# Exploring Factors that Encourage Students' Participation in EFL Classroom

**THESIS**



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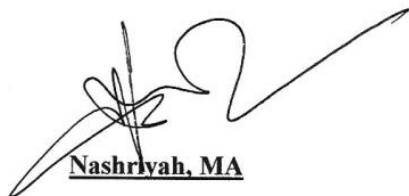
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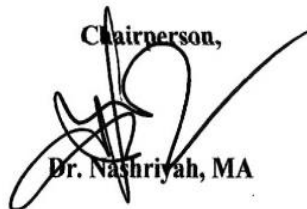Nashriyah, MA                          Husnul Khatimah S.Pd.I., M.Pd

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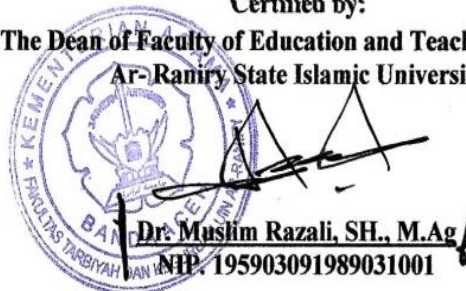Dr. Nashriyah, MA

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## SURAT PERNYATAAN

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# ABSTRACT

This study aimed to explore factors that encourage students to participate in the class. There two research questions were set to lead the study (1) what are the forms of students' participation in the class (2) what are the factors that influenced students' participation in the class. The study conducted at English Language Education Department of Ar-raniry State Islamic University in 2018/2019 academic year. The participants were English students who taking CCU subject. The two classes with different lecturers were selected randomly for collecting data on observation and questionnaire. While for the interview, the researcher took the participants purposively by choosing an active and a passive student from two classes as the sample. The research design of this study was quantitative and qualitative. The study was identified through observation, questionnaire and semi-structured interview. The findings of the study revealed that some forms of students' participation were giving the opinion, asking the question, explaining, listening and focusing on their phone. Besides, the researcher also found the factors that influenced the students to participate such as personality of students, the instructor factor, the size of classroom, and the perception of peers.

**Keywords**: *Active Participation, Passive Participation, Forms of students' participation, Factor.*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Finally, I believed that this thesis was not perfect and need to be criticized in order to be useful especially for the Department of English Language Education of UIN Ar-Raniry.

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Nisrina Zhafira

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# CHAPTER I

# INTRODUCTION

## A. Background of Study

Classroom is a place where the learning process occurs, both lecturers and learners are the main actors during learning in the class. Lecturers have the responsibilities to teach, guide, motivate, facilitate and mold learners to become a useful, caliber and competent persons. On the other hand, learners should absorb, seek and apply the skill and knowledge shared in the classroom or other learning activities (Abdullah, Abu Bakar, & Mahbob, 2012). Mukkalel (1998, as cited in Abebe & Deneke, 2008 ) stated that interaction is a stimulus responsive situation with some degrees of verbal or non-verbal exchange that would result in positive or negative feeling in the individuals who function as the agents of interaction. When the teachers and the students interact with each other, it can create a conducive classroom environment. This type of classroom environment will stimulate learning and make both the instructor and students feel satisfied, which eventually leads to the effective learning process (Abdullah et al., 2012).

In fact, many students did not actively participate in the class. Based on the researcher's experience taking subjects with lecturers, many students just said yes and shock off their head when they were asked whether they understood their teachers' explanation. On another occasion, when the teacher asked the students to give their opinion, only some of them responded. A research was done by Lim

(2003, as cited in Devi & Simanjalam, 2008) on EFL, students tended to be quiet and just wait for the knowledge transferred from the teacher. They tended to believe that a teacher is a person who knows everything. Cortazzi and Jin (1996, as cited in Abebe & Deneke, 2008) reported that Asian learners often seem passive and reticent in language classrooms, students often did not respond to teachers' questions and they did not volunteer to answer or initiated the questions. Teachers also recognize the fact that students will not produce answers unless they are called on. It wa not surprising to find out that students often knew the answers, but just did not want to volunteer to say them. Another study found that most students remain silent in class, and only a small proportion of them actually participate (Fritschner, 2000 as cited in Abebe & Deneke, 2008).

Some studies that are related to factors that influence students' participation had been carried out. Abdullah et al. (2012) examined what motivate students to speak up, the study found that the size of a classroom, personalities of the instructor and the perception of peers influenced the students to speak up in class, this study identified through a five weeks observation on three classrooms at the Faculty of Social Science and Humanities. Mustapha, Abd Rahman, & Yunus (2010) investigated factors influencing classroom participation, the results strongly endorse that lecturer traits and classmate traits play significant roles in promoting student participation.

Based on the phenomenon above and the result of previous experience of the researcher, the phenomenon was also found in Ar-raniry State Islamic University. I thought this phenomenon was needed to be investigated because

only a few studies have attempted to discover the reasons why some students do not participate in the local context. Therefore, the researcher wanted to investigate students' participation at English Department of Ar-raniry State Islamic University Banda Aceh and explored the factors that influenced them to speak up.

## B. Research Questions

Based on the explanation from the background of this study, the researcher intended to do this research to find out the answer to the following question:

1. What are the forms of students' participation in the class?
2. What are the factors that influenced students' participation in the class?

## C. The Aims of the Study

The aims of this study are

1. To identify the forms of students' participation in the class.
2. To explore the factors of students' participation in the class.

## D. Significance of Study

The finding would serve as a guide to teachers and learners regarding the factors that influenced students' participation in the class. Knowing the factors, the lecturers can find the solution to encourage them actively participate. It was

beneficial for the lecturers in managing their classroom. Besides, the lecturers could create a fun atmosphere in the class to encourage their comfort and interest to learn.

## E. Terminologies

The researcher considered that it was necessary to clarify some terms which were used in this thesis to avoid misinterpretation, the terms used as follow :

1. Active participation

Active is doing things that require physical movement and energy (Merriam-Webster, 2017). While participation usually means students speaking in the classroom such as answering teacher's or other students' questions, asking questions to get the better explanation and clarification, making comments and joining in a discussion by sharing their opinions (lee, 2005 as cited in Devi & Simanjalam, 2008). An active participation has the characteristic such as initiated interaction whenever appropriate, natural desire to participate, spontaneous, enjoy contributing to class discussion, and be able to defend own ideas (Mustapha & Abd Rahman, 2011).

In another study, students' behaviors that are indicated as being active are asking a question, giving an opinion and involving in a topic discussion (Abdullah, et al, 2012). The researcher concerned these behaviors to indicate the active students in the class.

2. Passive participation

According to Merriam-Webster (2017), passive is used to describe someone who accepts what other people do or decide without trying to change anything. A passive participation has the characteristic rarely participate, inactive, no initiative to participate (Mustapha & Suryani, 2011).

While another finding described passive students' behaviors such as sitting quietly, writing, listening, using a laptop, using SMS and pretending to read (Abdullah et al, 2012). The researcher concerned these behaviors to indicate the passive students in the class.

3. Factor

A factor is one of the things that cause something to happen (Merriam-Webster, 2017). In this study, the researcher investigated some factors that influenced the students to speak up they were personality factor, environmental factor, the influence of instructor and the influence of classmates.

# CHAPTER II

# LITERATURE REVIEW

## A. Students' Participation

Student is a person who attends a school, college, or university; a person who studies something (Merriam-Webster, 2017). While participation means students' behavior such as answering teacher's or other students' questions, asking questions, making comments and sharing their opinion in a discussion (lee, 2005 as cited in Devi & Simanjalam, 2008).

A number of studies have shown that students' participation plays an important role in EFL / ESL settings because of three reasons, as follows; (1) it can help learners in developing their language acquisition, (2) it facilitates students' interest, motivation, learning, and academic performance (3) it can foster student cognitive development based on sociocultural theory which states that children develop their cognitive skills when they are involved in activities with their peers or adults (Permatasari, 2016, p. 551).

The importance of learner participation was also stressed by Jackson (2002, as cited in Abebe & Deneke, 2015) who declared that participation hand over the setting in which students can construct the identities as members of the classroom. Liu (2005, as cited in Hamouda, 2013) also stated that students who usually participate actively tend to have better academic achievement compared to students who participate passively

**B.  Forms of Participation**

According to Liu (2001, as cited in Abdullah et al., 2012), there are four forms of student involvement in the classroom, as mentioned below :

1.  In full integration, students engaged actively in the class discussion, they know what they want to say and what they should not to say. Usually, their participation in the class is spontaneous, appropriate, and occurs naturally (Zainal Abidin, 2007, as cited in Abdullah et al., 2012).

2. Participation in the circumstances, occurs when students affected by some factors such as socio-cultural, cognitive, affective, and linguistic or the environment. These factors often lead the students to participate. In this form, the students usually  think carefully about when the appropriate time for them to speak or give their opinion. Besides, They also show the reaction carefully to each discussion topic that they think is more difficult for them (Zainal Abidin, 2007, as cited in Abdullah et al., 2012).

3. In marginal interaction, the students less to speak out in the classroom, but more as listeners. They prefer to listen and take notes than involved in the classroom discussion (Zainal Abidin, 2007, as cited in Abdullah et al., 2012).

4. Lastly, in silent observation, the students tend to avoid oral participation in the classroom. They accept whatever topic being discuss in the classroom. Usually the students use various strategies, such as tape-recording, taking notes or group discussions after learning to help them to understand what

has been discussed in the classroom (Zainal Abidin, 2007, as cited in Abdullah et al., 2012).

In general, student participation in the classroom divided in two communication behaviors, that is verbal and nonverbal. Verbal or oral participation refers to behaviors including giving opinions, answering, asking questions or comments, and taking part in the classroom discussions. In contrast, nonverbal participation refers to behavioral responses during the class, including head nodding, raised hands, body movements and eye contact (Zainal Abidin, 2007, as cited in Abdullah et al., 2012).

C. **Types of Class Participation**

1. Initiate-Respond-Evaluate

As described by Cazden (1988, as cited in Jones, 2008), in the type of Initiate-Respond-Evaluate, the instructor initiates discussion by posing a question. After that, the students respond to the question. Last, the instructor evaluates or comments to indicate whether the students' answer is in the right direction or not (e.g., "Good, Shauna," or "Can anyone help Jon out?").

2. Cold-Calling

Bean and Peterson (1998, as cited in Jones, 2008) stated that cold-calling involves calling on students randomly to answer a question given by the instructor. Usually, this type called on the students whose hands were not raised. A serious limitation of cold-calling is that the lecturers have to balance

the number of targetted students against how much time is spent listening to their answers.

3. Open and Unstructured Talking

With open and unstructured talking, the instructor tosses out a deeper and waits for a student to respond thoughtfully. The energic class sessions are often characterized by this kind of thoughtful interplay between professor and students (Jones, 2008).

4. Stimulated Discussion

Sometimes students are not doing any thinking in the class such as thingking of their own problem and they are not in the direction that the teachers were hoping (Jones, 2008). There are simple ways to stimulate the thinking that informs and fills classroom discourse, examples include the following:

a. Note Cards

The students write a question or a reaction to what they are reading in the assigned passages.

b. Sticky Notes

Students can note the questions, compose summaries of key ideas, tease out the meaning of significant vocabularies, agree or disagree with the author's thesis, and note connections to concepts or experiences outside the text.

c.  Three-Column Notes.

Based on an idea from Santa, Havens, and Maycumber (1996, as cited in Jones, 2008), students might elaborate on their Cornell/two-column notes to three columns: the left column would be for main ideas or the key questions, the middle column is for notes from the reading, and the right column is reserved for what can be added during class discussion. Three-column notes help to make the connection of readings beforehand to the class discussion more likely and clearer.

d.  Writing Prompt.

The students are asked to write for three to five minutes after the teacher give an issue. It will bring their thoughts to their brain's front burner and records them on paper for reference in the discussion that follows.

e.  Brainstorming.

Students list associated ideas that are grounded in the reading or based on their thought about larger meanings. The brainstorming can be loosely structured, or the instructor may use a brainstorming strategy such as ABC Brainstorm, where students can list some words or phrases associated with the topic.

f.   Structured Discussion

Structured discussion support the students in participating in the class discussion, however, the lecturer might draw on some easy techniques to increase the chance of productive conversation. Frank Lyman's Think-

Pair-Share is the example of structured discussion. First, the lecturer poses a question and students are given a minute just to think about it. Then, they pair up to compare and share their answers. Finally, the professor can call on different pairs to share their combined ideas.

**D.  The Benefits of Participation**

The importance of participating in class has the strong evidence. Participation is a good technique involving students actively in the educational process, it can bring a positive energy to the classroom. Students who participate also show development in their communication skills, group interactions, and functioning in a democratic society. According to Mahdikhani et al. (2016) there are some benefits of getting students to participate in the classroom:

1.  Participation adds interest

It's hard to maintain students' attention when all they hear is the professor talking. participation helps the students to hear another voice as well as an answer or another point of view.

2.  Participation engages students

A good question can pique the students' interest, make them wonder why, get them to think, and motivate them to make connections with the content. This benefit is magnified when teachers play a bit with the question, when they repeat it, write it on the board, and don't call on the first hand they see.

3. Participation provides the teacher feedback

Lecturers can see the extent of the students' understanding when they try to answer or explain,  The lecturers can correct (or help the students correct) what the students haven't got right or don't see quite clearly.

4. Participation provides the students' feedback

The lecturers are letting students know something about the importance of certain ideas and information when they ask questions or otherwise seek student input over a topic,

5. Participation can be used to promote preparation

If an instructor regularly calls on students and asks questions about assigned reading or what is in their notes from the previous class session, the students will prepare before coming to the class.

6. Participation encourages dialogue among and between students

Students can be asked to comment on what another student has said. A question can be asked and students can be invited to discuss possible answers with each other before the public discussion.

7. Participation can be used to develop important speaking skills

In many professional contexts, people need to be able to speak up in a group or public. They need to offer information, ask questions, or argue for a different solution. People don't learn to speak up in a group by reading about how to do it, it is one of those skills best developed with practice and it is one of those skills that develop better with feedback. Thus, participation can used to teach students this public communication skill.

In addition, De Vita (2000, as cited in Murray, 2018, p. 3) also stated that participation: (1) encourages students to engage in a valuable cognitive process whereby they crystallize ideas and articulate their own thoughts (2) helps to improve students' listening skill (3) helps students to develop higher-order analysis and evaluation skill by creating a space for the exchange of ideas (4) provides an education in cultural diversity and how to turn cultural difference in the classroom into a positive experience for all.

## E.  Factors that Encourage Students' Participation

Based on the study from Abdullah et al. (2012). There were some factors that influenced students to participate in the class as given below:

1.  Personality factor

The active students mentioned the personalities such as like to read, like to ask friends or instructors, prepared before entering the class and have a high curiosity attitude drives them to speak up in the classroom. Rahil et al. (2006, Abdullah et al., 2012) reported that a high degree of self-efficacy will increase confidence level and motivate them to speak up in the classroom.

To be opposite to the active students, the characteristics of passive students were that afraid to ask question and fear of getting scolded by the instructor. They were also not confident with themselves and just sit and listen. In addition, they were difficult to focus in class, did not have interest in learning, and the topic studied, ashamed to ask, and have little knowledge about the topic. Students preferred to ask the lecturer personally or did some

reference from the Internet if they did not understand or wanted to seek more information. This showed that the characteristics of low self-efficacy caused them to be passive in the classroom.

2. Environmental factor

Active students had different views toward the influence of class size. Some students concerned about size and choose a small size as a conducive environment for learning. They felt not ashamed to ask and instructors are able to focus more on the students. However, there some active students who were not so concerned with the size because big or small, they would ask questions to get more information. For passive students, they were comfortable with a small class. This could be related to their introvert personality. They did not like to be in big audiences and difficult to assimilate themselves with bigger crowd compared to active students. Lecture time also important and can influence participation. Students who attend classes in the evening usually feel tired and this may reduce their interest to actively involved in the classroom.

3. The influence of instructor in the classroom

The students agreed that instructors play a major factor in any classrooms. Positive traits of instructors and the method or style of teaching employed are important to motivate students to speak up. An instructor's traits that favored by students are friendly, know each student well, do not criticize the students,

always show a positive trait, and approachable. With these traits, students do not feel afraid to speak up in class.

4. The influence of classmates or peers

Classmates may also influence the learning process. Fassinger (1995, as cited in Abdullah et al., 2012) refers to peers as a class trait and categorized them into two, firstly interaction norms that are pressure from peers not to speak, pressure to give comments brief, peer discouragement of controversial opinions, peers' attention, and peers' lack of respect. Secondly, emotional climate that are friendships, students' support of each other, and students' cooperation.

## F. EFL Classroom

English as a Foreign Language, or EFL, refers to learning and using English as an additional language in a non-English speaking country. EFL materials tend to be written for learners either studying English in their own country or on a short course in an English-speaking country (British Council, 2008). Nordquist (2017) defined the EFL as a traditional term who study English Language in countries where English is generally not a local medium of communication. For instance at English Language Education Department of Ar-raniry State Islamic University, both lecturers and students perform the pedagogical process in English Language.

## G. Relevant Studies

There were some studies about participation that discussed and relevant to this research, for instance, the way of their participation, factors that influenced students to participate, level of participation, form of participation, and pattern of student participation. Here, the researcher attempted to discuss previous studies that are related to this study.

First of all there was a study from Dallimore et al. (2014), their study concerned on classroom participation and discussion effectiveness. They used a questionnaire to identify what enhanced the quality of participation and the effectiveness of discussion in the class. The analysis of this study indicated that students responses clustered in several areas: (1) required/graded participation, (2) incorporating ideas and experiences, (3) active facilitation, (4) asking effective questions, (5) supportive classroom environment, and (6) affirming contributions/constructive feedback.

Secondly, a research was done by Mahdikhani et al. (2016). This paper aims to reveal the importance of student participation in classroom discussions and also bring some reasons about why students did or did not participate in the class. The result found that the ideal class discussion was important for the succes of the class in which all students were participating, learning, listening to others' ideas, comments, and asking questions.

Then, a study by Zacharias (2014), which discussed how teacher talk contributes to student classroom participation patterns. Data collected through 85 student narratives written. From the data, the factors related to teacher talk cited as

contributing to student classroom participation were style of teachers in lecturing , teachers' lack of modified input, unfavorable past teacher feedback and teachers' pedagogical stories. The study showed that the critical role of teacher talk can shape student classroom participation patterns.

If the study in paragraph above focused on one factor such as a teacher contribution, next the researcher attempted to give some studies that investigating some factors that encourage student participation. A study done by Hamouda (2012) explored causes of students' reluctance to participate in the english language classroom. The research findings indicated that a number of students were reluctant to respond to the teacher and remained silent in oral English language classrooms due to many causes for instance low English proficiency, fear of speaking in front of others, negative evaluation, shyness, lack of confidence and preparation, and fear of making mistakes. The study also found some strategies used by students to participate in the class such as rehearsing what they say and preparing the ideas and questions.

Abebe and Deneke (2015) also explored the factors influnced students participation, the paper examined the causes of students' limited participation in the EFL classrooms in Ethiopian universities. The researchers conducted a survey study by developing questionnaires and administered classroom observation in EFL settings. The study found that different factors like learners related, teachers teaching methods, physical environmental and others limited students' participation in the classroom.

Then, a study by Mustapha et al. (2010) who explored common factors that encourage and discourage students' classroom participation. In-depth interview and observation were used in this study. The result of this study found that factors that encourage students are lecturer traits, positive classmates, engaging class, conducive physical setting. While factors that discourage are negative classmates, negative lecturer traits, and non-conducive physical setting.

Another study is from Nor & Choo (2010) which conducted to identify the second language learners' perceptions of their classroom participation, examined factors influencing the learners' classroom participation, and also explored the lecturers' perceptions of the second language learners' participation in the classrooms. The data for this study were obtained through questionnaire, observation, and interview. The findings of this study showed that a majority of the learners were passive in classroom participation. This study also indicated the key factors restricting a majority of the learners' participation, which are students' fear of the lecturers' criticism towards their responses, anxiety, reluctance to criticize their peers' opinions, fear of the lecturers' possibility of asking for elaboration, learning strategies, and the lecturers' teaching practices and personality.

Among of the studies exploring factors that encourage students participation in the class, there were two studies from Abdullah et al. (2012) that the researcher used as the base to write this paper. The first study is "Student's participation in the classroom: What motivates them to speak up?." This finding concerned that there were four factors that motivates students to participate; 1)

personal factors, 2) the influence of instructor, 3) the influence of classmates, and 4) enviromental factor. The second is Abdullah's study with the title "The dynamics of student participation in classroom: observation on level and forms of participation". The study employed an observation to identify the forms and level of participation and subsequently to identify the students in terms of active or passive participation in classroom for focus group discussion. This study indicated the forms participation of active students are asking question, giving opinion, and involving on the topic while the forms participation of passive students such as sit quietly, pretend to read, using laptop, using SMS, listening.

The reason that make my research differed from the study of Abdullah et al. was technique of data collection. In the first and the second study, they used observation and FGD in collecting the data. While my paper collected the data administered from three technique were observation, questionnaire, and interview.

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Brief Description of Research Location

This study took place at Department of English Language Education of Ar-Raniry State Islamic University. The university was established on October 5th, 1963. It is located in Ar-Raniry street, Kopelma Darussalam-Banda Aceh. The status of this Islamic University changed on October 1 st in 2013 from IAIN Ar-Raniry. The university which is headed by Prof. Dr. H. Warul Walidin AK. MA., as the rector, has nine faculties. Among the faculties is Faculty of Education and Teacher Training that concentrates on producing Islamic oriented graduates who are professional in their field and able to apply their knowledge in various educational institutions. The faculty consists of several departments under its authorithy; one of them is Department of English Language Education where exactly this study was conducted, as one of the departments of the Faculty of Education and Teacher Training at UIN Ar-raniry, the Department of English Language Education (PBI) has the objective to educate and prepare its undergraduate students to be educational experts and professional teachers especially for future English teacher.

There are many courses in Department of English Language Education (PBI), one of them is Cross-Cultural Understanding course that was particularly selected to be the representation of the sample of this study. The researcher

decided to take Cross-Cultural Understanding class as the sample because during the learning process presentation were often assigned as the task.

## B. Research Design

This research was designed by using quantitative and qualitative design because the focus of the study was to determine factors that influenced students' participation in the class. Creswell (2008, as cited in Sugiyono, 2012) stated that mixed method research is an approach to inquiry that combines or associated both qualitative and quantitative forms of research. Then, he said that a mixed methods design is useful when either the quantitative or qualitative approach by itself is inadequate to best understand a research problem or the strengths of both quantitative and qualitative research. In addition, Tashakkori & Creswell in Donna M. Mertens (2010, as cited in Sugiyono, 2012) defined mixed method as a research in which the investigator collects and analyzes data, integrates the findings and draws inference using both qualitative and quantitative approaches or methods in a single study. Hence, mixed methods can refer to the use of both qualitative and quantitative methods to answer the research question in a single study (Sugiyono, 2012)

**C. Research Subject**

The population of this research was $8^{th}$ semester students in academic year 2018/2019 of Department of English Language Education at Ar-Raniry State Islamic University.  Between this target population, the researcher took the English students who were taking Cross-Cultural Understanding subject as a sample, two classes with different lecturers were selected randomly for collecting data on observation and questionnaire. While for the interview, the researcher selected the participants purposively by choosing active and passive students from two classes as the sample based on the questionnaire. Maxwel (1996, as cited in Taherdoost, 2016) reported that purposive sampling is a strategy in which particular settings, persons, or events are selected deliberately in order to provide important information that cannot be obtained from other choices.

**D. Techniques of Data Collection**

To accomplish the aims of this research, the data were collected through observation, questionnaires, and interview. The techniques used in this research would be described in detail as follow:

1. Observation

The main technique of this study was observation, which means monitoring and recording data or information which appears in the object of research systematically (Arif & Suwarto, 2007). The researcher used non-

participant observation as a technique of collecting the data. In non-participant observation, the researcher not participated in group activity and only as an independent observer (Sugiyono, 2010). The researcher observed the students, the teacher and the situation of the classroom to identify the forms of students' participation in the learning activities and to examine the factors that influenced them to participate in the class.

2. Questionnaire

The second technique in this study was the questionnaire. In the words of Brown (2001, as cited in Mackey and Gass, 2015), the questionnaire can be defined as a written instrument which gives a sequence of questions or statements to the provided answer. The questionnaire was designed to help the researcher explore factors that influenced students to participate. A close-ended question was applied to gain the needed data, it was given in Likert scale which consist of four options; strongly agree, agree, disagree and strongly disagree. Likert scale is used to measure behavior, opinion, and perception of social phenomenon (Sugiyono, 2010).

3. Interview

The last technique was the interview. Cohen et al (2007, as cited in Alshenqeeti, 2014) defined that interview is a valuable method for exploring the construction and negotiation of meanings in a natural setting. The researcher used a semi-structured interview that was applied based on students' answer from the questionnaires. It was used to add deeper

information about the factors that affected them. In this section, the researcher chose active students and passive students from both classes to know the reason behind their action to participate.

### E. Techniques of Data Analysis

The researcher employed a triangulation technique which included observation, questionnaire, and interview. Mackey and Gass (2005) give the definition of triangulation as applying various methods to study a certain phenomenon.

1. Observation

Data from observation were analyzed qualitatively by using descriptive analysis including every activity that happened in the class. The researcher attempted to note some factors that were observed during collecting data such as how the environment of the classroom, instructional method, and how the students act in the class. Furthermore, in analyzing the forms of students' participation, the researcher look at video recording and read on the observation sheet. Then, the result of observation describe narratively.

2. Questionnaire

To analyze the data obtained from the questionnaire, the researcher analyzed by counting the average of answer based on scoring in each answer from respondents. Then, the finding of the questionnaire was presented in

percentage and displayed it in a table. The scoring data would be presented by using the following formula.

$$P = \frac{F}{N} \text{ X } 100\%$$

P = Percentage

F = Frequency

N = Number of sample

100% = Constant value

3. Interview

In analyzing the interview, the writer used a thematic analysis approach. Thematic analysis is a method to identify, analyze, and report the patterns or themes within data (Braun & Clarke, 2006). According to Braun & Clarke, there are six phases of analysis;(1) familiarising the data by transcribing it, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining the themes, (6) producing the report. Later, the findings of the interview were interpreted based on some common categories of words or utterances into the result statement that follows in ChapterIV.

**CHAPTER IV**

**FINDINGS AND DISCUSSION**

A.  **Finding**

1.  **Result of the Observation**

The researcher observed two classes of Cross-Cultural Understanding (CCU) subject. During the observation, a protocol observation sheet was used to help the researcher in noting the atmosphere of the class, the method that used by lecturers, and the way of students to participate.

Firstly, the researcher observed the CCU class that started at 4:20 p.m on Thursday. The arrangement of seating used the "U-shaped" model. In the class, the instructor used a discussion method. The instructor explained while using a whiteboard media. During the learning process, the lecturer often pointed out and attracted the students to give an opinion or to involve on the topic being discussed.

Based on the researcher's vision, there were some forms of students behavior observed such as answering, giving an opinion, discussing, listening to the topic, sitting quietly, and using on their phone.

Next, the researcher observed the CCU class that started at 9:30 a.m on Friday. On that day, the class held a 'cultural festival'. There was one group consisted of seven students that presented their presentation on that day. They

presented information about a country named Kazakhstan. The members of the group stood in four different corners, on each stand there would be one to two people that explained the specific information about the country. On the other hand, the group that did not present on that day became the visitors of four corners. The other group had to ask the presenting group several questions. This kind of method directly encouraged students to participate actively. The role of the lecturers was the facilitator. Some forms of students behavior observed were asking, explaining, listening, discussing to the topic, and using their phone.

## 2. Result of the Questionnaire

The questionnaire was distributed to obtain the data about factors that influence the students to participate. Based on the formula in the previous chapter, here are the result of the questionnaires and the interviews given to the respondents in this research. The data are divided into four categories and are presented in the following tables:

**Table 4.1 The influence of personality**

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| I have high self-efficacy to speak in public | 12.8 % | 69.2 % | 17.9% | 0 % |
| I have a high curiosity attitude that drives me to speak up | 20.5 % | 66.7 % | 12.8 % | 0 % |

| | | | | |
|---|---|---|---|---|
| I know what to ask | 5.1% | 71.8 % | 23.1 % | 0 % |
| I had little knowledge of the topic that is taught or discussed | 5.1 % | 56.4 % | 33.3 % | 5.1 % |
| I am interested in the topic studied | 33.3 % | 48.7% | 12.8 % | 5.1% |
| I am not difficult to focus on process learning | 10.3% | 66.7% | 20.5 % | 2.6 % |
| **Average** | 14.57% | 63.25% | 20.07% | 2.13% |

Based on the students' answer in the table above, there were some reasons that really influenced the students' personality. The fifth statement had the highest percentage about 82%. 33.3% of the students chose strongly agree and 48.7% of the students chose agree that indicated they interested in the topic studied. The second reason that influenced the students' personality was students' curiosity. 87.2% of students had high curiosity attitude that drove them to speak up. Only 12.8% of students that had low curiosity during the learning process. Then, the majority of students (82%) had self-efficacy to speak in public. In contrast, 17.9 % of students had low self-efficacy to speak in front of the class or their friends. Overall, the personality factor influenced the students to participate such as

students' interest, students' curiosity, students' self-efficacy, and students' focus during the learning activities.

**Table 4.2 The influence of instructor**

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| I am not scared to volunteer and answer questions when the lecturer does not scold or condemn. | 23.1 % | 61.5 % | 12.8 % | 2.6 % |
| I explain more when I think my lecturer is listening to me!" | 25.6 % | 66.7 % | 7.7 % | 0 % |
| Lecturer with a sense of humor make me not fear to ask | 51.3 % | 41 % | 7.7 % | 0 % |
| Method or style of teaching motivated to actively participate | 51.3 % | 46.2 % | 2.6 % | 0 % |
| I do not answer any questions unless I am nominated by my instructor to answer a question. | 5.1 % | 41 % | 53.8 % | 0 % |

| | | | | |
|---|---|---|---|---|
| Average | 31.28 % | 51.28% | 16.92% | 0.43% |

Based on the information above, teaching method really influenced the students to actively participate. The statement "method or style of teaching motivated to actively participate" placed at the first ranked. It had the highest percentage by 97.5% with 51.3% students chose strongly agree and 46.2% chose agree.

Another factor that also influenced the students to participate was lecturer traits. For example, the lecturer praised the students' answer, had a sense of humor, and tried to listen on the students' answer or opinion. It can be seen that 92.3% of the students agreed to the second and third statement. While 84.6% of students agreed to the first statement.

In general, the instructor had a role in encouraging the students to participate in the class. The table showed that agree option had the highest percentage by 51.28%, followed by strongly agree by 31.28%.

**Table 4.3 The influence of classmates**

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| I participate more when I feel that my classmates will listen to what I have to say. | 25.6 % | 61.5 % | 12.8 % | 0 % |

| | | | | |
|---|---|---|---|---|
| I don't like my classmates laugh at my answer or opinions | 15.4 % | 41 % | 33.3 % | 10.3 % |
| I am afraid toward peers' comment on my answer or opinion | 5.1 % | 23.1 % | 69.2 % | 2.6 % |
| Peers' support motivated me to speak up | 28.2 % | 64.1 % | 7.7 % | 0 % |
| Average | 18.57% | 47.42% | 30.75% | 3.25% |

In the table above showed that the classmates motivated the students to participate. It can be seen in the fourth statement, 92.3% of students agreed that the support from the classmates can encourage them to speak up. Another statement also showed that the students would participate more if their classmates listened to what they said. It can be seen that 87.1% of students agreed to the statement.

Beside that, some students (56.4%) did not like their classmates laughed at their answer or opinion. But, there were some students (43.6%) who were not too influenced when their friends laughed. On the other hand, about 71.8% students were not afraid toward peers' comment on the students' answer or opinion.

Overall, The percentage of agree option was 47.42% and the percentage of strongly agree option was 18.57%. It meant that classmates' traits had the influence toward the students who wanted to present, ask, or give the opinion in the learning process.

**Table 4.4 The influence of environment**

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| I prefer to participate in the discussion in a small group | 23.1 % | 66.7 % | 5.1 % | 5.1 % |
| I am not so concerned with the size of the classroom, I will ask a question to get more information | 0 % | 74.4 % | 23.1 % | 2.6 % |
| Learning time in the class influence me to actively participate | 7.7 % | 79.5 % | 12.8 % | 0 % |

| | | | | |
|---|---|---|---|---|
| Average | 10.27% | 73.53% | 12.8% | 2.57% |

According to the information in the table above, the majority of students preferred to participate in the small group discussion. It can be seen that 89.8% of students agreed to the first statement. In addition, the learning time also influenced the students to participate actively. It was shown by the students' answer that 87.2% of students chose agree and strongly agree. Regarding to the size of classroom, the students did not really concern with it, they kept to ask to get more information. Overall, 83.8% of students agreed that the enviromental influenced them in participating.

### 3. Result of the Interview

In this study, the researcher selected the active student and passive student on each observed class to be the participants. There were two active students and two passive students to be the samples. To make it easy, the researcher gave the initial to the active and passive students as follows:

A1: Active student in class 1        A2: Active student in class 2

PI: Passive student in class 2        P2: Passive student in class 2

**a. The Influence of Personality**

After analyzing data gathered from interview through thematic analysis, the researcher divided themes as follows:

1) Self-efficacy

Among four students that were chosen, there were two active students and two passive students from the two classes observed. The two active students had high self-efficacy and the two passive students had low self-efficacy. The two active students mentioned thing that makes them had high self-efficacy was the lecturer traits. A1 said: "*I have high self-efficacy to speak in public depend on the lecturer. Yesterday, the lecturer never blame the students' answer. For example, when the students give the wrong answer, the lecturer more open-minded*".

A2 added that the classmates and her mood affected her to be active in the class. She would give her opinion when she knew about the material.

In contrast, the two passive students admitted that they had low self-efficacy because they were afraid and nervous. P1 replied: " *Hmm actually, when I speak in public. I feel nervous when I stand in front of the class, my body is shaking. Especially when I see my friends who are smarter and more fluent in English*".

P2 stated that she felt afraid that her friends would judge her answer as ridiculous. She also added that she was a type of person that rarely asked questions and rarely participated.

2) The interest to the topic discussed

Based on the result from the interview, both active students and passive students were interested in the topic. Their reason was because they learned about the culture of some countries. A1 replied: "*In my point of view, the Cross-Cultural Understanding subject is interesting because I learned  different regions and different culture*".  A2 stated: "*The topic that motivated me to be active in the class*". P1 added: "*The topic is interesting.....because I never discussed on other subjects and before I didn't know at all about the topic. Especially this time the lecturer focused on learning about the culture of other countries*".

Yet, there was one obstacle from P2 that made her not interested in. She stated: "*I am interested in the topic, but only one obstacle that makes me not really interested in that is because there are too many projects given.*"

3) Focus on learning

The two active students are able to stay focus during the learning process, as A1 stated: *"...even though it rained yesterday, I kept focus because the topic was interesting. I like the culture so it helps me to focus on learning*".

A2 replied: "*Because I am interested in it, it makes me focus. When we are very interested in something it makes us really focus on that thing*".

On the other hand, the two passive students could not focus during the learning process. P1 stated: "*I can't focus when my friends explained. In addition, the schedule is in the afternoon, there are a lot of things to be prepared because I also have a dormitory schedule at night. I usually focus on people who are loud and the lecturer adds short explanation toward what my friends presented*".

P2 also had the same reason with P1. She often could not focus because she thought about her own problem. Yet, on that day she could focus because they discussed in 'cultural festival' project.

### b.  The Influence of Lecturer
1)  The role of lecturer

Both active and passive students stated that the lecturer played an important role in the learning process. A1 expressed that one of the reasons she wanted to be active was the lecturer traits. The lecturer did not blame the students when they gave incorrect answers. A2 added the explanation toward the role of lecturer in the class, she replied:

"*The lecturer really influences in the class. If the lecturer is cruel automatically the class will be passive and maybe there are only a few*

*students who want to participate. However, if the lecturer is interactive and he/she wants to build communication with his or her students, surely the class will become active, not only for smarter students but those who have low confidence will also become active in the class".*

P1 agreed that the lecturer had an important role, P1 said: "*If the lecturer explains the material attractively, the students would be comfort and not reluctant to speak up*". P2 added that the lecturer in the class is energetic in attracting the students to participate actively.

2) Type of lecturer that students' like

Both active and passive students preferred the lecturers who were friendly and never condemn toward the student's answer. A1 stated that she preferred the lecturer who did not blame, always be friendly, open-minded. A2 added that she liked the lecturer who always gave feedback and not too cruel.

P1 added: "*I like the lecturer who gives feedback when I give my opinion, never condemn or judge the students' answer*".

P2 replied: "*I prefer the lecturer who is not boring, energetic, and who does not give too many pressure and project assignments*".

3) The methodology used by lecturer

The active student and the passive student from the first class reported that their lecturer used sharing discussion method in learning.

A1 felt that the method is good, because she able to listen to other people's opinion, she also could compare one culture to another culture of some countries. P1 added that she liked the method because the lecture did not ask the students to present the material on formal learning.

Active and passive students from the class 2 informed that the lecturer attempted to bring the material in real contexts, such as their 'cultural festival' project. A2 stated that the lecturer always brought the material that they would like to discuss in  real context. According to P2, "*the way of the lecturer's teach is good enough to motivate students to be active in the class*".

c. **The Influence of Classmates**

1) Type of classmates

A1 stated that she preferred to the classmates that could support when she would like to present because she felt afraid and nervous.

A2 added: "*Well,  I like the classmates who are cooperative, have teamwork ability, respect friends' opinion, comment politely, and did not laughon friends' mistake*".

P1 stated: "*I prefer to the classmates that support.....I don't like my classmates laugh at my answer because it makes me feel down, I think when there is support from them, I will be more excited*".

While P2 more concerned to the smart friends, she replied :

"......*if he a smart student, she/he can help another friend who can not do things to motivate each other, don't be a friend who is too alone and like underestimate others*".

2) Students' feeling toward their friends' comment and laugh

Based on the two active students' and two passive students' opinion in the two classes, they felt common toward their friends' comment. A1 stated: " *I think its normal....because, in this CCU class, the majority of the students is from the 7$^{th}$ semester, they can be assumed and already knew that I am still in the 5$^{th}$ semester. So, if I do a mistake, it doesn't matter. Except, I am in the class which the majority of them from the 5$^{th}$ semester when I give the wrong answer, it seems like I am so stupid because the knowledge is in the same level*".

A2 added that she didn't care if there were students who comment on her opinion. The same as like A2, P2 stated that she did not mind to the friends' comment as long as the who comments gave her the correct answer politely.

In contrast, P1 replied: "*I don't like if my classmates laugh at my answer because it makes feel down*".

**d. The Influence of Environment**

1) Size of classroom

There are two students from different classes who are not really concerned with the classroom size. A1 stated: "*I am not really concerned with the size of the classroom, because we often learn in outside of the classroom*". P2 thought: "*The size of the class does not really influence, I would ask if I need an urgent answer*".

While A2 stated that sometime she was concern because their room was small that make condition was hot and she was difficult to concentrate.

On the other hand, P1 concerned with the size of the classroom. She said: "*We come into the small class for the first and second meeting in the afternoon, I can not concentrate because the room is small and hot. When the lecturer invites the students to learn in outside of the class, I am more enjoy in learning*".

2) Group discussion

Both active and passive students had different views on the group discussion. P1 stated : " *I prefer to discuss in small group because it's better to deliver my idea. If in the large group, we just have limited time and I feel not free to give the idea*".

The same as like P1, P2 agreed that in the small group was better to exchange ideas to each other.

On the other hand, A2 stated that it depend on the project, she tought that sometime they need learn in such a large group like the cultural festival project.

3) Lecture time

The four students that I interviewed have their own preferences for the lecture time. A1 stated: "*If it is about the time, I prefer to study in the morning, I will be more fresh to learn in the morning than in the afternoon*". A2 informed that she preferred to study in the morning, since in the afternoon she was already tired and she had a class before, she also added that sometimes she could not concentrate if she hadn't had breakfast. P2 added that she also preferred to learn in the morning might be around 9.00 a.m because she could absorb the lesson well.

On the contrary, P1  prefer to learn at 11.00 a.m. she replied: *"......I feel sleepy if the learning between 9 until 10 a.m. Right now, my CCU class began at 4.25 p.m, at the current time I am already tired because I had another class before*".

**B. Discussion**

This section presented the discussion based on the findings of the research. The researcher came up with two research questions. The first research question is "What are forms of students participation in the class". This question answered by using observation. Based on the observation in the two classes, the lecturer in the first class that started at 4:25 p.m did a sharing discussion and the lecturer traits encouraged the students to participate, for instance, she often pointed out and attracted the students to give an opinion or to involve on the topic being discussed. The forms of students participation in the first class as follows; giving the opinion, asking the question, listening and focusing on their phone. According to the finding from the study that was conducted by Abdullah et al. (2012), students' behaviors that are indicated as being active are asking a question, giving an opinion and involving in a topic discussion. In addition, students' behaviors that are indicated as being passive are sitting quietly, writing, listening, using a laptop, using phone and pretending to read. Vandrick (2000, as cited in Dancer & Kamvounias, 2005) asserted that class participation requires students to speak in class by asking and answering questions, making comments and participating in discussions. To sum up, in the first class, the students showed both active and passive forms' participation. Active participation was shown through giving the opinion and asking the question. Meanwhile, passive forms' participation was shown through the students who were just listening and focusing on their phone. In the second class that started at 9:00 a.m, the lecturer asked the students to present the material in a project which was the 'cultural festival'. This

methodology became one of the factors that encouraged students to participate. Forms of students' participation from the second class were asking the question, explaining the material, discussing to the topic, listening, and using the phone. It can be concluded that asking, explaining, and discussing the topic related to active forms of students' participation while listening and using their phone related to passive forms of students' participation.

The second research question of this study is "what factors that encourage students' participation in the class". This question was answered by using interview and supported by questionnaire and observation. After the data were analyzed, it can be concluded that there are various factors affecting their participation. First is personality, there were some students that had high self-efficacy and some had low sel-efficacy. Factors that made them to have high self-efficacy and encouraged them to participate in the class was lecturers' and classmates' traits. According to the interview result, the students didn't have high self-efficacy because they were afraid of giving wrong answers and they were nervous standing in front of the class. Especially, when their friends were smarter. Rahman (2013, as cited in Zacharias, 2014) informed that fear of being wrong is one of the factors that caused student' silence in classrooms. Then, Debele & Kelbisa (2017) reported that a reason that students may not participate in the class is because of their own personal fears of feeling inadequate in front of others.

The second factor comes from the influence of the lecturers. The lecturer has a big role to create learning activities that lead to participation in the classroom. The teacher is a director who controll "both the content and

[classroom] procedure, discussion topic, and who might participate" (Lee & Ng, 2009, p. 303). Based on the result of questionnaire and interview, it can be understood that the lecturer traits really influenced the students to participate in the class, for example, never condemn toward the students' opinion or answer. Cohen (1991, as cited in Rocca, 2010) noted that the lecturers can encourage students to participate by listening to their students' opinion and question without judging them.

In addition, based on the observation in the first class, the lecturer often made a joke during explaining the material. According to Mustapha et al. (2010) lecturers with sense of humour make learning and participating fun for the students. While in the second class, the method used by lecturer influenced them to participate. The researcher observed that they have a fun activity was 'cultural festival'. Mustapha et al. (2010) mentioned that fun activities are an influential factor in determining their level of participation in class. Debele & Kelbisa (2017) also stated that learning method that lecturers used in the classroom is a major factor which can influence students' participation. A study was done by Fajri (2018) also found that the method used by lectturer could manage the classroom well and motivate students to actively participate.

Furthermore, The classmates also influenced their participation. The result of questionnaire and interview indicated that the classmates can motivate them to participate.  Based on the students' answer, they hope their classmates are able to support each other, respect the friends' answer and comment toward their opinion politely not laugh. In addition, one of the students hoped that her friends can

cooperate in a discussion. According to Fassinger (1995) when students are cooperative and supportive, a positive climate occur. The climate can encourage students to participate. Mustapha et al., (2010) stated that supportive traits among students can create an active class participation. Besides that, Cayanus & Martin (2004, as cited in Abdullah et al., 2012) found that students who respect to friends' answer may give a motivational effect on other students to actively participate in class.

Last, the influence of the environment which included group discussion, class size, and lecture time. Some students prefer the discussion in a small group. One of students said that she did not feel free to give an idea in large group since the students just have limited time. Isenberg (1991, as cited in Hill, 2007) proposed small group discussions as one way to force students to become actively engaged in the classroom. Then, related to the size of class factor, some students were concerned with the size of the classroom while others were not. It was supported from the students' answer when they wanted to ask, they were not too concerned with the class size. In addition, the learning time also influenced them in concentrating during the learning process. Related to the learning time, most of them preferred to learn in the morning since they were still fresh and could absorb the lesson well. Learning time, however, was important and could influence participation. Abdullah et al. (2012) found that students usually felt tired in the evening class and this might reduce their interest to actively involved in the classroom

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

This study was conducted based on the researcher experience taking subjects with lecturers. Based on researcher observation some students just said yes and shock off their head when they were asked by the lecturer whether they understood their teachers' explanation. On another occasion, when the teacher asked the students to give their opinion, only some of them responded. Therefore, the researcher decided to do this research at Department of English Language Education of Ar-Raniry State Islamic University. The population of this research was 8th semester students of Department of English Language Education at Ar-Raniry State Islamic University. Between this target population, the researcher took the English students who were taking Cross-Cultural Understanding Study as sample. Two classes with different lecturers were selected randomly for collecting data on observation and questionnaire. While for the interview, the researcher took the participants purposively by choosing active and passive students from two classes as the sample. This research was designed by using quantitative and qualitative design. In collecting the data, the researcher used observation, questionnaire, and interview.

Based on the research that has been done, it was found that majority of the students in the two CCU classes participated actively in learning activities.

Among four factors that was investigated, the factor that most influenced the students to participate was the lecturer. Based on the result of interview, the reasons which make them wanted to participate because of the lecturer and the methodology that was used. Besides, the result of observation showed that the interesting and attractive learning triggered them actively participate in the class. Thus, we can concluded that the major factor that encouraged students' participation was the lecturer traits.

The second factor that really affected the students to participate was the influence of classmates. The students agreed that classmates traits play the important role in learning activities. Most of them did not like their classmates to laugh at their answer or opinion, the students preferred the classmates correct them rather than laughing on them.

Both factors that mentioned in two paragraphs above influenced to students personality, it made some of the students have high self-efficacy to speak up in the class. The last factor that the researcher investigated was the environmental factor. Discussion in a group, class size, and lecture time influenced the students to participate. Some students preferred to discuss in a small group because it was easy for them to convey their ideas. Regarding to the class size, some students felt that the class size influenced them to participate but some did not think. In addition for the lecture time, the students preferred study in the morning because they were still fresh to absorb the lesson well.

**B. Suggestions**

Here are several suggestions provided by the researcher which are beneficial for lecturers, students, and future researcher:

1. Lecturers

   Knowing these factors, the lecturers can plan strategies and employ proper techniques to encourage active involvement. In addition, In an effort to encourage all students to speak up, the instructors can attempt to invite the students in a discussion and be approachable and friendly.

2. Students

   Students should try to be responsive during the learning process. Before entering the class, it is suggested to have preparation such as reading the material that will be discussed or taught. This can help the students to be involved in learning activities. Besides, the students should respect friends' answer or opinion and support each other to create a conducive learning.

3. Future research

   The researcher comprehends that there is a limitation of her study and make recommendations for future researcher. One of the first limitations of this study might address problems in data collection. It would be better to do the observation in three or four weeks to gain real and clear data. The future researcher also can try to investigate the ways of the lecturer in encouraging their students to participate in learning activities.

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## SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
### Nomor : B-4046/UN.08/FTK/KP.07.6/04/2018
### 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-undangNomor 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 29 Maret 2018 |

### MEMUTUSKAN

| | | |
|---|---|---|
| Menetapkan | : | |
| PERTAMA | : | Menunjuk Saudara: |

1. Nashriyah, MA — Sebagai Pembimbing Pertama
2. Husnul Khatimah S.Pd.I., M.Pd — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

| | | |
|---|---|---|
| Nama | : | **Nisrina Zhafira** |
| NIM | : | **140203043** |
| Program Studi | : | **Pendidikan Bahasa Inggris** |
| Judul Skripsi | : | **Exploring Factors that Encourage Students' Participation in EFL Classroom** |

| | | |
|---|---|---|
| KEDUA | : | Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2018; |
| KETIGA | : | Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019 |
| 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: 09 April 2018
An. Rektor
Dekan,

**Mujiburrahman**

**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;

Nomor : B- 13392 /Un.08/TU-FTK/ TL.00/12 /2018       04 Desember 2018
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.


Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

| | | |
|---|---|---|
| N a m a | : | Nisrina Zhafira |
| N I M | : | 140 203 043 |
| Prodi / Jurusan | : | Pendidikan Bahasa Inggris |
| Semester | : | IX |
| Fakultas | : | Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam. |
| A l a m a t | : | Jl. Suri, No.14, Kp. Keramat, Banda Aceh |

Untuk mengumpulkan data pada:

**Prodi Pendidikan Bahasa Inggris FTK UIN AR-Raniry**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Exploring Factors that Encourage Students' Participation in EFL Clasroom**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,


M. Said Farzah Ali

*Kode* 8853

## Surat Keterangan
Nomor: B-05/Un.08/KP.PBI/TL.00/01/2019

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-13392/Un.08/ TU. FTK/TL.00/12/2018 tanggal 04 Desember 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama     : Nisrina Zhafira
NIM      : 140203043
Prodi    : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data Mahasiswa pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

**Exploring Factors that Encourage Students' Participation in Classroom.**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 02 Januari 2019
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

# Observation Sheet
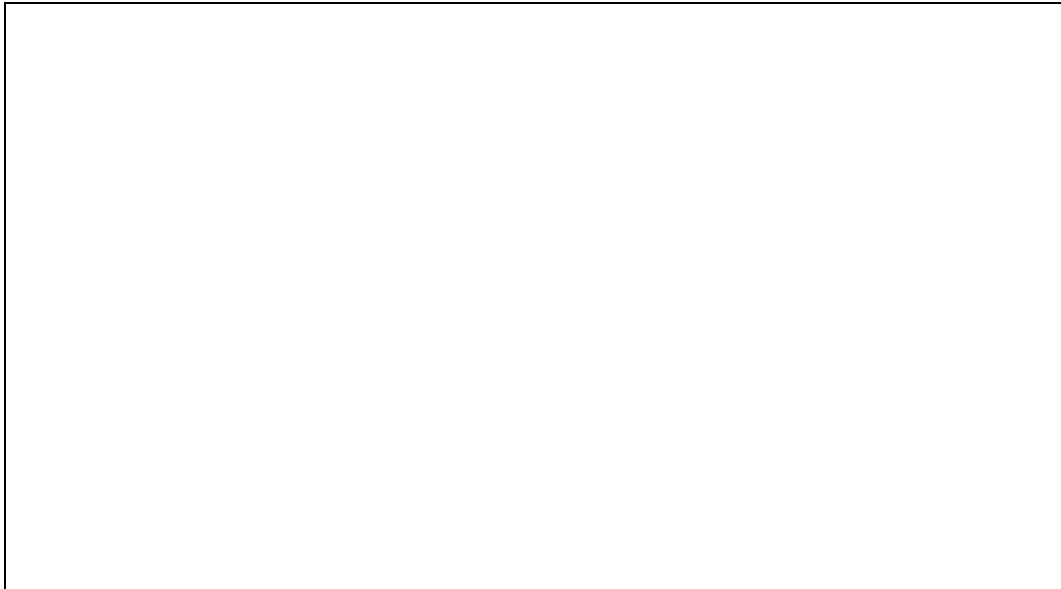
Teacher _____Observer_____Subject_____

Date_____Time_____ to _____Class_____

Level_____ Number of Students_____

1. **Position in class:( drawing a diagram of the class may be useful)**
   (In the following box, make a sketch of the classroom.  Include the desks or tables and the teaching area.)



   *Give a number on the desk

2. **Notes on classroom environment : (i.e., description of space and seating arrangement, abnormal temperature, use of technology)**

3. **Brief description of instructional method : (i.e., traditional lecture mixed with clicker questions)**

4. **Notes about group of students being observed : ( i.e., 5/10 are using a computer)**

    a. **Description of students' behaviors that indicate they are active**

       (Employ Event Recording - Tally marks)

| Asking Question | |
|---|---|
| Giving Opinion | |
| Discussion the topic | |

    b. **Description of students' bahaviors that indicate they are passive**

| Sit quietly | |
|---|---|
| Writing | |
| Listening | |
| Using laptop | |
| Using SMS | |
| Pretend to read | |

Adopted from :
1. Lane & Harris. (2015). A New Tool for Measuring Students Behavioral Engagement in Large University Classes. *Research and Teaching*, 4(6), 83-91
2. Abdullah, M. Y., Bakar, N. R. A., & Mahbob, M. H. (2012). The dynamics of student participation in classroom: observation on level and forms of participation. *Procedia - Social and Behavioral Sciences,* 59 (2012), 61–70.

# QUESTIONNAIRE

Name:                                    Date:

Class:                                   Contact Number:

| Category | Please mark choosen answer with an "x" under the phrase that best describes the extent to which you agree with the following statments | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| | I had fun in class today. | | | | |
| Personal | I have self-efficay to speak in public | | | | |
| | I have a high curiosity attitude that drives me to speak up | | | | |
| | I know what to ask | | | | |
| | I had little knowledge of the topic that being taught or discuss | | | | |
| | I am interest in the topic studied | | | | |
| | I am not difficult to focus on process learning | | | | |
| Instructor | I am not scared to volunteer and answer questions when the lecturer does not scold or condemn. | | | | |
| | I explain more when I think my lecturer is listening to me!" | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | Lecturers with a sense of humour make me not fear to ask | | | | |
| | Method or style of teaching motivated to actively participate | | | | |
| | I do not answer any questions unless I am nominated by my instructor to answer a question. | | | | |
| Classmates | I participate more when I feel that my classmates will listen to what I have to say. | | | | |
| | I don't like my classmates laugh at my answer or opinions | | | | |
| | I am afraid toward peer's comment on my answer or opinion | | | | |
| | Peers' support motivated me to speak up | | | | |
| Environmental | I prefer to participate in the discussion in a small group | | | | |
| | I am not so concerned with the size of the classroom, I will ask a question to get more information | | | | |
| | Learning time in the class influence me to actively participate | | | | |

SEMI-STRUCTURED INTERVIEW QUESTION

| Areas to Explore | Semi-structured interview likely questions |
|---|---|
| The influence of personality | 1. What make you have/don't have high self-efficacy? What encourage you to participate?<br><br>2. What make you focus or not during learning process? |
| The influence of instructor | 1. Do you think instructor play an important role during learning process, why?<br>2. What kind of lecturer do you like?<br>3. How about the methodology or teaching style that used by lecturer? |
| The influence of classmates | 1. What kind of classmates that you like when you in the class?<br>2. How do you feel when your classmates laugh or comment on your opinion? |
| The influence of enviromental | 1. Which one do you prefer to study, in a small group or large group?<br>2. Do the size of classroom and lecture time affected you to participate? |

TRANSCRIPT INTERVIEW

[I] = Interviewer

[P] = Participant/Interviewee

I: What make you have high self efficacy in the class? What encourage you to participate in the class?

P: Because eee depend on the lecturer also. If yesterday, the lecturer didn't condemn on the students' answer. For example, we answer the question wrongly, The lecture more open minded. After that we learned about the culture, the discussion is interesting. So if were asked by lecturer, sometimes if I know the answer I will attempt to answer.

I: So, do you think the lecture play an important role?

P: Yes, it's important

I: What type of lecture do you like?

P: If I prefer lecturers who do not blame their students, always friendly, open minded, not too cruell, and eee enjoy too.

I: Are you interested in the topic? What make you interest?

Q: In my point of view the Cross Cultural Understanding subject is interesting, because each country that learned had their own culture.

I: What make you focus during the learning process?

P: I often feeling sleepy when the learning, sometimes it doesn't really come to the lesson. even though it rained yesterday, I stayed focused because the topic was interesting, I like learning about the culture so I can be focused hehe, but if the material is rather heavy eee certainly I difficult to focus.

I: Do you think the lecture play an important role? give a reason!.

P: It is important, the role of the lecturer itself is important. For example, the lecturer too cruell with the students, the students who want to give ee or say something like feeling a fear. After that, if the lecturers who are senior, may be I am a little reluctant to speak up.

I: How about the methodology or teaching style that used by the lecture?

P: Yesterday, the lecture used like a discussion method, later it would be given a statement of agreement or not about that, it would be nice because I can hear other people's opinions. Then , I also learned  a lot of material about eee some countries, so that later I can compare the culture of some countries .

I : Are you kind of person that must be pointed out by the lecture?

P : I will ask even without being appointed but if the lecturer traits is like the class on yesterday.

I: What kind of classmates do you like when you are in the class?

P: Actually, the three of us were in the fifth semester in the class. Sometimes if we want to perform like yesterday. Eee its appear to be sitting like a discussion, then we have to explain about our own country right, so at least with friends eee, I told to them that I was so scared and they will give support to me in order I can be more relax.

I: How do you feel when your classmates laugh and comment on your opinion?

P: I think its normal, depending on the class, I am not afraid, maybe because they are our senior that in seventh semester, so if in the CCU class from the same letting in the fifth semester like me, maybe I rather a little bit afraid of that. Because in this CCU class, majority of them was from seventh semester, they can assumed and already know I am still in the 5th semester so if I make a mistake, it doesn't matter hehe, right, if in the 5th semester the knowleged is the same, if I make a wrong, it seems like I am so stupid. Next, I feel normal when someone laughs because when I give a statement and wrong, sometimes I will laugh too and the lecture will give what the truth from our answers, the lecture immediately explained, then the others immediately comment based on the knowledge that they already read.

I: What make you not concerned about the size of classroom?

P: yeah, I will keep asking and not really concern about the size of the class. Because we learned not only in the class but also we learned outside of the class, for example eee at EDU, in front of the museum, sometimes at the park or tarbiyah B.

I: Do the lecture time affected you to participate?

P: If about the lecture time, I prefer study in the morning, I will more fresh in the morning than in the afternoon. If in the afternoon, I am already tired.

I : But your class started at 4:20 right? How about it?

P : I am personally eee didn't have a morning class so even though it was late afternoon, I still feel fresh because there were no classes before.

**Class 1**

**Interview with the passive students 1**

Date: December 11th, 2018 (3.30 p.m)

Location: Canteen of Tarbiyah B

Length: 16 minutes

Interviewee: Passive students 1 (NH)

Interviewer and Transcriber: Nisrina Zhafira


[I] = Interviewer

[P] = Participant/Interviewee


I: What make you don't have high self-efficacy?

P: Okay, actually it's my experience when I speak in public, so I feel nervous, if I stand in front of the class, my body vibrates. But over time because the class is still in a small scope so I feel more calm down. But the nervous feeling is still there, especially when I see my friends are smarter and more fluent in English. But, Eee one of the reasons that make me can confidence, when I can master the material even though I am not really focus on English, but if the material already exists, I already know what to say, at least my friends and the lecture understand even though it is not delivered in English, I feel a little confident, but if I do not master the material, with my english is not too fluent. So, hahaha, I am surrendered.

I: Why you can interest in the CCU topic?

P: This is CCU's course, so learning about the culture  eee before that we didn't know it at all, never discussed in other subjects about outside cultural. Especially, this time the lecture was more focused to learn about the culture in outside.  So, one of the things that made it interesting was that. Beside that the learning is not

monotonous, so while the lecturer explained we could also imagine oooh it turned out like this.

I: What make you focus during the learning process in the CCU class?

P: okay, hmmm one of my reasons I can focus when the teacher speaking, but when my friends speaking eee it's a little bit difficult to focus. Maybe because the sound is small, the way of my friends to deliver the material is less interesting, so I cann't focus. I usually focus on people who are loud and the way to deliver is interesting. Beside that the lecturer add the explaining a little toward what we have or my friends presented. Well, from there, I can understand. But, if my friends explained at all without adding from the lecturer, maybe from the 90% that was explained, 40%  I can understand it.

I: Have you ever not focused during the learning process?

P: Yes, I ever. So, I have ever been on that day because the schedule in afternoon, automatically there are a lot of needs to be prepared especially I have a dormitory schedule at night. Eee usually there are some message that I received at that time. On that day, from a number of eee friends, there was only one group that I had heard full and I could understand.

I: Do you think the lecture play an important role in process learning, give a reason!

P: I personally eee prefer the lecture who is ordinary but has more experience and knowledge. So when he or she explained it was still relax and the children felt comfortable with the lecturer. Well, if the lecturers not intimate with the students, usually less effective in learning because they are reluctant, not only ask a question but also to share the opinion, they are reluctant to speak up.

I: What kind of lecturer do you like?

Q: I think this lecturer in CCU class ee make me interesting because firstly she gave a feedback when I gave my opinion. And then, she was never condemn or judge the students, but was corrected it.

I: How about the methodology used by lecture?

P: Hmm usually in the class, the lecture did not ask to present the material in formal. Just sharing, maybe because we discussed about the culture of some countries yes.

I: Are you a kind of person who must be pointed out by the lecture when asking, why?

P: Sometimes when I have a bigger sense of curiosity, without being appointed I will still ask. But if I don't understand, I choose not to appear my self. So if I was appointed I will answer, but if I was not appointed, I will remain silent. The reason, if I give the wrong answer, I would feel embarrassed. Instead of my friends laugh, I prefer to be quiet. I was also afraid that the lecture would be disappointed when I gave the wrong answer haha, so make her to appointed other people to answer the question.

I: What kind of classmate that you like in the class?

P: okay, eee I prefer eee, the classmates that support when I explain and comment toward my answer what is right compared to be laughed at. I don't like my classmates laugh at my answer, because it seems I am low ... I think when there is a support from my classmates, I am more excited.

I: Do you prefer discussion in small group?

P: Okay, because if the group is small it's more eee better to convey our ideas. For example, in a small group there are 5 people, in each person has the opportunity to speak up. But if the larger group we just have limited time and I feel not free eee to give the idea. So, it's better to make it per group.

I: Do the size of class influence influence you to participate?

P: For the first and the second meeting, we came in to the small class. Especially in the afternoon, with the heat and the fatigue also with other courses. So I can not concern at all what the lecturer explained and what the friend explained. So the lecturer decided  to learn in the park, so that it is more free and enjoy it. So during this CCU class only twice went to a room.

I: How abou the lecture time, which one do you prefer?

P: eee, I prefer about at eleven o'clock. My reason because if it's too early I will feel sleepy, especially between 9-10 a.m, but if it's above 10 a.m I am not feel sleepy. But also not until the afternoon hours. Well, the CCU yesterday went at 4.25 p.m. and I had a class before and the class before spent much time, because the class before finished at 4 o'clock, while the CCU class had to enter again at 4:25 p.m. whereas we need prayer times. So when I first arrived at the class it was a bit runny and less concentrated during the first class begin.

**Class 2**

**Interview with the Active students 2**

Date: December 12<sup>th</sup>, 2018 (11.37 a.m)

Location: Canteen of Tarbiyah B

Length: 12 minutes

Interviewee: Active students 2 (DH)

Interviewer and Transcriber: Nisrina Zhafira

[I] = Interviewer

[P] = Participant/Interviewee

I: What make you have high self-efficacy to speak in public?

P: So, ee actually ee I am not really, you know always being so active in the class, it depends on the situation such as for the lecture, then my mood could be, then ee the enviromental, and the classmates. So, its some factors that make me active in the class and for sometime I just know about the material, I will give my opinion. If I don't know I will keep quiet. If I really don't know about something ee then I will ask to the lecture.

I: How about the topic, do you interested to the topic in CCU class?

P: Eeeem its depend on what topic you know eee such as, we have a lot of interest. Sometimes we are interested in sometime we are not. And for me for CCU class, because of the lecture itself firstly, she's not just deliver the theory but practically in the class, it's make me interested in the classroom. Because of also about the culture context and I love learning about the culture so it's make me motivated being active in the classroom, I'm curious about another culture.

I: What make you can focus during process learning?

P: Because I'm interested in it. So it's make me focus, when we have big very interested in something it's really focus on that thing. But sometime I ever not focus during learning, it depends on the situation and my mood.

I: Can you give a reason, why did the lecture play an important role during process learning?

P: Yes, the lecture really influences in the class. If the lecturer is cruelly automatically his or her class will be passive and maybe there are only a few students who want to participate. But if the lecturer is interactive, want to build communication with his students, surely the class will become active not only students who may be smart even students who have low confidence become active too in the class. So, I think that the lecturer or instructor personality very important and my lecture in the CCU class, give a feedback like our project in mid-test, we have to make a video project after we submitted the task, the lecture asked us to change this .... this. so it's very nice.

I: How about the lecturer methodolgy or her teaching style?

P: Before we go to the material, my lecture is always bringing in real context. For example what we like, what is our favorite, then from the question she brings into the material what we would like to discuss.

I: What kind of classmate that you like in the class?

Q: Well, the type of classmates that I like in the class for example they are cooperative you know we can work well together, can respect friends' opinion, even if they comment, giving the comment politely and when something goes wrong on my opinion it's better not to laugh but it better to be told well what's wrong from our opinion or idea.

I: Which one do you prefer to discuss in small group or large group?

P: eee, it depends on the project that we make. Sometimes we need a project in such a large group as a cultural festival project.

I: How about the lecture time?

P: If in the morning, which is clearly still fresh. But if in the afternoon, there is already a class before, already tired, already sleepy, it's usually influential. If in the morning is still fresh, except I am not breakfast, it makes me sleepy. But, because of the lecture who always manage the classroom, like pointing out students or someone when they are sleepy. So it makes the students try not to be sleepy.

I: Do the size of classroom influence you to participate?

P: Sometime I am not concern when the situation of the classroom hot because of our room is not so big. I am difficult to concentrate.

**Class 2**

**Interview with the passive students 2**

Date: December 11<sup>th</sup>, 2018 (2.00 p.m)

Location: Canteen of Tarbiyah B

Length: 11 minutes

Interviewee: Passive students 2 (NV)

Interviewer and Transcriber: Nisrina Zhafira


[I] = Interviewer

[P] = Participant/Interviewee


I: What make you don't have high self-efficacy to speak in the class?

P: The reason eee why I am not confidence to speak in the class. firstly, the big factor is the influence of the classmate. I mean, I am afraid if my friends judge toward my question is ridiculous and so on, like the question is not weighty, it is useless. Moreover, for example, they are smart but arrogant, in addition like to disdain his friend. Well, that is it. But as far as my classmates are cohesive, it's still fine. Honestly, I am a type of person in the lecture who rarely asks questions and lacks to participate in the class.

P: You say that your classmates support you, can you tell how the way they support you?

I: For example in study, accidentally we have been one unit from semester 1. So it's always cohesive. For example, in discussions, the smart friends are not stingy, when I ask they will help to explain.

I: What makes you not interest in the CCU class?

P: Actually, its very interesting but there is one obstacle that make me not really interested in because there are too many projects that we have to make, like the

cultural festival project, we need much budget. Beside that, we have also a project video.

I: Have you ever not focused during learning in the class?

P: Actually, I'm personally often can not focus, usually I think of my problem. But because at that time we learned by doing the cultural festival, so it was interesting and I attracted to hear. I used to be less focused when there were too many lectures because I thought that I just sitting and listening.

I: What kind of lecturer that you like in the class?

P: Yes, I like the lecturer who is not too boring, do not give a pressure. Hmm I also like the lecturer who doesn't give too many project assignments. Then, I like my lecturer in this class because she is energetic to attract the students to participate actively.

I: How about the methodology?

P: The way the lecture teach in the class is good enough to be motivated, good, hmm

I: Do you type of student who must be appointed by the lecture during the learning process?

P: eee, I am kind of person who must be pointed out by the lecture. Because I am a little lazy when I talk too much and too much appear in front of other people.

I: In your opinion, it is important or not the influence of classmates in encouraging you to participate in the class, what kind of classmates that you like?

P: what kind of friend is eee, if he/she is a smart type, he/she can help his friends who cann't and can motivate each other to learn. Don't be friends who are too alone, who like to underestimate others. That's what makes me most dislike. But in CCU class that comes from my unit, only 4 people, other friends are just normal.

I: How is your feeling toward your classmates that comment or laugh on what you said?

P: It depends, if they comment but give the correct reason, it doesn't matter. I think giving a comment may not be a problem, but conveying it kindly should not drop it.

I: Why do you prefer discussion in small group?

P: hmm because in the small group it is better to exchange ideas, be able to give ideas to each other, then to find a middle way is better.

I: Do the size of classroom influenced you to participate?

P: I think the size of class is not too influenced, because when we really need urgent questions, what I will ask has nothing to do with the class size.

I: How about the lecture time?

P: If I hmm prefer around 9 a.m, it's more active to study than in the afternoon or too early. Because at that time, the most time to focus and absorb the learning, and beforehand I can have breakfast first.

# AUTOBIOGRAPHY

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Banda Aceh, January 15$^{th}$, 2019

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