### **CHAPTER II**

### REVIEW OF RELATED LITERATURE

#### A. REVIEW of RELATED LITERATURE

## 1. Learning Process

Learning process is tied up with students' performance. Based on Eberly Center for Teaching Excellence, There are seven basic principles that underlie effective learning<sup>1</sup>, one of the principles that underlie effective learning is using goal-directed practice and targeted feedback together to enhance the quality of students' learning, and it is shown in point 5.

Highlighted the point fifth using goal-directed practice and targeted feedback together to enhance the quality of students' learning, explained that:

"Learning and performance are best fostered when students engage in practice that focuses on a specific goal or criterion, targets an appropriate level of challenge, and is of sufficient quantity and frequency to meet the performance criteria. Practice must be coupled with feedback that explicitly communicates about some aspect(s) of students' performance relative to specific target criteria, provides information to help students progress in meeting those criteria, and is given at a time and frequency that allows it to be useful."<sup>2</sup>

<sup>&</sup>lt;sup>1</sup> Eberly Center for Teaching Excellence, Carnegie Mellon University (n.d.) Theory and Research based Principles of Learning. Retrieved from http://www.cmu.edu/teaching/learning.html

<sup>&</sup>lt;sup>2</sup> Eberly Center for Teaching Excellence, Carnegie Mellon University (n.d.) Theory and... 1

Shortly, from that explanation that practice and feedback is to help to know students' performance. The reactions to learning process occur as a result of their performance.

#### 2. Students Performance

There are four dimensions of learning criteria to help define student performance, as developed by the International Center based on the findings in highly successful schools and rapidly improving schools.<sup>3</sup>

- a. Core Academic Learning indicators of the school's fundamental academic strengths. Measured by state tests, assessment results, graduation requirements, and others.
- b. Stretch Learning the degree to which all students are challenged to attempt rigorous coursework. For example push students to take specialized courses, and undertake interdisciplinary projects.
- c. Learner Engagement a critical aspect of the learning process that results from connectedness, seeing value in learning, feeling safe and cared about, and being actively and purposefully part of a school community. One way to begin measuring this dimension is by surveying students as to their sense of satisfaction, belonging, security, and accomplishment.

<sup>3</sup> Willard R. Daggett, Ed.D. Improving Student Performance in Times of Declining Resource. International Center for Leadership in Education

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

d. Personal Skill Development - encompasses positive character traits, good work habits, and social, service, and leadership skills that not only enhance learning, but also extend to the world beyond school.

This study investigates on students' performance during the class activity, the point a and b are suitable to explain the definition of students performance in this study. As explained above learner engagement and personal skill development are learning process aspect on how students' comfort, confidence, and showing their English competence in classroom.

#### 3. Factors of Students Performance

Theory of Educational Productivity by Walberg<sup>4</sup> determined three groups of nine factors based on affective, cognitive and behavioral skills for optimization of learning that affect the quality of academic performance: aptitude (ability, development and motivation); instruction (amount and quality); environment (home, classroom, peers and television).<sup>5</sup> Moreover, performance indicators indicate what concrete actions the student should be able to perform as a result of participation in the program.<sup>6</sup> Performance indicators are made up of at least two main elements; action verb and content (referent). It is important to know and

<sup>4</sup> Walberg, H. J. (1981). A psychological theory of educational productivity. In F. H. Farley & N. U. Gordon (Eds.), Psychology and education. Berkeley, CA: McCutchan.

<sup>&</sup>lt;sup>5</sup> Roberts, G. A. (2007). The effect of extracurricular activity participation in the relationship between parent involvement and academic performance in a sample of third grade children. Retrieved from https://www.lib.utexas.edu/etd/d/2007/ robertsg11186/robertsg 11186.pdf

<sup>&</sup>lt;sup>6</sup> Cunningham, G. K. (1986). Educational and psychological measurement. New York:MacMillan Publishing.

understand which things that suitable and useful to indicate the performance indicators.

Sample performance indicators:<sup>7</sup>

- a. Students will know a professional code of ethics. (knowledge)
- b. Students will be able to describe the problem solving process.(comprehension)
- c. Students will solve research problems through the application of scientific methods. (application)

Many studies have been conducted on the factors that affect students' academic performance in general, classified by some researchers into four broad categories, namely; personal characteristics, organizational skills, cognitive processes and social factors. In the personal characteristics category, three important variables are considered: ability; confidence; and motivational factors. The organizational characteristics of distance learning students considered understanding of concepts and applying educational experiences. In the category of cognitive processes, particularly in the area of students' learning styles and approaches to

\_

<sup>&</sup>lt;sup>7</sup> Cunningham, G. K. (1986). Educational and ... 27

<sup>&</sup>lt;sup>8</sup> Schiefele, U. and Csikszentmihalyi, M. (1995). Motivation and ability as factors in mathematics experience and achievement. *Journal for Research in Mathematics Education*, 26(2), pp. 163-181.

<sup>&</sup>lt;sup>9</sup> Ward, E. (1994). Construct validity of need for achievement and focus of control scales. *Educational and Psychological Measurement*, *54* (4), pp. 981-992.

<sup>&</sup>lt;sup>10</sup> Eppler, M. and Harju, B. (1997). Achievement motivation goals in relation to academic performance in traditional and nontraditional college students. *Research in Higher Education*, *38* (5), pp. 557-573.

<sup>&</sup>lt;sup>11</sup> Lawrence, J., Volet, S., Dodds, A. and McGaw, B. (1985). *Students' Representations of Problems. In D. Boud (Ed.) Problem-Based Learning in Education for the Professions*. Sydney: Higher Education Research and Development Society of Australasia.

study.<sup>12</sup> Social factors were considered: work commitments,<sup>13</sup> family orientation, and learning situation characteristics.<sup>14</sup> All the factors of students' performances mentioned above are very important to influencing students' performance, but family orientation is not suitable in this study.

# 4. Seating Arrangements

Seating arrangements are one of the ways to make learning process more conditional based on needed. Seating arrangements are one of the important indicators in teaching and learning as well as in the classroom interaction. Seating arrangements or setting the use of chairs and tables will affect the way teachers and students feel, think, act, and behave in the class. So that, by well organized seating arrangements enable the teachers to access the individual learners' attention.

The use of methods or approaches in learning can be more effective with appropriate seating arrangements; different seating arrangements in

Harper, G. and Kember, D. (1986). Approaches to study of distance education students. *BritishJournal of Education Technology*, *3*(17), pp. 212-222.

<sup>&</sup>lt;sup>12</sup> Thompson, M. and O'Brien, T. (1991). *Learning styles and achievement in post secondary classrooms*. Paper presented at the annual conference of the American educational Research Association, Chicago.

Matthews, D. (1996). An investigation of learning styles and perceived academic achievement forhigh school students. *Clearing House*, 69(4), pp. 249-254.Montero, M.C. (1990). *Prediccion del rendimieto academic. Estudio* 

Bessant, K. (1997). The development and validation of scores on the mathematics information processing scale (MIPS). *Educational and Psychological Measurement*, 5-6 (5), pp. 841-857.

<sup>&</sup>lt;sup>13</sup> Eppler, M. and Harju, B. (1997). Achievement motivation goals in relation to academic performance in traditional and nontraditional college students. *Research in Higher Education*, *38* (5), pp. 557-573.

<sup>&</sup>lt;sup>14</sup> Hough, M. (1984). Motivation of adults implications of adult learning theories for distance education. *Distance Education*, *5* (*1*), pp. 7-23.

<sup>&</sup>lt;sup>15</sup> James M. Cooper, Classroom Teaching ... 3

classroom are essentially needed.<sup>16</sup> In many extents, teacher's and students' position in the classroom influences the flexible teaching and learning activities. Teachers can monitor the students, and avoiding boredom of students. Pitner concludes that plan before setting up seating arrangement is to ensure the teacher can see, listen clearly all the students and the other hand for the students.<sup>17</sup> Then, in managing the classroom, seating arrangements become important factor in maximizing the classroom interaction and minimizing learning situations.<sup>18</sup>

Dunbar highlighted three key reasons on the importance of seating arrangement. Firstly, students should be seated where their attention is directed towards the teacher. It means, teacher prefers to place weaker students near them for easy monitoring. Next, students should be able to see the boards, the writing on the boards and the teacher. To this point, Teacher then must make full use of the classes available for classroom learning. Teacher needs to diversify their teaching method and become more creative to promote student-centered learning. Thirdly, classroom arrangements should allow for various activities to be conducted. <sup>19</sup> The researcher opines that although the seating arrangement is fixed for the whole semester, students are free to move into groupings assigned by the

\_

<sup>&</sup>lt;sup>16</sup> Jeremy Harmer, *How to Teach* ... 1

<sup>&</sup>lt;sup>17</sup> Suzanne Pitner, *How to Plan a Classroom Seating Arrangement*. Retrieved from: <a href="https://suite.io/suzanne-pitner/1v312bm">https://suite.io/suzanne-pitner/1v312bm</a>. 2009.

<sup>&</sup>lt;sup>18</sup> Safa. Zerin, *Classroom Management Seating Arrangements in EFL Classrooms*. Dhaka: Brac University. 2009.

<sup>&</sup>lt;sup>19</sup> C. Dunbar, (2004). Best Practices in Classroom Management. Michigan: Michigan State University.

teacher whenever necessary. Similarly, when pair works are given to students, at least half of the class will move to sit next to their partners in order to complete the task.

### 5. Types Of Seating Arrangement:

There are several seating arrangements; orderly rows seating arrangement, U-shape or circle seating arrangement, and separate tables seating arrangement.<sup>20</sup> The students' seats are arranged inside the class. It could be arranged in regular rows and columns, circles, or U-shapes.<sup>21</sup> Harmer also gives explanation about both the advantages and disadvantages of each seating arrangements.

### a. Orderly Rows Seating Arrangement

### 1) Definition of orderly rows seating arrangement

This is the traditional form of seating arrangement. This seating arrangement is placing the tables in well-organized rows and columns. The teacher is usually only able to walk from the front to the back.

Harmer describes some the advantages and disadvantages of an orderly row seating arrangements.<sup>22</sup>

## 2) The advantages of orderly rows seating arrangement

<sup>&</sup>lt;sup>20</sup> Jeremy Harmer, *How to Teach* ... 1

<sup>&</sup>lt;sup>21</sup> Douglas H. Brown, *Teaching by principles: An interactive approach to language pedagogy* (3rd ed, Pearson ESL, 2007), 40-61).

<sup>&</sup>lt;sup>22</sup> Jeremy Harmer, *How to Teach ...1* 

- a) The teacher has a clear view of all students and the students can all see the teacher; it maintains the teacher's eye contact with students whom teacher's talking to. With clear view, teachers can easily walk up and down to monitor the students' who sit in certain rows.
- b) This seating arrangement is useful for presentation, explaining a grammar points, lecturing, watching video, or applying a teacher-centered approach; where the teachers acts as controller to give instruction or explanation.<sup>23</sup>

# 3) The disadvantages of orderly rows seating arrangement

Teacher should always monitor the students to keep involving to the learning process. In this case, teacher should not only focus on students who sit near him/her but also focus on students who sit at the back or at the corner of the class.<sup>24</sup>

# b. U-shape, or Circle Seating Arrangement

## 1) Definition of U-shape, or circle seating arrangement

In this seating arrangement, the tables and chairs are arranged in the shape of U, and the position of the teacher is at the open end of arrangement. That means teacher possibly to walk and look around to all students.

.

<sup>&</sup>lt;sup>23</sup> David Paul, *Teaching English to Children in Asia. Hongkong*: Longman Asia ELT.

<sup>&</sup>lt;sup>24</sup> Douglas H. Brown, *Teaching by Principles:An Interactive Approach to Language Pedagogy*. (Englewood Cliffs: Prentice Hall, 2001).

## 2) The advantage of U-shape, or circle seating arrangement

- a) U-shape seating arrangement is very useful for both small and large classroom to maximize the teacher and student's interaction during the activities.<sup>25</sup> Students might feel equity among them, while the teacher can personally interact with the students better as well as minimize hierarchical learning.<sup>26</sup>
- b) The class can be very flexible and dynamic where teachers can easily move around the class and check the students' work.

# 3) The disadvantages of U-shape, or circle seating arrangement

This seating arrangement takes a lot of space, and it could be more difficult for teacher to get students attention.

# 4) Separate Table Seating Arrangement

## 1) Definition of separate table seating arrangement

This seating arrangement is the informal arrangement, where the students are seated in smaller groups in separated

<sup>&</sup>lt;sup>25</sup> Jeremy Harmer, *How to Teach ...1* 

<sup>&</sup>lt;sup>26</sup> Safa. Zerin, Classroom Management... 6

tables.<sup>27</sup> It is different with circle seating arrangement which only has one and in big circle in class.

# 2) The advantages of separate table seating arrangement

a) Separated table seating arrangement is useful for mixed-ability classes which benefit to students from concentrating in different tasks.<sup>28</sup> Students' mixed-ability classes have different ability to face the tasks; it is easier teacher to give different task based on their ability. And this seating arrangement is suitable with students who work in collaborative writing (jigsaw listening activities). Students, in this case, can have independent learning where they can enhance their abilities as well as their learning potentials.<sup>29</sup>

### 3) The disadvantages of separate table seating arrangement

a) When controlling the whole class because the class is scattered and separated. With separated students' condition, it will difficult for teacher to monitor and control them.<sup>30</sup>

<sup>28</sup> Jeremy Harmer, *How to Teach* ...1

<sup>&</sup>lt;sup>27</sup> Jeremy Harmer, *How to Teach ...1* 

<sup>&</sup>lt;sup>29</sup> Jeremy Harmer, *How to Teach ...1* 

<sup>&</sup>lt;sup>30</sup> Jeremy Harmer, *How to Teach ...1* 

b) Students' boredom when they always get the same partners.31 Sometimes, students want to work with different partners.

### 6. Seating Arrangements and Students' Performance

Student seating has been studied from a variety of perspectives. One area of emphasis is seating preference, which focuses on why students choose certain seats and how it affects their performance. Burda and Brooks found that students who sit near the front of the classroom have high achievement motivation and that they tend to feel positive about their ability to perform well in a course.<sup>32</sup> Totusek and Staton-Spicer also found that students who sit toward the front and center of the classroom in "action seats" see themselves as practical and imaginative. 33 According to Pederson et al. classmates view front-row students favorably, describing them as leaders and academic achievers.<sup>34</sup> The descriptions associated with students who sit in the back row are not as positive.

Another factor related to student seating in the classroom is student participation based on seat location. Students farther away from the instructor tend to disengage without being detected. Because attention

<sup>&</sup>lt;sup>31</sup> Jeremy Harmer, *How to Teach ...1* 

<sup>&</sup>lt;sup>32</sup> Burda, J.M.; Brooks, C.I. College classroom seating position and changes in achievement motivation over a semester. Psychol. Rep. 1996, 78, 331–336.

<sup>&</sup>lt;sup>33</sup> Totusek, P.; Staton-Spicer, A. Classroom seating preference as a function of student personality. J. Exp. Educ. 1982, 50, 159–163.

<sup>&</sup>lt;sup>34</sup> Pederson, D.M.; Polson, D.M.; Hintze, W.J. Perceived personality traits associated with classroom seat selection. Percept. Motor Skill. 1987, 64, 1287-1300.

spans can be limited and because students are often overloaded and tired,<sup>35</sup> the back row of a classroom provides a better opportunity for students to appear attentive when, in fact, they may not be listening. In line with statement before, Cardwell determines that some students sit in the back of a room to avoid participation, whereas others sit far back to capture all of the classroom discussions.<sup>36</sup> Perkins and Weiman argued that front row seats promote more interaction with the instructor and encourage participation in the class, which leads to higher performance.<sup>37</sup> Sitting closer to the instructor also makes it easier for students to see and hear the instructor. Both Holliman and Anderson and Becker et al. found that as the distance from the instructor to the student seat increased, student performance decreased.<sup>38</sup> The outcomes of participation are directly related to seating arrangement rather than teacher technique, or classroom norms, since they remain constant among similar classes.<sup>39</sup> Conducive seating can only improve the effectiveness of the class, not hinder it. Likewise, Miller, the author of Body Language: an Illustrated

<sup>&</sup>lt;sup>35</sup> Kalinowski, S.; Taper, M.L. The effect of seat location on exam grades and student perceptions in an introductory biology class. *J. Coll. Sci. Teach.* **2007**, *36*, 54–57.

<sup>&</sup>lt;sup>36</sup> Cardwell, C. E. (2005). Arranging classroom seating to maximize student discussion. *Innovation Abstracts*, *XXVII*(7). Retrieved May 21, 2009, from <a href="http://matcmadison.edu/cetl/resources/archive/data\_nisod/XXVII\_7.pdf">http://matcmadison.edu/cetl/resources/archive/data\_nisod/XXVII\_7.pdf</a>

<sup>&</sup>lt;sup>37</sup> Perkins, K.K.; Weiman, C.E. The surprising impact of seat location on student performance. *Phys. Teach.* **2005**, *43*, 30–33.

<sup>&</sup>lt;sup>38</sup> Holliman, W.B.; Anderson, H.N. Proximity and student density as ecological variables in a college classroom. *Teach. Psychol.* **1986**, *13*, 200–203.

Becker, F.E.; Sommer, R.; Bee, J.; Oxley, B. College classroom ecology. *Sociometry* **1973**, *36*, 14–25. 
<sup>39</sup> Cardwell, C. E. (2005). Arranging classroom .... *23* 

Introduction for Teachers, believes that "the most advanced curriculum and highest hopes for learning have chance for better success with supportive learning environment", ("Classroom Configuration", 2006). 40 Wulf's research validates 41 Miller's belief showing that "A" students performed just as well when they sat in an assigned seat versus their preferred seat. In another study performed by Perkins and Wieman, four classes were compared by their student achievement, while varying the group's proximity to the teacher. 42 It was found that as the proximity decreases, so does the performance.

### B. REVIEW of PREVIOUS STUDIES

There are a number of studies related to classroom management and the use of seating arrangements. Classroom management is very essential to control students' disruptive behavior and maintaining discipline. Effective classroom management, in some extent might establish productive learning environment in the classroom. In addition, seating arrangement as one of the important factors in classroom management can create a positive learning environment.

<sup>&</sup>lt;sup>40</sup> Miller, the author of *Body Language: an Illustrated Introduction for Teachers.* Classroom Configuration", 2006

<sup>&</sup>lt;sup>41</sup> Wulf, K. M. (1976, April). *Relationship of assigned classroom seating area to achievement variables* (Doctoral dissertation, University of Southern California) [Abstract]. Retrieved July 3, 2009, from

http://www.eric.ed.gov:80/ERICDocs/data/ericdocs2sql/content\_storage\_01/0000019b/80/35/6f/e8.pdf (UMI No. ED134603).

<sup>&</sup>lt;sup>42</sup> Perkins, K.K.; Weiman, C.E. *The surprising impact* ... 22

<sup>&</sup>lt;sup>43</sup> Safa. Zerin, Classroom Management... 6

Most of the studies about seating arrangement focused on different seating arrangements.<sup>44</sup> Then, Harmer reviewed about different seating arrangements in terms of pros and cons in relation to certain activities and interaction patterns.<sup>45</sup> The effectiveness of any seating arrangement depends on the activity done in class.<sup>46</sup> Furniture arrangement should be functional.<sup>47</sup> He means that seating arrangements should help both the students and the teacher equally to achieve the course goals. The importance of classroom seating arrangements is being comfortable to use for both the teacher and the student.<sup>48</sup>

All types of seating arrangements have positive and negative sides for teaching and learning. Some of them are good for certain classroom context, but some others are not suitable for certain classes. Harmer states that different seating arrangements in the classroom management indicate a number of different approaches used in the lessons.<sup>49</sup> To take an example,

<sup>&</sup>lt;sup>44</sup> Anderson, T. M. (2009). The Effects of Seating Arrangement on Students' On-Task Behavior (Doctoral dissertation). Retrieved from ERIC Database

M. Bonus - L. Riordan, *Increasing Student On-Task Behavior through the Use of Specific Seating Arrangements (Master's thesis)*. Retrieved from ERIC Database. 1998.

James C. McCorskey - R. W. McVetta, *Classroom Seating Arrangements: Instructional Communication Theory versus Student Preferences*. Communication Education, (27, 1978), 99-111. Retrieved from:http://www.jamescmccroskey.com/publications/082.pdf

<sup>&</sup>lt;sup>45</sup> Jeremy Harmer, *How to Teach ...1* 

<sup>&</sup>lt;sup>46</sup> M. Bonus - L. Riordan, *Increasing Student ... 36* 

<sup>&</sup>lt;sup>47</sup> P. Cornell, The *impact of changes in teaching and learning on furniture and the learning environment. New Directions for Teaching and Learning*, (Retrieved from ERIC Database, 9, 2002), 33-42.

<sup>&</sup>lt;sup>48</sup> D. J. Chambers, *The furniture* equation. *Furniture and Furnishings Solutions Supplements*, 4-7. Retrieved from ERIC Database. 2004.

<sup>&</sup>lt;sup>49</sup> Jeremy Harmer, *How to Teach ...1* 

when teachers are applying collaborative learning; the use of separate tables seating arrangements are appropriate for this context.

The study presents the conditions in managing EFL large classroom where the socio-cultural perspectives as well as psycho-social strategies are essentially needed in managing the students and creating a positive teaching learning process.<sup>50</sup> While the effective seating arrangements are varied from horseshoe, cluster, to traditional row that are still used in the classroom.

Previous studies presented above are focused on different seating arrangements, the effectiveness of seating arrangements, and the importance of seating arrangements for teacher and students, the differences with this study is the benefits and the weakness were felt by students on the seating arrangements.

This study also relevant to some the previous research conducted by Tagliacollo, Volpato, and Junior entitled *Association of student position in classroom and school performance*. They found that better performances of students at school correlate with lower percentages of absence and choices of seating positions closer to the board.<sup>51</sup> It is different with this study which investigates their participation during the class not based on their lower percentages of absences.

<sup>50</sup> Jeremy Harmer, *How to Teach ...1* 

<sup>&</sup>lt;sup>51</sup> Tagliacollo, Volpato, and Junior. Association of student position in classroom and school performance. Educational Research Vol. 1(6) pp. 198-201 July 2010 Available online <a href="http://www.interesjournals.org/ER">http://www.interesjournals.org/ER</a> Copyright ©2010 International Research Journals

And research by Juhary entitled *An Assigned Seating Arrangement Based on Students' Performance: A Critical Review.* She found that seating arrangements based on students' academic record in the previous semester will help to enhance their participation and learning in the classrooms.<sup>52</sup> Yet, the difference with this study because the subject is university students while this study uses high school students in the beginning or first year students and also the use of previous academic record.

Then research conducted by Nasri Harb and Ahmed El-Shaarawi entitled *Factors Affecting Students' Performance*.<sup>53</sup> They found many studies have focused on students' performance in the U.S. and Europe. However, different culture in UAE society may play a role in shaping the factors that affect students' performance, this study tried to examine those factors. The aim of this study is to investigate the socio-economic characteristics of students of the College of Business and Economics-UAEU in relation to these students' performance and taking into account variables pertaining to the UAE Society. Since the subject is for students of the College of Business and Economics and this study is for senior high school students in their beginning year, it makes the study different.

<sup>&</sup>lt;sup>52</sup> Juhary, Jowati. *An Assigned Seating Arrangement Based on Students' Performance: A Critical Review.* Journal of Education and Practice <a href="www.iiste.org">www.iiste.org</a>. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online). Vol 3, No 14, 2012.

<sup>&</sup>lt;sup>53</sup> Harb, Nasri and El-Shaarawi, Ahmed. *Factors Affecting Students' Performance*. United Arab Emirates University. July 2006 Online at <a href="http://mpra.ub.uni-muenchen.de/13621/">http://mpra.ub.uni-muenchen.de/13621/</a> MPRA Paper No. 13621, posted 26. February 2009 04:55 UTC

Since students' participation was closely related with students' performance, the study from Faizah Mohamad Nor and Liew Hui Choo also relevant entitled *An Investigation Into The Factors Affecting Second Language Learners' Classroom Participation*<sup>54</sup>. The study was conducted to identify the second language learners' perceptions of their classroom participation. Factors influencing the learners' classroom participation were also examined. The difference with this study is investigated students' perception.

This study is quiet different with previous study because this study investigate classroom students performance in their seat and their participation during the class directly with their opinion of benefits and weaknesses of based on their experience of seat position in each seating arrangements. In other words, students participate to perform themselves during class activity (e.g arguing opinion in the class, task, contribution, etc). And the assessment for this study about students' performance is adopted and different with another some previous studies which focus on their family, skill, economical, environment. The using assessment is considerate from some literatures.

\_

<sup>&</sup>lt;sup>54</sup> Faizah Mohamad Nor & Liew Hui Choo. An Investigation Into The Factors Affecting Second Language Learners' Classroom Participation. Fakulti Pendidikan, Universiti Teknologi Malaysia