

## **CHAPTER V**

### **CONCLUSION**

This chapter presents the conclusion of the research and suggestions for further research. It is drawn from the interpretation of the findings and discussion in the previous chapter.

#### **5.1 Conclusion**

In conclusion, Participation Point System (PPS) can be implemented as one of the strategies to give the students opportunities to participate in English teaching and learning process. The result of the study shows that PPS was implemented by the teacher through a series of activities: asking the students' attention; telling the students about the PPS; giving instructions to the students how to participate and get the points; giving the learning materials; giving chances to students to answer and ask questions or share ideas; giving the points after the students participate in the learning activities; and listing the students' participation points in the point list. In implementing the PPS, the teacher can do some modifications regularly to make the students keep engaged to the teaching and learning activity.

By implementing PPS, gaining students' attention will be easier for the teacher. The teacher can make the class atmosphere more interesting and interactive. Furthermore, the teacher is able to motivate most of the students to be confident in using English so the students will participate actively. It will be also easier for teacher to assess the students' scores.

However, in implementing the PPS there may be several difficulties related to the interaction between the teacher and the students. At first the teacher may try hard to make some students to be confident to participate, especially if the students who are not fluent in using English (low proficiency students). There will also be a lot of efforts in preparing appropriate questions to be adjusted with the learning material difficulty level. The teacher might also find it hard to give equitable opportunities for all the students to participate in the learning activity. When the PPS is implemented, the teacher had to pay attention to the student

participation framework. In this study, it was concluded that the teacher mostly implemented PPS with low cognition-high participation activities. Thus, the students tended to frequently forget what they had learned even though the students were able to apply or review what they had got. The learning activities were fun but also forgettable.

Nearly all of the students responded positively to the implementation of PPS. From the students' point of view, PPS implementation makes the English learning more fun and interesting. Almost all of the students stated that PPS implementation makes the students actively participate and it also motivates them to learn English better. It also helps them to enhance their confidence and make them more competitive. Moreover, the students stated that PPS implementation helps them to focus in the learning process and enrich their vocabulary because they have to speak in English.

On the other hand, there are also some negative perceptions from the students related to their difficulties in experiencing the PPS implementation in the first time. From the students' point of view, they found it difficult in competing with their friends even though they are enthusiastic towards it. They also found it difficult in performing in front of the class with a good fluency. The use of English to participate in the learning activity makes the students who are not fluent in using English become nervous, unconfident and afraid to make mistake.

## **5.2 Suggestions**

From this research, there are some suggestions for the next researchers and teachers who are interested to the PPS implementation. The next researchers who are interested to the PPS implementation are suggested to focus on other aspects in English teaching and learning process. The next researchers can investigate the PPS implementation on other variables with different media and learning materials. The next researchers are also suggested to make the quantitative research to see how effective the PPS implementation motivates the students to be active in the learning activity.

For the teachers, there are several procedures which should be given attention before, during and after the PPS is implemented. Before implementing the PPS, it will be better if teachers try to find out further information about PPS in order to be well prepared. The teachers can prepare the media to be more interesting and adjust the difficulty level of learning materials with given the participation points. It is recommended for the teacher to use high cognition and high participation activity planning in the teaching process. During the implementation of the PPS, the teachers have to pay attention to the students' responses. Some modifications might be needed in line with the vary students' characteristics in the class. After implementing the PPS, the teachers have to review and evaluate whether the PPS implementation should be continued or not by considering related factors.