# CHAPTER IINTRODUCTION

This introductory chapter provided background of the study, research question, the aim of the study, the scope of the study, the significance of the study, research methodology, and definition of terms.

## **Background of the study**

Due to the current shifting of educational settings, student participation is considered as an important aspect in the teaching and learning process. It is indicated that student who highly participates in the classroom means they can show their full potential to prove them as competent and successful students (Tatar, 2005).

Additionally, students participation plays a significant part in advancing their communicative competence, expanding the viability of the lecturers’ instructing, cultivating students’ understanding of the substance learned (Faizah & Hui Choo, 1999), and improve their intellectual (Marray & Lang, 1997; Maziha, Suryani, Abd, & Yunus, 2010). It can be said that student active participation in teaching learning process is played as an important role in student academic success and student individual advancement within the future (Tatar, 2005).

Furthermore, student participations have equal meaning with student involvement. Based on its definition, participation has a similar meaning to involvement (Cambridge Dictionary, 2021b). It refers to the physical and mental energy invested by the students in academic experiences that emphasize the active participation of students in the learning process (Astin, 2014). Furthermore, the concept of participation expanded past to the active participation and responsibility of students for learning, from the “teaching of knowledge” to the “teaching ability” and “due to the disconnect between the skills of the fresh graduates and job vacancies” (Koenen et al., 2015).

Moreover, there are several examples of student participation in classroom include: Any form of speaking up in class, including asking questions and making comments about the class material, and raising one’s hand. It can be appraised in multiple ways at the discretion of the individual lecturer (Rocca, 2009).

On the other side, the specific definition of student participation in online learning means a learning process that not only actively participates in the classroom, but also maintains relationships with others. This is a complex process, including doing, communicating, thinking, feeling and belonging, which occurs both online and offline (Hrastinski, 2008). In addition, in online classrooms, students physically are not in the same place and generally visit the course website asynchronously; therefore, they are usually alone in the learning process.

Furthermore, participation in online learning takes time. It said that compared with face-to-face or offline interaction, the specific progress of interaction between students through the Internet requires more time (Yukselturk, 2010). Moreover, Astin (2014) stated that different students show different levels of participation in given learning objects or materials. In addition, at the same time, the same student showed different levels of participation in different objects or learning materials at different times.

In line with the previous statement, student participation level specifically in English Education Program Subjects also can be different. Students reportedly still have many problems in learning English education programs subject, specifically in class participation. Mostly, Zein, Sukyadi, and Haimed (2020) stated that the problems came from traditions, customs and ethnic cultural barriers that are still widespread in the classroom. They also added that as a result, classroom interactions became silent, mostly indifferent, and only a very small number of students actively participated in classroom and/or group discussions due to their high level of language skills. In addition, most classes are still in a passive state, do not respond critically to the lecturer’s arguments or explanations, and obediently obey the lecturer’s requirements.

Another problem of online learning participation comes from the instructor’s side. Dwivedi, Dwivedi, Bobek, and Zabukovšek (2019) revealed the fact concerning student participation that the students will be engaged in the online class only when the lecturer connected with the students online by increasing his/her presence online. Lecturer presence i**s** an important factor in the quality of student contributions to online learning (Dennen, 2007). In short, online learning provide a different set of challenges to both instructors and students (Bolliger, Doris U., and Martindale, 2004).

The mentioned problems made student participation in online learning end up become more tough matter. These various difficulties in online class participation lead to the consideration of conducting this paper to investigate and to explore the real factors that affecting student participation in online class settings. Discovering what factors that affecting student participation especially in online learning will be a helpful way to solve this issue.

There are several prior studies related to the topic of factors affecting student participation conducted by other researchers. Mustapha, Rahman, and Yunus (2010) investigated factors influencing student classroom participation in Malaysian undergraduate students. This study found out that classmates and lecturers play a key role in creating a classroom atmosphere where students feel encouraged or discouraged to participate. They also added the educators that accept all contributions made in the classroom play a key role in facilitating participation.

Another study included silence as a part of student participation. Tartar (1999) pointed to the broader concept of student participation, which is not limited to speaking in class, but also includes any activity that shows student participation, such as sending emails about assignment to lecturers. It means that even though they are silent, they are still listening carefully to the contributions of other students or lecturers.

Another study about factors affecting student participation conducted by Fritschner (2000). It found that student participation is affected by gender, age, and course level (Fritschner, 2000). It stated that students from different levels of the class have different levels of participation. It revealed that student participation increased from the introductory to the upper-level classes. In addition, Ningrum (2018) also added parent involvement as one key factor affecting student activities in the teaching-learning process.

Nonetheless, although different factors of student participation had been discovered by the existing studies, most of them focus on face-to-face classroom or offline classroom settings. Filling the gap, this present study attempts to focus on the different classroom settings, which is online learning. This present study chose an online learning setting because nowadays face to face or offline learning setting is something hard to do amid covid-19 spread situations.

This present study aims to find the real factors affecting student participation revolved around online learning. It is expected to provide a better understanding to improve student participation in a different classroom setting, both online or online, and maximizing the teaching-learning process.

## **Research Question**

This study aims to investigate:

1. What factors encourage students’ active participation in online classroom?
2. What factors discourage students’ active participation in online classroom?

## **1.3 Research Objective**

Based on the following research questions above, this study intends to:

* Discovering factors affecting students’ active participation, including courage and discouraging factors.

## **The Scope of Study**

As stated above, this study aims to find the factors affecting students’ participation in an online classroom. Based on that statement, the scope of the study limited the setting of the classroom, which is an online classroom. This present study focused on the online classroom setting as the teaching and learning environment.

Another scope of this study also the type of student participation in an online classroom. This present study focused on the verbal participation of the student. The reason is because in the teaching-learning period, students never turn on their cameras.

## **The Significance of The Study**

This study is expected to support theories dealing with factors that affecting student participation in the classroom, especially in an online class. Moreover, the findings of this study can draw students’ attention to their attitudes towards classroom participation, thus, making them aware of the factors that encourage or inhibit their participation in the classroom, especially in online classrooms. As a result, they can try to overcome those obstacles so that they will be able to participate effectively in the teaching-learning process.

As for educators, having learned the factors affecting students’ participation in classrooms, especially in an online setting, will allow them to reflect on their teaching strategies as well as to draw their attention to their impact on students’ willingness to participate in the classroom. Consequently, appropriate steps can be taken to maximizing students’ classroom participation.

## **Definition of Terminology**

In this part, the research gave clarification about the definition of the terms used in this study. Further explanation about student participation will be provided in this part.

### Student Participation

Student participation in the classroom can be differentiated by the way of their communication behaviours. In general, it is divided into two communication behaviours, which are verbal and nonverbal (Lee, 2005). This present study used the term of student participation in verbal communication as the main focus.

The definition of verbal or oral participation refers to the behaviour of speaking or expressing opinions in class, answering and making questions or comments, and participating in class discussions (Abidin, 2007; Rocca, 2009), or also known as student active participation.

Meanwhile, besides active participation, there is also passive participation in verbal communication behaviour in students’ participation. Passive participation can be said as silent. The students are considered passive when they do not take the initiative to be actively involved. Furthermore, the definition of passive participation refers to the concept of participant participation. It is not limited to speaking in class, but also includes any activity that shows student participation (Tatar, 2005)

### Online Learning

There are various definitions of participation stated by experts. A definition of online learning comes from Arifiati et al., (2020). It stated that online learning is defined as a learning environment that provides the convenience, flexibility, and ability to access courses remotely at the student’s location. Moreover, the key point of online learning is that it requires the use of computers and other similar devices. Online learning allows students to use tools such as video conferencing, social media, and forums to more actively interact with teachers or other students (Chan & Waugh, 2007).