

**THE ASPECTS INFLUENCING STUDENTS' INVOLVEMENT IN  
COMMUNICATION-ORIENTED COURSE: A CASE STUDY OF  
UNDERGRADUATE STUDENTS AT ELSP HASANUDDIN UNIVERSITY**



**A THESIS**

*Submitted to the Faculty of Cultural Sciences at Hasanuddin University in partial  
fulfillment of the requirements to obtain a Bachelor's Degree in English  
Literature*

**Written By**

**SABNA MUTMAINNAH KATILI**

**F041191123**

**ENGLISH LITERATURE STUDY PROGRAM**

**FACULTY OF CULTURAL SCIENCES**

**HASANUDDIN UNIVERSITY**

**MAKASSAR**

**2023**

**LEGITIMATION**

**THESIS**

**THE ASPECTS INFLUENCING STUDENTS' INVOLVEMENT IN  
COMMUNICATION-ORIENTED COURSE: A CASE STUDY OF  
UNDERGRADUATE STUDENTS AT ELSP HASANUDDIN UNIVERSITY**

**BY**

**SABNA MUTMAINNAH KATILI**

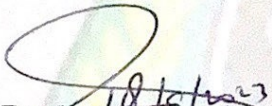
Student ID Number: F041191123

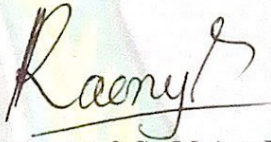
It has been examined before the Board of Thesis Examination on **Friday,  
September 8<sup>th</sup>, 2023**, and is declared to have fulfilled the requirements.

Approved By  
Board of Supervisors

Chairman

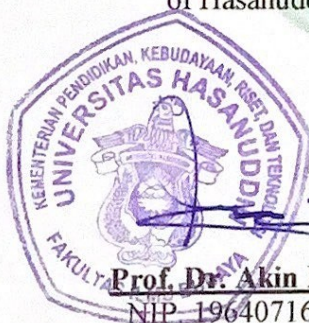
Secretary

  
**Dra. Ria Rosdiana Juhari, M.A., Ph.D.**  
NIP. 196602071991032003

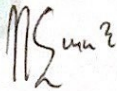
  
**Sitti Sahraeny, S.S., M.AppLing**  
NIP. 197203181998022001

Dean of Faculty of Cultural Sciences  
of Hasanuddin University

Head of English Literature Study  
Program



**Prof. Dr. Akin Duli, M.A.**  
NIP. 196407161991031010

  
**Dra. Nasmilah, M.Hum, Ph.D**  
NIP. 196311031988112001

**ENGLISH LITERATURE STUDY PROGRAM**

**FACULTY OF CULTURAL SCIENCES**


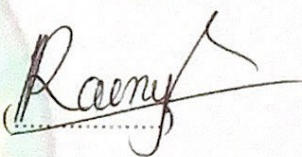
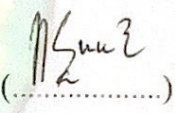
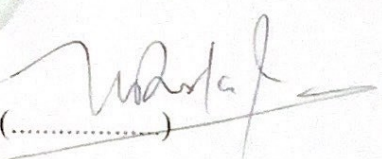
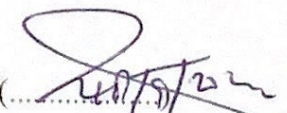
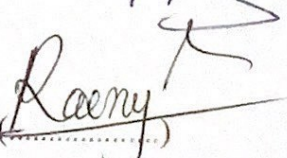
**HASANUDDIN UNIVERSITY**

**AGREEMENT**

On September 8<sup>th</sup>, 2023, the Board of Thesis Examination has kindly approved a thesis by Sabna Mutmainnah Katili (F041191123) entitled "*The Aspects Influencing Students' Involvement in Communication-Oriented Course: A Case Study of Undergraduate Students at ELSP Hasanuddin University*" submitted in fulfillment one of the requirements to obtain Bachelor Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, September 15<sup>th</sup> 2023

**BOARD OF THESIS EXAMINATION**

- |   |               |   |
|---|---------------|---|
| 1. Dra. Ria Rosdiana Jubhari, M.A., Ph.D. | Chairperson   | (  ) |
| 2. Sitti Sahraeny, S.S., M.AppLing.       | Secretary     | (  ) |
| 3. Dra. Nasmilah, M.Hum., Ph.D            | Examiner I    | (  ) |
| 4. Dra. Marleiny Radjuni, M.Ed.           | Examiner II   | (  ) |
| 5. Dra. Ria Rosdiana Jubhari, M.A., Ph.D. | Supervisor I  | (  ) |
| 6. Sitti Sahraeny, S.S., M.AppLing.       | Supervisor II | (  ) |

**ENGLISH LITERATURE STUDY PROGRAM**

**FACULTY OF CULTURAL SCIENCES**

**HASANUDDIN UNIVERSITY**

**APPROVAL FORM**

With reference to the letter of the dean of the Faculty of Cultural Sciences Hasanuddin University No.1833/UN4 9.1/KEP/2022 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Sabna Mutmainnah Katili (F041191123) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

Makassar, 22<sup>nd</sup> August 2023

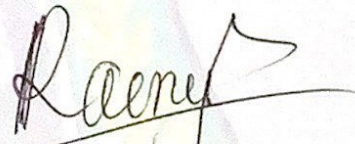
Approved by

First Supervisor

Second Supervisor

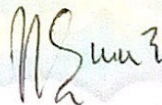


**Dra. Ria Rosdiana Jubhari, M.A., Ph.D.**  
NIP. 196602071991032003



**Sitti Sahraeny, S.S., M.AppLing**  
NIP. 197203181998022001

Approved by the Execution of Thesis Examination by  
The Thesis Organizing Committees  
On Behalf of Dean  
Head of English Literature Study Program




**Dra. Nasmilah, M.Hum, Ph.D**  
NIP. 196311031988112001

ENGLISH LITERATURE STUDY PROGRAM  
FACULTY OF CULTURAL SCIENCE  
HASANUDDIN UNIVERSITY

DECLARATION

The thesis by Sabna Mutmainnah Katili (F041191123) entitled "*The Aspects Influencing Students' Involvement in Communication-Oriented Course: A Case Study of Undergraduate Students at ELSP Hasanuddin University*" has been revised as advised during the examination on September 8<sup>th</sup>, 2023, and is approved by the Board of Undergraduate Thesis Examiners:

1. Dra. Nasmilah, M.Hum, Ph.D.

Examiner I (.....)

2. Dra. Marleiny Radjuni, M.Ed.

Examiner II (.....)

## STATEMENT LETTER OF AUTHENTICITY

The undersigned,

Name: Sabna Mutmainnah Katili

ID Number: F041191123

Department: English Literature

Hereby, the writer declares that this thesis entitled:

**The Aspects Influencing Students' Involvement in Communication-Oriented Course: A Case Study of Undergraduate Students at ELSP Hasanuddin University**

is written by herself. This thesis does not contain any materials that have been published by other people, and it does not cite other people's ideas except quotations and references. If in the future it is proven that there is a part or all of the contents of this thesis that are plagiarized, the author is willing to accept the sanction for her action.

Makassar, September 15<sup>th</sup> 2023

The undersigned,



**Sabna Mutmainnah Katili**

**NIM. F041191123**

## ACKNOWLEDGEMENT

“As long as we are fortunate enough to be breathing, we will breathe in, breathe through, breathe deep, breathe out.”

-Taylor Swift

First of all, the writer would like to thank Allah SWT the God who gives strength and blessing so that the writer can complete this thesis with the title *The Aspects Influencing Students' Involvement in Communication Oriented Course: A Case Study of Undergraduate Students at ELSP Hasanuddin University*. While working on this thesis, the writer encountered a range of challenges during the preparation process. Nonetheless, through determination, hard work, and the aid of prayer, the thesis is successfully finished and resolved. The compilation of this thesis undeniably relies on assistance from numerous individuals. Consequently, the writer wishes to extend heartfelt appreciation and profound gratitude to those who have offered support and guidance throughout this journey:

1. The writer's parents, Yadin Katili and Sri Nanang Amir, for the support both financially and mentally. Thank you for keeping the writer in their prayers, and giving the writer so much love so that the writer is able to come this far.
2. Dra. Ria Rosdiana Jubhari, M.A., Ph.D., and Sitty Sahraeny, S.S., M.AppLing as the first and second supervisors who have guided, directed, and assisted the writer in completing this thesis writing.

3. Dra. Nasmilah, M. Hum., Ph.D., and Dra. Marleny Radjuni, M.Ed. as the first and second thesis examiners who have provided input to help improve this thesis so that it becomes even better.
4. Andi Inayah Soraya, S.S., M.Hum. as the academic supervisor and all lecturers Department of English Literature that the writer is proud of. Thank you for giving all the knowledge that the writer has gained this far.
5. Ainayah, Nurul, and Tirza for being the bestest friends the writer could ask for. The writer wishes to express her sincere gratitude for the enduring support and companionship throughout this entire period. Thank you for standing by the writer.
6. College mates who have helped the writer a lot in the preparation of this thesis, especially Mage, Lija, Aldi and others. The writer is grateful for their advice and assistance in completing this thesis.
7. KKNT Maros mates, especially Finsyani and Daffa for their consistent support, which encouraged the writer's determination to complete this thesis and graduate alongside them.
8. Muhammad Rizky Noor Aqshal, as the greatest listener and motivation throughout the writing of this thesis, thank you for the unconditional love and unwavering support for the writer.
9. Lastly, the writer herself, for giving her blood, sweat, and tears for this bachelor's journey, especially in writing this thesis. Thank you for never quitting and believing in yourself.



The writer acknowledges the existence of several limitations within this thesis. Hence, with utmost humility, the writer welcomes all forms of constructive critique and recommendations. In conclusion, the writer aspires for this thesis to offer valuable insights and knowledge to all individuals seeking it, in the hope of contributing to their understanding and benefit.

Makassar, August 2023

The Writer

A handwritten signature in black ink, appearing to be 'Sabna Mutmainnah Katili', written over a horizontal line.

Sabna Mutmainnah Katili

## TABLE OF CONTENTS

<b>Cover</b> .....	i
<b>Legitimation</b> .....	ii
<b>Agreement</b> .....	iii
<b>Approval Form</b> .....	iv
<b>Declaration</b> .....	v
<b>Statement Letter</b> .....	vi
<b>Acknowledgement</b> .....	vii
<b>Table of Contents</b> .....	x
<b>Abstract</b> .....	xii
<b>Abstrak</b> .....	xiii

### CHAPTER I. INTRODUCTION

1.1 Background .....	1
1.2 Identification of the Problems .....	3
1.3 Scope of the Problem .....	4
1.4 Research Questions .....	4
1.5 Objectives of the Study .....	4
1.6 Significance of the Study .....	5

### CHAPTER II. LITERATURE REVIEW

2.1 Previous Studies .....	6
2.2 Theoretical Framework .....	11
2.2.1 Students' Participation.....	11
2.2.2 Classroom Interactions .....	13
2.2.3 Communication-oriented Course.....	15
2.2.4 Speaking, Listening, and Pronunciation Skills.....	17

### CHAPTER III. METHODOLOGY

3.1 Research Design .....	21
3.2 Population and Sample.....	21
3.2.1 Population .....	21
3.2.2 Sample .....	21
3.3 Data Collection .....	22

3.4 Data Analysis .....	22
<b>CHAPTER IV. FINDINGS AND DISCUSSION</b>	
4.1 Findings.....	24
4.2 Discussion .....	42
<b>CHAPTER V. CONCLUSION AND SUGGESTION</b>	
5.1 Conclusion .....	51
5.2 Suggestions .....	51
Bibliography .....	53
Appendix .....	59

## ABSTRACT

**Sabna Mutmainnah Katili.** 2023. *The Aspects Influencing Students' Involvement in Communication Oriented Course: A Case Study of Undergraduate Students at ELSP Hasanuddin University* supervised by **Ria Rosdiana Jubhari** and **Sitti Sahraeny**.

This research study entitled "The Aspects Influencing Students' Involvement in Communication Oriented Course: A Case Study of Undergraduate Students at ELSP Hasanuddin University" aims to explore the factors that influence students' engagement in communication-oriented course and to understand the relationship between classroom involvement and academic performance.

Employing a mixed-method approach between the quantitative and qualitative, the research focused on students from the English Literature Study Program Batch 2022 at Hasanuddin University. Data collection involved the use of questionnaires, allowing the writer to gather insights from the participants.

The analysis of the collected data revealed internal and external influences impacting students' participation, encompassing variables such as instructional approaches adopted by lecturers, the relevance of course topics, students' verbal expressions, vocabulary and fluency limitations, levels of self-confidence, peer interactions, and the classroom environment. The findings also demonstrated students who exhibited greater engagement during class discussions and activities exhibited a positive effect on their final semester scores, highlighting the pivotal role of participation in shaping overall academic achievement in communication-oriented course.

**Keywords:** *Communication-oriented Course, Students' Participation, Classroom Engagement, Academic Scores, English Literature Students.*

## ABSTRAK

**Sabna Mutmainnah Katili.** 2023. *The Aspects Influencing Students' Involvement in Communication Oriented Course: A Case Study of Undergraduate Students at ELSP Hasanuddin University* dibimbing oleh **Ria Rosdiana Jubhari** dan **Sitti Sahraeny**.

Penelitian ini bertujuan untuk mengetahui faktor-faktor yang memengaruhi partisipasi mahasiswa dalam mata kuliah yang berorientasi komunikasi dan untuk memahami hubungan antara partisipasi mereka di kelas dengan hasil akademis.

Dengan menggunakan pendekatan gabungan antara kuantitatif dan kualitatif, penelitian ini difokuskan pada mahasiswa dari Program Studi Sastra Inggris Angkatan 2022 di Universitas Hasanuddin. Pengumpulan data menggunakan kuesioner yang memungkinkan penulis untuk mengetahui pandangan partisipan.

Analisis data yang terkumpul menunjukkan pengaruh internal dan eksternal yang memengaruhi partisipasi mahasiswa, mencakup variabel-variabel seperti pendekatan pembelajaran oleh dosen, relevansi topik mata kuliah, komunikasi verbal mahasiswa, keterbatasan kosakata dan kelancaran berbicara, tingkat rasa percaya diri, serta interaksi dengan teman dan lingkungan kelas. Data juga menemukan bahwa mahasiswa yang lebih aktif dalam diskusi dan aktivitas di kelas memiliki dampak positif pada nilai semester akhir mereka, menunjukkan peran penting partisipasi dalam pencapaian akademis secara keseluruhan dalam mata kuliah berorientasi komunikasi.

**Keywords:** *Mata Kuliah Berorientasi Komunikasi, Partisipasi Mahasiswa, Keterlibatan Dalam Kelas, Nilai Akademis, Mahasiswa Sastra Inggris.*

# CHAPTER I

## INTRODUCTION

### 1.1 Background

English education has grown quite massive throughout the decades, especially in countries where English is taught as Foreign Language (EFL). According to Sultra and Baharudin (2020), in Indonesia, the government has accomplished numerous things through educational institutions, including developing a new curriculum, syllabus, and other materials examination framework and lesson plan should be prepared in a manner that policy implementation will be modernized. the next generation.

Having been taught in a classroom situation that often requires participation both from teachers and students, it appears that English language learners however still struggle when it comes to their participation during the lesson, as the researcher herself personally faced problems when it came to participate in the Listening and Speaking Class. When we talk about classroom participation, Aziz et al. (2018) argued that classroom participation is vague and difficult to quantify. Participating in the classroom counts as a multi-step process that involves doing, talking, thinking, feeling, and belonging (Floding and Swier, 2011). It is frequently used to describe students' inclination to participate in daily class activities such as regularity, timely submission of homework, and following teachers' instructions in class, so it is considered an aspect of engagement in literature (Aziz et al., 2018).

Students' involvement in the classroom holds such a big role in teaching and learning processes as it allows students to actively show what they are doing and learning in the classroom. Thus, the lack of classroom participation by students will affect their academic performance. Many researchers have found a number of factors influencing the students' participation in the classroom, especially in a communication-oriented course.

Related to the student's participation or involvement in the classroom, it is essential to find out the aspects that influence their participation. Understanding these aspects can enable the teacher to consider the aspects in designing learning activities and selecting or developing learning materials that can optimize students' involvement in the learning processes.

In an oral communication course, students are expected to be engaged actively and directly. Since communication and/or being able to communicate are crucial in language learning, Dunbar et al. (2006) stated that communication is a key skill, which is why there has been a new push on universities for "communication across the curriculum." That is, effective communication is now offered in a variety of general education classes, not simply communication department courses.

In the 1970s, according to Littlewood (2012), there were two major communicative language teaching sources, which are a communicative perspective on language and a communicative perspective on learning. The communicative approach to language focuses on what we learn. It suggests that when we learn a language, we are primarily acquiring language functions (how to 'do things with

words') rather than language structures. While the communicative approach to learning focused on how we learn, particularly our inherent abilities to 'acquire' language (both L1 and L2) simply via communication and without the direct support of a teacher.

The most common perception is that it entailed learning to communicate in the L2, with a concentration on speaking and listening, little grammar instruction and a lot of time spent planning activities. (Littlewood, 2012).

Speaking and listening is very common when it comes to communication-oriented course. Zare and Othman (2015) stated that speaking ability relates to the ability to communicate verbally in the target language in a practical, functional, and exact manner. For both ESL/EFL students and teachers, speaking is a crucial skill and the primary means of communication, while listening is the mental ability by which we assign meaning to sounds. It is the active mental process of decoding, comprehending, interpreting, and evaluating information. (Wah, 2019). To conclude, in the communication-oriented course which focuses on oral skills such as speaking and listening, students' involvement is badly needed. Thus, the researcher develops an interest in doing this research entitled "The Aspects Influencing Students' Involvement in Communication Oriented Course: A Case Study of Undergraduate Students at ELSP Hasanuddin University".

## **1.2 Identification of the Problems**

Based on the background of the study above, the writer identifies a number of problems regarding the topic of this research.



1. English teachers still struggle with the lack of students participation throughout a lesson.
2. Most teachers do not consider aspects that influence students involvement in the learning processes.
3. Most students lack the confidence to participate in oral communication in the English classroom.
4. The learning materials sometimes are not designed to cope with learners differences.

### **1.3 Scope of the Problem**

In this study, the writer limits and focuses her research on a communication-oriented course named Listening and Speaking related to the factors that influence students' participation, as well as the impacts of students' participation on their academic performance. In addition, this research focuses on both male and female students in English Literature Hasanuddin University Batch 2022.

### **1.4 Research Questions**

The research questions can be formulated as follows:

1. What aspects influence students' participation in a communication-oriented course?
2. How does the students' involvement in class affect their academic scores?

### **1.5 Objectives of the Study**

The writer intends to achieve the objectives as follows:

1. To identify the aspects that influence the students' involvement in the

communication-oriented course.

2. To describe the effect of students' involvement in class on their academic scores.

### **1.6 Significance of the Study**

This research aims to bring new insights to educators regarding the effects that influence the students' participation in the classroom, more specifically, in a communication-oriented course. Moreover, this study is highly expected to enrich the educators' knowledge of students' perception of classroom participation so that teachers can use this to make a more effective teaching and learning process. Lastly, there is a big hope that other researchers interested in dealing with classroom participation in oral communication courses may find this research useful in conducting a similar study.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Previous Studies

Classroom participation becomes one of the most crucial topics in the education field as it plays an important role in students' academic performance. This, unquestionably, has gained the attention of researchers and educators, especially in the matter of the effects influencing the students' participation in the classroom. The following are some previous studies that will be mentioned:

Aslan and Sahin (2020) conducted a research entitled “*I Feel Like I Go Blank’: Identifying The Factors Affecting Classroom Participation In An Oral Communication Course*”. This research data is from seven freshman students who took a language teacher education program at one of central Turkey's main research universities. Using the qualitative case study, the researcher obtained the data from the field notes and written questionnaires. The findings from this research showed that the participation of students in a foreign language context proved to be a complex and dynamic process impacted by a variety of elements. Individual (psychological and social) elements as well as contextual/classroom-oriented factors influenced students' participation in classroom language practices and their intentional choices for L2 speaking.

The second previous research was conducted by Mustapha et al. in 2010 with the title “*Factors Influencing Classroom Participation: A Case Study Of Malaysian Undergraduate Students*”. The goal of this research is to learn about undergraduate students' perceptions of classroom engagement and the factors that

influence it. The participants of this study were 85 undergraduate students majoring in communication courses at a private university in Kuala Lumpur, Malaysia who came from different ages, gender, background, and race, with similar educational backgrounds. Data collection was conducted through interviews and observations (two weeks).

According to this study, the characteristics of lecturers were shown to be the most influential element in increasing student engagement during the lesson. To add more, students were more likely to participate when lecturers addressed them by name, asked probing questions, and acknowledged their answers with positive nonverbal actions such as smiling and nodding. In contrast, class participation is discouraged by undesirable characteristics such as poor teaching skills of the lecturers as well as being unapproachable. In addition, some students were claimed to be discouraged from participating due to signs of irritation from lecturers or classmates.

Both previously mentioned pieces of research focused on the students' participation in the communication-oriented course, which holds a strong correlation to this study, especially the first one which is aimed at EFL students.

Another study conducted by Precourt and Gainor (2018) entitled "*Factors Affecting Classroom Participation And How Participation Leads To A Better Learning*". There were two goals for this study, which are a number of courses and student-related factors that affect involvement grades in college accounting classes are investigated. The second goal is to see if participation grades in class have an impact on exam achievement in these classes. The study included a total of 595

students attending 20 accounting classes. There are eleven 200-level classes, four 300-level classes, and five 400-level classes. All business majors and numerous non-business majors are required to take 200-level courses which are introductory in nature. Courses in the 300 and 400-level are intermediate and advanced accounting, respectively, and are only necessary for accounting majors.

The findings of the study showed that dissimilar to liberal arts and sciences classes, female students' participation grades in accounting courses are identical to their male counterparts' participation grades, independent of class level. Comprehensive course level and student major have little bearing on participation grades; however, accounting majors and students in lower-level courses have greater attendance than non-accounting majors and students in higher-level courses. Students' involvement performance is influenced by their class schedule, namely class time and semester. Finally, students who participate more in classroom discussions do 25% higher on exams than students who have lower participation marks.

The difference between the previously mentioned research and this research is laid in the study's object. Precourt and Gainor focused on the students' participation in accounting classes. In addition, the sample of the study came from different majors, both accounting and non-accounting. As for this study's object, the writer is focusing on one major only, which is the English Language Study Program.

In 2012, Abdullah et al proved in their research entitled "*Student's Participation in Classroom: What Motivates to Speak Up?*" that students tend to

speak up in class if they have characteristics like those that like to read, ask their friends or teachers questions, come prepared, and have a high level of interest. The population of this study includes students of Faculty of Social Sciences and Humanities, at the National University of Malaysia, with the objective of identifying the types and levels of participation, as well as examining the factors that influenced students' active participation in class.

The other proven case of classroom participation comes from the research that was done by Abebe and Daneke in 2015 with the title "*Causes of students' limited participation in EFL classroom: Ethiopian public universities in focus*". The objective of this study was to investigate the reasons why students in Ethiopia's public institutions don't participate as much in English-language classroom activities and discussions. The findings of the study showed that students' participation in class was constrained by a variety of factors, including learner relationships, the methods used by the teachers, the physical setting, and others. Using the questionnaire and classroom observations, this study included 300 university students from six randomly chosen universities who attended the first semester of the academic year 2006 E.C. and who were enrolled in communicative English skills courses as its population.

As the effects of classroom participation consist of a number of factors, some researchers decided to look at it from gender analysis. For example, a study was conducted by Faltamo (2019) entitled "*Determinants of Female Students' Involvement in Communicative English Skills Classroom Instruction with Particular Reference to Wolaita Sodo University, Ethiopia*". In the research, Faltamo used 352 female students who learnt a communicative English Skills

course during the first semester of 2018/19 academic year as the sample. He/she found that poor English proficiency, their attitude toward the course, knowledge and skill gaps, a lack of motivation to participate, the dominance of male students, a lack of interest in participating, and sociocultural and economic factors are some of the main factors that affect how involved female students are.

Another past study that comes from a gender perspective is entitled “*Factors behind Classroom Participation of Secondary School Students (A Gender Based Analysis)*” conducted by Aziz et al. (2018) which aimed to look into the existing level of classroom involvement among secondary school pupils and the elements that add to it. Using a quantitative paradigm, the data collection was conducted through a survey technique. 19 boys’ and 21 girls’ government high schools agreed to participate in this research. Secondary school students are far more active in the classroom than primary school pupils, and boys are more active than girls. Both internal and external variables have a similar impact on both genders. In addition, motivation is a significant aspect that has a greater impact on girls than on guys. As for the negative element that influenced classroom participation that affected both genders equally, fear became the most influential one.

The last previous research was conducted by Alyan (2013) with the title “*Oral Communication Problems Encountering English Major Students: Perspectives of Learners and Teachers in Palestinian EFL University Context*”. The researcher chose qualitative content analysis as the method, and interview as the data collection. This study was aimed to look at the difficulties that Palestinian English major students have in establishing oral communication in order to show the complexities and difficulties associated with the skill from both students' and

teachers' perspectives. 13 female and 7 male students enrolled in different courses in spring semester of 2013, and 6 senior teachers agreed to be a part of this research. The findings showed that the main issues with oral communication included poor pronunciation, a small vocabulary, little exposure to the target language, low self-confidence, and interference from L1.

From all of the previously mentioned studies, the writer sees a strong correlation to this research which aimed to identify the aspects influencing the students participation in communication-oriented course. This research diverges from prior studies by specifically targeting students with a background in English Literature. Moreover, this research aims to examine the influence of the students' classroom participation on their overall academic performance

## **2.2 Theoretical Framework**

### **2.2.1 Students' Participation**

To achieve the intended goals that are set from the very beginning of a lesson, people are aware that it demands the involvement throughout the lesson of not only educators but the students as well. Bovill and Bulley (2011) argued that active student participation means that students are involved in an experience, whether it is university life, the portrayal of a committee, or participating in learning activities. This statement is in line with Abdullah et al. (2012), who claimed that students are required to be on time and actively participate in the classroom or other learning activities in order to consume, seek, and apply the skills and knowledge offered. These complementary interactions between lecturers and students help to create a positive classroom environment.



According to Turner and Patrick (2004), students' participation can take a number of forms, including spontaneously providing ideas and thoughts, stepping forward to answer questions, answering questions when called upon, demonstrating at the blackboard, discussing projects with peers or the teacher, and finishing written work.

Zepke (2015) as cited in Bergmark and Westman (2018) pointed out that beyond quantitative outcomes and high success, students' active engagement, whether in the classroom, in curriculum management, or in collaborations with other collaborators, may open the door to addressing critical active citizenship as well as students' social well-being. It also gives teachers a window into students' thought processes and learning, allowing them to identify learning problems and assess student progress, as well as scaffolding, or providing cognitive and effective aids for students' comprehension (Turner and Patrick, 2004).

Unfortunately, there are students who are low responders that were in some previous research claimed that listening is their best way to learn (Foster et al., 2009). Silence depletes the vibrancy of class conversation and leaves low respondents with a key professional skill—the capacity to express themselves in group contexts, according to Foster et al. (2009).

Participating in a classroom requires motivation from the students themselves. They sometimes need the pressure to be able to involve directly in a classroom. Based on Demir and Budak (2016) as cited in Tasgin and Tunc (2018), motivation acts as a catalyst for learning. Lack of motivation results in inaction and, as a result, trouble achieving the intended aim. Motivation is a key aspect in the

efficacy of learning and teaching processes since it not only influences student accomplishment but also provides energy and assures voluntary behavior. (Tasgin and Tunc, 2018).

### **2.2.2 Classroom Interaction**

In order to make the teaching and learning processes more effective, there has to be an interaction between educators and students in the classroom. According to Suryati (2015), students' performance should improve if effective classroom engagement tactics can be used to improve their communicative ability. In an EFL environment, classroom interaction is defined as any communication, which includes not just authentic conversation but also any speech exchange that occurs in the classroom, including those that arise during formal drills (Ellis, 1990 cited in Suryati, 2015).

To achieve the purpose of both teachers and students to be actively engaged in the teaching and learning process, the approach used must allow for the necessary interaction. It is a two-way interaction between the teacher and the student that takes place at various levels. This refers to a situation in which the teacher and pupils have a significant relationship with each other through their verbal and nonverbal acts. (Chrisantus, 2019)

Tickoo (2009), as cited in Shuxratovna and G'ulom o'g'li (2020), stated that in a productive class hour, what happens are as follows: the teacher interacts with the whole class, the teacher interacts with a group, a pair, or an individual pupil, pupils interact with each other: in groups, in pairs, as individuals or as a class.

Lastly, pupils work with materials or aids and attempt the task once again individually, in groups, and so on.

However, with the lack of classroom interaction, the teaching and learning processes cannot run smoothly or as expected. Students are all too often reluctant to speak out in class and are often unwilling to contribute appropriately and effectively during lecture hours, according to a common criticism among university staff members. (Karim and Shah, 2012). Thus, when the vast majority of students do not ask questions or answer instantly to inquiries presented by teachers, it is difficult to determine whether they have understood or learned anything.

As stated previously, teachers hold an important role in classroom interaction. If we step back and see the bigger picture, Annisa et al. (2021) elaborated on a number of role of teachers, according to Harmer's theory (2003), as follows: the teacher acts as a controller, having full control over the pace of the lesson. They also function as an organizer, responsible for arranging all activities and materials throughout the class. As an assessor, the teacher evaluates the performance of students. Additionally, the teacher serves as a prompter, providing suggestions to students.

Amadi et al. (2021) argued that despite their separate training modalities, however, some teachers lack the needed knowledge and skills in applying necessary techniques such as communication skills, discussion, inquiry, and demonstration approaches for classroom management interaction due to the technicalities involved in teaching. As a result of teachers' incapacity to properly initiate these classroom interaction tactics, pupils' academic achievement has been adequate.

### **2.2.3 Communication-oriented Course**

In language teaching, an oral communication course is known as Communicative Language Teaching (CLT). According to Littlewood (2014), CLT has enabled us to address a number of significant concerns and offered up a number of opportunities that we can now pursue. But it has also produced a slew of theoretical and practical issues. Ho (2004) cited in Littlewood (2012) stated that the most prevalent interpretation is that Communicative Language Teaching refers to teachers integrating communicative activities in their lesson plans and allowing students to practice the language skills they are learning.

The purpose of vital skills instruction in higher education, such as oral communication, is to equip students to be more productive employees and responsible citizens (Dunbar et al., 2006).

Pupils require speaking and listening abilities to thrive in subsequent classes and in their careers. A basic communication course can provide students with knowledge about good communication approaches as well as a safe environment in which to develop and practice abilities, resulting in positive sentiments about interacting in the future. Examination of these oral communication abilities can help students and their academic courses in a variety of ways because skill weaknesses can be remedied using solutions in the classroom, department, or institution. (Dunbar et al., 2006).

According to Chan (2011), oral communication can be done by students (individually or in small groups) who initiate and lead the conversation in student-driven tutorials/discussions, with occasional supervision and assistance from the

tutor/academic. However, Chan also stated that when no student shows a willingness to talk, or when debates are dominated by the same student, there is a fundamental problem with student-led discussions. All students must be given the chance and encouragement to lead, present, and initiate debates with the entire class or group.

There are more than a couple of challenges to conducting a communication-oriented course. Alyan (2013) reported in their research that some of the disadvantages are as follows:

1. Students' fluent oral communication is hampered by their pronunciation.  
Pronunciation has an impact on a learner's ability to speak and is linked to a lack of self-confidence.
2. Students do not receive enough English exposure in the classroom.  
Numerous students complained that classrooms were too packed and that they required more practice in class, in contrast to teachers who emphasized the need of developing students' own linguistic input and learning skills.
3. Students have not established the habit of listening, speaking, or reading extensively.
4. Limited vocabulary might influence spoken communication.  
Students realized they couldn't employ the relevant vocabulary item in the right context, such as using three or four words to communicate a single thought that they might express with only one word. They keep turning and revolving to make their partner understand what they mean, they are sure it is a lack of vocabulary.

5. Oral communication is limited by L1 interference.

The structure of sentences is influenced by the mother tongue. Students will occasionally try to think in their first language and just translate. Because this translation can be somewhat literal at times, the meaning is altered by the mother tongue.

6. Students are unable to organize their thoughts and meanings in a logical manner.

In some circumstances, they lack prior knowledge about particular issues in L2. They have the structure and linguistic skills required to carry on a conversation, but they lack numerous ideas on the subject.

7. Students majoring in English lack self-assurance.

Students lack the confidence to stand up and speak because they lack the linguistic skills to do so, and they fear being judged or humiliated.

#### **2.2.4 Speaking, Listening, and Pronunciation Skills**

When it comes to a communication-oriented course, three main skills would come up first in the discussion, which are speaking, listening, and pronunciation.

##### **1. Speaking**

Speaking plays an important role in language learning. Many researchers have been conducting a study regarding speaking skills in EFL. Huges (2006) as cited in Ali et al. (2019) claimed that “Speaking is the first mode in which children acquire language, it constitutes the bulk of most people’s daily engagement with linguistic activity, and it is the prime motor

of language change. It also provides our main data for understanding bilingualism and language contact (p.144).”

Speaking requires learners to comprehend not only how to construct specific aspects of language, such as grammar, pronunciation, or vocabulary (linguistic aptitude), but also when, why, and how to produce words (sociolinguistic aptitude). (Alam et al. (2014)).

Alam et al. (2014) also added that a non-linguistic aspect, namely the listener's capacity and/or capability of expectance, as well as his/her comprehension of the familiar context, or situations that he/she is more familiar with, plays a positive role. So, when a language teacher is teaching a second language to students in an ESL (English as a Second Language) or EFL (English as a Foreign Language) classroom, it is best to focus on themes that the students are already familiar with. As a result, diverse text forms (genres) as well as different situational instances can greatly aid in the teaching of a second language's speaking ability.

## **2. Listening**

Similar to speaking skills, listening skills is just as important. In order to be able to communicate with each other using English, EFL learners are aware that they need to work on their listening skills. As stated by Wah (2019), listening is a vital ability for everyone studying English because we cannot speak with each other verbally until we listen to each other interpreting the speaker's utterances. Furthermore, everyone is interested in hearing what English speakers have to say at a natural pace and

comprehending it. In addition, Wah also mentioned listening is a key skill that allows students to use their other abilities.

According to Mai (2019), “the objective of listening comprehension is that the learners are able to talk and write about what they have heard after listening. The authors emphasize that the “mental model” which is built as a representation of a spoken message is the result of our combining the new information in what we just heard with our previous knowledge and experience” (p. 29).

Based on what Krivosheyeva et al. (2020) reported, keep a few essential instructional guidelines in mind when teaching listening, regardless of the approach you choose. They will help both you and your students traverse the learning process.

One, make your expectations basic because even the most seasoned listener will be unable to recall the full of a message. Two, make sure your directions are easy to understand and include opportunities for pupils to ask questions and make mistakes. Three, assist kids in overcoming their communication anxiety by designing activities that are appropriate for their skill and confidence levels and then building their confidence by recognizing and rewarding their progress, no matter how tiny.

### **3. Pronunciation**

Berry (2021) argued that the significance of pronunciation, which is one of the foundations of oral communication, cannot be emphasized since oral communication can indeed be greatly hampered without correct pronunciation. Jahara and Abdelrady (2021) are on the same page regarding



this as they said verbal communication might be poor and severely degraded if the pronunciation is incorrect.

According to Wrembel (2002) as cited in Gilakjani et al. (2020) “the aims of teaching pronunciation are: 1) functional intelligibility-developing spoken English that is easy to understand for listeners; 2) functional communicability-developing spoken language that meets communicative needs; 3) increased self-confidence-developing a positive self-image; and 4) speech-monitoring abilities and speech-modification strategies-that will permit learners to develop intelligibility, communicability, and confidence outside the class”.