

# CHAPTER I

## INTRODUCTION

This chapter presents the introduction of the research. This chapter consists of the discussion of the background of the research, the research questions, the purposes of the research, the significance of the research, the research methodology, the data collection procedure, the data analysis, the clarification of terms, and the organization of the paper. The discussion of the points above is elaborated in the following sections.

### **1.1 Background of the Research**

Dealing with students' motivation might be one of the biggest challenges for some teachers, especially when the students are lack of learning motivation. It is in line with Green-Demers, Legault, & Pelletier (2006), that the lack of motivation condition in learning activities is also one of the most noticeable academic problems in adolescence. They further stated that this condition can lead to frustration, learning dissatisfaction and influence student productivity. Furthermore, this condition is assumed to lead to student passivity.

Student passivity could be seen as a noninvolvement from the students to the learning activities in the classroom. It remains a learning obstacle in the classroom (Frederick, 1987, p.45). Kusal, Manit, & Somarika (2009) said that in term of improvement and chances, the students who are passive remain inferior to those who are active. According to their research, student passivity is addressed not only for students who only listen to the teacher's talk in the classroom or remain silent during the teaching and learning process, but also for those who do not want to be involved in a group randomly, those who are unwilling to study, those who have no motivation and commitment, and those who do not participate to share their ideas (Kusal, Manit, & Somarika, 2009).

To avoid and obliterate the student passivity in classroom, the teacher could give an encouragement and compliment to elicit the positive effort of the students (Setiyadi, 2006, p.18) through student participation. Thus, the teacher

should give opportunities to trigger responses of student participation until they succeed (Christison & Murray, 2011, p.147).

Student participation is one of the important parts in the teaching and learning process. According to Rogoff (1997, p. 272) the students who participate actively could transform their responsibility understanding to prepare to be engaged in learning activities. Therefore, as cited in Crombie et al. (2003, p.51), Sadker & Sadker (1994) stated that the participation of the students becomes one of the elements to result a positive and effective learning experience.

The student participation would be effective only when the students are motivated (Jeffrey, 2004, p.54). Thus, the teacher should have various strategies to make the students keep curious, enthusiastic and motivated to participate during the learning process. One of the expected strategies to give them opportunities to participate is implementing a Participation Point System (PPS) in the classroom (Hadley, 1997).

PPS is a useful and simple method developed by Hadley (1997). It has been developed to motivate the passive students to be active to speak English. PPS was also adapted by Jeffrey (2003). He believed that it could solve the problem in English classroom communication, such as student passivity. He further stated that this technique is very effective and simple to encourage students to be active. Another adaptation was also made by Croxall (2010). He had also used similar PPS. He further said that by making the students prepared, it was expected to help the students to stay engaged. The focus of this method was not about giving points for every correct answer or acceptable grammar, but the students' motivation to participate in learning English. Hence, this method did not focus on the skill, but only the participation.

To see whether the PPS could be implemented in high school Indonesian learning environment, the implementation of this method was investigated. Moreover, the investigation dealt with how this method was implemented in a senior high school English teaching, what are the benefits and difficulties in using the PPS, and what are the high school students' responses to the PPS in senior high school English teaching.

## 1.2 Research Questions

The research tried to answer these following questions.

- a. In what ways is the Participation Point System (PPS) implemented in a senior high school English teaching?
- b. What are the benefits and difficulties of implementing the PPS in a senior high school English teaching?
- c. What are the high school students' responses to the implementation of the PPS in a senior high school English teaching?

## 1.3 Purposes of the Research

The research was intended to find out the information related to the implementation of Participation Point System in English class of high school students. The research tried to figure the information related to these notions.

- a. Finding out the Participation Point System implementation in a senior high school English teaching.
- b. Identifying the benefits and difficulties of implementing Participation Point System in senior high school English teaching.
- c. Describing the high school students' responses to the implementation of the Participation Point System in senior high school English teaching.

## 1.4 Significance of the Research

There are two major points of significance which are expected from this research as follows:

### 1.4.1 Theoretical significance

The exploration of the implementation Participation Point System in a senior high school English teaching is expected to contribute to theoretical frameworks adopted in teacher education programs.

### 1.4.2 Practical significance

In the practical perspective, it is expected that the research can provide insightful considerations for teachers. The research can hopefully help them to identify the information about the implementation of PPS in English classes. The

teachers could have new ideas to explore the strategies and techniques in using PPS in the English classes.

### **1.5 Research Methodology**

This study was a qualitative research which consists of interpretations and descriptions rather than numbers. This research focused on understanding, describing and clarifying the implementation of Participation Point System. According to Dörnyei (2007, p. 126), he stated that qualitative research emphasizes on understanding, describing and clarifying a human experience. The design of this qualitative research was a case study design. A variety of data collection such as observation, interview, and also questionnaires were combined in order to enrich the data. The participants were the 11<sup>th</sup> graders of one of senior high school in Bandung. The class of the participants consisted of 35 students. In analyzing the data, the recordings of observation and interview was transformed into a textual form. The data were also interpreted and discussed. Overall, to collect the data, researcher employed some procedural steps: exploring some principles and theories related to the research; observing the implementation of PPS; interviewing the teacher and students; deploying the questionnaires to the students; organizing, interpreting and analyzing the data obtained; discussing the interpreted data; and constructing conclusion.

### **1.6 Clarification of Terms**

To avoid misunderstanding of the problem of the investigation, the following terms were clarified as follows.

#### **1. Participation Point System**

Participation Point System (PPS) in this research is the method used by the teachers to encourage students to participate actively in English teaching. This method uses points to score down the involvement of students in the learning activity.

## 2. Student participation

Student participation in this research is the way students involved in English teaching to engage with the set of learning activity given by the teacher. The participation of the students is shown by answering and asking questions, or giving opinions—as a part of their interest and keenness.

## 3. English Teaching

English teaching in this research is the process where English subject is taught by the teacher to the students.

### **1.7 Organization of the Paper**

This paper is organized into five chapters as follows:

Chapter I : Introduction

This chapter presents the introduction of the research which underpins the concern of the investigation. This chapter consists of the discussion of the background of the research, the research questions, the purposes of the research, the significance of the research, the research methodology, the clarification of terms, and the organization of the paper.

Chapter II : Literary Review

Related theories and literature are consisted in this chapter. These serve as the basis to investigate the research problems. This chapter explains the relation between this present study and existing researches that have been conducted. It covers the literature reviews about the definition of the Participation Point System, the principals in the Participation Point System, the settings of Participation Point System implementation, the challenges of Participation Point System, and the related research reports.

Chapter III : Research Methodology

The discussion of the methodology and the procedure in conducting the research are presented in this chapter. It includes the preparation stages, procedures, instruments, and method.

#### Chapter IV : Findings and Discussion

This chapter reports data presentation and the interpretation.

#### Chapter V : Conclusions

This chapter concludes the study findings and contains the suggestions to practitioners (teachers) and other researchers who want to continue the study.