

**STUDENTS' PERCEPTIONS ON THE USE OF COLD  
CALLING STRATEGY (CCS) IN ENGLISH LANGUAGE  
LEARNING AT THE ELEVENTH GRADE OF SMA NEGERI 8  
MAKASSAR**



*Submitted to the Faculty of Teacher Training and Education Universitas  
Muhammadiyah Makassar in Partial Fulfillment of the Requirement for the  
Degree of Education in English Education Department*

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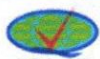
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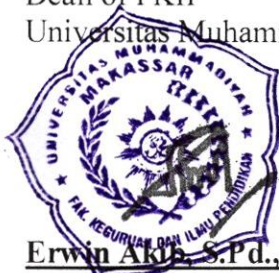
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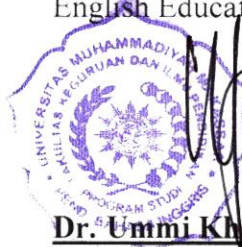
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4/07/2023		Abstract Reorganize your findings Rewrite sentence in methodology	D
15-07-2023		find and related theory	D
13-07-2023		put more theme in discussion	D
17-07-2023		relate the findings to the previous studies	D
24-07-2023		Kategorize the data and make conclusion	D
25-07-2023		Acc	D

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## **MOTTO**

**“Everything will happen for you all of a sudden and you’ll be thankful you didn’t give up. Good things are coming. Believe that”**

## **DEDICATION**

**I dedicated this thesis for my family and for the opportunities that life has given me to pursue my passion**





## ABSTRACT

**Annisa Amelia Putri, 2023.** *Students' Perceptions on the Use of Cold Calling Strategy (CCS) in English Language Learning at the Eleventh Grade of SMA Negeri 8 Makassar.* A thesis of English Education Department the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Nurdevi Bte Abdul and Awalia Azis

This research aimed at finding out (1) the active students' perceptions of cold-calling strategy (CCS) in classroom discussion; (2) The passive students' perceptions of cold-calling strategy (CCS) in classroom discussion. The method of this research was basic qualitative study (descriptive qualitative). Data of the research were collected through observation in order to select the research subject and interview. This research was conducted at SMA Negeri 8 Makassar which running in the eleventh grade with a total of 20 subjects. The subject was divided into two groups; active and passive students. The techniques of data analysis were data reduction, data display, and conclusion drawing/verification.

The findings of this research showed that active and passive students gave various opinions and perceptions. From active students Perceptions, majorities of them perceived a positive thoughts about cold-calling, where cold-calling results in better levels of students comfort. In addition, the active students perceived that cold-calling are helpful to facilitating them to discuss their thoughts in front of the class, strengthening their comprehension of the material, and contributes positive impact on improves the academic performances. However, there were also some negative thoughts about cold-calling; feeling of anxiousness, embarrassed by cold calling, disappointment of not receiving cold call by the teacher while they wanted to contribute their opinion in a discussion. Meanwhile, from the passive students Perceptions, majorities of them gave negative thoughts about cold-calling, namely, feeling of anxiousness, embarrassed by cold calling, enhance communication apprehension, experience varying levels of discomfort. Despite all of the inconvenient feelings the passive students had, they also perceived positive thoughts of cold-calling, that not being afraid to express an inaccurate answer, comfort is not decreased, contributes positive impact on improves the academic performance. In short, active students and passive students were agree if cold-calling use more frequently in the English language learning; especially in terms of classroom discussion.

**Keywords:** *Cold Calling, Perspective, English Language Learning, Classroom Discussion*

## ABSTRAK

**Annisa Amelia Putri, 2023.** *Persepsi Siswa tentang Penggunaan Strategi Cold Calling (CCS) dalam Pembelajaran Bahasa Inggris di Kelas Sebelas SMA Negeri 8 Makassar.* Skripsi Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Dibimbing oleh Nurdevi Bte Abdul dan Awalia Azis.

Penelitian ini bertujuan untuk mengetahui (1) Persepsi siswa yang aktif terhadap cold-calling strategy (CCS) dalam diskusi kelas; (2) Persepsi siswa yang pasif terhadap cold-calling strategy (CCS) dalam diskusi kelas. Metode penelitian ini adalah penelitian kualitatif dasar (deskriptif kualitatif). Data penelitian dikumpulkan melalui observasi untuk memilih subjek penelitian dan wawancara. Penelitian ini dilaksanakan di SMA Negeri 8 Makassar yang berlangsung di kelas sebelas dengan jumlah 20 subyek. Subyek dibagi menjadi dua kelompok; siswa aktif dan pasif. Teknik analisis data menggunakan reduksi data, display data, dan penarikan kesimpulan/verifikasi.

Temuan penelitian ini menunjukkan bahwa siswa aktif dan pasif memberikan berbagai pendapat dan persepsi. Dari perspektif siswa aktif, mayoritas mereka memiliki pemikiran positif tentang cold-calling, di mana panggilan dingin menghasilkan tingkat kenyamanan siswa yang lebih baik. Selain itu, siswa yang aktif merasa bahwa cold-calling membantu memfasilitasi mereka untuk mendiskusikan pemikiran mereka di depan kelas, memperkuat pemahaman mereka terhadap materi, dan memberikan dampak positif dalam meningkatkan prestasi akademik. Namun, ada juga beberapa pemikiran negatif tentang cold-calling; perasaan cemas, malu dengan *cold call*, kecewa karena tidak mendapat *cold call* dari guru padahal mereka ingin berkontribusi pendapatnya dalam diskusi. Sementara itu, dari perspektif siswa pasif, mayoritas memberikan pemikiran negatif tentang cold-calling yaitu perasaan cemas, malu dengan panggilan dingin, meningkatkan kecemasan komunikasi, mengalami berbagai tingkat ketidaknyamanan. Terlepas dari semua perasaan tidak nyaman yang dimiliki siswa pasif, mereka juga memiliki pemikiran positif cold-calling, yaitu tidak takut untuk mengungkapkan jawaban yang tidak akurat, kenyamanan tidak berkurang, memberikan dampak positif pada peningkatan prestasi akademik. Singkatnya, siswa aktif dan siswa pasif setuju jika cold-calling lebih sering digunakan dalam pembelajaran bahasa Inggris; khususnya dalam diskusi kelas.

**Keywords:** *Cold Caling, Perspektif, Pembelajaran Bahasa Inggris, Diskusi Kelas*

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Finally, this thesis is expected to provide valuable knowledge and information for the readers. The researcher recognizes there is still room for improvement and progress towards perfection. Therefore, any constructive criticism and suggestion will be enthusiastically accepted.

Makassar, 02 July 2023

The Researcher

## TABLE OF CONTENT

<b>COVER</b> .....	i
<b>LEMBAR PENGESAHAN</b> .....	ii
<b>APPROVAL SHEET</b> .....	iii
<b>COUNSELLING SHEET</b> .....	iv
<b>COUNSELLING SHEET</b> .....	v
<b>SURAT PERNYATAAN</b> .....	vi
<b>SURAT PERJANJIAN</b> .....	vii
<b>MOTTO</b> .....	viii
<b>DEDICATION</b> .....	viii
<b>ABSTRACT</b> .....	ix
<b>ACKNOWLEDGEMENT</b> .....	xi
<b>TABLE OF CONTENT</b> .....	xiii
<b>INTRODUCTION</b> .....	16
A. Background.....	16
B. Problem Statement.....	18
C. Objective of the Research.....	19
D. Significance of the Research.....	19
E. Scope of the Research.....	20
<b>CHAPTER II</b> .....	21
<b>REVIEW OF RELATED LITERATURE</b> .....	21
A. Previous Related Findings.....	21
B. Some Pertinent Idea.....	23
1. Concept Of Cold-calling Strategy (CCS).....	23
2. Active Student.....	27
3. Passive Student .....	31
4. Concept of Perception.....	37
5. Perception of Cold Calling.....	43
C. Conceptual Framework.....	50
<b>CHAPTER III</b> .....	51
<b>METHODOLOGY</b> .....	51
A. Research Design.....	51
B. Research Subjects .....	51

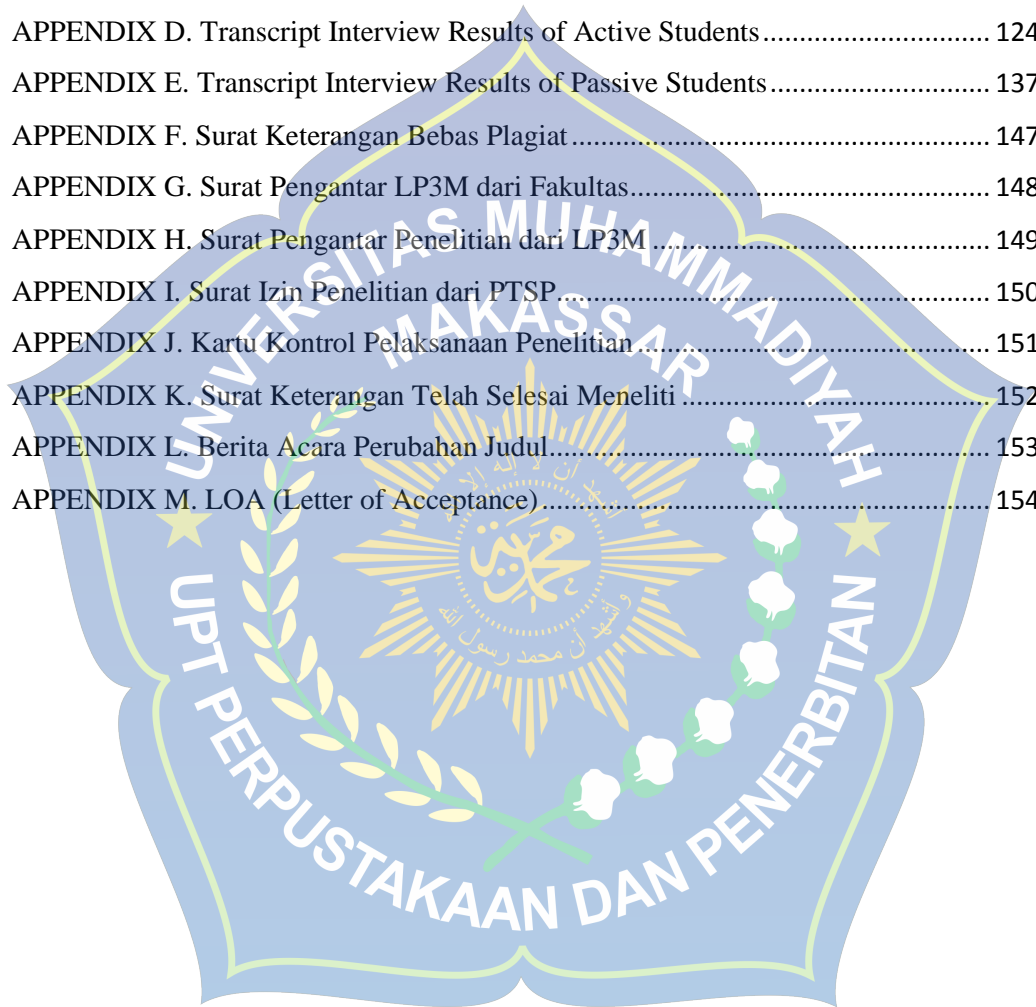
C. Research Instrument.....	52
D. Technique of Data Collection .....	53
E. Technique of Data Analysis.....	54
<b>CHAPTER IV.....</b>	<b>56</b>
<b>FINDING AND DISCUSSION .....</b>	<b>56</b>
<b>CHAPTER V .....</b>	<b>108</b>
<b>CONCLUSION AND SUGGESTION .....</b>	<b>108</b>
<b>BIBLIOGRAPHY .....</b>	<b>112</b>
<b>APPENDICES .....</b>	<b>118</b>
<b>CURRICULUM VITAE.....</b>	<b>157</b>





## LIST OF APPENDICES

APPENDIX A. Observation Checklist .....	119
APPENDIX B. Interview Guidelines for Active Students.....	120
APPENDIX C. Interview Guidelines for Passive Students .....	122
APPENDIX D. Transcript Interview Results of Active Students.....	124
APPENDIX E. Transcript Interview Results of Passive Students.....	137
APPENDIX F. Surat Keterangan Bebas Plagiat.....	147
APPENDIX G. Surat Pengantar LP3M dari Fakultas.....	148
APPENDIX H. Surat Pengantar Penelitian dari LP3M .....	149
APPENDIX I. Surat Izin Penelitian dari PTSP.....	150
APPENDIX J. Kartu Kontrol Pelaksanaan Penelitian .....	151
APPENDIX K. Surat Keterangan Telah Selesai Meneliti .....	152
APPENDIX L. Berita Acara Perubahan Judul.....	153
APPENDIX M. LOA (Letter of Acceptance).....	154



# CHAPTER 1

## INTRODUCTION

### A. Background

The success of classroom interaction is a reflection of the teacher's application strategy. Therefore it is important as the teacher to utilize effective strategy in order to gain students participation, to create interactive language classrooms and accomplish the learning objective. However, creating an interactive classroom is the most challenging thing faced by the teacher, especially for the type of students who are reluctant to participate. This is supported by the research finding of Abdul, Mahmud, Wello, and Dollah (2020) a lot of reports about how students participate in classroom. some of them appear to give attention to the teacher. on the contrary, the students are engaging passively in the class. This is similar to the researcher experience when was doing the first and second internship program, where in a class with significant number of students were mostly dominated by few students or in another words only one to five students blurts out to each questions, while the rest are unresponsive or apathetic until they get pointed to speak up their mind. Therefore, the teacher needs an effective strategy to step by step get the passive student be involved to give an equal engagement and opportunity.

Lasting for over a 20 years, Philosophers and practitioners of education have suggested teachers to employ methods that actively involve pupils in the teaching and learning process. According to (Bonwell & Eisen, 1991; Nyquist & Wulff, 1990) as quoted in by Dallimore, Hertenstein & Platt (2012) one of

the strategy is to cold-call students to enhance their participation in class discussion. The origin term of cold-call was invented by John Patterson, then developed by Doug Lemov in *Teach Like A Champion*. The term cold-call refers to an instructional strategy in which the teacher asks a pupil whose hand is not raised to respond to a question. The tactic of "cold calling" establishes the notion that all pupils are prepared to respond to any inquiry. This encourages participation, engagement, and attention. The teacher presents an issue, allows everyone a moment to consider their response, and then selects one student to respond (Lemov, 2010).

Cold-calling has been reported to engage more students to take part in a class discussion. Using random call, a particular type of cold-calling in which the educator chooses who to call on from a randomized list, it increases equity in participation. According to Linn in Bookin & Levi (2014: 93) there are several ways in which this process assists learners. Firstly, when students have to explain what they know and make links between ideas, they learn more. Secondly, cold-calling shows what students are thinking.

Cold-call is a way for the teacher to measure students' understanding of the material. Students are more likely to gain a deeper comprehending of a topic, when they are thinking and engaging actively with it. In contrast, if only just few students take over the class discussion, then the students who are not actively involved in the classroom discussion might have a lower quality learning experience as stated by (Bonwell & Eisen, 1991; Dallimore, Hertenstein, & Platt, 2010) in Dallimore, Hertenstein & Platt (2012). There are variative reason why students are reluctant to participate, commonly it



affected by shyness, fear of saying something offensive, and a lack of preparation. Thus, in some classes teacher tend to cold-call passive students to stimulate them to share their ideas in front of their peers.

Based on the explanations above, the researcher aims to investigate how are the students' Perceptions on cold-call strategy in English language learning, especially in terms of classroom discussions. Based on the observation of researcher at SMA Negeri 8 Makassar, cold-calling has been carried out by several teachers in the teaching and learning process, specifically in English subject. The teacher occasionally calls on students name randomly to ensure everyone is participating and to encourage engagement from students. Therefore, this research will be conducted at SMA Negeri 8 Makassar to find the students perceptions of cold-calling. Further result, will be beneficial as the cold-calling implementation guidance to encourage students participation in classroom discussions.

## **B. Problem Statement**

In corresponds with the reason above, the following research questions in this study are defined:

1. What are the active students' perceptions about cold-calling strategy (CCS) in English classroom discussion?
2. What are the passive students' perceptions about cold-calling strategy (CCS) in English classroom discussion?

### C. Objective of the Research

Considering on the research question above, the researcher aimed to discover some objectives:

1. To find out the active students' perceptions of cold-calling strategy (CCS) in English classroom discussion.
2. To find out the passive students' perceptions of cold-calling strategy (CCS) in English classroom discussion.

### D. Significance of the Research

The findings of this research are expected to provide information that is both practical and useful for many individuals in the learning process, such as:

1. For students

This research expectation is to give students the opportunity to voice their perceptions regarding the use of cold-calling in classroom discussion and designing instructional strategy for teaching English in response to student remarks and suggestions to support teacher performance.

2. For teacher/educator

This research is expected to present information about students'

Perceptions on the employment of cold-calling in English language learning and teaching process, especially in terms of classroom discussion.

The responses from the various students may be beneficial as a reference for teachers to understand what should and should not be done during the

class discussion and for the improvement of cold-calling strategy implementation.

### **E. Scope of the Research**

The study restricted in terms of a classroom discussion, the researcher was only focus on a class learning with English subject and additional restriction in finding the perceptions among active and passive students. The study's participants were a students from SMA Negeri 8 Makassar of the 11<sup>th</sup> grade, who have experienced cold-calling strategy (CCS) during classroom discussion.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Findings

Dallimore, Hertenstein & Platt (2013) examined how cold-calling affected students' comfort level, willingness to participate in class discussions and specifically voluntary engagement. By the time the study were conducted, more students in the high cold-calling sections volunteered to answer the questions, and students participation in class discussions rises significantly from just more than half in low cold-calling sections to just over 90% in high cold-calling sections. The result of this study shows that cold-calling significantly have positive effect of increasing the percentage of students to get involved in a class discussion.

Levi (2014) this research presents findings on the results of the two most commonly utilized methods which are web postings and cold calling. This study found that the effect of the used these two techniques together appears to enhance the amount of reading time students spend reading before start the class but it did not affect the test scores. The researcher conclude that they were ineffective to be implemented in this context due to the reading itself did not offer much value to other course activities, the time reallocation generated by the interventions was not ideals for boosting learning, and the treatment were not intense enough to have an impact on the test result.

Burhanuddin, Abdul & Ni'matullah (2020) this study is to discover the teacher's questioning strategy and how those strategy influence the students'

learning tasks. This is similar to the main purpose of cold-calling strategy which this teachers' questions provide an essential steps for students to take part in the classroom discussion. The outcomes of this study, found that the teacher asked certain questions. The teacher used fewer referential questions than display questions. The majority of students had a negative reaction to the teacher's queries. The teacher's queries were difficult, according to students. However, the questionnaire was good. When they answered the teacher's queries incorrectly, the students didn't feel scared.

Birkland (2021) aimed to ascertain whether there was a significant difference between groups of middle school science pupils in terms of voluntary oral engagement where cold-calling was commonly used compared to one where cold-calling was infrequently utilized. Therefore in this study, the class subject was divided into four sections; two sections were with a class that implemented cold-calling, and the other two sections were with a class which is not implemented cold-calling. The findings of this research did not reveal a significant distinction between the two groups.

Thulasidas & Gunawan (2022) this study is to investigate whether cold-calling increases students involvement. This study describes the automated method for unbiased, randomized cold-calling by posing a question, letting all students think, and then calling on a student to answer. The result of this research indicates that cold-call does raise students' number of participation in class. This is supported by the research finding that has done by the researcher, which after experiencing cold calls, the class participation rates of students tend to increase statistically.

From several previous related findings above the researcher found that this current study exhibits both similarities and differences. The prior study, similarly with this study, laid on the aspect of using cold-calling as an strategy in classroom discussion involvement. The distinction between this study and the prior study, the prior study focus on the influence of cold-calling strategy towards the students performance. While, this study is to examine the active and passive students' Perceptions on the implementation of cold-calling strategy during classroom discussion, which can be a reference for the teacher and students to behave regarding of what should and should not be done during the class discussion.

## **B. Some Pertinent Idea**

### **1. Concept Of Cold-calling Strategy (CCS)**

#### **a. Definition of Cold-Calling**

Cold-calling, developed by Doug Lemov in Teach Like A Champion, aims to encourage cognitive skills. Cold-calling is the term for a teacher to call on a student who has not raised their hands (Dallimore et al., 2021). This strategy encourages attention, involvement, and participation and assumes that all learners are prepared to respond to every question (Lemov, 2010). The teacher asks a question, gives everyone a moment to consider their response, and then selects one student to respond.

The background of cold-call implementational is due to the improvement of students' engagement in class, students' encouragement to review material between lectures, as well as to

motivate students to do self-preparation for the class. As it is stated by Kollat (2018) cold-calling is a method that can improve student learning and make the classroom environment more exciting for the learners. Furthermore, according to Li & Powell (2017) cold-calling is not a way to see if pupils are paying attention, but it is a way to elicit discussion for higher-order thinking. When all students are provided equal opportunities to learn and thrive, the learning objective could be optimized.

**b. Advantages of Cold-Calling**

An instructional design, instead of one student voluntary to respond to all the questions given, the teacher simply point out each students to speak their opinion out loud. The objective is to turning the classroom into a setting where the vast majority of pupils actively participate (Beri & Shivom, 2020). This strategy may help a learner become more adept on “processing information rapidly and effectively communicating a response” (Bookin & Levi, 2014). It is important to avoid the students to feel threatened or under any kind of pressure to respond, is essential to the strategy's effectiveness (Cox, 2019).

Furthermore, cold-calling offers significant advantages for the classroom engagement (Lemov, 2010); (a) it enables the teacher to check for students' comprehension effectively and systematically. Broeckelman-Post et al., (2016) cold-calling is an effective strategy for assessing student understanding and addressing any misconceptions they may have. This method is an effective form of formative



assessment. This is line with Linn in Bookin & Levi (2014: 93) when individuals are urged to verbalize their comprehension and draw correlations between concepts, their knowledge is strengthened, (b) once the question has been posed, teacher no longer needs to look around room and wait for the hands; by simply randomized the students to be pointed, (c) signalized if the students may be called, but everyone must be prepared to participate in the class discussion. Thus, it motivates students who are reluctant to express their potentially insightful thought aloud. Lastly, (d) allows to reach out to individual students as well as have a strong cultural effect which will draw out engagement. Additionally, through cold-calling it can train students to speak in front of people without any fear, as this strategy required students to speak in front of the peers without notice them. As stated by McCroskey in Broeckelman-Post et al., (2016), communication apprehension (CA) can be effectively decreased by employing techniques such as systematic desensitisation. This method involves gradually exposing individuals to various speaking experiences, thereby enabling them to gradually acclimatise to these experiences and ultimately reduce their anxiety levels over time. In short, it is one of the most significant strategy to fostering universal achievement.

### **c. The Impact of Cold-Calling on Classroom Participation**

Participation in a discussion can improve students' learning (Dallimore et al., 2010) this is consistent with the primary objective of cold-calling, which is to stimulate equal involvement in the classroom

environment. In line with Nilson (2010) the strategy of cold-calling has the potential to enhance the level of engagement among minority groups. Also, it provides a genuine classroom for pupils to explore (Liang & Wang, 2004). In addition, as cited in Lemov (2010) this strategy continuously always gets students involved in their work and keeps them focused on learning. This cold-call strategy eventually gets the students to create a habits of focused involvement in the classroom and make them feel like they're a part of the lesson.

In contrast with the statement above, a three-expert panel states that students might get "uncomfortable," or worse, "humiliated," as a result of cold-calling (Dallimore et al., 2006). Moreover, According to McCroskey in Broeckelman-Post et al., (2016) cold-calling and asking students to respond the question in front of the other students can be an extremely unpleasant experience for several students, leading to communication anxiety. Meanwhile, other students who know the answer lowered their hands back in disappointment and wait for the student who has been cold called to respond (Gordon, 2020).

In short, this strategy can be beneficial to reach the students who are shy to share their ideas when the teacher is not looking at the right or wrong answer. Cold-calling let the students contribute and express their opinions without fear of being corrected. However, the classroom atmosphere sometimes does not feel comforting or forgiving. As asserted in Fatmawati et al., (2020) unsupportive attitudes were another factor that contributed significantly to participants' feelings of

insecurity, such as teasing from peers or instructors, the students were extremely concerned about being ridiculed or humiliated in public. Therefore the teacher role needed here to create supportive classroom atmosphere.

## 2. Active Student

### a. Definition of Active Student

Both passive student and active student have distinct characteristics as they acquire knowledge in different ways. As cited in Samploon (2020) a student who is active is always eager to learn and actively involved in class. A typical student who are always curious about learning something new, intensely competitive, concentrated, and ambitious. They contribute significantly to class discussions (Arsalan, 2022). According to Kanar's research, "active learners are self-motivated and enthusiastic to gain intellectual skills." (Kanar, 2013), a student who is involved in classroom activities pays more attention to what is being taught because they are not only be physically present in the classroom, but also exhibit mental presence.

The students' activity in the learning process will cause a high interaction between the teacher and the student, or alternatively, between the student and themselves. This will lead to a fresh and conducive classroom environment where each student can involve their abilities to the fullest possible. Students' activities will also result in the development of knowledge and abilities, which will contribute to greater accomplishment. This is supported by Opdal studies

“humans learn better when they are active than when they are passive”  
(Opdal, 2022).

### **b. Characteristic of Active Student**

According to Bonwell and Eison (1991), the general characteristics of active classroom learning are as follows:

- 1) Students engage more than just sit and listen.
- 2) There is less focus on transmitting knowledge and more reliance on developing pupils' abilities.
- 3) Students engage in cognitive processes that involve advanced levels of thinking, such as the ability to analyze, synthesize, and evaluate information.
- 4) The students are occupied with activities (e.g., reading, discussing, writing).
- 5) Students are encouraged to dig deeper into their own beliefs and ideals.

Furthermore, as asserted in (Pala & Chamrat, 2019) students' active learning characteristics obtained from academic publications can be classified into the 12 traits listed below:

- 1) Students gain knowledge through direct experience, in this regard, learners are required to exercise self-control in performing a variety of activities that will enable them to think critically and make decisions regarding the subject matter. Students will be able to make observations, hold discussions with their peers about the topic matter, and interact for self-reflection.



- 2) Students design their own learning processes and information on their own, students can learn on their own to get real-world problem-solving experience and create a learning process that works with the way their brains naturally work.
- 3) Students gain knowledge from their own personal experiences, students will develop a deeper comprehension of the material and explore its significance by making connections between it and prior experiences they have had.
- 4) Student's improve their capacity for their higher order thinking abilities, higher-order thinking can be encouraged by developing intellectual skills like thinking, problem-solving, and applying what they know whereby students must read, write, ask questions, and talk about the subject matter in their groups, then put it into practice.
- 5) Students enhance their studying abilities, besides that, students can improve their ability to think, solve problems, utilize what they know while mentoring their peers, giving presentations, or expressing their opinions.
- 6) Students play critical parts in learning and employ a variety of learning approaches, students switch from being receivers to co-creators. In other words, students turn from passive listeners to active participants in learning activities like reading, writing, communicating, and solving problems.

- 7) Students participate in the educational process, they go from being passive students who just listen to teachers to being active ones who take part in learning activities that their teachers have planned. Students take part in teaching and learning at the highest level by speaking, asking questions, discussing, and making statements.
- 8) Students achieve academic success and meaningful education, Active learning helps students do well in school and understand the main ideas they've learned in a way that is clear and correct. This is knowledge that adheres with them and is well-connected.
- 9) Students establish relationships with instructors, Students are able to improve their social experience and ability to collaborate with other people as they gain benefits from interactions in the classroom.
- 10) Students incorporate the information with their existing knowledge base. Students who are passionate and skilled are able to select, evaluate, and organize the information in a systematic manner, and both students and teachers can get a quick feedback from reflection. Students talk about what they've learned, apply the information to real-world situations, and work on writing projects that are directly connected to their previous experiences.
- 11) The acquisition of positive attitudes and self-esteem by students is facilitated through active learning, which enables them to further develop their feelings, self-confidence, interests, and sense of self-worth on what students already possess.

12) The atmosphere among the students is enthusiastic, happy, active, and joyful, active learning allows pupils to be more involved in their minds so that they can learn more effectively. Because of this, students will read, speak, listen, and think with enthusiasm because they have a greater interest in the subject matter and give greater attention to it in a joyful manner.

### **3. Passive Student**

#### **a. Definition of Passive Student**

Passive students' behavioral patterns are the opposite of those of active students, they have a tendency to care less on learning activity and show a lack of in subjects. According to Oxford Dictionaries (2010) Passive student behavior is characterized by accepting what others do or say, without responding or resisting (Yusof et al., 2015, 297). Paul (2017) mentions that passive students accept information and knowledge without actually learning anything (Mulyono, 2020, 7). During the course of the lesson they are unwilling to share their ideas or contribute to the learning process. They only take part in activities because they are required to sit and listen, but they hardly get involved or just stay quiet during the group discussion.

Cambridge dictionary (1995) defines passive as someone who not doing anything to change or affect a situation, but letting others take control. A person's passive behavior could mean that he or she has difficulty on letting others know how they feel. They tend to keep their

problem on their own or avoid difficulty things; even if they are in needs, they'll wait for someone else to approach them.

The causes of students' passivity can be variative. Commonly it can be classified into two factors; external and internal factor (Banks, 2016). While, Hamouda (2013) classified the factors that contribute to the unwillingness and passivity of students to take part in activities into few kinds which the writer will provide further explanation in the following section.

#### **b. Characteristic of Passive Student**

According to Ibid in (Hidayah, 2016: 21), the characteristics of passive students in the learning process as follows:

##### **1) Students appears to be slow in stimulation**

When posed with inquiries, pupils have a tendency to remain reticent or exhibit tardiness in their responses. Typically, students exhibiting such behaviour may encounter internal conflicts or external circumstances that impede their ability to promptly engage with instructional material.

##### **2) Students have a tendency to silence**

There are several causes behind the phenomena of student silence, such as a lack of understanding of the subject matter presented by the teacher or a failure to understand the teacher's explanation of the material.

##### **3) students tend to be apathetic and ignorant**



When the teacher inquires about the subject matter that has been taught, most of the time the students neglect to respond or just remain silent.

- 4) Frequently experiencing anxiety and exhibiting heightened nervousness in social situations.

Students with excessive anxiety may leads them to feel depressed and are hesitant or embarrassed to communicate their feelings. Further, being apprehensive when meeting someone or lacking confidence would make them quiet and less social.

- 5) Students typically tend to be introverted, difficult to get along with, and prefer to be alone.
- 6) Experiencing a sense of dissatisfaction with their own performance or actions.

In the context of group discussions, the teacher have a tendency to select the active students to present the result of the group discussion instead of the passive students. Thereby causing passive students to experience a sense of disappointment with their own performance.

### c. Factors of Students' Passivity

The factors that are the primary reason for the influence of students' passivity in learning here refer to the things that are the main cause of the emergence of the students reluctant in the learning process. Banks (2016) divided the causes of students' passivity into two factors; external and internal factors.

Socio-cultural and course-related are factors that exist in external factors. Socio-cultural factors pertain to the cultural and societies that impact an individual's cognition, emotions, and actions. While, course-related factors is a factor which can influence the students tendency to be passive in classroom discussions. If there are too many pupils in the class, they won't be able to participate in any way because there won't be enough room. This will prevent the students from taking part in any of the class activities. Moreover, the presence of a large audience can negatively impact the self-confidence of students.

Internal factors refer to the individual characteristics of the student itself, namely personal factor, attitude, motivation, self-esteem, and anxiety. These factors also leads the students to become less active in speaking.

In addition, related to students' passivity and reluctance has been explain of the research findings of (Hamouda, 2013), namely:

- 1) Speaking in front of the whole class, many students think it could be risky to speak in front of the entire class. But students feel much better when they required to address the entire class.
- 2) Lack of preparation, insufficient preparation is another factor contributing to students' reluctance to take involved in class.

According to a study conducted by (Mustapha et al., 2010) who found lack of preparation, apprehension about appearing unintelligent in front of peers or instructors, and sense of intimidation all contribute to reduce students' motivation to

participate. Fatmawati et al., (2020) also found that insufficient preparation contributed to students' lack of confidence. Students acknowledge that they experience significant anxiety when they don't adequately prepare for exams or speaking exercises.

- 3) Incomprehensible input, one of the factors participants are incapable or unwilling to engage are a lack of knowledge during class discussions. As cited in Fatmawati et al., (2020) speaking in front of classmates and incomprehensible input indicate that teachers significantly influence the level of anxiety and self-doubt experienced by students.
- 4) Apprehension of volunteering to ask or answer a question, the phenomenon of the students' reluctance to communicate in front of their peers due to their fear of blunders.
- 5) Shyness, the students' tendency of feeling shy is another factor could impact their level of participation; their inability to speak is a direct result of their shyness.
- 6) The apprehension of committing mistakes and facing ridicule, this case is frequently cited as an additional reason for the perceived reluctance and inactivity. Weisfeld (2014) some students responded unpleasantly or inappropriately manner when someone makes a minor or unusual linguistic error; as a result, embarrassment was frequently produced and exacerbated by others' laughter or smiling. Moreover, This

anxiety factor is presumed associated to certain aspects of Eastern culture, such as the need to be accurate as well as the fear of losing credibility (Cheng, 2000).

- 7) Fear of negative teacher traits, the apprehension of receiving criticism and humiliation in the presence of peers is a contributing factor to the hesitancy of students to engage in classroom discussions. Due to their awareness of their limitations in the new language, Tanveer (2007) discovered that students prefer to stay silent or speak quietly.
- 8) Fear of negative teacher evaluation, students exhibit reticence in classroom due to their belief that the instructor will evaluate them negatively if they commit errors. And this perception is likely attributable to the instructor's approach and methods.
- 9) Lack of confidence, their lack of confidence results in the belief that their linguistic abilities are inferior compared with their classmates.
- 10) Comparison with peers, the phenomenon of students perceiving their peers as superior to them in the foreign language classroom can lead to feelings of anxiety. This leads to a heightened awareness of their deficiencies and resultant reluctance when asked to present their proficiency in the target language.
- 11) Self-esteem, this factor is another reason of students' hesitation to spontaneously express their mind. Rosenberg and Owen

(2009) say that students with low self-esteem are likely of experiencing social anxiety and weakened levels of interpersonal confidence. This consequently impacts social interaction as individuals experience feelings of awkwardness, shyness, self-consciousness, and difficulty expressing themselves when interacting with others. In line, Guindon (2002) asked school counselors to list the top five qualities that best describe students who have negative or low self-esteem, those are quiet/withdrawn/shy, insecure, underachieving and have negative attitude. Furthermore, portrayed to be unhappy, socially inept person, angry/hostile, unmotivated and depressed. Additional characteristics include being a dependent/follower, having a poor self-image, taking risks, lacking self-confidence, having poor communication skills and behave unpredictably.

#### **4. Concept of Perception**

##### **a. Definition of Perception**

Rahmat (2013: 50) defines perception as the experience of things, events, or connections that is attained through concluding information and revealing messages. It indicates that a person is capable of expressing their thoughts. Further definition cited on (Sekuler & Blake, 1994) book "perception is what a person (students) feels about a particular event, whether conscious or unconscious, whether visual or auditory or thinking, that is caused by processes occurring in the



brain". This implies that humans receive visual information before auditory information, when they perceives an image or object for the first time.

Furthermore, according to Oxford dictionary (2007) perception is the process by which you take in information, particularly through your senses. Perception is concerned with the senses of the human body that produce signals from the outside world through the five sense; sound, smell, sight, taste, and touch. To summary, Perception refers to the cognitive process through which an individual selectively attends to, organizes, and interprets sensory stimuli in order to construct a coherent and meaningful representation of the outside world. In addition to the physical stimulus, perception also depends on the stimulus' relationship to the environment and the individual.

#### **b. Process of perception**

According to Qiong (2017) there are three stages involved in the perceptions process, namely:

##### **1) Selection**

Selection is a set of process in determining the information stimuli and transform them into meaningful experiences. In simple terms, selection means selecting information appropriately to avoid information interference and discarding the information that does not match. The information that has been collected absolutely needs to be re-filtered in order to guarantee that there will be no

issues when the conclusion is drawn. Therefore, it is necessary to do selection process of all inbound information.

## 2) Organization

After gathering knowledge of the surrounding environment, the next step is to organize it by discovering significant patterns. The process of organizing is accomplished by categorizing individuals or objects. At this stage of perception, individuals are exposed to social and physical stimuli that possess various attributes such as color, shape, texture, size, and additional details. For instance, when asked what the universe is, some individuals may describe it through the lens of color, shape, and so on.

## 3) Interpretation

Interpretation is the process of attributing significance to the selected stimuli. After the selected stimuli have been sorted into structured and consistent patterns, the next step is to interpret these patterns by giving them meanings. But, different individuals may interpret the same stimulus differently. For example, in the US, it's usual to call a professor by their first or last name, which is interpreted as something normal or respectful. While, in Indonesia that would be interpreted as something disrespectful. This interpretation diversity occurs as a result of cultural differences between one country and another, so things that are commonly done in other countries are not necessarily common in Indonesia.

Considering the preceding explanation above, it can be sum up that perception is a complex process that necessitates focused attention on a particular object, organising, and classifying the “thing” in accordance with cognitive patterns. And the last step is interpretation into numerous meanings that leads to a behavioral reaction.

### c. The Dimensions of Perception

The dimensions of perception is classified into two parts; the physical and the psychological (Qiong, 2017), the explanation as follow:

#### 1) The physical dimension of perception

Every person typically has the same way of taking in information, because each of us has sensory systems- e.g., eyes, ears, and nose, which enables us to sense the worlds around. Perception starts with sensory organs carrying signals from the environment to the brain. In the brain, information is organized, balanced, and given meaning in this process. Brain activity is the source of what we call perception. The physical component of awareness helps people learn about the world around them by converting the information that they received into a shape that can be used.

#### 2) The psychological dimension of perception

The psychological aspect becomes increasingly significant. Many factors, including human beliefs, values, attitudes, requirements, and interests, influence it, which significantly impacts on the humans perspective of the world around. During this stage, people

are forming their own distinct Perceptions on the world by defining a meaning to a variety of certain inputs and developing a unique view

#### **d. Factors Influenced Perception**

When it comes to the perception process, there are a lot of different variables that can influence how things are perceived (Sarwono, 2000), as follow:

1) Attention

People's different perceptions with other people would be caused by their different points of view.

2) Set

People have certain expectations regarding the stimulation that they will receive. For instance, a runner who is waiting in line to "start" has predetermined that he will start running when he hears the sound of a gun. The different sets would cause the different perceptions.

3) Needs

The needs, whether temporary or permanent, of individuals itself would influence how they perceive things. For instance, students who end their thesis quickly will view their lecturer differently than those who don't.

#### 4) System value

The things that happen in society would affect how they see the system value. Example, students who have a lower educational background than their lecturer are inclined to have a high regard for their lecturer.

#### 5) Self-concept

At the same time, introverts and extroverts may have varying perceptions of their lecturer depending on their personality type.

According to Saks and John (2011) as cited in (Sincero, n.d.), there are three components of perception, which are:

- 1) The perceiver, this implies a person whose attention is drawn to the stimuli and who subsequently starts to perceive it. The three main components are experience, emotional state, and motivational state. All of these elements strongly influence how a person perceives a situation, but motivation and emotion notably do so.
- 2) The target, this is applies to the perceived object. The perceiver's interpretation and comprehension of the object depend on how much data their sensory organs have gathered.
- 3) The situation, the timing, intensity, and contextual elements all have an impact on how we perceive things.



## 5. Perception of Cold Calling

### a. Positive Perceptions

There are some related studies give positive perception of cold calling used in the classroom, they are as follows:

- 1) A systematic use of cold-calling can encourage students who are shy about communicating to feel more comfortable speaking in class since they know they are expected to contribute (Dallimore et al., 2016).
- 2) The primary research finding conducted by Dallimore et al., (2006) were that cold-calling increase students' preparation for class and their class participation frequency. If cold-calling correlates to preparation enhancement, then preparation may improve the quality of participation and the efficacy of discussions. Additionally, it is coherent that students may be motivated to engage in a classroom where the lecturer prioritizes cold-calling since they may be called upon anyway. According to recent studies, cold-calling can result in better levels of student comfort. Other benefits of cold-calling include enhanced discussion preparation and higher perceived learning. When asked why they felt more or less comfortable, the students' responses were generally associated to the communication atmosphere, the teacher, the nature of the course, student preparedness, and comprehension. This study suggest that “when students are well prepared, they may

be more comfortable participating, and the more they participate, the more comfortable they may become with it”.

- 3) Cold-calling as a discussion techniques encourages students to express themselves and defend their mastery of course subject in front of teachers and other students. This affects how students manage their identities in the classroom and show themselves as capable members of the class. Cold-calling is a positive strategy that can be helpful in the communication classroom, particularly because it encourages students to express their unique perceptions on the class subject. It is an invitation to practice the skill of simply talking in the classroom, it can be used to encouraged student involvement in classroom discussions. Students' varying responses to cold-calling during class discussions are impacted by several personal factors and various in teacher communication techniques. Because the teacher communication was neither negative or accusatory, students may have viewed the cold-calling message in the control condition as face supportive (Nnagboro, 2023).
- 4) Some teachers employ cold-calling to foster a more democratic and inclusive classroom environment in which all student voices are heard. Students have also identified it as a way to improve quality involvement and discussion effectiveness (Dallimore et al., 2004).
- 5) A research by Souza (2010) provides strong argument against the general belief that cold-calling decreases comfort in the discussion classroom. None of the students acknowledged cold-calling as a

source for their discomfort. These findings imply that comfort is neither decreased nor increased by the practice of cold-calling (at least not among these students and teachers); rather, the improvement in student comfort was connected to other classroom variables. The most significant component for student comfort during discussion is the communication climate. Students feel comfortable during discussions (regardless of the use of cold-calling) when all students are involved, when students have the freedom to express a variety of viewpoints, and when they are familiar with the teacher, the students, and the environment. Cold-calling can increase overall engagement. More students reported on their engagement in the cold-calling classroom. This suggests that there was greater more engagement in classes where cold-calling was present.

- 6) Cold-calling improves the academic performances of students (Doyle & Shafer, 2019).
- 7) A study from (Doty et al., 2020), at first students were nervous with cold-calling, but their GTA's response to an incorrect answer made them feel more comfortable. Five other pupils reported an overall feeling of not being afraid to express an inaccurate answer in front of the classroom.
- 8) When cold-calling is utilised often in a classroom environment, the frequency of voluntary class participation increases for both men and women. Furthermore, women who may have wanted to

participate but were discouraged from doing so are now encouraged, and therefore embrace the chance; as a result, the number of women participating rises rapidly than the percentage of men. (Dallimore et al., 2019).

9) Cold-calling appears to increase the amount of time students spend to reading before class. A student commented that “given time constraints, I would probably not have read anything without the warm call motivation”. In addition, cold-calling lead to half of the pupils being more prepared for class. (Levy & Bookin, 2014).

10) The major findings reveal that in high cold-calling environments, more students participate voluntarily, the number of students participating voluntarily increases over time, and more questions are asked and answered. Furthermore, In high cold-calling environments, more students participate overall during class discussion; it does not alter in low cold-calling environments. Cold-calling does not have the negative influence on student comfort that some instructors had feared. In fact, we've seen that students in high cold-calling sections are more comfortable engaging in this course than they were in earlier courses. Cold-calling encourages pupils to participate more frequently and to prepare more; the more students prepare, the more frequently they participate, and the more comfortable they become when participating. The discussion benefits from more voices being heard, as well as from the greater diversity of opinion and

experience that they represent, as more students participate more actively in class discussion (Dallimore et al., 2012).

11) As asserted in Lemov (2010), when students are used to being asked to participate or answer by their teacher, they react to it as if it were a normal event.

12) Bransford et al., (2000) despite the fact that this can be uncomfortable, identifying these misconceptions is a crucial step in assisting students to learn concepts effectively.

13) Students may also experience varying levels of comfort as a result of the cold-call environment (Dallimore et al., 2013).

14) Students may not learn as much, and as well as other students in the class, if they do not participate in class discussions (Dallimore et al., 2010).

#### **b. Negative Perceptions**

There are some related studies give negative perception of cold-calling used in the classroom, it can be seen as follows:

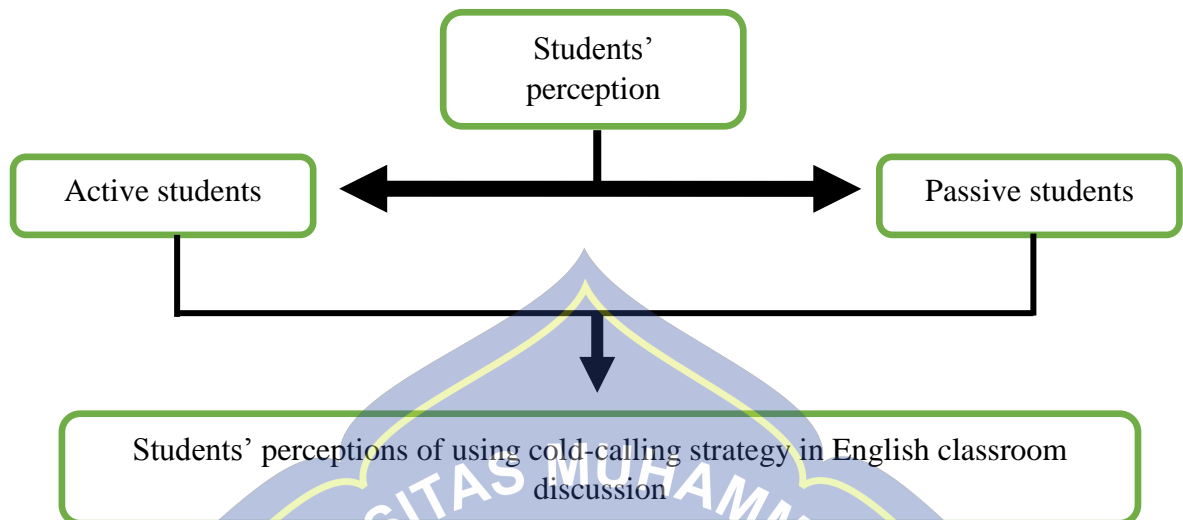
- 1) Despite the fact that cold-calling has the ability to enhance class discussions, some instructors are hesitant to call on a student if their hand is not up (Moguel, 2004).
- 2) Another disruptive thing about cold-calling is that it can make the students afraid of the teacher (West, 2019).



- 3) Other students who know the answer lowered their hands back in disappointment and wait for the student who has been cold called to respond (Gordon, 2020).
- 4) Cold-calling in the classroom might lead to anxiety for pupils (Brigati et al., 2020; broeckelman-Post., 2016).
- 5) Enhance communication apprehension (Rocca, 2010).
- 6) Many instructors believe that calling on a student whose hand is not raised causes serious student discomfort and may thus become a significant factor in building a defensive communication climate. Some teachers are hesitant to cold-calling because they are concerned that a student who is cold-called would feel uncomfortable, or worse, humiliated. Students who are having a bad day or do not know the answer to a question may be embarrassed by cold-calling (Dallimore et al., 2005).
- 7) Students may have felt pressured to participate but not certainly motivated (Nnagboro, 2023).
- 8) Cold-calling can make discussions more difficult for students. It seems reasonable that students could find a discussion which cold-calling involved is more difficult given the requirement to be prepared and able to answer to questions non voluntarily. Before introducing the practice of cold-calling, instructors must understand the importance of affirming their pupils. In an environment of disconfirmation, a cold call might be easily seen as punitive or threatening (Souza, 2010).

- 9) Students claimed about cold-calling that their anxiety increased when they were not given enough time to clarify their opinion before they were expected to respond. Furthermore, when asked how being called on influenced their feeling of anxiousness, the student stated that they had to give a response, which is where the anxiety comes from, and there are other individuals in the class who are searching for the answer as well (Doty et al., 2020).
- 10) Several authors are concerned about its use, fearing that it would cause anxiety-provoking and make students uncomfortable (Felder & Brent, 2008; Rocca, 2010; Weimer, 2009) in (Dallimore et al., 2019).
- 11) Women would withdrawing even more from the discussion and becoming even more uncomfortable in a classroom environment with extensive cold-calling (Dallimore et al., 2019).
- 12) According to experienced instructors, because cold-calling would make students uncomfortable, they would be less likely to volunteer (Dallimore et al., 2006).

### C. Conceptual Framework



*Figure 2.1: Conceptual Framework*

The process of generating this study can be seen from the figure above. It is first coming up with cold-calling strategy used by a teacher to increase students' participation in classroom discussion. The study was to find a distinct point of view between active students and passive students regarding the use of cold call in classroom discussion. Furthermore, this research aims to find out positive and negative perceptions of both type of students. Students portray their personal point of view as a reflection of their learning style spontaneously. As the final result, this study can be a reference or guidance of the cold-calling implementational for teachers to be aware of what should be done and should not be done for the advancement of students participation in classroom discussions.

## **CHAPTER III**

### **METHODOLOGY**

#### **A. Research Design**

The method of this research used a basic qualitative study (descriptive qualitative) because this research focuses on students' Perceptions to obtain information about the students' response toward cold-calling strategy (CCS) in classroom discussions of English language learning. Descriptive qualitative study describes a phenomenon that appears naturally without any intervention of an experimentation or treatment. In short, based on the evidence that was discovered in the field, the researcher described the phenomenon as naturally as possible, and conveyed it in words or a description form as opposed to statistics or measurements.

#### **B. Research Subjects**

The subject of research refers to those who are involved in this study. The researcher conducted this study at SMA Negeri 8 Makassar which running in the 11<sup>th</sup> grade with a total of 20 subjects. In accordance to an expert the ideal amount of interviews is 5 to 25. The subject in this research was from the XI MIPA 1. The researcher took 10 students from active students and 10 students from passive students. The main requirement criteria that researcher observed were the students who have experienced cold-calling strategy (CCS) in English language learning discussions. Further criteria for the active students were the students who actively involved in classroom discussion; active exchange of ideas and active giving response to the questions given by the

teacher, or voluntary raise their hands to answer a question. While, the criteria for the passive students were students who are exhibit reluctance to engage in classroom discussions, withdrawn or uncommunicative.

### **C. Research Instrument**

The instrument of this research used observation and semi-structured interview.

#### **1. Observation**

The researcher used non-participant observation. The purpose of observation was to track students' engagement and interaction in class discussions and as the guidance in selecting the research subject. The research was observed by monitoring the teaching and learning processes within the classroom discussion. The researcher observed the group of students who were actively participate and the group of students who were reluctant to participate in a classroom discussion.

#### **2. Interview**

The researcher used semi-structured interview to know students' perceptions towards the use of cold-calling strategy (CCS) by the teacher. This interview session was supported by tape recorder, camera, and notebook. The objective of this sort of interview was to expose issues more openly, in which the participants are asked for their own opinion. Semi-structured interviews allow people to answer questions more openly than the standardised interview, but still provide a good framework for comparability. In this research, the



interview script was used a set of standard questions after reviewing at related research. The total list of the guidelines semi-structured interviews was six questions and developed during the questions and answer sections.

#### **D. Technique of Data Collection**

To answer the research question, the researcher employed the following techniques based on the study's design:

1. Procedures of collecting data for observation
  - a. Before joining the classroom, the researcher first requested permission from the teacher.
  - b. The researcher entered the class during the teacher begin the teaching and learning process.
  - c. Then, the researcher observed the class interaction and engagement in a classroom discussion in order to find the active and passive students.
2. Procedures of collecting data for interview
  - a. After the subject of the research has been selected, the researcher conducted the interview to the students. In interview process, the researcher recorded the students' answer by using a recorder. In addition, the researcher used camera and notebook to support this research.
  - b. Then, the data converted into written form after being transcribed and then analyzed the data.

### **E. Technique of Data Analysis**

The researcher employed qualitative descriptive in analyzing the data. The researcher followed some of Miles and Huberman (1994) steps for qualitative descriptive analysis. The definition of qualitative analysis includes the following three tasks: data reduction, data display, and conclusion drawing. Those explanations are as follows:

#### **1. Data reduction**

It is the systematic procedure employed to minimize the amount of data that must be kept in a data storage environment. Data were collected in this research regarding the respondents perception about the use of cold call strategy in English classroom discussion by the teacher and then the data classified and selected in simple ways.

#### **2. Data display**

After data reduction, the following phase was to display the data. In this study, narrative text is commonly used to displaying the data. The aim of narrative text is to provide previously classified information regarding the students' perception of cold-calling strategy used by teacher in English classroom discussion and the conclusion subsequently presented in the form of a narrative text. The data was qualitatively analyzed and described.

#### **3. Conclusion drawing and verification**

The researcher concluded and verified the meaning of symptoms discovered from the research object. The researcher derives

conclusions from the data that have been analyzed and aligns them with the notes and observations made during the analysis process.



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter covers the results of this research, which separated into two categories, namely research finding and discussion which the findings presenting the outcome of the data analysis that was obtained by observation checklist and interview, and the discussion presenting the result of the research findings.

#### A. Finding

This research aims to find out the active and passive students' perceptions on the use cold-calling by teacher in English classroom discussion. It includes the impact, the benefit, the drawbacks, and the challenges of the use cold-calling based on their experience. 20 subjects who had the experience of cold-calling in the English classroom discussion shared their opinions and perceptions.

Before conducting the interview, the researcher did an observation checklist in order to track the active and passive students. During observation, the researcher found out that in the learning process divided into active and passive learners. The majorities of students were involve in the learning process, with such behavior, the students were participate actively in the discussion, volunteering to respond to the question, enthusiast, raised their hands to get more information, etc. While the rest being a passive learnes, with such behavior, students were just stay quite during the classroom discussion, avoid to participate, reluctant to answer, doesn't seems to know what is going, etc.

## 1. The Active Students' Perceptions of Cold-Calling Strategy (CCS) in English Classroom Discussion

According to the interview the researcher conducted, active students perceived various perceptions towards the use of cold-calling by the teacher in English classroom discussion. Majorities of active students perceived various benefit and positive impact of cold-calling. However, there were few negative perceptions on the use of cold-calling in classroom discussion

### a. Positive Perceptions of Cold-Calling

#### 1) Cold-calling Result in Better Levels of Student Comfort

The research subjects perceived about their feeling when get cold-called in English classroom discussion. Few of active students sense of pleasant and positive feeling of cold-calling. It can be seen in the extracts below:

##### Extract 1

**S6: Karena sering jadi mungkin nda terlalu gugup... lebih kearah senang sih bisa menjelaskan apa yang tadi di dengarkan, apa yang dijelaskan. Kan kalo dijelaskan ulang ke teman-teman lebih mudah juga dipahami.**

(Because often I'm not too nervous. I'm more happy to be able to explain what I just heard, what is explained, if I explain it again to my friends it's easier for me to understand).

##### Extract 2

**S9: ....at first I was anxious, afraid of appointed directly. But after that I kept calm, I get used to it and calm and just answer.**

Based on the extracts above, the researcher discovered that the use of cold-calling result in better levels of students comfort, as stated by the **S6** that due to the frequency of get cold called she's not too



nervous, instead she felt happy to get cold called to share her thought related to the material, because it beneficial to strengthening her understanding. Similarly, the **S9** also claimed that at the beginning the student felt anxious but due to the tendency of get cold called, the student get used to it and started to get calm. In accordance with the statements above, the researcher can conclude that the frequency of cold-calling in classroom discussion can result in better levels of students comfort, which after the tendency of get called, the students started to feel more comfortable with it.

Meanwhile, the researcher also discovered more evidence related to students feeling of cold-calling in the classroom discussion. It is shown in the following extract:

## 2) Student Preparedness Affected the Comfort Level

### Extract 3

**S1: Get nervous, eh biasa ngeblank gatau mau jawab apa, tapi kadang kalo sudah ditaumi jawabannya b aja.**

(Get nervous, usually get blank don't know what to answer, but sometimes if I know the answer I feel so-so).

### Extract 4

**S8: Biasa kalo kadang memperhatikan biasa saja, biasa kalo lagi tiba-tiba begitu kayak gugup.**

(Usually when I'm paying attention I feel so-so, but when my name suddenly get called so ehh like nervous).

From the extracts above it shows that the sense of feeling the students experiencing were affected on their preparedness, if they were well prepared; knows the answer, they were feel normal. Otherwise, they get nervous and blank.

### 3) Comfort Level is Not Decreased of Not Getting Cold-calling While Desire to Share Ideas

Information answered the question about the active students feeling when they have an idea to share while it's not their turn to get cold-called. The active students had various feelings, some of the respondents answered they were have no objection, volunteer to answer if no one capable, and excitement. This is shown in the extracts as follow:

#### Extract 5

**S2: Tidak apa-apa ji karena kayak mungkin kesempatannya temanku dulu nanti baru saya.**  
(It's okay because it's like my friend's opportunity and mine later).

#### Extract 6

**S8: Biasa saja.**  
(so-so).

#### Extract 7

**S6: Nda kecewa sih lebih ke memberi kesempatan ke teman-teman yang mau menjelaskan dan ditunjuk, pasti juga gurunya menunjuk karena suatu alasan kan.**  
(Not disappointed, more to give an opportunity to friends who want to be able to explain and being appointed. Surely the teacher also pointed out for a reason right).

#### Extract 8

**S1: Menunggu kalo tidak ada yang bisa menjawab saya mengajukan diri untuk menjawab.**  
(Waiting, if no one can answer I volunteered to answer).

#### Extract 9

**S3: Biarkan dulu temanku ditanya, kalo misal dia nda bisa jawab saya mengajukan diri bilang saya bu bisa jawab gitu.**  
(First I'll let my friend to answered, if he/she can't answer, I volunteered to answer).

**Extract 10**

**S10: Menggebu-gebu sih kayak ih kapanka saya ditunjuk, biasa kadang kalo teman yang ditunjuk tidak bisa jawab baru saya angkat tangan.**

(Excited like when will I be called. So usually when my friend who being pointed couldn't answer then I will raised my hand).

From the extracts above the researcher can conclude that the comfort level is not decreased of not getting cold-calling by the teacher while the students desired to share their ideas in class discussion. The students don't have any objection of not get cold-called by the teacher. **S8** perceived she felt so-so, while **S2** perceived she felt okay as its their friends opportunity. **S6** also perceived she didn't feel disappointed because the teacher must have a reason of pointed those students.

Meanwhile, in the **extract 8 and 9**, where the **S1** and **S3** perceived similar thoughts to let the students who get called to answer and volunteer themselves if no one able to answer.

Another students perception is from **S10**, the student felt excited to get called by the teacher to participate in the discussion. Therefore, usually if the students who get appointed couldn't answer the question, she offers herself to answer the question given.

#### **4) Being Easier to Share Ideas and Understand the Lesson in English Classroom discussion**

The result of interview shows that cold-calling are helpful to facilitating the students to discuss their thoughts in front of the class and to strengthening their comprehension of the material. Those are shown in the following extracts:

**Extract 11**

**S6: Memudahkan karena kita bisa berpendapat dengan penjelasan yang diberikan oleh guru, yang kedua itu bisa mendengarkan juga pendapat orang lain yang ditunjuk, dan lebih ke bisa mengekspresikan apa yang ada di pikiran kita.**

(Makes very easy because we can opine on the explanation given by the teacher. Secondly, we can also listen to the opinions of other people who get appointed, and more to be able to express what is in our minds).

**Extract 12**

**S2: Kalo menurut saya sih membantu karena strategi itu yang akan membuat kita lebih... membantu kita bicara depan kelas.**

(I think it is helpful. Because that strategy will make us more willing to speak in front of the class).

From the extracts above, the researcher discovered that few of the students stated positive thoughts of cold-calling in the English classroom discussion to themselves, where being easier to share ideas in class. S6 stated that with this strategy she can freely express what's on her mind. Then, S2 also perceived she can be more confident on sharing her thoughts in the discussion.

Meanwhile, the researcher discovered additional information regarding cold-calling the students perceived, that allows to strengthening their comprehension of the material. Those are shown in the following extracts:

**Extract 13**

**S2: Kalo menurut saya sih membantu karena strategi itu yang akan membuat kita kayak lebih mau pahami materi... jadi kayak pas ditunjuk kayak sudah paham mi kita jadi membantu.**

(I think it is helpful. Because that strategy will make us more willing to understand the material so it's like when we're appointed, well, we already understand the material, so it helps).

**Extract 14**

**S4: Membantu karena disini juga bisa dilihat kita paham atau tidaknya kalo mengemukakan pendapat di depan semuanya.**

(Helpful because here we can also see whether we understand or not when expressing opinions in front of everyone).

**Extract 15**

**S7: Membantu karena misalnya guru tidak memberikan pertanyaan ke siswa pasti otomatis siswa tidak bakalan tau bilang ini begini, ini begitu.**

(Helpful, because if for example the teacher doesn't ask questions to students automatically the students won't know if this right or this is wrong).

**Extract 16**

**S8: Mempermudah karena supaya bisa saya tau itu apa materi yang dijelaskan sama guru.**

(Makes it easier, because I able to know about the material that is explained by the teacher).

**Extract 17**

**S9: ...Because like me...I don't understand how to pronounce, the grammar and everything...I don't know what English is become active.**

**Extract 18**

**S10: Iya pastimi karena sebagaimana apapun yang kita jawab... kita bisa tau kalo kita jawab baru guru tanggapi jawaban ta bagaimana...**

(Yes, definitely like ehh because no matter what we answer, we can know if we answer, then the teacher responds of the answer).

Corresponds to the extracts above, the researcher obtained that majorities of the active students perceived similar thoughts of cold-calling that helps the students to strengthening their comprehension of the material. This strategy can motivate the students to pay attention in the class, as stated by **S2** this strategy make them more willing to understand the material. In additional, the **S8** also stated that she able to know the material explained by the teacher.



Moreover, the use of cold-calling also can help the students to checking for their comprehension, as stated in **S4** and **S7** if the teacher doesn't use this strategy, they won't able to know whether their understanding is right or wrong. Similarly, the **S10** also perceived with this strategy she able to know if she's answer.

In the **extract 17**, the researcher found that other student also perceive a benefit of cold-calling not only help to share his opinion and understand the material, but it also boost his engagement in English discussion. As stated from the **S9**, at the beginning he wasn't mastering English, he was a passive student but after frequently receiving the treatment of cold-calling he started to become more active. Nilson (2010) the strategy of cold-calling has the potential to enhance the level of engagement among minority groups.

##### **5) Cold-Calling Have Positive Impact on Improves the Academic Performances of Active Student**

The using of cold-calling contributes to various positive impacts towards the student academic performances in English classroom discussion. Academic performance of student is a complex students behavior that is influenced by various factors, such as memory, prior knowledge, aptitude, and psychological factors (Shahjahan et al., 2021). The students perceived various impact of cold-calling, namely; enhance self-confidence, higher perceived learning, increase students' preparation for class, know people's point of view spontaneously, and measure ability. It can be identified in the following extracts:

**Extract 19**

**S1: ...kita jadi lebih berani untuk mengemukakan pendapat jawaban...**

(We are more brave to express opinions and answers).

**Extract 20**

**S2: ...membantu untuk kita memahami material kayak lebih membantu juga kita bicara di depan teman-teman kayak misalnya kita pemalu.**

(Helps us to understand the material, also helps us to speak in front of friends like for example we are shy).

**Extract 21**

**S6: ...bisa mengeluarkan pendapat sendiri dan kayak bisa menunjukkan seberapa bisa kita menanggapi guru dan lebih ke percaya diri sih kalo kita naik menjelaskan.**

(I can express my own opinion and like I can show how well we can respond to the teacher and be more confident if we go up to explain).

**Extract 22**

**S4: Lebih ke positif karena kita lebih bisa berani untuk mengemukakan pendapat.**

(More to the positive because ehh we can be more courageous in expressing opinions).

**Extract 23**

**S8: Dampak positif karena lebih percaya diri.**

(The positive impact, because I am more confident).

**Extract 24**

**S9: ...not to afraid of giving umm advice of myself in front of the class.**

The extracts above showed that most of the active students had similar perceptions that it can enhance their self-confidence in expressing their ideas in class discussion. It is because the cold-calling trains students to contribute and express their opinions without fear of being corrected. It was from the **S2**, **S6** and **S4** statements, they can be

more brave in expressing their opinion. Similarly, the **S8** also perceived she can be more confident. Then, **S1** it help her to reduce her shyness “....**We are more brave to express opinions and answers....**”. Other student, **S9** stated positive impact of cold-calling that help him to not be afraid of giving his opinion in front of the class.

**Extract 25**

**S9:** ...helps improve my pronunciation, a lil bit my grammar...

From the **extract 25** it shows that another positive impact of cold-calling that higher perceived learning. As stated from **S9** it improve his English skill “....**helps improve my pronunciation, umm a lil bit my grammar....**”. It means the cold-calling also have positive impact to improve the student’s English skill. According to Alavi et al., (2002) perceived learning as “changes in the learner’s perceptions of skill and knowledge levels before and after the learning experience”.

**Extract 26**

**S3:** Bantu kita supaya selalu siap-siap kalo misalkan bilang ihh kayaknya nanti saya ditanya kayak gini jadi kayak ada persiapanta maksudnya kayak terbiasa mki ditanya gitu.  
(Always ehh be ready if for example uhh I think later I'll be asked like this so it's like I have preparations. I mean, I get used to being asked like that).

From the **extract 26** it shows that another positive impact of cold-calling is increase students’ preparation for class. This strategy helps the student to create a habits of focused involvement as the anticipation which enhance self-preparation. As stated from the **S3** this strategy has positive impact for herself as it enhance her preparation because the thought of might be called later anytime.

**Extract 27**

**S5: Kalo positifnya kurasa itumi kayak bisa melihat cara pandangnya orang secara spontan.**

(The positive side, I think it's like being able to see people point of view spontaneously).

From the **extract 27** it shows another positive impact of cold-calling is that able to know people's point of view spontaneously, as this strategy required students to speak in front of class without notice. Lemov (2010) one of the advantage of cold-calling is it allows to get a focused, honest answer and therefore check for understanding reliably.

**Extract 28**

**S10: Kalo saya positif karena itumi tadi yang saya bilang kalo saya jawab biasa saya bisa tau kemampuanku sampai dimana.**

(For me positive, because ehh like I have said earlier, if I answer, normally I can know where my abilities are).

From the **extract 28** it shows another positive impact of cold-calling is that measure ability, how well the students understand the material or lesson is explained by the teacher. As stated by **S10**, the positive impact of cold-calling, she able to checking her level of ability.

#### 6) Active Student Reported Their Agreement on the Frequency of Cold-Calling Implementation in English Classroom Discussion

**Extract 29**

**S4: Setuju, supaya lebih percaya diri, supaya murid tersebut mengeluarkan pendapatnya. Mungkin sebagian murid masih malu-malu untuk mengemukakan pendapatnya jadi lebih baik guru menggunakan strategi ini.**

(Agree, to be more confident so that the student expresses their opinion. Maybe some students are still shy to expressing their opinions so it's better for the teacher to use this strategy).

**Extract 30**

**S9: For me, umm yes I agree because... how to calm myself when I get cold-called.**

**Extract 31**

**S7: Iya setuju supaya... ini siswa lebih pahamki dengan materi yang dijelaskan.**

(Yes, I agree, so that the students understand more about the material being explained).

**Extract 32**

**S8: Setuju supaya teman-teman juga sama saya itu lebih antisipasi lagi supaya bisa mengasah kemampuannya, supaya bisa memberikan pendapatnya juga sendiri karena biasa ada itu orang yang malu-malu atau dia tau tapi ragu.**

(Agree, so that my friends and I can anticipate even more, so that can hone our skills again, so that we can also give our own opinion because sometimes there are people who are shy or they know but are doubtful).

From the extracts above the researcher conclude that majorities of the active students perceived similar thoughts where they agree if cold-calling use more often in English classroom discussion by the teacher. There are various reason the students perceived. **S4** stated that she agree because it enhance her self-confidence in expressing an opinion, this strategy recommended to encourage shy students. This was also stated by **S8** she agree as this strategy help to encourage students who knows but shy or doubtful to contribute their opinion in class, she also perceived she can be more anticipate. This strategy beneficial to encourage who are actually knowledgeable students but are doubtful or shy. Moreover, **S7** stated that she agreed because she can gain a deeper understanding of the explained material. **S9** also agreed because he able to train himself “...**how to calm myself when I get cold-called....**”. It means that if this strategy more often applied by the teacher in English learning he automatically train to overcome anxiety.



## b. Negative Perceptions of Cold-Calling

In contrast to the extracts above, the researcher also discovered a negative perception towards the use of cold-calling in English classroom discussion. Those are shown in the following extracts:

### 1) Feeling of Anxiousness

#### Extract 33

**S2: Pasti kayak deg-deg-an karena kayak tiba tiba dipanggil terus apalagi kalo dalam keadaan yang belum siap, perasaanku kayak agak panik sih.**

(Definitely like nervous because suddenly get called especially when I'm not ready, I feel like a little panic).

#### Extract 34

**S3: Sebenarnya karena saya juga pemalu jadi saya agak sedikit kayak panik gitu karena sama sekali tidak ada persiapan.**

(Actually I'm like because I'm also shy so I'm a bit panicked because there's absolutely no preparation).

#### Extract 35

**S4: Pasti deg-deg-an begitu malu-malu juga untuk menjawab takut juga salah jawabannya.**

(Nervous, ehh also shy to answer as well as afraid of wrong answer).

#### Extract 36

**S5: Gugup iya, takut iya karena mungkin belum terlalu masuk. Kan otakku ini terlalu lama dapat respon jadi kaget biasa gugup nda bisama menjawab.**

(Nervous, afraid because maybe it's not too deep yet. My brain takes too long to respond. So, I'm usually shocked and nervous so I can't answer).

#### Extract 37

**S10: Sebenarnya netral ji kayak deg-deg-an juga.**

(Actually it's neutral like I'm nervous too).

**Extract 38**

S7: Ehh shocked...

From the extracts above, the researcher found that the students were experiencing feeling of anxiousness when they get cold called in discussion. As cited in Saputri (2022) anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. **S5** perceived she felt nervous. **S2** and **S3** perceived that the sense of panic they are experiencing are due to their lacking of preparations. Meanwhile, **S4** and **S5** statement deals with their low self-esteem, where students with low self-esteem have a tendency to underestimate themselves. As cited in Kariuki et al., (2018) children with negative self-esteem may exhibit social withdrawal or shyness, and they may also demonstrate a tendency to give up easily.

Furthermore, the **S7** stated that he were experiencing a feeling of shocked. As stated by Soameson & Abraham (2020) Anxiety can sometimes make you feel "shocked," as if electric bolts were going through your body. They are a part of many anxiety conditions, especially panic disorder.

2) Students who know the answer lowered their hands back in disappointment

**Extract 39**

**S4: Pertama pasti kecewa karena siap sekali tapi ya kalo orang lain yang ditunjuk terus kita sudah siap, mau bagaimana lagi karena bukan juga giliranta.**

(First I'm definitely disappointed since I'm well prepared, but if someone else is appointed while I am ready, what can I do because it's not my turn either).

**Extract 40**

**S5: Wihh kecewa pasti iyya karena lama mi dipersiapkan init oh apalagi kalo pelajaran-pelajaran andalan.**

(I must be disappointed because it took a long time to prepare, if it's my favorite lesson).

**Extract 41**

**S7: Kecewa iyya karena sudah mki berusaha pelajari ini pelajarannya dengan baik tapi bukan kita yang ditunjuk.**

(I'm disappointed since I've tried hard to learn the lessons well, but I wasn't the one who was chosen).

**Extract 42**

**S9: Umm a little bit angry, a little bit disappointed but it's not my turn get called by the teacher, just wait for my turn.**

From the extracts above, the researcher found that few active students were experiencing disappointment, while they were already well-prepared to answer or to share their opinion, especially if it's their favorite subjects. **S4** and **S7** stated that they were disappointed because they have preparing themselves very well. **S5** also stated that he got disappointed as it took a long time to prepare himself and the favorite subject increase more disappointment. Moreover **S9** also perceive the same feeling where he felt a little bit angry and disappointed.

### 3) Embarrassed by Cold Calling

#### Extract 43

**S6: Negatifnya sih for me yang kalo sama sekali tidak paham bisa bikin malu-malu sih.**

(The negative side for me is that if I don't understand at all it can make me embarrassed).

Based on the **extract 43** it shows that cold-calling has negative impact that is the student embarrassed by cold calling. As stated from **S6** if she doesn't understand about the material it can make her feel embarrassed.

### 4) Active Student Reported to Reduce the Frequency of Cold-Calling Implementation in English Classroom Discussion

#### Extract 44

**S3: Jangan terlalu sering pakai karena misalkan kita ndada persiapan ya panikki, jadi kayak takutki misalkan mata pelajarannya ini agak takutki untuk mata pelajaran itu jadi kayak takutki belajar karena pasti nanti ditanya-tanya ki kayak gitu. Jadi supaya agak lebih nyaman, jangan terlalu sering dipakai.**

(Don't use it too often. Because for example, I don't have any preparation, I get panic, so I am afraid, for example, in this subject, I get a bit afraid for that subject, so it's like I'm afraid to study, because assumed like I will definitely be asked questions like that, so to make it a bit more comfortable, don't use it too often).

#### Extract 45

**S10: Kurang setuju ji yang penting ini guru netral ji kayak kadang-kadang kasih strategi begini kadang tidak.**

(Don't really agree, the important thing is that the teacher is neutral, like sometimes giving this strategy, sometimes not).

From the **extract 44** and **45** the researcher found that there were some active students who is disagree if cold-calling used more often in English classroom discussion. This was stated by the **S3**, she disagree if the teacher applied this strategy frequently because it will lead to

apprehension to study or to attend in that subject. While, the **S10** stated that she does not really agree if the teacher use cold-calling more often in English classroom discussion, yet recommended the teacher incorporate or combine this strategy with another strategy.

## **2. The passive Students' Perceptions of Cold-Calling Strategy (CCS) in English Classroom Discussion**

Based on the interview conducted by researcher, the majorities of passive students stated negative perceptions of cold-calling that used by teacher in English classroom. However, the passive students also perceived positive thoughts where the use of cold-calling is have certain benefit and contribute to positive towards themselves.

### **a. Positive Perceptions of Cold Calling**

#### **1) Not Being Afraid to Express an Inaccurate Answer in Front of the Classroom**

Information answered the question about the passive students feeling when they don't certainly know the correct answer while get cold-called by the teacher in English classroom discussion. Majorities of the passive students perceive positive thoughts that they are not being afraid to express an inaccurate answer in front of the classroom; felt okay and persistent to answer. Those are shown in the following extract:

#### **Extract 46**

**S11: Tidak apa-apa ji karena termasuk proses pembelajaran tanya jawab tanya jawab.**

(That's okay because question and answer is a part of the learning process).

**Extract 47**

**S12: Okay ji karena setidaknya mencoba benar atau tidaknya yang penting berusaha.**

(Okay because at least try, right or not the important thing is trying).

**Extract 48**

**S14: Okay, kan nda apa-apa kalo salah, benar salahnya yang penting menjawab saja dulu.**

(Okay, it doesn't matter if I'm wrong, right or wrong, the important thing is to answer first).

**Extract 49**

**S16: Okay karena kalo salah juga nanti dikasih betul ji sama gurunya.**

(Okay, because if wrong, the teacher will correct it).

From the extracts above, the researcher can conclude that generally the passive students don't have any objection to get cold-called when they don't certainly know the correct answer, which means they are not being afraid to express an inaccurate answer in front of the classroom. As stated by **S11**, that's okay because question and answer is a part of the learning process. Meanwhile, the **S12** and **S14** perceived similar thought where they felt okay because the important things is trying to answer, it doesn't matter whether the answer is correct or wrong. Similar with this line, **S17** were feeling okay to answer because if the answer is wrong the teacher will correct it.

Furthermore, the researcher also found other information perceived by the students that the teacher's response to an incorrect answer made them feel more comfortable. It can be seen in the following extracts:



**Extract 50**

**S17: Jawab aja mi dulu nanti dikasih betulji sama gurunya.**  
(Just answer first and the teacher will correct it later).

**Extract 51**

**S19: Berusahaki jawab sebisa ta. Kalo memang salah biasa nakasih koreksi...tapi kalo memang benar, Alhamdulillah kalo benar.**

(try to answer as I can. usually the teacher will correct it if it's wrong, but if it's right, Alhamdulillah if it's right).

From the extracts above, the researcher find similar thoughts from the previous line where the students perceived a positive thoughts that the teacher's response to an incorrect answer made them feel more comfortable; persistent to answer. This was statement from the **S17**, she persistent to answer knowing the teacher would eventually give her feedback on her answer. Similar with this, the **S19** also perceived he attempt to provide a response to the best of his abilities, as the teacher would provide correction if there is any error.

## 2) **Comfort is Not Decreased by Cold-Calling**

Information answered the question about the passive students comfort level of expressing an opinion in front of classmates when get cold-called, which the comfort is not decreased by cold calling. This is shown in the following extract:

**Extract 52**

**S20: It's comfortable.**

From the extract above, the student respond shows a positive perception that her comfort is not decreased by cold calling, this was stated by the **S20** it's comfortable.

### 3) Cold-Calling Have Positive Impact on Improves the Academic Performances of Passive Student

Based on the data obtained from the interview shows that most of the passive students perceived various positive impacts of cold-calling used by the teacher in English classroom discussion. Namely; create interactive classroom, defend the mastery of course subject, enhance self-confidence, decrease communication apprehension (CA), being more prepared for class, lead to satisfaction feeling after succeeded answering the question. It can be identified from the extracts below:

#### Extract 53

**S11: Positif karena supaya ada interaksi guru dan siswa di kelas.**

(Positive, because so there is an interaction between teacher and students in class).

From the **extract 53** it shows that the student perceive a positive impact of cold-calling due to this strategy help to create an interactive classroom between teacher and students.

#### Extract 54

**S12: Positif... karena kapan ki lanjut ke jenjang yang lebih tinggi lagi pasti bakalan teringat nanti. Lebih gampang lagi nanti dipahami pelajaran selanjutnya karena sudah dijelaskan.**

(Positive because when we on higher level of degree we will definitely remember it later on. It will be easier to be understood in the next lesson because it has been explained).

From the **extract 54** it shows that the student perceive a positive impact of cold-calling due to this strategy defend the mastery of course subject. As stated by the S12 “...It will be easier to be understood in the next lesson because it has been explained”. It means that, when student get cold-called to give her thoughts or to re-explain the

material, it defend her mastery of course subject, once the student mastering the material it would be easier for her to memorize the information for long term.

**Extract 55**

**S14: Positif... peningkatannya itu jadi lebih percaya diri.**  
(Positive, the increase makes me more confident).

**Extract 56**

**S16: Positive sih karena kayak lebih tambah percaya diri.**  
(It's positive because I feel more confident).

From the extracts above shows that some students had similar perceptions about the positive impact of cold-calling that enhance their self-confidence. It was from the **S14** and **S16** statement that makes them more confident.

**Extract 57**

**S18: Positif karena biar kita bisa lebih gampang berkomunikasi sama orang lain, berkomunikasi di depan orang banyak dan tidak gugup.**  
(Positive because so that we can more easily communicate with other people, communicate in front of many people and without feeling nervous).

From the **extract 57** shows that other student perceived a positive thought about the impact of cold-calling that decrease communication apprehension (CA) in class discussion. This was stated from the **S18** he can more easily communicate in front of many people without feeling nervous.

**Extract 58**

**S15: Positif lah karena bisa jadi terbiasa nanti.**  
(It's positive, because I can get used to it later).

**Extract 59**

**S17: Positif karena... misalnya guru lagi menjelaskan terus nda dipake strategi ini, murid yang kayak misalnya bercerita dengan temannya atau tidak memperhatikan pasti tidak terbiasa, jadi kayak guru sia-sia, jadi kayak ndada pengetahuan yang dia dapat.**

(It's positive because if for example the teacher is explaining and doesn't used this strategy, students who are like for example talking with her/his mate or not paying attention are definitely not used to it, so it's like the teacher effort is meaningless, and the students doesn't get any knowledge).

**Extract 60**

**S19: Kalo saya positif karena pas kalo dipanggil terus jawabki benar kalo memang itu benar Alhamdulillah dapat ki nilai yang bagus disitu, terus enak dirasa kalo memang benar benar jawabannya.**

(For me positive because... when I'm called, then my answer is right, if it's right Alhamdulillah got a good score there. it feels good if the answer is right).

From the extracts above it shows that another positive impact of cold-calling is that being more prepared for class. As stated by the **S15** that he can get used to it later. While, the **S17** stated if the teacher doesn't used this strategy for a typical of students who are not paying attention as a result the teacher effort would be meaningless and those students wouldn't get any knowledge. From these students responses, the researcher can conclude that, the use of cold-calling have positive impact to being more prepared for class by giving their attention in the discussion, it resulted on their habit of focused involvement. When this strategy often utilizes by the teacher the student eventually become accustomed to it.

**Extract 61**

**S20: Positif karena kalo sudah mki menjawab pertanyaannya guru kayak merasa pede mki bilang ihh bagus mi ini caraku menjawab untuk naik juga keatas kayak ada rasa kesenangan tersendiri karena sudah berhasil menjawab dan kayak senang saja bisa juga jawab sesuai dengan pemikiran sendiri biar mami salah.**

(Positive because it's like if I have answered the teacher's question ehh like i feel confident saying ih my way of answering is nice, to go up too, like there is a sense of pleasure in myself because I have succeeded in answering and like I'm just happy ehh I can answer according to my own thinking even though it is wrong).

From the extracts above it can be identified that another positive impact of the cold-calling perceived by the passive students is that it leads to satisfaction feeling after succeeding answering the question. As stated by **S20**, if she has answered the teacher's question there is a sense of pleasure she received because she has succeeded in answering. Similar to this, the **S19** also perceived that he felt good if the answer he provided is correct.

#### **4) Passive Student Reported Their Agreement on the Frequency of Cold-Calling Implementation in English Classroom Discussion**

**Extract 62**

**S11: Setuju supaya kemampuannya siswa untuk bicara dalam Bahasa Inggris lebih meningkat walaupun memang kadang ndatau jawabannya tapi dengan begitu bisa mendorong.**

(Agree, so that the student's ability to speak in English would improve even though sometimes students do not know the answer but in that way it could encourage them).

**Extract 63**

**S15: Iya setuju karena supaya siswanya bisa terbiasa menjelaskan.**

(Yes, I agree, because so that the students can get used to explaining).

**Extract 64**

**S12: Setuju kalo nda menjelaskan biasa tidak mengerti atau seumpama nanti ulangan ki ndada masuk diotak karena tidak pernah menjelaskan, supaya bisa tau apa yang dimaksud guru jadi lebih sering menunjuk supaya lebih paham.**

(Agree, because if I don't explain it, usually don't understand or for instance later if there is a test nothing comes into the brain because I've never explained it as well as to broaden the mindset, so that we can know what is meant by the teacher so it better to used this strategy to understand more).

**Extract 65**

**S13: Setuju karena kalo misalnya ada sesuatu yang nda ditau jadi tau.**

(Agree, because if for example there is something I don't know, I will know).

**Extract 66**

**S16: Of course karena... kalo ada siswa yang kurang percaya diri jadi tambah percaya diri.**

(Of course, because if there are students who lack self-confidence ehh, they become more confident).

**Extract 67**

**S14: Setuju supaya lebih dimengerti pelajaran yang dikasihki, gampangki juga percaya diri karena memang terbiasa ditunjuk.**

(Agree so that the lessons are even easier to understand of the lesson given ehh also I feel more confident because I'm used to being appointed at).

**Extract 68**

**S17: Setuju supaya siswa-siswa yang tidak memperhatikan lebih terbiasa untuk memperhatikan guru yang sedang menjelaskan.**

(Agree so that students who don't pay attention are more accustomed to paying attention to the teacher who is explaining).



**Extract 69**

**S18: Setuju...karena biar murid-murid tambah semangat belajarnya kalo ditunjuk lebih aktif, lebih antisipasi karena tau akan ditunjuk jadi banyak belajarnya jadi kalo ditunjuk disuruh menjelaskan ditau, adami persiapannya.**

(Agree because it will make the students more enthusiastic about learning if get appointed they are more active, there is more anticipation because we know we will be appointed so we learn a lot so if we are appointed to explain we know the answer because already prepared).

**Extract 70**

**S19: Kalo saya sendiri setuju... kalo lebih sering terutama saya pasti lebih bagus belajar lagi kembali.**

(Me personally agree, if more often especially myself, I would definitely be better off studying again).

Based on those extracts above the researcher found that all of the passive students agreed if cold-calling used more frequently in English classroom discussion. The passive students agree as it can increase overall engagement. The **S11** stated that he agreed so that the student's ability to speak in English would improve even though sometimes students do not know the answer but in that way it encourage them. It means through this strategy it can encourage the student to participate in discussion, and it can improve their speaking ability as a result.

Meanwhile in the **extract 63** where **S15** stated he is agree if cold-calling used more often in English classroom discussion because he enables to become accustomed to providing explanations.

Another students perceptions is from **S12** and **S13** they agreed if the teacher applied this strategy more frequently in English classroom discussion to gain a deeper understanding of the material. This was stated by the **S12**, if she doesn't explain it usually don't understand so

it better to use this strategy to understand more. It is the same line with **S13** where she agreed because if there's something she doesn't know, she eventually would know.

In addition to this, other students also perceived that they agreed if this strategy often used by the teacher in English classroom discussion due to this strategy help the students to enhance their self-confidence, where **S14** stated that she feel more confident because get used of being pointed. While **S16** stated that this strategy beneficial for those who lack of self-confidence to become more confident.

Furthermore, the **S17**, **S18**, and **S19** perceived similar thoughts where they agreed if this strategy often used by the teacher in English as employing cold-calling can stimulate students attention and readiness for the classroom. It was stated from the **S17** that students who don't pay attention are more accustomed to pay attention to the teacher's explanation. Other students also perceived it enhance their self-preparation. This was stated by the **S18**, if they are appointed to explain, they know the answer because they have already prepared. Similarly, the **S19** also stated he would definitely be better off studying again.

### c. Negative Perceptions of Cold-Calling

On the contrary of the extracts above, the researcher also found some passive students gave negative perceptions of cold-calling. It can be identified in the following extract:

### 1) Feeling of Anxiousness

#### Extract 71

**S11: Kayak dumba-dumba, kayak gemetar karena biasa tidak ditau jawabannya.**

(Like nervous, like shaking because usually don't know the answer).

#### Extract 72

**S14: Kayak kaget, dumba-dumba kayak langsung secara tiba-tiba dipanggil namaku jadi kadang semampuku saja anu bisa jawab.**

(Like shocked, I felt nervous like my name was suddenly being called, so sometimes I answer as best I could).

#### Extract 73

**S13: Kayak kaget terus kayak tiba-tiba gugup.**

(Like shocked, then like suddenly nervous).

#### Extract 74

**S15: Panik, apa di' kaget.**

(Panicked, shock).

#### Extract 75

**S18: Panik, takut.**

(Panicked, afraid).

#### Extract 76

**S19: Kalo ditunjuk anu kurang nda enak tong dirasa kayak panik sama kurang percaya diri saja.**

(When get pointed, it doesn't feel good, it's like panicked and less confident).

From the extracts above, the researcher conclude that majorities of the passive students perceived similar unpleasant feeling that they were experiencing feeling of anxiousness. As cited in Saputri (2022) anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. The statements from **S14** and **S13** they felt shocked and nervous. Other

student, **S11** stated he felt nervous and shaking because he don't know what to answer. According to Moore (2022) when an individual experiences anxiety, they may also encounter physical reactions in response to their stress. This physical reaction can cause shaking due to anxiety. While, the **S15** also perceived he felt shock and panic. In addition to this, **S18** perceived he felt panic and afraid. The **S19**, also stated that when get pointed he doesn't feel comfortable like panic and less confident. As asserted in AlKandari (2020) several students may exhibit symptoms in addition to their experience of anxiety, certain individuals experience emotions such as sadness, fear, and panic.

## 2) Embarrassed by Cold Calling

### Extract 77

**S16: ...Malu juga karena dilihat sama teman-teman.**  
(Embarrassed also because seen by friends).

### Extract 78

**S17: ...Malu sudah pasti mi.**  
(Feeling embarrassed of course).

### Extract 79

**S20: Kayak merasa bingung mau jawab apa...**  
(I feel confused of what to answer).

In the **extracts 77** and **78**, the students embarrassed by the use of cold-calling in classroom discussion. The **S16** stated it affected by the environment, which is being seen by friends.

Another perception from the **S20** that cold-calling made her feel confused because she doesn't know the answer of the question given.

Students who are having a bad day or do not know the answer to a question may be embarrassed by cold-calling (Dallimore et al., 2005).

### 3) Enhance Communication Apprehension

#### Extract 80

**S18: Tidak karena itu takut salah.**  
(No, because afraid of being wrong).

#### Extract 81

**S20: Kayak mau jawab ini takut nanti salah jadi mending lebih baik diam.**  
(Feels like want to answer it, but afraid of being wrong so it's better to stay quiet).

Based on the extracts above, the researcher found that few passive students gave negative perceptions that is enhance their communication apprehension when being cold-called while doesn't certainly know the correct answer, it affect from the students' personal factor that is afraid of being wrong.

### 4) Experience Varying Levels of Discomfort

Information answered the question about the passive students comfort level of expressing an opinion in front of classmates when get cold-called, the students perceived various comfort level as a result of the cold call environment. This is shown in the following extract:

#### Extract 82

**S11: Nda terlalu karena kadang nda ditau jawabannya.**  
(Not really because sometimes don't know the answer).

#### Extract 83

**S16: Kurang nyaman kalau dilihat sama teman-teman karena mengganggu juga ketawanya.**  
(Less comfortable when seen by friends because like bothered by their laugh too).

From the extracts above, the research found that the few of active student perceived that they felt less comfortable due to classroom environment. The **S16** stated he felt less comfortable because being ridiculed by his friends. While, the S11 claimed that he felt less comfortable because lack of knowledge.

Moreover, the researcher also found other information that calling on a student whose hand is not raised causes serious student discomfort. It can be identified in the following extracts:

**Extract 84**

**S12: Terkadang merasa tidak nyaman karena nanti beda pendapat sama yang lain jadi kita kasih saran atau masukkan yang seadanya saja.**

(Sometimes feel uncomfortable because I might have different opinion with the others, so I just gave input and suggestion as I can).

**Extract 85**

**S13: Nda, mungkin karena kurang percaya diri juga terus rata-rata kan pendapatnya orang beda-beda jadi takutnya nanti apa yang kubilang pendapatnya mereka juga berbeda.**

(No, maybe because lack of self-confidence and also mostly people have different opinions, so I'm afraid what I will say are different from them).

**Extract 86**

**S14: Tidak karena belum pki terlalu dibilang bisa kasih tanggapan ke orang lain.**

(No, because I don't think I'm capable to give feedback to other people).

**Extract 87**

**S15: Tidak karena malu-malu.**

(No because shy).



**Extract 88**

**S17: Kurang nyaman, kayak seperti teman-teman ketika kita beri pendapat tapi kayak diliat-liati banyak orang.**

(Less comfortable, just like the other friends when we give opinions but like being watched by many people).

**Extract 89**

**S18: Tidak nyaman, malu.**

(Uncomfortable, embarrassed).

**Extract 90**

**S19: Kalo saya tidak nyaman sih kalo diliat langsung tapi kalo memang tatap muka memang sama guru tidak apa-apa ji.**

(For me not comfortable if seen directly by friends but if face to face to the teacher I felt okay).

From the extract above, the researcher found that majorities of the passive students perceived that they feel uncomfortable of get cold-called to expressing their thoughts in front of their classmates. This was stated by the **S12**, she felt uncomfortable because she might have different opinion with the others. Similarly, the **S13** also stated she afraid what she will say are different from them. In addition the discomfort level the students had due to negative self-esteem. As cited in Kariuki et al., (2018) children with negative self-esteem may exhibit social withdrawal or shyness, and they may also demonstrate a tendency to give up easily. This was stated by the **S14** that she doesn't think she capable to contribute her opinion to the others. **S15** he felt not comfortable out of shyness. **S18** he feel not comfortable due to the feeling of embarrassed. Meanwhile **S17** and **S19** stated that their discomfort were due to being seen by friends. However, the **S19** also perceived that he felt okay if just face to face the teacher. It means the

student comfort level is depends on the situation, the student felt okay if just face to face with teacher, otherwise if directly seen by friends he feel uncomfortable.

## 5) Negative Perceptions Impacted by the Teacher Communication

### Technique

#### Extract 91

**S11: Itu kalo negatifnya kalo misalnya gurunya kayak marah begitu tapi kalo ndaji, ndadaji negatifnya.**

(The negative side, for example, if the teacher seems angry like that but if not, there's no negative).

From the **extract 91**, it shows that the student state negative thought about the impact of cold-calling impacted by the teacher communication technique. As stated by **S11**, the negative is if for example the teacher seems angry.

## 6) Leads to Mind Blank

#### Extract 92

**S13: Kalo buat diriku negatif, karena kan biasa kalo nervous begitu kayak panik langsung jadi kayak blank mki.**

(For me it's negative because normally when I'm nervous like panic so like immediately get blank).

From the **extract 92** the researcher also found the other information perceived by the passive students about the negative impact of cold-calling that it can leads to mind blank. As stated by the **S13**, the used of cold-calling has negative impact for himself because normally when he get nervous like panic he immediately get blank. It means that when student get nervous, he get mind blank in which resulted him fail to retain the information.

## B. DISCUSSION

The main research objective of this study was about the students' Perceptions on the use of cold-calling Strategy (CCS) in English classroom discussion at the eleventh grade of SMA Negeri 8 Makassar. Then the researcher formulated two research questions the active students' perceptions and the passive students' perceptions of cold-calling in English classroom discussion. This discussion is based from the result of the interview of the 10 active students and 10 passive students. The researcher found various opinions and perceptions from every students which will be interpreted and discussed below to answer the research question of this study.

### 1. The Active Students' Perceptions of Cold-Calling Strategy (CCS) in English Classroom discussion

The active students' perceptions of the cold-calling strategy used by the teacher in English classroom discussion based on the results of the students' interview that the researcher had been conducted which related to the questions answered by the active students on the interview session. The researcher found various positive and negative perceptions and responses from every respondents which will be elaborated and analyzed below:

**The first** is *cold-calling results in better levels of students comfort*, based on the finding in revealed that the frequency of cold-calling in class discussion result in better levels of students comfort, which after the frequency experiencing cold call the active students felt happy and

calm. It is similar to Dallimore et al., (2006) cold-calling can result in better levels of student comfort. When the students get used of being cold-called they feel like it's a normal situation, further they might started to enjoy of being cold-called by the teacher. Because when students get cold-called, they are forced to pay attention and participate in the class discussion. This can help them feel more comfortable with the material and more confident in their ability to contribute to the class. Over time, this can lead to a more positive experience in the classroom and can help students feel more comfortable and engaged in the learning process. As asserted in Lemov (2010), when students are used to being asked to participate or answer by their teacher, they react to it as if it were a normal event.

On the contrary of the research finding above, there were also some active students who gave negative perceptions on the used of cold-calling in English classroom discussion. Those perceptions are feeling of anxiousness, such as, nervous, panic, shy, afraid, and shock. Similarly with the research finding of Brigati et al., (2020) and Broeckelman-Post., (2016) cold-calling in the classroom might lead to anxiety for pupils. There are various reason of causing this feeling of anxiousness, commonly it affected by their low self-esteem. As cited in Kariuki et al., (2018) children with negative self-esteem may exhibit social withdrawal or shyness, and they may also demonstrate a tendency to give up easily. Low self-esteem can contribute to a fear of being wrong in students. When students have low self-esteem, they

may feel like they are not good enough or that they are not capable of succeeding. This fear of being wrong can cause students to avoid participating class or taking risks, which can hinder their learning and growth. Moreover, when a student is cold called by the teacher, it means that the teacher calls on the student to answer a question without giving them prior notice. Thus, this can be stressful experience for many students, as they may not be prepared to answer the question.

**The second** is *the student preparedness affected the comfort level*, based on the finding it revealed that the comfort level is affected by the students preparedness. If they were well-prepared the student felt normal. Otherwise, when they don't have a good preparation it leads to unpleasant feeling. This is similar with Dallimore et al., (2006) when asked why they felt more or less comfortable, the students' responses were generally associated to the communication atmosphere, the teacher, the nature of the course, student preparedness, and comprehension. This study suggest that "when students are well prepared, they may be more comfortable participating, and the more they participate, the more comfortable they may become with it".

**The third** is *comfort level is not decreased of not getting cold call while desire to share ideas*, this finding is represent a contradictory finding from Gordon (2020) that cold call in class discussion can make other students who know the answer lowered their hands back in disappointment. Majorities of the active students perceived positive perceptions when they have an idea to share while it's not their turn to

get cold-called, the students did not sense any of disappointment. Further, the students felt okay and volunteer to answer if no one capable. As cited in Samploon (2020) a student who is active is always eager to learn and actively involved in class. It means active students they are often eager to share their ideas and participate in class discussion. However, even when they are not called on by the teacher, they are still willing to contribute to the discussion when they have the opportunity.

Meanwhile, there were also active students gave negative perceptions of not being cold called by the teacher in English classroom discussion where the students who know the answer lowered their hands back in disappointment. This is in line with Gordon (2020), other students who know the answer lowered their hands back in disappointment and wait for the student who has been cold called to respond. These disappointment the students felt because they were already well-prepared to answer or to share their opinion, and especially if it's their favorite subjects.

**The Fourth** is *being easier to share ideas and understand the lesson*, based on the findings the respondents perceived that cold-calling are helpful to facilitating the students to discuss their thoughts in front of the class and to strengthening their comprehension of the material. Often some students with potentially valuable thought who have insight to add in the classroom discussion but aren't quite sure enough of it to say it aloud yet, through this strategy it can encourage



the students to feel more comfortable sharing their opinions or ideas in the classroom discussion. This in line with Lemov (2010) it is a powerful and positive way to reach out to children who wish to speak but reluctant to raise their hands.

Moreover, cold-calling beneficial to motivate the students to pay attention and make them more willing to understand the material, as the result it strengthening the students understanding of the material. The finding was similar to the result of Thulasidas & Gunawan (2022) stated that after experiencing cold calls, the class participation rates of students tend to increase statistically. When the students are actively engaged in class, they are more likely to remember and retain the information that they are learning. This is because they are not simply passively listening to the teacher, but are actively participating in the learning process. In addition, the student also perceive it strengthening their comprehension of the material because they won't able to know whether their understanding is right or wrong if the teacher doesn't cold-call them. Similar to Bransford et al., (2000) despite the fact that this can be uncomfortable, identifying these misconceptions is a crucial step in assisting students to learn concepts effectively. In addition, as asserted in Lemov (2010) one of the cold-calling advantage for the classroom engagement, it enables the teacher to check for students' comprehension effectively and systematically. It's critical to be able to check what any student's level of mastery is at any time, regardless of whether the students is offering to tell.

**The fifth** is *cold-calling* have positive impact on improves the academic performances of active students, according to the result of the interview the researcher found that cold-calling contributes to various positive impacts towards the student academic performances in English classroom discussion. This is similar to Doyle & Shafer (2019), cold-calling improves the academic performances of students. The students perceived various impact of cold-calling, namely; enhance self-confidence, higher perceived learning, increase students' preparation for class, know people's point of view spontaneously, and measure their ability.

Students are more brave in share their thoughts in classroom discussion, it is because the cold-calling train students to contribute and express their opinions in front of the class. By calling on students randomly, it can reduce the pressure that some students might feel to speak up in class, since they know everyone else is also at risk of being called on. This can help to create a more inclusive classroom environment where all students feels like they have an equal opportunity to participate. This is supported by McCroskey in Broeckelman-Post et al., (2016), that communication apprehension (CA) can be effectively decreased by employing techniques such as systematic desensitisation. This method involves gradually exposing individuals to various speaking experiences, thereby enabling them to gradually acclimatise to these experiences and ultimately reduce their anxiety levels over time. In accordance with this, cold-calling have

another positive impact as perceived by students, it increase students' preparation. As stated by Lemov (2010) when stimulus is predictable, it change behavior by anticipation, not just by reaction. Another positive impact of cold-calling is higher perceived learning. This is supported by the findings on Dallimore et al., (2006) Other benefits of cold-calling include enhanced discussion preparation and higher perceived learning. After experiencing this strategy student receive positive progress of his English skill such as pronunciation and grammar. Opdal (2022), humans learn better when they are active than when they are passive. When a student is cold called to speak during classroom discussion, they might be required to use correct grammar and pronunciation. This can help them identify and correct any mistakes they may be making. For instance, if student is struggling with verb tenses, being called on to speak may help them recognize when they are using the wrong tense and correct it. Additionally, hearing correct grammar and pronunciation from their peers and teacher can help students improve their English skill. They can learn from the way their classmates and teacher speak, and apply those lessons to their own language use.

Furthermore, another positive of cold-calling is able to know people's point of view spontaneously. Cold-calling is the strategy where the teacher calls on students name randomly without notify the student. Therefore, it allows to get an honest answer spontaneously. In accordance with Nnagboro (2023) cold-calling is a positive strategy

that can be helpful in the communication classroom, particularly because it encourages students to express their unique Perceptions on the class subject.

Moreover, some students also perceived positive impact cold-calling is that the students able to measure the level of their capabilities, it because when a teacher cold calls a student in classroom discussion it can also help to identify areas where they may need more support or clarification. This is supported with Broeckelman-Post et al., (2016), stated that cold-calling is an effective strategy for assessing student understanding and addressing any misconceptions they may have. This method is an effective form of formative assessment. Similarly, Bookin & Levi (2014: 93) there are several ways in which this process assists learners. Firstly, when students have to explain what they know and make links between ideas, they learn more. Secondly, cold-calling shows what students are thinking.

On the contrary of the research finding above, there were also some active students who gave negative thoughts about the impact of cold-calling that the student embarrassed by cold calling. In accordance with this, students who are having a bad day or do not know the answer to a question may be embarrassed by cold-calling (Dallimore et al., 2005).

**The sixth** is *active student reported their agreement on the frequency of cold-calling implementation in English classroom discussion*, based on the finding in revealed that the majorities of

active students agreed if the teacher use cold-calling more frequently in English classroom discussion as it affected positive impacts toward the students. Namely, enhance self-confidence to participate, motivate self-preparation, check the comprehension, strengthening the knowledge, and train to overcome the anxiety. This is support from Lemov (2010), one of the benefit of cold-calling is if the teacher cold call for a few minutes in class almost everyday, students will come to expect it and change their behaviour in advance; they will prepare to be asked questions at any time by paying attention and readying themselves mentally. It is because cold-call is predictable if the teacher often used this strategy then students begin to anticipate them, and the effect will be universal. This cold-call strategy eventually gets the students to create a habits of focused involvement in the classroom and make them feel like they're a part of the lesson.

Moreover, another student also agreed if cold-calling applied more frequently in English classroom discussion because it can help the student to overcome the anxiety. In relation to this, McCroskey in Broeckelman-Post et al., (2016) state that, communication apprehension (CA) can be effectively decreased by employing techniques such as systematic desensitisation. This method involves gradually exposing individuals to various speaking experiences, thereby enabling them to gradually acclimatise to these experiences and ultimately reduce their anxiety levels over time. Desensitization can be a part of cold-calling students, as it involves gradually exposing

students to a stressful situation in order to help them become more comfortable or less anxious over time.

However, it is important to remember that not all students would respond to cold-calling in the same way, and for some students, it may actually lead to feeling of anxiety and discomfort. Several authors are concerned about its use, fearing that it would cause anxiety-provoking and make students uncomfortable (Felder & Brent, 2008; Rocca, 2010; Weimer, 2009). This is in line with the research finding where some of active students are reported to reduce the frequency of cold-calling which means the students disagree if the teachers used this strategy more often, as it lead to apprehension feeling, because if the teacher often used this strategy the students would be panic constantly and it might lead to apprehension to study or to attend the subject where cold-calling commonly used. This research finding is similar to West (2019) another disruptive thing about cold-calling is that it can make the students afraid of the teacher. Furthermore, there were also a student who recommended the teacher to incorporate or combine this strategy with another strategy

## **2. The Passive Students' Perceptions of Cold-Calling in English Classroom discussion**

The passive students' perceptions of the cold-calling strategy used by the teacher in English classroom discussion based on the results of the students' interview that the researcher had been conducted which related to the questions answered by the passive students on the



interview session. The researcher found various opinions and responses from every respondents which will be elaborated and analyzed below:

**The first** is *feeling of anxiousness*, based on the findings in revealed majorities of the respondents experiencing similar unpleasant feeling, where they feeling of anxiousness. There are various reason of causing these inconvenient feelings the students had. The student perceived that anxiousness influenced by the sudden cold call. Similarly to Doty et al., (2020) students claimed about cold-calling that their anxiety increased when they were not given enough time to clarify their opinion before they were expected to respond. Furthermore, when asked how being called on influenced their feeling of anxiousness, the student stated that they had to give a response, which is where the anxiety comes from. While, the other student claimed her unpleasant feeling due to lack of knowledge. As cited by Fatmawati et al., (2020) both speaking in front of classmates and incomprehensible input indicate that teachers significantly influence the level of anxiety and self-doubt experienced by students. When students feel like they lack of knowledge in a particular subject or topic, they may worry that they will say something wrong or that their contributions won't be valuable. Therefore, the teacher role is needed here to create a supportive classroom, by help clarify their understanding of the material or offer some hints or guidance to help the students arrive at the answer.

**The second** is *embarrassed by cold-calling*, based on the findings in revealed, the researcher found that, the students embarrassed by the

use of cold-calling in classroom discussion. In accordance with Dallimore et al., (2005) some teachers are hesitant to cold-calling because they are concerned that a student who is cold-called would feel uncomfortable, or worse, humiliated. Students who are having a bad day or do not know the answer to a question may be embarrassed by cold calling

**The third** is *not being afraid to express an inaccurate answer in front of the classroom*, based on the findings in revealed that majorities of the passive students perceive positive thoughts that they don't have any objection to get cold-called when they don't certainly know the correct answer, which means they are not being afraid to express an inaccurate answer in front of the classroom. this positive perceptions of cold-calling influenced by teacher communication technique, as stated by Nnagboro (2023) students' varying responses to cold-calling during class discussions are impacted by several personal factors and various in teacher communication techniques. Because the teacher communication was neither negative or accusatory, students may have viewed the cold-calling message in the control condition as face supportive. In addition, at first students were nervous with cold-calling, but their GTA's response to an incorrect answer made them feel more comfortable (Doty et al., 2020). When the students' answer is incorrect, the teacher would correct their answer by discussing why the answer is incorrect and exploring the right answer. This research finding shows that the students are persistent to speak even if they are

uncertain because the learning atmosphere the teacher created, supportive and non-judgemental classroom environment. In relation to this Sarwono (2000) stated that one of variable that can influence how things are perceived is system value, the things that happen in society would affect how they see the system value.

On the contrary of the research finding above, there were also some passive students gave negative perceptions that is enhance their communication apprehension when being cold-called while doesn't certainly know the correct answer. This is similar to Rocca (2010) enhance communication apprehension. It affect from the students' personal factor that is afraid of being wrong. Thus, the student have tendency to stay quiet when get cold-called. This is supported with Cheng (2000), the apprehension of committing mistakes and facing ridicule, this case is frequently cited as an additional reason for the perceived reluctance and inactivity. This anxiety factor is presumed associated to certain aspects of Eastern culture, such as the need to be accurate as well as the fear of losing credibility. In line with this, Hamouda (2013) stated that fear of negative teacher traits, the apprehension of receiving criticism and humiliation in the presence of peers is a contributing factor to the hesitancy of students to engage in classroom discussions.

**The fourth** is *experience varying levels of discomfort*, the result of the interview shows that majorities of passive students perceived various discomfort level as a result of the cold-call environment.

Where the students felt less comfortable and uncomfortable of expressing their opinion in front of their classmate. There are various reason affected students discomfort, such as, lack of knowledge, apprehension of having different opinion with the others, shyness, and facing ridicule by peers. According to a study conducted by Fatmawati et al., (2020) insufficient preparation contributed to students' lack of confidence. Students acknowledge that they experience significant anxiety when they don't adequately prepare for exams or speaking exercises. Some students less comfortable because they don't know what to answer. Other students perceived their discomfort feeling due to apprehension of having different opinion with the others, as cited in Hamouda (2013), comparison with peers, the phenomenon of students perceiving their peers as superior to them in the foreign language classroom can lead to feelings of anxiety. Moreover, other students also claimed the cause of their discomfort is because shyness and, fear of being ridiculed by others, in line with Maeda (2017) reported that students being embarrassed when they made mistakes, as other students often reacted by laughing, even if the laughter was not mean-spirited. Similar result were found by Fatmawati et al., (2020) unsupportive attitudes were another factor that contributed significantly to participants' feelings of insecurity, such as teasing from peers or instructors, the students were extremely concerned about being ridiculed or humiliated in public.

From the explanation above about the reason affected varying levels of students discomfort, none of the students perceptions involved with cold-calling itself. Instead, those various discomfort are influenced by the classroom variables. This is in line with the finding of Souza (2010), provides strong argument against the general belief that cold-calling decreases comfort in the discussion classroom. None of the students acknowledged cold-calling as a source for their discomfort. These findings imply that comfort is neither decreased nor increased by the practice of cold-calling (at least not among these students and teachers); rather, the improvement in student comfort was connected to other classroom variables. The most significant component for student comfort during discussion is the communication climate. Students feel comfortable during discussions (regardless of the use of cold calling) when all students are involved, when students have the freedom to express a variety of viewpoints, and when they are familiar with the teacher, the students, and the environment. Cold-calling can increased overall engagement. More students reported on their engagement in the cold-calling classroom. This suggests that there was greater more engagement in classes where cold-calling was present.

Meanwhile, there were also student gave positive perception that comfort is not decrease by cold calling, the result of the interview represent the contradict belief of cold-calling can make students feel uncomfortable. As stated by Dallimore et al., (2005) some teachers are hesitant to cold-calling because they are concerned that a student who

is cold-called would feel uncomfortable, or worse, humiliated. Student claimed that she felt comfortable.

**The fifth** is *cold-calling have positive impact on improves the academic*

*performances of passive student*, according to the result of the interview the researcher found that cold-calling contributes various positive impacts towards the active students performance, namely; create interactive classroom, defend the mastery of course subject, enhance self-confidence, decrease communication apprehension (CA), being more prepared for class, and lead to satisfaction feeling after succeeded answering the question.

As perceived by the passive students, this strategy able to create an interactive classroom between teacher and students. This finding is consistent with Kollat (2018) cold-calling is a method that can improve student learning and make the classroom environment more exciting for the learners. It is because cold-calling is a strategy where the teacher randomly calls on students to answer questions or participate in class discussion. Thus, when students know they may be called on at any time, they are more likely to pay attention and participate in class discussion. This can help to create an interactive discussion in classroom and as well as become accustomed to it. Other student also commented this strategy helpful to defend the mastery of course subject, because when student get cold-called to give his or her thoughts or to re-explain the material it defend her mastery of course



subject, once the student mastering the material it would be easier to memorize the information for long term. As cited in Omairi & Balushi (2015) it is said that working memory capacity is associated with students' learning and is influenced by their comprehension, recall ability, and attention span.

In addition, the research finding also revealed the positive impact of cold-calling that is it enhance students self-confidence and decrease communication apprehension (CA). When students are called on to participate in discussion, they are given the chance to practice their communication and critical thinking skills, which can help them feel more confident in their abilities. This finding is consistent with Dallimore et al., (2008) when answering these types of questions, students must engage in impromptu public speaking, which can potentially trigger apprehension, but can also help to increase student comfort and improve oral communication skills in these situations. Additionally, cold-calling encourages pupils to participate more frequently and to prepare more; the more students prepare, the more frequently they participate, and the more comfortable they become when participating (Dallimore et al., 2012)

Besides, it can also lead to satisfaction feeling after answering the question, as reported by other student. In line Lemov (2010) one of cold-calling benefit is that students occasionally surprise themselves with what they are capable of when they are forced to try, they are happily surprised to find themselves succeeding. Furthermore, other

student claimed, this strategy is help to being more prepared for class. This finding is similar to Levy & Bookin (2014) cold-calling appears to increase the amount of time students spend to reading before class. A student commented that “given time constrains, I would probably not have read anything without the warm call motivation”. In addition, cold-calling lead to half of the pupils being more prepared for class. If the teacher doesn’t used this strategy for a typical of students who are not paying attention like talking with their seatmate or doing other activity while the teacher explaining as a result the teacher effort would be meaningless and those students wouldn’t get any knowledge. This finding is also in line with (Bonwell & Eisen, 1991; Dallimore, Hertenstein, & Platt, 2010) in Dallimore, Hertenstein & Platt (2012) if only just few students take over the class discussion, then students not actively involved in the classroom discussion might have a lower quality learning experience.

On the contrary of the research finding above, the researcher found negative thought about the impact of cold-calling. The student perceived that the negative perception impacted by the teacher communication and leads to mind blank. However, the other factor mentioned by the student seemed to have been generated by the teacher as well. Student reported that, it made feel inconvenient when the teacher seems angry. As stated by Nnagboro (2023) students' varying responses to cold-calling during class discussions are impacted by several personal factors and various in teacher communication

techniques. Besides, student also mentioned that cold-calling environment can cause to mind blank. This can be caused by the body's natural stress response which can interfere with memory and cognitive function. This finding is also in line with Scott (2021) stress can influence how memories formed. When people are stressed, it is more difficult for them to establish short-term memories and transform those short-term memories into long-term memories. This implies that the acquisition of knowledge becomes more challenging in the presence of stress.

**The sixth** is *passive student reported their agreement on the frequency of cold-calling implementation in English classroom discussion*, based on the findings in revealed that all of the passive students agreed if the teacher use cold-calling more often in English classroom discussion as it affected positive impacts toward the students. Namely, improve speaking ability, accustomed to providing explanations, strengthening the understanding, enhance self-confidence, stimulate students attention and readiness for the classroom. Although in previous research finding some students perceived negative thoughts about the use of cold-calling in English classroom discussion where they felt various inconvenient feeling but all of the passive students agreed if cold-calling used more frequently in English classroom discussion as it have a lot of passivity towards the students performance. Besides, some passive students who is not really into English subject were agree because it can encourage their

self-preparation. In line with Lemov (2010) if the teacher could call for a few minutes in a class almost everyday, students will come to expect it and change their behavior in advance; they will prepare to be asked questions at any time by paying attention and readying themselves mentally. In addition Levi (2014) also found that it enhance the amount of reading time students spend reading before start the class.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter provided the conclusion and suggestions related to the research findings. The first segment is the conclusion that constructed from the research questions, while the second segments is the suggestions that addressed to English teacher and further researcher related to the teacher's strategies in English language learning.

#### A. Conclusion

In accordance of the research findings, it can be concluded that:

1. Active students gave various opinions and perceptions towards the used of cold-calling in English classroom discussion by the teacher. Positive thoughts are perceived by the majorities of active students, where cold-calling results in better levels of students comfort, the active students were starting to enjoy and get used of being cold-called by the teacher as like it's a normal situation. In addition, the active students perceived that cold-calling are helpful to facilitating them to discuss their thoughts in front of the class and to strengthening their comprehension of the material. Furthermore, the active students perceived that cold-calling have positive impact on improves the academic performances, those are, enhance self-confidence, higher perceived learning, increase students' preparation for class, know people's point of view spontaneously, and measure ability. Therefore, with all of these positive impact, majorities of the active students

agreed if cold-calling used more frequently in English language learning especially in terms of classroom discussion. However, there were also some negative thoughts about cold-calling. Those perceptions were active students feeling of anxiousness and embarrassed by cold calling. Few of active students also stated they were experiencing disappointment of not receiving cold call by the teacher while they wanted to contribute their opinion in a discussion. Based on those unpleasant experienced the active students had, some of them were disagree if cold-calling use more often in English classroom discussion as it lead to apprehension feeling.

2. Passive students gave various opinions and perceptions towards the used of cold-calling in English classroom discussion by the teacher. Similar inconvenient feelings of cold-calling are perceived by the majorities of passive students, they were feeling of anxiousness, embarrassed by cold calling. Additionally, there were also some passive students who expressed negative thoughts that they felt not okay when being cold-called while uncertain with their answer, it influenced by the students' personal factor that is apprehension of committing mistakes. Passive students perceived various discomfort level as a result of the cold call environment, it affected by their lack of knowledge, apprehension of having different opinion with the others, shyness, and facing ridicule by peers. On the contrary, there were also positive perceptions of cold-calling, some passive student claimed that the comfort level is depends on the situation where more comfortable



to speak in front of a teacher rather than their peers. Nevertheless, there were also some passive students who perceived positive thoughts of cold-calling that not being afraid to express an inaccurate answer in front of the classroom because the learning atmosphere the teacher create were supportive and non-judgemental classroom environment. Despite all of the inconvenient feelings the passive students had, they claimed that they were receiving positive impact on improves the academic performances of passive student, namely; create interactive classroom, defend the mastery of course subject, enhance self-confidence, decrease communication apprehension (CA), being more prepared for class, and lead to satisfaction feeling after succeeded answering the question. In short, although there were some negative thoughts towards the implementation of cold-calling in English classroom discussion the students perceived, all of the passive students agreed if cold-calling used more frequently in English classroom discussion as it have a lot of positivity towards the students performance.

## **B. Suggestions**

Based on the findings reported in previous chapter, several suggestions can be take as a consideration as follows:

### **a. Suggestion for Teacher**

The result of this research expected the teacher to incorporate cold-calling strategy with another strategy to avoid discomfort learning

atmosphere or as the alternative give a warning to students before cold-calling them, so they have time to prepare, this might help to reduce anxiety and ensure that students are able to provide thoughtful responses. Pose questions that do not have one right answer, the goal is to keep students actively thinking and engaging in a discussion. Additional, create a supportive and non-judgemental classroom environment by discussing and clarify their understanding, listen carefully, offer some hints or guidance to help them arrive at the answer.

#### **b. Suggestion for Students**

It is suggested in English language learning that the students should stay engaged and focused during the discussion, so they can responds to the teacher question. Students must be prepared to answer questions at any time, by pay attention to the ongoing discussion and increase their self-preparation. Students shouldn't be afraid of making mistake and receive negative teacher evaluation. Otherwise, be respectful and polite when listening others, avoiding interrupting others, and being open up to different Perceptions.

#### **c. Suggestion for Other Researchers**

The future researchers which carry out the similar topic can address this research as a reference. Further researchers can expand students' Perceptions regarding the cold-calling strategy in English language learning to improve the classroom discussion.

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## APPENDIX A

## Observation Checklist

Observed aspects	Indicators	The existence		Note
		Y	N	
Extraversion	1. Students are enthusiastic in classroom discussions			
	2. Students participate actively in classroom discussions; active exchange of ideas			
	3. Students just sit and listen during classroom discussions; stay quiet			
	4. Students is withdrawn or uncommunicative			
	5. Students reluctant to answer questions when get cold-called due to shyness			
Agreeableness	1. Students approaches the classroom discussions with sincere effort			
Conscientiousness	1. Students is persistent when confronted with difficult questions			
	2. Students doesn't seems to know what is going on in class			
Neuroticism	1. Students gets discouraged and stops trying when facing obstacle in classroom activities; is easily frustrated			
	2. Students seems to enjoy the classroom discussion			
	3. Students gets nervous when asked to give their opinion			
Openness to experience	1. Students ask questions to get more information			
	2. Students raise his/her hand to answer a question or volunteer information			
	3. Students avoid to participate in classroom discussion			

(Adopted and modified from: Big Five Inventory, John, 1996)

## APPENDIX B

### INTERVIEW GUIDELINES (For the Active Students)

Students' Perceptions on the use of cold-calling strategy (CCS) in English language learning at the Eleventh Grade of SMA Negeri 8 Makassar. The data will be collected by the researcher through semi-structured interviews. There will be six questions composed and will be developed during the questions and answer sections, the interview script is using a set of standard questions after reviewing at related research. These questions are expected to provide answers to this research questions in this study. The following questions will be used in the interviews with the participants of this study:

1. Have you ever been cold called by the teacher in English classroom discussion?
2. How do you feel when you randomly get pointed (cold-call) by the teacher to give your opinion about the lesson?
3. If you have an idea to share while it's not your turn to get cold-called, how do you feel?
4. Does this cold-call strategy make it easier for you to share your ideas & understand the lesson in English classroom discussion?
5. Do you think this cold-call strategy have a positive or negative impact to yourself? If it's positive please explain why and otherwise!
6. Do you agree if the teacher should cold-call the students more often in classroom discussions?

(Adopted and modified from: Doty et al., 2020)

## PEDOMAN WAWANCARA

### (Untuk Siswa Aktif)

*Students' Perceptions on the use of cold-calling strategy (CCS) in English language learning at at the Eleventh Grade of SMA Negeri 8 Makassar.* Data akan dikumpulkan oleh peneliti melalui wawancara semi terstruktur. Akan ada enam pertanyaan yang disusun dan akan dikembangkan pada proses tanya jawab, naskah wawancara menggunakan seperangkat pertanyaan standar setelah meninjau penelitian terkait. Pertanyaan-pertanyaan tersebut diharapkan dapat memberikan jawaban atas pertanyaan dalam penelitian ini. Berikut pertanyaan yang akan digunakan dalam wawancara dengan partisipan penelitian ini:

1. Pernahkah kamu mendapatkan panggilan dingin (*cold-calling*) oleh guru dalam diskusi kelas bahasa Inggris?
2. Bagaimana perasaanmu ketika secara acak ditunjuk (*cold-calling*) oleh guru untuk memberikan pendapat kamu tentang pelajaran terkait?
3. Jika kamu memiliki ide untuk dibagikan sementara bukan giliranmu untuk dipanggil (*cold-calling*), bagaimana perasaan kamu?
4. Apakah strategi panggilan dingin (*cold-calling strategy*) ini memudahkan kamu untuk berbagi ide & memahami pelajaran dalam diskusi kelas bahasa Inggris?
5. Apakah menurut kamu strategi panggilan dingin (*cold-calling strategy*) ini berdampak positif atau negatif bagi dirimu sendiri? Jika positif tolong jelaskan mengapa dan sebaliknya!
6. Apakah kamu setuju jika guru harus lebih sering memanggil siswa (*cold-calling*) dalam diskusi kelas?

(Diadopsi dan dimodifikasi dari: Doty et al., 2020)



## APPENDIX C

### INTERVIEW GUIDELINES (For the Passive Students)

Students' Perceptions on the use of cold-calling strategy (CCS) in English language learning at the Eleventh Grade of SMA Negeri 8 Makassar. The data will be collected by the researcher through semi-structured interviews. There will be six questions composed and will be developed during the questions and answer sections, the interview script is using a set of standard questions after reviewing at related research. These questions are expected to provide answers to this research questions in this study. The following questions will be used in the interviews with the participants of this study:

1. Have you ever been cold called by the teacher in English classroom discussion?
2. How do you feel when you randomly get pointed (cold-call) by the teacher to give your opinion about the lesson?
3. When you don't certainly know the correct answer when you're called on, do you feel okay with giving a response?
4. Do you feel comfortable of expressing your thoughts in front your classmate when you get cold-called?
5. Do you think this cold-call strategy have a positive or negative impact to yourself? If it's positive please explain why and otherwise!
6. Do you agree if the teacher should cold-call the students more often in classroom discussions?

(Adopted and modified from: Doty et al., 2020)

## PEDOMAN WAWANCARA

### (Untuk Siswa Pasif)

*Students' Perceptions on the use of cold-calling strategy (CCS) in English language learning at the Eleventh Grade of SMA Negeri 8 Makassar.* Data akan dikumpulkan oleh peneliti melalui wawancara semi terstruktur. Akan ada enam pertanyaan yang disusun dan akan dikembangkan pada proses tanya jawab, naskah wawancara menggunakan seperangkat pertanyaan standar setelah meninjau penelitian terkait. Pertanyaan-pertanyaan tersebut diharapkan dapat memberikan jawaban atas pertanyaan penelitian dalam penelitian ini. Berikut pertanyaan yang akan digunakan dalam wawancara dengan partisipan penelitian ini:

1. Pernahkah kamu mendapatkan panggilan dingin (*cold-calling*) oleh guru dalam diskusi kelas bahasa Inggris?
2. Bagaimana perasaanmu ketika secara acak ditunjuk (*cold-calling*) oleh guru untuk memberikan pendapat kamu tentang pelajaran terkait?
3. Ketika kamu tidak mengetahui dengan pasti jawaban yang benar saat dipanggil (*cold-calling*), apakah kamu merasa baik-baik saja dengan memberikan tanggapan?
4. Apakah kamu merasa nyaman mengungkapkan pikiranmu di depan teman sekelas ketika dipanggil dingin (*cold calling*)?
5. Apakah menurut kamu strategi panggilan dingin (*cold-calling strategy*) ini berdampak positif atau negatif bagi dirimu sendiri? Jika positif tolong jelaskan mengapa dan sebaliknya!
6. Apakah kamu setuju jika guru harus lebih sering memanggil siswa (*cold-calling*) dalam diskusi kelas?

(Diadopsi dan dimodifikasi dari: Doty et al., 2020)

## APPENDIX D

## TRANSCRIPT INTERVIEW RESULTS

(Active Students)

**Student 1 (S1)****Name: SNAM**

1. Pernahkah kamu mendapatkan panggilan dingin (*cold calling*) oleh guru dalam diskusi kelas bahasa Inggris?  
“Iya kadang-kadang.”
2. Bagaimana perasaanmu ketika secara acak ditunjuk (*cold calling*) oleh guru untuk memberikan pendapat kamu tentang pelajaran terkait?  
“Get nervous ehh biasa ngeblank gatau mau jawab apa. Tapi kadang misalnya kalo sudah ditaumi jawabannya b aja ji.”
3. Jika kamu memiliki ide untuk dibagikan sementara bukan giliranmu untuk dipanggil (*cold calling*), bagaimana perasaan kamu?  
“Menunggu, kalo misal tidak ada yang bisa menjawab saya mengajukan diri untuk menjawab.”
4. Apakah strategi panggilan dingin (*cold-calling strategy*) ini memudahkan kamu untuk berbagi ide & memahami pelajaran dalam diskusi kelas bahasa Inggris?  
“Iya membantu karena bisa kalo misalkan salah bisa dibenarkan gurunya jadi bisa diskusi juga disitu.”
5. Apakah menurut kamu strategi panggilan dingin (*cold-calling strategy*) ini berdampak positif atau negatif bagi dirimu sendiri? Jika positif tolong jelaskan mengapa dan sebaliknya!  
“Kalo positifnya itu kita jadi berani untuk mengemukakan pendapat jawaban. Kalo negatifnya mungkin tidak adaji.”
6. Apakah kamu setuju jika guru harus lebih sering memanggil siswa (*cold calling*) dalam diskusi kelas?  
“Setuju.”
7. Kenapa?  
“Supaya ehh siswa lebih terpacu untuk berfokus sama pelajarannya kan kalo misal cuman menjelaskan saja tidak bertanya pasti ada yang dibelakang tidak fokus.”

**Student 2 (S2)**

**Name: SFSAA**

1. Pernahkah kamu mendapatkan panggilan dingin (*cold calling*) oleh guru dalam diskusi kelas bahasa Inggris?  
“Jarang sekali”
2. Bagaimana perasaanmu ketika secara acak ditunjuk (*cold calling*) oleh guru untuk memberikan pendapat kamu tentang pelajaran terkait?  
“Pastinya kayak deg deg an gitu karena kayak tiba tiba dipanggil. Terus apalagi kalo dalam keadaan yang belum siap atau apa gitu ehh mungkin perasaanku kayak agak panik sih.”
3. Jika kamu memiliki ide untuk dibagikan sementara bukan giliranmu untuk dipanggil (*cold calling*), bagaimana perasaan kamu?  
“Pernah sih saya rasa kayak gitu kayak salah satunya teman duduku yang ditunjuk tapi dia kayak ehh menjawab ji juga cuman saya juga kayak mau begitu toh biasa mengajukan diri ji kalo misalkan ditunjuk atau kalau tidak. Biasa ehh gurunya kalo misalkan teman duduk ku sudah menjelaskan ehh tapi tidak terlalu lengkap biasa saya ditunjuk kayak gitu.”
4. Jadi bagaimana perasaannya?  
“Tidak apa apa ji karena kayak mungkin kesempatannya temanku dulu nanti baru saya.”
5. Apakah strategi panggilan dingin (*cold-calling strategy*) ini memudahkan kamu untuk berbagi ide & memahami pelajaran dalam diskusi kelas bahasa Inggris?  
“Kalo menurut saya sih membantu ya karena ehh strategi itu yang akan membuat kayak kita lebih mau pahami materi jadi kayak sebelum kita ditunjuk pasti kayak kita memahami dulu materi jadi kayak ehh pas ditunjuk eh sudahmi kayak paham mi kita jadi membantu, apalagi kayak untuk ehh membantu kita bicara depan kelas begitu.”
6. Apakah menurut kamu strategi panggilan dingin (*cold-calling strategy*) ini berdampak positif atau negatif bagi dirimu sendiri? Jika positif tolong jelaskan mengapa dan sebaliknya!  
“Eh kalo positifnya sih yang kayak tadi kayak bisa ehh kita lebih kayak membantu untuk kita memahami materi kayak lebih membantu juga kita untuk bicara di depan teman-teman kayak misalnya kita pemalu gitu. Ehh tapi kalo negatifnya, ehh mungkin agak ini apa kayak buat kita kayak ehh deg-deg an kayak panik gitu.”
7. Apakah kamu setuju jika guru harus lebih sering memanggil siswa (*cold calling*) dalam diskusi kelas?

“Ehh mungkin kalo dibilang semua guru kayaknya tidak tidak tidak sih, kayak maksudnya menurutku ehh kayak kalo misalnya semua guru kayak gitu pasti kayak kita selalu panik dong. Menurutku lebih bagus kalo tidak semua sih kayak apa beberapa guru ji yang mungkin strategi itu kayak apalagi kalo misalnya untuk guru yang hitung-hitungan kan pasti kita kayak takut, kayak panik gitu.”

8. Tadi kan kita bilang penerapan strategi ini tidak apa-apa untuk beberapa guru, jadi beberapa guru itu maksudnya seperti mata pelajaran apa?  
 “Kalo menurutku ehh mending kayak pelajaran yang menjelaskan materi gitu. Kayak misalnya ehh bahasa inggris atau sejarah, bahasa Indonesia gitu-gitu nda apa-apa ji. Tapi kalo misalnya kayak matematika, kimia, gitu gitu, kan kayak pasti menjelaskan atau kayak menghitung.”



**Student 3 (S3)****Name: SFSA**

1. Pernahkah kamu mendapatkan panggilan dingin (*cold calling*) oleh guru dalam diskusi kelas bahasa Inggris?  
“Pernah tapi jarang.”
2. Bagaimana perasaanmu ketika secara acak ditunjuk (*cold calling*) oleh guru untuk memberikan pendapat kamu tentang pelajaran terkait?  
“Umm kalo saya Sebenarnya karena saya juga pemalu jadi saya agak sedikit kayak panik gitu karena sama sekali tidak ada persiapan. Terus biasa juga kayak ehh misalkan saya ditunjuk saya kayak diam dulu baru kayak saya bilang kayaknya ini deh jawabannya. Jadi ituji saya jawab, tapi kayak seadanya sekali ji.”
3. Jika kamu memiliki ide untuk dibagikan sementara bukan giliranmu untuk dipanggil (*cold calling*), bagaimana perasaan kamu?  
“Kalau saya mungkin biarkan dulu temanku ditanya, kalo semisal dia nda bisa jawab. Mungkin saya kayak mengajukan diri bilang saya bu bisa jawab gitu.”
4. Apakah strategi panggilan dingin (*cold-calling strategy*) ini memudahkan kamu untuk berbagi ide & memahami pelajaran dalam diskusi kelas bahasa Inggris?  
“Kalo menurutku ehh kalo di pelajaran tertentu yang misalkan saya suka atau saya gampang pahami materinya mungkin saya suka-sukaji ditanya kayak seperti itu kayak saya lebih ada pengalamanku buat bisa lebih percaya diri selanjutnya. Tapi kalo materi yang kayak susah sekali memang saya pahami. Contohnya kayak biologi atau fisika, matematika kayak gitu-gitu, saya kayak ehh apa nda, kayak selaluka nervous, kayak misalkan ehh apa di’ kayak ditanya terus-menerus saya bilang ih kenapa saya ditanya lagi kayak memang dari sananya mi kayak nda bisa kalo materi itu.”
5. Apakah menurut kamu strategi panggilan dingin (*cold-calling strategy*) ini berdampak positif atau negatif bagi dirimu sendiri? Jika positif tolong jelaskan mengapa dan sebaliknya!  
“Ehh kalo positif, mungkin itu ehh bantu kita supaya lebih percaya diri kayak selalu ehh siap-siap kalo misalkan bilang ihh kayaknya nanti saya ditanya kayak gini jadi kayak ada persiapanta. Maksudnya terbiasa mki ditanya gitu. Tapi kalo negatifnya ya itu kalo misalkan tidak ada persiapan pasti kayak kita takut panik.”
6. Apakah kamu setuju jika guru harus lebih sering memanggil siswa (*cold calling*) dalam diskusi kelas?



“Ehh kalau menurutku pribadi mungkin ehh jangan terlalu sering pakai deh. Karena kalo apadi’ yaitu misalkan ehh kita ndada persiapan, ya panikki, panik kayak misalkan, jadi kita itu kayak takut ki misalkan mata pelajarannya ini kita takutki bilang kayak maksudnya agak takutki untuk mata pelajaran itu jadi kayak takutki belajar jadi kayak pasti nanti ditanyanya ki kayak gitu. Jadi supaya agak lebih nyaman ehh jangan terlalu sering dipakai.”



**Student 4 (S4)**

**Name: MIP**

1. Pernahkah kamu mendapatkan panggilan dingin (*cold calling*) oleh guru dalam diskusi kelas bahasa Inggris?  
“Pernah.”
2. Bagaimana perasaanmu ketika secara acak ditunjuk (*cold calling*) oleh guru untuk memberikan pendapat kamu tentang pelajaran terkait?  
“Ehh sebenarnya kalo pas tiba-tiba ditunjuk begitu kak, ehh pasti deg-degan begitu, ehh malu-malu juga untuk menjawab, takut juga salah jawabannya. Tapi positifnya juga bisa kita lebih berani untuk menjawab pertanyaan tersebut.”
3. Jika kamu memiliki ide untuk dibagikan sementara bukan giliranmu untuk dipanggil (*cold calling*), bagaimana perasaan kamu?  
“Pertama pasti kecewa toh kak karena siap sekali tapi ya kalo orang lain ditunjuk terus kita sudah siap, mau bagaimana lagi karena bukan juga giliran kita.”
4. Apakah strategi panggilan dingin (*cold-calling strategy*) ini memudahkan kamu untuk berbagi ide & memahami pelajaran dalam diskusi kelas bahasa Inggris?  
“Iya membantu kak karena disini juga dilihat ehh kita paham atau tidaknya toh kak jadi kalo mengemukakan pendapat di depan semuanya.”
5. Apakah menurut kamu strategi panggilan dingin (*cold-calling strategy*) ini berdampak positif atau negatif bagi dirimu sendiri? Jika positif tolong jelaskan mengapa dan sebaliknya!  
“Lebih ke positif karena ehh kita lebih bisa berani untuk mengemukakan pendapat.”
6. Apakah kamu setuju jika guru harus lebih sering memanggil siswa (*cold calling*) dalam diskusi kelas?  
“Setuju. Ya kembali lagi supaya lebih percaya diri, supaya ehh murid tersebut ehh mengeluarkan pendapatnya. Mungkin sebagian murid masih malu-malu untuk mengemukakan pendapatnya jadi lebih baik guru menggunakan strategi ini.”

**Student 5 (S5)**

**Name: ASD**

1. Pernahkah kamu mendapatkan panggilan dingin (*cold calling*) oleh guru dalam diskusi kelas bahasa Inggris?  
“Selalu.”
2. Bagaimana perasaanmu ketika secara acak ditunjuk (*cold calling*) oleh guru untuk memberikan pendapat kamu tentang pelajaran terkait?  
“Gugup iya, takut iya karena mungkin belum terlalu masuk. Kan otakku ini saya terlalu lama dapat respon jadi kaget biasa gugup nda bisama menjawab.”
3. Jika kamu memiliki ide untuk dibagikan sementara bukan giliranmu untuk dipanggil (*cold calling*), bagaimana perasaan kamu?  
“Wih kecewa pasti iyya karena lama mi dipersiapkan ini toh. Apalagi kalo pelajaran-pelajaran andalan begitu.”
4. Apakah strategi panggilan dingin (*cold-calling strategy*) ini memudahkan kamu untuk berbagi ide & memahami pelajaran dalam diskusi kelas bahasa Inggris?  
“Membantu sekali iyya kalo kayak begitu, karena bisa didapat perspektifnya orang secara acak begitu, apalagi secara spontan toh langsung ditunjuk. Dapat bisa iyya, membantu sekali.”
5. Apakah menurut kamu strategi panggilan dingin (*cold-calling strategy*) ini berdampak positif atau negatif bagi dirimu sendiri? Jika positif tolong jelaskan mengapa dan sebaliknya!  
“Ehh positif sih iyya, ada sedikit negatifnya. Kalo positif kurasa bisa itumi kayak bisa melihat ehh cara pandangnya orang secara spontan begitu. Kalo negative ya, sapatau ada orang-orang yang dalam bahasa terlalu singkat anunya lah ehh otaknya lah kayak kalo dapat spontan langsung gugup kayak saya mi tapi saya kan tidak terlalu anuji kayak langsung nda bisa bicara diam begitu bisa diejek-ejek. Begitu ji iyya dalam sisi negatifnya kurasa.”
6. Apakah kamu setuju jika guru harus lebih sering memanggil siswa (*cold calling*) dalam diskusi kelas?  
“Harus sih iyya karena disitu tong mi dilihat kemampuan otak, berpikir spontan, responsif otaknya bimana.”

**Student 6 (S6)**

**Name: N**

1. Pernahkah kamu mendapatkan panggilan dingin (*cold calling*) oleh guru dalam diskusi kelas bahasa Inggris?  
“Pernah, sering.”
2. Bagaimana perasaanmu ketika secara acak ditunjuk (*cold calling*) oleh guru untuk memberikan pendapat kamu tentang pelajaran terkait?  
“Karena sering jadi mungkin nda terlalu gugup, kayak kalo penjelasannya mudah dipahami kayak mengertika didalam diskusi itu nda gugup. Lebih kearah senang sih bisa menjelaskan apa yang tadi didengarkan, apa yang dijelaskan, kan kalo dijelaskan ulang ke teman-teman lebih mudah juga dipahami.”
3. Jika kamu memiliki ide untuk dibagikan sementara bukan giliranmu untuk dipanggil (*cold calling*), bagaimana perasaan kamu?  
“Umm nda kecewa sih lebih ke memberi kesempatan ke teman-teman yang mau bisa menjelaskan dan ditunjuk pasti juga gurunya menunjuk karena suatu alasan kan.”
4. Apakah strategi panggilan dingin (*cold-calling strategy*) ini memudahkan kamu untuk berbagi ide & memahami pelajaran dalam diskusi kelas bahasa Inggris?  
“Memudahkan, diluar dari pelajaran bahasa inggris itu kayak memudahkan di segala ehh disituasi itu yang cara yang kayak tadi cold-calling itu memudahkan karena kita bisa berpendapat dengan penjelasan yang diberikan oleh guru itu, yang kedua itu bisa mendengarkan juga pendapat orang lain yang ditunjuk, dan lebih ke bisa mengekspos apa yang ada di pikiran kita.”
5. Apakah menurut kamu strategi panggilan dingin (*cold-calling strategy*) ini berdampak positif atau negatif bagi dirimu sendiri? Jika positif tolong jelaskan mengapa dan sebaliknya!  
“My opinion it’s positive for me, because kayak tadi yang saya jawab bisa mengeluarkan pendapat sendiri dan kayak bisa menunjukkan umm seberapa bisa kita menanggapi guru dan lebih ke percaya diri sih kalo kita naik menjelaskan kayak gitu.”
6. Jadi lebih ke sisi positifnya, bagaimana dengan sisi negatifnya?  
“Negatifnya sih for me yang kalo sama sekali tidak paham bisa bikin malu-malu sih.”
7. Apakah kamu setuju jika guru harus lebih sering memanggil siswa (*cold calling*) dalam diskusi kelas?

“Setuju sih, setuju banget because ehh bisa bisa apa ya kita lebih bisa antisipasi kapan kita ditunjuk jadi bisa lebih mendengarkan apa yang disampaikan, lebih bisa menyiapkan diri yang kayak kita walaupun kita tidak excited dengan pelajarannya kalo kayak, kayaknya kita nih ditunjuk deh bentar pasti harus lebih menyiapkan diri.”



**Student 7 (S7)**

**Name: RP**

1. Pernahkah kamu mendapatkan panggilan dingin (*cold calling*) oleh guru dalam diskusi kelas bahasa Inggris?  
“Pernah.”
2. Bagaimana perasaanmu ketika secara acak ditunjuk (*cold calling*) oleh guru untuk memberikan pendapat kamu tentang pelajaran terkait?  
“Ehh kaget, ehh deg-deg an, umm biasa juga langsung ji menjawab kak.”
3. Jika kamu memiliki ide untuk dibagikan sementara bukan giliranmu untuk dipanggil (*cold calling*), bagaimana perasaan kamu?  
“Ehh kecewa iyya karena sudah mki berusaha pelajari ini pelajarannya dengan baik tapi bukan kita yang ditunjuk.”
4. Apakah strategi panggilan dingin (*cold-calling strategy*) ini memudahkan kamu untuk berbagi ide & memahami pelajaran dalam diskusi kelas bahasa Inggris?  
“Iya membantu karena kalo misalnya guru tidak memberi pertanyaan kepada siswa pasti otomatis itu siswa tidak bakalan tau bilang ini begini, ini begitu. Begitu kak.”
5. Apakah menurut kamu strategi panggilan dingin (*cold-calling strategy*) ini berdampak positif atau negatif bagi dirimu sendiri? Jika positif tolong jelaskan mengapa dan sebaliknya!  
“Ehh lebih ke positif kak alasannya kayak lebih pahamka lagi itu penjelasan materi yang diterangkan oleh guru.”
6. Apakah kamu setuju jika guru harus lebih sering memanggil siswa (*cold calling*) dalam diskusi kelas?  
“Iya setuju supaya itu kak yang tadi kubilang supaya ini siswa lebih pahamki dengan materi yang dijelaskan. Supaya pahamki ehh bilang oh ternyata bahasa inggris begini begini.”



**Student 8 (S8)**

**Name: MSQM**

1. Pernahkah kamu mendapatkan panggilan dingin (*cold calling*) oleh guru dalam diskusi kelas bahasa Inggris?  
“Pernah, sering.”
2. Bagaimana perasaanmu ketika secara acak ditunjuk (*cold calling*) oleh guru untuk memberikan pendapat kamu tentang pelajaran terkait?  
“Biasa kalo kadang memperhatikan biasa saja, biasa kalo lagi tiba-tiba begitu kayak gugup.”
3. Jika kamu memiliki ide untuk dibagikan sementara bukan giliranmu untuk dipanggil (*cold calling*), bagaimana perasaan kamu?  
“Umm biasa saja.”
4. Apakah strategi panggilan dingin (*cold-calling strategy*) ini memudahkan kamu untuk berbagi ide & memahami pelajaran dalam diskusi kelas bahasa Inggris?  
“Mempermudah karena supaya bisaka lebih percaya diri lagi ehh bisa saya tau itu apa materi yang dijelaskan sama guru.”
5. Apakah menurut kamu strategi panggilan dingin (*cold-calling strategy*) ini berdampak positif atau negatif bagi dirimu sendiri? Jika positif tolong jelaskan mengapa dan sebaliknya!  
“Dampak positif karena lebih percaya diri ehh terus lebih banyak juga saya pahami materi-materi yang sudah selalu dijelaskan oleh guru.”
6. Apakah kamu setuju jika guru harus lebih sering memanggil siswa (*cold calling*) dalam diskusi kelas?  
“Setuju supaya teman-teman juga sama saya itu lebihantisipasi lagi, supaya bisa lagi mengasah kemampuannya, supaya bisa ehh memberikan pendapatnya juga sendiri karena biasa itu ada orang ehh malu-malu atau dia tau tapi ragu.”

**Student 9 (S9)****Name: YPRS**

1. Have you ever been cold called by the teacher in English classroom discussion?  
 “Yes”
2. How do you feel when you randomly get pointed (cold call) by the teacher to give your opinion about the lesson?  
 “Umm at first I was anxious, afraid of appointed directly. But after that I kept calm, I get used to it and calm and just answer. Even though right or wrong, just answer it.”
3. If you have an idea to share while it's not your turn to get cold-called, how do you feel?  
 “Umm a little bit angry, a little bit disappointed but it's not my turn get called by the teacher, just wait for my turn.”
4. Does this cold-call strategy make it easier for you to share your ideas & understand the lesson in English classroom discussion?  
 “Umm for my advice maybe yes. Because umm like me I don't like English for the start because I don't understand how to pronounce, the grammar and everything. For me it's a yes it's a good umm lesson because the passive like me I don't like English “the passive”, I don't know what English is become active.”
5. Do you think this cold-call strategy have a positive or negative impact to yourself? If it's positive please explain why and otherwise!  
 “For me yes it's positive, helps improve my pronunciation, umm a lil bit my grammar, umm for me not to afraid of giving umm advice of myself in front of the class.”
6. Is there any negative impact for yourself?  
 “I feel anxious sometimes.”
7. Do you agree if the teacher should cold-call the students more often in classroom discussions?  
 “For me, umm yes I agree because umm I can always speak English a lot and how to calm myself when I get cold-called and a lil bit improve of my pronounce umm grammar and how to speak with person who his English is better than me.”

**Student 10 (S10)**

**Name: AR**

1. Pernahkah kamu mendapatkan panggilan dingin (*cold calling*) oleh guru dalam diskusi kelas bahasa Inggris?  
“Iya pernah.”
2. Bagaimana perasaanmu ketika secara acak ditunjuk (*cold calling*) oleh guru untuk memberikan pendapat kamu tentang pelajaran terkait?  
“Sebenarnya netral ji kayak deg-deg-an juga tapi kayak mau tau ini jawabanku benar atau tidak jadi kayak biar mi deh menjawab mi juga yang kayak begitu.”
3. Jika kamu memiliki ide untuk dibagikan sementara bukan giliranmu untuk dipanggil (*cold calling*), bagaimana perasaan kamu?  
“Menggebu-gebu sih kayaknya yang kayak ih kapan ka saya ditunjuk, Biasa kadang kalo teman yang ditunjuk nda bisa jawab baru saya angkat tangan.”
4. Apakah strategi panggilan dingin (*cold-calling strategy*) ini memudahkan kamu untuk berbagi ide & memahami pelajaran dalam diskusi kelas bahasa Inggris?  
“Iya pastimi kayak ehh karena sebagaimana apapun yang kita jawab pasti kayak ihh benar mi inikah atau tidak, kita bisa tau kalo kita jawab baru guru tanggap jawab ta bagaimana. Salah tidak salah kan yang penting dijawab.”
5. Apakah menurut kamu strategi panggilan dingin (*cold-calling strategy*) ini berdampak positif atau negatif bagi dirimu sendiri? Jika positif tolong jelaskan mengapa dan sebaliknya!  
“Umm mungkin menurut orang yang kurang bisa jawab itu pasti dampak negatif di’.”
6. Bagaimana dengan diri ta pribadi?  
“Kalo saya positif karena ehh itumi tadi yang saya bilang kalo saya jawab biasa saya bisa tau kemampuan ku sampai dimana. “
7. Apakah kamu setuju jika guru harus lebih sering memanggil siswa (*cold calling*) dalam diskusi kelas?  
“Ehh kurang setuju ji yang penting ini guru netral ji kayak kadang-kadang kasih strategi begini kadang tidak.”

## APPENDIX E

## TRANSCRIPT INTERVIEW RESULTS

## (Passive Students)

**Student 11 (S11)**

**Name: AAT**

1. Pernahkah kamu mendapatkan panggilan dingin (*cold calling*) oleh guru dalam diskusi kelas bahasa Inggris?  
“Pernah.”
2. Bagaimana perasaanmu ketika secara acak ditunjuk (*cold calling*) oleh guru untuk memberikan pendapat kamu tentang pelajaran terkait?  
“Kayak dumba-dumba kak, kayak gemetar karena biasa tidak tau jawabannya.”
3. Ketika kamu tidak mengetahui dengan pasti jawaban yang benar saat dipanggil (*cold calling*), apakah kamu merasa baik-baik saja dengan memberikan tanggapan ?  
“Tidak apa-apa ji karena termasuk proses pembelajaran itu toh kak tanya jawab tanya jawab.”
4. Apakah kamu merasa nyaman mengungkapkan pikiranmu di depan teman sekelas ketika dipanggil dingin (*cold calling*)?  
“Nda terlalu karena kadang nda ditau jawabannya.”
5. Apakah menurut kamu strategi panggilan dingin (*cold-calling strategy*) ini berdampak positif atau negatif bagi dirimu sendiri? Jika positif tolong jelaskan mengapa dan sebaliknya!  
“Positif kak karena supaya ada interaksi guru dan siswa di kelas.”
6. Bagaimana dengan sisi negatifnya?  
“Itu kalo negatifnya kalo misalnya gurunya kayak marah begitu tapi kalo ndaji, ndadaji negatifnya.”
7. Apakah kamu setuju jika guru harus lebih sering memanggil siswa (*cold calling*) dalam diskusi kelas?  
“Ehh setuju kak supaya kemampuannya siswa untuk bicara dalam bahasa inggris lebih meningkat walaupun memang kadang siswa ndatau jawabannya tapi dengan begitu bisa mendorong.”

**Student 12 (S12)**

**Name: SN**

1. Pernahkah kamu mendapatkan panggilan dingin (*cold calling*) oleh guru dalam diskusi kelas bahasa Inggris?  
“Pernah.”
2. Bagaimana perasaanmu ketika secara acak ditunjuk (*cold calling*) oleh guru untuk memberikan pendapat kamu tentang pelajaran terkait?  
“Ehh kaget.”
3. Ketika kamu tidak mengetahui dengan pasti jawaban yang benar saat dipanggil (*cold calling*), apakah kamu merasa baik-baik saja dengan memberikan tanggapan?  
“Okay ji karena setidaknya mencoba benar atau tidaknya yang penting berusaha.”
4. Apakah kamu merasa nyaman mengungkapkan pikiranmu di depan teman sekelas ketika dipanggil dingin (*cold calling*)?  
“Terkadang merasa tidak nyaman karena nanti beda pendapat sama yang lain jadi kita kasih saran atau masukkan yang seadanya saja yang menurut kita.”
5. Apakah menurut kamu strategi panggilan dingin (*cold-calling strategy*) ini berdampak positif atau negatif bagi dirimu sendiri? Jika positif tolong jelaskan mengapa dan sebaliknya!  
“Positif karena bagi guru kan penting untuk ehh kasih mengerti murid-muridnya supaya kita paham jadi kita berusaha untuk menjelaskan ulang terkait materi itu apalagi yang sudah lalu-lalu semester 1 dari kelas 10 jadi kita harus lagi mengulang dari awal supaya terus diingat sampai nanti. Karena kapan ki lanjut ke jenjang yang lebih tinggi lagi pasti bakalan teringat nanti. Lebih gampang lagi nanti dipahami pelajaran selanjutnya karena sudah dijelaskan.”
6. Apakah kamu setuju jika guru harus lebih sering memanggil siswa (*cold calling*) dalam diskusi kelas?  
“Setuju kalo nda menjelaskan biasa tidak mengerti atau seumpama nanti ulangan ki ndada masuk diotak karena tidak pernah menjelaskan, supaya bisa tau apa yang dimaksud guru jadi lebih sering menunjuk supaya lebih paham.”

**Student 13 (S13)**

**Name: IN**

1. Pernahkah kamu mendapatkan panggilan dingin (*cold calling*) oleh guru dalam diskusi kelas bahasa Inggris?  
“Kalo dalam pelajaran Bahasa Inggris jarang sekali.”
2. Bagaimana perasaanmu ketika secara acak ditunjuk (*cold calling*) oleh guru untuk memberikan pendapat kamu tentang pelajaran terkait?  
“Kayak kaget terus kayak tiba-tiba gugup.”
3. Ketika kamu tidak mengetahui dengan pasti jawaban yang benar saat dipanggil (*cold calling*), apakah kamu merasa baik-baik saja dengan memberikan tanggapan?  
“Ehh okay ji iyya kak.”
4. Apakah kamu merasa nyaman mengungkapkan pikiranmu di depan teman sekelas ketika dipanggil dingin (*cold calling*)?  
“Nda, mungkin karena kurang percaya diri juga terus ehh rata-rata kan pendapatnya orang beda-beda jadi takutnya nanti yang kubilang pendapatnya mereka juga berbeda.”
5. Apakah menurut kamu strategi panggilan dingin (*cold-calling strategy*) ini berdampak positif atau negatif bagi dirimu sendiri? Jika positif tolong jelaskan mengapa dan sebaliknya!  
“Kalo buat diriku negatif, karena kan biasa kalo nervous begitu kayak panik langsung jadi kayak blank mki.”
6. Apakah kamu setuju jika guru harus lebih sering memanggil siswa (*cold calling*) dalam diskusi kelas?  
“Setuju karena kalo misalnya ada sesuatu yang nda ditau jadi tau.”



**Student 14 (S14)**

**Name: NA**

1. Pernahkah kamu mendapatkan panggilan dingin (*cold calling*) oleh guru dalam diskusi kelas bahasa Inggris?  
“Pernah kak.”
2. Bagaimana perasaanmu ketika secara acak ditunjuk (*cold calling*) oleh guru untuk memberikan pendapat kamu tentang pelajaran terkait?  
“Ehh bagaimana sih kak kaget, dumba-dumba kayak langsung secara tiba-tiba dipanggil namaku jadi kadang semampuku saja anu bisa jawab.”
3. Ketika kamu tidak mengetahui dengan pasti jawaban yang benar saat dipanggil (*cold calling*), apakah kamu merasa baik-baik saja dengan memberikan tanggapan?  
“Okay, kan nda apa-apa kak kalo salah, benar salah nya yang penting menjawab saja dulu.”
4. Apakah kamu merasa nyaman mengungkapkan pikiranmu di depan teman sekelas ketika dipanggil dingin (*cold calling*)?  
“Tidak kak karena kayak belum pki terlalu dibilang bisa kasih tanggapan ke orang lain.”
5. Apakah menurut kamu strategi panggilan dingin (*cold-calling strategy*) ini berdampak positif atau negatif bagi dirimu sendiri? Jika positif tolong jelaskan mengapa dan sebaliknya!  
“Positif.”
6. Kenapa positif? Apakah ada peningkatan setelah beberapa pertemuan ditunjuk atau dipanggil namanya untuk memberikan tanggapan?  
“Ehh peningkatannya itu jadi lebih percaya diri.”
7. Apakah kamu setuju jika guru harus lebih sering memanggil siswa (*cold calling*) dalam diskusi kelas?  
“Setuju supaya lebih dimengerti pelajaran yang dikasihki, gampangki juga percaya diri karena memang terbiasa ditunjuk.”

**Student 15 (S15)**

**Name: DAN**

1. Pernahkah kamu mendapatkan panggilan dingin (*cold calling*) oleh guru dalam diskusi kelas bahasa Inggris?  
“Pernah.”
2. Bagaimana perasaanmu ketika secara acak ditunjuk (*cold calling*) oleh guru untuk memberikan pendapat kamu tentang pelajaran terkait?  
“Panik, apa di’ kaget.”
3. Ketika kamu tidak mengetahui dengan pasti jawaban yang benar saat dipanggil (*cold calling*), apakah kamu merasa baik-baik saja dengan memberikan tanggapan?  
“Nda apa-apa ji kak.”
4. Apakah kamu merasa nyaman mengungkapkan pikiranmu di depan teman sekelas ketika dipanggil dingin (*cold calling*)?  
“Tidak karena malu-malu.”
5. Kenapa malu-malu?  
“Karena diliati, takut salah.”
6. Apakah menurut kamu strategi panggilan dingin (*cold-calling strategy*) ini berdampak positif atau negatif bagi dirimu sendiri? Jika positif tolong jelaskan mengapa dan sebaliknya!  
“Positif lah karena bisa jadi terbiasa nanti toh.”
7. Apakah kamu setuju jika guru harus lebih sering memanggil siswa (*cold calling*) dalam diskusi kelas?  
“Iya setuju karena supaya siswanya bisa terbiasa menjelaskan.”

**Student 16 (S16)**

**Name: AS**

1. Pernahkah kamu mendapatkan panggilan dingin (*cold calling*) oleh guru dalam diskusi kelas bahasa Inggris?  
“Pernah, sering.”
2. Bagaimana perasaanmu ketika secara acak ditunjuk (*cold calling*) oleh guru untuk memberikan pendapat kamu tentang pelajaran terkait?  
“Panik, malu juga karena diliat sama teman-teman.”
3. Ketika kamu tidak mengetahui dengan pasti jawaban yang benar saat dipanggil (*cold calling*), apakah kamu merasa baik-baik saja dengan memberikan tanggapan?  
“Okay karena kalo salah juga nanti dikasih betul ji sama gurunya.”
4. Apakah kamu merasa nyaman mengungkapkan pikiranmu di depan teman sekelas ketika dipanggil dingin (*cold calling*)?  
“Kurang nyaman kalau dilihat sama teman-teman karena mengganggu juga ketawanya.”
5. Apakah menurut kamu strategi panggilan dingin (*cold-calling strategy*) ini berdampak positif atau negatif bagi dirimu sendiri? Jika positif tolong jelaskan mengapa dan sebaliknya!  
“Positive sih karena kayak lebih tambah percaya diri.”
6. Apakah kamu setuju jika guru harus lebih sering memanggil siswa (*cold calling*) dalam diskusi kelas?  
“Of course karena kayak itu tadi kak kayak kalo ada siswa yang kurang percaya diri jadi tambah percaya diri.”

**Student 17 (S17)**

**Name: MADP**

1. Pernahkah kamu mendapatkan panggilan dingin (*cold calling*) oleh guru dalam diskusi kelas bahasa Inggris?  
“Pernah, sering.”
2. Bagaimana perasaanmu ketika secara acak ditunjuk (*cold calling*) oleh guru untuk memberikan pendapat kamu tentang pelajaran terkait?  
“Panik, umm malu sudah pasti mi.”
3. Ketika kamu tidak mengetahui dengan pasti jawaban yang benar saat dipanggil (*cold calling*), apakah kamu merasa baik-baik saja dengan memberikan tanggapan?  
“Jawab aja mi dulu nanti dikasih betulji sama gurunya.”
4. Apakah kamu merasa nyaman mengungkapkan pikiranmu di depan teman sekelas ketika dipanggil dingin (*cold calling*)?  
“Kurang nyaman, kayak seperti teman-teman ketika kita beri pendapat tapi kayak diliat-liati banyak orang.”
5. Apakah menurut kamu strategi panggilan dingin (*cold-calling strategy*) ini berdampak positif atau negatif bagi dirimu sendiri? Jika positif tolong jelaskan mengapa dan sebaliknya!  
“Positif karena kalo semisal nda dipake ini strategi ehh kalo ada guru menjelaskan terus kita tidak memperhatikan, kalo nda dikasih kalo nda dipanggil pasti bakalan apa ya kalo misalnya guru lagi menjelaskan terus nda dipake strategi ini, murid yang kayak misalnya bercerita dengan temannya atau tidak memperhatikan pasti tidak terbiasa, jadi kayak guru sia-sia, jadi kayak ndada pengetahuan yang dia dapat.”
6. Apakah kamu setuju jika guru harus lebih sering memanggil siswa (*cold calling*) dalam diskusi kelas?  
“Setuju supaya siswa-siswa yang tidak memperhatikan lebih terbiasa untuk memperhatikan guru yang sedang menjelaskan.”

**Student 18 (S18)**

**Name: K**

1. Pernahkah kamu mendapatkan panggilan dingin (*cold calling*) oleh guru dalam diskusi kelas bahasa Inggris?  
“Pernah, jarang.”
2. Bagaimana perasaanmu ketika secara acak ditunjuk (*cold calling*) oleh guru untuk memberikan pendapat kamu tentang pelajaran terkait?  
“Panik, takut.”
3. Ketika kamu tidak mengetahui dengan pasti jawaban yang benar saat dipanggil (*cold calling*), apakah kamu merasa baik-baik saja dengan memberikan tanggapan?  
“Tidak karena itu takut salah.”
4. Apakah kamu merasa nyaman mengungkapkan pikiranmu di depan teman sekelas ketika dipanggil dingin (*cold calling*)?  
“Tidak nyaman, malu.”
5. Apakah menurut kamu strategi panggilan dingin (*cold-calling strategy*) ini berdampak positif atau negatif bagi dirimu sendiri? Jika positif tolong jelaskan mengapa dan sebaliknya!  
“Positif karena biar kita bisa lebih gampang berkomunikasi sama orang lain, berkomunikasi di depan orang banyak dan tidak gugup.”
6. Apakah kamu setuju jika guru harus lebih sering memanggil siswa (*cold calling*) dalam diskusi kelas?  
“Setuju.”
7. Kita suka belajar bahasa Inggris?  
“Tidak.”
8. Kenapa setuju? Padahal kita tidak suka pelajarannya.  
“Karena biar murid-murid tambah semangat belajarnya kalo ditunjuk lebih aktif, lebih antisipasi karena tau akan ditunjuk jadi banyak belajarnya jadi kalo ditunjuk disuruh menjelaskan dia tau, adami persiapannya.”

**Student 19 (S19)**

**Name: MR**

1. Pernahkah kamu mendapatkan panggilan dingin (*cold calling*) oleh guru dalam diskusi kelas bahasa Inggris?  
“Kalo sendiri sih pernah, pernah ji.”
2. Bagaimana perasaanmu ketika secara acak ditunjuk (*cold calling*) oleh guru untuk memberikan pendapat kamu tentang pelajaran terkait?  
“Kalo ditunjuk anu kurang nda enak tong dirasa kayak panik sama kurang percaya diri saja.”
3. Ketika kamu tidak mengetahui dengan pasti jawaban yang benar saat dipanggil (*cold calling*), apakah kamu merasa baik-baik saja dengan memberikan tanggapan?  
“Berusahaki jawab sebisa ta. Kalo memang salah, biasa na kasih koreksi, kalo memang salah nakasih koreksi, tapi kalo memang benar, Alhamdulillah kalo benar.”
4. Apakah kamu merasa nyaman mengungkapkan pikiranmu di depan teman sekelas ketika dipanggil dingin (*cold calling*)?  
“Kalo saya tidak nyaman sih kalo diliat langsung tapi kalo memang tatap muka memang sama guru tidak apa-apa ji.”
5. Apakah menurut kamu strategi panggilan dingin (*cold-calling strategy*) ini berdampak positif atau negatif bagi dirimu sendiri? Jika positif tolong jelaskan mengapa dan sebaliknya!  
“Kalo saya positif karena pas kalo dipanggil terus jawabki benar kalo memang itu benar Alhamdulillah dapat ki nilai yang bagus disitu, terus enak dirasa kalo memang benar benar jawabannya.”
6. Apakah kamu setuju jika guru harus lebih sering memanggil siswa (*cold calling*) dalam diskusi kelas?  
“Kalo saya sendiri setuju ja.”
7. Kita suka belajar Bahasa Inggris?  
“Tidak terlalu.”
8. Nah bagaimana kalo strategi ini lebih sering sering digunakan dalam pelajaran bahasa inggris, apakah kita setuju?  
“kalo lebih sering terutama saya pasti belajar lebih bagus belajar lagi kembali.”



**Student 20 (S20)**

**Name: AZS**

1. Pernahkah kamu mendapatkan panggilan dingin (*cold calling*) oleh guru dalam diskusi kelas bahasa Inggris?  
“Ehh pernah.”
2. Bagaimana perasaanmu ketika secara acak ditunjuk (*cold calling*) oleh guru untuk memberikan pendapat kamu tentang pelajaran terkait?  
“Kayak merasa bingung mau jawab apa dan kayak apa di’ kayak gugup.”
3. Ketika kamu tidak mengetahui dengan pasti jawaban yang benar saat dipanggil (*cold calling*), apakah kamu merasa baik-baik saja dengan memberikan tanggapan?  
“Selalu terjadi.”
4. Nah bagaimana perasaannya?  
“Kayak mau jawab ini takut nanti salah jadi mending lebih baik diam.”
5. Apakah kamu merasa nyaman mengungkapkan pikiranmu di depan teman sekelas ketika dipanggil dingin (*cold calling*)?  
“Nyaman sih.”
6. Apakah menurut kamu strategi panggilan dingin (*cold-calling strategy*) ini berdampak positif atau negatif bagi dirimu sendiri? Jika positif tolong jelaskan mengapa dan sebaliknya!  
“Positif karena kalo sudah mki menjawab pertanyaannya guru kayak merasa pede mki bilang ihh bagus mi ini caraku menjawab untuk naik juga keatas kayak ada rasa kesenangan tersendiri karena sudah berhasil menjawab dan kayak senang saja bisa juga jawab sesuai dengan pemikiran sendiri biar mami salah.”
7. Bagaimana dengan dampak negatifnya, apakah ada?  
“Tidak adaji kak karena jarang-jarang ji ditunjuk saya.”
9. Apakah kamu setuju jika guru harus lebih sering memanggil siswa (*cold calling*) dalam diskusi kelas?  
“Setuju, ya karena kayak bagaimana di’ kan ini tanggapan untuk kita sendiri jadi wajarji guru juga harus yang tau tanggapan siswanya.”

## APPENDIX F


**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH**  
**UNIVERSITAS MUHAMMADIYAH MAKASSAR**  
**UPT PERPUSTAKAAN DAN PENERBITAN**  
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Nama : Annisa Amelia Putri  
 Nim : 105351104519  
 Program Studi : Pendidikan Bahasa Inggris  
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1	Bab 1	4 %	10 %
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## APPENDIX G



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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*Assalamu Alaikum Warahmatullahi Wabarakatuh*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

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Alamat : BTN.Hartaco Indah Blok IV A no.3

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *Students' Perspectives on the Use of Cold Calling Strategy (CCS) in English Language Learning at the Eleventh Grade of SMA Negeri 8 Makassar (A Descriptive Qualitative Method)*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum  
Warahmatullahi  
Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H  
30 Mei 2023 M



Dekan

Erwin Akib, M.Pd., Ph.D.  
NBM. 860 934



## APPENDIX H


**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH**  
**UNIVERSITAS MUHAMMADIYAH MAKASSAR**  
 LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT  
 Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail:lp3m@umismuh.ac.id

---

Nomor : 1637/05/C.4-VIII/VI/1444/2023  
 Lamp : 1 (satu) Rangkap Proposal  
 Hal : Permohonan Izin Penelitian

13 Dzulqa'dah 1444 H  
 02 June 2023 M

Kepada Yth,  
 Bapak Gubernur Prov. Sul-Sel  
 Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan  
 di -  
 Makassar

بسم الله الرحمن الرحيم  
 Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13637/FKIP/A.4-II/V/1444/2023 tanggal 30 Mei 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : ANNISA AMELIA PUTRI  
 No. Stambuk : 105351104591  
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
 Jurusan : Pendidikan Bahasa Inggris  
 Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"STUDENTS' PERSPECTIVES ON THE USE OF COLD CALLING STRATEGY (CCS) IN ENGLISH LANGUAGE LEARNING AT THE ELEVENTH GRADE OF SMA NEGERI 8 MAKASSAR (A DESCRIPTIVE QUALITATIVE METHOD)"**

Yang akan dilaksanakan dari tanggal 5 Juni 2023 s/d 5 Agustus 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بسم الله الرحمن الرحيم

Ketua LP3M,  
  
**Dr. Ir. Abubakar Idhan, MP.**  
**NBM 101 7716**

06-23

## APPENDIX I



**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936  
 Website : <http://simap-new.sulselprov.go.id> Email : [ptsp@sulselprov.go.id](mailto:ptsp@sulselprov.go.id)  
 Makassar 90231

Nomor : **18374/S.01/PTSP/2023**  
 Lampiran : -  
 Perihal : **Izin penelitian**

**Kepada Yth.**  
 Dinas Pendidikan Provinsi Sulawesi Selatan

di-  
**Tempat**

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 1637/05/C.4-VIII/VI/1444/2023 tanggal 02 Juni 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : **ANNISA AMELIA PUTRI**  
 Nomor Pokok : 105351104591  
 Program Studi : Pendidikan Bahasa Inggris  
 Pekerjaan/Lembaga : Mahasiswa (S1)  
 Alamat : Jl. Sultan Alauddin No. 259 Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

**" STUDENTS' PERSPECTIVES ON THE USE OF COLD CALLING STRATEGY (CCS) IN ENGLISH LANGUAGE LEARNING AT THE ELEVENTH GRADE OF SMA NEGERI 8 MAKASSAR (A Descriptive Qualitative Method) "**

Yang akan dilaksanakan dari : Tgl. **05 Juni s/d 05 Agustus 2023**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
 Pada Tanggal 05 Juni 2023

**A.n. GUBERNUR SULAWESI SELATAN**  
**PLT. KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU**  
**SATU PINTU PROVINSI SULAWESI SELATAN**



**Drs. MUH SALEH, M.Si.**  
 Pangkat : **PEMBINA UTAMA MUDA**  
 Nip : 19690717 199112 1002

Tembusan Yth  
 1. Ketua LP3M UNISMUH Makassar di Makassar;  
 2. *Pertinggal.*



## APPENDIX J

7/28/23, 9:29 AM Copy of Format Kegiatan Pelaksanaan Penelitian (terbaru).docx - Google Docs

 MAJELIS DIKELITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Intan Hafidza Alauddin No. 289 Makassar  
Telp : 0817-980677/08111030207  
Email : [inshafidza@gmail.com](mailto:inshafidza@gmail.com)  
Research Service : [inshafidza@gmail.com](mailto:inshafidza@gmail.com)  
Website : [www.um-makassar.ac.id](http://www.um-makassar.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Annisa Amelia Putri  
NIM : 105351104519  
Judul Penelitian : Students' Perspectives on the Use of Cold Calling Strategy (CCS) in English Language Learning at the Eleventh Grade of SMA Negeri 8 Makassar  
Tanggal Ujian Proposal : 22 Mei 2023  
Tempat Lokasi Penelitian : SMA Negeri 8 Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	5 Juni 2023	Pemilihan surat izin penelitian	Dra. Zuhroh Abdulloh	
2	7 Juni 2023	Observasi	Dra. Zuhroh Abdulloh	
3	8 Juni 2023	Pengisian	Dra. Zuhroh Abdulloh	
4	11 Juni 2023	Wawancara	Dra. Zuhroh Abdulloh	
5	15 Juni 2023	Wawancara	Dra. Zuhroh Abdulloh	
6	20 Juli 2023	Pengambilan surat	Dra. Zuhroh Abdulloh	
7				
8				
9				
10				

Mengetahui, Makassar, 21 Juli 2023

Ketua Program Studi,  
FKIP Usmuh Makassar  
  
Dr. Lutfi Khaerati Syam, S.Pd., M.Pd  
NIM. 977 807

Pimpinan Kepala sekolah Instansi  
  
Muhammad, S.Pd  
NIP. 19731225 200502 1 003




PROGRAM STUDI RESEARCH

<https://docs.google.com/document/d/1nQrOrwED0iKpZxiW8rNWKBj8oYr6/edit?pli=1>



## APPENDIX K


**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENDIDIKAN**  
**UPT SMA NEGERI 8 MAKASSAR**  
 Jln . A. Mangerangi II No. 24 Makassar 00411-873790 Kode Pos 90223  
 Web: www.sman8makassar.sch.id E-mail : sman8mksr@yahoo.co.id

**SURAT KETERANGAN PENELITIAN**  
 Nomor : 800/221/UPT- SMA.8/MKS I/VII/DISDIK/2023

Yang bertanda tangan di bawah ini Kepala SMA Negeri 8 Makassar

N A M A : IWANUDDIN, S.Pd  
 N I P : 197312252005021003  
 PANGKAT/GOLONGAN : Pembina Tk.I /IV.b  
 J A B A T A N : Kepala Sekolah


Menerangkan bahwa :


N A M A : ANNISA AMELIA PUTRI  
 NOMOR POKOK : 105351104591  
 PROGRAM STUDI : Pendidikan Bahasa Inggris  
 PEKERJAAN/LEMBAGA : Mahasiswa (SI)  
 A L A M A T : Jl. Sultan Alauddin No.259 Makassar  
 1

Yang bersangkutan telah selesai mengadakan Penelitian di SMA Negeri 8 Makassar pada Tanggal, 05 Juni s/d 27 Juli 2023 berdasarkan Surat Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Bidang Penyelenggaraan Pelayanan Perizinan Nomor : 18374/S.011/PSP/2023 untuk penelitian Penyusunan SKRIPSI dengan Judul :

**"STUDENTS' PERSPECTIVES ON THE USE OF COLD CALLING STRATEGY (CCS) IN ENGLISH LANGUAGE LEARNING AT THE ELEVENTH GRADE OF SMA NEGERI 8 MAKASSAR (A Descriptive Qualitative Method) "**

Demikian Surat Keterangan ini di buat untuk di gunakan sebagaimana mestinya -

Makassar, 27 Juli 2023  
 Kepala Sekolah  
  
**IWANUDDIN, S.Pd**  
 Pangkat : Pembina,Tk.I IV/b  
 NIP.19731225 200502 1 003



## APPENDIX L

Taman Sultan Alauddin No. 199  
Makassar  
Telp : 0811-961917 / 0811-961917  
Email : [prodi@unismuhmakassar.ac.id](mailto:prodi@unismuhmakassar.ac.id)  
Website : [www.unismuhmakassar.ac.id](http://www.unismuhmakassar.ac.id)  
Email : [prodi@unismuhmakassar.ac.id](mailto:prodi@unismuhmakassar.ac.id)

**MAJELIS DIKOTILTANG PP MUHAMMADIYAH**  
**UNIVERSITAS MUHAMMADIYAH MAKASSAR**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**PRODI PENDIDIKAN BAHASA INGGRIS**

**BERITA ACARA**  
**Perubahan Judul Penelitian Mahasiswa**

Kepada Yang Terhormat, **Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar.** Di tempat.

*Assalamualaikum Warahmatullahi Wabarakatuh,*  
Semoga segala aktifitas kita senantiasa selalu bernilai ibadah di sisi Allah SWT. Amin.  
Pada hari ini, tanggal 22, bulan Agustus, tahun 2023 kami selaku pembimbing tugas akhir mahasiswa (Skripsi), dengan identitas:

Pembimbing 1 : Dr. Nurdevi Bte Abdul, S.Pd., M.Pd.  
NIDN : 0910048402  
Pembimbing 2 : Awalia Azis, S.Pd., M.Pd.  
NIDN : 0930107906

Akan menyampaikan perubahan judul pada penelitian mahasiswa bersangkutan beserta alasan yang menguatkan, baik secara teori maupun praktik, dengan identitas di bawah ini:

Nama Mahasiswa : Annisa Amelia Putri  
Nomor Induk Mahasiswa : 105351104519  
Judul lama: Students' Perspectives on the Use of Cold Calling Strategy (CCS) in English Language Learning at the Eleventh Grade of SMA Negeri 8 Makassar

Berikut informasi perubahan judul yang dimaksudkan di bawah ini:

No.	Perubahan Judul	Alasan (theoretical/practical)	Paraf
1.	Students' Perceptions on the Use of Cold Calling Strategy (CCS) in English Language Learning at the Eleventh Grade of SMA Negeri 8 Makassar	The alteration of perspectives into perceptions is due to both have different meaning. in this case, based on the finding of this research the suitable term to used is perception.	Pembimbing 1:  Pembimbing 2: 

(gunakan lembar tambahan jika tidak cukup)

Demikian penyampaian kami, sebagai laporan dan konfirmasi kepada Kaprodi Pendidikan Bahasa Inggris untuk ditindak lanjuti dan dipergunakan sebagaimana maksud dan tujuannya.

*\*Coret yang tidak sesuai*

 **PROGRAM STUDI**  
**PENDIDIKAN BAHASA INGGRIS**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**UNIVERSITAS MUHAMMADIYAH MAKASSAR**



## APPENDIX M



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0811 1782101 (Secretary)  
Email : prodi.bg@unismuh.ac.id  
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**LETTER OF ACCEPTANCE**  
0787/BG-FKIP/LOA/B/VII/1445/2023

Dear ANNISA AMELIA PUTRI

It is our pleasure to inform you that, after reviewing your paper:  
**ACTIVE STUDENTS PERCEPTIONS ON COLD CALLING STRATEGY (CCS)  
IN ELT CONTEXT**

The manuscript ID: 1012

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
the author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal	✓	
LoCT has been submitted by the author	✓	
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

has been ACCEPTED to publish with **English Language Teaching Methodology**,  
ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your  
contribution.

We will let you know if you must make any modification as the reviewer's  
comments. Once your manuscript is moved to publishing, our production editor will  
inform you. Please feel free to email us with any questions at  
[eltm@bg.unismuhmakassar.ac.id](mailto:eltm@bg.unismuhmakassar.ac.id)

Makassar, 29 July 2023 M  
11 Muharram 1445 H

**Head of English Education Department  
Faculty of Teacher Training and Education**

**Dr. Umni Khaerati Syam, S.Pd., M.Pd.**  
NBM. 977 807

## Observation



## Interview







## CURRICULUM VITAE



The researcher, Annisa Amelia Putri was born in Bali on 14<sup>th</sup> March 2000. She is the middle child of three siblings. In 2012, she graduated from SD Inpres Hartaco Indah and continued her study at SMPN 18 Makassar and graduated in 2015. After a year, she continued her study at SMK Pariwisata Harapan Denpasar and finished in 2019. In the same year, she enrolled her study at Universitas Muhammadiyah Makassar, she accepted in English Education Department of Teacher Training and Education Faculty. At the completion of her studies, she was able to complete her thesis entitled **“Students’ Perceptions on the Use of Cold-calling Strategy (CCS) in English Language Learning at the Eleventh Grade of SMA Negeri 8 Makassar”**.

