

STUDENTS' PARTICIPATION IN LEARNING ACTIVITIES IN ENGLISH CLASS AT A SECONDARY SCHOOL IN MADIUN

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Abstrak

Penelitian ini dilatarbelakangi oleh pentingnya partisipasi siswa dalam mencapai tujuan pembelajaran bahasa Inggris di sekolah menengah. Penelitian ini bertujuan untuk mengetahui partisipasi siswa selama kegiatan pembelajaran bahasa Inggris di kelas. Penelitian ini menggunakan pendekatan penelitian kualitatif deskriptif. Penelitian ini dilakukan pada siswa kelas IX H yang berjumlah 30 siswa di sebuah sekolah menengah di Madiun yang terletak di daerah pedesaan. Data dikumpulkan melalui wawancara, observasi, dan dokumen. Untuk menganalisis data, peneliti menggunakan tujuh tahap yang disarankan oleh Creswell, yaitu: menyiapkan dan mengorganisasikan data, membaca seluruh data, mengkodekan data, mengidentifikasi tema, mengembangkan interpretasi alur cerita, menganalisis lebih lanjut data dengan menggunakan kerangka kerja analitik, dan merepresentasikan dan menginterpretasikan data. Berdasarkan hasil pembahasan, tingkat partisipasi siswa dalam kegiatan pembelajaran di kelas bahasa Inggris dilihat dari 3 kegiatan yaitu diskusi, penugasan, dan kerja kelompok. Penelitian ini menemukan bahwa partisipasi siswa kelas IX-H dalam mengikuti pembelajaran bahasa Inggris berada pada kategori cukup, dan kegiatan pembelajaran yang memiliki partisipasi siswa paling tinggi adalah kegiatan kerja kelompok dan penugasan.

Kata Kunci: Partisipasi murid, Aktivitas pembelajaran, Kelas Bahasa Inggris, Sekolah Menengah Pertama

Abstract

This research is motivated by the importance of student participation in achieving English learning objectives in secondary school. It aims to determine students' participation during English learning activities in class. This study used a descriptive qualitative research approach. This study was conducted on students of class IX H, which amounted to 30 students at a secondary school in Madiun, located in a rural area. The data were collected through interviews, observations, and documents. To analyze the data, the researcher employs as suggested by Creswell seven stages, namely: preparing and organizing the data, reading through all the data, coding the data, identifying themes, developing a storyline interpretation, further analyzing the data using an analytic framework, and representing and interpreting the data. Based on the discussion results, the level of student participation in learning activities in English classes is seen from 3 activities: discussion, assignment, and group work. This study finds that students' participation in class IX-H following English learning is in the sufficient category, and the learning activities having the highest student participation are group work activities and a homework assignment.

Keywords: Students' participation, Learning activities, English class, Secondary school

1. INTRODUCTION

Active student participation is needed in teaching and learning in 21st-century learning. Student participation in education can be defined as active and engaged in the classroom. Student participation is one of the most important topics in teaching and learning at various levels of education. Time must be set aside for students to engage and interact with other students and the teacher during lessons and sessions (Zhu, 2012).

Student participation is one of the indicators of success in the learning process. Based on Dancer & Kamvounias (2005) Student participation can be seen as an active process that can be sorted into five categories: group skills, communication skills, and attendance. This is also supported by (Fritschner, 2000) Student participation is seen from six levels of participation from students, from simply attending class to oral presentations. Then, participation relates to the learning process. According to Ayu Lestari (2020) student participation includes speaking, listening, reading, writing, and body language or body movements. Children's participation in learning is also reflected in the definition of a student-centered approach according to (Sujiono, 2011) Student participation is a learning activity with dynamic interaction between teachers and children or children with other children. So it can be concluded from some of the literature that student participation is a process of student involvement that includes physical and mental through activating the five senses through a series of learning activities, which include visual activities, listening activities, oral activities, motor activities, emotional, and body language and acting following the provisions in the structure of learning participation.

According to research conducted by Lv et al. (2022), student participation plays an essential role in the learning process. In his research, he discussed the relationship between student involvement and critical students' abilities. Lv's research results show that student involvement in the classroom increases critical thinking. The statement is also supported by (Tatar, 2005) that students who actively participate in class are likelier to perform better on assessments and master course material. Meanwhile, poor participation can negatively impact students' language learning process and academic achievement. Learning activities are said to be successful if the level of student learning participation is high and the level of students varies based on their abilities. Students who are active in the learning process tend to have better learning outcomes (Akpur, 2021; Heng, 2014; Sedova et al., 2019). Based on the literature review shows that student participation plays an essential role in the learning process. Active students will have better critical thinking skills, have good performance in academics, and students who actively participate in class tend to have good learning outcomes compared to students who tend to be passive.

Learner participation in learning is crucial₂, especially in language learning. English is a

language that participants must learn because English is an international language. Mastery of foreign languages is necessary in an era where the times and technology are developing rapidly. The government realizes the critical role of English and human resources, which are reliable in communicating in English. English in Indonesia is taught from elementary school to university level. To arouse students' participation, teachers must implement exciting and creative learning activities so that learners will be interested in and motivated to learn English.

According to John Bruner's learning concept in Fauziati (2016:49-50), learning is an active process in which learners construct new ideas or concepts based on their current and past knowledge. Meanwhile, based on Lev Vygotsky's socialcultural theory in (Fauziati, 2016 pp. 48-49) learning is a collaborative process that involves social interaction with other human beings. Based on these two experts, it can be concluded that the role of the learner is to actively build their understanding by forming new ideas or concepts based on existing knowledge and that learning involves transforming information, making decisions, and generating and making meaning from information and experience.

Several previous studies have also examined learner participation in the English language learning process, including research conducted by (Aristo et al., 2019) which discusses circle talk learning activities in speaking lessons to increase student participation in speaking. Then, research conducted by (Jebbour & Mouaid, 2019) examined the impact of teacher self-disclosure on the participation of University of English students in class. The results showed that the teaching method with teacher self-disclosure increased speaking participation by asking and answering students without asking them questions. Then, research was conducted (Triyanto, 2019), and his research discusses understanding student participation in group learning activities. Furthermore, research on participation was also conducted by (Afrida, 2021). In her research, she discussed the use of song media to increase students' participation in grammar learning among 9th-grade students of SMK 4 Lahad. The results showed that song media can increase students' participation in learning grammar with tone, authenticity, and lyrics; songs provide a happy effect and can motivate students to learn grammar.

Dos Santos & Vélez Ruiz (2021) discuss using Class Dojo to motivate children to participate in learning English as a foreign language during online classes during the pandemic. Research conducted by Anastasia et al. (2021) discusses the participation of SD Brawijaya students in English language learning during the Covid-19 pandemic. Results of her research revealed that student participation can be seen from participation in answering, participation in asking questions, participation in doing tasks, and participation in doing test questions. Chris Imanuel Nguru (2023) His research discusses using the Jigsaw method to increase student participation in English

language learning. The results of his research show that using the Jigsaw method can increase student participation in discussion groups on assignments, and it makes it easier for students to understand the tasks given. So, from some of the research above, it cannot be denied that learner participation in the learning process, especially English learning, is crucial.

Previous studies focused on fostering student participation through various methods, including learning media and teacher-teaching methods. Some of these previous studies used classroom action research methods with different objectives. The difference between this research and the previous studies is that this research was conducted at a secondary school in Madiun City in the 2023/2024 academic year. This study analyzes student participation in learning activities in English classes using qualitative research methods.

Based on the observation conducted at a secondary school in Madiun, the researcher found that the teacher still used conventional methods in teaching English. This makes researchers interested in researching student participation in English learning. The purpose of this research is so that teachers can find out how students participate in English learning in class. In addition, to find the learning activities with the highest student participation. The school's location is in a rural area far from the city. The problem faced by teachers at the school is the lack of students' English language skills and interest in learning English. This research is expected to help other studies in the same research interest in education, especially English education.

2. METHOD

In this research, the qualitative research design was used to describe the natural setting of the subject—a qualitative approach to gather information about students' participation in learning activities in English class. The subject of this research was 30 IX-H students at a secondary school in Madiun. According to Creswell (2023) Qualitative research is the “ exploration and understanding of the meaning of individuals or groups deemed social or human problems.”

Students at a secondary school in Madiun were selected to learn about their participation in learning activities in English class. The primary purpose of this research was to analyze the student's participation in learning activities in English class, so interviews and observations were used to gather data from the teacher and the learning process in class. This study's data consists of information in words gathered via an interview with an English teacher who taught in that school and did the observation to see what happened in the English learning process, also with a document consisting of a checklist and field notes.

To see student participation in class, researchers conducted a checklist that adopted participation indicators from (Dancer & Kamvounias, 2005) dan (Fritschner, 2000) which consists of:

- a. Answering the question
- b. Asking the question
- c. Collecting assignments well and on time
- d. Cooperating in group work
- e. Giving suggestions and opinions on group work
- f. Completing group assignments on time

The researchers employed Creswell data analysis in this study, as well as Creswell, to check the validity of the data. In analyzing the data, the researcher conducted 7 steps based on qualitative data analysis: preparing and organizing the data, reading through all the data, coding the data, identifying themes, developing a storyline interpretation, further analyzing the data using an analytic framework, and representing and interpreting the data. As a result, it is feasible to conclude that data triangulation is the most effective strategy for guaranteeing that a hypothesis is tested in several ways, increasing the likelihood that adverse conditions will be addressed.

3. FINDINGS AND DISCUSSION

3.1 FINDINGS

Based on the data collection results conducted by researchers through observations of the teaching and learning process of English in the classroom. As well as interviews with a ninth-grade English teacher at a secondary school in Madiun, there are several things found related to student participation in learning activities in English classes in grade nine, namely:

3.1.1 Learning Activities Used in the Classroom

In this section, researchers found English learning activities used in the class. Teachers use different learning activities for each theme or topic when teaching English. This is because each learning theme or topic has different difficulties, and each class has students with different abilities.

Researcher: “What activities do you use on narrative text material?”

Teacher: “The learning activities used in this material are discussion activities, assignments, and group work.”

(Interview, Monday, January 22nd, 2024)

Based on the results of interviews with teachers, it is explained that learning activities on narrative text material consist of discussion activities, giving assignments, and group work :

- a. Discussion activities

English teachers implement discussion activities as their first learning activity in class. After explaining and providing examples of the Narrative text, the teacher conducts discussion activities with students related to the Narrative text that students have read. The teacher starts the discussion activity by asking students questions about characters, story content, and narrative text structure.

Researcher: "Why do you use class discussion activities in teaching class?"

Teacher: "I use class discussion activities to interact with students. I do discussion activities by asking students questions. For example, in class earlier, I asked questions to see if students understood what they read."

(Interview on Monday, January 22, 2024)

Based on the interview results with the teacher, she explained why she chose discussion activities to form communication interactions between teachers and students. In addition, with discussion activities, the teacher can check students' understanding of the text read.

This is confirmed by the results of observations made in class. The teacher conducts discussion activities by asking students some questions related to the text read by the students.

Teacher : "Okay, are you finished reading the text?"

Students : "Yes, ma'am"

Teacher : "Okay, after you read the story of "Tangkuban Perahu" can you tell me how many characters in that story?"

Student 1 : "Three Ma'am"

Teacher : "Good, there are three famous characters in the story of Tangkuban Perahu. Approximately someone can name who it is?"

Student 2 : "Sangkuriang Ma'am"

Teacher : " Yes, Sangkuriang is one of the characters in Tangkuban Perahu. Then the other characters are Dayang Sumbi and Tumang. Dayang Sumbi is the mother of Sangkuriang, and Tumang is the dog's name. Do you know who Tumang is, who is Sangkuriang?"

Student 3 : "Tumang was his father sangkuriang Ma'am"

Teacher : " Yes, in the story, Tumang is Sangkuriang's father, but he knows that Tumang is his father?"

Students : "No, Ma'am"

(Observation on Monday, January 22nd, 2024)

b. Giving an Assignment

After the discussion activity, the following learning activity implemented by the teacher is giving an assignment. Students are asked to find examples of folktales found on the Internet; each student must find one folktale in English and write it along with the text structure. The teacher explained that giving homework aims to help students learn independently. By using assignments, students will be more able to learn independently by accessing the internet to find information and strengthen their understanding of the material learned in class. The results of the interview with the teacher prove this.

Researcher : “Why do you give an assignment to students?”

Teacher : “I give assignments so students can study independently at home. At home, they can access the Internet, so it's easier for them to find information, and the assignment also aims to strengthen their understanding of the material learned in class.”

(Interview on Monday, January 22nd, 2024)

The observation of the first meeting shows that the teacher gives an assignment at the end of the lesson. The teacher asks students to look for examples of folklore in English on the Internet and write their folklore in their workbooks according to the assignment instructions the teacher has explained.

Field notes

January 22, 2024

Teacher: “I have an assignment for you. You need to find folklore in English, each one of which should not be the same. You can find it on the Internet. Then, you write it in your notebook with a note that the story you find is written according to the narrative text's generic structure that you learned earlier. We will discuss the assignment at the next meeting on Thursday. Do you have any questions?”

Students: “No ma'am”

(Observation on Monday, January 22nd, 2024)

c. Small Group Work

The following learning activity implemented by the teacher is the small group work activity. The teacher divided the students into 5 groups in the group work activity. The teacher explains that group work activities are carried out to make it easier for students to do practice tasks and train student communication between students. The teacher's statement evidences this:

Researcher: “Why did you choose group work learning activity to teach English in class?”

Teacher: “Because group work will make it easier for students to do the tasks given. They can work together to complete the task with their friends instead of working alone.”

(Interview on Monday 22nd January 2024)

Then, based on the results of classroom observations in learning activities, the teacher makes small learning groups for students. The teacher asks students to count from 1 to 5 from front to back to determine group members. There are four or five group members per group. The teacher explains what the students must do in the group work activity. In this group work activity, students must work on scrambled sentences in the LKS book. Students start working after the teacher explains how to work on scrambled sentences.

Field notes

Thursday, 25 January 2024

The teacher asked the students to do small group work in the second meeting.

Teacher : “ Please, count one to five from the front right to back. Ready ?”

Students : “Yes, Ma'am”

Teacher : “ O.K , start counting “

Student start counting

Teacher : "Okay, please gather with your group of friends according to the number mentioned earlier"

Students began to gather with their respective group members. Then the teacher explains the exercise that the students are doing.

Teacher : " OK, then please open your book during the activity. As you can see, there is a paragraph that is incorrect because it is still random. Your task is to assemble the random paragraphs into a cohesive paragraph by writing the correct sequence number. For the writing, just write the number there. Do you understand?"

(Observation on Thursday, January 25th,2024)

The teacher carried out group work activities at the next meeting by giving students different tasks. In the fourth meeting, after the teacher explained the material about Past Tenses, students were asked to form small groups of five groups with the number of group members consisting of five to six people. Students were allowed to choose their group members. The task to be done by the students is to analyze the generic structure and then write it according to the generic structure column available on the worksheet. The second task that students in groups must do is to work on multiple-choice questions totaling 20. All exercises done by students in groups are collected at the end of the lesson before the daily exam.

3.1.2 Students' Participation in Learning Activities in English Class

This section will explain student participation in each learning activity. Based on the interview and observation during the English class, the teacher implemented three learning activities: class discussions, assignments, and group work to see the students' participation in each learning activity.

Table 1. Students' Participation Indicators

Learning Activities	Indicators of Participation	Number of Students	Active Students	Passive Students	Percentage of Engagement
Discussion	Answering the question	30	14	16	46,67%
	Asking the question		1	29	3,33%
Assignment	Collecting assignments well and on	30	28	2	93,33%

time					
Group Work	Cooperating in group work	30	20	10	66,67%
	Giving suggestions and opinions on group work		20	10	66,67%
	Completing group assignments on time		29	1	96,67%

The table above explains student participation in each learning activity in English language learning, especially in Narrative Text material in class IX-H. The table above shows student participation in discussion activities, including the percentage of student involvement in answering questions given by the teacher, around 46.67%, and asking around 3.33%. Then, in the following learning activity, namely assignment activities. the table shows the percentage of students who do their assignments well and collect assignments on time, around 93.33%. In group work learning activities, there are three indicators of student participation. The table shows the percentage of student participation in group work activities, namely cooperating in group work 66.66%, giving suggestions and expressing opinions 66.66%, and collecting group work assignments 96.66%.

3.1.3 Learning Activities Having The Highest Participation From Students

In this section, researchers will discuss their research findings on learning activities with the highest student participation after analyzing data and calculating student participation in each learning activity in class XI-H. The learning activities consist of discussion, assignments, and group work activities, each with its indicators.

A percentage table of each learning activity is displayed in the table. Learning activities that have the highest student participation are group work and homework assignments. The number of students who do the homework and submit it on time is high, around 93,33%, which means there are 28 students. Group work activities are divided into three indicators: cooperation in group work and providing suggestions and opinions on the group work process, a percentage of 66.66%. Then

the last one is collecting group work assignments whose percentage of student involvement is 96.66%

3.2 DISCUSSION

The results of data found by researchers during research at a secondary school in Madiun in the English learning process in class IX-H with the topic of Narrative Text learning, researchers found learning activities used by teachers in English classes, student participation, and learning activities that had the highest level of participation. Based on the results of interviews and observations, English learning activities were conducted in class IX-H of a secondary school in Madiun. Learning activities applied by teachers when teaching narrative text material consist of discussion activities, giving an assignment, and group work activities.

Choosing a suitable learning activity will make it easier for teachers to achieve learning goals. A suitable learning activity is one that can cause students to follow the learning process. This is in line with Ahmad in (Naziah et al., 2020) "learning activity plays an important role in every teaching and learning process. With the activeness of students in the learning process, students as students will be more likely to have a high sense of interest and enthusiasm in participating in the process of teaching and learning activities."

In the learning process, students must actively participate. Learning is said to be successful and of high quality if all or most students are physically, mentally, and socially involved in the learning process. This is in line with the theory of student engagement from Fredricks et al. (2004) This explains that student participation arises from behavioural, emotional, and cognitive engagement. The importance of student activeness in learning. To create active learning, teachers can use several learning activities that are designed in the learning design. Teachers use discussion, assignment giving, and group work activities in class IX-H to teach English, especially narrative text materials.

The teacher discusses the folktales in the students' worksheet book in the discussion activity. The teacher asks the students to read the folktale first so that they know the story that will be discussed. Then, the teacher asks the students some questions related to the folktales that the students have read. According to Brown (2015) "Teacher questions can initiate a chain reaction of student interaction. One question may be all needed to start a discussion; without the initial question, however, students will be reluctant to initiate the process." Based on Brown's explanation, the teacher's question will be a stimulus for interaction. Without a question from the teacher, there will be no discussion process because students are reluctant to start. This is in line with the study's results on student participation in discussion activities, especially when asking the teacher. Students

are reluctant to ask the teacher if the teacher does not provide a question stimulus.

The teacher discusses the folktales in the students' worksheet book in the discussion activity. The teacher asks the students to read the folktale first so that the students can know the story that will be discussed. Then, the teacher asked the students about the folktales they had read. Discussion activities are helpful for students to practice communication skills. This is in line with (Harmer, 2007) statement that discussion activities are considered the most frequently used useful and interesting oral practice in class because they offer opportunities for students to exchange ideas, talk about their experiences, and express their opinions.

Discussion activities are helpful for students to practice communication skills. This is in line with (Harmer, 2007), who says that discussion activities are considered the most frequently used useful and interesting oral practice in class because they offer opportunities for students to exchange ideas, talk about their experiences, and express their opinions. In discussion activities, student participation is still in the poor category. It can be seen that student participation in answering questions has a percentage of student activeness of 46.67% and asking questions of 3.33%. Students tend to be passive in discussion activities; only 14 students respond voluntarily to questions from the teacher, and 16 other students are just silent and listen to their friends answer questions from the teacher.

This is also supported by research conducted by Abdullah et al. (2012) He found that several factors contributed to low student participation in discussion activities, including lack of preparation. This led to students' lack of understanding of the learning topics, lack of courage to express opinions, and feelings of confusion. Then, for learning activities implemented by the teacher, namely giving an assignment to students at the end of the lesson, Giving home assignments aims to provide opportunities for students to study independently at home and strengthen their understanding of the material learned at the previous meeting. This is in line with Cooper (1989) The primary objective of homework is to facilitate the acquisition of factual knowledge, enhance academic study abilities, foster positive attitudes towards homework, and instill the understanding that learning can take place beyond the confines of the school classroom.

The activity of doing homework was rated as high. The number of students submitting assignments on time suggests they are responsible for the homework given and do it in line with the teacher's directions. Frequent and periodic assignments instil beneficial learning habits and attitudes in students, motivating them to learn, practice, and learn independently.

Similar to research conducted by Wangi et al. (2023) shows that giving assignments to students positively affects student learning outcomes. Giving assignments to students will make a

positive contribution to student learning outcomes. This assignment is done at the end of the class meeting. Giving assignments is an alternative to perfecting the delivery of specific learning objectives. This is due to the limited time to deliver material in the classroom.

Group work activities are carried out by giving exercise tasks that must be completed in groups. Group work activities help students complete practice tasks more efficiently than working alone. According to Johnson (1999) The purpose of learning groups is to strengthen each group member, and then students learn together so that they can perform better as individuals. According to research (Nazarov, 2021), groups that work well can increase productivity and performance together much more than individuals working independently. Group work activities give students the opportunity. In group work, students can practice communication skills with their group mates by discussing problems or exercises given by the teacher. Also, students' participation in group work activities was high.

In each group, students discussed to complete the exercises given by the teacher. They exchanged opinions and suggestions. Although, some students did not contribute to the group work. They preferred to chat with their group mates or other groups. Students who do not contribute to group work occur because they assume that their smarter friends can do the task without being helped, are easily distracted, and are not serious about doing the exercise tasks given by the teacher. The teacher should have monitored each group on the task's progress, not just sitting quietly in place. Monitoring is also useful in overcoming other students' lack of seriousness when working on group assignments.

Twenty students actively exchanged opinions and worked together on the task in this group work activity. Even so, all students collected the group assignment on time when the teacher asked them to collect it individually. Students at a secondary school in Madiun, especially in IX-H class, participate in English learning through learning activities, including discussion, homework, and group work. The above research results show that students were sufficiently actively participating even though no students were playing an active role during the learning process, such as the lack of student participation in discussion activities.

Based on the research findings, researchers found that students' participation in class IX-H was sufficient. With the various strategy learning activities, the teacher can increase students' participation in class. Student participation is very important in the learning process to make learning more effective. Learning activities can be successful if the level of student participation is high, and basically, the level of student participation varies based on their abilities. This study shows that cooperative learning activities such as group work are highly recommended in creating an active classroom with high student participation in the learning process, especially in English

classes.

4. CLOSING

From the conclusion of this study, some suggestions can be made. Namely, teachers should be creative and innovative in using interactive learning activities so that learning is more active and students can interact with their classmates. Further research needs to be conducted to obtain in-depth explanations and descriptions of student participation in learning activities in English classes by employing larger participants, using various data collection techniques, and conducting in-depth data analysis.

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