

**THE IMPEDIMENTS AND  
THE ENCOURAGEMENTS  
OF TWO FEMALE STUDENTS  
TO PARTICIPATE  
IN CLASSROOM DISCUSSION**

**A THESIS**



**By**

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SURABAYA  
2009**

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Presented to  
Widya Mandala Catholic University Surabaya  
in partial fulfillment of the requirement for  
the Degree of  
Magister in Teaching English as a Foreign Language




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2009**

# APPROVAL SHEET

(I)

This thesis entitled **The Impediments and The Encouragements of Two Female Students to Participate in Classroom Discussion**, prepared and submitted by Ika Dian Sukmayanti, NIM 8212707004, has been approved to be examined by the Thesis Board of Examiners.



Prof. Esther Kuntjara, Ph.D  
Thesis Advisor

# APPROVAL SHEET

(II)


This thesis entitled **The Impediments and The Encouragements of Two Female Students to Participate in Classroom Discussion**, prepared and submitted by Ika Dian Sukmayanti, NIM 8212707004, has been approved and examined by the Board of Examiners.



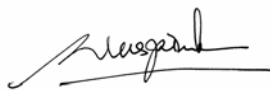
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## STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly, that all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, 27 July 2009



Ika Dian Sukmayanti

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## **ACKNOWLEDGEMENTS**

First of all, I would like to thank God for blessing me so that I could finally finish this thesis. My sincere gratitude also goes to my advisor, Prof. Esther Kuntjara, Ph.D. Thank you for always guiding and directing me in working on this research. My subjects, thank you for being cooperative, welcoming and allowing me to come, observe, and interview. My lecturers and the staff in Widya Mandala Catholic University Surabaya, thank you for helping, guiding, and supporting me during my studying here.

I would like to also thank my mother, Sri Oentari, for always demanding me to finish my study soon; my uncle, Prio Oetomo; and my aunts, Wisye and Susi for always supporting me in my study.

Audrey and Alina, to whom I owe the deepest thank. Thank you for always texting me almost every night to remind me to work on my thesis. It was a pressure, but it was also a motivation. Vitria, thank you for sharing with me the information of what I need to present the thesis.

Ika Dian Sukmayanti

## **ABSTRACT**

Sukmayanti, Ika Dian. 2009. The Impediments and The Encouragements of Two Female Students to Participate in Classroom Discussion. Thesis. Graduate School, English Education Department, Widya Mandala Catholic University Surabaya.

Advisor : Prof. Esther Kuntjara, Ph.D

Key words: interpersonal, personality, cultural, psychological, language, impediments, encouragements, classroom discussion.

Learning is a process which involves many factors such as personality, interpersonal, cultural, and psychological. Those factors deliberately affect students' achievement in the classroom. In my class, one student, Nabila, showed no interest at all in participating in classroom discussion even though she could perform well in other speaking activities, while Sherina showed great interest in that despite her lack mastery of English grammar. This study is made to answer two questions about 1) What impediments impede a quiet female student from expressing her ideas in classroom discussion? and 2) What encouragements are behind a verbose female student' enthusiasm in expressing her ideas in classroom discussion?

This thesis is a qualitative one. To get the data for this study, I observed and interviewed my two subjects, Nabila and Sherina. Besides, I took position as a participant observer. The data found, then, were put in matrix and analyzed. The result shows that the main factors which seemed to be the impediments for the quiet student are the authoritarian parenting style which belongs to psychological and cultural factor, and negative past experience which also psychologically influenced Nabila's motivation and attitude toward English learning in a negative way. The language factor which she thought to be very difficult to memorize, especially for vocabulary also contributed to her personality factor, which made her show great anxiety to speak English. As for the Sherina, the verbose student, the authoritative parenting style, her positive past experience, as well as her hopes for the future which were categorized as psychological factor, even though parenting style can also be put into cultural factor, were the factors which encouraged her participation in classroom discussion. In addition, her personality factor which was risk-taker, and interpersonal factor which was reflected in her supportive peers influenced her motivation and attitude toward English learning in a positive way.

Because of this research, I realize that the quiet students at class might have experienced negative things in the family or in the learning the language. The more we force them to speak, the more they would feel anxious to do it, and it will add up their negative experience. For that reason, I suggest that all English teachers give more time to the quiet students to make them feel secure and see that learning English is a very enjoyable experience, not a frustrating one. In this way, I believe the quiet students will be more motivated to participate in any speaking activities.

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