

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

**A THESIS**



**By**

**IKA DIAN SUKMAYANTI**

**ENGLISH EDUCATION DEPARTMENT  
GRADUATE SCHOOL  
WIDYA MANDALA CATHOLIC UNIVERSITY  
SURABAYA  
2009**

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By  
**IKA DIAN SUKMAYANTI**  
**8212707004**

**ENGLISH EDUCATION DEPARTMENT  
GRADUATE SCHOOL  
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA  
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.

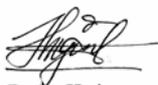


Prof. Esther Kuntjara, Ph.D  
Thesis Advisor

# APPROVAL SHEET

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Dr. Ig. Harjanto  
Chair



Prof. Esther Kuntjara, Ph.D  
Secretary



Prof. Dr. A. Ngadiman  
Member



Prof. Dr. Wuri Soedjatmiko  
Director

## 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



8212707004

Ika Dian Sukmayanti

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## **ABSTRACT**

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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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