

## CHAPTER I INTRODUCTION

### A. Background of Study

In teaching English, students' engagement is one of influential aspects in improving students achievement. According to Leah and Jim student engagement is the most important aspect and historically focused upon increasing achievement, positive behaviors, and a sense of belonging in students so they might remain in school.<sup>1</sup> Indeed, students' engagement is important for increasing the students' achievement because if the students engage the learning process they will enjoy the lesson and have spirit for studying. Beside that, if the students engage the learning process they will be motivated and committed to learn.<sup>2</sup> As Skinner and Belmont describe in their research:<sup>3</sup>

*“Students who are engaged show sustained behavioral involvement in learning activities accompanied by a positive emotional tone. They select task at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning task; they show generally positive emotion during ongoing action, including enthusiasm, optimism, curiosity, and interest.”*

It means that the behavior of the students will show their interesting in learning if they are engage with. They will enthusiasm in receiving the lesson from the teacher and also they will receive the lesson well. Students' engagement can be created from the teacher by providing fun activity and the activity involves the students' participation. It is line with Indonesia Curriculum 2013 on the Learning Concept and Strategy:<sup>4</sup>

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<sup>1</sup> Taylor, L. & Parsons, J., “Improving Students' Engagement”. *Current Issues in Education*. Vol. 14 No. 1, (2011) p. 4

<sup>2</sup> Richard D.J., *Student Engagement Level: Teacher Handbook* (New York: International Center for Leadership in Education, 2009), 24

<sup>3</sup> Skinner, E.A., & Belmont, M.J., “Motivation in the classroom: Reciprocal effect of the teacher behavior and student engagement across the school year. *Journal of Educational Psychology*. 85 (4). P.572

<sup>4</sup> Ministry Education rule of Indonesia 2013 Curriculum, *Implementing Curriculum (Pedoman Umum Pembelajaran)* (No 81 A Tahun 2013)

*“Untuk mencapai kualitas yang telah dirancang dalam dokumen kurikulum, kegiatan pembelajaran perlu menggunakan prinsip yang: (1) berpusat pada peserta didik, (2) mengembangkan kreativitas peserta didik, (3) menciptakan kondisi menyenangkan dan menantang, (4) bermuatan nilai, etika, estetika, logika, dan kinestetika, dan (5) menyediakan pengalaman belajar yang beragam melalui penerapan berbagai strategi dan metode pembelajaran yang menyenangkan, kontekstual, efektif, efisien, dan bermakna.”*

This statement stated that for achieving the quality of Indonesia Curriculum, the learning process has to use principle such (1) Students’ Centered (2) Developing students’ creativity (3) creating enjoyable and challenging learning environment (4) containing ethic, esthetic, logic, and kinesthetic value, and (5) providing various learning experiences through implementing kind of enjoyable, contextual, effective, efficient, and meaningful teaching strategy and method.

Basically, students’ engagement is influenced by the classroom environment that is created by the teacher. If the teacher can make the students participate well in the classroom, it means that the teacher success in making the students engage with the lesson. However, sometimes some teachers feel difficult to make the students engaged with the lesson. According on an article it is because students today live digitally every day. They used the internet, text messaging, social network, and multimedia frequently in their lives outside of school, and they expect a parallel level of technology opportunity in their academic lives. There is a disconnection between the way students live and the way they learn, and student engagement ultimately suffers. Closing this gap is a challenge for our current school systems.<sup>5</sup> This might be one of the teachers’ challenging in engaging the students.

A key for increasing students’ engagement in the classroom is finding appropriate ways to measure it.<sup>6</sup> According

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<sup>5</sup> *Teaching in the 21<sup>st</sup> Century: A review of The Issues and Changing Models in The Teaching Profession*, (eduviews: Washington DC, 2008) retrieved from [www.blackboard.com](http://www.blackboard.com)

<sup>6</sup> Richard D.J., *Student Engagement Level: Teacher Handbook* (New York: International Center for Leadership in Education, 2009), 23

to Richard there are three dimensions of students' engagement, there are intensity, breadth, and consistency.<sup>7</sup> He further also said that from these three kinds of dimension the teacher can use different engagement scenario to engage the students. They are low engagement intensity, moderate engagement intensity but low consistency and the last is moderate engagement intensity but low breadth. From these three dimensions, there is one of the ways to measure the students' engagement and that is by using active learning. Active learning method is included in the moderate engagement intensity but low consistency dimension.

One of active learning methods that the teacher might be used is Participation Point System or it usually called as PPS. This method is discovered by Hadley in 1997, it has been created to measure a participation mark of the students to see the students' progress. This method also is adopted by Jeffrey; he stated that by adapting this method in the classroom, it can overcome the students' passivity because the students can see directly their mark. Meanwhile, he further also stated that the aim of PPS is to overcome this obstacle by letting them know directly their progress of their work. The intention of this method is by giving the students tangible reward so that they can see and touch, and making these participation point as an important of grading score<sup>8</sup>. The focus of this method is to make the students active in the class by giving them tangible reward. Hence, this method not focus in the skill but in the students' participation in the classroom. If the participation of students good it means that the students engage with the learning process.

According to Richard, there are 10 students' engagements characteristic they are positive body language, consistent focus, verbal participation, student confidence, fun and excitement, meaningfulness of work, rigorous thinking, and performance orientation.<sup>9</sup> As what have been written in the previous paragraph, PPS is focus in the students' participation so that the characteristics of students' engagement that can be measured in PPS is verbal participation. Verbal Participation is

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<sup>7</sup> Ibid 34

<sup>8</sup> Jefferey, D.M, "A Motivational Participation Point". Proceeding Conference. Tokyo:JALT 2004

<sup>9</sup> Richard D.J., *Student Engagement Level: Teacher Handbook* (New York: International Center for Leadership in Education, 2009), 29-30

about the students' participation verbally, such give their idea when there is discussion in the classroom and also they are active in answering and asking question to/for the teacher. Richard further said that verbal participation is students express thoughtful idea and answer, they ask question that relevant or appropriate with learning. Students participation is not passive, it can involve the students in the discussion and they can share their opinion and reflecting on complex problem.<sup>10</sup>

Some previous studies state that in measuring students' engagement level have predominantly focused on quantitative data such as attendance, standardized test scores, and truancy or graduation rates. The majority of these measures track levels of achievement (outcomes such as high scores, full attendance for the year) but not levels of student engagement in learning (interest, time on task, enjoyment in learning).<sup>11</sup> Another previous study stated by Jessica and Linda, they stated that in measuring students' engagement level they used Classical Test Theory (CTT). CTT is relatively simple to employ and has served measurement researchers well for many years, but since CTT was first popularized a more powerful measurement theory has been developed—Item Response Theory (IRT). IRT is theoretically and mathematically more sophisticated than CTT and can be used to obtain estimates of constructs and latent traits that have many desirable attributes (such as interval scale properties), yet it has largely been ignored by higher education researchers interested in measuring student involvement.<sup>12</sup>

In addition, in this research students' engagement level will be measured through Participation Point System. This method is related with verbal participation in order to overcome the students' passivity, because by using this method in the classroom the teacher can measure the students' engagement level especially in their verbal participation. This research will be different from the previous research because in this research the

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<sup>10</sup> Ibid 29

<sup>11</sup> Taylor, L. & Parsons, J., "Improving Students' Engagement". *Current Issues in Education*. Vol. 14 No. 1, (2011), p. 5

<sup>12</sup> Jessica, S., Linda, DA., *Measuring Student Involvement: A Comparison of Classical Test Theory and Item Response Theory in the Construction of Scales from Student Surveys: Cooperative Institutional Research Program at the Higher Education Research Institute*. (2011), p. 480–507

tool that is used in measuring the students' verbal participation is PPS, and PPS itself is a strategy that can overcome students' passivity. As what have been stated in the previous paragraph, verbal participation has correlation with the students' activeness so that is why PPS is a strategy that can be used to measure this characteristic of students' engagement. Beside that, most of previous researches in PPS used this strategy for increasing the students' activeness generally, but in this research the focus of students' activeness is measured only in their verbal participation and this is characteristic of students' engagement.

This research will be conducted at Mts. Roudlotul Banat because in this school the teacher has already implemented PPS in her class. It can be seen from the lesson plan of the teacher, there is a method that use tangible reward for improving the students' activeness.

### **B. Research Question**

There are two research questions in this research, they are:

1. How is the students' verbal participation level in PPS?
2. What are the challenges faced by the teacher in implementing PPS regarding her students' verbal participation?

### **C. Objective of the Study**

The objective of this study is to measure the students' verbal participation through teaching method called PPS. The students are at MTs. Roudhlotul Banat Taman in the 7<sup>th</sup> grade. How the level of the student's verbal in this class is. In specific, the researcher objectives are;

1. Describe the students' verbal participation level that is measured through participation point system.
2. Describe the teacher's challenges in implementing PPS regarding her students' verbal participation

### **D. Significance of the Study**

The significance of this study is:

1. For the teacher, this research will help them to give the teacher real description about their students' verbal participation level. After the teacher has already recognized the benefit of the results of this research,

they can apply these results to their classroom. They can use PPS as the tool to enhance the students' verbal participation.

2. For the students, they will know how their level of verbal participation and their progress in class. It can motivate the students' learning and lead to development of their achievement.
3. For the researcher, this research will give many benefits for the researcher as the teacher will be, because in this research there is a teaching method that can be used to measure the students' verbal participation by giving the students tangible reward, which this strategy also can enhance the students' activeness. However, as the teacher it is important to be known.

#### **E. Scope and Limitation of the Study**

The scope and limitation for this study is:

1. The scope of the study is to describe the students' verbal participation level through PPS. Verbal participation here will measure through reward or in this case "star" that the students get. From this research the teacher can enhance the students' activeness and they can engage the students in their verbal participation. PPS here only as the tool for measuring this level because PPS has correlation with this kind of students' engagement characteristics.
2. This research will be conducted at MTs. Roudhlutul Banat Taman Sidoarjo and take students in the 7<sup>th</sup> A grade as the subject. There are 41 students in this class, and all of them will be the subject of this research.

#### **F. Definition of Key term**

The researcher wants to avoid misunderstanding by defining the key terms of this study as follows:

1. **Students' engagement:** Adam defined students' engagement as an indicator of successful classroom, and as an outcome of school improvement activities. Students are engaged when they are attracted to their work, persist in despite challenges and obstacles, and

take visible delight in accomplishing their work.<sup>13</sup> It means that students' engagement is students' behavior in the class, how they engage during learning process. Then, in this research students' engagement means the students' involvement during learning English.

2. **Students' engagement level:** Trowler indicates three dimension to students' engagement that can measure the students' engagement level, they are behavior, emotion and cognition.<sup>14</sup> Then, the definition of students' engagement level in this research is the level of students' engagement that can be measured through learning method called PPS.
3. **Verbal participation:** Richard said that verbal participation is students express thoughtful idea and answer, they ask question that relevant or appropriate with learning. Students participation is not passive, it can involve the students in the discussion and they can share their opinion and reflecting on complex problem.<sup>15</sup> Then in this research verbal participation is students' activeness in giving their opinion and frequently asks question to their teacher during learning process.
4. **Teacher Challenge:** According to Luciano teacher challenge includes union ideas such as putting oneself to a test, dealing with interesting things, and facing the unexpected and the unpredictable.<sup>16</sup> While in this research, teacher's challenges is the obstacle that is faced during implementing PPS to know the students' verbal participation
4. **Participation Point System:** According to Hadley the participation point system is a method of motivating classroom participation, especially communicative participation, by giving students something tangible

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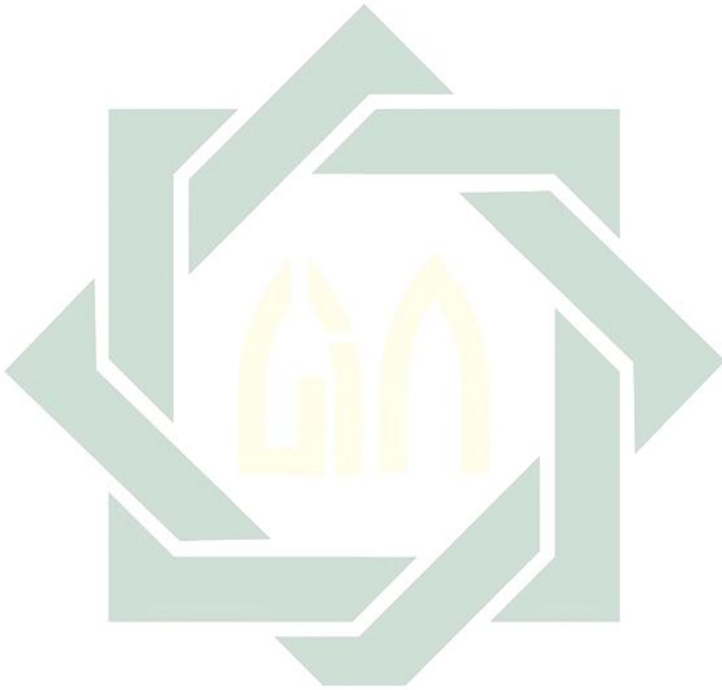
<sup>13</sup> Adam, F. *Defining Student Engagment: A Literature Review*. (Retrieved from <http://soundout.org/defining-student-engagment-a-literature-review/>, accessed on March 11, 2017)

<sup>14</sup> Vicki Trowler, *Students' Engagement Literature Review* (Department of Educational Research: Lancaster University, 2010)

<sup>15</sup> Ibid 29

<sup>16</sup> Luciano, M, "Teacher Support and Tecaaher Challenge in Promoting Learner Autonomy" *a Journal of TESOL-Italy*. Vol. 23 No.2, Fall 1997

(such as discs, marbles, poker chips, etc).<sup>17</sup> Participation Point System (PPS) in this research as the tool to measure the students' verbal participation and performance orientation. This method uses points to score down the involvement of students in the learning activity.



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<sup>17</sup> Hadley, G, “*Encouraging Oral Communication in the EFL Classroom*”. (Paper presented at Niigata University General Education and Language Research Group. Niigata City, Japan. Retrieved from [www.nuis.ac.jp/~hadley/publications/partpoints/participation.htm](http://www.nuis.ac.jp/~hadley/publications/partpoints/participation.htm) on August 7, 2011