

UNIVERSITI TEKNOLOGI MARA

**FACTORS AFFECTING CLASSROOM
PARTICIPATION: A CASE STUDY OF TESL
FOUNDATION STUDENTS**

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Dissertation submitted in partial fulfillment
of the requirements for the degree of
Master of Education
(TESL)

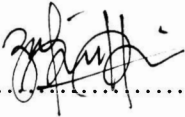
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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This dissertation has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

The case study was conducted to examine the patterns of student classroom participation. The study was also conducted to find out the factors that affect students' participation in the classroom. Using observation and interview, the data were collected from 24 first-year TESL students consisting of 18 females and 6 males. The findings revealed that the most common pattern of participation is responding to lecturer's questions after being prompted. It was found that majority of the students would not take part in whole-class discussions unless asked or prompted by the lecturer. Other behaviours like volunteering to respond to lecturer's questions (without being prompted) and giving opinions, comments etc. without being asked were commonly found. In addition, it was also found that students who contributed actively in whole-class discussions sat in front whereas those who were least active preferred to sit at the back of the classroom. The study also revealed that factors which affect students' participation in the classroom were interrelated. The identified five interrelated factors were pedagogical, cognitive, linguistic, affective, and socio-cultural.

ABSTRAK

Kajian kes melibatkan 24 pelajar, yang terdiri daripada 18 pelajar perempuan dan 6 pelajar lelaki Tahun 1 jurusan Pengajaran Bahasa Inggeris sebagai Bahasa Kedua (TESL) ini bertujuan melihat corak penyertaan pelajar di dalam kelas. Kajian juga bertujuan mengetahui faktor yang mempengaruhi penglibatan pelajar secara lisan di dalam kelas. Bagi mendapatkan data, 2 kaedah kajian digunakan iaitu pemerhatian dan temubual. Kajian mendapati corak penyertaan yang mendominasi adalah memberi respons atas dorongan pensyarah. Majoriti para pelajar tidak akan turut serta dalam perbincangan yang melibatkan seluruh kelas kecuali ditanya atau didorong oleh pensyarah. Majoriti pelajar juga didapati gemar bertanya serta memberi respons kepada rakan sekelas mereka. Hasil kajian juga mendapati pelajar yang lebih aktif gemar duduk di bahagian hadapan kelas berbanding pelajar yang kurang aktif. Melalui kajian ini, 5 faktor yang berhubungkait mempengaruhi penglibatan pelajar di dalam perbincangan kelas telah dikenalpasti, iaitu kaedah pengajaran, kognitif, kemahiran linguistik, akeftif dan sosio-budaya.