

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents conclusion and suggestions for further research. It drawn from finding and discussion from previous chapter.

#### 5.1 Conclusion

This study investigated how Participation Point System, as teaching method that may sound new for educators, was implemented in a class. Aside from that, the study also aimed at investigating the ways in which teacher and students responded to the implementation of this method. In addition, the study also sought to find whether PPS can be a good alternative for students and teacher to solve problems faced by teacher and students in dealing with students' passivity in speaking. Since participation more in class was assumed that can make students get use to speak in target language and then finally improve their speaking ability.

The result of the study showed that PPS had successfully increase students' motivation in speaking in class. Almost all students responded positively toward PPS implementation, which were seen from questionnaires. They agreed that PPS were fun, increased their motivation to speak in class, and PPS important for enhancing their speaking skill. On the other hand, the teacher also responded positively, she felt the advantages of PPS such as students were more enthusiastic in learning. Although there were some problems faced by teacher in implementing it such as teacher need more effort to prepare questions in order to serve point to students, students sometimes became too crowded raised their hand and yelled so that make class little bit noisy, and it was not easy for teacher to pick one of the students when almost all students raise their hand.

## 5.2 Suggestions

From this study it is suggested that the teacher implemented Participation Point System with the modification based on the character of the class, students, and teacher's capacity.

Beside that, the modification also may be done in the kind of tangible or visible point that is used, amount of point category, and kind of participation. Kind of participation may be enlarged, such as points given are not only because the students answer the questions but also may because of students personal's achievement, for example do home work well, come to class punctual, or cooperative with another students.

For a successful EFL teaching in Indonesia, it is also suggested that educators should seek and research another method that can be more effective in increasing the students' English skill especially speaking.

Hopefully, the recommendations mentioned above may be points of consideration to educators, students, and another researcher who are interested in ending students' passivity in English classroom.