

## CHAPTER I

### INTRODUCTION

This chapter discusses the introduction of the research. This chapter consists of the discussion of the background of the research, the research questions, the objective of the research, the significance of the research, the scope and limitation of the research, the assumption of the research, and the operational definition of the research. The discussion of the points above is elaborated in the following sections.

#### A. Background of the Research

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. Thus, the researcher conducted a research with the title **The Implementation of Participation Point System in Teaching Speaking to the seventh grade of SMP Sepuluh Nopember Sidoarjo.**

## **B. Research Question**

Based on the explanation above, the researcher formulates one research question:

How is the implementation of Participation Point System in teaching speaking to the seventh grade students of SMP Sepuluh Nopember Sidoarjo?

### **C. Objective of the Research**

Based on the problem statement above, the aim of this research is describe the implementation of Participation Point System in teaching Speaking to the seventh grade students of SMP Sepuluh Nopember Sidoarjo.

### **D. Significance of the Research**

The researcher hopes that the results of this study can be used by the teacher, students, and next researcher for the following purposes:

1. For the teacher, the result will help the teacher to know the motivate method on teaching Speaking.
2. For the student, the result of this research will help the students to be an active student, increase the learning motivation.
3. For the next researcher, the result of this research can be used as useful reference to do other research with the same topic previous research in his/her research.

### **E. Scope and Limitation of the Research**

In order to focus on a specific scope of study, the researcher limits the research on the implementation of Participation Point System in teaching Speaking at the seventh grade of SMP Sepuluh Nopember Sidoarjo. The researcher chooses Participation Point System method because this method based on the Hadley (1997) is the method which can make the students to be active. So the researcher chooses this method to make the students to be active

like Hadley's theory. And the researcher chooses speaking because based on the Tarigan (1987) the primary aim of speaking is for communication. So the researcher chooses speaking to make the students be able to communicate and interaction with others. The researcher also chooses class VII D as the sample of research because this class needs to trigger motivation. The researcher chooses seventh grade, because in this stage the students still young to the Junior High School stage so the students can get the provisions to continue the stage and make them motivate to continue the next stage. The researcher would like to describe about how is the implementation of Participation Point System, include the media use by the teacher to represent students' participation score, scores want to assign, and students' responses about teaching Speaking by implementing Participation Point System.

#### **F. Assumption**

This research is conducted under the assumption that the teacher uses Participation Point System in teaching speaking.

## G. Operational Definition

To avoid misunderstanding of the problem of the investigation, the following terms are clarified.

### 1. Participation Point System

Participation Points System (PPS) is a very simple yet, very effective method of motivating students to overcome their passivity. Jeffrey (2003: 1)

### 2. Speaking

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).

