

Enhancing Academic Engagement: Employing Board Points to Upraise English Participation among Grade 8 Students

Cherry Mae B. Labad^{1*}, Almaluna C. Piatos² & Genelyn R. Baluyos³

¹⁻³College of Education, Misamis University, Ozamiz City, Philippines.
Corresponding Author Email: labadcherrymae@gmail.com*



DOI: <https://doi.org/10.46382/MJBAS.2024.8405>

Copyright © 2024 Cherry Mae B. Labad et al. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Article Received: 09 September 2024

Article Accepted: 19 November 2024

Article Published: 28 November 2024

ABSTRACT

Increasing student engagement and participation in classroom activities is a critical challenge faced by educators. Finding effective strategies to motivate students and foster active involvement can significantly impact their academic performance and overall learning experience. The study was conducted to enhance Grade 8 students' participation in English class through the implementation of Board Points during the academic year 2023-2024 at one of the secondary schools in Ozamiz City, Philippines. The research utilized a classroom-based action research design, employing purposive sampling to select 32 students as participants. Data collection used a researcher-made instrument, specifically a Likert scale, to measure student participation levels. The analysis included calculating the mean and standard deviation, conducting a T-test to identify significant differences before and after the intervention, and thematic analysis with the aid of Hyper Research. Findings reveal that before implementing the Board Points system, the level of student participation was moderately high. After the intervention, participation significantly improved, reaching a very high level, thus demonstrating the system's effectiveness in enhancing engagement. The study also showed a highly significant difference in participation levels before and after the intervention. Additional positive developments among learners included an increased sense of achievement, strengthened peer relationships, and improved academic performance. These results suggest that the Board Points system is valuable for boosting student engagement in English classes. Based on these findings, it is recommended that English teachers and educators in other subjects consider integrating the Board Points system into their teaching strategies to enhance student participation and engagement.

Keywords: Academic engagement; Board points; English class participation; Classroom-based action research; Grade 8 students; Classroom intervention; Participation level; Peer relationship; Student engagement; Teaching strategy.

1. Introduction

The increasing emphasis on English within the education system has been evident in recent years. Active participation is a highly essential component of the learning process. Integrating students' involvement in the classroom poses a significant challenge for English teachers because active student participation is crucial in an English language learning environment. Empirical evidence supports the notion that students grasp concepts more effectively and retain information when engaging actively. Students' active participation in the teaching-learning process significantly impacted their academic performance (Tegegne et al., 2022). Learning, by its nature, is an interactive and dynamic process. However, student enthusiasm is diminishing, impacting the quality of education and teachers' effectiveness. In the present-day context, it is evident that more students are becoming increasingly hesitant to actively participate in classroom activities and discussions (Liu, 2022).

The majority of students in the classroom are not actively participating. There is a comparatively lower engagement in activities like discussions, asking questions, responding, expressing opinions, and seeking help (Ghalley & Rai, 2019). To support these findings, a study showed that factors contributing to low participation in English classes encompassed low motivation, limited vocabulary, disinterest in learning, constrained time, and other related factors (Yusup & Munawaroh, 2023). A study of EFL students also sheds light on reluctance to participate in the classroom (Giantari et al., 2023). The reasons behind students' reluctance to participate in English classroom interactions highlight the significant impact of psychological factors, particularly a lack of motivation (Asfaw et al., 2021).

Moreover, boredom is a prevalent negative emotion often encountered by students during English learning. However, it has received limited research attention, particularly concerning its structure, levels, and impact on language learning engagement (Liu et al., 2022). Additionally, traditional methods such as exams and writing are perceived as dull and tiring for students (Ozkan, 2019). Therefore, the teacher must be able to boost students' motivation so that they are inclined to engage in the learning process. Motivation plays a vital role in learning, and individuals lacking motivation are unlikely to participate in learning activities actively (Sari et al., 2021).

The identified gap lies in the need for comprehensive research and practical strategies to enhance motivation in English language learning. Although existing literature acknowledges the negative impact of boredom and the importance of motivation, targeted interventions must be designed to address these issues in English language education. Specifically, there is a need for innovative and engaging methods to replace or supplement traditional teaching practices, which are often perceived as monotonous and disengaging by students. This practical-knowledge conflict gap underscores the necessity for practical solutions that directly address motivation and engagement challenges, thereby bridging the gap between theory and classroom practice (Miles, 2017). By focusing on practical solutions that enhance motivation, reduce boredom, and overcome participation challenges, this study seeks to fill this critical gap in educational research and practice.

Significantly, motivation plays a crucial role in the sustained success of individual learning endeavors. Factors influencing learning motivation encompass personal aspirations, the aptitude for learning, the learning environment's conditions, and the overall atmosphere within the educational setting (Wardani et al., 2020). Therefore, it is crucial to enhance students' involvement by employing the strategy of Board Points. Rewards or points serve as a means of expressing appreciation from students, establishing an internal emotional connection. In the context of learning, rewards function as stimuli and responses to effectively engage students in learning English. The nature of rewards varies widely based on the learning needs of students, including forms such as praise, grades, and nonverbal acknowledgments (Maulana & Budianto, 2022).

Students perceive rewards in learning English as enjoyable and challenging when integrated into the learning process. This integration is noted to significantly enhance students' enthusiasm for learning (St Asriati & Setiadi, 2021). Moreover, the utilization of reward systems and reinforcement in language teaching has been a common practice. These methods aim to enhance students' academic achievements, foster a competitive learning environment, and facilitate the management of desirable behaviors within the English learning classroom (Phunghai & Boonmoh, 2021). The different review of related literature provides information that Points System has the potential to transform the English class experience, from being perceived as boring to challenging, as students accumulate points for active participation (Oseghale, 2023). Therefore, the researchers employed board points as an intervention to enhance student engagement. The study involved the weekly accumulation of points earned by students, serving as a motivational tool to encourage Grade 8 students to strive for increased points on a daily basis. While some studies had implemented points systems as interventions, the unique aspect of this research lay in the utilization of board points, which provided a tangible and visible representation for students. Notably, this approach had not been extensively utilized, particularly in a secondary school in Misamis Occidental.

1.1. Study Objectives

This action research aimed to address student engagement in English among Grade 8 students for the school year 2023-2024. Specifically, the study sought to:

- (1) Determine the level of student participation in the English subject before the intervention of Board Points.
- (2) Assess the level of student participation after the intervention of Board Points.
- (3) Identify whether there is a significant difference in students' participation levels before and after using Board Points.
- (4) Identify other developments observed among learners after the use of Board Points.

2. Methods

The research used a classroom-based action research design to enhance students' participation in English by implementing board points at one of the secondary educational institutions in DepEd, Ozamiz City, Philippines. The participants of the study were 32 Grade 8 students enrolled in an English class during the academic year 2023-2024 in a specific classroom within a secondary school affiliated with the Department of Education (DepEd) in Ozamiz City, Philippines. The participants were selected based on the following criteria: 1.) Students enrolled as Grade 8 students for the academic year 2023-2024; 2.) Students who were observed to have low engagement in English class; 3.) Students who gave their full consent, along with their parents or guardians, to serve as respondents of the study. The researcher checked that all these conditions were met before conducting the survey. (4) Only students from the ONYX section were chosen because the researcher teaches in this section. Subsequently, the researcher developed the research proposal, crafted lesson plans, and created pre and post-tests along with the prototype of the board points system. Permission was then sought and obtained from the Superintendent of the Division of Ozamiz City, and authorization was obtained from the principal and cooperating teacher to conduct the research at a secondary school in Ozamiz City. The implementation phase involved thorough observations without the board points system in place, including noting patterns of student participation, identifying factors contributing to low engagement, and understanding the classroom dynamics. The post implementation phase involved comparing the pre-implementation, implementation, and post-implementation data to discern significant changes in students' engagement in the English class. Moreover, under the Data Privacy Act of 2012, the study guaranteed the confidentiality and anonymity of all respondents. The collected data underwent analysis using the following statistical tools: Mean and standard deviations were utilized to evaluate student participation in the English subject before and after the intervention. T-test was applied to determine if there was a statistically significant difference in student participation before and after the intervention. Thematic Analysis was used to create themes from the interview data, facilitating a qualitative analysis of the participants' experiences and attitudes with the aid of Hyper research software.

3. Results and Discussions

3.1. Level of Student Participation in the English Subject Before the Intervention of the Board Points

Table 1 presents the level of student participation in the English subject before implementing the "Board Points" intervention. The mean level of participation was (M) 3.02, indicating that, on average, student participation was

moderately high. The standard deviation (SD) of 0.35 suggests some variation in participation levels among students, but most students' participation levels were close to the average. This means students generally participated at a “Moderately High” level in their English class before the intervention.

The data clearly shows that before implementing the Board Points intervention, students were moderately engaged in their English class, with a mean participation score of 3.02, indicating a moderately high level of participation. While this level of engagement is commendable, it also suggests room for improvement. Although students participated at a moderately high level, they could have been at their peak. This indicates that there is still untapped potential for further enhancing student engagement in English. The slight standard deviation of 0.35 indicates a relatively slight variation in student participation levels, suggesting a cohesive level of engagement across the class. While this consistency in participation levels is positive, it also implies that most students were operating within a similar range of participation. Recognizing that students were not yet at their highest level of engagement highlights the opportunity for targeted interventions, such as the Board Points system, to incentivize and encourage even greater student participation.

Moreover, while students were already participating at a moderately high level, the data suggests there is still potential for further improvement. This provides a promising opportunity to implement further the Board Points intervention to enhance student engagement and involvement in English class activities. Through targeted strategies aimed at incentivizing participation, there is an opportunity to unlock the full potential of student engagement and create an even more dynamic and interactive learning environment in the classroom.

Participation is vital to understanding classroom instruction and fostering critical thinking skills. Students who actively participate in class perform significantly better than those who do not. Learning largely depends on this active participation (Bahmanbizar et al., 2019). Additionally, engagement is a crucial aspect of the learning process, and continuous student engagement is necessary for academic success (Al-Khresheh, 2023). Factors such as skill-based, emotional, and interactive engagement showed moderate levels, with students expressing dissatisfaction with their English classes.

Moreover, engagement includes a range of activities (behavioral, emotional, cognitive, and agentic) whose purpose is to help students make academic progress, satisfy their motivations, and create motivationally supportive learning environments for themselves (Reeve et al., 2019). Student participation and cognitive and emotional engagement in learning activities are crucial for academic success and are influenced by motivational factors such as academic self-concept. Students with a more robust academic self-concept tend to show moderate to high engagement levels, ultimately leading to improved end-of-year academic performance (Schnitzler et al., 2021).

To address the observed gaps in student engagement, it is recommended that educators receive targeted training on how to implement the Board Points system effectively within their lessons. Moreover, incorporating various motivational strategies alongside the Board Points system can enhance its effectiveness. For example, recognizing and rewarding different forms of participation, such as asking questions and contributing to discussions and group activities, can encourage broader student involvement. Additionally, integrating gamification elements, such as

class challenges or competitions, can make the learning environment more engaging and enjoyable for students using Board Points. By fostering a classroom culture that values and rewards active participation, educators can help students develop a stronger sense of engagement and ownership of their learning. This approach can lead to improved academic outcomes, increased motivation, and a more positive attitude towards the English subject.

Table 1. Level of Student Participation in the English Subject Before the Intervention of Board Points

Level of Participation	M	SD
Moderate High	3.02	0.35

Note Scale: 4.20-5.00 (Very High); 3.40-4.19 (High); 2.60-3.39 (Moderate-High); 1.80-2.59 (Low); 1.00-1.79 (Very Low).

3.2. Level of Student Participation in the English Subject After the Intervention of Board Points

Table 2 presents the level of student participation in the English subject after implementing the "Board Points" intervention. The mean level of participation (M) was 4.33, indicating that, on average, student participation was very high. The standard deviation (SD) of 0.44 suggests some variation in participation levels among students, but most students' participation levels were close to the average. This means that, generally, students participated at a "Very High" level in their English class after the intervention.

The predominant frequency of learners was in the "Satisfactory" category, with 12 pupils (36.36%) attaining (M = 21.58; SD = 0.52). Subsequently, 11 students (33.33%) were classified as "Very Satisfactory," with a mean of 24.00 and a standard deviation of 0.63. Six pupils (18.18%) were categorized as "Fairly Satisfactory" (M = 19.17; SD = 0.75). Four students (12.12%) were classified as "Outstanding," with a mean of 26.75 and a standard deviation of 0.50.

The data indicates that the intervention has successfully motivated students to actively participate in English-related activities, discussions, and group activities. The fact that the mean falls within the "Very High" level suggests that most students are actively engaged, demonstrating a positive response to the intervention. Furthermore, the low standard deviation of 0.44 suggests that the impact of the intervention is consistent across the student population. While there may be some variation in individual participation levels, most students exhibit a similar increased engagement level. This consistency is crucial as it indicates that the intervention is effective not only for a select group of students but for the class as a whole, fostering a culture of active participation.

Based on this analysis, the Board Points intervention has successfully raised student participation in the English subject. The Board Points system worked by providing immediate, tangible rewards for participation, making students more eager to contribute and stay engaged during lessons. This extrinsic motivation can be particularly effective in a classroom setting, where students might need additional incentives to participate actively.

Moreover, students were highly satisfied with using rewards, viewing them as drivers of personal growth when used by instructors as external incentives. Rewards, such as point systems, were positive reinforcement for learning behaviors and helped create more engaging classroom activities (Phungphai & Boonmoh, 2021). Additionally, integrating point systems into the classroom positively impacted students' learning motivation,

increased their engagement levels, and resulted in improved performance on the final course examination (Moll & Gao, 2022). Furthermore, implementing a reward system has proven effective in enhancing student performance and fostering motivation within the learning process. Most participants regarded the reward system as an efficient way to boost student participation. Typical forms of recognition, such as praise and awarding points, were identified as typical rewards administered by teachers (Tolero et al., 2021).

Therefore, the Board Points system has demonstrated its effectiveness as a powerful motivator for students, encouraging active participation in classroom activities. Educators can substantially increase student involvement in lessons, discussions, and collaborative tasks by awarding immediate points to groups for their engagement. Incorporating point systems into lessons can make learning more engaging by adding an element of gamification to the classroom experience. Moreover, teachers can design point-based activities and challenges that promote active participation and offer clear incentives for earning rewards. Board Points allow students to track their group points, fostering a sense of teamwork and healthy competition. This tracking motivates students to participate more actively and helps them develop goal-setting and self-monitoring skills.

Table 2. Level of Student Participation in the English Subject After the Intervention of “Board Points”

Level of Participation	M	SD
Very High	4.33	0.44

Note Scale: 4.20-5.00 (Very High); 3.40-4.19 (High); 2.60-3.39 (Moderate-High); 1.80-2.59 (Low); 1.00-1.79 (Very Low).

3.3. Significant Difference in the Students’ Level of Participation Before and After the Use of Board Points

Table 3 presents a significant difference in student participation levels before and after implementing the "Board Points" intervention. The analysis revealed that the difference in performance before and after using the intervention was highly significant ($t = 17.54$, $p = 0.00$). This indicates a substantial improvement in student participation following the introduction of the "Board Points" system.

Implementing the "Board Points" intervention significantly improved student participation in the English subject. Before the intervention, the mean participation score was 3.02, indicating a moderate to high level of participation. However, after the intervention, the mean score significantly increased to 4.33, reaching a very high level of participation. This improvement is supported by a highly significant t-value of 17.54 and a p-value of 0.00, suggesting a less than 1% probability that the observed difference occurred by chance. Consequently, the null hypothesis (H_0) that there is no significant difference in participation before and after the intervention is rejected. These findings highlight the effectiveness of the "Board Points" system in motivating students to engage actively in classroom activities and discussions, providing valuable evidence for the positive impact of point-based incentives on student participation and engagement.

Many students frequently abstain from classroom participation due to fear or lack of interest in the subject. Addressing this challenge involves utilizing various technological tools and incentives to bolster motivation and foster active engagement among students during class (Muñoz et al., 2019). Therefore, point systems and

reinforcement techniques are frequently employed in language teaching to enhance students' academic achievements and promote desirable behaviors in English language classrooms. Additionally, receiving points influenced students' positive emotions and engagement. Students expressed high satisfaction with using points, contributing to their self-development as external goals. Points were utilized as favorable reinforcement for learning behaviors and to enhance classroom activities (Phungphai & Boonmoh, 2021). Therefore, reward-based active learning activities in large classrooms effectively motivate students, enhance their understanding of concepts, and improve team collaboration through cooperative learning. The proposed in-class group activity, which utilizes a point-based approach, significantly motivated students, fostering a competitive team spirit. This engagement led students to actively participate, take notes, and gather information throughout the session, improving concept understanding and performance during assessments. The effectiveness of the Board Points intervention in enhancing student participation underscores the importance of implementing point-based systems in classrooms. Educators should consider incorporating similar reward systems to motivate students and promote active engagement in learning activities. Implementing the "Board Points" system adds an extra layer of motivation, as students work together for mutual benefit and strive to earn points individually or as a team. Encouraging collaborative learning through group activities and cooperative learning structures can further enhance student engagement and participation. By fostering a sense of teamwork and collaboration, educators can create an environment where students actively support and learn from one another.

Table 3. Significant Difference in the Level of Student Participation Before and After Using the Intervention of Board Points

Variables	M	SD	t-value	p-value	Decision
Before the Intervention of “Board Points	3.02	0.35			
After the Intervention of “Board Points”	4.33	0.44	17.54	0.00	Reject Ho

Ho: There is no significant difference in student participation level before and after using Board Points.

*Note: Probability Value Scale: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not Significant).*

Other Developments Observed Among the Learners After the Use of Board Points

The implementation of the Board Points system has led to several noteworthy developments among the learners, which have significant implications for teaching practices and classroom dynamics. The study participants shared their experiences and perceptions of implementing the Board Points system. The researchers analyzed these responses to uncover significant themes. The three key themes that emerged, highlighting the participants' experiences and perspectives on using the Board Points system, are as follows: 1) Sense of Achievement; 2) Strengthened Relationships Among Students; 3) Improved Academic Performance.

3.4. Sense of Achievement

The implementation of the Board Points system provided students with a clear and tangible way to track their progress and accomplishments. As students earned points and reached set goals, they experienced a heightened

sense of achievement. This sense of accomplishment was about collecting points and recognizing their efforts and improvements in real-time. The regular acknowledgment of their successes contributed to increased confidence and motivation. This boost in self-esteem encouraged students to engage more actively in class activities, participate in discussions, and strive for continual improvement. The sense of achievement fostered by the Board Points system played a crucial role in creating a positive and encouraging learning environment where students felt proud of their efforts and were motivated to keep achieving. This is highlighted in the responses of the participants:

"Earning points or accomplishing goals in class made me incredibly proud and fulfilled. It was like a validation of my efforts and abilities, which motivated me to continue putting in my best effort in class." (P1)

"When the teacher asks questions, it sparks curiosity and makes me more interested in the topic. Engaging with the material and finding the answers feels good, especially when I get them right—it is like a little victory! Plus, it helps me remember the information better because I am actively thinking about it." (P2)

"Earning points or achieving goals in class felt rewarding and satisfying. It showed me that my efforts were paying off, which motivated me to keep participating more." (P7)

Rewards, particularly points, play a significant role in indirectly boosting students' motivation to learn and attain academic success. Throughout the learning process, rewards hold vital importance as they reinforce positive student behavior and stimulate initiative and enthusiasm for learning. Points provide reinforcement and positive feedback, enabling the repetition of desired behaviors and contributing to enhanced student engagement and achievement (Ardiasa & Abiyasa, 2023).

Using points or rewards as educational tools can make learning more enjoyable and engaging. Rewards, including points and praise for students' achievements, play a crucial role in fostering a positive learning environment. When teachers acknowledge students' efforts by awarding points and expressing appreciation, students feel valued and motivated to learn (Rawa & A'yun, 2022).

The implementation of the Board Points system not only provided students with a clear and tangible way to track their progress but also fostered a heightened sense of achievement. As students earned points and reached set goals, they experienced a sense of accomplishment beyond just collecting points—this recognition of their efforts and improvements in real-time contributed to increased confidence and motivation. Regularly acknowledging their successes encouraged students to engage more actively in class activities, participate in discussions, and strive for continual improvement.

3.5. Strengthened Relationships among Students

The Board Points system also fostered stronger relationships among students. The system encouraged teamwork and mutual support by incorporating collaborative activities where students worked together to earn points. As a result, students developed a sense of camaraderie and trust, leading to more cohesive and supportive peer relationships. The shared goal of earning points and achieving success as a group created a sense of community within the classroom. This positive dynamic improved the classroom atmosphere and enhanced students' social

skills and ability to work collaboratively. The strengthened relationships among students contributed to a more inclusive and engaging learning environment where students felt more connected and motivated to participate actively. The answers of participants support this:

"Working together to earn points was a thrilling experience! It felt like we were all part of a team, but a healthy sense of competition motivated us to do our best. I felt closer to my classmates as we cheered each other on and celebrated our successes together." (P4)

"We were all motivated to do our best and earn as many points as possible, but it never felt too intense. I felt a stronger bond with my classmates during these activities, as we encouraged and supported each other's success." (P6)

"I felt closer to my classmates as we cheered each other on and celebrated our successes together." (P7)

Cooperative and collaborative behavior positively affects team cohesion, increasing student satisfaction with teamwork and positively affecting perceived learning outcomes. Teamwork represents a crucial pedagogical approach that develops students' skills and enhances their employability. Communication is vital to the team's performance and engagement (Bravo, 2019). Collaboration, discussion, and interaction among team members were essential to promoting student engagement (Omar & Plumb, 2023). Studying together is more than just an educational approach—a lifestyle and a mindset. Collaborative learning strategies in higher education significantly enhance students' knowledge, classroom participation, and overall academic success (Sidgi, 2022).

Participants' responses further support the positive impact of the Board Points system on building stronger relationships among students. These responses highlight the camaraderie, mutual support, and motivation students experienced while working together towards common goals. They demonstrate how collaborative activities fostered stronger relationships among classmates and contributed to a more engaging and supportive learning environment.

Developing stronger relationships among students through the Board Points system holds significant implications for classroom dynamics and student outcomes. The collaborative activities associated with earning points create a more supportive and inclusive learning environment where students feel connected and motivated to participate actively. This positive classroom atmosphere enhances students' social skills and improves academic performance and overall satisfaction with the learning process. Furthermore, the collective motivation to achieve common goals fosters a sense of community within the classroom, encouraging students to work together and support each other's success.

3.6. Improved Academic Performance

The implementation of the Board Points system has shown positive effects on students' academic performance. Students become more involved in learning by actively engaging in class activities to earn points. This increased participation leads to a better understanding of the course material and improved retention of concepts. Additionally, the competitive nature of the point system may motivate students to put in extra effort and strive for excellence. Furthermore, the collaborative activities associated with earning points enhance peer learning and

knowledge sharing. Students learn from each other while working together towards common goals, leading to deeper understanding and retention of information. This is highlighted in the responses of the participants:

"Yes, earning points has helped me learn more effectively. It motivated me to pay closer attention in class, participate actively in discussions, and review my notes regularly to earn more points." (P8)

"Yes, earning points has positively impacted my learning. It motivated me to engage more actively in class, ask questions, and seek clarification on concepts I did not fully understand. It encouraged me to take ownership of my learning journey." (P4)

"The board points system has helped me become more active in class discussions. Before, I used to listen, but now I feel more comfortable sharing my thoughts and asking questions, which has improved my understanding of the topics." (P10)

Learning engagement, motivation, and academic achievement are increasingly recognized as critical aspects of academic growth. Research indicates that students' engagement and motivation positively correlate with enhanced learning quality (Bayoumy & Alsayed, 2021). Enhancing student engagement to facilitate knowledge acquisition and academic success necessitates a deep understanding of how students engage in learning and its impact on academic performance. This comprehension offers valuable insights that can be utilized to enhance learning experiences and outcomes (Campeanu et al., 2023). Moreover, academic engagement is greatly influenced by school and classroom contexts (Reschly, 2020). Therefore, interventions that utilize points and aim to increase students' interactions and active involvement with learning are essential.

The competitive aspect of earning points encouraged students to put in extra effort to excel. The drive to achieve more points kept students motivated and pushed them to strive for academic excellence. Furthermore, the Board Points system helps students take ownership of their learning journey, fostering a sense of responsibility and motivation to succeed. As noted by participants, this approach made them feel more comfortable sharing their thoughts and asking questions, significantly improving their understanding of the topics.

4. Conclusion

The study presents several significant insights into the effect of the Board Points system on student participation. The moderately high level of students' participation before implementing the Board Points system indicates that students were somewhat engaged in classroom activities. However, there was still potential for improvement to achieve higher levels of engagement. The significant improvement in student participation after introducing the Board Points system demonstrates the effectiveness of this strategy. The very high level of engagement indicates that the Board Points system successfully motivated students to participate more actively in class. The highly significant difference in participation levels before and after the Board Points system affirms that the observed enhancement in participation was directly attributed to the intervention. This statistical evidence suggests that the Board Points system is highly effective in boosting students' engagement and involvement in classroom activities. The implementation of the Board Points system resulted in several positive developments among students, including an increased sense of achievement, stronger peer relationships, and improved academic performance.

These outcomes suggest that the Board Points system enhanced participation and contributed to a more positive and supportive learning environment, ultimately fostering better academic outcomes.

5. Recommendations

Based on the findings and conclusions, it is recommended that English teachers can integrate the Board Points into their teaching strategies to enhance student participation and engagement. Teachers can adopt the Board Points system across various grade levels, explicitly targeting subjects where student engagement is critical. Implementing this system consistently can encourage active participation. Teachers can also incorporate collaborative activities into their lessons and use the Board Points system to reward teamwork. Moreover, future researchers may investigate whether the Board Points system can be adapted and implemented in other fields or grade levels. This exploration could involve studying its effectiveness in subjects beyond English, such as mathematics, science, or social studies, as well as in different grade levels ranging from elementary to high school.

Declarations

Source of Funding

This study did not receive any grant from funding agencies in the public, commercial, or not-for-profit sectors.

Competing Interests Statement

The authors have not declared any conflict of interest.

Consent for publication

The authors declare that they consented to the publication of this study.

Authors' contributions

All the authors took part in literature review, analysis, and manuscript writing equally.

References

- [1] Al-Khresheh, M. (2023). Virtual classroom engagement among Jordanian EFL students during the pandemic of COVID-19 period. *Cogent Education*, 10(1): 2188989. <https://doi.org/10.1080/2331186x.2023.2188989>.
- [2] Ardiasa, I.P., & Abiyasa, A.P. (2023). The Role of Pt Gapura Angkasa in Giving Rewards to Children of Achievement Employees. *Abdi Dosen: Journal Pengabdian Pada Masyarakat*, 7(2); 455–457. <https://doi.org/10.32832/abdidos.v7i2.1486>.
- [3] Asfaw, D.M., Kedir, A., Asmare, B., & Adem, M. (2021). Experimental Action Research on Improving Student's Classroom Participation: The Case of Samara University Economics Students of 2019 GC. *Science*, 9(2): 50–57. <https://doi.org/10.11648/j.sjedu.20210902.15>.
- [4] Bahmanbizar, B., Nazarieh, M., Toufan, N., Dehghani, M.R., & Beigzadeh, A. (2019). Identification of the reasons behind students' lack of participation in classroom activities using a Delphi technique. *Future of Medical Education Journal*, 9(2): 10–17. <https://doi.org/10.22038/fmej.2019.15154.1091>.

- [5] Bayoumy, H., & Alsayed, S. (2021). Investigating Relationship of Perceived Learning Engagement, Motivation, and Academic Performance among Nursing Students: A Multisite Study. *Advances in Medical Education and Practice*, 12: 351–369. <https://doi.org/10.2147/amep.s272745>.
- [6] Bravo, R., Catalán, S., & Pina, J.M. (2019). Analyzing teamwork in higher education: An empirical study on the antecedents and consequences of team cohesiveness. *Studies in Higher Education*, 44(7): 1153–1165. <https://doi.org/10.1080/03075079.2017.1420049>.
- [7] Campeanu, E.M., Boitan, I.A., & Anghel, D.G. (2023). Student engagement and academic performance in pandemic-driven online teaching: An exploratory and machine learning approach. *Management & Marketing*, 18(s1): 315–339. <https://doi.org/10.2478/mmcks-2023-0017>.
- [8] Ghalley, L.R., & Rai, B.M. (2019). Factors influencing classroom participation: A case study of Bhutanese higher secondary student. *Asian Journal of Education and Social Studies*, 4(3): 1–14. <https://doi.org/10.9734/ajess/2019/v4i330118>.
- [9] Giantari, K., Kurniawan, E., Suherdi, D., & Mason, A. (2023). Factors Affecting Students' Reluctance to Speak English in Classroom Interactions. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 8(4): 258–264. <https://doi.org/10.22202/tus.2023.v9i2.6712>.
- [10] Liu, H., Li, J., & Fang, F. (2022). Examining the complexity between boredom and engagement in English learning: evidence from Chinese high school students. *Sustainability*, 14(24): 16920. <https://doi.org/10.3390/su142416920>.
- [11] Liu, P. (2022). Influencing Factors of Negative Motivation in College Students' English Learning Relying on the Artificial Neural Network Algorithm. *Computational Intelligence and Neuroscience*, 2022. <https://doi.org/10.1155/2022/2323870>.
- [12] Maulana, M.D.I., & Budianto, L. (2022). The Student's Perception of Rewards to Increase Their Motivation in English Learning in Junior High School. *English Edu: Journal of English Teaching and Learning*, 1(1): 18–25. <https://doi.org/10.18860/jetl.v1i1.1623>.
- [13] Miles, D.A. (2017). A taxonomy of research gaps: Identifying and defining the seven research gaps. In *Doctoral student workshop: finding research gaps-research methods and strategies*, Dallas, Texas, Pages 1–15. <https://www.researchgate.net/publication/319244623>.
- [14] Moll, J., & Gao, S. (2022). Awarding bonus points as a motivator for increased engagement in course activities in a theoretical system development course. In *2022 IEEE Frontiers in Education Conference (FIE)*, Pages 1–8, IEEE. <https://doi.org/10.1109/fie56618.2022.9962540>.
- [15] Muñoz, J.G.S., León, M.A.C., Rubio, B.C.L., Baños, S.M., & Encinas, I.D. (2019). Experience in the use of rewards to help increase the motivation and participation of university students. In *2019 XIV Latin American Conference on Learning Technologies (LACLO)*, Pages 142–148, IEEE. <https://doi.org/10.1109/laclo49268.2019.00034>.

- [16] Omar, C., & Plumb, S. (2023). Teamwork and student engagement during practical sessions in laboratories. In 9th International Conference on Higher Education Advances (HEAd'23). <https://doi.org/10.4995/head23.2023.16036>.
- [17] Oseghale, O.R., Ochei, C., Oyelere, M., & Nyantakyiwaa, A. (2023). Class participation points and postgraduate business students' engagement: the case of a UK university. *Innovations in Education and Teaching International*, Pages 1–16. <https://www.tandfonline.com/doi/full/10.1080/14703297.2023>.
- [18] Özkan, T. (2019). An Enjoyable Way of Teaching English to Young Learners: Multimedia. *International Journal of Research*, 10: 54–63.
- [19] Phungphai, K., & Boonmoh, A. (2021). Students' Perception towards the Use of Rewards to Enhance Their Learning Behaviours and Self-Development. *Journal of English Education*, 7(1): 39–55. <https://doi.org/10.30606/jee.v7i1.637>.
- [20] Rawa, S., & A'yun, K. (2022). Upaya Pemberian Reward Pada Mata Pelajaran Pai: (Efforts to Give Rewards on Pai Subjects). *Uniqbu Journal of Social Sciences*, 3(1): 156–165. <https://www.ejournal-uniqbu.ac.id/index.php/ujss/article/view/191>.
- [21] Reeve, J., Cheon, S.H., & Jang, H.R. (2019). A teacher-focused intervention to enhance students' classroom engagement. In *Handbook of Student Engagement Interventions*, Pages 87–102, Academic Press. <https://doi.org/10.1016/b978-0-12-813413-9.00007-3>.
- [22] Reschly, A.L. (2020). Interventions to enhance academic engagement. *Student engagement: Effective academic, behavioral, cognitive, and affective interventions at school*, Pages 91–108. https://doi.org/10.1007/978-3-030-37285-9_5.
- [23] Sari, M., Anindya, A., Romadon, M., & Pratolo, B. (2021). Students' Perception toward Unwillingness to Participate in EFL Classroom. In *Proceedings of the 6th Asia-Pacific Education and Science Conference, AECon*, Purwokerto, Indonesia. <https://doi.org/10.4108/eai.19-12-2020.2309124>.
- [24] Schnitzler, K., Holzberger, D., & Seidel, T. (2021). All better than being disengaged: Student engagement patterns and their relations to academic self-concept and achievement. *European Journal of Psychology of Education*, 36(3): 627–652. <https://doi.org/10.1007/s10212-020-00500-6>.
- [25] Sidgi, L.F.S. (2022). The benefits of using collaborative learning strategy in higher education. *International Journal of English Literature and Social Sciences*, 7(6): 217–224. <https://doi.org/10.22161/ijels.76.31>.
- [26] St Asriati, A.M., & Setiadi, M.A. (2021). The Students' Perception of Rewards and Punishment toward Their Motivation in English Learning. *English Language Teaching Methodology*, 1(2): 130–139. <https://jurnal.fkip.unismuh.ac.id/index.php/eltm/article/view/259>.
- [27] Tegegne, Y.D., Wubie, D.B., & Mekonnen, Y.S. (2022). Factors Affecting Students' Active Participation in English Speaking Class: Grade 8 in Focus. *European Online Journal of Natural and Social Sciences*, 11(2): 288. <https://european-science.com/eojnss/article/view/6320>.

[28] Tolero, J.A., Tabile, D.O., & Achacoso, J.M. (2021). Experience of Science Teachers in Practicing Rewards System to Increase Students' Participation in Class. *International Journal of Multidisciplinary: Applied Business and Education Research*, 2(12): 1482–1493. <https://doi.org/10.11594/10.11594/ijmaber.02.12.20>.

[29] Wardani, A.D., Gunawan, I., Kusumaningrum, D.E., Benty, D.D.N., Sumarsono, R.B., Nurabadi, A., & Handayani, L. (2020). Student learning motivation: A conceptual paper. In *2nd Early Childhood and Primary Childhood Education (ECPE 2020)*, Pages 275–278, Atlantis Press. <https://doi.org/10.2991/assehr.k.201112.049>.

[30] Yusup, A., & Munawaroh, S. (2023). Analysis of Factors Affecting Motivation and Interest in Learning English for Non-English Students. *Journal Transnational Universal Studies*, 1(2): 37–44. <https://doi.org/10.58631/jtus.v1i2.12>.