



## **Instructional Communication: Form and Factors Affecting Students Participation at Higher Education Class**

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### **Abstract**

This study is concerned with instructional communication in teaching English as foreign language in Indonesian higher education class. It focused on elaborating lecturers' perceptions on students' participation in the class. This research used qualitative research method with descriptive design. It was conducted at the campus of state and private universities in South Sulawesi. Six lecturers from two different universities were explored to find out their perception toward the use of instructional communication in teaching English as foreign language. Data were collected during academic semester through observation and in-depth interview. The findings of students' participation were elaborated into form of students' participation and factors affecting students' participation in English language teaching. The form of students' participation consisted of preparation, contribution to discussion, group skill, communication skill, and attendance. The students' participation was affected some factors such as lecturers' instructional strategies, personal characteristics, multicultural students, and scoring motivation. These results asserted that EFL lecturers aware of their role to engage the students participation actively in the classroom.

**Keywords:** *Instructional, communication, participation, English foreign language teaching*

### **Introduction**

Communication has many forms and functions. The communication used by the teacher and lecturer in the class is called instructional communication. Instructional communication is advanced study. It involves a model of instruction and outcomes of each phase, students' needs, ways of meeting students' needs, students' test anxiety, students' classroom anxiety, student's learning styles, classroom management, instructional strategies, students' misbehaviour, teacher misbehaviour, student self-concept, instructional learning systems, and teacher burnout (Richmond, McCroskey, & McCroskey, 2009).

This study is based on a series of studies dealing with instructional communication. There are several recent researches that provide insight into the instructional communication discipline. Preiss and Wheelless (2014) and Richmond and Frymier (2010) review the development of the instructional communication discipline. They pay attention to the Source-

Channel-Message-Receiver model of communication that influenced much of the instructional communication research. Mottet and Beebe (2009) introduce rhetorical and relational perspectives to the study of instructional communication and review the methods instructional communication researchers employ. Their study focuses on teacher communication behaviour. Nussbaum and Friedrich (2005) explain the study of instructional communication differs from the study of developmental communication. Waldeck, Kearney, and Plax (2001) offer a content analysis of the research conducted by instructional communication researchers. They identify eleven theories associated with instructional and developmental communication research, and six categories of instructional communication (student communication, teacher communication, mass-media effects on children, pedagogical methods/technology use, classroom management, and teacher-student interactions).

In line with those studies, instructional communication study should be continued and developed by the scholars. It is because, the successful of language learning depends on many aspects; one of them is communication. Mahmud (2017) states communication has a crucial function in English language teaching because failure in communication will result in unsuccessful process. As the communicator in the class, the lecturer has the responsibilities to teach, guide, motivate, facilitate and mould learners to become useful and competent persons. In addition, Learners, on the other hand should absorb, seek and apply skill and knowledge shared in the classroom or other learning activities.

From the first investigation, many complaints on students' participation in the classroom. In one hand, some of them pay attention to the lecturer by taking note, giving opinion, asking question, responding question, and completing the task given effectively. In short, the students actively participate in the classroom activities. On the other hand, the students are silent, noisy, cheating, chatting, whispering, playing with their smart phone, coming late, sleepy, and participating passively in the class. Similarly, Kaplan, Gheen, & Midgley (2002) found students were as teasing, talking out of turn, getting out of one's seat, disrespecting others—and more seriously but less frequently—violence and vandalism, has been acknowledged recently as a growing problem in schools—indeed as one of the most serious concerns of teachers and parents (Bean, 1998; Elam, Rose, & Gallup, 1996). In line with this finding, Abdullah, Bakar, and Mahbob (2011) students still do not actively participate and become passive in the classroom despite encouragements and use of various teaching methods by the lectures to stimulate active participation from the students. From these facts, it can be stated that there are two types of students in the class namely active and passive students. This categorization is made on the basis of students' participations toward the activities given

by the lecturer. The lecturers can minimize passive participation and engage active participation by communicating the activities clearly and effectively. Lee (2014) studied about the teachers' perception found that teachers had difficulties in implementing the communicative ways of teaching.

Furthermore, the interview data shows there are some factors influence students' participation in the classroom, such as materials, self-esteem, technology, culture, activities, teaching method and strategy. The result of observation checklist shows that the lecturer applied various strategies to keep students participating actively in classroom, such as the teacher is not only as speaker but also as moderator and facilitator. Other studies concerning with strategies used in the classroom are Mahmud (2017) who applied classroom presentation as a teaching strategy to build good interaction between teachers and students and among students in the class, and Daddi (2016) who utilized strategies of checking attendance, seating arrangement, teaching-learning activity, correction, and assessment in language learning. In addition, Tsoi (2013) offered organizational interaction as strategy to make classroom interaction and classroom talk more authentic. Engaging students' participation could be done by call on students by name, as for elaboration, praise students for their contribution (Nunn, Brandt & Deveci, 2016). Keeping students participate actively in the classroom is depending on the instructional communication strategies used by the lecturers. It indicates lecturers and students have the same expectation in language learning process in terms of strategies used by the lecturers and active participation form the students.

Dealing with those facts above, finding out instructional communication in terms of the form and factors affecting students' participation is imperative because teaching is as a communication process and participation is a form of communication and it serves a purpose. Engaging students to participate in classroom activities is the lecturers' task. By knowing the form and factors affecting students' participation, the lecturers can apply appropriate strategies to gain students' participation in teaching and learning process.

## **Method**

This research used qualitative research method with descriptive design. This research was conducted in natural setting. The researchers collected the data in the field where participants experience the issue or problem under this study. It provided thick description of the research focus. The main purpose of this study is to explore lecturers' perception on students' participation in English language teaching. After exploring the perception, the data

were elaborated and presented in the form of students' participation and factors that affect students' participation EFLT classroom.

### ***Participants***

This study was conducted at the campus of state and private universities in South Sulawesi. There were two campuses involved in this research, namely State University of Makassar and Muhammadiyah University of Makassar. These universities used similar curriculum. However, materials, teaching strategies and methods might be different for the reason that they employ different lecturers from various backgrounds. The participants consisted of six non-native English lecturers. They were selected based on gender, age, and teaching experience.

### ***Procedures of Collecting Data***

In collecting data, the researchers conducted observation and interview. The researchers employed nonparticipant observation or external observation in which they did not involve in the situation being observed. All classroom activities during the class were noted. After conducting observation for five meetings, the researchers interviewed all lecturers to gain data about instructional communication strategies applied by lecturers to engage students' participations. Type of the interview was semi-structured interview in which some questions were prepared before interviewing and some additional questions were asked on the spot. The interview sessions were organized during class time and office hour time and all of the responses were recorded by using *handy camera*.

### ***Data Analysis***

To analyze the data, the researchers applied the six steps of Creswell (2014). The data were analyzed in a linear hierarchical approach building from the bottom to the top. The raw data were organized and prepared for analysis. This involves transcribing interviews typing up field notes, sorting and arranging the data into different types depending on the sources of information. The researchers provided a general sense of the information and an opportunity to reflect on its overall meaning. The researcher wrote notes in margins of transcripts or observational field notes, or start recording general thoughts about the data at this stage. Start coding all of the data. The researchers organized the data by bracketing chunks and writing a word representing a category in the margins. It involved taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and

labelling those categories with a term, often a term based in the actual language of the participant. Use the coding process to generate a description of the setting or people as well as categories or themes for analysis. *Description* involved a detailed rendering of information about people, places, or events in a setting. Researchers generated codes for this description. Then, the researchers used the coding as well for generating a small number of *themes*. Advance how the description and themes will be *represented* in the qualitative narrative. The researcher used a narrative passage to convey the findings of the analysis. This might be a discussion that mentions a chronology of events, the detailed discussion of several themes (complete with subthemes, specific illustrations, multiple perspectives from individuals, and quotations) or a discussion with interconnecting themes. In making an interpretation of the findings, the researchers related and compare the findings with information gleaned from the literature or theories, form interpretations that call for action agendas for reform and change. The researchers also discussed the literature at the end of the study. In interpretation, it also involves Discourse Analysis approach collaboratively to present the data in extract form.

## **Results**

This particular result asserted that EFL lecturers were aware of thier role to engage the student participate actively in the classroom. When looking thoroughly at the data for this research objective, it is found that the lecturers gave similarity perception toward students' participation in the classroom. Form the findings, it indicated that students' participation can be seen from two aspects namely form of students participation and factors affecting students' participation.

### ***Form of Students Participation***

The result of students participation form was collected by using observation and interview. Then, the data was analyzed in accordance with the theory of Dancer and Kamvounias (2005) and Bartley, Dimenäs and Hallnäs (2010). Dancer and Kamvounias (2005) consider student participation is an active engagement process which can be sorted into five categories: preparation, contribution to discussion, group skills, communication skills, and attendance. Bartley, Dimenäs and Hallnäs (2010) believe that the key words for student participation are negotiation, dialogue, cooperation and personal responsibility. From the data, students participation are categorized in the following form:

## ***Preparation***

### Extract 1

*“...so the studnets need more times to read and need to add their prior knowledge in case of they can understand about...”*

In extract 1, the lecturer gave time to the students before asking them to present their topic in front the class. From lecturer’s consideration, the course subject is quite difficult for the students and they have no prior knowldge about it. It is expected that by giving time to the students, they can understand the materials and explore issues in depth from a variety of viewpoints. Therefore, the sudents can discuss with their freinds and find some related sources from book or internet.

### Extract 2

*“..everything needs preparation, so I gave them time because I want them to prepare theirsself, it’s really impossible to give the students task or presentation without prepartion.”*

In extract 2, the lecturer emphasised that giving time to the students is important. Usually, the lecturers explain the material first, then give some minutes to think before asking the students to present thier idea. Sometimes, the lecturer also give one week to the students to make preparation, therefore the students can show well presentation or answer the tasks correctly. It is because, the students are still lack of knowledge of the topic. By giving time, the students can explore the references of the topic given.

### Extract 3

*“..there is no chance to open a book in grave. Preparation can influence students’ ability...”*

In extract 3, it indicates that for the students needs time to give comprehensive answer from the instructions given by the lecturers. The students cannot present the task directly. It is because they lack of vocabulary, less confidance, and they have no idea of the topic. Giving time means the students have chance to prepare well their prsentation, either individual or group in the classroom. It is shown by bringing thier concept that have been written in a paper.

### Extract 4

*”...by students preparation lecturer can find out how well the students learn the materials and their autonomous learning is.”*

In extract 4, the lecturer explained preparation based on contexts called in the context of deciding the students' need, evaluating and learning process. In the context of deciding the students need, lecturer does not need to lead them to preparation, so lecturer can identify what the students need in learning naturally. In the context of evaluation the students need preparation because their preparation can influence their ability to answer questions or to achieve good result in their evaluation, besides by students preparation lecturer can find out how well the students learn the materials and their autonomous learning is.

Extract 5

*"...before the students take participation in the classroom, I give them time to prepare what they're going to present in the class, I give them twenty minutes or twenty five minutes to prepare..."*

In extract 5, the lecturer states it is important to give time to the students before they take participation in the classroom. It is because the students need time to develop their ideas and the lecturer have to encourage them to understand about the topic or the materials. They students also need to discuss with their group or pair. Sometimes, the lecturer gives one week to work the task at their home for preparing their group presentation.

### ***Contribution to Discussion***

Extract 6

*"...to explain or discuss something in quite complicated for them because the materials for them is new..."*

In extract 6, the lecturer perceived that discussion can be used in EFLT class for discussing difficult or complicated materials. The lecturer believed that the students will be easier to understand the subjects because the students can discuss the special terms that related to the group topic. In EFLT class, for certain subjects, the students are divided into some groups and they get different topic to discuss, and then each group presented in front of the class. The lecturer considered only the difficult subjects need group discussion. During the discussion, the students who are as audience give some related questions to the group presenters.

Extract 7

*"...another thing that I emphasized even the students work in pair or in group when they present the assignment I told them that I always evaluate their participation individually..."*



In extract 7, the lecturer emphasized that the students' participation in group discussion is evaluated individually. The score given based on their contribution of group presentation in terms of presenting the topics and answering the questions from the floor. The lecturer expected the discussion is not handled or dominated by one student. Even the students work in group, their score is individually. By knowing the rule, the students are active to give contribution in discussion. The lecturer did not also focus on students' participation in presenting the materials but also consider the students' competence during the class discussion.

#### Extract 8

*"...they show their participations by presenting their paper, answering questions coming from their friends, giving questions to the group presenting paper, and expressing their views on the issue discussed."*

In extract 8, the lecturer encourages students' participation by doing group presentation. The students can give their contribution in discussion by presenting paper based on the issue given, answering the questions that are coming from their friends, giving questions to the presenters, and the students also expressed their views on the issue discussed. Additionally, the lecturer also encourage students' participation by making the discussion enjoyable, as the following statement.

#### Extract 9

*" They participate because I try to make the discussion enjoyable, and each material or issue discussed I try to correlate it to their life experience, and of course I give them opportunity to prepare their selves before the discussion..."*

In extract 9, the lecturer added the students participate because he made the discussion enjoyable, and each material or issue discussed he try to correlate it to students life experience, and gave the students opportunity to prepare themselves before the discussion. The students were asked to read the materials and find out some problems they still do not understand about the materials relating to their experiences in their life. For motivating them in the discussion he gave them scores for those who are active during their presenting their paper, answering questions, giving questions or idea.

## ***Group Skill***

### Extract 10

*“...they as members of group can build good cooperation among them, they can place their roles effectively..”*

In extract 10, the students have good skill to cooperate with group members. Each member has role in thier group as moderator and presenter for diffrent sub topics. The students shared ideas and showed their responsibility in discussion. They took turn in responding the questions from the other groups and giving additional comment.

### Extract 11

*“...you have to make it clear what are the job for each speaker in the group, if those are clear, so the outcome of why do you want to put students in group will also be achieved..”*

In extract 11, the job for the members of the group must be clear. It is important to keep the students work together. By knowing the job, the group task can be completed effectively. It is because each students search the sources individually, later on they bring the sources in group to discuss.

### Extract 12

*“...they can share their ideas to others and respect differences in their group...”*

In extract 12, students skill in group show by sharing thier ideas to the members of the group and all of thier friends in the classroom. They have to respect the differences idea in their group discussion. The lecturer lets all the students to speak and deliver their idea of group topic.

### Extract 13

*“...actually the students skill in group when they’re presenting the discussion, I mean based on the topic given to their group..actually actively participated...”*

In extract 13, the lecturer states that the student group skill is shown in presenting discussion in front of the class. They are actively participated in that discussion. It is because before group presentation, the lecturer pushed the students to study hard about the materials, and devided the students in to some groups. Then, the lecturer also explained the job description for the members of group.

## ***Communication Skill***

### Extract 14

*“...because most of the students here are students actively deliberated to some events some competition so this one indication indicated that their communication skill is quite good...”*

In extract 14 above indicates the students' communication skill is quite good. The lecturer informed that most of the students are actively deliberated in some events and competition. It means that the students have experiences and esier to communicated thier ideas in the class. Involving into some events support the students communication skill.

### Extract 15

*“Students are regarded to have good communication skill when they can build good interpersonal communication among thier group..”*

In extract 15, the lecturer explained good communication skill refers to interpersonal communication. The students can share their idea to others, respect differences in their group. They should not also intrrupt their friends when they are speaking, avoid miscimunication during presenting the material. Even though, they do not agree with others but they can express their disagreeamant nicely. If they express their thoughts they try to do it with words that are easily understandable or the points of their thoughts are clear. Those kinds of communication skills that required to be implemented in the classroom.

## ***Attendance***

### Extract 16

*“We have to understand that in speaking and I belive also the others topics or course, every topics in every meeting correlete each other...”*

Extract 16 indicates that attendance is also considered as form of students' partiipation in classroom. It is because lesson topic for each meeting is correlated with the other meetings. The students should attend in the classroom for each meeting. Attendance is also one of the criteria for getting final score. The students are forbidden to take final test if the students' attendance lack of 70%. It is one of the content in lecture contratct in the first meeting.

Extract 17

*“How do the students show their participation in the teaching learning if they often miss the class”*

Extract 17 shows that students participation can be seen from their attendance in the classroom. by attending the class the students know the topic discussed, thus they can determine their participation such as giving questions, answering the questions, and help their friends to understand the topic deeply. The students also can give additional information to the lecturer about that topic. It means that, attendance is one of the forms of students' participation in the classroom.

### ***Factors Affecting Students' Participation***

There are some factors that affect students' participation in the classroom. They are as follows:

#### ***Instructional Strategies***

Teaching and learning strategies used in the classroom is called instructional strategies. From the interview data, all of the lecturers perceived strategies used by the lecturers are the main factor that affect the students' participation. Some related extracts of this issues are as follows:

Extract 18

*“...generally they are always enthusiastic, interested, and active, but there are still students passive and usually I know them because they have other problems, so my perception we should always look for strategy that could more improve students' participation.”*

The extract above indicated that the lecturer should find out instructional strategy to improve students' participation in the classroom. Even though, most of the students are active, enthusiastic and interested in the course, but passive students are still found in the classroom. It means that, the lecturer should always update the strategy and look for other strategies that could involved all the students to participate actively.

Extract 19

*“...depend on teaching method in the classroom, if the teacher active, the students also are active..”*

The extract emphasizes that teaching method affects the students' participation in the classroom. To create active or passive students, they depend on teaching method used by the lecturer in the classroom. It can be stated that active students are formed by the active lecturer.

Extract 20

*“ passive or active student is the ending of effort sequences that conducted by the lecturer, it is not the effort by students ”*

Based on extract, the lecturer should have sequences effort to involve students participate actively. Making the students active is not the effort by the students, they are object of the learning. Thus, passive or active students are the ending of sequences effort by the lecturers in the classroom. The sequences effort refers to instructional strategies, the ways of lecturers to instruct learning activity to the students.

Extract 21

*“...before coming to the class or the, i mean that the previous meeting that i told to them, okay next week we have discussion class or we have this topic, so please read the material to get try or knowledge about the material that we are going to discuss...”*

Extract 21 shows that the lecturer gave clear instructional to students. The students have to read the material before coming into the class. The students can get knowledge and know the topic for the next meeting. They are informed at the previous meeting, thus the students can make well preparation at thier home.

### ***Personal Characteristics***

Some of the students did not participate actively in the classroom because they were shy, lack of confidance, lack of knowledge of the materials, and lack of preparation.

Extract 22

*“...some of the students also shy to speak, they don't want to rise the hand to answer the question...eee... give the idea, but when I point to one of the students, they can answer.. repsond the questions correctly*

In extract, it shows one of personal characters affect students' participation is feeling shy to speak. It is occured because that student regard himself/herself has bad English like grammar and pronunciation. They feel shy to be laughed by thier classmate. When the lecturer pointed to the student, he/she can repsond the question or intruction given correctly.

Extract 23

*“ When I ask to one of my students, why do you just keep silent in the class, she said I’m shy...I have bad pronunciation...I think some of them are still lack of confidence..”*

Extract 23 above indicates that another factor affecting students’ participation in the classroom is lack of confidence. The thought of their feeling like bad pronunciation make the student afraid to do mistake and laughed by their friends. Keeping silent in the class does not mean they are do not know or understand about the materials but they still time to practice their confidence to use good English.

### ***Multicultural Students***

University classroom consists of multicultural students who come from different regions, ethnic, and language. They need much time to adaptate with new situation and to know each other in the classroom. It is happenend only for freshmen students as the following extract:

Extract 24

*“...usually the students don’t want to participate in the classroom because they are shy with thier friends, eee...I mean they are still first semester and don’t know each other.”*

From 24 extract above, the students did want to participate because they did not know each other. Feeling shy is the main reason for them to keep silent in the classroom. Even though, some of them are from the same regency and using same local language, but it does not mean they know each other. Thus, most of the lecturers gave an opportunity for the students to introduce thier self in the first meeting. The similar result in terms of multicultural factors is given by another lecturer as follows:

Extract 25

*“..they come from various regencies and don’t know their friends characters, so..they just keep silent in the class and will answer the questions when the lecturer pointed to the student.”*

Based on extract 25 above, multicultural factors affect students’ participation because the students are come from various regencies or hometown. The students are only answer or respond the questions because the lecturer pointed to him/her. Actually, the new students are in the same class but they have different characters. It means that, they need time to know each other to make friends. by knowing the characters, they are getting to closer and communicate. They also break their shyness to be active in the class.

## ***Motivation of Scoring***

### Extract 26

*“...the first that external factors that when I told them okay when you are participate in the classroom, you get a score...”*

In extract 26, the lecturer said that external factor could affect students' participation in the classroom. Scoring system is regarded as external factor by the lecturer. Only the participated students get the score. By motivating students with scoring, they will prepare to be active in the class.

### Extract 27

*“..I said to them that I am going get score from you if you participate, is that to gain the score is the first one...”*

In extract 27, another lecturer gave the same perception on scoring system. The lecturer motivated the students by saying scoring is only given to the active students. In this case, the students must be active if they want to pass from the course.

### Extract 28

*“ At the beginning I tell the student, they have to be active..if they are active they get two benefits, the first is they can practice their skill and the second they get score..”*

In extract 28, the lecturer told students at beginning in her class all of students have to be active. It is delivered at lecture contract at the first meeting. The students must keep in their mind that active is as one of pass indicators of the course. They will get two benefits when they participate actively. First, they can practice their skill and the second is they get score from their participation.

## **Discussions**

When looking thoroughly at the data for this research objective, it is found that the lecturers gave similarity perception toward students' participation in the classroom. From the findings, it indicates that students' participation can be seen from two aspects namely form of students' participation and factors affecting students' participation.

The first form of students' participation is categorized into preparation form. Preparation is required by the students before performing their task or activity in the classroom. It is supported by Diwanji et.al (2018) states that being prepared in advance helps students to grasp the concepts taught during classroom sessions. Usually, the lecturer instructs lesson

activity at previous meeting, thus the students can do well preparation before coming into the classroom. The lecturer gave time to the students before asking them to present their topic in front the class. From lecturer's consideration, the course subject is quite difficult for the students and they have no prior knowledge about it. The students can discuss with their friends and find some related sources from 'book or internet. This result is in line with Alizadeh, Parmelee, Overman, and (2019) that experience has shown the quality of learning from the engaged learning classroom is highly dependent on the preparation. Therefore, it is expected that by giving time to the students, they can understand the materials and explore issues in depth from a variety of viewpoints. In addition, the lecturer should emphasize that giving time to the students is important. Inviting students directly to perform the presentation is ineffective. By doing preparation, it gives time to the students in preparing their comprehensive answer from the instructions given by the lecturers. The students cannot present the task directly. It is because they lack of vocabulary, less confidence, and they have no idea of the topic. Giving time means the students have chance to prepare well their presentation, either individual or group in the classroom. By doing well preparation, the students can be actively participate in the class interaction. It is in line with Heyman and Sailor (2011) who describe class participation as a form of active learning in which students publicly discuss the material. The same case in Indonesian EFL class, most of the lecturers attempt to apply active learning in the classroom. The EFL students proved their preparation by bringing their concept that have been written in a paper.

Additionally, the lecturer also explained preparation should base on contexts in terms of the context of deciding students' need, evaluating, and learning process. In the context of deciding the students need, lecturer does not need to lead them to preparation, so lecturer can identify what the students need in learning naturally. In the context of evaluation, the students need preparation because their preparation can influence their ability to answer questions or to achieve good result in their evaluation. Besides, by students' preparation lecturer can find out how well the students learn the materials and their autonomous learning is. The reveal of their preparation are reflected in the classroom discussion or presentation. In observation data, it indicated that the students are active such as rise hand to ask question and give answer. This result is in line with Vandrick (2000) claims that most teachers give idea of participation on requiring students to speak in class, answer questions, make comments and join in discussions. Dealing with preparation, the lecturer states it is important to give time to the students before they take participation in the classroom. It is because the students need time to develop their ideas and the lecturers have to encourage them to understand about the topic or the materials.



The second form of student' participation is categorized into discussion form. Discussion is one of the students' activities in the classroom. All of participants in this research applied discussion as strategy to provide active learning. It is in line with Dallimore and Platt (2004) that state classroom discussion is one of the most frequently used and often embraced pedagogical strategies. It is one way of lecturers' strategies to enhance participation during teaching and learning process occurred. The students' participation can be seen in class discussion. The students are not only sitting in the group, but they have to give contribution in discussion.

The lecturer encourages students' participation by grouping to involve the students participate actively in the classroom. The students can give their contribution in discussion by presenting paper based on the issue given, answering the questions that are coming from their friends, giving questions to the presenters, and the students also expressed their views on the issue discussed. It is important to create interesting discussion because it could encourages students participation and interaction. Likewise, Boyle and Nicol (2003) state teaching method that promote interaction and discussion are known to benefit learning. It means that, discussion can be applied as an effective way to promote students participation.

Encouraging students to participate actively is the lecturers' task. The students were asked to read the materials and find out some problems they still do not understand about the materials relating to their experiences in their life. Similarly, Pols and Hoogstyens (2016) in thier analysis show how participant structure and process thier experience, for example collecting, relating, and reviewing individual moments and actively interpreting them. It indicates sharing the idea based on experience is helpful for students in discussion. For motivating students in the discussion, scores were given to them who are active during their presenting their paper, answering questions, giving questions or idea.

The third form of students' participation is categorized into group skill. The students shared ideas and showed their responsibility in discussion. They took turn in responding the questions from the other groups and giving additional comment as Danser & Kamvounias (2005) and Ramsden & Moses (1992) state that the teacher may include class participation in their courses as an important teaching strategy because students actively involved in small group discussions are more likely to understand course material than if it were presented to them while they were simply sitting in a classroom.

Grouping the students is common way applied by the lecturer in higher education. The lecturer needs to arrange students seating during the class. Seating arrangement is considered to be a factor to engage students actively participate in class activities. They could collaborate

and finish the task effectively. Mittelmeier, Rienties, Tempelaar, and Whitelock (2018) supported this claim that grouping is one way to encourage collaboration between diverse peers. Students can be arranged in U-shaped, circular, and semi-circular position. These arrangements are more conducive to student participation in which students can see each other and communicate with each other. Counting participation as part of a student's grade, earning extra credit and allowing students to be a part of the participation grading process are helpful in increasing students participation (Fassinger, 2000; Boniecki & Moore, 2003; Zaremba & Dunn, 2004). These findings support lecturer's strategy which is the EFL students' in Muhammadiyah University and State University of Makassar are work in group to complete the instruction given by the lecturers.

The fourth form of students' participation is communication skill. The form of students' participation is viewed from communication skill form. They can show their ability to communicate effectively in classroom interaction. The findings indicate that the students' communication skill is quite good. The lecturer informed that most of the students are actively deliberated in some events and competition. It means that the students who have experiences will be easier to communicate their ideas in the class. This result is supported by Satriani, Emilia & Gunawan (2013) who conducted research about contextual approach and found there is relation between new information to life experiences or prior knowledge that students bring to the classroom. Teachers are able to overcome this obstacle and help students construct new knowledge with hand-on experiences that occur inside the classroom. Incorporating students' idea with life experience could support their communication skill.

The last form of students' participation is categorized in attendance form. Attending the course every meeting is also students' effort to be participated in the classroom. The interview result revealed that attendance is also considered as form of students' participation in classroom. It is because lesson topic for each meeting is correlated with the other meetings. The students should attend in the classroom for each meeting. If the students absent for one meeting, it means that they missed the materials and score at that meeting. For example, in one case, the absent students were asked in the next meeting about the previous lesson, but he cannot answer the questions and did not do the assignment given. It means that the students' participation is lack. Attendance is also one of the criteria for getting final score. The students are forbidden to take final test if the students' attendance lack of 70%. It is one of the items agreed in lecture contract in the first meeting.

In addition, by attending the class the students know the topic discussed, thus they can determine their participation such as giving questions, answering the questions, and help their

friends to understand the topic deeply. The students also can give additional information to the lecturer about that topic. For example in Lecturer 1 class, the lecturer always begins the class by giving quiz, the quiz materials have been given last meeting. It indicates, if the students were absent at that time, she/he will be difficult to answer the quiz questions given. Another example, Lecturer B, before presenting the materials, he reviewed the last materials by pointing to some students. The students must be ready for this situation. It means that, attendance is one of the forms of students' participation in the classroom as well as Rissanen (2018) absenteeism can have detrimental effect on grades and social integration of the student in the university community.

Dealing with the form of students' participation, factors that affecting their participation were also investigated. It is important to know those factors and formulate some strategies to engage actively participation in the classroom. Students' participation are affected by four factors, they are instructional strategies used the lecturers, lack of confidence, multicultural students, and motivation of scoring. These result are similar to Mittelmeier et.al (2018) who found students' participation comes from teachers, students, and classroom. They also demonstrate that teachers should pay adequate attention to their teaching techniques to increase students' involvement in teaching. The claim supports this study because it focuses on investigating teaching strategies used by the lectures in terms of instructional communication strategies to engage students' actively participation in the classroom. From the interview data, instructional strategies are the first factor affecting students' participation. Instructional strategies are strategies used by the lecturer to help students become independent, and strategic learners.

Additionally, the lecturer emphasizes that teaching method affects the students' participation in the classroom. To create active or passive students, they depend on teaching method used by the lecturer in the classroom. It can be stated that active students are formed by the active lecture. Making the students active is not the effort by the students, they are object of the learning. Thus, passive or active students are the ending of sequences effort by the lecturers in the classroom. The sequences effort refers to instructional strategies, the ways of lecturers to instruct learning activity to the students. Al-Ahmad & Al-Jarrah (2015) gave corrective feedback as a effort to encourage students participation in the classroom.

Another factor affecting students' participation in the classroom is lack of confidence. The thought of their feeling like bad pronunciation make the student afraid to do mistake and laughed by their friends. Keeping silent in the class does not mean they are do not know or understand about the materials but they still have time to practice their confidence to use good

English as Matsuda and Gobel (2003) demonstrated that self-confidence in speaking English, gender and proficiency played an important role in classroom performance of first-year students.

Multicultural background is another factor affecting students' participation in the classroom. University classroom in Indonesia consists of multicultural students who come from different regions, ethnic, and language. Collier and Powell (1990) argue for the importance of differentiating between issues of ethnicity in the classroom and issues of culture. The freshmen students are difficult to collaborate in the first time, it is because they do not know each other. They are hesitate to speak and to come forward to perform the task. Mittelmeier et.al (2018) highlighted that cross-cultural group work can be challenging and has hinted at potential social tensions. For the first time, the students looked individualistic. Even one of them has idea, she/he just keep in mind. They still need time to know the background and character each other as well as Moore and Hampton (2015); Van den Bossche et.al. (2006) who state placing students into groups with peers from other countries does not immediately lead to productive collaboration. However, by the time put them work in group could minimize challenging between them. It was running in the next meeting. They were more confidence to speak.

Besides, scoring motivation is also affected students' participation. It is similar to Hamzaoui-Elachachi & Graia (2014) who stated that motivation is often used as a key factor which determines the rate of success. It is the way to engage their actively participation. In certain situation, the lecturer did not give the same score for all members in the group, but the students' participation in group discussion is evaluated individually. The score given based on their contribution of group presentation in terms of presenting the topics and answering the questions from the floor. The lecturer expected the discussion is not handled or dominated by one student. Even the students work in group, their score is individually. In fact, the students are active to give contribution in discussion. The lecturer did not also focus on students' participation in presenting the materials but also consider the students' competence during the class discussion.

## **Conclusion and Pedagogical Implications**

Having explored instructional communication within empirical, interpretative, and critical perspective, it was founds there are some of forms of students participation in instructional setting, and it showed several factors affected their participation. The lecturers perceived that students participation is one of lecture indicators. The students participation in

the class is a common requirement of many universities courses. This particular result asserted that EFL lecturers were aware of their role to engage the student participate actively in the classroom. This study, however, has not touched the form of students participation in instructional technology. It is then recommended to the further researcher to use the results of this research as reference for the next research and and to conduct the similar research in instructional technology area. Regardless of those findings, this study has contributed significantly to the efforts of creating effective classroom interaction, which must become high concerns for English language and teaching practitioners.

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