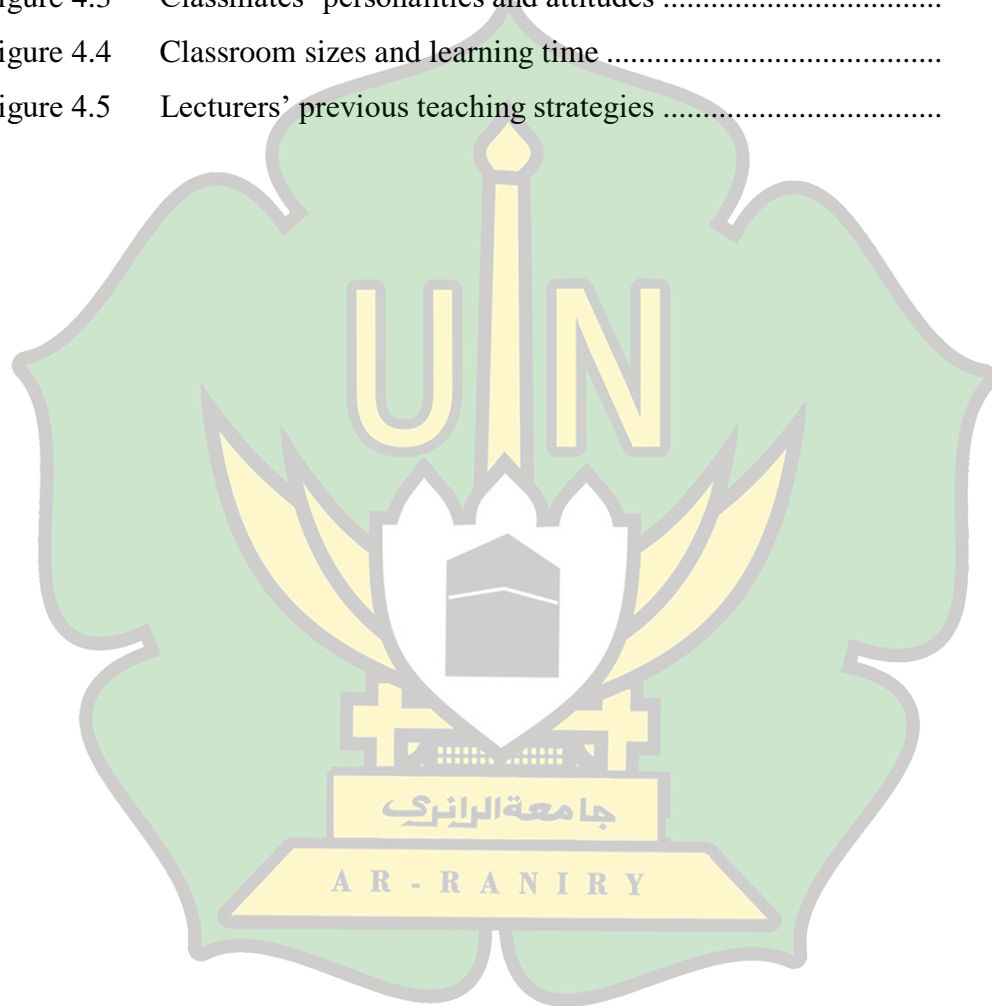
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

The participation or engagement of students in an English Foreign Language (EFL) classroom is essentially significant. Students' participation is required for the effective process of teaching and learning English speaking. The definition of participation is not restricted to students' physical presence only, but also their mental presence in the classroom (Abebe & Deneke, 2015). Furthermore, Warayet (2011) uttered that the classroom is the most recognized place where the process of education is conducted. It is a place where teachers and students achieve and organize learning subjects. Besides that, various forms of engagement is done to complete the activities in the classroom, and students' participation is important in that educational process.

The participation of EFL students is crucial in English speaking classroom. By actively participating in classroom activities, they will expand their English speaking skills and get used to it since English is not their first language. However, EFL students, particularly Asian students often do not actively participate in classroom discussion. The students frequently do not reply to teachers' questions or ask questions voluntarily if not pointed directly by the teachers.

The main cause of the students' passive participation in classroom activities is speaking skill deficiency (Abebe & Deneke, 2015).

Besides the responsibility to teach students English speaking skills, English speaking teachers are also responsible to encourage students' participation in the classroom activities by employing teaching strategies. Moreover, factors affecting students' low classroom participation are necessary to be found. After knowing the factors, the teachers can apply the strategies to solve the problem. Researches related to the topic have been conducted (Abebe & Deneke, 2015; Al-Ghafri, 2018; Khaleghi, 2016; Warayet, 2011; Zhafira, 2019).

The previous studies showed various findings. Abebe & Deneke (2015) conducted a study on the causes of minimum participation of students at several Ethiopian public universities. The study revealed that various influences like the teaching strategies of teachers and the classroom environment caused students' limited participation. Also, Al-Ghafri (2018) researched the aspects influencing the participation of students during English courses at Ibri college of applied sciences in Oman. The results of the study were the students and instructors had roles in determining the amount of classroom participation. Besides that, the socio-cultural aspects like customs, beliefs, genders, and shyness also influenced students' participation. Moreover, Khaleghi (2016) researched the identification of affective factors influencing students' low participation in Iranian university EFL oral classes. He found five factors: nervousness, worry, the absence of self-confidence, anxiety to

produce errors, and fear to be hated causing students to provide a minimum contribution in the classroom activities.

Moreover, Warayet (2011) researched the process of how EFL learners organize their classroom participation. The researcher found out that there were other students' participation forms. The participation was embodied action and desk talking. Embodied action was when students as collaborative members depended on a variety of expressions to maintain interaction in the classroom while desk talk happened when the students discussed in their desks. Zhafira (2019) studied factors encouraging the contribution of students in the classroom. The study showed that the students' personalities, instructors, classroom size, and peer perception were the factors encouraging students' participation.

The researcher conducted this research because rarely did the previous researchers conduct studies on exploring students' participation in EFL speaking classrooms at the English Language Education Department, State Islamic University of Ar-Raniry. Therefore, a study to find out factors influencing students' English speaking classroom participation and previous lecturers' strategies to encourage students' participation in the classroom activities was needed to be conducted. In this study, the researcher focused on finding out factors influencing students' participation and previous lecturers' strategies to encourage students' participation in classroom activities. The findings of this study were expected to be advantageous for teachers as

well as students to shape active classroom participation in English-speaking classrooms.

## **B. Research Questions**

The research questions of this study were:

1. What were the factors influencing students' participation in English speaking classroom activities?
2. What were lecturers' previous strategies to encourage students' participation in English speaking classroom activities?

## **C. Aims of the Study**

The research aimed to explore the factors influencing students' participation and lecturers' previous strategies to encourage students' participation in classroom activities. The researcher comprehensively provided the explanation and descriptions of the aspects affecting the participation of students and lecturers' previous strategies to boost students' classroom participation. Moreover, the researcher correlated the research data with the existing theories and findings.

## **D. Significance of the Study**

This study was designed to provide analyses and examinations of factors influencing students' participation and lecturers' previous strategies to encourage students' participation in the English speaking classroom. The research findings will be beneficial for English speaking teachers. The research findings were expected to be references for teachers to have better insights into factors influencing students'

participation. So the teachers can apply appropriate teaching methods and strategies to deal with factors causing students' low participation and to increase students' participation in classroom activities.

## **E. Research Terminology**

### **1. Students' Participation**

According to Webster (2017), a person attending a school, college, university, or studying something is regarded as a student. On the other hand, Lee (2005, as cited in Zhafira, 2019) defined students' participation as students' actions. The students' actions can be in the form of asking and answering questions, commenting, and sharing ideas in a discussion or other activities. In this research, the students were university students studying English speaking skills in the fifth semester at English Language Education, State Islamic University of Ar-Raniry.

### **2. EFL Speaking Classroom**

Nordquist (2017) stated that EFL (English as a Foreign Language) is an accepted term referring to a situation of studying English in a country in which English is not a native way of communication. In this research, the EFL speaking classroom was an English speaking classroom in the English Language Education Department, State Islamic University of Ar-Raniry.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **A. Classroom Participation**

##### **1. Classroom Participation Definitions**

Al-Ghafri (2018) explained that classroom participation is a component of the interaction. Participation can be in the form of verbal and non-verbal involvement in classroom activities. Moreover, the students have options whether or not to actively participate. Some students voluntarily participate verbally by asking and answering questions, and some others tend to be silent and do not involve in classroom verbal activity. Moreover, he added that the classroom context refers to learners and teachers as the learning and teaching process participants and classroom situations.

Tsui (1996, as cited in Abebe & Deneke, 2015) said that when students apply the language that they have been learning, their hypotheses about the language are tested. It is significant for their language acquisition if they do activities such as responding to teachers or other students' questions, asking questions, and giving comments. Furthermore, Nunan (1991, as cited in Al-Ghafri, 2018) argued when active engagement and interaction to communicate with each other in the target language are done by students, in the meantime the acquisition of the language occurs.

## **B. Types of Students' Classroom Participation**

Warayet (2011) classified students' classroom participation in 4 types. The participations are graded and oral participation, silent and non-oral participation, classroom embodied action, and classroom desk talking.

### **1. Graded and Oral Participation**

Graded and oral participation is students' speaking activities in the classroom such as commenting, asking and answering questions, and taking part in a discussion. The students' speaking involvements in the classroom are graded. The students are regarded as passive if they do not participate in oral activities. On the other hand, several factors affect the implementation of oral participation. The factors are limited time in the learning process and the number of students. Consequently, the students do not get the same opportunities to speak or to perform their oral performance because of time limitations and class size.

### **2. Silent or Non-Oral Participation**

Silent or non-oral participation has the opposite meaning from graded and oral participation. However, some researches on non-oral participation have been done (Jaworski & Sachdev, 1998, and Petress, 2001). Jaworski & Sachdev (1998, as cited in Warayet, 2011) stated that non-oral participation in classroom activities is possibly more effective for students. The reason is that by being silent the students can obtain listening, thinking, and reflecting skills. However, Petress (2001, as cited in Warayet, 2011) claimed that the students' refusal to participate in classroom activities is not

ethical. He added that non-oral participation has a negative influence in the classroom. That is because it reduces the effectiveness of the teaching process and learning outcomes.

### 3. Classroom Embodied Action

Embodied action is a term referred to as a visible demonstration contributing to building interaction. Hand or arm gestures, a head shake, a gaze direction are few examples of embodied action. (Olsher, 2004, as cited in Warayet, 2011). Mainly, the actions can be done to provide sufficient responses without following with a speaking.

### 4. Classroom Desk Talk

Desk talk definition is when students participate voluntarily during the classroom discussion in their desks which is no less than 2 students. However, the students' talks are not intended to be presented to the whole classroom participants but only to the other students sitting next to each other. The activity is done when the other students are engaged in the same activity. Desk talk can be used as a media to participate in oral discussion since the opportunities and times are not equally provided in English speaking classrooms for all students. The reason for the desk-talk activity is because some students do not fully comprehend the subjects taught. Therefore, the students talk with their friend at the desk.

According to Liu (2001, as cited in Abdullah, Bakar, & Mahbob, 2012), students' classroom behaviors are classified into four types. The types are complete

integration, circumstance participation, minimal interaction, and silent observation. In full integration, students are actively involved in classroom discussions. They know how to perform their language utterances. Their participation is natural and spontaneous (Zainal Abidin, 2007, as cited in Abdullah et al., 2012). Secondly, in participation in the circumstances, the socio-cultural, cognitive, affective, linguistic, or the environment influences students to speak less and cause their interaction and participation only to occur at certain times. Furthermore, in marginal interaction, students have preferences to listen and take notes rather than to fully engage in classroom discussion. On the other hand, in silent observation, students tend to avoid verbal participation. However, in this type of behavior, they also apply several strategies to take note and record the classroom activities.

### **C. Advantages of Classroom Participation**

Mahdikhani et al. (2016, as cited in Zhafira, 2019) believed that participation has some advantages for students. The first advantage is that the students do not always get learning input from teachers but also other students. Participation in the classroom provides the students with different points of view on a topic. The second is that students' participation will build their curiosity. The topic discussed in a discussion might encourage them to wonder, think, and connect with the subject. The third is that the students will get feedback from teachers. By participating in a classroom activity, the students can produce errors, and the teachers will correct them and provide the explanation.

Moreover, the fourth advantage is that the students will have the opportunity to provide inputs for the teachers on certain topics in a discussion. The fifth is that students will prepare materials for upcoming classroom activities and learn about them before the activity is done. The sixth is that participation encourages students to have dialogues with other students. Finally, the seventh advantage is that the students will extend their English speaking abilities.

#### **D. Factors Influencing Students' Classroom Participation**

Zhao (2016) found several factors influencing students' classroom participation. The factors are proficiency level, personal traits, and cultural factors. The proficiency level ranges from students' language abilities. The factor affects students' classroom participation quantity and quality. The students naturally will not participate if they know that they are not proficient enough in the language. If they try to participate, they will be pressured by other proficient students and the teacher. The other proficient students might have negative responses to the students' poor performance by laughing. On the other hand, the teacher will correct the students' errors in their performance. Consequently, active participation in the classroom to produce extensive language utterances is not possible to be done by beginners having limited language proficiency.

The second factor influencing participation is personal traits. The personal traits include character, age, interest, and motivation. The character is divided into extrovert and introvert. Extrovert students tend to participate actively and dominate

classroom activity although they are not fully proficient in the language. The other personal trait is age. Mostly, children are more active in classroom participation. That is because they have less awareness of their ego. Although when they are passive, they seem to be easily encouraged by students and their friends. Nevertheless, adults are different from children. Adult people have cognitive and affective maturity. They are cautious to participate in classroom activities. The third personal trait is motivation and interest. The students might be motivated and interested in different factors. The students can be motivated interested if they like the discussion topic, teachers' characteristics, and teaching methods.

The third factor influencing students' classroom participation is culture. Western and Eastern culture is different. In western culture, students are more active and free to ask questions, present ideas, and join classroom activities. On the contrary, in Eastern culture, the students tend to feel restricted to behave in the classroom. That is because of social norms that have long been assigned in society. The norms guide the students to interact in certain ways.

Abdullah, Bakar, & Mahbob (2012) revealed several aspects influencing the participation of students in the classroom. The factors were the students' personality, classroom environment, teachers, and peers' perception. The students' personality such as having high curiosity encourages them to have active classroom participation in the subject taught. It affected them to enjoy reading, ask questions to the teachers and friends, and prepare the materials before the meeting. On the contrary, the

passive students' personalities are difficult in focusing on the subject, lack of learning interest, shy to ask questions, lack of self-confidence, and lack of knowledge.

The second factor was the classroom environment. Some introvert students' admitted that classroom size was influential to shape their participation while the extrovert students acknowledged that the class size was not the reason not to have active classroom participation. Another environmental-related factor was learning time. Some of the students believed that learning in the evening was not effective because they felt tired. The third factor was the teachers' traits and teaching strategies. The favored teachers' traits included friendliness, knowing his or her students well, not criticizing students, always showing a good mood, and approachability. Moreover, the teaching strategies preferred by the students were preparing teaching materials before teaching, doing interesting learning activities in the classroom, and encouraging students to participate in the question and answer session.

The fourth factor was peer influences. The more active students are in the classroom the better learning and teaching process will be. The active students will compete in the classroom activities. However, some students perceived their peers' activeness negatively. They considered that the activeness of their friends did not motivate them to be active. Their perception was that active students' intention is merely to show their activeness in classroom activities. Consequently, their

perception made them be ignored. Therefore, they chose not to be active during the activities in the classroom.

### **E. Strategies to Encourage Student's Participation**

Qing-he (2016) believed that teachers need to establish effective classroom teaching to shape students' classroom participation. To establish effective classroom teaching, teachers are required to:

#### **a. Design and Achieve Classroom Objectives**

Teachers should accurately design the objectives of learning based on the teaching syllabus and scheme. Besides that, teachers should also investigate and analyze students' learning situation. Teachers' design, analysis, and investigation should be implemented in the real teaching process. Additionally, the application of teaching methods should be appropriate with teaching materials, students' ability in understanding, and existing teaching resources. Moreover, classroom teaching objectives should be delivered to students. It is done to help them in designing their learning objectives. Furthermore, the objectives should be designed to demonstrate clear flexibility and responsiveness in line with teaching progress and the real condition of students' learning. Additionally, the objectives should manifest the requirement to improve constant students' development and learning.

#### **b. Select and Apply Teaching Methodology**

Teachers can use different strategies to teach different learning contents. The teaching methods repeated at a particular time can cause students to be bored and

exhausted. In applying teaching methods, teachers should consider several things. First, the teaching method should be based on the principle of subjectivity that adheres to student-centeredness and supports the learning process. Furthermore, the principle of flexibility is needed also to be considered. It is a focus to achieve teaching objectives by using teaching methods flexibly, setting time for classroom incidents, and achieving the most preferred teaching subject.

Moreover, the teacher should consider the principle of pertinence. The teaching material should be applicable and teachers should explain to students about basic abilities to accomplish teaching tasks. Besides that, the principle of hierarchy is also needed to be considered. It is when the objectives are achieved based on their classification. The last thing required to put into consideration is the principle of manipulation. The teaching method should deal with detailed and operable teaching practices.

#### c. Place Students in the learning condition preference

Placing students in the most preferred condition is a way to attain students' active classroom participle. Teachers should do several activities. The first is to stimulate students' emotional experience and encourage their learning motivation. The second is to provide students the right to decide on designing learning objectives and selecting the learning method for classroom management. The third is to give thought-provoking tasks to stimulate students to think and participate in completing the tasks. The fourth is to encourage the students' motivation to learn autonomously

and uphold their ambitions for persistent learning and researching (Dorman, 2001, as cited in Qing-he, 2016).

d. Maintain Genuine Communication between Teachers and Students

Knowledge is delivered by teachers. Therefore, teachers should maintain communication with students. Besides that, teachers should also cultivate fairness and mutual respect to keep the teacher-student relationship. Teachers should know each of the students and provide feedback for them. On the other hand, students should also ask thought-provoking questions to teachers (Zuo, 2002, as cited in Qing-he, 2016).

e. Construct Effective Classroom Management

To have effective classroom management, teachers should do several things. The first thing to do is building an environment that is natural and harmonious. It is where the democratic relationship between students and teachers and active participation occurs. The second is encouraging students' sense of belonging. It is a strong reason to enhance students' self-respect, adaptation, and health qualities. The third is helping students to increase self-confidence and self-image in learning. The fourth is cultivating students' competencies in decision making and performance in completing tasks.

f. Building a Classroom Learning Community

A classroom learning community is where all classroom participants learn together and have the same shared objectives. The learning community characteristics

are divided into four. First, the participants have collective expectations and beliefs obtained by discussing and negotiating. Second, the participants are tolerant of differences and disparities. The diverse culture, thinking, and ideas are not the reasons to be eliminated from the community. On the other hand, the differences are regarded as resources for learning and references.

Third, the community is emphasized to create interactive communication and cooperation. The fourth characteristic is democracy and empowerment. In a learning community, someone should be able to express unique experiences. The fifth characteristic is that the learning community has a mental safety atmosphere. It is the condition of making students relaxed. The condition provides openness, gentleness, and harmony.

#### **F. EFL Speaking Classroom**

Nordquist (2017) stated that EFL (English as a Foreign Language) is an accepted term referring to a situation of studying English in a country in which English is not a native way of communication. Peng (2019) added that EFL learners cannot make use of English in natural communication. Furthermore, learners barely use English in society. While acquiring a second language is similar to first language acquisition, foreign language acquisition is different. Acquiring the foreign language is not subconscious because the learners acquire it not in the target environment where it is a differentiation between EFL and ESL (Krashen, 1985, as cited in Peng, 2019). EFL speaking classroom is one of the places to conduct the process of

teaching and learning English speaking skills. In this research, the EFL speaking classroom is a speaking class in English Language Education, State Islamic University of Ar-Raniry.

### **G. Relevant Studies**

Abebe & Deneke, 2015 did a study to examine first-year students' limited participation in the EFL classroom causes. The study was done in Ethiopian public universities. To gather research data, the researchers developed a questionnaire and observed EFL classroom settings. The population of this study was all students in Ethiopian public universities. The samples of this study were 300 students studying in different departments in Ambo, Arba Minch, Haramaya, Jimma, Wollo Universities. The analyses and interpretation of the data were in the form of percentages. This study concluded that they were different aspects such as learners, teachers' teaching methods, and the environment that caused students' limited classroom participation.

Al-Ghafri (2018) researched the EFL classroom participation management process done by teachers and students. The research aimed to study aspects affecting students' participation at Ibri College of Applied Sciences English classroom, Oman. The research samples were 2 two gender-mixed classes (Level A and Level C) from the Foundation Year program and 6 foreign teachers teaching in the classes. The researcher applied three research methods: classroom observation, interviews, and students' diaries. The research findings were socio-cultural factors, such as shyness, religion, gender, and culture influenced students' participation in the classroom.

Khaleghi (2016) studied factors of Asian students' low participation in an undergraduate EFL classroom at Bandar Abbas Islamic Azad University. The researcher used a mixed method. The research collecting data instruments were questionnaires and semi-structured interviews. The research findings were that lack of confidence, shyness, anxiety, and afraid of making mistakes and being despised ask questions voluntarily if not pointed directly by the teachers.

Warayet (2011) researched students' methods in organizing their classroom participation. The research aim was to describe students' participation in other ways besides explicit oral participation. The research data were collected by recording 14 hours of video and audio lessons in second and third-year students of English Departments in Libyan universities. The researcher applied the Conversation Analysis (CA) methodology to analyze data. The researcher found that the other form of students' participation was embodied action and desk talking.

Zhafira (2019) did a study to explore factors encouraging students' classroom participation and forms of students' participation. The samples of this study were students studying cross-cultural understanding at the English Language Education Department, State Islamic University of Ar-Raniry. The research instruments to collect data were observation, questionnaire, and semi-structured interviews. The research findings showed that students' participation forms were giving opinions, asking questions, explaining, listening, and focusing on their phones. Furthermore, factors influencing students' participation were students' personalities, instructors, classroom size, and peers' perception.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### A. Research Design

This research was designed based on the mixed research method. The research was aimed to provide a description and interpretation of factors influencing students' participation in EFL speaking classrooms and previous lecturers' strategies in encouraging students' participation. The researcher analyzed and interpreted the research data to provide comprehensive descriptions of factors influencing students' participation and lecturers' strategies to encourage students' participation. Creswell (2012) explained that the mixed method is the qualitative and quantitative combination or integration in a study. While qualitative research data is usually open-ended, quantitative research data is closed-ended. Furthermore, it is called mixed methods because it is believed that all methods contain weaknesses and bias. Therefore, the weakness and bias of the data are neutralized by both qualitative and quantitative methods.

#### B. Research Site and Participant

##### 1. Research Site

The study was carried out at the Department of English Language Education, Ar-Raniry State Islamic University.

## **2. Research Participant**

### **a. Population and Sample**

The population of this research was students studying English speaking skills at the English Language Department, State Islamic University of Ar-Raniry. According to Creswell (2012), a population is a group of people distinguishing themselves from other groups because of having a characteristic. The samples of the research were 10 students studying English speaking in the fifth semester. A smaller number of research participants selected is normal in qualitative research (Curry, Nembhard & Bradley, 2009). Curry et al. (2009) added that qualitative research explores and identifies a phenomenon in the largest scope. Therefore, selecting a smaller number of participants is suggested to interpret research data more comprehensively.

The researcher applied a purposive sampling technique to select the research samples. Cohen, Manion, & Morrison (2000) believed that the purposive sample techniques provide benefits for the researcher because research samples are selected based on certain criteria. In this research, the criteria for samples were the students learning English speaking skills in the fifth semester and had taken an English public speaking class.

## **C. Method of Data Collection**

### **1. Interview**

In this study, the researcher collected data using an interview instrument. The interview was semi-structured. The interview questions were firstly arranged based

on the adaptation and adoption from the relevant previous researches on this topic. The question could be followed with other questions to clarify unclear answers from research participants or to ask more detailed answers to provide comprehensive responses. The participants' answers or responses were recorded and written in the form of transcription.

## **2. Questionnaire**

The researcher used a questionnaire to collect research data. A questionnaire is a document including questions and other items set to ask for information applicable to be analyzed (Babbie, 1990, as cited in Acharya, 2010). The researcher applied a closed-ended questionnaire. The questionnaire was based on the Likert scale that includes strongly agree, agree, disagree, and strongly disagree. Acharya (2010) added that the Likert scale is opinion arrangements from totally negative opinions to extremely positive ones.

## **D. Methods of Analysis**

### **1. Interview**

The research participants' responses obtained from the interview instrument were analyzed using the thematic analysis technique. Braun & Clarke (2006, as cited in Zhafira, 2019) defined thematic analysis as a technique in identifying, analyzing, and reporting patterns and themes in the research data. In analyzing the data, the researcher applied the pseudonym technique. It is a technique that does not reveal the real names of research participants by changing their names into commonly used

names. Furthermore, Braun & Clarke (2006, as cited in Zhafira, 2019) added that analyzing data is done in six phases. First, the data should be firstly transcribed to familiarize with it. Second, the initial codes should be generated. Third, the researcher searches for themes. The fourth phase is to review the themes. The fifth is to define the themes and the sixth is to produce the report. The interview research data was interpreted in chapter 4 based on the themes.

## 2. Questionnaire

The research data obtained from the questionnaire was analyzed by counting the average of participants' responses in the form of percentages. The presentation of research data was presented in tables. The researcher used the following formula to count the average.

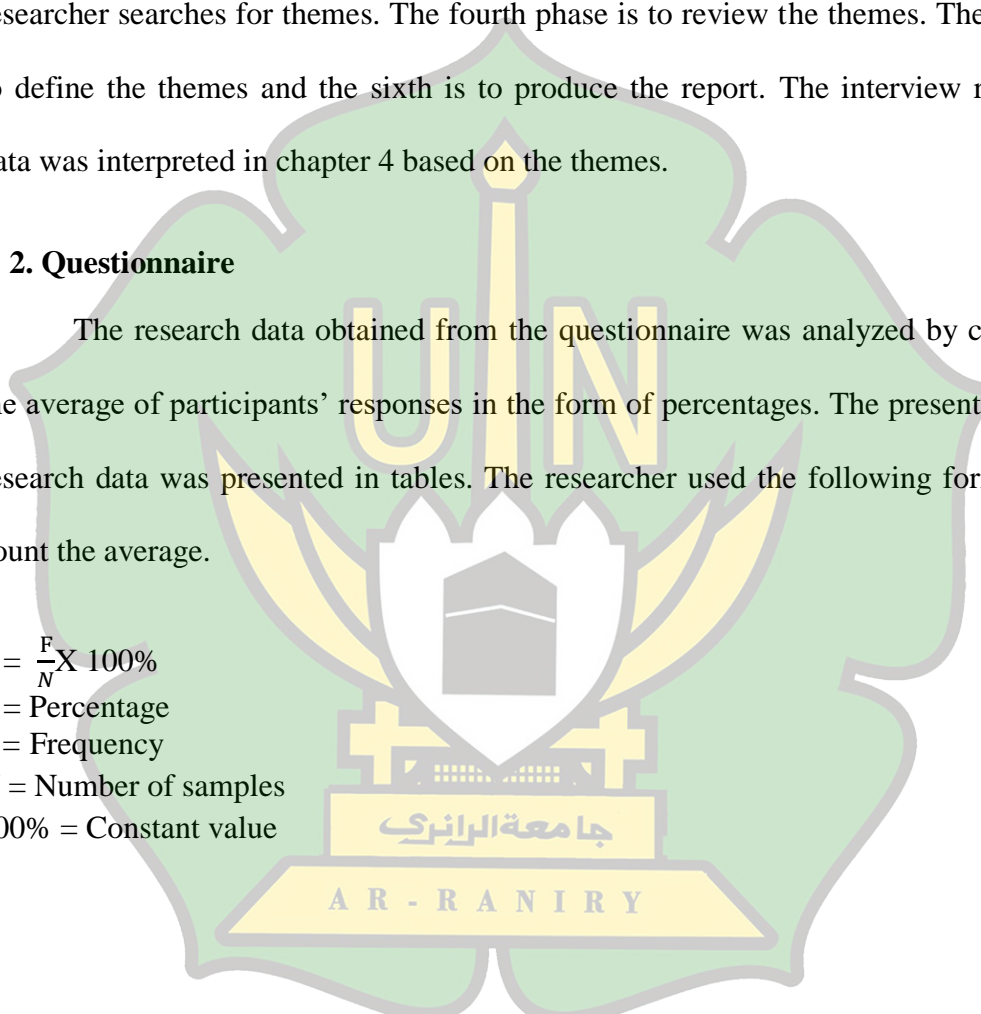
$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Number of samples

100% = Constant value



## CHAPTER 4

### FINDINGS AND DISCUSSION

In this chapter, the researcher presents data obtained from research participants. The research participants were asked about factors influencing their participation and teaching strategies applied to encourage them to participate in English speaking classroom activities.

#### 1. Research Findings

From interview and questionnaire research instruments, the researcher found the factors influencing students' participation and previous strategies that the lecturers applied in English speaking classroom activities. The factors were students' personalities and learning motivation, lecturers' personalities and teaching strategies, classmates' personalities and attitudes, and classroom sizes and learning time. Besides that, the previous teaching strategies applied by the lecturers were making group discussions, giving individual tasks, and applying the role-play method.

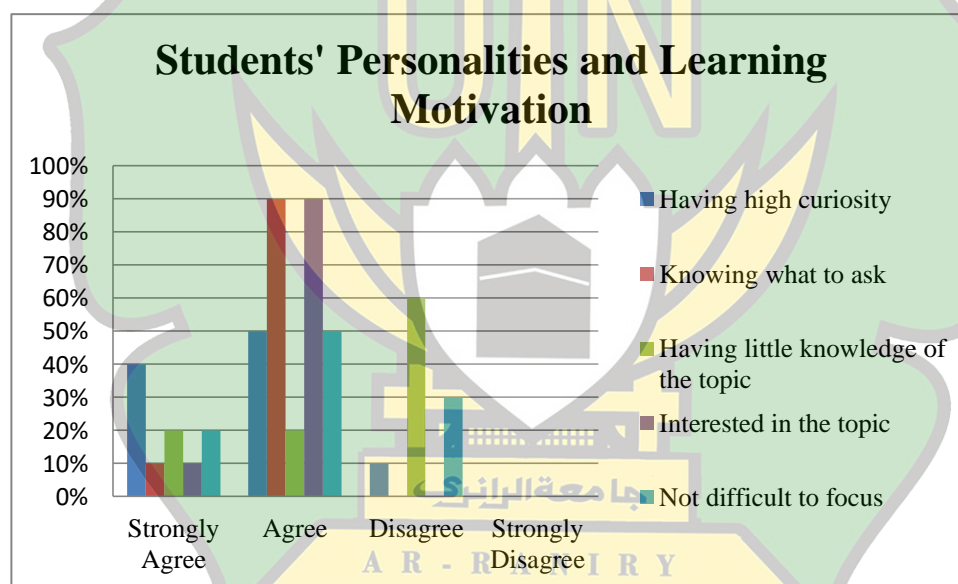
##### *A. The Results of Questionnaire*

After distributing questionnaire sheets to all research participants and getting responses, the researcher found some factors influencing students' participation in the English speaking classroom activities. The factors were students' personalities and learning motivation, lecturers' personalities and teaching strategies, classmates'

personalities and attitudes, and classroom sizes and learning time. Besides that, the researcher also obtained data about students' perceptions on the effectiveness of previous teaching strategies the lecturers applied to encourage students to actively participate in classroom activities.

### **1. Students' Personalities and Learning Motivation**

The learning motivation as well as personality contributes to affecting students' participation in English speaking classroom activities.



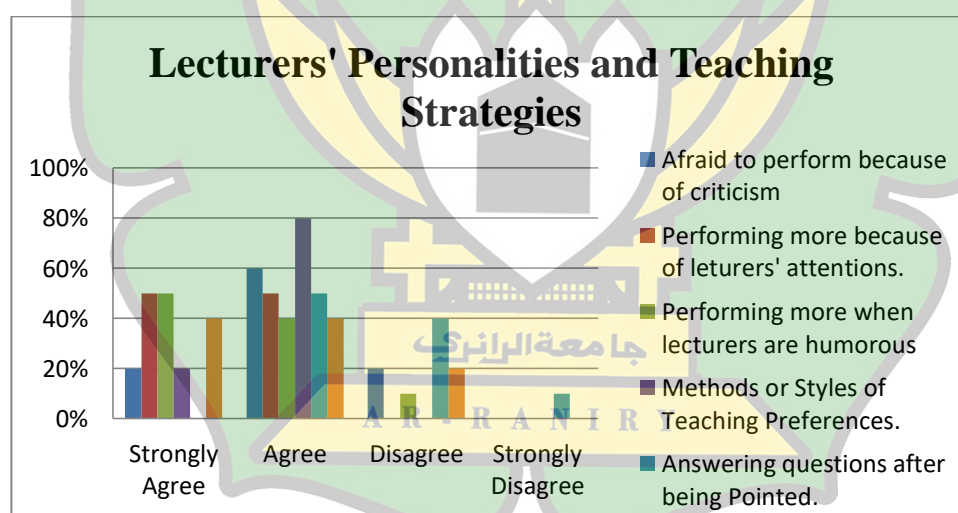
*Figure 4.1* Students' personalities and learning motivation.

The bar chart above shows that 40% of students strongly agreed that having high curiosity was influential to determine their participation in English speaking classroom activities. Moreover, 90% of research participants also agreed that the interest in the topic and having questions to ask were two main significant factors affecting their classroom participation. Furthermore, the chart also illustrates that

students' with high curiosity and having no difficulty focusing on learning subjects participated more actively. Those two statements were chosen by 50% of the participants. In contrast, 60% of the respondents disagreed that lack of knowledge on the topic affected their participation. Therefore, the researcher concluded that students' personalities and learning motivations were significant factors influencing students' classroom participation.

## ***2. Lecturers' Personalities and Teaching strategies***

The other factors that dominantly affected students' classroom participation were lecturers' personalities and teaching strategies.



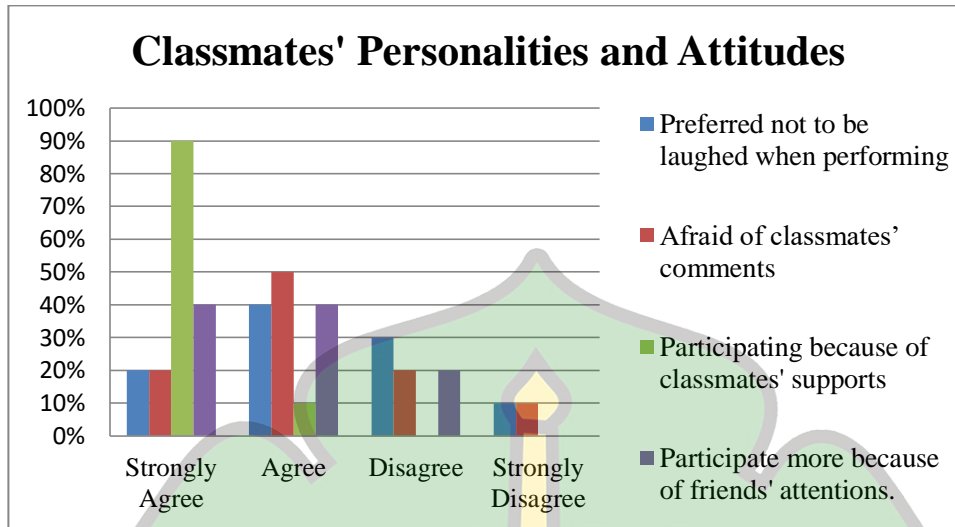
*Figure 4.2* Lecturers' personalities and teaching strategies

The figure shows the research participants' responses to the lecturers' personalities and teaching strategies. 50% of questionnaire respondents strongly agreed that both lecturers' attention and senses of humor influenced them whether or

not to participate more actively. Furthermore, 80% of the respondents agreed that the lecturers' preferences in applying teaching methods or styles influenced them to participate in classroom activities. Moreover, 60% of the respondents also agreed that the lecturers' criticism contributes to reducing their intention to actively participate. The reason was that they were afraid of being criticized. Besides that, 50% of the respondents agreed that they would participate if the lecturers ask them to take part by answering questions. Nevertheless, there were only 10% of the respondents strongly disagreed with that statement. The data above indicated that most of the students were too dependent on lecturers' personalities and teaching strategies to maintain their active participation in the classroom activities. Therefore, the conclusion was that the two factors were significantly influential in encouraging students' participation.

### ***3. Classmates' Personalities and Attitudes***

The next factors influencing the students' classroom participation were classmates' personalities and attitudes.



*Figure 4.3* Classmates' personalities and attitudes

The chart presents the research participants' responses to their classmates' influences on their participation. The majority of the students (90%) strongly agreed that their classmates' supports encouraged them to actively participate. Moreover, 40% of the respondents strongly agreed that their classmates' attentions affected their performances. However, 50% of them were afraid to receive comments on their performances. Consequently, they did not actively participate. Furthermore, it was only 10% of the respondents strongly disagreed that fear of being laughed at and commented on by their classmates was influential in shaping their participation in the classroom. From the data above, it was clear that classmates' personalities and attitudes influenced students' participation.

#### 4. Classroom Sizes and Learning Time

The other factors influencing students' participation were classroom sizes and learning times.

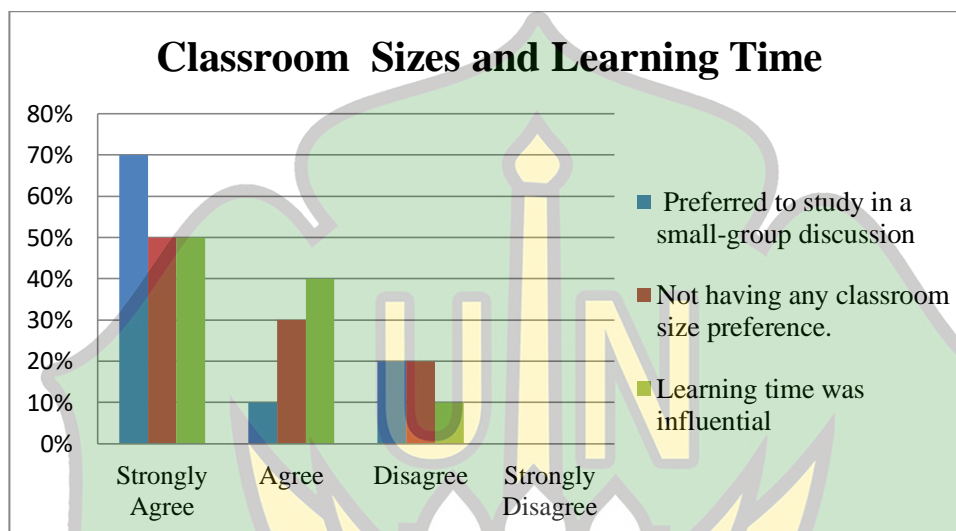


Figure 4.4 Classroom sizes and learning time

The figure presents data about the influences of classroom sizes and learning time. It can be seen that 70% of the respondents strongly agreed that they preferred to study in a small group discussion to be able to participate more actively. Besides that, 50% of them also strongly agreed that learning time is important so that the learning activities are not boring but interesting. Furthermore, none of them agreed that classroom sizes and learning time did not influence their participation in classroom activities. So it can be concluded that the two factors have considerable influences in shaping their active participation.

### 5. Lecturers' Previous Teaching Strategies

The next factors influencing students' participation were the lecturers' previous teaching strategies.

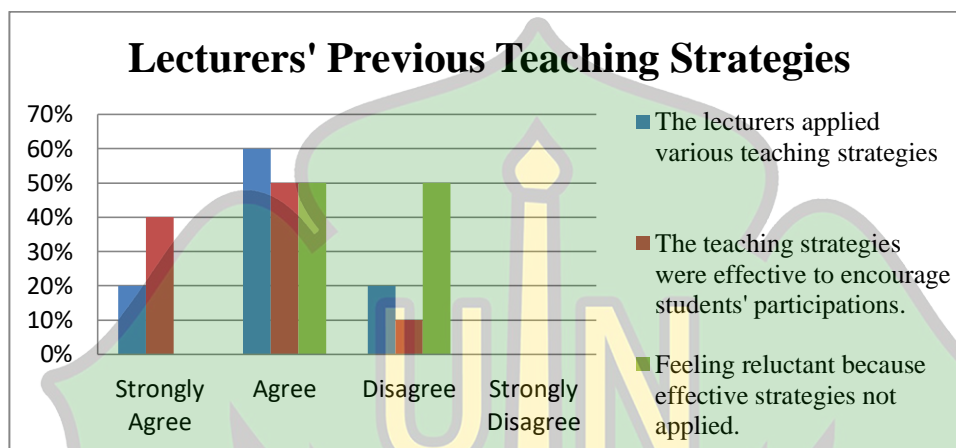


Figure 4.5 Lecturers' previous teaching strategies.

The figure shows that 40% of the respondents strongly agreed that the strategies applied by the lecturers were effective to encourage their participation in the learning process. Moreover, 60% of them agreed that their lecturers had applied various teaching strategies. However, 50% of the participants did not agree to feel reluctant to participate although their lecturers did not apply effective strategies to encourage their participation. It means that 50% of them kept participating in the classroom activities, no matter what strategies that their lecturers applied in teaching English speaking. So, the conclusion is that the lecturers had applied various and effective teaching strategies. On the other hand, whether the strategies applied were effective, the students tried to actively participate in the English speaking classroom activities.

## ***B. The Results of Interview***

The researcher found several factors influencing students to participate in the English language classroom. The factors were students' personalities and learning motivations, lecturers' personalities and teaching strategies, classmates' personalities and attitudes, and classroom sizes and learning time. Besides that, the researcher also obtained data about teaching strategies that the lecturers applied in English speaking classroom. The strategies were making group discussions, giving individual tasks, and applying the role-play method.

### ***a. Factors Influencing Students' Participation.***

#### ***1. Students' Personalities and Learning Motivations***

The first factor influencing students' to participate in the English speaking classroom was students' personalities and learning motivation. A research participant, Ahmad, said that the motivation to improve his English speaking ability encourages him to participate in English speaking classroom activities. He responded "I high motivation to participate in English classroom activities because I want to improve my speaking skills. So it encourages me to participate in the activities. For example, I like to ask something and give my opinions (0:18)". Besides the internal motivation, other participants also had external motivations. The second participant considered that she can build her English presentation habit because the English class is fun. Intan stated that "I like the English class. The English class is a fun class. I can get used to speaking in English in front of my classmates (0:18)". The other participant also expressed the same opinion. She answered:

An English class has many benefits and a variety of fun that I did not get in other classes. Because I like English and enjoy being in class and speaking English with my friends and lecturers so we can share knowledge, wisdom, and problem. I feel free to ask questions to my friends in the classroom (Aida, 0:18).

On the other, the other participant had a different view. She admitted that she was only motivated when the topic discussed was interesting. ask questions voluntarily if not pointed directly by the teachers.

In my opinion, I will participate in an English speaking class if I know the topic is interesting to me, and if I have a different perspective from others, I will give an opinion. However, if the topic is not interesting, I will prefer to listen to others' opinions (Iklima, 0:17).

## ***2. Lecturers' Personalities and Teaching Strategies***

All students acknowledged that lecturers had important roles in English speaking classroom activity. Intan conveyed that “In the speaking class, the lecturer is as a facilitator for students, to increase their motivations and self-confidence. So the students will be more active in speaking English and in giving their opinions (0:35)”. Similarly, Fitri also had a similar view on it. She responded that “the lecturer plays an important role in an English class because the lecturer helps students to be active in giving opinions, to have more confidence, and encourage them to speak English well (0:35)”.

Furthermore, Iklima thought that the lecturer should apply a student-centered teaching strategy to only direct students to perform well. She responded that “In my opinion, the lecturer in English speaking class is only as an instructor who gives the

direction to students. In English speaking class, the priority is students' performances, not the lecturer's performance (0:53)". The other participant added that the lecturer should be a supervisor to assess students' performances. She stated that "they (the lecturers) should supervise every student's performances (0:40)".

On the other hand, Lia had a different opinion about lecturers' roles. She thought that lecturers had more roles than only directing students' classroom activities. The lecturers are responsible for providing information to students and tell them how to do it. Besides that, the lecturers also should encourage students to use English in the classroom activities. She answered:

In my opinion, the role of lecturers in the speaking class is as a guide who provides information and examples in the speaking class and also as a person who continues to motivate students to get used to using English such as to use English in teaching and learning activities (Lia, 0:39).

### **3. *Classmates' Personalities and Attitudes***

Classmates also had significant influences on students during English speaking classroom activities. Lia confessed that she felt annoyed and disrespected if her friends laugh at her during the performance. However, she appreciated any comment or opinion from her friends. She said:

If my friends laugh at me when I am saying or doing something wrong, I will feel annoyed and of course, feel disrespected. However, if they comment on my opinions and everything I do, I will appreciate and accept the opinions that my friends give me (Lia, 01:47).

Lia added that she preferred to have a peer that she can discuss with, motivate each other, solve problems, and work together. She uttered that “I like a classmate who can discuss the learning material together and who can motivate each other to be more courageous, can be invited to work together and solve problems in learning (01:15)”. Likewise, Yuni had a similar perception. She felt embarrassed and inferior if being laugh at during her speaking performance and felt reluctant to participate because of that embarrassment. She replied that “Of course I will be embarrassed and inferior. I may be embarrassed to participate in the class (01:21)”. She wanted to have supporting friends to help her solve problems in learning. She added that “a type of classmates I like is the classmates supporting each other. Supporting friends will help us when we find something we don't know in learning (0:59)”.

On the contrary, Raudah viewed it differently. She preferred to be forced by her friends to speak English and found it difficult to speak English without encouragement from her friends. She answered that “thinking about classmates, I find it difficult to learn without encouragement from friends. I like to find friends who force me to speak English. For example that they always speak English whenever (1:20)”.

Furthermore, Iklima acknowledged that her peers had influenced to discourage her to speak English. If her friends laugh at her, she will be afraid to perform because of being afraid to make the same mistake. However, she can accept any correction from her friends. She responded:

If my friends laugh when I make a mistake while speaking in front of the class, I will finish my speech and for some reason, I will be afraid to perform in the class because I am afraid to make that mistake again. If they give comments in a good way, I will be very happy and will correct my mistakes for the next time (Iklima, 01:58).

Moreover, she preferred to have friends that respect others by not laughing at people when they are making mistakes. She said that “Talking about the friends, of course, I want to have friends who can respect other people. For example, if we make a mistake, they do not laugh at us, but tell it in a good way (1:29)”.

#### ***4. Classroom Sizes and Learning Time***

Classroom sizes and learning time also had influences on students' participation in English speaking classroom activities. A small group discussion was considered the best way, more focused, and effective to have a comprehensive discussion with classmates on a topic. Ahmad replied:

I prefer to study in a small group instead of in a large group. I think learning speaking in a small group is the best way to practice speaking because I can discuss everything closely with my friends and it makes speaking learning more focused and effective (Ahmad, 01:49).

Similarly, Fitri also stated that it was complicated for her to study in a large group. She thought that it was difficult for her to have a chance to give opinions. She answered that “In a small group because I do not like the large group. It is complicated for me. Sometimes the large group makes it difficult for me to get a chance to give my opinions (1:49)”. Moreover, Iklima also had a similar perception. She stated that the classroom size had a great influence. The large classroom with many students made her uncomfortable because the relationship distance between

each student was far compared to the small classroom with fewer people studying in it. She told:

The classroom size is very influential. The large room makes it awkward to perform in the class because the distance between one and another is so far. If the classroom is quite small, it is easier to stand in front of the class because there is no distance between each other (Iklima, 3:09)

Furthermore, Raudah also preferred to study in a small group. She said that she can focus and share her opinions more easily in it. I prefer to study in a small group, it will make it easier to focus more and share our opinions (2:09). Nevertheless, Aida had a different opinion, she viewed that many students participating in the classroom will provide more inputs. She replied that “In a large group. The more people, the more messages we get” (Aida, 2:28).

### ***b. Lecturers' Teaching Strategies***

#### ***1. Making Group Discussions***

The teaching strategy frequently applied by the lecturers was making group discussions. The strategy was to encourage students to participate in the classroom. One of the research participants, Lia, stated that “The strategy frequently applied by my lecturers to encourage me to participate was the group discussion with the learning materials previously studied by the students (4:15). The lecturers help students to find out some interesting topics, divided students into several groups, asked them to discuss the topics, and given a task to present the topics to other groups. Iklima replied that “The strategy used was to find an interesting topic.

Usually, the lecturer divided students into several groups. Each group had an interesting topic to discuss. After that, they presented to other groups (4:50).

Various topics were discussed in the groups. The discussions were sometimes about youth and social issues. The topics motivated students to perform English speaking in the classroom. If some of the students did not participate, the lecturers asked some questions to lead them to the topics of the discussion. Aida answered that:

On some occasions, the lecturer discussed some themes related to youth and society. I liked it when the lecturer asks me to present in the classroom. If there was any student who did not participate, the lecturer would ask questions to him or her until he or she participated (Aida, 4:10).

Furthermore, not only did the lecturers help the students to find interesting topics, but they also used bilingual language instructions. It was done to ensure that all of the students understood well about learning instructions that the lecturers provided. Intan said that “The lecturer also used bilingual language in the English speaking learning (Intan, 3:24). جامعة الرانيري

## **2. Giving Individual Speaking Tasks**

The second strategy was to give students individual speaking tasks. The lecturers applied the strategy by asking the students to make a video about activities explained using English or having English conversations with friends. Yuni stated that “The strategies were giving individual speaking activity, giving a task to make a

speaking activity video (3:30). Moreover, Raudah also said that “We made videos about explaining something or having conversations with friends (3:40).

### ***3. Applying Role-play Method***

The third strategy was applying the role-play method. One of the research participants admitted that the strategy helped her in speaking skill improvement. Besides that, the strategy was also beneficial in increasing her motivation to practice her speaking skills in the speaking class. Nurul replied that “The lecturer used the role-playing strategy. In my opinion, it helped me improve my skills and motivation to practice in the speaking class (3:00).

## **2. Discussion**

From interview and questionnaire research instruments, the researcher found the factors influencing students’ participation and previous strategies that the lecturers applied in English speaking classroom activities. The factors were students’ personalities and learning motivations, lecturers’ personalities and teaching strategies, classmates’ personalities and attitudes, and classroom sizes and learning time. Besides that, the previous teaching strategies applied by the lecturers were making group discussions, giving individual tasks, and applying the role-play method.

The findings of this research were in line with previous research results conducted on finding out factors influencing students’ participation in classroom learning activities. Abdullah, Bakar, & Mahbob (2012) also found some factors affecting students’ classroom participation. The factors were the students’

personality, classroom environment, teachers, and peers' perception. The students' with high curiosity in the subject learned to participate more actively. The active participation included the activities of enjoying reading, asking questions to teachers and friends, and preparing learning materials before coming to the class. On the other hand, the passive students had difficulties to focus on the subject taught, not enough learning interests, reluctant to ask questions, lack of self-confidence, and lack of knowledge.

The second factor was the classroom environment. Some introverted students' acknowledged that the small class size classroom influenced them in shaping their active participation while the extroverted students stated that the size was not the factor making them perform passively in the learning activities. The other factor was learning time. Some students preferred to study in the morning. The students were still energetic to study in the morning compared to studying in the afternoon. The students considered that learning in the morning was more effective than that in the afternoon. The third factor was the teachers' personalities and teaching strategies. The students preferred friendly teachers knowing students' personalities. Besides that, the teachers were easy to be approached, always showed a good mood, and did not criticize students. Furthermore, the students preferred to have teachers preparing teaching materials, making learning activities interesting, and encouraging the students to ask and answer questions in the question and answer session.

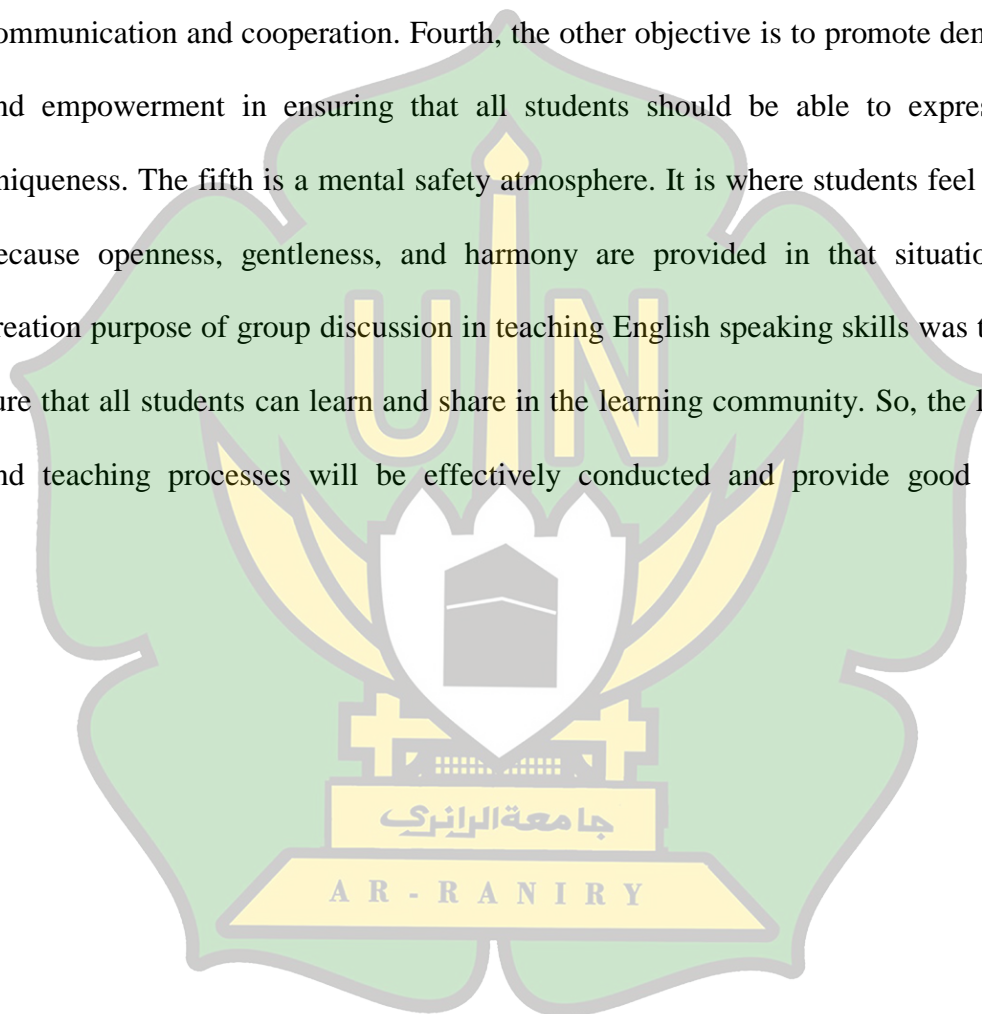
The fourth factor was the classmates' influences. Some students said that many students in the classroom were good for learning and teaching activities. In contrast, some students did not perceive their classmates' active participation in the classroom positively. Active participation was regarded as an action to show off. Some students perceiving negatively on their classmates' active participation felt marginalized and chose not to actively participate.

Moreover, the previous teaching strategies applied by the lecturers were making group discussions, giving individual tasks, and applying the role-play method. Qing-he (2016) believed that different teaching strategies can be used to teach different learning materials. The teachers are expected to apply various teaching strategies to avoid students being bored and exhausted. The application of the teaching strategies has to be based on several considerations. First, the teaching strategies should be emphasized in student-centeredness. Second, the principle of flexibility also important to be implemented to apply teaching methods flexibly, set time for unexpected situations in the classroom, and teach the most preferred subjects. So that, giving individual tasks and applying role-play were considered effective to promote student-centeredness activities.

Creating a learning community in the classroom is significant to provide a space for every student to learn together and have the same learning purposes. The learning community has five characteristics. First, through negotiating and discussing, the students have collective expectations and beliefs. Second, students are

tolerant of different thoughts, cultures, and ideas. The differences are not reasons to be intolerant. Moreover, the differences can be learning resources and references.

Third, the intended goal is to create a place for students to have interactive communication and cooperation. Fourth, the other objective is to promote democracy and empowerment in ensuring that all students should be able to express their uniqueness. The fifth is a mental safety atmosphere. It is where students feel relaxed because openness, gentleness, and harmony are provided in that situation. The creation purpose of group discussion in teaching English speaking skills was to make sure that all students can learn and share in the learning community. So, the learning and teaching processes will be effectively conducted and provide good results.



## **CHAPTER 5**

### **CONCLUSIONS AND SUGGESTIONS**

#### **1. Conclusion**

This study aimed to find out factors influencing students' participation in English speaking classroom activities and previous teaching strategies applied by lecturers to encourage the students to actively participate in the learning activities. The researcher found several factors that influenced students' participation. The factors were students' personalities, learning motivations, lecturers' personalities, teaching strategies, classmates' personalities and attitudes, classroom sizes, and learning time. Besides that, the previous teaching strategies applied by the lecturers to encourage students to actively participate in the learning activities were making group discussions, giving individual tasks, and applying the role-play method.

#### **2. Suggestions**

The researcher suggested that the other lecturers should consider the factors influencing students' participation in the English speaking classroom activities. Besides that, the teaching strategies should also be appropriate with the factors influencing students' participation to ensure active participation in the classroom. On the other hand, the researcher also admitted that many aspects needed to be improved in future studies related to this topic. It is suggested that further examination of factors influencing students' classroom and previous lecturers' teaching strategies should be more comprehensive by adding more research questions, instruments, and participants.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-670/UN.08/FTK/KP.07.6/01/2020**

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2019
- MEMUTUSKAN**
- Menetapkan** :  
**PERTAMA** : Menunjuk Saudara:
1. Drs. Ayyub AR, M. Ag  
2. Drs. Lukmanul Hakim, MA
- Sebagai Pembimbing Pertama  
Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : **Sardanil**  
NIM : **140203211**  
Program Studi : **Pendidikan Bahasa Inggris**  
Judul Skripsi : **Exploring Students' Participation in EFL Speaking Classroom**
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 24 Januari 2020  
An. Rektor  
Dekan,

  
**Muslim Razali**

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-12311/Un.08/FTK.1/TL.00/11/2020  
Lamp : -  
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,  
Ketua Prodi Pendidikan Bahasa Inggris

Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : SARDANIL / 140203211  
Semester/Jurusan : XIV / Pendidikan Bahasa Inggris  
Alamat sekarang : Darussalam Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Exploring Student participation in EFL Speaking Classroom*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 12 November 2020

an, Dekan  
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 12 November  
2021

Dr. M. Chalis, M.Ag.

جامعة الرانيري  
AR - RANIRY



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email pbi.ftk@ar-raniry.ac.id Website http://ar-raniry.ac.id

**SURAT KETERANGAN**

Nomor: B-448/Un.08/PBI/TL.00/12/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-12311/Un.08/FTK.I/TL.00/11/2020 tanggal 12 November 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Sardanil  
NIM : 140203211  
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

***Exploring Student Participation in EFL Speaking Classroom.***

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 11 Desember 2020

Ketua Prodi Pendidikan Bahasa Inggris,

  
**T. Zulfikar**

## INSTRUMENTS USED IN DATA COLLECTION

### 1. Questionnaire

Name:

Date:

Please mark chosen answer with an “x” under the phrase that best describes the extent to which you agree with the following statements

<b>Factors Influencing EFL Speaking Classroom Participation</b>	<b>Statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
	I have a high curiosity attitude that drives me to speak up in English speaking classroom activities				
	I know what to ask				
	I had little knowledge of the topic being taught or discussed in English speaking classroom activities				
	I am interested in the topic studied				
	I am not difficult to				

	focus on the learning process				
<b>Instructor</b>	I am not scared to volunteer and answer questions when the lecturer does not criticize				
	I explain more when I think my lecturer is listening to me				
	Lecturers with a sense of humor make me not fear to ask				
	Methods or styles of teaching motivated me to actively participate in English speaking classroom activities				
	I do not answer any question unless I am pointed by the instructor to answer a				

	question				
<b>Classmates</b>	I participate in English speaking classroom activities more when I feel that my classmates will listen to what I have to say.				
	I do not like my classmates laughing at me when I am answering and expressing opinions				
	I am afraid toward classmates' comments on my answer or opinion				
	Classmates' supports motivated me to participate actively in English speaking classroom activities				
	I prefer to participate in a small-group discussion				
	I am not so concerned with the size of the classroom, I will ask				

<b>Environment</b>	a question to get more information				
	Learning time in the class influence me to actively participate in English speaking classroom activities				
	Peers' supports motivated me to participate actively in English speaking classroom activities				

<b>Category</b>	<b>Statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Lecturers'</b>	The lecturer applied various teaching strategies in English speaking classroom activities				
	The teaching strategies were				

<b>Teaching Strategies</b>	effective in encouraging me to actively participate in English speaking classroom activities				
	I felt reluctant to participate because the lecturer did not apply appropriate teaching strategies in English speaking classroom activities				

Adapted from: Zhafira, N. (2019). *Exploring factors that encourage students' participation in EFL classroom*. (Undergraduate Thesis, Faculty of Education and Teacher Training Ar-Raniry State Islamic University, Indonesia). Retrieved from <http://repository.ar-raniry.ac.id/id/eprint/6594/>.

## 2. Interview

1. What are the factors influencing students' participation in English speaking classroom activities?

Follow-up questions:

- What encourage you to participate in English speaking classroom activities?
- Do you think the lecturer plays an important role during the speaking learning process, why?
- What kind of classmates that you like when you are English speaking classroom activities?

- d. How do you feel when your classmates laugh or comment on your opinion?
- e. Do you prefer to study in a small group or a large group?
- f. Do the size of the classroom and lecture time affect you to participate in English-speaking classroom activities?

2. What were lecturers' previous strategies to encourage students' participation in English speaking classroom activities?

Follow-up questions:

- a. Do you think that the lecturer had applied effective strategies to encourage you to participate in English speaking classroom activities?
- b. What teaching strategies do you think will be appropriate applied in encouraging you to participate in English speaking classroom activities?  
Why?

Adapted from: Zhafira, N. (2019). *Exploring factors that encourage students' participation in EFL classroom*. (Undergraduate Thesis, Faculty of Education and Teacher Training Ar-Raniry State Islamic University, Indonesia). Retrieved from <http://repository.ar-raniry.ac.id/id/eprint/6594/>.

