

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Literature Review**

This chapter discusses some issues related to the students' engagement in PPS which become the focus of this research. It contains the theoretical background and review of related study or calls the previous study. Some previous studies related to this research are also discussed. Another, it consists of some theories strengthening the problem discussed here.

#### **1. Theoretical Background**

There are some theoretical backgrounds that relate with this research. There are five theoretical backgrounds that will be discussed. Those theories will be stated as below:

##### **a. Students' Engagement Definition**

According to David's research, students' engagement was divided into three terms; they are engagement, attendance and participation. It has a high profile in discussions of improving educational outcomes for Indigenous students.<sup>1</sup> They sometimes have indistinct boundaries with attendance being used as a synonym for participation for example, and engagement ranging in people's minds from meaning concentrated effort in the classroom to a description of very broad types of involvement. At ground level, participation probably means things like joining in a sports carnival or providing an item at a concert, whereas from a technical perspective it is often related to grade retention and suspension statistics. Belonging brings a different flavour to the discussion and is included here for reasons explained overleaf. But taken together they provide a description of how we want our students to be, immersed constructively and enthusiastically in the developmental experiences and products that schooling provides.

Based on Trowler's opinion, student's engagement is involved with the interaction between the time, effort and other relevant resources invested by both students and their

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<sup>1</sup> McRae, D., "*Students' Engagement: Attendance, Participation, and Belonging*". (Department of Education, Science, and Training: Australian Government)

institutions that intend to optimize the students' experience enhance the learning outcomes and development of students and the performance, and reputation of the institution.<sup>2</sup> So, students' engagement is a part of learning process which is intended to enhance the students' achievement.

#### **b. Measuring the Students' Engagement Level**

Jessica and Linda said that in measuring students' engagement there are two ways. They are CTT (Classical Test Theory) and IRT (Item Response Theory).<sup>3</sup> 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. 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. So, in Jessica and Linda opinion, they compared between CTT and IRT to measure the students' engagement level, and the result of this research is not only argue for unidimensionality but also, provide evidence of "local independence," which is a critical assumption of IRT.

In the other hand, Trowler indicates three dimension to students' engagement.<sup>4</sup> They are:

##### 1) Behavioral engagement

Students who are behaviorally engaged would typically comply with behavioral norms, such as attendance and involvement, and would demonstrate the absence of disruptive or negative behavior. So, behavioral engagement can be seen from the behavioral norms of the students. In addition, Mintz states that survey questions that are grouped within this dimension of engagement

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<sup>2</sup> Vicki Trowler, *Students' Engagement Literature Review* (Department of Educational Research: Lancaster University, 2010)

<sup>3</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. 481

<sup>4</sup> Vicki Trowler, *Students' Engagement Literature Review* (Department of Educational Research: Lancaster University, 2010)

include questions about homework, preparation for class, classroom discussions and assignments, and the level of academic challenge that students report.<sup>5</sup> It means that the behavioral engagement of the students includes their behavior in class activity, such as: the students' contribution in class, the students' performance, etc. Moreover, based on Lester opinion, the involvement in learning and academic tasks includes student behaviors related to concentration, attention, persistence, effort, asking questions, and contributing to class discussions.<sup>6</sup> It means that the students' involvement in learning can be seen from their behavior includes their concentration, attention, asking question, etc. So, behavioral engagement includes the participation of the students to the activities of the institution in order to achieve positive outcomes. According to those theories and the purpose of this research which focus on students' verbal participation, it can be concluded that behavior engagement is students' behavior in class that shows their involvement in class including their positive behavior toward the teacher and class activities.

## 2) Emotional engagement

Students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging. So, emotional engagement can be seen from the affective reactions of the students. Moreover, Finlay states that emotional engagement includes interest, values, emotion.<sup>7</sup> For example, affective reactions in the classroom, attitudes towards school and teachers, identification with school, feelings of belonging, appreciation of success in school, antithesis of positive feelings is also emotional engagement items. So, emotional engagement here means the students' reaction

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<sup>5</sup> Ethan Yazzie Mintz. *Charting the Path from Engagement to Achievement: A Report on the 2009 High School Survey of Student Engagement*. (Indiana: Indiana University, 2009).

<sup>6</sup> Derek K. Lester: "Environmental engagement demand differences within and among Holland academic environments" (Las Vegas: University of Nevada, 2011), 24.

<sup>7</sup> Ibid, 25

includes interest, enjoyment, values toward the class activity and the teacher.

According to those theories and the purpose of this research which focuses on classroom observation especially on the students' verbal participation, it can be concluded that emotion engagement is the students' reaction, feeling and emotion to the class activities that can be positive or negative emotion.

### 3) Cognitive engagement

Cognitive engagement reflects a student's investment in learning. Students who are cognitively engaged set learning goals, self-regulate their own behavior, and desire to go beyond the minimum requirements.<sup>8</sup> She further also said that It is difference between surface level rotelearning and deep level discoveries of meaning and connections. It is effort focused on mastering the material. Teachers can increase this type of engagement by developing students' higher level thinking skills (analysis, making connections) and encouraging active responding (writing, responding) as opposed to passive participation (listening, taking turns). Teachers can also generate this engagement by making learning fun, like the comic-book scenario mentioned earlier. It means that this form of engagement is also linked to achievement, deep understanding, and flexible thinking skills.

Then based on Fredricks thought, cognitive engagement is defined as the student's level of investment in learning; it includes being thoughtful and purposeful in the approach to school tasks and being willing to exert the effort necessary to comprehend complex ideas or master difficult skills.<sup>9</sup> It means cognitive engagement can be defined as students' will, purpose and effort to master the skill.

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<sup>8</sup> Karen, V. Badell, "From Research to Practice: Students' Engagment" (retrieved from [www.punyamishra.com/wp-content/uploads/2014/02.Bedell-Student-Engagement.com](http://www.punyamishra.com/wp-content/uploads/2014/02.Bedell-Student-Engagement.com))

<sup>9</sup> J Fredricks, W McColskey, et al. *Measuring student engagement in upper elementary through high school: a description of 21 instruments*. (Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast, 2011).Page. 10.

According to those theories and the purpose of this research which focus on classroom observation especially in students' verbal participation, it can be concluded that cognitive engagement is the students' thought and comprehension about the lesson that have been explained by the teacher during the class activities.

Based on Jones the students' engagement level can be measured from the characteristics of students' engagement. They are positive body language, consistent focus, fun and excitement, individual attention, clarity of learning, meaningfulness of work, rigorous thinking, and performance orientation.<sup>10</sup>

**1) Positive body language**

Students show body postures that indicate listening and paying attention to the teacher or other students. It includes their eye contact, head position, leaning forward or backward, and positions of arms. All of them show the student's level of interest and attention.

**2) Consistent focus**

Students are focused on the learning activity with minimum disruptions including their attention that shows they interest with the activities.

**3) Verbal participation**

Students show thoughtful ideas and answers which indicate they are active students. For example, they ask questions that appropriate to learning, share their opinion about the lesson, and reflect problem that they get in the class.

**4) Student confidence**

Students show confidence in doing their task with limited coaching or approval-seeking and active in participation of team-based work.

**5) Fun and excitement**

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<sup>10</sup> Richard D. Jones, *Student Engagement: Teacher Handbook*. (New York: International Center for Leadership in Education, 2009).

Students show interest, enthusiasm and use positive humor.

**6) Individual attention**

Students feel comfortable in asking help or questions.

**7) Clarity of learning**

Students can describe the purpose of the lesson or unit rather than describing the activity based on the lesson of the day.

**8) Meaningfulness of work**

Students discover that the work interesting, challenging, and connected to learning.

**9) Rigorous thinking**

Students can work on complex problems, create solutions by them selves, and reflect on the quality of their work.

**10) Performance orientation**

Students know what quality of work is and how it will be assessed. They can evaluate the quality of their work.

Considering those theories, the researcher concludes that in measuring students' engagement level we have to consider the characteristic of students' engagement, it includes students' behavior, emotion, and cognitive in class.

**c. Teacher's Challenges**

Engaging students is not easy thing to do in the classroom since there are many different characteristic of students in the class. Based on the Julie said that as the teacher we need to provide our learning with activities that are innovative and challenging as well as purposeful if we want them to be engaged in learning.<sup>11</sup> As the teacher, challenging in engaging students is common problem and need solution. The challenging that sometime occurs are:

- a. Students' Anxiety

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<sup>11</sup> Julie Thompson. "The Best Ways to Engage Students in Learning"  
<http://mobile.eduweek.org>, accessed on March 19, 2017)

According to Steven and Lynn, Reticent behavior poses particular problems when it comes to language learning. They also defined as a person for whom anxiety about participation in oral communication outweighs his projection of gain from that situation.<sup>12</sup>

b. Students High Expectation

Students across the achievement and socioeconomic spectrum need and deserve motivating, supportive instructional environments, engaging content, and the opportunity to learn in settings that support collaboration with peers, teachers, and the larger world community. Students today live digitally every day. They use the Internet, text messaging, social networking, and multimedia fluidly in their lives outside of school and they expect a parallel level of technology opportunity in their academic lives. There is a disconnect 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>13</sup> Based on Peter and Julie, it is importance of teachers being clear, setting high expectations for student achievement, and working hard to develop good relationships between students.<sup>14</sup> Not only that need the students are wanted, students also need the enjoyment learning in the class, if the students didn't enjoy the lesson they will bored all the time. Peter and Julie further also said that boredom, as well as teacher-student misunderstandings and students' negative attitudes towards school, they could be consequences of students being uninterested in the curriculum, students being unhappy at home or in the schoolyard, or poor quality teaching.<sup>15</sup>

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<sup>12</sup> Steven J. C. & Lynn E. H., "Addressing Reticence: The Challenge of Engaging Reluctant Adult ESL Students". *Journal of Adult Education*. Vol 44 No.4, 2015

<sup>13</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>14</sup> Peter G. & Julie T., "*Engaging Students: Creating Classroom That Improve Learning*". (Gratan Institute, 2017) 6

<sup>15</sup> Ibid 12



Respectful relationships and interaction, both virtual and personal are shown to improve student engagement. Students today are intensely social and interactive learners. The results from *Imagine a School, Design For Learning*, and *What did you do in school today?* repeatedly show that: (1) Students want stronger relationships with teachers, with each other, and with their communities locally, provincially, nationally and globally. They want their teachers to know them as people. (2) Students want their teachers to know how they learn. They want their teachers to take into account what they understand and what they misunderstand, and to use this knowledge as a starting place to guide their continued learning. (3) Students want their teachers to establish learning environments that build interdependent relationships and that promote and create a strong culture of learning.<sup>16</sup>

In addition, according to Prayong and Rapeepon, teacher's anxiety is also become one of the challenges of the teacher, they are teacher's expectation, students' attitude towards studying English, and teacher's language proficiency.<sup>17</sup>

a. Teacher's Expectation

They may perceive disorganized behavior of the low ability students and have a large number of the students in their classroom. Moreover, the teachers have doubts in using bilingual teaching resulting from their concerns about their pronunciation and fluency in speaking English. In addition, teachers would like to collect information about the students related to their motivation in learning the language, proficiency in learning the language both using the native language and English, and their reluctance to use English while studying in the classroom.

b. Student Attitudes Towards Studying English

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<sup>16</sup> Leah T. & Jim P., "Improving Students Engagment". *Currents Issues in Education*. Vol 14 No.1, 2011

<sup>17</sup> Prayong K. & Rapeepon S., "EFL Teacher's Anxiety in Using English in Teaching Language Classroom". *International Journal of Social Science and Humanity*. Vol. 2 No. 6, 2012



This component was ranked as the second most important. Overall there were medium level concerns about the students' attitudes towards studying English. This study found that a language learner is always anxious about error correction in the classroom. As a teacher instructing in a non-native language, teaching causes anxiety. There is also stress since they have difficulty using the language. However, they need to speak to the whole class. If the instructor makes some, it can be quite embarrassing. This causes a loss of confidence. This can be equivalent to public scolding.

c. **Teacher's Language Proficiency**

The students not only learn the language, but also learn through using classroom English and common expressions in daily life. Finally, using the target language in teaching benefits the students in gaining proper language and good attitudes towards learning languages. A language teacher can provide a good example in using a second language effectively. He or she can impart linguistic and cultural knowledge. This can solve other learning problems for students as well.

These challenges are sometime faced by the teacher during teaching English. However, not all from the challenges above will be faced by teacher.

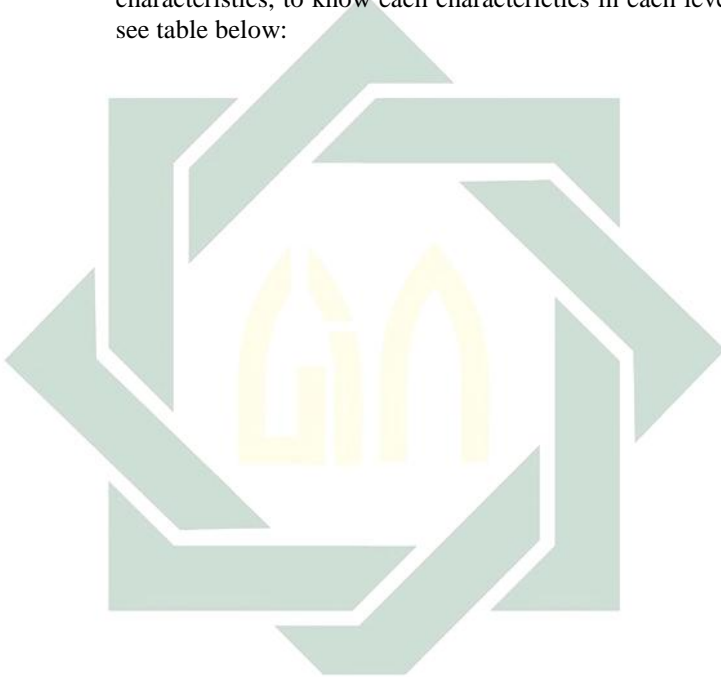
**d. Verbal Participation**

According to Richard verbal participation is students show thoughtful ideas and answers which indicate they are active students. For example, they ask questions that appropriate to learning, share their opinion about the lesson, and reflect problem that they get in the class.<sup>18</sup> Beside that, according to Meghan Condon, students' verbal participation is influenced also by verbal learning. In her opinion, verbal learning here created engaged

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<sup>18</sup> Richard D. Jones, *Student Engagement: Teacher Handbook*. (New York: International Center for Leadership in Education, 2009).

citizens such young people who acquire greater verbal skill in school participate more in political and community affairs later in life.<sup>19</sup> Means that if the teacher can engage the student in their verbal participation it will create future young people who are active in community and they can survive in citizen area. For each level there are the characteristics, to know each characteristics in each level, see table below:



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<sup>19</sup> Meghan. A., “Improving verbal learning in schools can increase political engagement and encourage voting later life”, *LSE: US Centre USAPP* (<http://blogs.lse.ac.uk>, accessed on March 22, 2017)

**Table 2.1** *Criteria of Verbal Participation Level*

<b>Criteria</b>	<b>Very High</b>	<b>High</b>	<b>Medium</b>	<b>Low</b>	<b>Very Low</b>
Thoughtful Idea	Students always express their idea in the class considerably and relate with the lesson/materialy	Students often express their idea in the class considerably and related to the lesson/materialy	Students sometime express their idea in the class considerably but not related to the lesson/materialy	Students seldom express and give their idea in the class	Students never express and give their idea
Answering Question	Students always active in answering question relevantly for each teacher's questions	Students often answer question from the teacher and the answer is relevant with the question	Students sometime answer question from the teacher but the answer is not relevant with the question	Students seldom answer question from the teacher	Students never answer question from the teacher
Asking Question	Students always active in asking question to the teacher relate with the lesson/materialy	Students often ask question to the teacher and relate with the lesson/materialy	Students sometime ask question to the teacher but not relate with the lesson/materialy	Students seldom ask question to the teacher	Students never ask question to the teacher

The table above clearly defined the characteristics of students in each level. This level can be used to identify the level of students' verbal participation in the class.

#### e. Participation Point System

Participation Point System is one of methods that the teacher might use in improving students' motivation in learning English. This method was created by Hadley in 1997 and developed by Jeffery in 2003. Both of them did those researches in Japan. The purpose of this method is to have effective method to measure a participation mark of the student to see the students' progress (English speaking skill) and to make students get accustomed to speaking.<sup>20</sup> According to Hadley the participation point system is a method of motivating classroom participation, especially communicative participation, by giving students something tangible (such as discs, marbles, poker chips, etc.)<sup>21</sup> while activities are underway to represent their participation scores. At its foundation, the PPS is very simple, and operates as follows:<sup>22</sup>

- 1) Desirable behaviors (answering or asking questions, giving opinions, volunteering for activities, etc.) are assigned a point value
- 2) Students who engage in desirable behaviors are rewarded with a physical representation of the point value (coins or tokens)
- 3) At the end of each lesson, the number of points received by each student is calculated

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<sup>20</sup> A. Sri Asrina, "Improving The Students' Speaking Ability Through Participation Point System (PPS) Method (A Class Action Research on the Tenth Grade Students of SMA PGRI Sungguminasa)" (Makasar: University of Muhammadiyah) 122 retrieved from <http://unismuhwriters.com/2015/11/28/improving-the-students-speaking-ability/>

<sup>21</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 October 09, 2016

<sup>22</sup> Paul, R. The Use of Participation Point System to Encourage More Proactive Learner Participation In Japanese University English Classes. *Journal of NII-Electronic Library Service*. P.94

- 4) Special prizes are awarded at the end of each semester for the students with the most point
- 5) The value of points may also count toward students' final grades.

It means active participation is a must for every student; clearly communicating daily expectations is a must for every teacher. This participation points system combines these in a measurable, visual way. Each class activity is assigned a number of points that students can earn as they complete tasks. As students engage in the activities, they write on their grids the points they earn by participating. Just before the class ends, the students write their total for that day. These can be then used for giving daily, weekly or semester long participation grades.

The intention of the participation point system is to reward students in a simple yet tangible way. The best form of praise is rewarding them immediately with participation point that they can actually see and touch, and making these participation points an important part of the grading process.<sup>23</sup> Participation point system is a simple method developed by Hadley. The idea of the method is how to make students participation become tangible so that students can evaluate their progress. Participation Point Systems can be highly effective in helping students overcome their anxieties and become more proactive language learners.<sup>24</sup> In addition, the PPS aims to overcome the students' passivity by giving students something on the spot that lets them know immediately of their progress. Students then feel an immediate sense of achievement, which is needed to

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<sup>23</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 October 09, 2016

<sup>24</sup> Paul, R. The Use of Participation Point System to Encourage More Proactive Learner Participation In Japanese University English Classes. *Journal of NII- Electronic Library Service*. (2013) P.96

encourage them to speak more, and to use their imagination.<sup>25</sup>

According to those theories and the purpose of this research which focus on classroom observation especially in students' verbal participation and performance orientation, it can be concluded that PPS is a method that can make students' active in the class by giving them something tangible in order to make them know their progress in learning process.

## B. Previous Study

There are eight previous studies that relate with this study. These previous studies are useful for this research because it can make different between current study with the previous study. Below are the previous studies:

The first research was written by Armbruster entitled "Student Engagement and Motivation: Research Analysis of Influences and Effects on Student Achievement", the researcher found that teacher practices and student-teacher relationships, student motivation and self-efficacy, classroom environment/students' perceptions of school influenced the students' engagement and motivation.<sup>26</sup>

The second thesis was written by Delialioğlu entitled "Student Engagement in Blended Learning Environments with Lecture-Based and Problem-Based Instructional Approaches". This research was about how blending of a different instructional approach with technology affected students' engagement.<sup>27</sup>

The third research was conducted by Santi Dwi Rahayu in 2014 entitle "An Analysis of Students' Engagement Level in Outdoor and Indoor Class at English Intensive Grammar Class of Madrasah Aliyah Bilingual Krian". The finding of this research talks about the level of students' engagement in

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<sup>25</sup> Jefferey, D.M. *Participation Point System to Encourage Classroom Communication. The Internet TESL Journals* vol. IX. No 8, August 2003. Retrieved at <http://iteslj.org/techniques/Jeffrey-PointSystem.html> on October 9, 2016

<sup>26</sup> Ashley Armbruster: "*Student Engagement and Motivation: Research Analysis of Influences and Effects on Student Achievement*". (USA: Webster University, 2007).

<sup>27</sup> Ömer Delialiođlu: "*Student Engagement in Blended Learning Environments with Lecture-Based and Problem-Based Instructional Approaches*". (Turkey: University of Ankara, 2012)

outdoor and indoor class. From the result of observation in indoor class, the highest level of students' engagement can be found in group work activity. The average level of students' engagement can be found in watching movie activity. While the lowest level of students' engagement can be found in lecturing activity. It happens because the students are more enjoyable in watching movie and group work discussion than they just listen to the teachers' explanation. While From the result of the observation in outdoor class. The highest level of students' engagement can be found in group work discussion activity and individual work activity. While the lowest level of students' engagement can be found in lecturing activity. It happens because they feel very enjoyable when they do group work activity in outdoor class. Each of groups discusses in different places in outdoor that makes them do not feel boring. While, in individual work activity they have to do a task by themselves and the teacher will give them mark for the process of doing the task. So they engage more in this activity because they have high motivation to get a good mark.<sup>28</sup>

The fourth is research by Eva Zuliati from University of Muria Kudus. Her title of the research is "*The Use of Participation Point System in Teaching Speaking For the Eighth Grade Students of SMPN 2 Jati Kudus in Academic Year 2013/2014*".<sup>29</sup> The findings of this research show that PPS was useful method that might be used for the teacher to increase the students' speaking skill. The students will have more self-confidence than before. This research used experimental method which was there were two variables (Independent and dependent variable). The researcher used pre and post test, and the result of those test showed a significance result of the students. In the pre-test which was haven't taught by using PPS, the students' score was 65.73 (it indicates enough score), while in the post-test which was have been

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<sup>28</sup> Rahayu Santi, D., Undergraduate Thesis "An Analysis of Students' Engagement Level in Outdoor and Indoor Class at English Intensive Grammar Class of Madrasah Aliyah Bilingual Krian". Retrieved from <http://digilib.uinsby.ac.id>

<sup>29</sup> Zuliati Eva, Postgraduate Thesis: "*The Use of Participation Point System in Teaching Speaking For the Eighth Grade Students of SMPN 2 Jati Kudus in Academic Year 2013/2014*" (Kudus: University of Muria Kudus, 2014) retrieved from <http://distrodoc.com/346988>



taught by using PPS the students' score were increase become 77(it indicates good score). Hence, the researcher can conclude that the use of participation point system can improve students' speaking ability.

Fifth research was conducted by Nurul Hidayah from University of Pancasakti Tegal. The title of her research is "*The Effectiveness of Using Participation Point System (PPS) Method in the Teaching of Reading for The Second Grade Students of Vocational High School (An Experimental Study in SMK Muhammadiyah Belik in The Academic Year of 2013/2014)*".<sup>30</sup> The result of this research shows that there is a significant difference between students who are taught using PPS and students who are taught using Grammar Tranlation Method. It can be concluded that using PPS in teaching reading for Vocational High School is effective method. The participant of this research is 30 students which were include as experimental and control group, the students was given 30 item of multiple choice in order to know the reliability and validity of the test.

The sixth research was done by A. Sri Asrina from Univeristy of Muhammadiyah Makasar. The title of her research is "*Imoroving The Students' Speaking Ability Through Participation Point System (PPS) Method (A Class Action Research on the Tenth Grade Students of SMA PGRI Sungguminasa)*".<sup>31</sup> The result of this research showed that the mean score of the students' speaking diagnostic test was 3.7 as categorized poor (low ability) while the mean score of the students' speaking test in cycle 1 was 5.2. It had a significance progress but still the result did not reach the determined standard score 6.5, so the researcher conducted the cycle II. In the cycle II the researcher got the mean score 70 which was it was good. Therefore, in the cycle II there was a significance

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<sup>30</sup> H. Nurul, Undergraduate Thesis: "*The Effectiveness of Using Participation Point System (PPS) Method in the Teaching of Reading for The Second Grade Students of Vocational High School (An Experimental Study in SMK Muhammadiyah Belik in The Academic Year of 2013/2014)*" (Tegal: University of Pancasakti) retrieved from <http://perpus.upstegal.ac.id>

<sup>31</sup> A. Sri Asrina, "*Imoroving The Students' Speaking Ability Through Participation Point System (PPS) Method (A Class Action Research on the Tenth Grade Students of SMA PGRI Sungguminasa)*" (Makasar: University of Muhammadiyah) retrieved from <http://unismuhwriters.com/2015/11/28/improving-the-students-speaking-ability/>

improvement from the students' ability both in the accuracy (vocabulary and grammar) and fluency (smoothness). This research took 26 students as the subject and used Classroom Action Research containing 4 stages (planning, action, observation, and reflection). The data were collecting after did diagnostic test for the students.

The seventh research was done by Stephanie Almagno entitled "Participation Point: Making Students Engagement Visible".<sup>32</sup> In this research, the researcher did some method in giving point to the students' participation such as use a new moniker, lead with preparation, share and review the student' engagement rubric from day one, students must score themselves against the Engagement Rubric, recognize quiet learners (during and after class), and re-direct talkative students who don't full engage with contents. By using this method, the researcher found that the students' involvement or engagement was increase during implementing these kinds of teaching strategies that she had been planned.

Eighth research was conducted by Kelly S Rocca entitled "Participation in the College Classroom: The Impact of Instructor Immediacy and Verbal Aggression".<sup>33</sup> This study exemined the students' behaviour of classroom participation at undergraduate students. This research talked about the teacher's intruction that used immediacy and verbal aggression. The finding of this research is that participation in the classroom increase if the teacher used immediacy instruction rather than verbal aggression. Based on this research, the researcher conclude that teacher's instruction influenced the students' participation. It did't mean that students' not engage with the learning process, but they more percieved if the teacher used immediacy instruction because immediacy intruction clearer than verbally aggression.

This curent study will be different with the previous studies above. The first difference is that in this study the researcher will focus only in the students' verbal participation which is it includes in the students' engagement level. In one to three

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<sup>32</sup> Stephanie, A., "Participation Ponit: Making Student Engagment Visible" *Effective Teaching Strategies*, (<http://facultyfocus.com>, accessed on March 21, 2017)

<sup>33</sup> Kelly, A. R., "Participation in the College Classroom: The Impact of Instructor Immediacy and Verbal Aggression

previous studies above the writer talked about the students' engagement generally not in the specific characteristics of it. As what have been stated before that there are ten characteristic of students' engagement, and the previous studies measure all of those characteristics while here in this research only one characteristic and that is verbal participation.

The second difference is that in this current study the way how to measure students' verbal participation will use PPS method. In this study PPS will be used as the tool to measure the student's verbal participation by counting the reward that the students get. While in the fourth to sixth previous studies above discuss about the implementing PPS in order to enhance the students' motivation in learning English. The researchers in the previous studies implement the PPS to know the effectiveness on PPS in improving students activeness in the class but, in this current study the researcher only analyze the implementing of PPS that has been implement by the teacher at Mts. Roudhlotul Banat and also analyze the students' verbal participation through reward that they get.

The third difference is that in this current study the researcher will use qualitative data to analyze the research, while in the previous studies all of those used quantitative and experimental. The researcher use qualitative because she wants to know deeper about the level of students' engagement in their verbal participation, the researcher will not implement PPS in this school because the English teacher in this school has already used PPS in her class. PPS in her class is used to make students active and they will enthusiasm when learning English. Hence, in this research the researcher only analyzes and don't implement anything.