

**THE INVESTIGATION OF STUDENTS' PARTICIPATION IN  
CLASSROOM PRESENTATIONS AND THEIR ACADEMIC  
ACHIEVEMENT FROM DIFFERENT LEVELS AT  
SRIWIJAYA UNIVERSITY  
A THESIS**

**By**

**Nadya Khusnul Khotimah**

**Student Number: 06011282126042**

**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY**

**2025**

## APPROVAL

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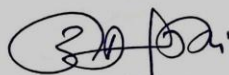
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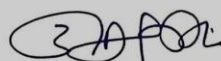
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### DECLARATION

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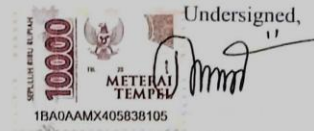
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Palembang, July 2025

Undersigned,



Nadya Khusnul Khotimah

## **DEDICATION**

*In the name of Almighty God, Allah, this thesis is dedicated to my beloved family:  
Ayah Papa, Bunda Mama, Abang Iyan, Kak Annys, Kak Cha, Kak Dandy, Kak  
Pipih, Adek Alya, and my dearest friends: Bonceng Sembilan, Kost Madam.  
Thanks a bunch for unlimited supports and uncounted love, glad to have you all.*

## **MOTTO**

*“Nothing is Impossible”*

*-unknown-*

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Finally, the author extends heartfelt thanks to herself for choosing to persevere. This thesis is not an end, but rather the beginning of the real journey into adulthood. Thank you for not giving up when it got hard. Thank you for giving your best, even when no one was watching. You made it here.

Palembang, 15 July 2025

The author,

A handwritten signature in black ink, featuring a large, stylized 'N' and 'K' followed by a horizontal line.

Nadya Khusnul Khotimah



## TABLE OF CONTENTS

APPROVAL.....	i
COMMITTEE APPROVAL.....	ii
DECLARATION .....	iii
DEDICATION .....	iv
ACKNOWLEDGEMENTS .....	v
TABLE OF CONTENTS.....	v
LIST OF TABLES .....	x
LIST OF APPENDICES .....	xi
ABSTRACT.....	xii
CHAPTER I INTRODUCTION .....	1
1.1 Background of The Study.....	1
1.2 Problems of The Study .....	6
1.3 Objectives of The Study .....	7
1.4 Significances of The Study.....	7
CHAPTER II LITERATURE REVIEW.....	9
2.1 Students' Participation .....	9
2.1.1 Related Theories of Students' Participation .....	9
2.1.2 Definition of Students' Participation .....	10
2.1.3 Factors Influencing Student Participation.....	10
2.1.4 Aspects of Students' Participation .....	12
2.1.5 Variations of Students' Participation in Different Levels .....	13
2.2 Classroom Presentation .....	14
2.3 Students' Academic Achievement .....	15
2.4 Previous Related Studies .....	16
CHAPTER III METHODOLOGY .....	19
3.1 Design of the Study .....	19
3.2 Variables of the Study .....	19
3.3 Operational Definition.....	19
3.4 Population and Sample of the Study .....	20
3.4.1 Population .....	20

3.4.2 Sample .....	20
3.5 Data Collection.....	21
3.5.1 Students' Participation in Classroom Presentations Questionnaire .....	22
3.5.2 Students' Academic Achievement (GPA Data).....	24
3.6 Validity and Reliability .....	25
3.7 Data Analysis .....	26
3.7.1 Descriptive Statistics.....	26
3.7.2 Inferential Statistics .....	27
CHAPTER IV FINDING AND INTERPRETATION .....	29
4.1 Findings of the Study .....	29
4.1.1 The Result of Correlation between Students' Participation in Classroom Presentations and Their Academic Achievement (GPA) .....	29
4.1.2 The Result of Level Students' Participation in Classroom Presentation across Different Semesters.....	31
4.1.3 The Result of Correlation between The Aspects of Students' Participation and Their Academic Achievement .....	33
4.4 Interpretation of the Study.....	35
CHAPTER V CONCLUSION AND SUGGESTIONS .....	40
5.1 Conclusion.....	40
5.2 Suggestions.....	41
References .....	43

## LIST OF TABLES

<b>Table 3. 1 Population of The Study (N=282) .....</b>	<b>20</b>
<b>Table 3. 2 Sample of The Study (N=165) .....</b>	<b>21</b>
<b>Table 3. 3 Students' Participation in Classroom Presentation Questionnaire Specification.....</b>	<b>22</b>
<b>Table 3. 4 Students' Participation in Classroom Presentation Questionnaire .....</b>	<b>23</b>
<b>Table 3. 5 GPA Classification .....</b>	<b>24</b>
<b>Table 3. 6 The Results of The Validity Test.....</b>	<b>25</b>
<b>Table 3. 7 The Results of The Reliability Test.....</b>	<b>26</b>
<b>Table 3. 8 Interval Score Classification of Students' Participation .....</b>	<b>27</b>
<b>Table 3. 9 Correlation Coefficient Interpretation Guideline .....</b>	<b>28</b>
 <b>Table 4. 1 Results of Normality Test .....</b>	 <b>29</b>
<b>Table 4. 2 Results of Spearman's-rho Test .....</b>	<b>30</b>
<b>Table 4. 3 Results of Descriptive Analysis .....</b>	<b>31</b>
<b>Table 4. 4 Results of Mean Rank in Different Semester Level .....</b>	<b>32</b>
<b>Table 4. 5 Classification of Level Participation in Different Semester Level .....</b>	<b>32</b>
<b>Table 4. 6 Results of Spearman's-rho Test for Each Aspect of Participation .....</b>	<b>33</b>
<b>Table 4. 7 Interpretation of Each Aspect from Spearman's rho Test Result .....</b>	<b>34</b>
<b>Table 4. 8 Model Summary of Contribution and Confidence Predicting GPA .....</b>	<b>34</b>

## **LIST OF APPENDICES**

<b>APPENDIX 1 STUDENTS' PARTICIPATION IN CLASSROOM PRESENTATIONS QUESTIONNAIRE .....</b>	<b>49</b>
<b>APPENDIX 2 QUESTIONNAIRE RESULTS .....</b>	<b>50</b>
<b>APPENDIX 3 DOCUMENTATION .....</b>	<b>56</b>
<b>APPENDIX 4 SURAT USUL JUDUL SKRIPSI .....</b>	<b>57</b>
<b>APPENDIX 5 SURAT KEPUTUSAN PEMBIMBING SKRIPSI.....</b>	<b>58</b>
<b>APPENDIX 6 SURAT KETERANGAN VALIDASI .....</b>	<b>60</b>
<b>APPENDIX 7 SURAT IZIN PENELITIAN .....</b>	<b>66</b>
<b>APPENDIX 8 STATISTICAL ANALYSIS .....</b>	<b>67</b>
<b>APPENDIX 9 THESIS EXAM .....</b>	<b>69</b>
<b>APPENDIX 10 THESIS CONSULTATION CARD.....</b>	<b>70</b>

## ABSTRACT

### The Investigation of Students' Participation in Classroom Presentations and Their Academic Achievement from Different Levels at Sriwijaya University

#### ABSTRACT

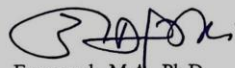
Classroom presentations are commonly used in university learning, but how students' participation in these activities affects their academic achievement is still not clearly understood. This study was inspired by observations and informal discussions showing that students often do presentations, yet their participation varies and may not always be linked to better GPA. This quantitative study investigates the relationship between students' participation in classroom presentations and their academic achievement among English Education students at Sriwijaya University. A total of 165 students from the 2nd, 4th, and 6th semesters participated by completing a questionnaire that measured five aspects of presentation participation—Contribution, Interaction, Preparation, Confidence, and Willingness—and self-reporting their GPA. The findings revealed a weak but statistically significant positive correlation between overall classroom presentation participation and GPA ( $r = 0.174$ ,  $p = 0.025$ ). Descriptive analysis showed that participation levels tended to increase with academic progression, with higher-semester students demonstrating greater engagement. Among the five aspects examined, only Contribution and Confidence were found to be significantly correlated with GPA ( $r = 0.188$ ,  $p < 0.05$ ). Further analysis indicated that these two aspects together accounted for a small portion of the variance in students' academic performance ( $R^2 = 0.038$ ). These findings highlight the importance of students' meaningful contribution and confidence in supporting academic success during classroom presentations.

**Keywords:** *classroom participation, presentation, GPA, contribution, confidence.*

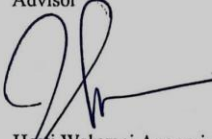
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## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the author explains (1) Background of The Study, (2) Problems of The Study, (3) Objectives of The Study, and (4) Significances of The Study.

#### **1.1 Background of The Study**

Education is one aspect of life which shapes not just individuals but even the progress in society. With education, it opens doors of opportunities, teaches critical thinking, and equips people with the skills needed for surviving in an ever-evolving world. Success from education is basically a reflection of the effort and growth of any person. In higher education, academic success is considered one of the major indicators of student success and institutional effectiveness. The quantification of academic achievement is often measured by Grade Point Average (GPA), which serves as a quantifiable metric reflecting students' performance across their coursework. Research by Zou et al. (2022) has consistently shown that GPA is a significant predictor of both academic and professional outcomes, reinforcing its importance as a standard measure of academic achievement in higher education. However, it is important to note that a good GPA is strongly influenced by student engagement in the learning process, which shows that active participation in educational activities significantly affects academic outcomes. Some research has pointed to the fact that student engagement in the learning process leads to reasonable suggestions that active participation in educational activities significantly affects academic outcomes. According to Bond et al. (2020), student engagement is a critical issue related to successful education since it encourages more profound learning and fosters contact between students and the academic community. Similarly, Kuh et al. (2011) as mentioned in York et al. (2019) pointed out that engaged students perform better academically, hence exploring the dynamics of students participation in different contexts becomes relevant.

One of the important contexts in which student participation can be particularly impactful is during classroom presentations. Classroom presentations is one of the

major pedagogical tools in high education, especially in language learning, it intended to promote active learning and develop the communication skills of the students. Research by Aina et al. (2022) indicates that social based learning such as classroom presentations can significantly enhance students' learning experiences by fostering a deeper understanding of the subject matter and developing connections with their peers. Furthermore, Grieve et al. (2021) argues that presentations encourage students to synthesize information and express their ideas clearly, skills that are vital for academic and professional success. In context English learning as English Foreign Learners (EFL) Students, performing oral presentations also can help reduce speech anxiety and reluctance to speak, leading to significant improvements in students' language skills and overall perceptions of their language abilities (Gurbuz & Cabaroglu, 2021). By doing classroom presentations, students not only articulate their understanding of course material but also facilitate their speaking skill, critical thinking and collaborative learning among peers.

Student participation is generally defined as the behaviors and attitudes displayed by students in classroom activities, especially during presentations. The rubric designed by (Moos) evaluates that students' participation by verbal contributions, engagement with peers, preparation efforts, and overall enthusiasm for the task at hand. Freeman et al. (2014) go one step further and provide a more sophisticated framework for categorizing student participation, suggesting that active learning can be quantified across several dimensions, including interaction, quality of contribution, and preparedness. It is, therefore, evident that a correct definition of participation in students' participation is critical in determining its effect on academic success since different forms of participation can have different impacts on students' learning outcomes. It is clear that participation of students is not only assessed by coming and sitting in class to listen to the presentation provided, but by the aspects mentioned.

Quite a few studies have investigated the relationship between students' participation in class and their academic achievement, which is commonly measured by their Grade Point Average (GPA). For instance, research by Wong et

al. (2024), in their meta-analysis of 137 studies, found a consistent positive relationship between active classroom engagement and higher academic achievement, specifically showing that students who engage more tend to achieve better GPA scores. Similarly, Zepke and Leach (2010) as cited in Naiker et al. (2022) emphasized that students who actively participate in discussions and presentations often demonstrate improved their GPA. These findings highlight the relevance of exploring how specific dimensions of classroom presentation participation may relate to students' GPA. Quite a few studies have been conducted to study the relationship between students' activities in class and academic performance mainly measured by using GPA.

In Indonesia, classroom presentations are a commonly used pedagogical method in universities, but their efficacy is still debatable. In these processes, students are usually assigned to groups for presentations on specific topics to develop their knowledge and ability in communication and critical thinking skills. However, not all students participate in the presentation, even though such presentations are widely adopted. In support, research by Aprilia (2023) found that factors such as anxiety, lack of confidence, and varying levels of preparedness can hinder participation, leading to disparities in engagement among students. Some students perceive presentations as an academic obligation rather than an opportunity for active learning, leading to a certain level of engagement. Although many studies have shown that active participation in class presentations can improve understanding of the material and communication skills, the reality on the ground shows that not all students are truly engaged in this process. Based on observations and informal discussions with students in the English Education Study Program at Sriwijaya University, it was found that many students still feel awkward or hesitant to actively participate in class presentations. Some students stated that they do not feel confident speaking in front of the class, especially in their English skills, for fear of making mistakes or getting criticized by their lecturers and peers. In addition, there were also students who mentioned that their lack of preparation and understanding of the material caused them to just read the slides without really



understanding what they were saying. Another factor that emerged in the discussion was the lecturer's lack of involvement in encouraging active participation, where some students felt that presentations were often just a formality without any in-depth discussion afterwards. In fact, many students admitted that sometimes they had prepared some questions and answers for the Question and Answer (QnA) session and asked friends from other groups who did not perform to ask questions that had been made, which could be said that the QnA session had been planned. That way students think that they have participated a lot in the presentation and expect a high grade in the course. This phenomenon shows that although presentations have become a commonly applied learning method, their effectiveness in improving students' understanding and academic performance still needs to be studied further. Therefore, this study sought to further investigate the relationship between students' participation in classroom presentations and their academic achievement.

Student participation during classroom presentations may reflect academic experience and progress over the semester levels. Hartina et al. (2024) conducted research to investigate how different classroom interactions could influence student participation. While students' progress, usually their confidence and understanding of concepts improve; this can also raise their participation in learning. Within the English Education Study Program, classroom presentations serve as a vital part of the curriculum, allowing students to develop essential skills such as speaking, critical thinking, and collaboration (Hasanah et al., 2023). This current research focuses on investigating the participation of students from different semester levels, as their varying academic stages may influence their behavior and engagement during presentation activities. According to Ahmad (2021), students in the lower semester, like the 2<sup>nd</sup> semester, tend to focus on basic skills such as pronunciation, vocabulary, and sentence structure. Presentation at this level is designed so as to develop confidence and simple speaking skills in students, so they do not become anxious and may get accustomed to a public speaking environment easily. In Sriwijaya University especially the English Education Study Program, some

courses at this level are still using *bahasa Indonesia* as a medium; for example, *Agama, Bahasa Indonesia, Kewarganegaraan* and *Pancasila*. Besides that, the lower-semester students are only encouraged to improve their English skills. On the other hand, Bekkering and Ward (2020) found mid to upper-semester students (4<sup>th</sup> and 6<sup>th</sup> semester) who had to go about complex presentation tasks such as critical reviews, proposal defines and discussion of pedagogical theories. Students' focus in this level on presenting their tasks in the complex courses such as Educational Research and Academic Writing. These activities demand deeper knowledge of content, higher orders of language difficulty, and critical analysis for synthesis as discussed by Ahmadi et al. (2023). Gradual development in presentation tasks also indicates gradually rising demands of the curriculum at every level. While students in lower semesters perform better when placed in structured and supportive environments that allow them to participate, students in upper semesters are challenged to demonstrate independence, creativity, and advanced speaking skills. This study, therefore, tries to establish how these semester-level differences in participation during classroom presentations relate to the students' academic performance, hence shedding light on the evolving nature of participation as students' progress in their studies.

While existing literatures by Akpur (2021); Purmadhani et al. (2024) provide valuable insights into the relationship between student participation and academic achievement, there remains a notable gap in understanding the specific aspects of participation that are most correlated with academic success. Both studies focus broadly on participation without delving into its diverse dimensions, such as engagement levels, contribution quality, and preparation. Meanwhile, this study aims to fill this gap by providing a detailed analysis of how different forms of participation during classroom presentations affect GPA. The novelty of this study lies in its focus on a correlational design that not only measures the general relationship between students' participation and achievement but also focus on identifies which specific aspects of participation in classroom presentation are most impactful. Also, this study will take participants from different levels semester to

generate an understanding of the difference aspects of student participation in classroom presentations. This nuanced understanding can lead to more effective educational practices tailored to enhance student participation.

This study will employ a quantitative correlational design using questionnaire data collection to investigate the relationship between students' participation in classroom presentations and their academic achievement. A correlational approach allows for the examination of the strength and direction of relationships between variables without manipulating them. By utilizing statistical analysis methods, this study aims to identify significant correlations that can inform educational practices. Creswell and Creswell (2017) highlights the effectiveness of quantitative approaches in establishing relationships between variables, making it a suitable choice for this study. This methodological framework will provide robust data to support the findings and conclusions drawn from the research. The findings of this study hold significant implications for educators, students, and policymakers at Sriwijaya University. By elucidating the relationship between participation in classroom presentations and academic achievement, this research can inform teaching practices, encouraging educators to create more engaging learning environments. Additionally, understanding the factors that enhance participation can lead to the development of targeted support services for students, ultimately fostering a culture of active learning. The insights gained from this research will not only enrich academic discourse but also provide practical recommendations for enhancing student participation and success at Sriwijaya University.

## **1.2 Problems of The Study**

- 1) Is there a significant correlation between students' participation in classroom presentations and their academic achievement (GPA)?
- 2) What is the measurable level of students' participation in classroom presentations across different academic levels?

- 3) Which aspects of participation in classroom presentations (e.g., contribution, interaction, preparation, confidence and willingness) show the strongest relationship with GPA?

### **1.3 Objectives of The Study**

- 1) To determine whether there is a statistically significant correlation between students' participation in presentations and GPA.
- 2) To measure the level of participation in different levels students during classroom presentations.
- 3) To investigate which aspects of students' participation during classroom presentations show the strongest relationship with their academic achievement (GPA).

### **1.4 Significances of The Study**

- 1) For students, this study is expected to help them to know the critical importance of understanding the correlation between their participation in classroom presentations and their academic achievement. By understanding this correlation, students can recognize the value of active engagement in their learning processes. The findings are intended to motivate students to enhance their participation in presentations, ultimately leading to improved academic performance. Additionally, this study encourages students to develop essential skills such as communication, teamwork, and critical thinking, which are important not only for academic success but also for their future careers.
- 2) For lecturers, this study provides valuable insights regarding the dynamics of students' participation in classroom presentations and its impact on academic achievement. By examining the findings of this study, lecturers can gain a deeper understanding of how different levels of student participation correlate with academic outcomes. This knowledge can inform their teaching practices, prompting them to adopt innovative instructional strategies that foster a more participatory classroom environment.

Ultimately, the study encourages lecturers to create supportive learning conditions that empower all students to actively engage in presentations, enhancing their educational experience.

- 3) For the author, this study serves as an opportunity to contribute to the existing body of knowledge surrounding student participation and academic success. By conducting this research, the author aims to develop a deeper understanding of the factors that influence student participation and their relationship with academic achievement. This study will enhance the author's research skills, critical thinking, and analytical abilities, which are essential for future academic endeavors. Moreover, the findings may guide the author in pursuing further research in the field of education, with the goal of exploring additional variables that affect student learning and engagement.
- 4) For Educational Institutions, the findings from this study can provide educational institutions with evidence-based insights that highlight the importance of fostering student engagement. By understanding the correlation between participation in presentations and academic achievement, institutions can implement policies and programs that encourage active learning. This may include workshops, training sessions, or resources aimed at both students and faculty to promote effective presentation skills and encourage a culture of participation.
- 5) For Policy Makers, this study may also have implications for educational policymakers. By highlighting the significance of student participation in classroom presentations, the findings can inform policy decisions related to curriculum design and instructional methods.

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