

**THE EFFECTIVENESS OF USING PARTICIPATION  
POINT SYSTEM (PPS) METHOD TOWARDS STUDENTS'  
SPEAKING ABILITY AT THE FIRST SEMESTER IN ONE OF  
PUBLIC JUNIOR HIGH SCHOOLS IN TRIMURJO  
LAMPUNG TENGAH IN THE ACADEMIC YEAR OF  
2023/2024**

**A Thesis**

**Submitted as a Partial Fulfillment of the Proposal Requirement  
for S1-Degree**

**By**

**LITA SINTIA BELLA  
1811040230**



**Study Program: English Education**

**ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY OF  
LAMPUNG  
2024**

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**Advisor : Prof. Dr. Mohammad Muhassin, S.S., M.Hum  
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LAMPUNG  
2024**

## ABSTRACT

The participation point system (PPS) method was a learning method to make passive students become active students during the learning process. This method effectively measured participation marks for students, which helped see students' progress, especially in their ability to speak English, and made students get used to speaking. Most students were not active or interested in learning English because they had difficulty understanding grammar and expressing words and sentences due to their limited vocabulary and found speaking very difficult to understand. Therefore, most students find it challenging to participate in the learning process. Then, the students' speaking ability was low. This research aimed to find out the Effectiveness of Using Participation Point System (PPS) Method towards Students' Speaking Ability.



The research methodology of this research was quasi-experimental. The researcher used pre-test and post-test in the experimental class and control class. The population of this research was eighth-grade students. The sample in this class was divided into two classes, namely class VIII.5 as the experimental class and class VIII.3 as the control class. There were 30 students for the experimental class and there were 31 students for the control class, with 61 students as samples. Treatment was held in three meetings in each class. In collecting data, the researcher used a monologue speaking test. Before the treatment, the researcher gave a pre-test to determine the students' speaking abilities. Then, after giving the treatment, the researcher gave a post-test to see the results after the treatment was carried out. Next, the researcher analyzed the data by using SPSS *version 26*.

The result of the data analysis showed independent t-test data obtained sig. (2-tailed) = 0.000 < 0.05, the data showed the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. From the students' results, the researcher compared students' speaking ability in the experimental and control classes. It showed that the experimental class that used the participation point system (PPS) method in teaching speaking had a positive effect. It can be concluded that teaching speaking using Participant Point System (PPS) Method is Effective towards Students' Speaking Ability.

**Keywords:** Quasi-Experimental Design, Speaking Ability, Participation Point System (PPS) Method

## DECLARATION

Name : Lita Sintia Bella  
Student's Number : 1811040230  
Department : English Education Department  
Thesis Tittle : The Effectiveness of Using Participant Point System (PPS) Method towards Students' Speaking Ability in One of Public Junior High Schools in Trimurjo Lampung Tengah in the Academic Year of 2023/2024.

I hereby stated that the thesis entitled "The Effectiveness of Using Participant Point System (PPS) Method towards Students' Speaking Ability in One of Public Junior High Schools in Trimurjo Lampung Tengah in the Academic Year of 2023/2024" is completely my own work. I am fully aware that I have quoted some statements and theories from various sources that are properly acknowledged in the text.

Bandar Lampung, 1 January 2024

Declared by



**LITA SINTIA BELLA**  
**1811040230**





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**Title : The Effectiveness of Using Participation Point System (PPS) Method towards Students' Speaking Ability at the First Semester in one of Public Junior High Schools in Trimurjo Lampung Tengah in the Academic Year 2023/2024**

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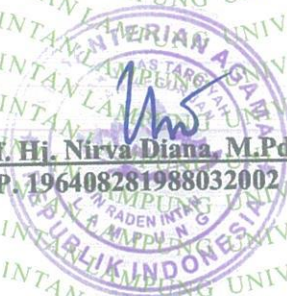
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## MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

.....Surely Allah will not change the fate of people except the people themselves who change what is in themselves..... ( QS ar-ra'ad:11)<sup>1</sup>



---

<sup>1</sup> Departement Agama RI, Al-Quran dan terjemahannya,(Surabaya: Fajar Mulya,2015).370

## DEDICATION

### *Bismillahirrahmanirrahim*

Praise and gratitude to Allah SWT the Almighty for his abundant blessing to me. From the deep of my heart and with great love, I dedicated this thesis to me, another part of myself that is always eager for challenges in life, and especially for:

1. Allah SWT, who always gives me health and confidence in completing this thesis.
2. My greatest inspirations are my beloved parents, Budi Santoso and Nurlaili, who always pray for my future success and provide motivation and enthusiasm to complete this thesis.
3. My beloved old sisters, Yevi Nabella and Lina Dora Bella, have given me a lot of support in getting through the difficult times of my studies at university.
4. My best supervisors, Prof. Dr. Mohammad Muhassin, S.S., M.Hum and Mrs Isstiqomah Nur Rahmawati, M.Pd, guided me from the beginning to the end of writing this thesis.
5. My close friend Mella Alfiana, Wahyu Indah Pratiwi, Dwi Ulfa Kurniasih, Anita Agustina, Kiki Styanigsih, Tina Rahayu, Mila Widyatri, Rofiq Nurrochman, Reza Palevi, Aji Pangestu, Daka Ramadhan, Hafizul Wani, Muhammad Abdul Hakim who always care, support, and helping me in every condition for finishing this thesis.
6. All my friends in the H class of English Department 2018, I am thankful for your support and for our friendship.
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## CURRICULUM VITAE

The researcher of this thesis is Lita Sintia Bella, and she was born on November 29th, 2001, in Kediri. Lita is the third child of Mr. Budi Santoso and Mrs. Nurlali. Lita has two older sisters, the first sister is Yevi Nabella, and the second sister is Lina Dora Bella.

The researcher educational history began from SDN 5 Metro Barat, Kota Metro, graduated in 2012, and continued to SMP Kartikatama Metro, graduated in 2015, and SMAS Kartikatama, Kota Metro and graduated in 2018. Then, she continued her education to college in 2018. She was accepted at UIN Raden Intan Lampung at the Faculty of Tarbiyah and Teacher Training, she was accepted through SPAN-PTKIN.

That is the researcher life history. Hopefully, Allah SWT will always guide us in goodness, amiin.

Researcher,



**LITA SINTIA BELLA**  
**1811040230**

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Firstly, I would like to express my sincerest praises to the God Allah Ta'ala, who has lent me His blessing and mercy for completing my study at the State Islamic University of Raden Intan Lampung. I also would like to send my best prayer and salutation to the Prophet Muhammad SAW, the best lover of the god Allah, who sent us to enlighten the path of humanity and divine salvation.

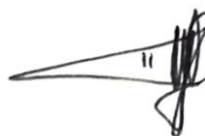
Secondly, my study at the State Islamic University of Raden Intan Lampung is not an individual journey. I have received invaluable help and support from various individuals whose numbers are impossible to mention one by one here due to space limits. I decided to give my recognition to a few of them who have helped me in specific ways. They are :

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Finally, nothing is perfect in this thesis. Any corrections, comments and suggestions for the goodness of this thesis were always open-heartedly welcome. Furthermore, this thesis is expected to be useful for other researchers and readers, especially those involved in the English teaching profession.

Bandar Lampung, 1 January 2024  
The Researcher,



**LITA SINTIA BELLA**  
**1811040230**

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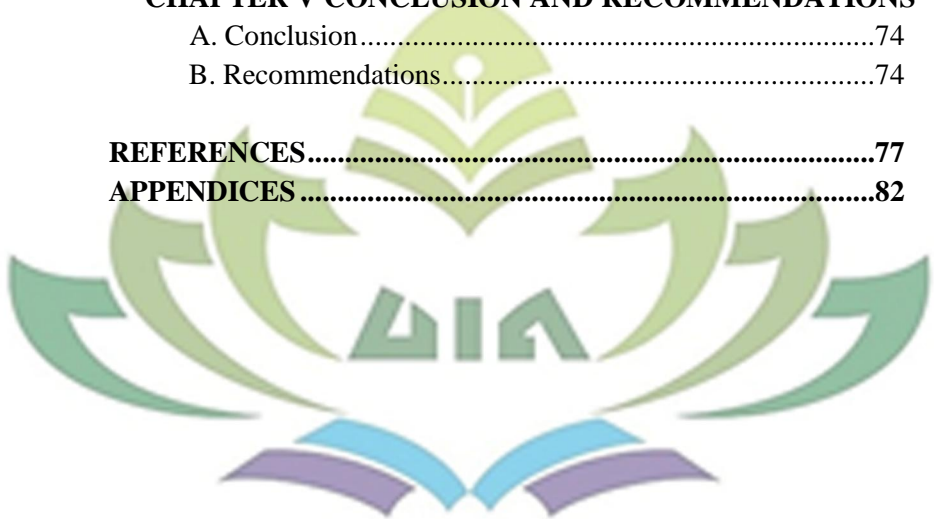
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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

Effectiveness measures of the match between stated goals and their achievement.<sup>1</sup> At the same time, this research effectiveness denoted a consequence, and a result. Then, the effectiveness in this title refers to using the participant point system (PPS) method toward students' speaking skills.

The participation point system is a method for motivating students to participate in classroom activities, mainly in communicative participation, by giving the student something tangible (such as coins, colourful cards, poker chips, etc.).<sup>2</sup> This method is an effective way of measuring participation marks for students, which helps see students' progress, especially in the ability to speak English, and makes students get used to speaking. A teacher usually writes points for active students by writing their names secretly, but as a result, only highly motivated students always benefit from these points, and inactive students will not get a score even they do not know how often they participate in the learning process in the classroom.

Speaking is a productive skill that can be directly and empirically observed.<sup>3</sup> Speaking consists of producing systematic verbal utterances to convey meaning.<sup>4</sup> Speaking is one of the four English language learning skills that are very important for students to learn. One of the important reasons for learning to speak is that it will be very easy to express their ideas and thoughts. Speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significance and its use for communication.

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<sup>1</sup> Diana G, *What is Quality in Higher Education*, (London: 1994), p.104

<sup>2</sup> David McLachlan Jeffrey, "Participation Points System to Encourage Classroom Communication," *TESL Journal*, Vol. IX, No. 8, (2003), p.1

<sup>3</sup> Henry Douglas Brown, *Language Assessment: principles and classroom practice*. (California: San Francisco, 2003), p.140

<sup>4</sup> Kathleen Bailey, *Practical English Language Teaching (PELT): Speaking*, (McGraw-Hill, 2016), p.2

Based on the explanation, it can be understood that what is meant by the title of this research is to know The Effectiveness of Using Participation Point System (PPS) Method towards Students' Speaking Ability in One of Public Junior High Schools in Trimurjo Lampung Tengah in the Academic Year of 2023/2024.

## B. Background of the Problem

There are many problems with speaking. One of these problems is filler. Filler is a word used when someone expresses a desire to speak but needs to hold the conversation in conversation even though they may have difficulty finding the right words to express what they want to say. Filler words are often spoken by someone in speaking, namely some examples of unlexicalized filled pauses, such as ehm, uh, err, ee, ah, um, and so on.<sup>5</sup> We can find filler phenomena easily, a phenomenon that often happens not only to someone who uses it in a second language but also to a native speaker who also produces filler when they start speaking, like Barack Obama in the YouTube video Indonesian Example for the World. Here is an example of when Barack Obama did filler:

**Barack Obama:** Most of them gave way to unpaved roads and ee the kampongs.

**Barack Obama:** they're well-equipped as citizens with the e e critical thinking skills that they need

**Barack Obama:** em we don't yet know all the details of what has happened.<sup>6</sup>

Based on the phenomenon above, Obama is a person who grew up in America and spoke English. As the 44<sup>th</sup> American president, Obama had to give a speech in front of many people. Therefore, Obamas' public speaking should have been good, but in

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<sup>5</sup> I. V. Baalen, (9<sup>th</sup> April 2001), Male and Female Language: Growing Together? p.7,access on march 16<sup>th</sup> 2023,[https://www.let.leidenuniv.nl/hsl\\_shl/van%20Baalen.htm](https://www.let.leidenuniv.nl/hsl_shl/van%20Baalen.htm)

<sup>6</sup> Barack Obama, video (9 November 2010),Indonesia's Example to the World 'on Youtube , acces on March 16<sup>th</sup> 2023, <https://youtu.be/niDPBTbJqS0?si=cbNZ3vbNHVZVmRK6>

reality, Obama stuck with fillers, and it turns out that when speakers change their minds about what they are saying, they may pause their speech and then add, delete, or replace the words they have produced.<sup>7</sup> Therefore, it is natural for humans to spit out fillers because the speed of the mouth is not in balance with the speed of the brain.

Even Obama, who is used to speaking English, still often uses fillers, especially for children who are not native English. Moreover, students are in the learning process, where they only have the opportunity to learn to speak during English lessons.

Language is a means of communication to convey ideas, desires, and feelings to the other person. Humans and other creatures have their own way of communicating. The difference between human and other creatures' communication is that the language used by humans for communication involves thought processes and awareness in the form of a sign system that is expressed through the sound of speech and the form of expression. It means that human communication with other creatures is different because humans are given an excess in thinking. One example of communication humans have used is a sign language used by Indian tribes in North America when communicating with other tribes who do not speak the same language. Language is used widely to communicate between people who do not share the same first or second language.<sup>8</sup> Some countries use English as a first language, and some countries use English as a second language. English is used in almost all global sectors, such as academics, business technology, and so on. English has four skills: speaking, reading, listening, and writing.

Speaking is one of four important skills in our daily life. Speaking is very important in learning a language. Thornbury stated that speaking is a big part of daily life.<sup>9</sup> Nunan defined speaking as "the ability to converse in the language."<sup>10</sup> Learning speaking skills

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<sup>7</sup>Herbert. H. Clark, T. Wasow. Repeating words in spontaneous speech. *Cognitive Psychology* 37:201-242,(1998),p.201

<sup>8</sup> Jeremy Harmer , *The practice of English language teaching*,4 Ed,( Edinburgh Gate:Longman,2007),p.13

<sup>9</sup>Scott thornbury, *How to Teach Speaking*,( London:Longman,2005),p.1

<sup>10</sup> David Nunan, *Language Teaching Methodology*. A Textbook for Teacher,(Edinburgh: Longman Pearson,1998), p.39



is very important for students because it is important to master communication. Speaking can also express ideas, feelings, and thoughts. Therefore, one of the important reasons for learning to speak is that it will be very easy for them to express their ideas and thoughts. Speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significance and its use for communication.

If someone wants to speak in English, they must use the right vocabulary and correct grammar so listeners can easily understand it. Students' misunderstanding of proper vocabulary and grammar will make it difficult for them to speak fluently. This problem often occurs among students when learning to speak takes place; they find it difficult to say something in English. This is a problem for students because they do not have sufficient vocabulary and grammatical knowledge of English. Students are afraid to speak, even to learn to speak actively. Furthermore, to see an increase in students' speaking skills, a teacher usually often writes down the names of active students to see student progress without students knowing, and even if they know for sure only one or two children are seen, sometimes this method is less effective because they also do not know how they are developed in the following learning, especially to speak.

An interesting method is needed for students to support their speaking ability. Participant point system (PPS) motivates classroom participation, especially communicative participation, by giving students something tangible such as (a disc, marbles, poker chips, etc.). Anything can be used while activities are underway to represent their participation scores.<sup>11</sup> There are essentially three levels of motivation: intrinsic satisfaction (the students' natural interest), extrinsic motivation (the future reward such as employment prospects), and the combination of satisfaction and reward (success in the task).<sup>12</sup> Furthermore, satisfaction and reward create true

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<sup>11</sup> Jeffrey David Melaclan, A journal "A Participant Point System To Help Passive Students Communicate," *English Institute of Education*, (*CELE Journal*, 2004), p.55

<sup>12</sup> Hadley Gregory Stuart., "An Investigation of Techniques That Encourage and Measure Oral Communication in Japanese EFL Classrooms," (1998) .p.8

motivation. The idea is that the students are rewarded for doing well in assignments. This method is an effective way of measuring participation marks for students, which helps see students' progress, especially in the ability to speak English, and makes students get used to speaking. A teacher usually writes points for active students by writing their names secretly, but as a result, only highly motivated students always benefit from these points, and inactive students will not get a score even if they do not know how often they participate in the learning process in the classroom. The purpose of this method is to have an effective method to measure the participation mark of the Students to see the students' progress in speaking skills and to make students get used to speaking properly. Thus, this method makes the point for students' participation tangible. This method motivates students to be active in teaching and learning by rewarding them immediately with the participant point system. Brown conducted action research in Thailand to see if the "PPS" method could be implemented.<sup>13</sup> The research found that students have the confidence to engage in class activities and improve their speaking capacity.

In junior high school, speaking is one of the components taught (Kurikulum Merdeka). Based on this curriculum, students should use English to interact, experience, and communicate to convey their feelings and opinions.<sup>14</sup>

This school uses (Kurikulum Merdeka) in teaching and learning. Therefore, to implement the curriculum, students are expected to be able to interact and exchange ideas, experiences, interests, opinions, and views with teachers, peers, and others in an increasing variety of formal and informal contexts with the right vocabulary, communicate fluency and correct grammar so that the listener easily understands it. However, based on the preliminary research at Public Junior High Schools in Trimurjo Lampung Tengah found that it was contrary to the reality in class.

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<sup>13</sup>David Brown,"Conversation Means Talking:A Case Study In Encouraging Participation In A Thailand University English Conversation Class",vol. XI, No 1, January 2006

<sup>14</sup>Kemendikbudristek " No 33 Tahun 2022 sk 008 Tentang Capaian Pembelajaran "p.160

In addition, the results of an interviewed with one of the English teachers stated students' speaking scores were not maximal, and students are less active during learning. Most students were not interested in learning English.<sup>15</sup> Based on the interviewed with students, as many as 72,5% of students have difficulty understanding grammar and expressing words and sentences due to their limited vocabulary, difficulty expressing ideas into sentences in English, and difficulty understanding. The students have some difficulty speaking English during the lesson.<sup>16</sup> The teacher uses textbooks in the classroom. Also, the problems most students face when speaking are a lack of vocabulary and confidence in speaking, unfamiliarity with classroom conversations, and difficulty expressing words. Based on the above issues, teachers need a way to keep students interested in speaking English. Teachers are already assessing students' participation and checking their progress to solve the problem of students' speaking ability. However, it does not improve students' speaking ability because they usually do not know how far they can reach in each session, and students are afraid of making mistakes or lacking motivation.

The table here shows students' speaking scores in the Seventh Grade at Public Junior High Schools in Trimurjo, Lampung Tengah in the Academic Year 2022/2023.

**Table 1.1**

**The Students' Average Speaking Score of the Seventh Grade at Public Junior High Schools in Trimurjo Lampung Tengah in the Academic Year 2022/2023**

No	Class	Students speaking score		Totals
		<51	≥51	
1	VII.1	19	13	32
2	VII.2	20	12	32
3	VII.3	18	13	31
4	VII.4	23	9	32
5	VII.5	19	11	30

<sup>15</sup> The English Teacher at One of Public Junior High Schools in Trimurjo Lampung Tengah

<sup>16</sup> Students of Public Junior High Schools in Trimurjo Lampung Tengah

<b>TOTALS</b>	<b>99</b>	<b>58</b>	<b>157</b>
<b>PERCENTAGE</b>	<b>63%</b>	<b>37%</b>	<b>100%</b>

*Source: The Students' Average Speaking Score of the Seventh Grade of Public Junior High Schools in Trimurjo Lampung Tengah in the Academic Year 2022/2023*

Based on the data above, it can be seen from the total number of students who get scores above the average and students who get scores below the average speaking. 62% (98) of students get scores below the average, and 38 % (59) get scores above the average. This case shows a problem that happened in seventh grade at Public Junior High Schools in Trimurjo Lampung Tengah. It means that they need to study hard to reach the score. In addition, the data about students' speaking scores in the seventh grade at Public Junior High Schools in Trimurjo Lampung Tengah. As an English teacher, Mrs. E N stated that she used the small group discussion method in teaching speaking. However, this method is insufficient because not all students speak English during discussions in learning (passive), or only a few students can speak English.

Previous studies showed that the participant point system method was an effective method to be applied in classroom learning activities. The first is from Syahban Mada Ali, titled "The Use of Participation Point System (PPS) Method to Improve Students' Writing in the Second Semester Students of the English Education Study Program at Tomakaka Mamuju University."<sup>17</sup> The result of this study, using the participation point system method, improved the writing of the second-semester students of Tomakaka University, based on the students' frequency and rate percentage of the student pre-test (67.15) and post-test (78.50). This previous research participant point system significantly improved students' writing in making paragraphs.

The second previous research was done by Amalias' thesis entitled "The Use of Participation Point System in Teaching the English Speaking Skill (A Classroom Action Research at The VII

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<sup>17</sup>Syahban Mada Ali, "The Use of Participation Point System (PPS) Method to Improve Students' Writing At the Second Semester Students of English Education Study Program at Tomakaka Mamuju University", *journal* 2021,2(1)

Grade of SMPN 4 Baraka Enrekang Regency) faculty of teachers training and education Makassar at Muhammadiyah University.<sup>18</sup> The focused of this study was only on participation, not skill. The result of this study, using the participation point system method, could improve or increase the self-confidence of 7th-grade students at SMP Negeri Baraka. It was evident from the data he got that Cycle II is higher than Cycle, and using the participation point system method, it turns out, can also make students more active in learning and speaking the language.

There are differences and similarities between the two previous types of research above and this research. The first previous research used a participant point system to improve students' paragraph writing. The similarity to the research is the use of a participant point system, while the differences were in the research design and skill (writing). Furthermore, the previous research design used pre-experimental and purposive sampling techniques, while this research used quasi-experimental and cluster random sampling techniques.

The second previous research uses a participant point system to determine the improvement of students' pronunciation and self-confidence. The similarity to the research is the use of a participant point system and skill speaking, while the difference was in the research design (CAR), aspect (pronunciation, self-confidence) and material (give and ask identity), while this research used aspect accuracy (grammar and vocabulary), fluency.

Based on the descriptions above, the researcher is interested in doing research entitled "The Effectiveness of Using Participation Point System (PPS) Method towards Students' Speaking Ability at The First Semester in One of Public Junior High Schools in Trimurjo Lampung Tengah in the Academic Year of 2023/2024.

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<sup>18</sup>Amalia, "The Use Of Participation Point System In Teaching The English Speaking Skill ( A Classroom Action Research at The VII Grade of SMPN 4 Baraka Enrekang Regency) Faculty of Teachers Training and Education Makassar at Muhammadiyah University", (Thesis, Muhammadiyah University, 2020)



### **C. Identification and Limitation of the Problem**

Not all problems were discussed in this research. Based on the background of the problem in this research, the problems can be identified as follows:

1. The students' speaking ability scores were below average.
2. When speaking, most students lacked vocabulary and confidence in speaking, were unfamiliar with class conversations, and had difficulty expressing words and phrases.
3. Most students did not active and interested in learning English because they had difficulty understanding grammar and expressing words and sentences due to their limited vocabulary and found speaking difficult to understand. Therefore, most students found it difficult to participate in the learning process.
4. The teacher did not use the participation point system (PPS) method in teaching in class.

Based on the limitation of the problem, this research focused on students' speaking ability. It concluded with The Effectiveness of Using Participation Point System (PPS) Method towards Students' Speaking Ability in One of Public Junior High Schools in Trimurjo, Lampung Tengah.

### **D. Formulation of the Problem**

Based on the background, problem identification, and problem limitation above, the problem was presented under following form: Is there any Effectiveness of Using Participation Point System (PPS) Method towards Students' Speaking Ability in One of Public Junior High Schools in Trimurjo, Lampung Tengah in the Academic Year of 2023/2024?

### **E. Objectives of the Research**

In connection with the background and formulation of the problem, the objective of this research was to get empirical evidence about The Effectiveness of Using Participation Point System (PPS) Method towards Students' Speaking Ability in One of Public Junior High Schools in Trimurjo, Lampung Tengah.

## **F. Significance of the Research**

The researcher hopes that this research can provide benefits to others. The researcher divided into 2, namely:

### 1. Theoretical Benefit

The data and information obtained will be considered for use in the participant point system (PPS) method towards students' speaking ability.

### 2. Practical Benefits

#### a. For the Researcher

The researcher hopes that this analysis of using the Participant Point System (PPS) method affects students' speaking ability.

#### b. For English Teachers

The result will be advantageous for English teachers. The teacher can make learning more interesting so that it is easy for students to understand English, especially speaking, using this participant point system (PPS) Method.

#### c. For Students

Students will find it easier to understand how to convey something in English. This research can increase the students' participation in English learning so it can help them reduce their anxiety in speaking.

### 3. For Future Researchers

The results of this study are expected to be a helpful reference in teaching English, especially in speaking skills. Future researchers must know methods to make students more active during learning.

## **G. Relevant Researches**

Relevant research aims to serve as a basis for future research. There are several previous research that are relevant to this research, namely:

1. The first previous research was conducted by Titin Istikasari. It was entitled "The Use of Participation Point System in Teaching English Speaking (A Classroom Action Research at the Seventh Grade Students of SMPN 06 Seluma in Academic

Year 2020/2021).<sup>19</sup> This research was classroom action research. This research aims to improve students' speaking skills through participation point system (PPS) method. The result of this research indicated that there was an improvement of participation point system (PP S) method, and it can stimulate students to be active.

2. The second previous research was conducted by Riska Afriyanti Hasman and was entitled "Enhancing Students' Vocabulary through Participant Point System (PPS) Method at Second Grade of SMP Negeri 5 Pinrang."<sup>20</sup> This Research was pre-experimental. This research aims to determine whether the participation point system method enhances students' vocabulary. This research indicated that enhancing the students' vocabulary mastery and participant point system can motivate the students to be active in class, especially in oral vocabulary.
3. The third previous research was conducted by Paul Raine, entitled "The Use of a Participation Point System to Encourage More Proactive Learner Participation in Japanese University English Classes".<sup>21</sup> The result of this study was participation point system (PPS) can encourage more proactive learning in Japanese university English classes.
4. Fourth previous research was conducted by Yuliana Eka Wulandari entitled "Implantation of Participation Point System in Teaching English to Tenth Grade Students of MAN 1 Trenggalek".<sup>22</sup> This research focused on the implementation of the participation point system in teaching English and the

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<sup>19</sup>Titin Istikasari, "The Use of Participation Point System In Teaching English Speaking (A Classroom Action Research at the Seventh Grade Students of SMPN 06 Seluma in Academic Year 2020/2021)",(Thesis,UIN Fatmawati Sukarno,2021).p.vi

<sup>20</sup> Riska Afriyanti Hasman,"Enhancing Students' Vocabulary Through Participation Point System Method At Second Grade of SMP Negeri 5 Pinrang",(undergraduate thesis, IAIN Parepare (2020).p.xi

<sup>21</sup>Paul Raine,"The Use Of A *Participation Point System To Encourage More Proactive Learner Participation In Japanese*", University English Classes (J. F. Oberlin University : Nii-Electronic Library Service)(2014),p.99

<sup>22</sup> Yuliana Eka Wulandari, "The Implementation Of Participation Point System In Teaching English To The Tenth Grade Students Of Man 1 Trenggalek", (Thesis,2020),p.ix

advantages and disadvantages of the implementation of participation point system. This research used qualitative research.

5. The last previous research was conducted by Pia Zakiya entitled "The Implementation of Participation Point System in A Senior High School English Teaching".<sup>23</sup> This research was conducted to investigate the implementation of participant point system in a senior high school English teaching. This research employed a qualitative case study. These participants were 35 students. This research showed that nearly all students responded positively to implementing the PPS method to enrich their vocabulary.

There are differences between the previous research above and this research. The first previous research by Titin Istikasari, the previous research design used classroom action research (CAR), and the grade of the previous research was (seventh grades). Meanwhile, this research used quantitative (quasi-experimental research) and in eighth grades. The second previous research by Riska Afriyanti Hasman was about using the participation point system method to enhance students' vocabulary. Meanwhile, this research aimed to get empirical evidence about the effectiveness of the participation point system method for students' speaking ability. In addition, the next previous research by Paule Raine focused on students' proactivity. Meanwhile, this research focused on the effectiveness of using participation point system method towards students' speaking (grammar, vocabulary, comprehension, pronunciation and fluency). The fourth previous research by Yuliana Eka Wulandari, the design research used qualitative research, and the research was to find out the advantages and disadvantages of the implementation of participation point system. Meanwhile, this research used quantitative and focused on the effectiveness of using participation point system method towards students' speaking. In the previous research by Pia Zakiya, the research population was senior high school students. Meanwhile, this research population was junior high school.

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<sup>23</sup>Pia Zakiyah, "The Implementation of Participation Point System in a Senior High School English Teaching", (Thesis 2014), p.v

## **H. Systematics of the Research**

This paper was organized into five chapters as follows:

### **Chapter I: Introduction**

This chapter presents the introduction of the research. This chapter consists of the title confirmation, the background of the research, identification and limitation of the problem, formulation of the problem, the significance of the research, relevant research, and organization of the paper.

### **Chapter II: Frame of Theory and Hypothesis**

Theories and Hypothesis: This chapter describes a review of literature related to the theory used. The Theories related to research variables are described in this chapter. Then, the submission of the hypothesis.

### **Chapter III: Research Methodology**

A discussion of the methodology and procedures for conducting research is presented in this chapter. It includes the place and time of the research, research design, data collecting, the research instrument, validity, fulfilment of the assumption, and hypothesis testing.

### **Chapter IV: Research Finding and Discussion**

This chapter reports data findings and the interpretation. This chapter also focuses on the findings based on research questions.

### **Chapter V: Conclusion and Recommendation**

This chapter concludes the study findings and contains Recommendations for practitioners (teachers) and other researchers who want to continue the study.



## CHAPTER II

### LITERATURE REVIEW

#### A. Literature Review

##### 1. Teaching English as a Foreign Language (TEFL).

Learning and teaching are closely related. They have a very close relationship with each other. It means teaching cannot be defined apart from learning. The components in each lesson must run systematically, so teachers need the ability to manage the class. That way, how well the teacher is teaching English in class will be seen.

Differences in language theory can influence the selection of teaching materials and learning theories, affecting teaching methods. English as the mother tongue and English as the second language have differences in the teaching process.<sup>1</sup> Although both aim at the target language, teaching English in Indonesia is not the same as teaching English in the United States or Malaysia, where people must learn English for everyday communication. Teaching English is a complex activity. Not every teacher applies the same activities by implementing the same communicative activities.<sup>2</sup> In Indonesia, they do not use English in daily conversation but focus on English lessons at school or knowledge. Even so, English is very important to learn to face the future, considering that English is an international language or we need to learn English for connection or communication between countries.

In teaching English as a foreign language, educators must manage the class well by developing their creativity in developing interesting strategies. Brown states teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing

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<sup>1</sup> Ag., Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta : Graha Ilmu, 2006), p.16

<sup>2</sup> Mohammad Muhassin, "Teachers' Communicative Activities in Teaching English as a Foreign Language (TEFL): A Study at SMAN 9 Bandar Lampung", Vol.7 No.4 (October, 2016), p.485

knowledge, and causing to know or understand something.<sup>3</sup> Based on the explanation above, teaching means guiding and facilitating learning that allows students to learn and setting classroom conditions that are comfortable for learning. Therefore, the teacher should apply an effective approach to teaching English so that the learners can actively participate in the teaching-learning phase.<sup>4</sup> The teacher needs to understand how student learning will determine objectives in learning, such as teaching styles, approaches, methods, and classroom techniques. In this research, the researcher used a method of teaching English. There are several methods of teaching English, which are explained below.

#### a. Method of Teaching English

In teaching English, the teacher is responsible for determining learning objectives, such as learning methods that will be carried out during class learning. The method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified.<sup>5</sup> Here are some methods of teaching English:

##### 1. Role-Play

Role-playing is a method of instruction that meets these needs individuals take on other people's roles and act out others' feelings, thoughts, and behavior.<sup>6</sup> Role-playing can be a fun and interesting way to practice speaking skills in a language class. Cognitive demands on learners' comprehension and production system are made, and learners' ability to instantaneously corporate sociopragmatic and pragmalinguistic knowledge in

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<sup>3</sup> Henry Douglas Brown, *Principle of Language Learning and Teaching*, (New York : Addison Wesley Longman, inc) p.8

<sup>4</sup> Mohammad Muhassin, et.al., "The Impact of Fix Up Strategy on Indonesian EFL Learners' Reading Comprehension", *International Journal of Instruction*, Vol.14 No.2 (April, 2021), p.256

<sup>5</sup> Endang Fauziati, *Methods of Teaching English As A Foreign Language (TEFL)*. Era Pustaka Utama. 2014. p.12

<sup>6</sup> Mark A. Chesler & Robert S. Fox. *Role-Playing Methods in the Classroom*. Science Research Assoc. (1966). p.9

interaction are examined.<sup>7</sup> This theory states that learning occurs through the processing of information by the brain and the development of cognitive skills.

In conclusion, role-playing can be used as an effective learning method to improve students' speaking, reading, listening, and writing skills with application (Cognitive Theory). This theory states that learning occurs through information processing by the brain and the development of cognitive skills. In role-playing, students can develop their cognitive skills, such as problem-solving, critical thinking, and creative thinking, to improve their speaking, reading, listening, and writing abilities. By providing a safe and interactive environment for students to practice their speaking skills, for example, when they are given a descriptive text and act out a descriptive text scene, such as describing a place or person.

## 2. Story Telling

Storytelling is the oldest teaching method. As a language teaching method, storytelling is assumed to promote other skills, such as listening and speaking, and storytelling is regarded as one of the most significant ways to teach EFL students English.<sup>8</sup> Storytelling can be a powerful tool for improving speaking skills in language classes. Using movement, repetition, and creative methods, teachers can motivate students and help them develop listening, grammar, and vocabulary skills. Storytelling aims to develop students' ability to compose their own words.

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<sup>7</sup> Mohammad Aliakbari, Behroz Jamalvandi. The Impact of 'Role Play' on Fostering EFL Learners' Speaking Ability; a Task-Based Approach, *Journal of Pan-Pacific Association of Applied Linguistics*, 14(1),2010.p.20

<sup>8</sup> Emine Bala, "Storytelling in EFL Classes".*International Journal of Social Sciences & Educational*, December 2015, Vol.2, No.2.p.21

### 3. Direct Method

The direct method primarily focuses on the spoken language, and the main objective is to impart a perfect command of a foreign language. The goal of the direct method is to make students learn how to communicate in the target language.<sup>9</sup> The direct method strongly emphasizes practice, oral training, listening, and speaking.<sup>10</sup> An example of using the direct method is spoken language (including pronunciation like a native speaker)

### 4. Participation Point System

The participation point system (PPS) method motivates the classroom, especially communicative participation, by giving students something tangible (such as a disc, marbles, poker chip, etc.). Teachers can decide what they want to use and what scores they want to assign. Anything can be used while activities are underway to represent their participation scores.<sup>11</sup> A participation point system can be useful for encouraging student engagement and participation in the classroom. The participation point system method is primarily used for teaching speaking skills but can also be used for other English language skills, such as writing, supported by the results of research conducted by Syahban Mada Ali (2021) with the title "the use of participation points system (PPS) Method in writing" with the results of the use of participation points system method is able to give significantly improvement to the students writing in making paragraphs. The PPS method

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<sup>9</sup>Fauziati, *Methods of Teaching English As A Foreign Language (TEFL)*.p.23

<sup>10</sup> Nurul fitriyanti Thalib Abas, zaimurrahman." Is the Direct Method still Effective in Teaching English Speaking Skills in Indonesia?" *Journal of Linguistics, Literature, and Language Education*, 5(1),2022.p.21

<sup>11</sup>Jeffrey David Melaclan,A journal "A Participant Point System To Help Passive Students Communicate",*English Institute Of Education (CELE Journal 2004)* p.55

encourages students to participate more in classroom activities such as asking and answering questions, expressing opinions, and volunteering. Students can see their progress and be motivated to participate more actively in a class by assigning points to different activities and evaluating participation on a scale.

#### 5. Small Group Discussion

The discussion method presents lesson material in which the teacher gives students (groups of students) opportunities to hold discussions to gather opinions, make conclusions, or compile various solutions to a problem.<sup>12</sup> Small group discussion is a helpful teaching and learning methodology that allows students to actively engage with the material and their peers. Small group discussion is a verbal interaction regarding predetermined goals or objectives by exchanging information, defending opinions, and solving problems.<sup>13</sup> The small group occurs when the large group is divided into subgroups according to ability, interest, project, or another criterion. From that theory, small group discussion involves exchanging information and opinions between all group members to solve problems in the learning process according to the predetermined target meaning. This method can also be used for reading, writing, and listening skills. Several steps must be carried out when conducting small group discussions: introduction, directing, and summarizing the discussion.

From the five methods described above, the researcher used participation point systems and small group discussions in the learning process.

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<sup>12</sup>Tukiran Taniredja, Efi Miftah Faridli, Sri Harmianto. *Model-Model Pembelajaran Inovatif*, (Bandung: Alfabeta, 2011), p.23

<sup>13</sup>Tukiran Taniredja, Efi Miftah Faridli, Sri Harmianto, loc. cit. p.23



The participation point system is about getting students to speak English in class, a legitimate topic for practitioners and scholars concerned with the problem of oral participation.<sup>14</sup> The researcher used the participation point system to teach experimental classes. Small group discussion is a student-centred methodology that allows students to be actively involved and partner in teaching-learning. The researcher used small group discussions to teach the control class because the teacher at the school uses this method.

#### b. Teaching Speaking

Teaching is complex activity. Most of us have not received formal training in pedagogy. Furthermore, teaching is a highly contextualized activity because it is shaped by the students we have, advancements in our respective fields, changes in technology, and so on. Therefore, our teaching must constantly adapt to changing parameters.<sup>15</sup> English as the mother tongue and English as the second language have differences in the teaching process.<sup>16</sup> Teaching speaking is a process in which a teacher helps students facilitate them to achieve learning goals. In this research, the researcher hopes for an increase in speaking skills. The teacher will encourage students' desire to learn speaking skills during the teaching and learning process to help them achieve their goals. The researcher will implement the participation point system and small group discussion methods for teaching speaking:

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<sup>14</sup> Stefano A. DeCaro, Ju-Yin Yang, John R. Jenkins."Participation-based grading in the EFL classroom".Hwa Kang English Journal Vol. 27(July 2022).p.27

<sup>15</sup> Susan A. Ambrose, et.al, *How Learning Works*, (San Francisco: Jossey-Bass, 2010), p. 218.

<sup>16</sup> Setyadi, loc.cit. p.16

### 1. Teaching Speaking Using Participation Point System

The Participant point system measures student participation. The researcher will give each class an activity with points students can earn. Students who participate in predetermined activities daily will be entitled to points. Using the participation point system method, the researcher encourages students to gain the confidence they need to communicate in class. The participation point system could be very effective in assisting students to overcome their anxieties and become more proactive learners in the speaking classroom.<sup>17</sup>

### 2. Teaching Speaking Using Small Group Discussion

Small group discussions can be used for teaching speaking. Small group discussion allows for interaction between teachers and students and students with students.<sup>18</sup> This method begins with the teacher preparing a problem topic or material for discussion by each group. After getting the discussion results, each group will present the results. The learning process using this method requires all group members to exchange ideas with the teacher and their group mates.

Based on the explanation above, the researcher concluded that in teaching speaking, the researcher used a participation point system and small group discussion method to teach speaking skills. The teacher must help students and

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<sup>17</sup> Michael Bess & Dee Anne Bess. *A Participation Point System Good for Every Task*, conference proceedings: (in JALT 2002.), p.163

<sup>18</sup> Tukiran Taniredja, Efi Miftah Faridli, Sri Harmianto, *Model-Model Pembelajaran Inovatif*, (Bandung: Alfabeta, 2011), p.31

guide them in mastering the material that has been set. In other words, the teacher as a facilitator must provide a suitable method, strategy, or technique in the learning process in class so that students will quickly understand the material taught by the teacher at the end of the learning process activities.

## 2. Concept of Speaking

Some parts are explained here. There are definitions of speaking, types of speaking, function of speaking, components of speaking, and difficulties of speaking.

### a. Definition of Speaking

Learning English as a foreign language is difficult for most Indonesian students because it cannot be learned naturally as their mother tongue. Teaching speaking is difficult because English is not a native language in Indonesia. Speaking is used for many different purposes, each involving other skills.<sup>19</sup> People have many difficulties in learning it. It is caused by their environments not speaking English. People only speak in English at the time of the lesson. It means that the opportunity to practice is not enough.

Speaking is an activity in which one person says to another to convey information without doubts. When someone speaks in English, they will try as if they are speaking in their language with the aim that other people will understand the meaning of the conversation and what they are talking about. Speaking will always be a part of everyday human life. The average person produces more than ten thousand words daily, and like other skills, speaking requires practice. In other words, we must learn how to do it again in a foreign language.<sup>20</sup> That means when students or someone wants to master speaking, they must know that they need to understand not only

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<sup>19</sup> Jack C. Richards, *Methodology In Language Teaching*, (Edinburg: Cambridge, 2002), p.201

<sup>20</sup> Scott Thornbury, *How to Teach Speaking* (London: Longman, 2005), p.1

theory but also skills for speaking and doing more practice.

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is one of the basic language skills that require communication skills such as grammar, vocabulary, accuracy, and comprehension. This skill is necessary to establish good communication. Speaking consists of producing systematic verbal utterances to convey meaning.<sup>21</sup>

From the explanations above, it can be concluded that speaking is an activity in communicating to convey, produce and receive information. Speaking is an important productive skill in our daily lives, such as liaising with one another. Speaking skills need more practice because through speaking, we can express opinions, order ideas or feelings, or convey situations with the right words to build communication with listeners or a group of listeners so that communication can run well without misunderstandings.

#### b. Types of Speaking.

Speaking is used in many types. There are five basic types of speaking: imitative, intensive, responsive, interactive, and extensive. Brown further states that there are some basic types of speaking. Those five categories are as follows:

##### 1. Imitative

It is the ability to parrot back (imitate) a word or phrase or possibly a sentence. While this is purely a phonetic level of oral production, some prosodic, lexical, and grammatical properties of

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<sup>21</sup> David Nunan, *Practical English Language Teaching*, (McGraw-Hill :2003),p.2

language may be included in the criterion performance.

## 2. Intensive

Short oral language stretches are produced to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. Intensive, more advanced than imitative speaking activities are designed to train several competencies such as grammatical, phrasal, and phonological relationships such as prosodic (intonation, volume, stress, rhythm, intonation). This type is often used in assessment. Examples of intensive assessment tasks include directed response tasks, such as reading aloud, sentence completion and dialogue, Picture-Cued Tasks, and translation down to simple Sentence level.

## 3. Responsive

Responsive speaking is a rather limited interaction of very short conversational levels, standard greetings, and small talk, simple comments and requests, and the like, for example, question and answer, giving instructions and directions, paraphrasing a story, suggesting a gift and supporting one's choice, recommending a place to visit and supporting one's choice, describing a favourite movie and supporting ones' choice, etc.

## 4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and multiple participants but tasks that involve less interaction. Interaction can take two forms transactional language, which has the purpose of exchanging specific information, and interpersonal

exchanges, which have the purpose of maintaining social relationships.

5. Extensive (monologue).

Extensive speaking tasks involve complex, relatively lengthy stretches of discourse. They are frequently variations on monologues, usually with minimal verbal interaction. Extensive oral production tasks include storytelling, speeches, monologue and oral representations.<sup>22</sup>

From the explanation above it can be concluded that there are five types of speaking: imitative, intensive, responsive, interactive, and extensive. These types of speaking are sorted from the simplest to the most complex tasks in terms of speaking for students. For imitative speaking, students are at the copying stage and imitating words or sounds. Intensive has a higher level than imitative, which focuses on training certain language structures, then the responsive and interactive speaking type. These two types are similar, where both concentrate on interaction and testing understanding. It differs at the limit level, where short responsive conversation or light dialogue, while interactive, reinforces more detailed speaking skills. The last type is extensive, involving a series of complex and relatively long discourses.

Based on the explanation above, in this research, the researcher chose the last type, namely extensive, because the test was a monologue.

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<sup>22</sup>Henry Doughles Brown, *Language Assesment Principles And Classroom Practice*, (New York: Pearson Education, 2004),p.141



### c. Function of Speaking

Speaking has three functions: talk as interaction, talk as a transaction, and talk as performance.

#### 1. Talk as Interaction

In this function, talk as interaction refers to social expression and personal attitudes.<sup>23</sup> That means talk as interaction can be used when people meet. They exchange greetings, engage in small conversations, share recent experiences, give each other feedback, etc.

#### 2. Talk as Transaction

This type of function refers to situations where the focus is on what was said or done. Messages are the main focus here, and they make themselves understood clearly and accurately and how they interact socially with others.<sup>24</sup> Example: when a teacher and student make transactions during the learning process such as clarifying understanding, making comparisons, etc.

#### 3. Talk as Performance

This third type of function is different; the focus of this function is talk as performance. This refers to public speaking.<sup>25</sup> That means this type of talk aims to convey information in front of many people, for example, through oral presentations, stories, public announcements, and speeches (opening speeches given by the university president). Another focus for this performance is the message and audience.

From the explanation of the three speaking functions, the researcher has the ultimate goal in

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<sup>23</sup> Gillian Brown & George Yule, *Teaching the spoken language*. (Cambridge: Cambridge University Press, 1983). p.1

<sup>24</sup> *Ibid*. p.1

<sup>25</sup> Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice*, (New York: Cambridge University Press, 2008), p. 23

this study: speaking will be directed at talk as a performance where this type aims to convey something in front of many people. The goal is to inform, persuade or entertain the audience.

d. Components of Speaking

Students need to understand the components of speaking to have good speaking skills. There are several aspects of speaking. Harris proposes five components of speaking skills: Vocabulary, pronunciation, grammar, fluency, and comprehension.<sup>26</sup>

1. Vocabulary

Vocabulary is a requisite for learning the main language skills.<sup>27</sup> Vocabulary consists of single words, compound words, and idioms used to speak something that will be conveyed. Therefore, to be able to speak fluently and accurately, a foreign language speaker must master sufficient vocabulary to make it easier to convey something and a foreign speaker must have the ability to use it accurately to communicate fluently.

2. Pronunciation

Pronunciation includes the role of individual sounds or sound segments, that is features at the segmental level and suprasegmental features such as stress, intonation, etc.<sup>28</sup> Make good communication happen. The speakers need to be able to deliver a clear message to listeners. In speaking, stress, rhythm, and intonation are very important. The goal is for students to

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<sup>26</sup> David Harris, *Testing English as a Second Language*, (New York: Mc.Graw.Hill, 1974). p.81

<sup>27</sup> Abdel Salam, *Teaching and Learning English as a Foreign Language: A Comprehensive Approach*, Suez Canal Universities, 2004, p.30

<sup>28</sup> Jack C. Richards & Willy A. Renandya, *methodology in language teaching :an anthology of current practice*, (New York: Cambridge University Press, 2002). p 175

understand what will be said and what the other person will say.

### 3. Grammar

A grammar that prescribes what people say or should not say concerns how words go into phrases and phrases into correct sentences.<sup>29</sup> That means grammar combines several words into sentences and shows some words that cannot be combined into sentences. Grammar is related to the form of words and sentences. It also shows the process of language can create structural meaning.

### 4. Fluency

The ease and speed of the flow of speech.<sup>30</sup> Fluency can be defined accurately, fluently, clearly, and efficiently. Fluency is a person's ability to speak without too much stopping or hesitating. Fluency can be concluded as the way a person speaks without many obstacles, such as thinking of words that confuse an idea.

### 5. Comprehension

The last component is comprehension. Comprehension can be defined as one of the abilities of a person or student to understand what a speaker is saying to them.

Based on the explanation above, it can be concluded that five components of speaking must be considered when they want to speak well. Such as, students' speaking skills in grammar and vocabulary as well as in fluency.

#### e. The Difficulties of Speaking

English speaking is also difficult for students because they must study hard to speak fluently and

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<sup>29</sup> Vivian Cook, *Second Language Learning And Language Teaching* ,(London:Hodder Education,2008),p.19

<sup>30</sup> Harris,*Testing English as a Second Language*.p.81

comprehend well. Therefore, they must learn about vocabulary and grammar. The learners have their difficulties in learning the language. Learning English as a second language causes students to have some difficulties. Speaking activities have four problems: inhibition, nothing to say, low or uneven motivation, and mother tongue use.

1. Inhabitation,

Unlike reading, listening, or writing activities, speaking requires time to prepare what will be said to the audience. Students often feel anxious when trying to say something in a foreign language in class; students worry about mistakes or are simply embarrassed by attention when they say something.

2. Nothing to say

Students often complain that they can not think of anything to say. They have difficulty expressing what to say.

3. Low or uneven participation

In a class, only one participant dominates the courage to speak or in a study group, only one dominates the courage to speak, representing the group. This means that not all students participate in the learning process.

4. Mother tongue use

Lack of motivation makes most students not disciplined or consistent in using English during the English learning process. Students often use their mother tongue in speaking classes because expressing themselves is simpler and easier.<sup>31</sup>

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<sup>31</sup>Penny Ur, *A Course In Language Teaching : Practice And Theory*,(Cambridge University,2009),p. 121

From the explanation above, the researcher concluded that speaking is an activity different from other skills, namely listening, reading, and writing. A learner often feels afraid to speak a foreign language for fear of being wrong and embarrassed by the attention that draws attention to their speech. The result of their fear is that they do not think of anything they want to say, which is difficult to express. This speaking difficulty is supported by low participation in speaking activities, which is usually only dominated by one person, and the rest do not speak. It just happens because students are more comfortable using their mother tongue and rarely use English when learning.

### 3. Concept of Participation Point System (PPS)

#### a. Definition of the Participant Point System (PPS)

Participation point system (PPS) is a method for motivating the classroom, especially communicative participation, by giving students something tangible (such as discs, marbles, poker chips, etc.). Teachers can decide what they want to use and what scores they want to assign. Anything can be used while activities are underway to represent their participation scores.<sup>32</sup>

Every student must be active or participate in every class activity. In Indonesia, English is not the mother tongue, so students rarely use English when learning English. Therefore, teachers need to be able to use exciting methods to motivate students and stay energized with every activity in class. The purpose of the participant point system method is to provide an

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<sup>32</sup>Jeffrey David Melaclan, A Participant Point System To Help Passive Students Communicate, English Institute of Education (CELE *Journal*, 2004) p.55

efficient method for measuring how much participation and getting students used to speaking English during learning takes place. The teacher usually only writes points for students who have participated in learning secretly in their absence. With this method, only active students always get points, while those who are inactive will not. Even students whose points are written down are not will know how far the progress during the learning process takes place.

The Participant point system measures students' participation, where each given class activity has points that students can earn. The requirement is to participate in the activities that have been determined every day. Using the participation point system method, the teacher tries to encourage students to gain the confidence they need to communicate in class. This method can help some passive students become more active and communicate actively in class activities.

Participation point system could be very effective in assisting students to overcome their anxieties and become more proactive learners in the speaking classroom.<sup>33</sup> Based on implementing the participant point system method described above, teachers can have a method that is easy to manage to ensure that they communicate the goals of each student activity that has been determined. Therefore, the participant point system method is suitable for familiarizing speaking skills in class.

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<sup>33</sup>Michael Bess & Dee Anne Bess. loc.cit.p.163



b. Steps of the Participation Point System (PPS) Method

There are several stages in using the participant point system method. Below are the steps to implement PPS in a classroom:<sup>34</sup>

1. Specified activities such as, (answering or asking questions, giving opinions, volunteering for activities, etc) will be given a point value.
2. Students who engage in specified activities will be rewarded with a physical representation of the point value (coins or tokens).
3. At the end of each lesson, the number of points earned by each student will be counted.
4. Special prizes are given at the end of the week, semester, or daily to the student with the most points.
5. Point points can also be calculated for the students' final grade.

From the several stages above, it can be concluded that during the activity where the activity that has been determined has its points, and students are given rewards with any sign, both coins, marble colored paper and others, then after learning is complete, the number of each person will be counted to calculate the most points. Whoever has the most points is entitled to a prize from the teacher. This method can be used daily, weekly, or in one semester.<sup>35</sup>

In this research, researcher used specific activities to assess student participation by answering or asking questions and giving opinions during the learning process. Students who are suitable with participation indicators will get points with a physical representation of the point value (sparkling stars).

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<sup>34</sup> Paul Raine. "The Use Of A Participation Point System To Encourage More Proactive Learner Participation In Japanese University English Classes", (J. F. Oberlin University,2013) P.94

c. The Advantages of the Participant Point System

There are several advantages to using the participant point system, namely:

1. Its tangibility
2. It is very helpful for students to overcome their passivity
3. Made classes easier to teach
4. It is easier to help the students understand certain things
5. It also cuts down on unnecessary teacher talking time and gives more time for the students to talk.<sup>36</sup>

The participation point system is a method that gives students tangible prizes that they can see and touch. Therefore, giving students activity points is the most important part of the assessment process because students can evaluate their progress. The Participant Point System method informs students about the results of their assessment. When students know how much progress they have made during the learning process, they will feel the need to talk more, and it can be concluded that the participant point system (PPS) is a method that will make students active in class by giving points to students, the aim is to tell their progress during the learning process. This method is relatively easy and simple, and the media is easy and does not cost too much.

d. The Disadvantages of Participant Point System Method

There are disadvantages to using the participation point system method. One of them is when using this method. The teacher will feel very

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<sup>36</sup> David Mclachlan, *Participation Point System To Encourage Classroom Communication*, (Tokyo:Japan 2003 ), vol,9 no.8

tired because it requires much energy to distribute individual points successfully. The participant point method involves a lot of energy to move around the class to distribute points.<sup>37</sup> Therefore, to overcome the large amount of energy needed to distribute points, the researcher will overcome it in the following way:

1. Students who are eligible or enter the participation point system assessment indicators can take the sparkling star according to the colour score obtained in front of the class. Next, to prevent students from tripping or falling, students can be asked to put their bags behind them.
2. Score collection can be done where students can stick the sparkling stars they have obtained on coloured paper that the researcher has provided, write down the number of participation scores obtained, and then collect them in front of the class.

e. The Implementation of Participation Point System Method

There are many ways of practically applying the PPS. The teachers can decide what they want to use and what scores they want to assign. Participation points system (PPS) is a very simple yet effective method of motivating students to overcome their passivity. He stated that there are many ways of practically applying the PPS. In this method, the teachers can decide what they want to use and what scores they want to assign. In this research, researcher created a participation point system assessment indicator by answering or asking questions and giving opinions. In this research, the researcher used a sparkling star to show the participation points obtained by students. The researcher used a sparkling star with different colors, showing green with a score

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<sup>37</sup>*Ibid* .p.2

of 4 points in the very active category, brown with 3 points in the active category, blue with 2 points and red with 1 point in the fairly active category. Different colors could also represent different scores.<sup>38</sup> When applying this method, teachers can use cardboard coupons or poker chips to represent the participation points.

Based on the statement above, it can be concluded that the teacher can use or implement this method according to his wishes. An example of implementing this method Jeffrey uses glass discs worth one point while marbles are worth three points.<sup>39</sup> Jeffrey uses a gold disc as a determinant of points for those who participate in the most extraordinary with a point of 6 points, while Jeffrey gives a disc worth one to assess students considered standard in class participation. The activity specified is to speak English, answer questions (one-word or short answers), and ask if they do not understand. However, if they spoke more "deeply" and volunteered to answer more complex questions and elaborate in one way or another, they received marbles worth three points each. From this explanation, this method is very effective and provides flexibility for teachers to assess students according to the needs of students to be more active in class.

#### 4. Concept of Small Group Discussion

##### a. The Definition of Small Group Discussion

Small group discussion allows presenters to announce a topic or idea for group discussion among

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<sup>38</sup>*Loc. Cit.* p.2

<sup>39</sup>Jeffrey David Melaclan, A journal "A Participant Point System To Help Passive Students Communicate," English Institute Of Education ,(CELE Journal,2004), p.56

participant.<sup>40</sup> Learning using small group discussions is an arrangement of activities carried out by students to achieve predetermined learning objectives. This method begins with the teacher preparing a problem topic or material for discussion by each group. After having the discussion results, each group will present the results. The learning process using this method is required for all group members to exchange ideas with the teacher and their group mates.

From the explanation above, small group discussion is a learning process that is carried out by creating small groups involving students with the aim that students have the skills to discuss by solving problems related to the material. Small group discussion is exchanging ideas in small groups of more than two people. A small group requires a minimum of three people (because two people would be a pair).<sup>41</sup>

b. Steps of the Small Group Discussion

There are several steps that must be carried out when conducting small group discussions, namely:

1. Introduction
2. Directing the discussion
3. Summarizing the discussion.<sup>42</sup>

From the several stages above, it can be interpreted that during discussion activities, teachers and students must work together so that the situations and conditions during learning continue to run well. The researcher explained the stages in the implementation of small group discussions.

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<sup>40</sup>Ernest W. Brewer, *Proven Ways To Get Your Message Across: The Essential References For Teachers, Presenters And Speakers*, (California: Corwin Press, 1997) p.22

<sup>41</sup> Timothy J. Shaffer, *Small Group Discussion Method*, (Kansas: New Prairie, 2021), p.5

<sup>42</sup>*Ibid.*, p.23

c. The Advantages of Small Group Discussion.

There are several advantages of using the small group discussion method, namely:

1. Learners have more time to participate in small group discussion arrangements
2. Small group discussions provide opportunities for students to warm up and try their ideas out in smaller forums. That way it creates an increased possibility that students will participate in the discussion.
3. Small group discussions create a variety of possible thinking enlivens large group discussions, which are usually dominated by the comments of the first few participants that establish the trend and scope of the discussion.<sup>43</sup>

From the advantages that have been explained, researcher can conclude that the benefits of using small group discussions are that they give students more time to organize discussions to be carried out, help students to try to express ideas to participate in discussions, and students can exchange ideas.

d. The Disadvantages of Small Group Discussion

There are some disadvantages to using the small group discussion method, namely:

1. It is time-consuming
2. Some participants in the group may do all the talking
3. It involves less presenter involvement than other methods
4. The discussion can easily get off track.<sup>44</sup>

From the disadvantages described above, the researcher concluded that the disadvantages of small

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<sup>43</sup>Ray V. Rasmussen, *Practical Discussion Technique for Instructors*, (AACE Journal, 1984), p.4

<sup>44</sup>Brewer, *Proven Ways To Get Your Message Across: The Essential References For Teachers, Presenters and Speakers*, p.27



group discussions are that during the activity, it will take more time to organize the discussions that will take place. There will be noise or commotion when students start discussing. Then discussions will come out more often off track, which means they will get out of hand and out of the predetermined topic of discussion. Of course, many students will be embarrassed to express their ideas and choose to be silent so that only one person takes over the discussion.

e. Implementation of Small Group Discussion

The purpose of small group discussions is to convey information about a particular topic and analyze and evaluate information to support evidence to reach an agreement on the results of the discussion. Therefore to carry out this method, there are several steps that must be carried out when conducting small group discussions.

1. Introduction

The teacher introduces and explains more of the material on which all students have some background knowledge so they have a basis for discussion. Then, the teacher instructs the students at the beginning of the discussion.

2. Directing the Discussion

The presenter is in charge of directing the discussion to get it started. The students report their discussion on the piece of paper that the teacher provides and present the result of their discussion in their own group first and to other groups. The other members of the groups clarify, give opinions/comments and criticize. The presenter should ask the participants if they have questions about the topic at hand. The presenter should try to keep control of the discussion yet not dominate it. Once the discussion begins,

questions are essential in keeping the discussion moving.

### 3. Summarizing the Discussion

A final summary is essential at the end of the discussion. Conclusions should be recorded on the whiteboard so all can see them.

Based on the explanation above, the introduction is the main stage in starting a discussion, where a teacher explains a related topic so that students can view what will be discussed. The teacher gives directions for conducting discussions, and when it reaches the results of the discussion, the teacher will allow his students to present the results and other students will ask, criticize and give opinions. Then the last stage is, concluding the results of the discussions that have taken place.

## B. Hypothesis

Based on the explanation above, the hypothesis can be formulated as follows:

$H_a$ = Teaching speaking using Participant Point System (PPS) Method is Effective towards Students' Speaking Ability in One of Public Junior High Schools in Trimurjo Lampung Tengah Academic Year 2023/2024

$H_0$ = Teaching speaking using Participant Point System (PPS) Method is Not Effective towards Students' Speaking Ability in One of Public Junior High Schools in Trimurjo Lampung Tengah Academic Year 2023/2024

## C. Variables

There are two variables in this research. There are independent and dependent variables:

1. The independent variable: The independent variable of this research is Participant Point System.
2. The dependent variable: The dependent variable of this research is the speaking ability.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **A. Conclusion**

Based on the results of the data analysis, it can be concluded that Teaching Speaking using the Participant Point System (PPS) Method is Effective towards Students' Speaking Ability in One of Public Junior High Schools in Trimurjo Central Lampung Academic Year 2023/2024. This statement can be seen from the statement if the sig value. (2 tailed)  $< 0.05$  then the null hypothesis  $H_0$  is accepted . with the data obtained sig (2 tailed)  $> 0.05$  means  $H_0$  is rejected. From the results of independent t-test data calculations, the sig (2-tailed) results were  $0.000 < 0.05$  , which means the value sig (2-tailed)  $<$  research alpha (0.05) then  $H_a$  was accepted.

The results of the data analysis showed that the participation point system method was effective in improving students' speaking skills and making students have better speaking skills than before. After getting treatments and posttests, the average score of students in the experimental pre-test class was 50.12 and the post-experimental score got a mean of 64.13, while in the pre-test control class, they got a mean of 50.52 and the post-test control got a mean of 56.39. Even though both scores increased, it can be seen that the experimental class has a mean value greater than the mean value in the control class .

#### **B. Recommendations**

Based on the conclusion above, the researcher provided several recommendations as follows:

##### **1. For the English teachers**

- a. The teacher can use a microphone so that students' voices can be heard and students pay attention to other students who are taking the test.
- b. Secondly the students are taken to a more comfortable place so they do not get bored.
- c. The third students are given something to do, such as being given the task of writing verb vocabulary, etc.

- d. The fourth students are given an agreement not to make a fuss during the post-test and are given consequences if they make a fuss during the post-test,
- e. The fifth teacher can take videos during the post-test so that the students feel alert and not noisy during the post-test.
- f. Teachers must build a pleasant learning atmosphere so that students do not feel bored and are not afraid to express their ideas so that they will be familiar with class conversations.
- g. The teacher must control student activities during the test so that it is conducive.

## **2. For the students**

- a. Students must follow the rules or agreements agreed between the student and teacher during the test process.
- b. Students must respect each other to keep the class conducive during the test.
- c. Students must accept the consequences if they violate the agreement agreed upon during the test.

## **3. For the future researchers**

- a. The researcher found problems in carrying out this research. It is hoped that future researchers will be able to solve this problem, especially controlling the situation in class during the oral test by consulting the teacher.
- b. It is hoped that future researchers will also use the participation point system method to improve other skills in English, not only for speaking and writing but also to improve reading and listening skills.
- c. The teacher can use a microphone so that students' voices can be heard and students pay attention to other students who are taking the test.
- d. The students are taken to a more comfortable place so they do not get bored.
- e. The third students are given something to do, such as being given the task of writing verb vocabulary, etc.
- f. The fourth students are given an agreement not to make a fuss during the post-test and are given consequences if they make a fuss during the post-test,

- g. The fifth teacher can take videos during the post-test so that the students feel alert and not noisy during the post-test.



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