CHAPTER V

DISCUSSION

This chapter presents the discussion of the research findings. The discussion focuses on the findings of the three proposed research questions.

A. Discussion

The first discussion is about the implementation of PPS by teacher in teaching English. The second discussion is advantages the implementation of PPS and the third discussion is disadvantages the implementation of PPS.

1. The Implementation of Participation Point System in Teaching English

This study found that in planning the participation point system, the teacher needed an idea and should be creative on how later the participation point system could be applied and made students more active and enthusiastic about learning like the participation point system. This statement is supported by Meador (2019) who says that preparation and planning are a critical component of effective teaching. There are disadvantages that cause failure, therefore teacher must be prepared. Good teachers are almost in a continuous state of preparation and planning. They are always thinking about the next lesson. The impact of preparation and planning is tremendous on student learning (Meador, 2019). It can be concluded planning and preparation is very important for the teacher before teaching in class. The good teachers are always in continuous state of preparation and planning and they are always thinking about the next lesson.

Before the implementation of PPS the teacher planned an assessment for active and passive students by implementing a participation point system. The assessment includes the score of speaking skill and score for

cognitive aspect of students. The score of active students in terms of speaking skill was good and the score of passive students was lack, while the cognitive score of students remain based on the results of the test. This statement is the same as the Hadley's (2002) statement that the participation point system has been used to measure and to assist the progress of students in developing speaking skill, to make students used to speaking in English and to measure the participation levels of students (Hadley, 2002). It can be concluded that the participation point system can be used to measure and assess students' speaking abilities. The teacher assessed based on the score of students' speaking abilities and cognitive score of students. The students who were active in the score of speaking ability were definitely far better than students who were passive, while cognitive score remain based on test results.

Before the implementation of PPS the teacher planned a standard point that would be used in the participation point system which was around one until five points. The teacher would give point five if the students was actively asking, answering questions and coming forward. This statement is in line with the Hadley's (2002) statement that designed the PPS technique, which makes the point for the students who participate become something tangible (Hadley, 2002). It can be concluded that the participation point system technique which made points so that students become active in class participation. The standard points that teacher used the range from one to five points, the teacher would give five points if there were students who were very active asking, answering questions and going forward.

Before the implementation of PPS the teacher arranged a lesson plan in accordance with material to be taught and there were steps how the participation point system would be applied when learning in class. This statement is supported by the Richards (1998) who say that planning a lesson before teaching it is generally considered essential in order to teach an effective lesson, although the nature of the planning and the kinds of

information included in lesson plan can very greatly. Experienced teacher generally make use of less detailed lesson plans than novice teachers and often teach from mental rather than a detailed written lesson plan the planning and the kinds of information included in lesson plans (Richards, 19980. It can be concluded planning a lesson plan before teaching make an effective lesson and the teacher planning a lesson plan in accordance with material to be teach.

Before the implementation of PPS the teacher prepared how the students would speak when the participation point system was implemented by forming a small group discussion and having a conversation between two people come forward, so that students were brave and more confident. This statement is in line with the Griffiths et al (1996) who say that make in small group the self-confidence, teamwork and interpersonal communication can be improved. 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). It can be concluded that using a small group made it easier for students to talk, be confident and be brave when learning in class. The small group could also improve teamwork between students and interpersonal communication.

This study found that the teacher stimulated the students in order that that question arise. If students didn't understand, the teacher would give questions to students who were less capable, so that questions arise. This statement is not the same with Rayne (2014) say that the fundamental steps to implement PPS in a classroom as outlined is desirable behaviors (asking for opinions, asking questions, volunteering for classroom activities, etc.) (Rayne, 2014). It can be concluded that there are two different opinions from experts and teacher related to implementing of participation point system in class. The expert said in implementing of PPS in a classroom as outlined is desirable behaviors (asking for opinions,

asking questions, volunteering for classroom activities) and the teacher said in implementing of PPS in classroom including stimulating students to raise questions and if they did not understand the teacher would give questions.

The teacher motivated the students not to be afraid of being wrong, to practice their courage to be active in class by asking questions, to answer questions and to come forward. This statement is in line with Handley's (2001) and Jeffery's (2003) statement that the participation point system is the system that 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 (Hadley, 2001; Jeffrey, 2003). It can be concluded that the participation point system has a positive effect, including the teacher motivating students not to be afraid of being wrong, to practice their courage to be active in class by asking questions, answer questions and going forward.

The teacher used the media in the implementation of the participation point system, including using photo media from his personal experience, LCD, internet and other media that could make students interested and of course in accordance with the material to be taught. This statement is in line with Locatis & Atkinson (1990) statement that every application of media is somewhat unique but in any case it must be guided by both general principles of learning and the context in which these principles are employed. For the instructional use of media program are designed intentionally to make the teaching-learning environment more interesting and effective (Locatis & Atkinson, 1990). It can be concluded using media are designed intentionally to make the teaching-learning environment more interesting and effective. For example the teacher used the media in the implementation of the participation point system, including using photo, LCD, internet and other media that supported the lesson.

The teacher had techniques in implementing the participation point system. Among others is by forming small group discussions. Students would be happier and braver if they do in groups. But there was also a time when every individual come forward to practice their courage and confidence by telling their experiences the English lesson in front of the class. This statement is the same as Hadley (2002) and Jeffrey (2003) who say that 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 communicate effectively in the class (Hadley, 2002; Jeffrey,2003). It can be concluded that the participation point system do not control students but supported them to be active in classroom, for example by forming small group discussion students would be happy, brave and become active in class.

The teacher had stages in implementing the participation point system, including providing an overview related to the material learned, asking students to browse related material and making power point and each group presented. This statement it is in line with the Gopinath (1999), Heyman & Sailor (2011) & Jones (2008) who say that 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 & Sailor, 2011; Jones, 2008). It can be concluded that class participation is the form of students' engagement with all of the instruction such as reading, presentation, and small group work. For example the teacher first explains a little material, then asks students to make power point and present then in front of class.

The teacher assessed when the students presented with their groups in front of the class was cooperation and being active in their group. Groups that had actively participating member would be given good values from the teacher. While the group whose members were not active,

and who spoke only one or two students, the values were not good. This statement is supported by Driscoll (2000), Michel Cater & Varela (2009) say that active and collaborative approaches encourage student peer interactions and promote higher order thinking and complex reasoning (Driscoll, 2000; Michel Cater & Verela, 2009). It can be included that collaboration and active in group to support the students can be interact with peer, show their idea and be able to exchange opinions with others. The teacher would assess student collaboration in group, students who actively cooperate with their group will get good values.

2. **The Advantages of The Implementation of Participation Point System**

Before applying the participation point system students, they were only one students who were brave to ask, answer questions and come forward. After the participation point system was implemented, there were many active students in class. This statement is the same as Bess & Bess (2002) who say that PPS can be very effective in assisting students to overcome their anxieties and become more proactive learners in the speaking classroom (Bess & Bess, 2002). It can be concluded that participation point system used in classroom learning is effective and makes students more proactive in speaking class. Before the participation point system was implemented in the class, only one students was active in the class, after the participation point system was applied students who were active more than one student.

The advantages of implementing the participation point system were students learning more excitingly and enthusiastically to get a point. Those who were initially hesitant and afraid become braver. This statement is supported by Jeffrey (2003), Hadley (2002), and Bess & Bess (2002) who say that participation point system can be highly effective in helping students overcome their anxieties and become more proactive language learners (Jeffrey, 2003; Hadley, 2002; Bess & Bess, 2002). It can be concluded that the participation point system could make students happier

in learning in class, students were more enthusiastic to get points and students who were initially shy and afraid become braver.

The advantages of implementing the participation point system was that passive students would be motivated from active friends, passive students would try to get points to add value because their value were lacking. This statement is line with Jeffrey (2004) who say that the PPS can help passive students participate and communicate in the classroom activities (Jeffrey, 2004). It can be concluded that the participation point system could help students who were passive become participating in class. The passive students will be motivated by active friends and passive students will try to get points to add value.

3. The Disadvantages of The Implementation of Participation Point System

The teacher had obstacle in implementing the participation point system such as, the teacher provided motivation the students were still not confident, not brave, and ashamed. This statement is the same as Jeffrey (2003) say that one problem with the PPS is that it takes a lot of energy to move around classroom distributing points (Jeffrey, 2003). It can be concluded that the constrains of the implementation of the participation point system is that it requires a lot of energy to distribute points to students, for example the teacher gave motivation to students by giving points so that students become active in class, but many students were not confident, not brave and shy to be active when learning in class.

The disadvantages of implementing the participation point system was that passive students found it difficult to get points because they were shy, not brave and not confident in asking questions, answering questions and going forward. This statement supported is by Fassinger (1995) and Gomez, Arai & Lowe (1995)) who say that the students become passive in classroom discussion due to the self-limitations, such as cannot focus during teacher or learning time, fear of offense, 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).It can be concluded that students become passive in the class because of several things, namely lack of self- confidence, fear of making mistakes, and not focused during learning. The passive students get difficulty to get points in classroom because they were shy, not confident, not brave to ask questions, answer questions and come forward.

The teacher had motivated the students to give points to active students. Students were interested and responsive with the system. However, those who forward first were still students who were initially active and there were some students who had become active with the implementation of PPS. They were also really embarrassed and they tend to be passive. The statement it is in line with the Skinner's (1904) statement that learning is a process of 'conditioning' in an environment of stimulus, reward and punishment. Skinner explains the difference between informal learning, which occurs naturally, and formal education, which depends on the teacher creating optimal. Patterns of stimulus and response (reward and punishment or 'operant conditioning') (Skinner, 1904). It can be concluded that stimulus and response would support and made the participation class run while the stimulus and response that was not good will hinder the smooth participation of class.