

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Descriptions

##### 1. Teaching English Grammar

Teaching English Grammar is a challenging experience for teachers. Teachers must understand well or master in grammar for making learners understand the material that is given by the teacher.

Teaching is an activity that can not be separated in the learning process. Based on Brown teaching is the process of guiding and facilitating learning, enabling the learner to learn, setting the conditions in learning. It means that teaching is one of ways to determine the philosophy of education, our teaching style, approach, methods and classroom techniques<sup>1</sup>. According to Kimble and Garnezy in Douglas Brown's book teaching is showing someone to learn how to do something, giving someone in the study of something, providing someone with knowledge, and closing someone to understand. Meanwhile, Gage states teaching as any causing learning on the part of another<sup>2</sup>.

Grammar is partly the study of what forms (or structures) are possible in a language. Grammar has been concerned almost exclusively with analysis at the level of the sentence, thus grammar is a description of the rules that govern how a language's sentences are formed<sup>3</sup>. Penny states that grammar is a set of rules that define how

words (part of words) are combined or changed to from of acceptable units of meaning within a

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<sup>1</sup> H. Douglas Brown. *Principle of Language Teaching and Learning* (San Fransisco State University: Longmman, 2000), 19.

<sup>2</sup> Rika Ratnaningtyas, "*The Classroom Management of English Teaching-Learning Process In A Big Class*," (skripsi: English Education Department Faculty Of Language and Arts State University of Yogyakarta), 10.

<sup>3</sup> Scott Thonburry, *How to Teach Grammar*, (New York:Longman, 1999), 1

language<sup>4</sup>. Grammar also means conventionally seen as the study of the syntax and morphology of sentences in language<sup>5</sup>. Grammar is a process for making a writer's or speaker's meaning clear in contextual information is lacking<sup>6</sup>.

Teaching grammar is important in the English teaching and learning process, because teaching grammar will support the skill owned by the students. Hedge provides the explicit framework to guarantee producing correct rules and expedite the learning process is called teaching grammar<sup>7</sup>. Moras also stated that teaching grammar should sustain the productive use of the wide range of grammar. It is one of the areas that need greater attention. We are concerned not only with students' understanding about the meaning of words, but also their ability to use them appropriately. It is obvious that learning grammar means not only to know the meaning words but also to use the words in different context<sup>8</sup>.

## 2. Media Instruction for Teaching English

Using media in teaching can encourage students to take more responsibility for and control over their learning, engage in joint planning of the syllabus and take longer-term perspectives on their learning.<sup>9</sup> Since everybody knows that media give many advantages, teachers in their class should consider what media they

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<sup>4</sup> Penny UR, a Course in Language Teaching and Language (UK: Cambridge University Press, 2009), 75

<sup>5</sup> Scott Thonburry, *How to Teach Grammar*, (New York:Longman, 1999), 2.

<sup>6</sup> Scott Thonburry, *How to.....* p.4

<sup>7</sup> Ishraq M. Aqel. "The effect of Using Grammar-Translation Method on Acquiring English as A Foreign Language," (International Journal of Asian Social Science, 2013,3(12):2470.

<sup>8</sup> Yosa Novi adewi, "Improving Students' Grammar Master by Appu Series Film on YouTube," (Jurnal Pendidikan Dompot Dhuafa, vol 7, No.2, November 2017)

<sup>9</sup> Masterman. *The Importance of Media in Teaching*. (London: Oliver and Boy Ltd. 1999)

are going to give to the students in the teaching-learning process.

Ronald Anderson classifies media into ten types, such as audio, print, audio print, proyeksi visual silent, audio visual projection silent, visual motion, audio visual motion, physical object, human and environment and the last one is computer.<sup>10</sup> The use of all of those media is to deliver material to students in the class. In this article, the researcher wants to use the YouTube application as his learning media in the teaching learning process.

#### **a. YouTube as Media**

##### **1) Definition of Media**

Media is a channel of communication particularly in education. Media also carries information between a source and a receiver, a media called connector. Examples of media are films or videos, televisions, computers, printed materials such as short-cards, and diagrams. These are considered instructional media when they carry messages with an instructional function. The function of media is to facilitate communication.

Since the turn of the century, teachers have used various types of audio and visual aims to help teaching particularly in language. Recently teachers have expanded their repertoire of material and procedures to include the new technologies for learning. The teacher is no longer limited to the confines of the classroom. Through the social media center and computer networks such as internet and campus intranets, the word become each students' classroom<sup>11</sup>.

In this research, the researcher will use YouTube as media in teaching grammar. YouTube was found in 2005 by Steve Chen,

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<sup>10</sup>Ronald Anderson H. *Selecting and Developing Media for Instruction*. Wescosin: american Society for training and Development. 1976

<sup>11</sup>Robbert Heinich, Michael Molenda, James D. Russell, *Instruction Media and technology for learning*, ( Macmillan: Macmillan Publishing company, 1993),10.

Chad Hurley, and Jawed Karim with the domain name <http://www.youtube.com>. The web was created as a discussion board for humans to create and share short video clips online. One year later Google purchased YouTube for 1.65 billion dollars. How famous is YouTube now? Consider that on each day foundation there are more than two billions views (YouTube Facts & Figures). In addition, 51 percentage of YouTube visitors visit YouTube weekly, and 52 percentage of 18 to 34 year-olds frequently share videos with other people (YouTube Fact Sheet)<sup>12</sup>.

YouTube is used for many purpose, such as to exposure the authentic English as well to promote a learning style that is more autonomous learning, to provide an opportunity for expression freedom, to serve as a vehicle for collaboration, to give inspire, to give motivate the students in learning, to make learning fun and enjoy with videos in YouTube, to set tone and mood in teaching and learning process, to decrease anxiety and tension on scary topics, and to help create memorable visual images with videos. It makes a particularly powerful contribution to both the content and the purpose of language learning. Especially contribute to interest and motivation, sense of the context of the language, a specific reference point or stimulus, and the majority of uploaded videos are used to provide linguistic and cultural content and information on related to the target language<sup>13</sup>.

YouTube as a multimedia channel that permits the control over a different type of

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<sup>12</sup> Joseph M. Terantino, *Emerging Technologies YouTube for Foreign Languages: You Have to See This Video*.....

<sup>13</sup> Joseph M. Terantino, *Emerging Technologies YouTube for Foreign Languages: You Have to See This Video*..... P. 33-34

videos which are available to everyone. Other components such as comment, subscribe, channel, country, channel, associated videos, views of videos, and rating of content. There are many advantages of education that encourage motivation and share a pedagogic content for learning English as a foreign language. This resource should be segmented since it allows users to pause, take notes, and turn the sound and picture off, also, a learner can preview, cut, integrate, and focus on bringing specific information. It helps to develop the students' insight and perspectives. YouTube as media platform in educational and motivational tool that can used in the EFL classroom<sup>14</sup>.

According to Mullen and Wedwick, now the students' full knowledge of the digital world makes teachers must adapt themselves on how to integrate into this new modern world well. In the teaching and learning process teachers are responsible for preparing their student show to use technology. YouTube provides a wide variety of educational videos with careful monitoring to all materials by teachers. It is quick to access and facilities in teaching and learning grammar material and to reviews through one types of songs and videos, which not only help the students to memorize but also stimulate them to create a help understanding<sup>15</sup>.

YouTube is an online media that allows the users to upload, share and review videos that are contained. For a video on YouTube doesn't require logging in. However, YouTube users can get benefit from creating a Youtube channel.

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<sup>14</sup> Fatima Rahim Almoswai, BushraNi'ma Rashid, "The Effectiveness of Using YouTube Video on EFL Iraqi College Students' Performance in Grammar at Missan University," International Journal of Social Sciences, 391.

<sup>15</sup> Alsharani, "The Effects Of Integrating YouTube and Its Facilitating Role In Teaching Grammar," Journal Of Education And Psychological Science-AJSRP-Issue (9),Vol.(2)-April 2018. Hal 133

Logging in allows YouTube to suggest related videos to its users who can upload an unlimited number of videos to their channel. If the account is in good standing, as determined by the YouTube community, then the users can attain the ability to upload long-length videos. After upload the user can add video description details and use the video editor and annotations editor. The video description is a key piece of information used to identify the content of the video. The more accurate the information provided by the channel owner in this section, the easier it is for users to find the video. The video editor tool allows the user to trim videos, add transitions, and overlay a soundtrack from an audio library. Annotations allow the addition of text links to other videos, channels, and playlists. The video manager can be used to organize uploads and playlist. The channel's activity feed provides channel viewers with a summary of recent activity. Subscriber can be updated on any channel activity on YouTube. YouTube users may also customize and control personal privacy settings. Additionally, the channel owner can communicate with subscribers by posting a bulletin which is shared with all subscribers. Although implementing strict copyright verification tools, YouTube providers use the ability to view its videos on web pages outside of the site. The functionality is often used to embed YouTube videos in social networking pages and blogs<sup>16</sup>.

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<sup>16</sup> Akram Abdol Jaffar, "YouTube : An Emerging Tool in Anatomy Education (Department Of Basic Medical Sciences, Colleg Of Medicine, University of Sharjah, Sharjah, United Arab Emirates," *AnatSciEduc* 5:158-164 (2012) May/June 2012 Anatomical Science Education)



## 2) Function of Media

English teaching media is very important in helping students to acquire new concepts of skills and language competences.

Kasihani stated “ media can use for :

- a) Reducing the first language or using the mother tongue in the learning process.
- b) The students’ can improve their motivation in the learning process.
- c) Help simplify the process of language learning and perfectly.
- d) Media can explain and stimulate new concepts to make understandable material.
- e) Making learning interactive and interesting, so the students do not feel bored.
- f) Equate perception, especially if the new concept has a meaning.
- g) Media can improve English teaching quality<sup>17</sup>.

According to Kemp, Morrison, and Ross , the educational values of teaching media are :

- a) To motivate learners by capturing their attention and stimulating interest in a subject.
- b) Involve learners vicariously but meaningfully in learning experience.
- c) Implement an individualized form of instruction for each individual.
- d) Explain and illustrate subject content and performance skills.
- e) Provide opportunities for self-analysis of individual performance and behavior.
- f) Contribute to information of attitudes and the development of appreciation.<sup>18</sup>

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<sup>17</sup> Suyanto, *English For Young Learner*, 101

<sup>18</sup> Jerold E. Kemp. Et al, *Design Effective Instruction* (New York: Macmillan Collage Publishing Company, 1994), 215216

### **b. Youtube Video in Education**

Lia Selfia states access to video youtube is no longer a major issue of concern even for those from lower income groups.<sup>19</sup> The use of videos has become so rampant that they are even available through mobile devices. In fact the use of film and videos to complement teachings has been widely promoted back in the 1950s. The availability of educational technologies and self-produced videos placed on YouTube also had made teaching more exciting. Furthermore, these videos could be accessed at any time of the day and from a place to suit the students. YouTube is also used to illustrate theoretical content, involve students, and inspire innovative teaching methods.

The attractiveness of videos in teaching comes from the combination of images and sounds. As such it will be able to generate an influential medium that can be used by teachers to help explain concepts while at the same time able to instruct students with content that provides multiple senses. These would certainly assist teachers in making the explanation of abstract concepts and processes easy through the use of visualization that can be provided by videos. YouTube videos can be supported by interactive activities in an attempt to stimulate teaching speaking. The interest to assess the effectiveness of using YouTube videos has been prompted given the abundance of such materials from the various sites in the Internet

### **3. Students Participations on Teaching and Learning English Grammar**

Students' participation is one of the important parts in teaching and learning English. The students could transform their responsibility and prepare to be

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<sup>19</sup> Lia Selfia. *The Effectiveness of Using Video Youtube Toward Students' Speaking Ability (At the Second Grade of MTS PSM Mirigambar)*. (State Islamic Institute of Tulungagung: 2015)



engaged in learning activities. Therefore, participation of the students becomes one of the elements to result in a positive and effective learning experience.

It was supported by Helen Patrick states that there are a number of ways that students can participate, including offering their ideas and thoughts spontaneously, volunteering to answer questions, answering questions when called on, demonstrating at the chalkboard, talking to peers or the teacher about tasks, and completing written work.<sup>20</sup> Students may also participate without these behavioral indicators of involvement by watching, listening, and thinking.

Students' participation in discussion has some categorizations, students can participate however students can be active when they involve the discussion. Besides, when the students see that their participation is being graded regularly and consistently, they adjust their habits accordingly to be prepared for active participation.

According to Libby Goodman, active participation involves the students practicing the academic task, answering a question, performing a problem, reading a text<sup>21</sup>. It means students follow the rules in discussion, read a text related to the material, and students listen carefully about the discussion.

Teaching and learning process is an activity that happens in the classroom between teacher and students which includes how the teacher gives the material, facilitates the students, and makes the students involved in learning so that the students have participated during the learning process. According to Elliot Wayner, teaching is a caring exercise is very much part of the effective learning process<sup>22</sup>.

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<sup>20</sup> Helen Patrick. *Motivational Influences on Student Participation in Classroom Learning Activities*. Purdue University. Vol.106, No.9, September 2004. p.1760.

<sup>21</sup> Libby Goodman. *Time and Learning in the Special Education Classroom* (New York: New York press, 1990), 80.

<sup>22</sup> Elliot Wayne E. *The Kind of School We Needed*. Phi Delta Kappan: Beacon Press. Vol.83, No.8, April 2002. p.576

Learning is an emotional exercise. Students will engage in something that appeals to them emotionally. It means that teaching and learning are needed to make the class effective in the teaching learning process. Thus, the teaching and learning is supporting the good teaching learning process.

Students follow a discussion however they do not give contribution the discussion can be categorized in passive participation. According to Libby Goodman, passive participation includes general attending behavior such as listening to other students read or watching other students do a problem. Students do not focus on classroom discussion like playing with a gadget, chatting with their friends, and just remain silent without taking part in classroom discussion.<sup>23</sup> It can be said passive participations do not focus on material that has been discussed, because the passive students can not get information in the learning process.

From the expert explanation above the writer can conclude that active participation when the students are involved in discussion, problem solving, asking questions, listening and joining in learning process, and determining in classroom decision behavioral responses during the class, including nodding their head, raising their hands, body movements, and eye contact. Passive participation is a kind of thing that often appears when the discussion happens. They do not focus on the material and are not ongoing in discussion, students feel shy to speak in the classroom.

#### 4. Promoting Students' Engagement

According to Blatchford, et. al, a category size greatly affects the students' engagement.<sup>24</sup> Nevertheless, it does not mean that the category size is that the main issue of their disengagement. The teacher's educational

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<sup>23</sup> Libby Goodman. *Time and Learning in the Special Education Classroom* (New York: New York press, 1990), 80.

<sup>24</sup> Blatchford, Peter., et al. *The Effect of Class Size on the Teaching of Pupils Aged 7 – 11 Years*. School Effectiveness and School Improvement Vol. 18, No. 2, June 2007, 147 – 172. Taylor & Francis.

methods in a very masive class will influence their engagement. During this part, the discussion about the students' engagement is presented.

#### a. The Definition of Students' Engagement

Students' engagement is the students' sustained involvement in learning activities accompanied positive emotions<sup>25</sup>. They state that the students may be called as being engaged when they show their willingness to select the task, to voluntarily participate, and to show effort and concentration. Despite challenges and obstacles, the engaged students get involved in the work and take visible enjoyment of accomplishing their work.<sup>26</sup> They show positive emotions that were indicated by their posture, facial expressions and inspiring noises. Those gestures show that they are enthusiastic, curious, and interested.

The students who are not engaged are getting to lose interest in classroom activities, respond poorly to the teacher's direction and classroom's interaction. Furthermore, they are going to participate in disruptive behaviours and show negative attitudes towards teachers and classmates.

Alvarez states that if students are not engaged once doing educational tasks, then they will acquire solely a very small amount of knowledge because engaged students are ready to require a private risk or likelihood within the learning task.<sup>27</sup> It means that engaging students in learning activities is incredibly because it is related to the ways on a way to manage students' behaviours and to inspire them to learn.

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<sup>25</sup> Chapman, E. *Alternative approaches to assessing student engagement rates*. Practical Assessment, Research & Evaluation, Vol. 8, No. 1. 2003. Retrieved from <http://PAREonline.net/getvn.asp?v=8&n=1>.

<sup>26</sup> Saeed, Sitwaat & David Zyngier. *How Motivation Influences Student Engagement: A Qualitative Case Study*. Journal of Education and Learning; Vol. 1, No. 2; 2012. p.1

<sup>27</sup> Saeed, Sitwaat & David Zyngier. *How Motivation* .....p.2

### **b. Types of Engagement**

From the definition, the participant element represents sustained student participation and a positive emotional tone. Dunleavy specifies these elements into three types of student engagement, namely behavioural, academic-cognitive categories, and social-psychological categories.<sup>28</sup> School achievement, attendance, and Social-psychological Engagement (SPE) is related to a sense of belonging, relationships, interest and positive feeling. Academic cognitive engagement (ACE) is reflected in homework completion, response to challenges in learning, concentration and effort directed toward learning.

### **c. The Levels of Students' Engagement**

Parn states that the students will engage in the learning activities in the completely different levels. In her rubric of engagement, she describes the characteristics of the engaged students into four levels of students' engagement.<sup>29</sup> However, she does not name each level of the engagement.

For the aim of the study, the rubric was adopted. There are four name classes of students supported their level of engagement: totally engaged, fairly engaged, slightly engaged and disengaged students. The verbal qualifiers of the categorization in students' engagement is as urged by Rohrmann to rate the size of the standard of engagement.<sup>30</sup>

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<sup>28</sup> Taylor, Leah & Jim Parsons.. *Improving Student Engagement: Current Issues in Education*, Vol. 9, No. 1, 2009. Retrieved from <http://cie.asu.edu/> on February 18th, 2021

<sup>29</sup> Parn, Laura. *An In-Depth Study of Student Engagement: A thesis. The partial fulfillment of the requirements for Master of Arts in the Department of Teaching, Learning, and Teacher Education, University of Nebraska-Lincoln.* 2006. p.23

<sup>30</sup> Rohrmann, Bernd. *Verbal Qualifiers for Rating Scales: Sociolinguistic Considerations and Psychometric Data: A Project Report.* Australia: University of Melbourne. 2007

#### d. Factors of Students' Engagement

The efforts to engage students relate to behavioral management opportunities in the classroom<sup>31</sup>. It deals with the reduction of classroom disruptions and discipline problems. In the other words, the main focus is not regarding the ways to resolve classroom misbehaviour problems but the ways to garner disengaged students' interest. The factors of students' engagement in the teaching-learning process are the students' perception of their teacher and the tasks.

##### 1) Students' perception of their teacher

Parn explains that, in categories of any size, the student's perception of their teacher, whether or not the teacher cares for them, greatly impacts their engagement level.<sup>32</sup> How a teacher establishes a relationship with his/her students will influence their feelings towards him/her. Thus, teachers need to show friendly manners to teach the students.

Ortiz even finds that teachers' behaviours influence student engagement.<sup>33</sup> He argues that when the teachers' behaviours are incontestable in a very positive manner toward students, students typically respond to the teacher with positive behaviours and high levels of engagement. As the reverse, the negative demonstrations of teachers' behaviours, also generally yield negative behaviors and engagement levels from students.

##### 2) Tasks

The choices of the tasks verify the students' engagement. The alternatives of the tasks consider the difficulty level of the work

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<sup>31</sup> Taylor, Leah & Jim Parsons. *Improving Student Engagement: Current Issues in Education*,14(1). Retrieved from <http://cie.asu.edu/> on February 18th, 2021

<sup>32</sup>Parn, Laura. *An In-Depth.....* p.24.

<sup>33</sup> Parn, Laura. *An In-Depth.....* p.28

they are given, the way during which a lesson is conducted, and the resources those are available to learn with.<sup>34</sup> Students benefit from being challenged by working and solving problems in the group.

Taylor and Parson also states that fun and interesting activities enable students to engage and to reduce behavioral problems in the classroom.<sup>35</sup> Thus, the standard of engagement is indicated by the efforts to enhance student enjoyment.

Taylor and Parson suggest that teachers should help students to fancy their learning by using their interest in the materials and using various methods to engage students in their work, admire in small-group work and project-based learning.<sup>36</sup>

## B. Conceptual Framework

As mentioned above, learning grammar is considered as a difficult thing to amass by most students. That is why several students are not interested and it is still difficult to know grammar. Therefore, many of the students cannot be confident to speak english.

As a matter of fact, the teaching and learning process cannot be separated with the use of media. Media as a tool for acquisition have undoubtedly facilitated the task of the learning itself. Technical media could be a reasonably media, which is able to support the teaching and learning process. Technical media that is used in this research is youtube video.

In this research, the researcher wants to implement an action that could foster the quality of English grammar through youtube videos by online learning. To conduct the

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<sup>34</sup> Parn, Laura. *An In-Depth*.....p.29

<sup>35</sup> Taylor, Leah & Jim Parsons. 2010. *Improving Student Engagement: Current Issues in Education*. 10(1). Retrieved from <http://cie.asu.edu/> on February 18th, 2021.

<sup>36</sup> Taylor, Leah & Jim Parsons. 2011. *Improving Student Engagement: Current Issues in Education*. 10(1). Retrieved from <http://cie.asu.edu/> on February 18th, 2021.



research, the researcher has to do some steps. First, the researcher needs to observe the varsity wherever the researcher is going to conduct the research. In the observation, the researcher notices some problems with grammar learning in the field. After finding some problems during the observation, the researcher thought of the action to solve the problem.

The researcher set to use an interesting media, namely youtube video in the teaching and learning process. Then she planned and employed some efforts to foster the quality of students' engagement in learning English grammar of MA Salafiyah Kajen through the use of youtube videos

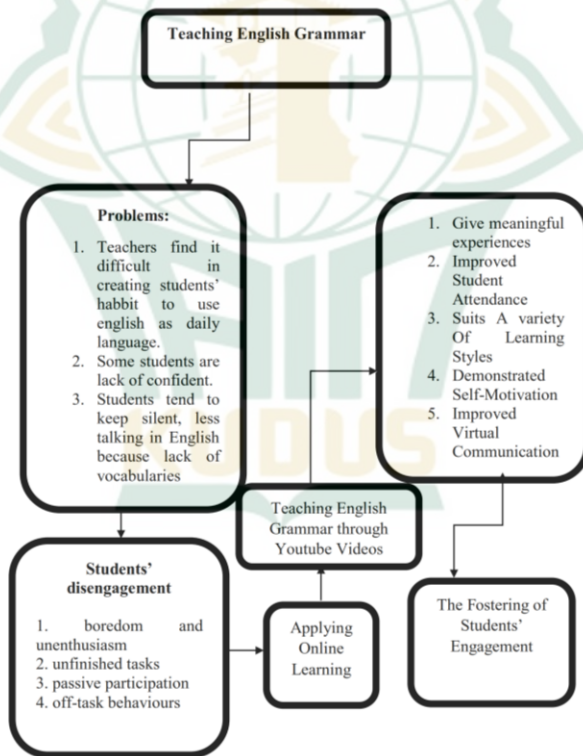


Figure 1: Conceptual Framework of the Study

### C. Previous Research

This study needs some previous studies as a consideration theory. The previous studies that can be used as a considerations theory is taken by Yunik Susanti entitled “Student Engagement In EFL On-Line Class”. This previous study used qualitative research. It discusses student’s engagement during the English language teaching that is conducted via online was positive in nature. During the online teaching learning process, the teachers should facilitate the students with opportunities to communicate their ideas by using other additional interactive applications. The difference between the two studies lies in the focus of the research by Yunik Susanti focuses on engaging students by application and the researcher’s research focuses on engaging students in teaching english grammar specific through youtube video. The similarity lies in the use of qualitative research in the research process and what happened to the student engagement when they were studying English in online classes.<sup>37</sup>

The second research was conducted by Nanda Anugerah Mulia, the research entitled “Indonesian EFL Students’ Engagement in Language Learning Platform”. The previous study used quantitative research. It discusses engaging students by using online language learning platforms in the learning process that can give them meaningful learning experiences. It aims to reveal the statistical result of EFL students’ engagement in online language learning platforms as well as three classified engagement levels (high, moderate, low) across students’ achievement. The difference between the two studies lies in the focus of the research, where the research conducted by Nanda Anugerah Mulia used quantitative research, and by the researcher used qualitative research. The similarities between two studies discuss engaging students by using online language learning.<sup>38</sup>

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<sup>37</sup> Yunik Susanti. *Student Engagement In Efl On-Line Class*. Lingual, Vol. 10, No. 2, 2020.

<sup>38</sup> Nanda Anugerah Mulia. *Indonesian EFL Students’ Engagement in Language Learning Platform*. Retain, Vol. 8, No. 2, 2020. p. 154-156

The third research conducted by Nurlisa, Clarry, & Ikhsanudin entitled “Improving Students’ Engagement Using Scaffolded Role Play and Facebook Discussion”. This previous study used classroom action research. This study discusses improving students’ engagement using scaffolded role play and facebook discussion in speaking class. The implementation of scaffolding role play and facebook discussion was successful to improve students’ engagement in speaking practice. The difference between the two studies lies in the focus of the research, where the research conducted by Nurlisa, Clarry, & Ikhsanudin used classroom action research, focus on speaking and used facebook as a tool of the media but the researcher in this research focus on teaching English grammar. The similarities between two studies discuss engaging students by using online media.<sup>39</sup>

The fourth research conducted by Kumar carried out a study entitled "Students’ Classroom Participation For Improved Learning In An English Language Skills Course: An Action Research Report. The researcher used quantitative and qualitative research. The research results showed that student-student and teacher-students interaction is very important for students’ engagement in the classroom and reinforces learning. This study also showed that target questioning is a very effective way to get the students’ responses. The difference between the two studies lies in the focus of the research, where the research conducted by Kumar used quantitative and qualitative research and the researcher of this research used qualitative research. The similarities between two studies discuss the importance of students and teachers’ interaction for students’ engagement.<sup>40</sup>

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<sup>39</sup> Nurlisa, Clarry, & Ikhsanudin. *Improving Students’ Egement Using Scaffolded Role Play and Facebook Discussion*. Journal of Educational Research and Practice. Vol. 9, No. 1, 2019. p. 1-10

<sup>40</sup> Kumar, R. *Students’ Classroom Participation for Improved Learning in an English Language Skills Course: An Action Research Report*. Center for Excellence in Learning and Teaching. University of the South Pacific. 2007. Retrieved in 19th of February, 2021 from: <http://www.crie.org>