CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the result of the observation checklist and also the interview. There are findings and the explanation of the result its discussion. The result of this research answered the research problem, they are the students' verbal participation level and the teacher's challenge in implemeting PPS regarding her students' verbal participation.

A. Research Findings

Observation has been done four times by the researcher and the co observer. We did the observation in one class and that was VII A. The co observer recorded the learning process while the researcher gave the star to the students. The researcher did observation by using obeservation checklist when all the record of learning process are collected. Because the students' verbal participation level measured thorugh how many the stars they got during four meeting with the researcher and co observer, some part of the dialogue was transcribed into English. In this findings there will be a description of each students' verbal participation level and also there will be the explanation of each scale of each students. The researcher analyzes the gathered data and they are presented as the detail below:

1. Students' verbal participation level
   a. In this point, the researcher explains the result of students' verbal participation level in the learning activity
      1) First meeting
         In this meeting the teacher taught about procedure text **(see appendix 2)**. At the beginning she explained about what is procedure text and the generic structure of procedure text. After that she gave questions to the students:

> Teacher: *"ok students now answer my question, what is the generic structure of procedure text? Who can answer correctly I will give you two stars, but if your answer incorrectly you will get one stars".*

> Student WN: *"Me miss, the answer is the generic structure of procedure text are goal, materials, steps, and result"*

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Teacher: "Good, and next question is what is the aim of procedure text?"

Student HD: "Miss I Miss, the aim of procedure text is to tell the reader how to make something"

Teacher: "yes that's right, and the last question is what is procedure text?"

Student: "Miss me, procedure text is a text that gives us instructions for doing something"

Teacher: "Good then! All of you are smart students!"

She gave three questions and also she asked the students to ask question related to the lesson that day.

Teacher: "Now, if you have any question related to our matery today, just raise your hand"

Student CM: "Miss I, does procedure text only for making food?"

Teacher: "ok good question, procedure text not only for making food, but also for making something like how to make pencil case, how to make picture frame etc. any other question?"

Students KR: "Miss I miss, if I make kite, it's also procedure text?"

Teacher: "Yes of course, everything that uses any materials and also step it include in procedure text. Question again?"

Students WN: "I miss, does procedure text always use Present Tense?"

Teacher: "yes sure, the characteristics of procedure text are using present tense, using imperative/action verb and using conjunction such the, and then, next etc. Ok then, who were brave to ask and answer my question I will give you star next meeting, because today I don't bring the star"

Students: "Yaaaa elaah miss."

In the first meeting some of students showed that they were not really interested with the lesson. Only for about 5 students from 41 students who really engage with the lesson

in the first meeting. It can be seen from the way how they acted in the class, most of them just kept silent during learning process, students who sat at the back had a chat with their friends, and some of them yawn, while students in the left row that sat in the second chair from back were slept. The environment of the class in the first meeting was not really enjoyable. Even though there were some students who raise their hand to ask and answer the question from the teacher, but mostly the students feel bored with the lesson. From this phenomenon, the researcher knew that in the first meeting, the teacher didn't bring star as the reward of the students. In the other hand, the teacher forgot to bring the star and that made the students were not enthusiasm in the class. It can be concluded that the students' verbal participation level was low on that day.

2) Second meeting

In this meeting, the teacher taught a lesson same with previous meeting about procedure text, but the learning activity is different **(See appendix 3).** At the beginning of the lesson, the teacher gave 10 vocabularies and drilled the students about how to pronounce the words. After drilling the vocabulary, then the teacher played game with those vocabularies, she asked the students to guess the mean of the vocabulary based on what the teacher said:

Teacher: *"Ok now, who can guess the meaning of the word that I say you will get two stars. Ok ready, first what is the meaning of Pour?"*

Student: *(for about 90% of the students raise their hand) "me miss, miss miss miss"*

Teacher: *"Ok you WN, what is your answer and also make a sentence with that word?"*

Student WN: *"Menuang, Then pour the water into the pan"*

Teacher: *"Good, the second. What is the meaning of cut?"*

Students: *Miss I miss, miss, miss!" (almost all students raise their hand)*

Teacher: *"Ehhm, I choose the students who raise their hand faster than the other, ok you NK."*

Student NK: "Cut is Memotong *miss, next cut the vegetable into small pieces"*

Teacher: "Ok students, this is your stars, please stick it there"

And for those who can answer correctly will get two stars, and if they answer incorrectly they will get one star. The environment of the class on this meeting were very enjoyable, 70% of the students were very enthusiasm during learning process. The students tried to raise her hand even they were not chosen by the teacher because the teacher brought the star in this meeting. It can be concluded that the students' verbal participation level in this meeting were high. Because the students showed their thoughtful idea, and they brave to answer the teacher's question even wrong answer.

3) Third Meeting

In this meeting, the teacher gave a worksheet to the students. Before giving the worksheet, the teacher drilled the students about vocabularies in the previous meeting. The teacher also gave the students stars for those who can remember the vocabularies. In this worksheet, the students should answer in the blank question. The teacher gave instruction that for ten students who can collect the worksheet firstly they will get four stars. After the students did the worksheet, then the teacher discussed it together with the students. **(See appendix 4)**

Teacher: "Now, let we discuss this worksheet together, number one who can answer?"

Student WN: "Me miss, the answer is Put"

Teacher: "why do you choose put?"

Student WN: "Because the meaning of put itu masukan *miss, masukan enam gelas beras kedalam rice cooker"*

Teacher: "Ok right answer, now number two, who wanna answer number two?"

Students SA: "Me miss, the answer are wash and cut"

Teacher: "why?"

Student: "because the answer is 'wash and cut miss'."

Teacher: "yes but why do you choose those answers?"

Student: "I don't know miss."

Teacher: "other students, who want to give the reason why wash and cut are the answer? That is the right answer, but why?"

Student CM: "Miss I, because the meaning of wash is mencuci and the meaning of cut is memotong. Mencuci sayuran dan memotong wortel dan bawang putih. *"*

Teacher: "Good answer!"

In the middle of discussion, the teacher also tried to engage the students by making them active. The teacher sometimes asked the students to answer the worksheet orally, and if they can answer they will get two stars. In this meeting, the researcher can conclude that the students' verbal participation were medium, because only 50% of the students can express their idea thoughtfully even only three students who can answer teacher's question.

4) Fourth Meeting

In this meeting, the teacher also taught about procedure text, in fourth meeting, the teacher only taught procedure text because it was one of the difficult matery according to the students' competence, so that the teacher need four meeting to discuss procedure text. In the fourth meeting the teacher just asked the students to make procedure text with their friend, and for those who brave to present their work will get two stars. **(See appendix 5)**

Teacher: "Who want to present their work I will give you two stars?"

Student SR&RF: "we miss, today we will present our work, the title is how to make instant noodle. The ingredients we need are water and instant noodle. The steps first is boil water until hot and then add the noodle into the water. Open the seasoning and put in the plate. After the noodle already soft, raise it and put in the plate. And then mix with the seasoning. Finally, instant noodle ready to serve. That's all from our presentation thank you."

Teacher: "Good, give applause to your friends. And next, who wanna present their work again?"

Student WN&AN: "Miss we. Assalamualaikum friends, here we will present about how to make omelet or telur dadar. First what you need is an egg, salt, oil for fry and onion. And then the next step prepares the frying pan and heat the oil. After that break the egg into the bowl, add salt and onion next fry in the frying pan until the color change become brownies. And finally, omelet ready to serve. That's all from our presentation, thank you and wassalamualaikum."

Teacher: "well done, give applause to your friends. Next please!"

Student MR&SAS: "Miss (raise their hand), good morning my friends, here I will show you about how to make sandwich. You need bread or tawar bread, cheese, cucumber, tomato, salad, tomato sauce and mayonnaise. First slice the bread in the triangle shape, after that add cheese, cucumber, tomato, salad, sauce and mayonnaise, after that cover the sandwich with the other bread. Finally, sandwich ala chef ready to serve.

Teacher: "good presentation!"

It was done until all of the students present their work, so in the fourth meeting all of students got two stars. Almost all of students brave to present their work even not really fluent to present it, so that 100% of the students got two stars. The researcher can conclude that in this fourth meeting, the students' verbal participation level were very high, because they can show their thoughtful idea about their work in making procedure text even they cannot fluent when present their work, they also work together to do the task, and also they often tried to ask question to the teacher related to what their friends have been presented.

Student: "Miss I ask, what is the meaning of "slice"?"

Teacher: "Slice is iris."

The students' questions actually just asked about the meaning of the vocabulary that their friends used in presenting their work. But, it shows good learning environment in the students' participation because they can active in the class.

b. In this point, the researcher will explain the result of students' verbal participation level in each scale

The scale of verbal participation levels are very high, high, medium, low, and very low. For each scale there will be explanation and the of students who get the level. The stars are from one semester, not only during observing but also in a whole of one semester. Before giving the explanation, The result of observation checklist based on the amount of the stars that the students got (**Appendix 6).** The table shows the result of observation checklist that was conducted by the researcher. The stars that were gotten by the students was accumulated from one semester so that it will show the real students' verbal participation.

Below are the explanations of each level from the students' verbal participation.

a. Very High Level

Table 4.1 *Result of Each Level*

Name	Stars
CM	16
KR	15
WN	20

The result of observation checklist on this level shows that there are three students who have very high level on their verbal participation. The range in this level is ≥15 stars. The students that are included in this level are CM, KR, and WN. During learning process, these students showed that they were very enthusiasm with the lesson, especially WM.

Teacher: "What do you know about the aim of procedure text?"

WM   : *"I think the aim of procedure text is to make the reader know the information about how to make something,"*

Teacher : *"Who can mention the generic structure of procedure text?*

(For about 11 students raise their hand, but the fastest is KR)

KR   : *(Raise his hand) "the generic structure of procedure text is goal, material/ingredients, and step."*

Teacher : *"if I say, "pour", who can make a sentence use "pour" word?"*

(For about 30 students raise their hand, but the teacher choose CM)

CM   : *(Raise his hand) "Pour the oil to frying pan."*

Teacher :   *"any question about our matery today?"*

WM   : *"Miss, can I use past tense in procedure text?"*

Teacher : *"Procedure text just use instruction so that it uses present tense."*

From the short dialogue above we know that WM shows her thoughtful idea, she always tries to answer teacher's question and also asking question. While KR and CM they also tries to answer teacher question. The table below will classify the part of students' verbal participation from the students' answer.

Table 4.1.1 *Classification of Verbal Participation*

Students name	Thoughtful idea	Active in answering	Active in asking
WM	*I think the aim of procedure text is to make the reader know the information about how to make something*		*Miss, can I use past tense in procedure text?"*
KR		*the generic structure of procedure text is goal, material/ingredients, and step*	
CM		*Pour the oil to frying pan*	

I can conclude that students in this level are students who have self- confidence to show their idea during learning activity. They aslo very active in asking and also answering the teacher's question.

b. High Level

Table 4.2 *Result of Each Level*

Name	Stars
AN	11
AT	14
HD	12
MBA	12
MY	11
NK	12
SA	12
UK	11

ZR	11
RF	13
AP	12
ET	11

The second result of the observation checklist is in the high level. In this level there are twelve students that are included in high level. The range of this level is 11-14 stars. Most of students in the 7th grade have high level in their verbal participation. They showed their thoughtful idea, they are also active in answering question but sometime when they asked question it was not relevant with the context of the lesson. Here are the example of some conversations that happen during leaning process between the teacher and the students where the students show their activeness.

Teacher: "Who know the meaning of "memotong"?"
(For about 32 students raise their hand, but the teacher choose AP)
AP   : "Cut miss?" (Raise her hand)
Teacher : "again, what is the meaning of Slice?"
(For about 30 students raise their hand, but the fastest is MY)
MY   : "I miss, slice is Mengiris." (Raise his hand)
Teacher: "Ok good, today we have learnt about procedure text, any question about our matery today?
AN   : "Miss, I ask. Does descriptive text same with procedure text?"
Teacher: "who can answer your friend's question?"
(Only three students who raise their hand, and the fastest is AT)
AT   : (raise her hand) "Different, descriptive is about describe something while procedure text is about how to make something."
Teacher: "good job!, who still remember the aim and the generic structure of descriptive text?"
(Ten student raise their hand, and the teacher choose RF)

RF   : (Raise his hand) "the aim is to describe something, someone, animal, plant etc and describe my feeling to her."

Students: (laugh together)

Teacher: "hahaha good answer, and the generic structure?"

AT   : "Me miss, the generic structure is identification and description." (Raise her hand)

To know the students' thoughtful idea and also their activeness during learning process, the table below will help us to understand easily the aspect of verbal participation it self.

Table 4.2.1 *Classification of Verbal Participation*

Students name	Thoughtful idea	Active in answering	Active in asking
AP		Cut miss?	
MY		I miss, slice is Mengiris	
AN			Miss, I ask. Does descriptive text same with procedure text?(not relevant with the lesson)
AT	Different, descriptive is about describe something while procedure text is about how to make something	Me miss, the generic structure is identification and description	
RF		the aim is to	

		describe something, someone, animal, plant etc and describe my feeling to her	

The dialogue above happened during learning activity, when the students express their idea, answered the question, and asked question they will get stars. I can conclude that students in this level indicate that they are engaged in the learning activity by active in every discussion. It's same with very high level, because the characteristics in the high level are quite same with very high level.

c. Medium Level

Table 4.3 *Result of Each Level*

Name	Stars
FZ	8
GM	7
MR	9
MRA	8
SA	10
SR	7
VS	8
NI	8

In the medium level, there are eight students that is included in this level. The highest star that is gotten by students is 10 stars. The range of this level is 10-7 stars. In the medium level the students showed their thoughtful idea, active in answering teacher's question but they never ask question to the teacher.

Teacher: "Today, we will make procedure text; you work with your desk mate. After that you have to present it in front of the class. Before making procedure text I ask you two questions first, who can answer will get two stars. First question, mention five vocabularies that is used in the steps!"

(Only four students who didn't raise their hand, those are sitting in back row in the left side)
(Teacher choose MR)

MR   : (raise her hand) "me miss, cut, add, pour, boil, and steam"

Teacher : "Good!! two stars for you! next question, mention another three vocabularies about procedure text with the meaning!"

(About 35 students who raise their hand, and the teacher choose SA)

SA   : "Slice=memotong, beat=mengocok, and stir=mengaduk"

Teacher: "Well done, now please do your work!"

The student in this level were not brave when teacher asked them to ask question if they didn't understand with the lesson, but when the teacher gave question they brave to raise their hand and answer it. Even though their answer was wrong but they were confidence to answer.

Teacher: "FZ, do you listen your friends' presentation right? Now, answer my question. What is the next step after they cut the vegetables?"

FZ   : (confuse) "ehhhmm, the next step wash the vegetables miss."

Teacher: "Hmm, you didn't listen it right? But that's okay, you are brave to answer I will give you one star."

When the teacher asked their opinion about their friends' presentation, the students in this level were brave to raise their hand.

Teacher: "so, what do you think of your friends'
presentation?"
(Just 15 students who are brave to raise their hand, but the
teacher choose SR)
SR   : (raise his hand) "I think they present well,
good, and nice, I love them."
(All the students are laugh)

Even their idea was not really good, but they were
brave to speak up the teacher will give a star. Students in
this level show that they have not really good
engagement in learning activity; it can be seen from the
dialogue that happen between these students and the
teacher. The table below will give us the classification
of verbal participation that took from the short
conversation above.

Table 4.3.1 *Classification of Verbal Participation*

Students name	Thoughtful idea	Active in answering	Active in asking
MR		*me miss, cut, add, pour, boil, and steam*	
SA		*Slice=memotong, beat=mengocok, and stir=mengaduk*	
FZ		*the next step wash the vegetables miss (Wrong Answer)*	
SR	*I think they present well, good, and nice, I love them*		

Students in this level never ask question, just active in answering teacher's question and little bit give their idea. But however, it's good because they still show their interest or their engagement in the learning process.

d. Low Level

Table 4.4 *Result of Each Level*

Name	Stars
DI	4
LS	5
MA	4
MBM	6
MF	3
VN	4
MI	5
IF	4

There are eight students in this level. The range in this level is 6-3 stars. Low level showed that they showed their thoughtful idea when the teacher did discussion but they never ask and answer the teacher's question.

Teacher   *: "What do you think of your friends' next presentation?"*

(20 students raise their hand, and the teacher choose MBM)

MBM   *: "I think the presentation is good but the voice is not loud."*

They just wanted to answer if the teacher choose them, if not they would not brave to raise their hand.

Teacher   *: "What is the meaning of stir?"*

(almost all of students raise their hand, only 17 students who didn't raise their hand, finally the teacher choose those who didn't raise their hand)

Teacher   *: "Ok LS, answer!"*

LS   *: "ehhmm stir is mengaduk."*

(the teacher did the same thing to the next question)
Teacher   : "MF, what is the meaning of cut)
MF   : "mengiris miss" (doubtful answer)
Teacher   : "hmmm, are you sure? Again, for others what
*   is the meaning of cut, VN?"*
VN   : "Cut is memotong."

The table below will classify the aspect from verbal participation based on the conversation that happen between the students and also the teacher during learning process.

Table 4.3.1 *Classification of Verbal Participation*

Students name	Thoughtful idea	Active in answering	Active in asking
MBM	*I think the presentation is good but the voice is not loud*		
LS		*ehhmm stir is mengaduk*	
MF		*mengiris miss (Wrong Answer)*	
VN		*Cut is memotong*	

Eventhough the students' answer incorrectly, they still got one stars from the teacher. The students in this level were quite passive, so that in one semester the highest star that was gotten by the students only 6 stars. The students that got 6 and 5 stars because they can answer the teacher's question correctly while for others they answer the teacher's question incorrectly. All of students in this level are indicated as passive students; because if they didn't chosen by the teacher they will not get any stars because they were not confidence to

raise their hand. Students in this level also shows that they have bad engagement in learning activity, it can be caused from their self-confidence when try to raise their hand. Students in this level never raise their hand during learning activity. They sometime active in every discussion, but never work together with other students.

e. Very Low Level

Table 4.5 *Result of Each Level*

Name	Stars
BP	2
DM	2
KZ	2
LH	1
MFA	2
MH	2
NR	2
NA	2
FB	1

In the very low level there are nine students, the range in this level is ≤ 2 stars. Most of students in this level got stars because the teacher gave them for making them be active in the class, but still they didn't have confidence to answer or to ask question to the teacher. During learning process, students in this level just kept silent and sometime they sleep in the class. They also usually made noisy in the class so it was disturb their friends. Very low level indicate that they were passive in the class and just kept silent during learning process.

Teacher: "who never ask and answer question, I will give you one star to make you be more active in the class. Okaaay!!"
(Teacher give the star to the students in this level)

Students in this level show that they have worst engagement in learning activity.

To make easier knowing the highest level of the students in the 7th grade of Mts. Roudhlotul Banat, the figure below is provided:

Figure 4.1 *The chart of Students' Verbal Participation Level*
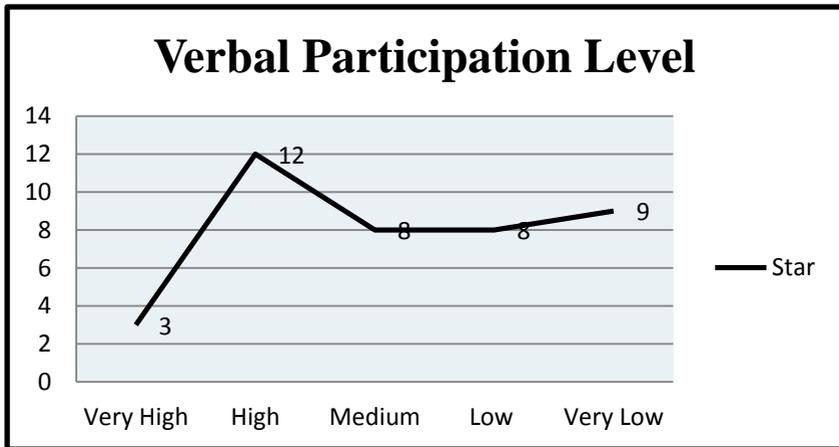
From the chart above, we can conclude that the students' verbal participation level in the 7th grade is in the high level which is in the range 14-11 stars they got. They were in the high level because it was caused by the teacher that always tried to make them active by providing fun learning activity. High level indicated that most of students were engaged with the learning process, they always showed their thoughtful idea by showing their interest in the lesson, and they always try to give their idea in every discussion. Besides that they also active in answering the teacher's question, they brave to raise their hand and they had confidence to answer it. When they didn't understand with the lesson, they asked to the teacher, sometime they ask used English and sometime used Bahasa.

2. **Teacher's Challenges in Implementing PPS Regarding Students' Verbal Participation**

Besides to know the students' verbal participation level, the researcher also wants to know the teacher's challenges when

implement PPS in her class to enhance the students' activeness or in this case students' verbal participation. The researcher used theory from Julie and Fearn about teachers' challenges in teaching English and also in increasing students' activeness using participation point system. So, the teacher was subject to be interviewed. And the list of question is adapted from Julie and Fearn theory. **(See appendix 7)**

The teacher said that the first challenge was some students sometime still feel didn't have confidence to raise her/his hand for answering the teacher's question, they still feel worry if their answer was not correct so that they seems like just sat and saw what their friends did. The second challenge is what students need sometime she couldn't fulfill. She gave an example like the students always asked to play game, while the teacher had to finish the subject. It is hard to be done by a teacher, because if the students have already asked to play game and the teacher gave matery it will make them bored and not enthusiasm with the lesson anymore. The third and also the last challenge that she faced is about her feeling that she couldn't fair with her students. Because some students ever said to her like this *"Miss, kok dia terus ang ditunjuk, aku kapan?"* this question indicate that the students felt that his/her teacher didn't fair to her/him. However, the teacher always tried to fair to all of the students, even some students didn't feel like that. But the teacher also said that it wouldn't happen forever, it just about the process of students' understanding regarding the real meaning of reward.

The teacher just gave one solution to face those three challenges that she has stated before, and the solution is always try to use PPS even the teacher face the challenges like above. Because she thought that PPS is really good solution to solve the problem that she faced. And she also said that those challenges were not big challenge because it will happen to every teacher so that the solution that the teacher used just optimism feels to implement PPS in her class. She just needs to be more creative in giving learning activity so that she can solve those problems.

B. Discussion

From the findings, it can be found that students' verbal participation level and the teacher's challenges in implementing PPS in her class regarding her students' verbal participation as described below. In this part, the findings of the research are discussed and conducted with theories or previous study.

1. **Students' Verbal Participation Level**

From the findings, it shows that there are five levels in the students' verbal participation; they are "very high, high, medium, low, and very low". For each level there are the characteristics and that characteristics will be used to identify the students' level. In the findings, the level of students' verbal participation is measured through the star that the students got. According to Hadley the participation point system is a method of making the students be active in the class, especially communicative participation, by giving students something tangible (such as discs, marbles, poker chips, etc.)[1]. The tangible reward that the teacher gave for her students is Star. By giving star, students showed that they were more active and had confidence to ask or answer teacher's question.

The students' verbal participation level in the 7th grade shows that 12 of 41 students has high level in their verbal participation, while this level show the highest amount of the students. It is clearly defined that PPS will encourage the students to be more active, because PPS can be highly effective in helping students overcome thewir anxieties and become more proactive language learners.[2] The students in this level showed that their participation to the activity of the institution in order to achieve outcome is good. 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,[3] and the students in high level they have good behavioral engagement, their participation in the class show that they give their thoughtful idea. It same with Richard said, According to Richard verbal participation is students show thoughtful ideas such as always try to give their opinion in

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[1] 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 on October 09, 2016

[2] 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*

[3] Derek K. Lester: "*Environmental engagement demand differences within and among Holland academic environments*" (Las Vegas: University of Nevada, 2011), 24.

discussion activity 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]

For students' verbal participation level in very high level only there are three students, these three students are really active students. These students always show their contribution in any discussion, they also raise their hand in every teacher's question. Richard said that students in this level they always express their idea in the class considerably and relate with the lesson/material, always active in answering question relevantly for each teacher's questions, and always active in asking question to the teacher relate with the lesson/material.[5]

While students' verbal participation level in medium level there are eight students. During observing the students in this class, the researcher found that students in this level are basically are active students like students in very high and high level. But, the frequency of the activeness of students in this level is lower rather than students in the very high and high level. Richard also described the students in medium level such; Students sometime express their idea in the class considerably but not related to the lesson/material, sometime answer question from the teacher but the answer is not relevant with the question, and sometime ask question to the teacher but not relate with the lesson/material.[6]

The next level that is going to describe is low level. There are eight students from 41 students that are included in this level. The students in this level shows that they were interest with the lesson but the intensity of their activeness was lower than the previous level (very high, high, and medium). What they do during learning process indicated that they enjoy the lesson but they didn't know what they have to do, as the result the star that they got not more than 5 stars. Richard has clearly stated students in this level such; Students seldom express and give their idea in the class, seldom answer question from the teacher, and seldom ask question to the teacher.[7]

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[4] Richard D. Jones, *Student Engagement: Teacher Handbook*. (New York: International Center for Leadership in Education, 2009).
[5] Ibid, 29
[6] Ibid, 29
[7] Ibid, 31

Nine students from 41 students are in the very low level, but these students were still interest with the learning process, these nine students show that they are engage emotionally such as interest, enjoyment, or a sense of belonging. It can be proven from the star that they got, they still got 1-2 stars, means that they were interest but they cannot show more about their interest. Derek states that emotional engagement includes interest, values, emotion.[8]

From those findings, it can be concluded that most of students in the seventh grade are in the high level which is indicates that the students in this class are active students. PPS method that the teacher used in her class is success to make her student active, because Participation Point System is a simple method, the idea of the method is how to make students participation become tangible so that students can evaluate their progress and as a result the students will be active and enjoy the learning activity.[9] Besides that, 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 encourage them to speak more, and to use their imagination.[10]

Once again it same with what Asrina said that the purpose of PPS 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.[11] However, the researcher can conclude that students in 7th grade are active students because the teacher used PPS to make them active in the class with making them not worry with their mistakes.

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[8] Derek K. Lester, *Environmental engagement demand differences within and among Holland academic environments* (Las Vegas: University of Nevada, 2011).

[9] 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 on October 09, 2016

[10] 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

[11] 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) 122 retrieved from http://unismuhwriters.com/2015/11/28/improving-the-students-speaking-ability/

2. Teacher's Challenges in Implementing PPS regarding Students' Verbal Participation

From the finding of teacher's challenges, there are three challenges that she faced during implementing PPS in her class. As the teacher, innovation method is needed to make the students engage with the lesson.[12] What the teacher faced during implementing this method are first is students sometime still feel didn't have confidence to raise her/his hand for answering the teacher's question, they still feel worry if their answer was incorrect so that they seems like just sat and saw what their friends did. It same with Steven and Lynn opinion about the teacher's challenges in engaging students, according to Steven and Lynn, one of challenges that will be faced by the teacher is students' reticence/students' worrying. 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.[13] It is influence the Students' emotionally; students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging. Finlay states that emotional engagement includes interest, values, emotion.[14] The students who feel worry if they make mistake, it will influence their interest and enjoyment in learning. The worry feeling such they don't want to raise their hand even they know the answer. It also influenced their behavioral engagement; the behavioral engagement of the students includes their behavior in class activity, such as: the students' contribution in class, the students' performance, etc. The students who feel worry, they will have less of contribution and performance in the class, based on Lester opinion students' nervousness make them cannot show their ability, the way how they contribute and perform in the class won't show that they interest with the lesson but it because they afraid with the teacher.[15] It means that the students afraid when they try to

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[12] Julie Thompson. " The Best Ways to Engage Students in Learning" (http://mobile.eduweek.org, accessed on March 19, 2017)

[13] 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

[14] Krystina Finlay. *Quantifying School Engagement: Research Report* (Colorado: National Center for School Engagement, 2006). 15

[15] Krystina Finlay. *Quantifying School Engagement: Research Report* …………………………. 21

answer teacher's question so that it make them don't have self-confidence.

The second challenge that is faced by the teacher is what students need sometime she couldn't be fulfilled or in other word the students have high expectation of the teacher. She gave an example like the students always asked to play game, while the teacher had to finish the subject. It is hard to be done by a teacher, because if the students have already asked to play game and the teacher gave matery it will make them bored and not enthusiasm with the lesson anymore. Finlay stated that emotional engagement includes interest, values, emotion.[16] 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. If the students feel bored it will make their emotional engagement low. Because According to Fredricks said that the students' need or students' want is related with the students' interest and enjoyment in learning activity, the higher their expectation in learning activity the higher also their need.[17] So that it will make a gap between the teacher and the students. Closing this gap is a challenge for our current school systems.[18] 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.[19] 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.[20] Peter and Julie means that if the students'

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[16] Krystina Finlay. *Quantifying School Engagement: Research Report* ………………………………. 23

[17] 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). 12.

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

[19] Peter G. & Julie T., "*Engaging Students: Creating Classroom That Improve Learning*". (Gratan Institute, 2017) 6

[20] Ibid 12

feel bored it will make them negative attitude in the school. So it become one of the teacher's challenge.

Then the last problem that she faced is her feeling that she couldn't fair with her students or it can be called as teacher's anxiety. Because of this reason, it will make the teacher fell that she has not been good teacher yet, she still need to improve her creativity to face the problem might be appear to her students during implementing PPS. While every students has their thought to her teacher like the theory above. The teacher's anxiety in this case is about the students' attitude toward learning English. According to Prayong and Rapeepon, a language learner is always anxious about error correction in the classroom and also their feeling about unfairness to their students.[21]

The teacher said that she needed to be more creative again in creating learning activity in her class, she will implement PPS in her class with different style or different technique, may be with change the stars into another shape and providing learning activity that need students; higher thinking. It is good to be done by the teacher in their next planning, according to Ethan 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.[22] Hence, teacher has to be creative in creating learning activity for her/his students in order to create fun and enjoy learning environment so that the students will enjoy in learning language.

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[21] 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

[22] 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).