# CHAPTER IINTRODUCTION

This chapter provides a background of the study by discussing students’ participation in the EFL classroom. Next, it states the problem, that is, it introduces the reasons behind choosing this topic. Then, it presents the research question, research purpose, significance of the study, limitation of the study, and definition of terminologies.

## 1.1 Background of the Study

 The classroom is where the learning process occurs, and teachers and students are the main actors in the learning process. Teachers are responsible for instructing, guiding, motivating, and facilitating. Besides, Abdullah et al. (2012) argue that students are expected to be on time and actively participate in the classroom or other learning activities to absorb, seek, and apply the skill and information shared. Therefore, the interaction between teachers and students is needed to create a conducive classroom environment. As Abdullah et al. (2012) explain, that type of classroom environment will stimulate learning and make both teachers and students feel satisfied, eventually leading to an effective learning process. Learning can be defined as effective by considering several things, including student participation in the classroom.

Students’ participation provides some benefits in the learning process. Tatar (2009) states that active classroom participation plays an important role in the success of education and students’ personal development in the future. Astin (1990, as cited in Mustapha et al., 2010) find that actively involved students have higher levels of satisfaction and perseverance. It is in harmony with Boohar & Seiler's (1982 as cited in Bippus & Young, 2000) argument that it is critical for most courses to run well and for students to achieve favorable outcomes if they actively participate in the classroom environment. Therefore, making students active in the classroom is very important.

 Unfortunately, many students do not actively participate in the class. Based on the researcher’s experience, many students just say yes and shook their heads when they were asked whether they understood their teacher’s explanation. On another occasion, when the teacher asked students to give their opinion, only some of them responded. The research was done by Liu & Littlewood (1997); in the language classroom, Asian students were thought to be silent; they tended to engage passively and not reply to the teacher. Another study by Fritschner (2000, as cited in Tesfaye Abebe & Deneke, 2015) found that most pupils are deafeningly quiet in English class, and just a tiny percentage genuinely contribute.

 Some previous studies discussed participation and the factors that can influence it. First, a study was done by Hamouda (2012) conducted in the university in Qassim, Saudi Arabia, with 59 1st-year non-English students showed the reasons why students were hesitant to respond to the lecturer and remained silent in the English classroom were because of their low English proficiency, fear of speaking in front of others, negative evaluation, shyness, lack of confidence and less preparation, and anxiety of making mistakes. Then, a study by Mustapha et al., (2010) found the factors that encourage students' participation are lecturer traits, cheerful classmates, engaging class, and conducive physical setting. In contrast, discouraging factors to students' participation are hostile classmates, negative lecturer traits, and a non-conducive physical environment. This study was conducted in a private university in Kuala Lumpur, with the participants being 84 undergraduate students. In another study by (Abdullah et al., 2012a) who explored the reasons for students to speak in the class at the National University of Malaysia, he found there are four factors that motivate students to participate; 1) personal factors, 2) the influence of the instructor, 3) the influence of classmates, and 4) environmental factor. Based on the phenomenon and the result, the phenomenon is also found in EFL students’ in Garut. Therefore this study is needed to be explored.

Based on the previous study, most of the studies have been conducted at the university level, but at senior high school is still limited. Therefore, further research is needed on the influencing factors on students’ active participation in senior high school. This research investigates the factors that influencing students’ active participation in EFL classrooms under the research entitled “A Study on the Influencing Factors on Students’ Active Participation in EFL Classroom.”

## 1.2 Reasons for Choosing the Topic

 There are three reasons for conducting this study:

1. One of the significant factors in building an effective learning process is students’ participation.
2. The lack of students’ participation in the EFL classroom influence the students’ outcomes.
3. The study of factors influencing students’ active participation in senior high school is still limited.

## 1.3 Research Questions

Based on the background above, the problem formulation of this study is as follows:

1. What factors can encourage students’ active participation in the EFL class?
2. What factors can discourage students’ active participation in the EFL class?

## 1.4 Research Objectives

The aims of this study are:

1. To explore the factors that can encourage students’ active participation in the EFL classroom.
2. To explore the factors that can discourage students’ active participation in EFL classroom

## 1.5 Significance of the Study

 The result of this study is expected to be useful for teachers, students, and future research. It is hoped that this research can also be used theoretically, practically and professionally.

1. Theoretically, this study is expected to guide teachers regarding the factors that influence students’ active participation in the class.
2. Practically, this study will be helped the teachers to find the solution to encourage students’ active participation by knowing the factors. It will be beneficial for the teachers to manage their classrooms and evaluate their strategies and methods for making their students more active in the class.
3. Professionally, this study can be an example for other researchers to conduct further research in the same field in a different context.

## 1.6 Scope and Limitation of Study

 This study focused on EFL students’ perception of factors that influence their active participation in the English classroom. This study is limited to the first-year students in one of the senior high schools in Garut.

## 1.7 Definition and Terminologies

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

1. Active participation

According to Bippus & Young (2000), participation is characterized as taking part in class discussions and abstaining from undesirable actions. Active participation includes things like initiating engagement when it's appropriate, having a natural desire to contribute, being spontaneous, enjoying adding to class discussions and being able to defend one's own opinions (Mustapha et al., 2010).

1. English as a Foreign Language (EFL)

Iwai (2011) defines EFL as the learners who learn English in a non-English speaking country.

1. Factor

According to *Collins English Dictionary,* one of the things that influences an event, decision, or situation is a factor*.*