THE IMPLEMENTATION OF PARTICIPATION POINT SYSTEM IN TEACHING SPEAKING TO THE SEVENTH GRADE STUDENTS OF SMP SEPULUH NOPEMBER SIDOARJO

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ABSTRACT

To motivate the passive students to be active, Participation Point System (PPS) could be implemented as one of the solutions. This research paper was conducted to investigate the implementation of Participation Point System in a junior high school of SMP 10 Nopember in teaching Speaking. The researcher used descriptive qualitative design. The participants of this research paper were 34 students of VII D. And the research conducted the observation two meetings. The data were collected through observation. Based on the result of the research, the implementation of Participation Point System in teaching speaking to the seventh grade students of SMP 10 Nopember Sidoarjo was by giving colored paper to represent students' participation scores. The teacher give blue paper is worth (+) point and give red paper is worth (-) point. Blue paper gave for students who can answer the question and students who want to be a volunteer to explain the material. And red paper gave for students who make a noise during teaching and learning process. Implementation of Participation Point System in teaching speaking obtained positive responses from the students.
Key words : Participation Point System, Speaking

INTRODUCTION

Teaching a foreign language considered one of the most challenging teaching practices. In Indonesia, students are usually afraid of joining foreign language classes. The students may feel unmotivated, discouraged easily. For them, foreign language is difficult to learn because most of them know nothing from the start. Usually, students know nothing how to express what they want to say (Siti Tarwiyah, 2002:4). Teacher in that case needs to be responsive and creative to the classroom situation in order to take an accurate measurement. The classroom atmosphere should be sufficiently relaxed so that learners are engaged activity in every activities lead to a better performance of their language skills, listening, speaking, writing and reading and the students can be motivated.

Speaking is a process where people share information, ideas, and feeling according to the Matthew (1994:45). Furthermore, the primary aim of speaking is for communication (Tarigan, 1987:5). From these definitions, it is clear that the students need to learn speaking in order to be able to communicate and interaction or expresses ideas, exchanges the information and shares her or his feeling with others.

To avoid and obliterate the student passivity in classroom, the teacher can give an encouragement and compliment to elicit the positive effort of the students (Setiyadi, 2006:18) through student participation. Thus, the teacher should give opportunities to trigger responses of student participation until they succeed (Christison & Murray, 2011:147).

One of the important parts in the teaching and learning process is student participation. According to Rogoff , (1997:272) the students who participate actively can transform their responsibility understanding to prepare to be engaged in learning activities. Therefore, as cited in Crombie et al. (2003:51), Sadker & Sadker (1994) stated that the participation of the students becomes one of the elements to result a positive and effective learning experience.

The teacher should have various strategies to make the students keep curious, enthusiastic and motivated to participate during the learning process especially in teaching speaking. One of the expected strategies to give them opportunities to participate is implementing a Participation Point System (PPS) in the classroom (Hadley, 1997).

Participation Point System is a simple method developed by Hadley (1997). It has been developed to motivate the passive students to be active to speak English. Participation Point System was also adapted by Jeffrey (2003). Jeffrey believed that it could solve the problem in English classroom communication, such as student passivity. He also stated that this technique is very effective and simple to encourage students to be active.

Based on the reasons above, the researcher wants to know how is the implementation of Participation Point System method in teaching Speaking at the seventh grade of SMP Sepuluh Nopember Sidoarjo.

METHOD

This study was a qualitative research. This research was conducted at the seventh grade students of SMP 10 Nopember Sidoarjo in academic year of 2018/2019. The research took one class as the sample of this research. The class was VII D consisting of 34 students. The data was collected from observation. The instruments of this research were observation checklist and field note. Observation checklist was used to know the activities of teaching and learning process in the class. Meanwhile, field note was used to describe the activities of teaching and learning process from start until the end observation. There were 2 meetings in this research. The method of analysis the data which was used in the qualitative was by using method of data analysis that was suggested by Miles and Huberman (1994: 19-20). The method consists of three events: (1) data reduction, (2) data display, and (3) make a conclusion of data (verification of data).

FINDINGS AND DISCUSSIONS

After doing the research, the researcher got research findings. The researcher got research findings from observation during the teaching and learning process.

The researcher conducted the observation on April, 29th and May, 2nd 2019 in VII D class. The researcher conducted the observation on two meetings.

a. First meeting in VII D class (Monday, April, 29th 2019 at 09.25 – 10.45 AM)

In the first meeting in VII D class, the researcher saw that the Teacher gave participation scores in the opening, main activities and closing of the lesson. It could be seen from this explanation, as follow:

1) Opening

The teacher opened the lesson by greeting the students and the students also greeted the teacher, the teacher checked the students' attendance list and asked the students about the previous material. In that day, the participation point gave for the students who can explain the previous material about song. There were many students who want to explain it. The teacher chose the first one

who raised their hand, but for the next question the teacher gave opportunity to other students. (List name of students see Appendix/04/SN).

2) Main Activities

The students read the dialog about asking the characteristics of people, animal, and things. Related to the lesson namely describing people, animal, and thing there were three dialogs. In the first dialog about people, second dialog about animal and third dialog about thing. (The dialog you can see in Appendix/03/LP). And then the students identified the dialog about the characteristics of people, animal, and things. The students looked for the sentence which had the characteristics adjective for example: beautiful, pretty, tall, blue eyes, big. The students answer the question about content of the dialog. Content of the dialog is about adjective. The students who could answer got the score. The teacher explained and discussed the describing material with the students. In this stage the students who made a noise got the minus points. The students made a dialog in pairs based on the situation given and presented the dialog in front of the class.

3) Closing

In the end of the lesson, the teacher asked the students to conclude the material. Students who wanted to conclude the material got participation point. There were four students who got participation in this stage. And then, teacher and students reflected to today's lesson, the teacher gave feedback to students. And then, the teacher closed the lesson by saying Alhamdulillah together and asked students to study about the next material.

b.   Second meeting in VII D (Thursday, May $2nd$ 2019 at 09.25 – 10.45 AM)

In the second meeting in VII D class, the researcher saw that the

Teacher gave participation scores just in the main activities and closing of the lesson. It could be seen from this explanation, as follow:

1) Main Activities

The students read the dialog about asking the function/behavior of people, animal, and things. Related to the lesson namely describing people,

animal, and thing there were three dialogs. In the first dialog about people, second dialog about animal and third dialog about thing. (The dialog you can see in Appendix/03/LP). And then the students identified the dialog about the function/behavior of people, animal, and things. The students looked for the sentence which had the behavior adjective for example: fly, swim, and climb, eat. The students answer the question about content of the dialog. (The question can see in Appendix/03/LP). Content of the dialog was about adjective. The students who could answer got the score. The teacher explained and discussed the describing material with the students. In this stage the students who made a noise got the minus points. The students arranged the conversation to asking the function/behavior of people, animal, and thing. The students made a dialog in pairs based on the situation given. The students who made a noise during teaching and learning process get the minus points. The teacher chose the students and the students presented the dialog in front of the class.

2) Closing

In the end of the lesson, the teacher asked the students to conclude the material. Students who wanted to conclude the material got participation point. There was one student who got participation in this stage. And then, teacher and students reflected to today's lesson, the teacher gave feedback to students. And then, the teacher closed the lesson by saying Alhamdulillah together and asked students to study about the next material.

Based on the explanation above, the researcher can concluded that the teacher gave participation point on the process of learning, it means that the teacher gave the participation point on the opening, main activities, and closing. The teacher sometimes gave participation point just on the main activities and closing. And the teacher always gave the participation point on the main activities and closing.

From the observation in VII D class on April, 29th 2019 – May, 2nd 2019, the researcher found data about media used by the teacher to represented participation scores and how the teacher assigned the participation scores:

a. The media used by the teacher

The teacher used colored papers to represents students' participation scores in implementing Participation Point System. There are two colored paper used by the teacher. It is Blue paper and red paper. Every color shows different score. Blue paper is good score. And red paper is bad score.

b. Participation scores assign by the teacher

The teacher gave participation point for students who could answer the questions, who wanted to explain their opinion. The teacher gave the (+) 10 point in the blue paper for students who could answer the question and students who wanted to be a volunteer to explain the material. Meanwhile, the teacher gave minus (-) 10 point in the red paper for the students who make a noise during teaching and learning process.

In gave participation point, the teacher usually gave same opportunities for each students. First opportunity gave for student who could raise her/ his hand first one. And if there were students who have obtained participation point, then the next participation point gave for other students. The teacher triggered all students to get the participation points.

Discussions

The researcher discusses the research finding in this part. The result of this research mentioned about has collected data about how is the implementation of Participation Point System in teaching Speaking to the seventh grade students at SMP 10 Nopember Sidoarjo.

Jeffrey (2003: 2) stated that there are many ways of practically applying the Participation Point System. The teachers can decide what they want to use and what scores they want to assign.

The example of implementing the Participation Point System, Jeffrey (2003) describes his way in implementing the Participation Point System. He used glass discs and marbles in applying. Each glass disc is worth one point, and each marble is worth three points. In his classes the discs are given to the students for fulfilling what would possibly be considered standard for speaking English and

answering questions, while the marbles are given for attempting more challenging issues. When the responses are short and one-worded they usually receive one point. If they elaborate in any way, add some "depth", or attempt to answer more difficult questions, then they receive more points. Even if a student has a wrong answer, that student will keep the participation points because points are given mainly for making an effort to communicate in the classroom, and not primarily for correct answers.

Hadley in Jeffrey (2003: 1) stated that in 1996 he used cardboard coupons, and in 1997 he used poker chips to represent the participation points.

In this research the media used by the teacher to represent students' participation scores is colored paper. There are two papers that are blue paper and red paper. The teacher gave the (+) 10 points to blue paper and (-) 10 points to red paper. It was shown in the classroom observation. That was held on Monday, April, 29th and Thursday, May, $2nd$ 2019 that the teacher raise colored paper for students who answer the questions, explain their opinion, and who can corrected their friends' answer. The teacher raised blue paper for students who can answer the question and students who want to be a volunteer to explain the material. The teacher raised red paper for students who make a noise during teaching and learning process.

The teacher implemented Participation Point System every meeting. The teacher gave participation scores on the process of learning. The teacher sometimes gave participation scores on the opening, main activities and closing of the lesson, it was shown in the classroom observation that was held on Monday, April, 29th 2019 first meeting in VII D at the 09.25 am until 10.45 am, and the second meeting that was held on Thursday, May, 2nd 2019 in VII D at the 09.25 am until 10.45 am. But sometimes the teacher just gave participation scores in the main activities and closing of the lesson, it was shown in the classroom observation that was held on Thursday, May, 2nd 2019 second meeting in VII D at the 09.25 am until 10.45 am. So from this result the teacher implementing the Participation Point System method was good enough and maximally.

The teacher is not only focus in the correct answer in implementation of Participation Point System but also, the teacher always gave participation score for every form of being active. The teacher gave same opportunities for every student.

Implementing Participation Point System in teaching speaking to the seventh grade students of SMP 10 Nopember Sidoarjo obtained good responses from the students. The observation showed that the students' responses of implementation of Participation Point System were positive responses. The researcher knew from their attitude in teaching and learning process. When the teacher explained and gave example of material, they listen carefully and they were attentive to what teacher said although there are two until three students not attention. Almost all of students active in teaching learning process, because they know that every form of being active can get a participation score. In the practice session, every question there were many students who want to answer the question, the students always struggled to enrich their participation points.

The students' scores includes practice score, daily score (participation score and assignment score), and midterm test score. It can conclude that students' achievement in Teaching Speaking by implementing Participation Point System was good enough and make students to be active in the class.

Related to the explanation and implementation from Jeffrey this research same with the Jeffrey implementation, use media to implementation. For the teacher must understand well about Participation Point System. And the students can be active in the class and encourage their score in implementation of Participation Point System. For the next researcher have to do the quantitative research because in this research using qualitative research and then the next researcher must creative make the new media.

CONCLUSION

Based on the research result, the researcher concludes that the Implementation of Participation Point System in teaching speaking to the seventh grade students of SMP10 Nopember Sidoarjo as follows :

The teacher used colored paper to represent students' participation scores. There were two colored paper. They were blue paper and red paper. Blue paper was worth (+) point and red paper was worth (-) point in implementing Participation Point System. The teacher gave the participation scores for students who active in teaching and learning process. The teacher gave blue paper for students who could answer the question and students who wanted to be a volunteer to explain the material. And red paper gave for students who made a noise in teaching and learning process. Every student had same opportunity to enrich their participation scores. The teacher gave the participation point from his table with raised the colored paper.

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