ACTIVE STUDENTS PERCEPTIONS ON COLD CALLING STRATEGY (CCS) IN ELT CONTEXT

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ARTICLE INFO	ABSTRACT
	This research aimed at finding out the active students' perceptions of 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 10 research subjects. The techniques of data analysis were data reduction, data display, and conclusion drawing/verification. The findings of this research showed that active students gave various opinions and perceptions. Majorities of them perceived a positive thoughts about CCS, where cold calling results in better levels of students comfort. In addition, the active students perceived that CCS 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 CCS; 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. In short, despite of some inconvenient feelings they were experienced, active students were agree if CCS use more frequently in the English language learning; especially in terms of classroom discussion. *This is an open access article under the <u>CC BY-SA</u> license.*

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INTRODUCTION

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. 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 (2013) 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 Dough 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).

In a previous related studies, calling on a student who's hand is not raised (cold calling) confirm that this strategy significantly have positive effect of increasing the percentage of students to get involved in a class discussion (Dallimore et al., 2013). Enhance the amount of reading time students spend reading before start the class (Levi, 2014). After experiencing cold calls, the class participation rates of students tend to increase statistically (Thulasidas & Gunawan, 2022). In contrast, 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). 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).However, it did not examined on the active students perceptions on the use of cold calling strategy in ELT context. Further, this study reveal the positive and negative perceptions that perceived by the active students, which can be a reference for the teacher and students to behave regarding of what should done and should not be done during the class discussion and for the improvement of cold calling strategy implementation.

RESEARCH METHOD

The method of this research used a basic qualitative study (descriptive qualitative) because this research focuses on students' perspectives to obtain information about the students' response toward CCS in classroom discussions of English language learning. The researcher conducted this study at SMA Negeri 8 Makassar which running in the eleventh grade with a total of 10 research subjects. The subject in this research was from the XI MIPA I. The main requirement criteria that researcher observed were the students who have experienced CCS in English language learning discussions. Further criteria 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.

The instrument of this research used observation and semi-structured interview. The purpose of observation was to track students' engagement and interaction in class discussions and as the guidance in selecting the research subject. While, the researcher used semi-structured interview to know students' perspectives towards the use of cold-call strategy by the

teacher more openly. The total list of the guidelines semi-structured interviews was six questions and developed during the questions and answer sections. During the interview process, the researcher recorded the students' answer by using a recorder. In addition, the researcher used camera and notebook to support this research. Then, the data converted into written form after being transcribed and then analyzed the data followed some of Miles and Huberman (1994) steps for qualitative descriptive analysis, namely, data reduction, data display, and conclusion drawing.

RESULT AND DISCUSSION

Result

The results of this research discovered that active students perceived various perceptions towards the use of CCS by the teacher in English classroom discussion. Majorities of active students perceived various benefit and positive impact of CCS. However, there were few negative perceptions on the use of CCS in classroom discussion.

1. **Positive perceptions of CCS**

   a. **Cold calling result in better levels of student comfort**

   The students perceived about their feeling when get cold-called in English classroom discussion. Based on the interview, the researcher discovered that the use of CCS result in better levels of students comfort which after the tendency of get called, the students started to feel more comfortable with it. The student perceived 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. Other student 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.

   b. **Student preparedness affected the comfort level**

   The researcher also discovered more evidence related to students feeling of cold calling in the classroom discussion. The students claimed that the sense of feeling they experiencing were affected on their preparedness, if they were well prepared; knows the answer, they were feel normal. Otherwise, they get nervous and blank, which means their readiness is influenced their sense of feeling when get cold called.

   c. **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. From the interview, the researcher can conclude that the active students have no objection of not get cold-called by the teacher; felt okay and not disappointed. Further, some students perceived similar thoughts to let the students who get called to answer and volunteer themselves if no one able to answer. Similarly, other student also claimed that she 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.

d. **Being easier to share ideas and understand the lesson in English classroom discussion**

The result of interview shows that CCS are helpful to facilitating the students to discuss their thoughts in front of the class and to strengthening their comprehension of the material. The student stated that, with this strategy she can freely express what's on her mind. In accordance with this, other student also perceived she can be more confident on sharing her thoughts in the discussion.

Moreover, additional information regarding CCS, it allows to strengthening their comprehension of the material. The students perceived similar thoughts of CCS, which this strategy make them more willing to understand the material. Other student also perceived, she able to know the material explained by the teacher. Three students also stated that the use of CCS also can help the students to checking for their comprehension, they won't able to know whether their understanding is right or wrong.

e. **CCS have positive impact on improves the academic performances of active students**

The using of CCS contributes to various positive impacts towards the student academic performances in English classroom discussion. Six of active students claimed that CCS enhance their self-confidence in expressing their ideas in a class discussion, where they can be more brave in expressing their opinion.

Another positive impact of CCS that higher perceived learning, student perceived if it improve his English ability; help improve pronunciation and grammar. It means CCS 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 learning experiencing".

Another positive impact of CCS 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, because the thought of might be called later anytime.

Another positive impact of CCS 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. Moreover, the student also perceived if this strategy facilitate to measure ability, how well the students understand the material or lesson is explained by the teacher.

f. **Active students reported their agreement on the frequency of CCS implementation in English classroom discussion**

The result of the interview shows that majorities of the active students perceived similar thoughts where they agree if CCS use more often in English classroom discussion by the teacher. There were various reason behind the students agreement; it enhance the student self-confidence, especially to encourage shy students. It encourage students who actually knowledgeable but shy or doubtful to contribute their opinion in class. This strategy also

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encourage the students anticipation and gain a deeper understanding of the lesson. Moreover, the student claimed that if this strategy more often applied by the teacher in English learning he automatically train to overcome anxiety.

2. **Negative perceptions of CCS**

In contrast to the results above, the researcher also found additional information where the active student perceived negative perception about the use of CCS in English classroom discussion.

a. **Feeling of anxiousness**

From the interview, the researcher found that the students were experiencing feeling of anxiousness when they get cold called in discussion. Such as feeling like nervous, shocked and panicked due to lack of preparations. Meanwhile, two of active student claimed that it 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.

b. **Students who know the answer lowered their hands back in disappointment**

This result of interview is in contrast with the previous finding where some of active students perceived the comfort level is not decreased of not getting cold-called while desire to share an ideas. Several active students were experiencing disappointment while they were already well-prepared to answer or to share their opinion, the favorite subject increase more disappointment. Worst, other student felt a little bit angry and disappointed.

c. **Embarrassed by cold calling**

Another negative perceptions regarding the implementation of CCS in English classroom discussion by the teacher is the student embarrassed by cold calling. As stated by the student, if she doesn't understand about the material it can lead to embarrassed feeling.

d. **Active students reported to reduce the frequency of CCS implementation in English classroom discussion**

Although most of the students perceived the similar response where they agree if this strategy use more frequently in English classroom discussion, the result of interview shows that, there were also some active students who is disagree if CCS used more often in English classroom discussion. The student perceived the disagreement if the teacher applied this strategy frequently because it will lead to apprehension to study or to attend in that subject. Similarly to this, other student also not really agree if the teacher use CCS more often in English classroom discussion, yet recommended the teacher incorporate or combine this strategy with another strategy.

Discussion

The main research objective of this study was about the active students' perspectives on the use of CCS in English classroom discussion. This discussion is based from the interview results of the 10 active students. The researcher found various opinions and perceptions from

every students, which interpreted and discussed below to answer the research question of this study.

1. **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. 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 CCS in English classroom discussion. Those perceptions are feeling of anxiousness, such as, nervous, panic, shy, afraid, and shock. Similarly with the research finding of 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.

2. **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".

3. **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.

4. **Being easier to share ideas and understand the lesson**

Based on the findings the respondents perceived that CCS 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, CCS 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 enganged 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.

5. **CCS have positive impact on improves the academic performance of active students**

According to the result of the interview the researcher found that CCS 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 CCS, namely; enhance self-confidence, higher perceived learning, increase students' preparation for class, know people's point of view spontaneously, and measure their ability.

On the contrary of the research finding above, there were also some active students who gave negative thoughts about the impact of CCS 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).

6. **Active students reported their agreement on the frequency of CCS implementation in English classroom discussion**

based on the finding in revealed that the majorities of active students agreed if the teacher use CCS 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. 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 (Rocca, 2010). This is in line with the research finding where some of active students are reported to reduce the frequency of CCS 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 CCS commonly used.

CONCLUSION

In accordance of the research findings, it can be concluded that active students gave various opinions and perceptions towards the used of CCS 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 CCS 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 CCS 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 CCS used more frequently in English language learning especially in terms of classroom discussion. However, there were also some negative thoughts about CCS. 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 CCS use more often in English classroom discussion as it lead to apprehension feeling.

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