

PalArch's Journal of Archaeology of Egypt / Egyptology

Participation of Students in Class What Motivates Them to Talk

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Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(6). ISSN 1567-214x**

Keywords: Active Participation, Passive Participation, Learning Process, Verbal Engagement, Learning Environment

ABSTRACT

It encourages pupils to feel more engaged in the classroom. Nevertheless, several of them are hesitant to speak. This article describes why students talk in the classroom. The focus group interviews was focused on three active student classes and three inactive students found in five-week surveys of three courses by the Faculty of Social Sciences and Humanities of the National University of Malaysia. The research showed that the class size, the teacher's numbers and the perceptions of the peers influenced students who talked in a class. Student engagement is the focus of a study into the context of student involvement in the learning cycle. The purpose of this analysis is to identify the styles and levels of participation and to examine the factors that motivates students to take part in classrooms actively. This article explains why students are allowed to speak in the classroom. This debate is focused on the knowledge assessed by the students during the focus group interviews.

1. Introduction

Many teaching practices are carried out in a classroom in any formal education. Classroom is an interactive environment for structured learning. It is an essential place for both teachers and students to exchange ideas in their quest for understanding. Class time is a great opportunity for the instructor to meet the students face to face and deliver the teaching documents efficiently to ensure that they learn what they teach. Instead, students will be interested in the development, quest and use of skills and information learned in a classroom or in other learning experiences in good time. Such extra responsibilities among teachers and students establish a beneficial atmosphere in the classroom.

In a supportive classroom setting, two-way communications between student and instructor is included. This style of atmosphere allows instructor and students to know and reward and helps to create a positive cycle of learning.

Wade notes that most students would gain from exchanging thoughts with others and by engaging in class debate [1].

Effective learning happened as teachers and students engaged and positively involved in learning. However, like the education environment is frequently mentioned, following the support and usage by teachers of different learning approaches to promote successful student involvement, students either do not engage effectively or are inactive in school. Student engagement is the focus of a study into the context of student participation in the learning cycle [2]–[4]. The purpose of this analysis is to identify the styles and levels of participation and to examine the factors that motivates students to take part in classrooms actively.

This article explains why students are allowed to speak in the classroom. This debate is focused on the knowledge assessed by the students during the focus group interviews.

2. Literature Review

In a simple way, learning acquires new knowledge, abilities or behaviors, or modifies it current. If so, students must be involved in that quest if learning is described as a search for ability, information or behavior.

Students need to be proactive in searching for knowledge and receiving it in an external classroom. In classroom behaviors the way students search and receive information usually reflect. Passive to active participation may range in the classroom. The conduct: Stand still, take notes, listen, do something else, answered questions, thoughts or address questions In absolute, participatory, negligible and silent situations, four separate forms of student behavior have been created. Students regularly engage in the tutorial, become completely engaged, learn what to suggest and what to do. These are normally accidental and arise spontaneously in the school. The presence of the students and contact with other students and teachers also through social / cultural, emotional, affective, linguistic or environmental influences is diminished. The engagement of the student takes place in conditions. Students act more as listeners than as speakers in the classroom through marginal interaction. Another category of students prefers to listen and take notes rather than partake in class debates as opposed to others that are regularly participating in lectures. In the result , students appear in silent examination to resist oral participation in school. Throughout the school they tend to obtain information by documentation focused on different techniques such as tape recording or writing.

In order to be a successful student, students must actively engage through the position of the knowledge seekers, based on different forms of classroom behavior. Definitions of active participation in a classroom are questions, thoughts or simple questions asked by a teacher or fellow students [5]. The

student's excitement and willingness to enter a school by these interpersonal contributions build a comfortable environment for Davis 's classroom.

Past studies showed that the participation of the student in the learning process was influenced by several factors. The first thing is the students ' personality. Students with a high degree of automated productivity have shown better academic performance and enhanced class participation. Self efficacy will encourage students to be more involved and optimistic, with more interest and a need for experimentation. Therefore, if the self-efficacy of students is high it will increase its motivation to become more involved in the classroom and talk more. The characteristics and abilities of the teacher are the second important factor affecting the active participation of the students. Elements that were expressed by teachers as encouraging, comprehensible, polite, constructive nonverbal communication, smile, and accept responses, affirmative and open-mindedness also contributed to students ' active participation in the classroom [6]–[8]. These positive features motivate students to participate actively in class. A examine the effects of the factors which make students ' participation in Malaysia participate has found that the features shown by teachers play a major role in encouraging students to take part in the class discussions. Besides the teacher's positive qualities to promote the active participation of students in classroom discussion, the teacher's skills will impact the classroom environment as well. For instance, studied three expert science teachers by observing their class, interviewing students and analyzing student documents to study the way teachers manage their pupils to enhance their participation in scientific practice work, the participants were high when students were divided into three or five groups by teacher who delegated the work, patronized and tested the progress of the students during the practical session, provided positive rewards and a friendly partnership by the laboratory assistant for monitoring students. The wide range of teachers teaching techniques will encourage students not to feel loud or depressed during the lesson[9]–[12]. The student's view of peers is another important element that has affected the students. One important finding of the study of undergraduate students in the Malaysian university classroom by the characteristics of peers or classmates play a major role in incentivizing students to attend classrooms. In addition, open-minded students inspire other students to participate actively.

Based on these selected academic analyses and literature, students know further in class discussions will certainly be illustrated. The teacher and the professor will, therefore, take into account the conditions that improve or avoid the actions of the students in the classroom.

3. Methodology

The aim of this study is to examine the background of the participation of students. The work focuses on the topic of the participation of students in the classroom. The thesis was undertaken by students from the Faculty of Social Sciences and Humanities at Malaysia National University. The study's thesis method was class evaluation and discussion in the FGD. For each class is

examined 3 classes, 2 second (class 1) and 3 (class 2) and 1 postgraduate course (class 3). Observation was carried out. There are 39, 31 and 29 students per class, respectively. The aim of the observation is to identify participatory forms and levels and subsequently for focus group discussions for categorized students in these classrooms. For a period of 5 weeks the observation was made. During the lecture hours their forms and participation level are registered.

The Focus Group conversations were participated by six groups of students each consisting of three active and passive students from each of the three schools. Active and passive students were identified during the 5 weeks of study in a classroom. Each party was made up of six members. Each conversation lasted from 1 to 2 hours. Students are challenged on the motives for communicating in a classroom or not. The scientists held conversations and recorded them.

4. Findings And Discussion

The Focus Group Conversation (FGD) sessions took place within one to two hours with each group of active and passive students. Themes discussed by the FGD include the features, culture and environment of teachers , students and peers. Such variables were selected on the basis of previous research, which found that all these factors lead to the involvement of students in the school.

Personality factor:

The students emphasized the responsibility of communicating as part of their identity for category one (students in year 2). You agree that it is the duty of the students to inquire if they do not understand, wish to know or require guidance from the instructor. Group two students (3 students) have listed characters such as reading, ask friends or teachers, plan for class before they enter and have a high level of interest to talk in class. While in group three (postgraduate students), the characteristic characteristics listed include early training, talking and asking questions, reading and loving attention. In general, students who like to read, who have a high degree of interest and who like to ask questions are always ready to form their active personality. Such characteristics can help build self-efficacy with a high degree of self-efficacy, thereby increasing confidence and prompting them to talk in the classroom. Passive students ' personality traits were noticed opposite to active students. The degree of presence in the classroom is significant. Passive students for the first group are distinguished by fear of questioning and fear being scolded by the teacher. You don't believe yourself, and just sit still and listen.

The second category consists of inactive students who have difficulty focusing on their courses, little engagement in studying, little involvement in the study topic, little trouble asking questions, lack of awareness and no trust. If they do not understand, or seek for more details, students choose to question a teacher in person or turn to the Internet. In comparison, the personalities of passive

students for the third group are more attentive, don't like to read books and speak only if necessary. The students found that they are inactive in class discussions because of the self-limitations which cannot concentrate during lectures and learning and fear of crime.

Passive students often come from a number of communities. Students who are less open to learning are less able to know and less likely to join class with category one are inactive. You don't know what to think so you'd like to relax and take stuff. Such mindset may have been ingrained since infancy in family socialization. A silent student claimed that he didn't want to speak since childhood. He would only like to question a mate if it isn't known. Throughout the library, some of you still do not learn the words. We like to stay quiet and listen simply not to joke about others.

Environmental factor:

In the course of the FGD, participants were asked to consider elements relevant to this aspect, such as class size, classroom location, class environment, time for the lecture and the use of technology. The task group provides a clear viewpoint on the effect of student engagement through the classroom scale. Many people are worried with their scale and prefer a limited learning setting as a suitable one. Children are not afraid to inquire so teachers should rely mainly on smaller classroom classes. Yet students don't worry too much for their height as they pose large and tiny questions to understand more.

The finding indicates that classroom seats will not impact student participation. The students concerned stay engaged, whether in front of them or behind. We are alive. Nevertheless, reading time is critical and may affect participation. Students who attend classes at night are typically tedious and their participation in the classroom can therefore be diminished. In general, considerations such as the scale of the classroom and classroom assignments may not have a significant effect on their attendance among the students concerned. Social conditions do not influence the willingness of people who are extrovert to create inquiries and share thoughts. The opinions expressed by this category vary from those of active students for passive students. Group 1 passive students say that with a smaller class they are more confident. This may be linked with their introverted temperament. We don't like being in large audiences and hard to be compared to successful students with bigger crowds.

Likewise, small class size and location on the front row are favored for the second class. Those two factors may, in their opinion, affect active classroom participation. The opinions given in this area are mixed in Group 3. For group 3. Seating in the front is more convenient, with some sitting in the back.

Answers who wanted to rest on their hands suggested it would help to ask a peer if they didn't grasp the topic they were learning. In the end, the size of classrooms and classroom seats is critical for passive students to become involved in school.

The influence of instructor in classroom:

The research found that passive and active students accepted that in any classroom, teachers play an significant role. Positive instructor characteristics and the manner in which teachers are working are essential motivators to promote the verbal engagement of teachers in education. Each student knows well, does not judge their peers, shows a good atmosphere, and is always open to the professor. Students have no hesitation or embarrassment in communicating in the schools with these characteristics. Even if everyone has the same chance to participate, students are not excluded. Prior to class start, alternative teaching strategies should be created such that students will engage regularly in the classroom to train students for the course, to carry out learning exercises so that students can still talk during Q&A sessions.

Ultimately, both passive and active students choose the characteristics of teachers as polite, accessible, professionally and capable of learning well. A qualified teacher uses the best approach or style to encourage students to respond, not boredom and idleness in classrooms.

The influence of classmates or peers:

The learning process can also be affected by classmates. The categorizes and groups peer-speakers in two interactions criteria (pressure of people who don't speak, pressure for discourse to be brief, disincentive for controversial opinions by peer-speakers, lack of compliance with peer views, and emotional environment (friendships, support for each other's students and collaboration between students). The results of the FGD found that students are affected by classmates for the first active group. Normally, passive students invite aggressive students to pose questions on their behalf. Young children chose to remain alongside their peers in the classroom as young as they were. When involved members in Group 1, Group 2 and 3, members have claimed they have an effect on their performance in the classroom. An interpreter will be required for active students to ask questions from other students. Less involved students in a lesson are better because through debate and classroom engagement they compete for information.

The findings of FGD's first sample of passive students show that the perception of peer influence is overwhelmingly negative. You thought like you didn't know like you were a successful student helping you to understand. I thought that the superiority of successful students is minimized and that, while inactivity in the classroom is favored.

The views on the effect of peers for Group 3 were mixed. A number of students wanted to authorize requests. None decided. Others accepted. The students who don't approve on this are clarified because their peers are still anonymous. For the agreeable, active classmates were considered to talk to people who had been more knowledgeable and experienced, especially from their matured students. Passive students are therefore dependent on active students for further

knowledge. Throughout the end, the students agreed on the importance of their colleagues during the learning process. Nonetheless, in terms of classroom assertiveness, students tend to be in the same category as them. Generally, the importance of students communicating within the classrooms has been noted by both passive and active groups. A comfortable learning atmosphere is also necessary so that the instructor may effectively engage in the classroom. The behavior, both active and passive, of students in classes can be graded. Although there are students who engage actively in the classroom, many more refuse to participate. One way of showing students can't express themselves is to be inactive or passive in class. Students who always attend classes are the ones whose lecturers are easily recognized. Consequently, all teachers are encouraged to speak because communication is an effective way for students to learn more in the process of learning.

The teachers should take several steps to allow all students to talk, for example

1. Please call the students
2. Their efforts must be confirmed or respected
3. Provide marks / grades for each active involvement
4. be knowledgeable in different teaching techniques
5. Reinforce that, whether or not it is real, it is okay to speak up.
6. All of these moves are ways to create a favorable environment for classrooms.

The goal is to turn the classroom into a model in which the majority of the students participate actively in the classroom.

5. Conclusion

It is important for the teachers to assess the causes in order to know the reasons why the students talk in classrooms. The research has provided helpful insights into how students are inspired to speak in class. In order to create a sensitive classroom the teachers can use the right techniques and methods to prepare it. Classrooms are considered to be best when every voice is heard. If students are less active or inactive at training, it is necessary to promote active participation by the instructors. It is therefore critical for the teacher to build a positive learning environment that encourages students to participate actively in the classroom.

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