

THE CORRELATION BETWEEN CLASS PARTICIPATION AND STUDENTS' ENGLISH LEARNING ACHIEVEMENT AT SMA NEGERI 12 PADANG KEC. NAGGALO WEST SUMATERA

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Abstract

This study aims to determine the correlation between class participation (X) with students' English learning achievement (Y) of SMAN 12 Padang. The population of this research was students of SMAN 12 Padang, numbered 894 people. Sample was selected by a stratified random sampling technique with the total sample of 100 students. The data were collected using observation and questionnaire. The data were analyzed using a quantitative descriptive technique with the SPSS version 20 computer program. The data analysis shows that there is a positive and significant correlation between X and Y with high category (0,793) and significance value less than 0,05 (0,000 < 0, 05), then the acquisition value is consonant with r_{table} was 0,163. From the research result, it was found that $r_{count} > r_{table}$ (0,793 > 0,163) with significance 5% and $n = 100$. Thus, the higher participation will increase English learning achievement. Therefore, participation should be a good consideration in learning.

Keywords: class participation, leaning achievement

INTRODUCTION

English at senior high school consists of four skills; listening, speaking, reading, and writing that must be mastered by students and proven through English learning achievement. One of the efforts undertaken by students is showing seriousness in learning such as preparing and being able to be active and participating in learning. Participation can be defined as the mental, emotional, and physical involvements of students in responding well to the learning objectives and responsibilities (Suharto: 2012).

Participation can be observed from student activities during the learning process such as students not only sitting and being silent but also, active, asking, and giving responses related to subject matter (Sadirman, 2011). By participating, students can demonstrate self-ability in learning. Students' involvement in learning activities will certainly affect the results of learning. Participation that is showed by students can be grouped into several categories namely; initiate-respond-evaluate, randomly assign students either active or passive students in learning (cold-calling), open and unstructured talking, and structured discussion. In each category there is a teacher's role as a student control in providing participation in the classroom during the learning process (Jones, 2008).

Participation can certainly be measured by observing students during the learning process. Attendance, student involvement in the classroom, peer co-operation, preparation, and initiative are observable indicators of students during the learning process (Bean & Peterson in Davis, 2009: 110). Attendance is the timeliness of the students to follow the learning, it means that students are ready to receive the lessons that will be given by the teacher before the learning time begins. Students' involvement can be seen from the responses given during the learning process. Working with colleagues means that students are able to communicate well with colleagues in the classroom to discuss the learning materials provided by the teacher. Preparation can be observed from the readiness of the students through the tasks assigned by the teacher. Initiative is a positive input given by students in the learning process.

METHOD

This study is a descriptive correlational research with a quantitative approach used to describe the relationship of class participation to English learning achievement of students of SMA Negeri 12 Padang West Sumatra. The study population is all students of SMA Negeri 12 Padang registered in academic year 2017/2018 with number of 894 students with details of 336 class X, 234 class XI and 314 class XII. The sample was selected by a stratified random sampling technique with a sample count of 100 students

consisting of one class at each level. The instrument used in the research is observation checklist to assess the participation of the class, which is tested the validity of the content based on the theory which refers to the theory used.

Data analysis techniques are quantitative. Quantitative analysis uses a simple analysis technique to determine the frequency distribution and percentage of each variable. This calculation is done computerized by using SPSS version 20 applications.

FINDINGS AND DISCUSSION

Findings

The data obtained in the form of class participation of students in learning (X) and students learning English (Y). Student participation can be drawn as follows:

Students' participation

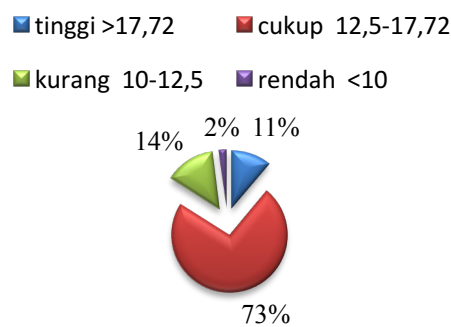


Figure 1. Students' participation category

Based on Figure 1 above, it can be seen that students' participation can be categorized generally into fair category (73%). Next, the high category was 11%, poor category was 14%, and very poor was 2%. Then, students' English learning achievement can be seen in the following figure:

Students' English Learning Achievement

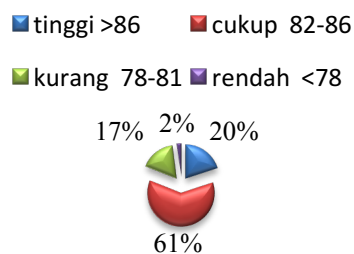


Figure 2. Students' English Learning Achievement

Based on Figure 2, it can be seen that students' English learning achievement can be categorized generally into fair category 61%. Next, students' English learning achievement in high category was 17%, students' English learning in poor category was 20%, and very poor category was 2%.

In order to prove the correlation between class participation and English learning achievement, the research hypothesis is proposed as follows

Ho : There is no correlation between class participation and students' English learning achievement at SMA Negeri 12 Padang Kec. Naggalo West Sumatera.

Ha : There is a correlation between class participation and students' English learning achievement at SMA Negeri 12 Padang Kec. Naggalo West Sumatera.

Ho is accepted if significance value is bigger than 0.05 ($p > 0.05$), it means there is no correlation between class participation and students' English learning achievement at SMA Negeri 12 Padang Kec.

Naggalo West Sumatera. H_a is accepted if significance value is lower than 0.05 ($p < 0.05$), it means there is a correlation between class participation and students' English learning achievement at SMA Negeri 12 Padang Kec. Naggalo West Sumatera.

Tabel 1. Hasil Uji Korelasi Sederhana Hubungan Partisipasi Kelas dengan Hasil Belajar Siswa SMA Negeri 12 Padang

		Correlations	
		Participation	Learning achievement
Class participation	Pearson Correlation	1	.793**
	Sig. (2-tailed)		.000
	N	100	100
Learning achievement	Pearson Correlation	.793**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

b. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Based on Table 1 it can be known correlation value was 0,793. Because of the correlation value in table r is at 0. 600- 0,800 it can be concluded that there is a positive correlation between class participation and English learning achievement. The positive correlation means the higher class participation makes a better English learning achievement. The significance value was lower than 0.05 ($0.00 < 0.05$) meaning the significance correlation can be generalized into the population. This research declares that H_0 was rejected and H_a was accepted. In other words, there was a correlation between class participation and students' English achievement at SMA Negeri 12 Padang, kec. Nanggalo West Sumatera.

Discussion

Learning achievement is a tool to measure students' performance by teachers as evidence of students' learning outcome based on material given. Learning outcomes are not just obtained by students, but there are some indicators that encourage the results of learning to be obtained optimally.

Class participation is an attempt by the students to demonstrate the curiosity, participation, involvement and responsiveness of the ongoing learning in the classroom. Participation is done by students to demonstrate learning ability (Czekanski & Wolf, 2013). Participation will be related to learning outcomes. Based on the results of research that has been done, it appears that participation gives positive values to students' learning achievement. It can be said that the higher level of participation shown by students the better the learning outcomes will be obtained (Setiawan, 2015).

In following the learning, students who come on time even before the study time will begin can be regarded as participating students to follow the learning process. By coming before the time of study begins indicates that the student is ready to follow the learning. Furthermore, students who wish to involve themselves in the class means having a good participation. Showing themselves in learning means that students are able to respond to the material being discussed in the classroom. This will certainly be supported by encouragement of the teacher, therefore the student shows his / her participation to give positive and responsible responses regarding the material discussed. In learning the students who are not just sitting and silent means having good participation in learning (Sadirman, 2011).

The tendency of students who learn independently will reduce the interaction of students with colleagues. This needs to be a concern for learning does not feel monotonous. Cooperating with colleagues does not mean students are considered not independent, but working with colleagues will be more effective in maintaining good communication between students during the learning process. Students can discuss things with peers without any sense of awkwardness and pressure. The readiness of students to accept various independent tasks or groups should also be considered. Moreover, the educational curriculum that has approached full day school in some schools is considered by the teacher to involve students in out-of-school tasks.

Participation is closely related to learning achievement. It cannot be denied that participation will add values to students who are able to expose themselves in learning. Meanwhile, it will be an encouragement in solving the problems in learning. Students will exert their abilities if their participation is excellent for learning, but students will not be interested in learning if their participation is low.

Based on the description above, students' participation needs attention. Participation can be measured through several indicators described in the previous discussion. Participation means that students are able to involve themselves and show their understanding in following the learning process.

CONCLUSIONS AND SUGGESTIONS

Based on the results of data analysis, it can be concluded that there is a positive correlation between class participation with the results of learning English students SMA Negeri 12 Padang, with a high value interpretation and a positive value of correlation r (coefficient of correlation) shows a positive correlation between class participation and English learning achievement. This means that the higher students' participation in learning produce(s) the higher learning achievement. In contrary, the lower the students' participation in learning, the lower students' learning achievement.

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