

CHAPTER II

REVIEW OF RELATED THEORIES

A. Definition of the Participation Point System

The Participation Point System (PPS), introduced by Hadley (2002), has been used to measure and to assist the progress of students in developing their speaking skills, to make students used to speaking in English and to measure the participation levels of the students. Teachers usually only write the scores for the active learners in their score sheets privately. Consequently, it's only the active students who get the advantage of these scores and the students do not know what their participation level is. Therefore, Hadley (2002) designed the PPS technique, which makes the points for the students who participate become something tangible.

From the expert opinion it can be said that the participation point system can be used as a measure in developing students' speaking abilities. The students who are active participate will get points and these points will benefit for students who are active participate.

Jeffrey (2004) has stated that the PPS can help passive students participate and communicate in the classroom activities. After noticing the passivity of his students, he decided to use PPS in his classroom. The results from his research showed that his students became much more enthusiastic to participate in all the speaking activities in the class after introducing the Participation Point System technique.

From the expert opinion it can be said that the participation point system encourages passive students to active participate in classroom learning activities. As a result of the expert research with the implementation of participation point system, the students become enthusiastic participating

in learning activities, after introducing the participation point system technique.

The participation point system is essentially behavioristic, but this fact in itself does not automatically impugn its value. As other teacher- researcher (Hadley, 2001; Jeffrey, 2003) have found the system has a positive effect, and is not designed to “control” or dominate “students, but rather” to encourage them to overcome their psychological barrier to communicating in English and their basic fear of making mistakes.

The participation point system have a positive effect and can't dominate or control one student with other student, but encourage all of students to participate in learning classroom activities. Participation point system can also encourage psychological students to communicate or speak in learning classroom activities.

Hadley (2002) and Jeffrey (2003) have found that the PPS has a positive effect, which does not control the students but rather encourages them to reduce their anxiety level in order to communicate effectively in the class. A study conducted by Bess and Bess (2002) showed that PPS can be very effective in assisting students to overcome their anxieties and become more proactive learners in the speaking classroom. Rayne (2014) also proved that the students' attitudes towards PPS was positive which was shown from the answers they gave on the questionnaire where the majority of the students agreed that the PPS was effective in encouraging them to ask questions, answer questions, express opinions, and to volunteer to speak in the classroom activities.

From the expert opinion it can be said that the participation point system has a positive effect on learning activities in the classroom. The students become more proactive in learning activities. Participation point system is an effective strategy when students ask questions, answer questions, express opinions in learning activities in class.

As with most point system, one of the most challenging aspects in keeping a record of the point that have been awarded. Using physical tokens to represent the point can help in this regard, and also increase students' motivation further as they can hold their point in their own hands and look at them with a sense of achievement (Jeffrey, 2003).

With a point system the students will be help in getting an award from the teacher, when the student is active in class. The point system also helps to encourage student motivation so that they are more active in the class and get points from the teacher.

Because the points are physical, a physical method of distribution is also required. This has been noted as one of the most troublesome aspect of other PPS's, with Jeffery (2003) noting: One problem with the PPS is that it takes a lot of energy to move around classroom distributing points. After three forty-five minute classes in succession I feel I have had a fairly extensive physical workout.

According to the participation point system experts also have obstacles when applied in learning. One obstacle is that the participation point system requires a lot of energy to distribute points in the classroom.

According to Everson (1987), an effective classroom management is governed by rules and procedures that are contextually oriented, clearly stated, thoroughly explained, and judiciously monitored. The management system must also be minimally disruptive, otherwise it could hinder students learning. To facilitate these outcomes, both students and teacher must first become familiar with rules of the point system. Additionally the teacher must choose appropriate times to add subtract points, assign consequences, and communicate point totals with students. A point- reward system designed appropriately can improve classroom conditions and promote a pleasant learning environment for students and teachers like.

The management point system must be a bit of a distraction and not hinder students from learning, to avoid the disruption of students and teachers who must first do is recognize the rules in the point system. Conditionally the teacher must choose a time that supports the implementation of the point system and the teacher must be consistent. Point system can support learning in class and improve student achievement in class.

The observational evidence gained from this study, and others like it (Jeffrey, 2003; Hadley, 2002; Bess & Bess, 2002) suggests that participation point system can be highly effective in helping students overcome their anxieties and become more proactive language learners.

From an expert opinion the participation point system is highly effective in helping students become more proactive and enthusiastic in class learning.

Jeffrey (2003) implemented the PPS technique in his class by using glass discs that were each worth one point a marble was worth three points. He also used gold discs that were worth six points for remarkable and outstanding participation. One point was given to each students who was on time to emphasize the importance of punctuality. He found that punctuality definitely improved when students were rewarded with one point in this way for being on time. Before using this technique, there were always a number of late students, coming into the class after the lesson had started, which was disruptive.

In fact, teaching speaking using participation point system can be used in many kinds of ways. Below are the fundamental steps to implement PPS in a classroom as outlined by Rayne (2014): 1. Desirable behaviors (asking for opinions, asking questions, volunteering for classroom activities, etc.) are assigned a participation point score; 2. Students who participate in desirable actions are rewarded with a physical representation of the points value (coins, beads ore token); 3. At the end of each class, the total participation points

received by each learner is counted; 4. Special prizes are awarded at the end of each semester for the students who collect the most points.

B. Related Aspects in the Participation Point System

1. Students Participation

Hence this study defines students' participation in English language classroom as interacting with teacher or peers in form of answering and asking questions, making comments, and join in discussion by giving opinions and respond. Besides that, it also emphasis students attention to the teacher and peers to make sure they understand their questions or opinions so that they can express their thoughts and feeling to make sure they understand their active participations in the classroom and also in the lesson.

Student participation can see from the interaction of students when asking teachers, answering questions, commenting and giving opinions when discussing in class. Besides that student participation can see from the expression of their comfort in opinion and answering questions when learning in class.

Their participation in class is usually spontaneous and occurs naturally Zainal Abidin (2007). Participation in the circumstance occurs when students influenced by factors, such as sociocultural, cognitive, affective, linguistic, or the environment often lead to student participation and interaction with other students and instructors become less and speak only at appropriate time.

When students will participate in class by taking into account several factors, such as sociocultural, cognitive, affective, linguistic which often occur teacher and student participation will be reduced and even they only speak at important times.

Instructors rarely give clear instructions on how to improve class participation (Jacobs & Chase, 1992). Students participation is so

individual-specific (Idiosyncratic) that uniform solutions or one size fits all approaches may not be the best way forward. For example, a student who may participate less frequently in class may participate more in smaller groups or be more diligent in completing assigned reading, while the students who participates frequently in class may be doing so to offset insufficient attention to out of class assignments. Instructors often fall into the trap of equating vocal participation as an indication of investment in learning (Gilson, 1994)

The focus the student's participation is especially relevant for the students and the teacher, in their future profession, are expected to promote active participations among their pupils (Swedish national agency for education, 2011).

Special student participation is focused on the teacher, because the teacher becomes their profession and his expectations are to make students actively participate in teaching and learning activities

Students with high self-efficacy showed better academic achievement one participating more in the classroom (Pajores, 1966 & Schunk, 1995). Self- efficacy trait with displaying more of that curiosity and exploring urge would motivate students to become more active and positive reciprocity (Rahil, Habibah, Loh, Muh Fauzi, Nooreen, Maria Chong, 2006). Beside that Coyamus & Martin (2004) found that students who are open-mindedness, give a motivational effect on other students to actively participate in class. These traits will facilitate the formation of self- efficacy, as stated by Rahilet.al (2006), with a high degree of self- efficacy and thus will increase confidence level and motivated them speak up in classroom.

According to experts, the success of self-student high shows that one of the achievements of the effects of participating in the class. The success of students to encourage them to be active and have a positive response.

The success of them will increase to the confident level and motivated them speak up. Experts argue that students learn better when their learning is active and involves talking and interacting (Goldsmid and Wilson (1980, p. 293) and when they have more opportunities for feedback (McKeachie, 1986, p.27). Some of the experts suggest ways to obtain more participation in large classes.

Students will listen well when they are active and interact at the same time they are happier to get feedback when they participate in class.

Class participation varies based on factors related to specific class, course materials, instructor preferences, and the overall orientation and structure of the social work curriculum in particular. Moreover, the definition is likely to vary between individual instructors or students as reflective of the diverse subjective experience of each. In general, class participation may be defined in its broadest form as student engagement in material across all modalities of instruction (for example, in reading, instructor presentations, and small group work) that leads to personal and professional growth in the student as a result of the classroom experience (Gopinath, 1999; Heyman & Sailors, 2011; Jones, 2008)

The class variation is based on the several factors in specific classes such as a subject matter, instruction, and curriculum used. In general class participation can be formed from student engagement through instructions given by teacher, for example the teacher ask students reading, presentation and make small group

discussion, all of it help students become independent and professional the result gained from experience during class.

Students who participate also show improvement in their communication skill (Berdine, 1986; Dancer & Kamvounias, 2005), group interaction (Amstrong and Boud, 1983), and functioning in a democratic society (Girgin & Stevens, 2005) with so many positive benefits associated with classroom participation, why do so many students struggle with it and why is it so difficult to get them to participate in class? Students struggle with participation due to factors that relate to their personal traits, as well as the formal and informal structures of the classroom environment (Weaver & Qi, 2005).

The student's participation is shown to improve their communication skills, namely interaction in groups. There are many positive benefits of student participation in the class, but why there are many obstacles that make it difficult for students to participate in class. Student constraints for participating in class are factors of their personalities, both formal and informal.

Numerous studies have been conducted on the factors that influence classroom participation, Fassinger (1995) indicated that these factors include classroom size, fear, the perception of faculty authority, student preparation for class, and confidence. Classroom participation has become an increasingly important aspect of engaging students in higher education. Current students in higher education are of the Millennial generation and are constantly seeking interaction (Roehling et al., 2011).

Many important factors in class participation are classroom size, fear, the perception of faculty authority, student preparation for

class and confidence. Class participation is very important to support students in higher education, because students at the higher education stage are the next generation and must be able to interact.

Grading class participation has been one of the most popular strategies for encouraging class participation since students prioritize grades components in their coursework (Bean & Peterson, 1998; Gopinath, 1999; Jones, 2008)

According to the expert assessment in class participation is one of the strategies to support the class of participants in accordance with the level of class and the work of students.

Class participation provides a learning arena for important social work values such as communication skills, integration of knowledge, self-directed reflective learning, collaboration, goal setting, and evaluation. Assigning grades for class participation is not easy (Pepper & Pathak, 2008).

According to the expert class participation supports learning and it is important to increase social values such as communication skills, increase knowledge, collaborates, and so on. Managing students for participation and organizing class participation is not easy.

Black (1995) indicated that participation can take many forms in the classroom, and some of the forms could not be easily identified or recognizable by the teacher. Marzano (2000) considered classroom participation as the student participates in classroom activities and discussion without being asked, their scope. For improving the quality of work.

According to the expert participation in the classroom has many forms, the form cannot be easily identified by the teacher. In class activities students participate and discuss without being asked.

According to Cho and Kim (1994), participation in the classroom can enable students to develop social skills, increase recall of information, improve presentation skill, and increase their scope. For improving the quality of work.

Participation in the classroom can allow students to develop social skills, gain information, and improve presentation skills.

Grading contributions to class discussion is subjective, particularly when the instructor moves beyond the quantity to contributions to the relevance of the response, how substantiate in the response, and if it moves the group process to a more reflective space of contribution (Desiraju & Gopinath, 2001 ; Melvin, 2000).

The contribution of the assessment in the discussion class is subjective, the contribution of the assessment is based on the quantity of contribution that is in responding.

Classroom participation has always been a critical factor in yielding positive learning outcomes for students and further developing their abilities. Participation allows students to build on their knowledge, demonstrate they have understood the curriculum, develop confidence, and apply theory. It teaches students to think critically (Garside, 1996) and engage in dialogue with their colleagues and professors by providing informed arguments based on information retained.

Class participation always has positive results in learning to develop students' abilities, understanding, increasing self-confidence. Participation classes also teach students to think critically in dialogue with everyone to add information.

Classroom participation has become an increasingly important aspects of engaging students in higher education. Current students in higher education are of the millennial generation and are constantly seeking interaction (Roehling et al.,2001)

According to the expert class participation is important to add aspects that involve students in secondary education. Students in secondary education are a generation that is constantly interacting.

Participation can also be viewed as part of an overall student's engagement process (Dancer and Kamvounias,2005) who divided this process into five separates categories: preparation, contribution to discussion, group skills, communication skills and attendance (p.44)

According to experts participation can also be the view of all students to proceed, the process is divided into 5 categories, namely preparation, contribution to discussion, and communication skills.

Participation is an important piece in a student's education and the achievement of positive learning outcomes. The benefit include developing their communication skills (Fassinger, 2001), becoming critical thinkers (Wade, 1994).

Participation was important in the education of the students and have an influence in their achievement and the same time have a positive influence in learning. The benefit such participation is to develop the ability to communicate and make the students to think critically.

Student participation is need in learning activities in class, students participation for example students interact with the teacher by answering questions, asking questions, making comments and joining discussions by giving opinions and responses.

Finally, the student's participation in design and change processes is expected to positively influence both student learning processes and their welling. The design process itself can already be considered an authentic learning experience in which students practice a wide range of cross- curricular life and citizenship skills (Flutter 2006; Frost and Holden 2008).

Student participation becomes a positive influence in the learning process in the classroom. Student participation is also their experience in the learning process in the classroom.

A lack of commitment or inadequate mechanisms for student's participation can lead to raised expectations, but then not meeting them, or failure to successfully take students' views into account, can cause disappointment and frustration (Simmons et al. 2015).

Lack of commitment in participating students can reduce expectations and also cause disappointment.

2. Students Motivation

Motivation at its most basic level, motivation is some kind of internal drive which pushes someone do things in order to achieve something. In his discussion of motivation, Douglas Brown includes the need for ego enhancement as a prime motivator. This need' to the see to be known and to be approved of by others (Brown 2007:169).

Encouragement is a basic level, push is a type of deep storage that aims to influence someone to do something good. A motivator must be able to convince someone to do something good. Someone needs stimulation to receive that encouragement.

Marion Williams and Robert Burden suggest that motivation is a 'state of cognitive are which provokes a' decision to act', as a result of which there is 'sustained intellectual an or physical effort

so that the person can achieve some 'previously set goal' (William an Burden 1997:120), The go on to point that the strength of that motivation will depend on how much value the individual place on the outcome he or she wishes to achieve.

According to experts, encouragement is a cognitive knowledge based on action, which results in intellectual and physical effort of a person to realize a goal.

In discussions of motivation an accepted distinction is made between extrinsic and intrinsic motivation, that is motivation which comes from 'outside' and from 'inside'. Extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. Intrinsic motivation, by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better (Harmer 2007:98).

There are two types of motivation, intrinsic and extrinsic. Intrinsic means the inner urge like an urge to make them feel better than before. Extrinsic means encouragement from outside like hoping to get an award from the race.

The motivation is an encouragement give to someone to do something. The student participation would be effective only when the students are motivated (Jeffrey, 2004)

Motivation very important to make students become active in learning process, without motivation the students very difficulties to active in learning process.

Green-Demers et al.2006) have said that lack of motivating conditions in learning activities is also one of the most obvious academic problems for students. They further indicated that this

situation could lead to frustration, learning dissatisfaction and could affect their motivation in learning to improve their speaking skills.

According to the expert, lack of motivation in learning activities is also one of the problems of students. Lack of motivation can make students frustrated in learning, dissatisfaction in learning. Motivation if used in participating will increase the ability to speak.

Yet another, but arguably the most powerful, dimension of the whole motivation construct in general is the degree to which learners are intrinsically or extrinsically motivated to succeed in a task. Edward Deci (1975, p. 23) defined reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination. (Brown Douglas, p.155)

According to the expert motivation is distinguished into two, namely intrinsic and extrinsic. Intrinsic motivation is motivation from within yourself that can't be awarded in the form of objects such as money, or prizes, except the award and himself. Intrinsic motivation aims to provide the awards for certain appropriate consequences based on the feeling of competence and self-determination.

On the other hand, extrinsic motivation is fueled by the anticipation of a reward from outside and beyond the self, typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback, Behaviors initiated solely to avoid punishment are also extrinsically motivated. Even though numerous intrinsic benefits can ultimately accrue to those who, instead, view

punishment avoidance as a challenge that can build their sense of competence and self-determination (Brown, Douglas, p.155)

According to expert extrinsic motivation is motivation from the outside the form money, prizes, grades, positive feedback and also punishment. Punishment it can be a challenge to be able to build competence and self-determination.

3. Active Learning and Learning Engagement

Bonwell and Eison (1991) state "that in active learning, students participate in the process and students participate when they are doing something besides passively listening." (Weltman, p. 7) Active learning is "a method of learning in which students are actively or experientially involved in the learning process and where there are different levels of active learning, depending on student involvement. (Bonwell & Eison 1991).

Active learning can be said to be a learning method where student' are active in the learning process. Active learning is a form of learning in which teaching strives to involve students in the learning process more directly than in other methods.

Crone (1997) noted that if you engage a student in participating in an active learning environment, they have the opportunity to become critical thinkers and in turn will be less passive). As individuals, we differ in personalities and not everybody is the same.

According to the expert noted if students actively participate in learning, they will have the habit of being critical thinkers and they will not be passive.

Everson and Poole (2008) found that the best classroom encourages students to participate naturally decrease misbehaviors,

and maximizes learning. All of this is toward running a class with active participation and constant learning. Participating in class discussion not only improved class participation grades, but it also helped students feel integrated and part of the classroom (Chylinski, 2010).

According to experts a good class is a class that supports students to participate and reduce their misbehaviors while maximizing learning. In the classes there are students who actively participate in the learning. Participation in class not only aims to improve the quality of participation in class, but help students feel have integrity and be a part in class.

The more enthusiastic of her learners spent more time learning on their own and felt more positive about themselves and about learning both during and after a term in which self-directed learning had been actively promoted by their teacher. They were confident that they would continue learning on their own after the course. The less enthusiastic learners, however suffered from low self-esteem, had a ambivalent attitude to learner autonomy and spent less time in self-study than their peers (Harmer 2007:394)

Students who are enthusiastic in learning activities in class will spend more time learning and they will feel more positive in learning. Students who have high enthusiasm will certainly be active in teaching and learning activities.

According to Davis (2009), student's enthusiasm and willingness to participate in a classroom through these verbal engagement will create a conducive classroom environment.

Class size, monopolization among the students, or poor group management by instructor can effect students' reluctance to contribute verbally, which in turn affects their class grades.

Instructors equate student's engagement with class material and learning/ lesson relevance to verbal class participation and use this as justification for their grading (Chan, Graham-Day, Ressa, Peters, & Konrad, 2014).

Class participation encompasses elements of student's engagement with the course material via discussion with classmates and the instructor. It includes free exchange of idea and discussion among students and instructors (Christoph & Nystrand, 2001).

Learning is about how we perceive and understand the world, about making meaning (Marton and Booth, 1997). But 'learning' is not a single thing; it may involve mastering abstract, principles, understanding proofs, remembering factual information, acquiring methods, techniques and approaches, recognition, reasoning, debating ideas, or developing behavior appropriate to specific situations; it is about change (Fry H, Ketterdige S, Marshall S 2009:8)

Learning is not something that is singular but requires complementary principles, methods, techniques, approaches to support specific situations about a change.

The interpersonal and interactive nature of small groups makes them a challenging and appropriate vehicle for engaging students in their own learning. Students are engaged in small groups, both as learners and as collaborators in their own intellectual, personal and professional development. Furthermore, there is strong evidence from students themselves that they benefit from, and enjoy, the experience in a range of different ways (Rudduck, 1978; Luker, 1989).

According to the expert small group make students challenged and be a means to involve students actively in the activity teaching and learning. Students in small groups can collaborate their own intellectual, personal and professional development. Small group make the students enjoy and experienced.

It is within the small group that self-confidence can be improved, and teamwork and interpersonal communication developed. The development of group work and other skills is reported by students to foster conditions whereby they can observe their own learning styles, change these styles to suit different tasks and engage more deeply with the content of their subject (Griffiths et al., 1996).

With a small group of self-confidence can be increased, teamwork and interpersonal communication can be increased. The development of group work and other skill the students become the students can be observe the style of their own learning, changing the learning style and engage more deeply with the content of their subject.

4. Reward

Reward then should be replaced with teaching that is focused on the intrinsic motivation of the students. A common goal should be to have the students' interest be at the center of their learning, not a reward. Students who are taught to perceive themselves as causal agents in the classroom engage in more risk-taking behavior, and increase their achievement (Decharms, 1972). Also, the students who perceive themselves as more in control of learning better self-esteem (Ryan and Grolnick, 1986).

Reward is a part of internal motivation that aims to make students enthusiastic and enthusiastic when learning takes place is not about a reward. Reward supports so students can be active in teaching and learning activities.

Motivating your students to learn and to participate can be very hard. Some teachers have their hands full with class management and they don't even get to teaching .In order to stimulate learning and to motivate good behavior, lots of teachers use rewards for students.

Reward is important to give students, in order that students active in learning and students participate when teaching English in classroom. Reward in teaching English, such as give point when students answer the question from the teacher.

C. The setting of Participation Point System

1. English Teaching

English language teaching is often divided into four domains of reading, writing, speaking and listening. Each aspect of English is equally and the development of one area has a tendency to enhance learning in others (Rabbit, 2015). There are two ways to deliver the message in communications. It can be product by writing and/ or by speaking. Speaking is the most important skills master by EFL English learners in order to enhance students learning and other aspects of English.

English is second language, so need teach English from teacher/ tutor if want speak English fluently and become expert. English teaching is teach students to know skill and component in English teaching. English Skill, such as speaking, listening, reading and writing. English component, such as grammar, pronunciation, and vocabulary.

2. English Teaching in Indonesia

Accordingly, the success of English teaching in Indonesia cannot be freed from the student's cultural backgrounds, values, customs, and beliefs as well as the political standpoint of the government regarding this foreign language. English language teaching has then undergone more than four changes in its curriculum since the country's independence and brought no significant impact upon the learning outcomes.

In Indonesia, English is a compulsory subject in educational institutions, ranging from elementary to college and university. Such institutions exist under the Ministry of Education and Culture, like elementary school (SD), junior high school (SMP), senior high school (SMA), while at the college level and university level, there are many boarding schools that is more focused on learning English.

3. English Teaching to Senior High School

Higher education must engage with and take considerable responsibility for their learning. It is important that learners structure information and are able to use it (Biggs, 1999). The teacher cannot do all the work if learning is to be the outcome; congruently, the teacher must ensure that course design, selection of teaching and learning opportunities and assessment help the learner to learn. As designers of courses and as teachers, we want to 'produce' graduates of higher education capable of critical thought, able to be creative and innovate at a relatively high level (Fry H, Ketteridge S, Marshall S 2009:22).

According to experts Teachers at senior high school do not have to do all the work outside of work, but the teacher must ensure that the course design. By designing course designs, teachers want to

create senior high school graduates to be creative and innovate based on high level.

Students in senior high school need English teaching, because English is second language and become International language in world. Students in senior high school must be speak English fluently. Study English in senior high school very important, because senior high school is high level before to university. In Senior high school very need English teaching, with expert English easy to apply a job and can study in other country such as Australia, America, England, etc.

D. Challenges of Participation Point System

1. Passive Students vs. Active Students

Students can become passive in classroom discussion due to the self-limitations, such as cannot focus during teacher or learning time., fear of offense (Siti Maziha, Nik Suryani & Melor, 2010), low levels of self- confidence, do not make preparations before class, fear of failing to show their intelligence, fear that their answers will be criticized by the teacher and the feeling of confusion, thus becoming less engaged in classroom discussion (Fassinger, 1995; Gomez, Arai & Lowe, 1995).

The Students become passive in class, because most of them do not focus when learning takes place, low levels of self-confidence, do not make preparations before class begins and passive students rarely discuss when in class.

The second important factor that effect the students to participate actively in the classroom is traits and skills of the instructor. Traits that have been shown by instructor, such as supportive, understanding, approachable, friendliness through positive nonverbal

behavior, giving smiles and nodded for admitting the answers that are given by students (Siti Maziha, Nik Suryani & Melor, 2010).

Affirmative and open-mindedness (Dallimore, Hertenstein & Platt, 2004; Fassinger, 1995; 2000) also contributed to the students to actively participation in the classroom. These positive traits give a motivational effect on students actively participate in the classroom.

Passive students also come from different cultural backgrounds. For group one, students who are less vulnerable to knowledge, less reading and not ready before entering the class will lead them to become passive.

Active student responding provides students with an opportunity to demonstrate skills learned in the course and allows instructors to provide feedback (Heward 1994). There are several strategies available for increasing students responding in classroom. However, many of these strategies (described below) many require substantial time and resources to prepare, which may make them unappealing to instructors. Providing instructors with more feasible, less time intensive strategies for promoting.

E. Review of previous study

To prove the originality of this study, the researcher uses the previous study related to the Participation Point System. The previous study from Pia zakiyah (Universitas Pendidikan Indonesia 2014/2015) her thesis "The implementation of participation point system in a senior high school English teaching". The findings show that PPS was implemented PPS the teacher through a series activities: asking the students' attention; telling the students about the PPS; giving instructions to the students regarding how to participate and get the points; giving the learning materials; giving chances to students answer and ask questions or share ideas; giving the points after the students participate in learning activities; and listing the students'

participation points in the point list. The PPS was beneficial for the teacher in gaining students' attention, making class atmosphere interesting, interactive, motivating most of the students to be confident in using English and assessing the students' scores.

However, it was found that the students had high participation low cognition, they tended to frequently forget what they had learned even though they were able to apply or review what they had got. Thus, the learning activities were fun but also forgettable. In addition, there were several learning activities the teacher found it difficult to make the low proficiency students to be confident to participate, preparing appropriate questions to be adjusted with the learning material difficulty level and giving an equitable opportunity for all students to participate. Moreover, nearly all of the students responded positively to the PPS implementation. From their perception, the PPS helped them to participate actively, learn English better, enhance their confidence, be more competitive, focus in the learning process, and enrich their vocabulary. However, at the same time they found it difficult in competing with their friends because they have to perform in front of the class with a good English fluency.