

THE USE OF PARTICIPATION POINT SYSTEM FOR STUDENTS' SPEAKING ABILITY AT THE EIGHTH GRADE STUDENTS OF SMPN 8 MAKASSAR

Dini Savonarola Manyani¹, Restu Januarty², Rampeng³

¹²³English Language Education Department, Bosowa University, Indonesia

ABSTRACT

This research aimed at finding out the students' speaking ability before and after using participation point system method in teaching speaking. The independent variable was using participation point system method and the dependent variable was students' speaking achievement. The sample of the research were 36 students of class VIII6 at SMPN 8 Makassar in the second semester academic year 2021/2022. The design of this research was quantitative design and the method used in this research was pre-experimental one group pretest-posttest research. The result of the research showed that there was a difference between pre-test and post-test score of the students. The average score of pre-test was 48,78 and the average score of post-test was 86,11. Based on the result can be seen that after the researcher gave treatment in post-test was higher than pre-test. Therefore, participation point system becomes an appropriate method in teaching speaking of class VIII6 at SMPN 8 Makassar.

Key Words : Participation Point System, Speaking Ability

INTRODUCTION

In this global era, learning English is very important because English is international language. In Indonesia, English as foreign language and become subjects. By having English as one subject taught in school, it is hoped that the quality of Indonesia education will improve. Because of the importance of English, the English teacher should have an interesting method in teaching English, so it can make students more easily to comprehend the materials. The teacher should be creative in using the method to help the students to understand English learning. One of the main problems when teaching speaking is that many students do not want to fully participate in the speaking practice. Fear of mistake, shyness, anxiety, lack of confidence, and lack of motivation are accepted to be the principal issues in speaking, Juhana (2012:101-103).

English has four skills that should be mastered by students. They are listening, speaking, reading, and writing. From those skills, the researcher choose speaking to describe the research. Speaking is one of the important parts of second language learning and teaching. Speaking is means of oral communication that provides information involves two elements, namely the speaker conveying message and listener who receptive the message. In speaking, the learners can produce better language. A stated by Nashruddin in Nurvia (2016:20) speaking is as productive skill, thus speaking skills could develop an English of learners, because it can produce good language of them. Teaching speaking in

classroom needs a method to activate and improve the student in speaking English which are most important to the English teacher find solutions by creating efficient and effective technique in teaching speaking ability.

Beside that, in order that a learning process of speaking can go well the researcher need some way to make the student fun in learning English. Why do researcher choose Participation Point System in teaching speaking? because a method is needed to make the point of participation become visible, therefore student can see clearly and then evaluate their progress in every meeting.

In the previous related research finding, there were other researchers who have conducted on the same topic about participation point system (PPS) method. First Rosdianah (2019) in essence that participation point system method is useful and effective because the students show their positive responses to it. Second Jumiaty & Asrina (2013) concluded that participation point system is a good teaching method the result of the research showed the improvement of the students' participation in teaching and learning process. Third Amelia, Dalle & Setiadi (2018) concluded that the use of interest method is participation point system method can make the students' more impressive.

Relating on the explain above, the research feels necessary to do research under the title "The Use of Participation Point System in Teaching Speaking for the Eighth Grade Students of SMPN 8 Makassar".

METHOD OF THE RESEARCH

In this research, the writer applied pre-experiment to one group of pre-test and post-test. This design includes three steps :provide a pretest to measure the dependent variable, provide experimental treatment, and provide a post test. The location of the research was at SMPN 8 Makassar. This research had been conducted for 4 meetings started from May to June in the second semester 2021/2022 academic year. The population of this research was the second semester in the 2021/2022 academic year had conducted for the eighth grade students of SMPN 8 Makassar. The total of population were 396 students which consisted of eleven classes. The researcher had done the research at eighth grade and chose one class of eleven classes. The number of the sample was 36 students of the class. The researcher had given test speaking by using oral test in pre-test and post-test. The aim of pre-test was to see students' speaking ability before giving treatment. The aim of post-test was to know the student's improvement in speaking after using participation point system method. The researcher uses the items for speaking test and to find out the students' speaking skill and calculates the mean score, standard deviation, frequency table, and the value of t-test in recognizing the distinction between pre-test and post-test by using inferential analysis in SPSS version 24 program.

FINDINGS AND DISCUSSIONS

This research was conducted at SMPN 8 Makassar. The researcher took data from a sample of 36 students of class VIII6 in the second semester academic year 2021/2022. Data collection had done by doing an oral test about personal recount text. The data of pre-test scores could be seen in the table 4.1 below:

Table 1. The Students' Scores of Pre-Test

Five Elements of Speaking Score								
No	Name						Total	Score
		Pro	Gram	Voc	Fluency	Comp		
1	ASR	3	4	3	4	3	17	68
2	APA	2	3	2	2	2	11	44
3	AH	3	3	4	3	3	16	64
4	AV	3	3	2	3	2	13	52
5	AYL	2	2	3	2	2	11	44
6	DAH	2	3	3	2	2	12	48
7	DDH	2	2	3	3	2	12	48
8	FAZ	2	2	2	2	2	10	40
9	GMB	3	3	3	3	3	15	60
10	HAM	2	2	2	2	2	10	40
11	HR	3	2	2	2	2	11	44
12	KSK	2	2	3	2	2	11	44
13	KSJ	3	4	3	3	3	16	64
14	MRD	2	3	3	2	2	12	48
15	MA	2	2	2	2	2	10	40
16	MAA	2	3	2	2	2	11	44
17	MAS	2	2	2	2	2	10	40
18	MF	2	3	3	2	2	12	48
19	MRR	2	2	3	2	2	11	44
20	MFA	2	2	3	2	2	11	44
21	MAL	2	2	3	2	2	11	44

22	MSA	2	2	3	2	2	11	44
23	MAM	2	3	3	2	3	13	52
24	MDI	2	3	3	2	2	12	48
25	MR	2	2	3	2	2	11	44
26	NAD	2	3	2	2	2	11	44
27	NAA	2	2	3	2	2	11	44
28	NF	2	3	2	2	2	11	44
29	NA	2	3	2	2	2	11	44
30	RA	2	3	2	2	2	11	44
31	SAR S	2	3	3	3	3	14	56
32	SAP	2	2	3	2	2	11	44
33	TAP	3	3	3	2	3	14	56
34	UKM	3	4	3	3	3	16	64
35	WH M	2	4	3	2	2	13	52
36	R	3	4	3	3	3	16	64
Total		81	98	97	82	81	439	1756

Based on the data of pre-test in the table above the pre-test had done before treatment and it was expressed that 8 students had got score 56-70 (Fair), 24 students had got score 41-55 (Poor) and 4 students got score <40 (Very Poor) and no one student who got score 86-100 (Excellent) also good (71-85). However, the average scores for all students were 48,78 on the whole of students' accomplished in their speaking skill which mean the quality of the students speaking skill was still low since none of students got highest score and by and large of them were rated fair and poor. Based on the result of pre-test, a percentage table can be made as follow:

Table 2. Percentage of Students' Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	0	0%
2	Good	71-85	0	0%
3	Fair	56-70	8	22%
4	Poor	41-55	24	67%
5	Very poor	<40	4	11%
Total			36	100%

After the researcher implemented participation point system as method in treatment, the researcher gave the similar test as in the pre-test. The data of post-test scores could be seen in the table 3 below:

Table 3. The Students' Scores of Post-Test

No	Name	Five Elements of Speaking Score					Total	Score
		Pro	Gram	Voc	Fluency	Com		
1	ASR	5	4	5	5	5	24	96
2	APA	4	5	5	4	4	22	88
3	AH	4	4	5	5	4	22	88
4	AV	4	5	4	5	4	22	88
5	AYL	4	4	5	4	4	21	84
6	DAH	4	5	5	4	4	22	88
7	DDH	5	4	4	4	4	21	84
8	FAZ	4	4	4	4	3	19	76
9	GMB	5	5	4	4	4	22	88
10	HAM	4	4	5	4	3	20	80
11	HR	4	4	5	3	4	20	80
12	KSK	4	5	5	4	3	21	84
13	KSJ	4	5	5	5	5	24	96
14	MRD	4	5	5	4	4	22	88
15	MA	4	4	5	3	4	20	80
16	MAA	4	5	5	4	4	22	88
17	MAS	3	4	4	4	3	18	72
18	MF	4	5	5	4	4	22	88
19	MRR	4	4	5	4	4	21	84
20	MFA	4	4	5	4	3	20	80

21	MAL	4	4	5	4	4	21	84
22	MSA	4	4	5	4	4	21	84
23	MAM	4	5	5	4	4	22	88
24	MDI	4	4	5	4	4	21	84
25	MR	4	4	5	4	4	21	84
26	NAD	4	5	5	4	4	22	88
27	NAA	4	4	5	4	4	21	84
28	NF	4	5	5	4	4	22	88
29	NA	4	5	5	4	4	22	88
30	RA	4	5	4	5	4	22	88
31	SAR S	4	5	4	4	5	22	88
32	SAP	4	5	5	4	4	22	88
33	TAP	4	5	5	4	4	22	88
34	UKM	4	5	5	4	4	22	88
35	WH M	4	5	5	4	5	23	92
36	R	4	5	5	5	5	24	96
Total		146	164	173	148	144	775	3100

Based on the table 3 above, from 36 students it was found the 21 students scored 86-100 (Excellent) and 15 students got score 71-85 (Good), and there were no students who got score 56-70 (Fair), 41-55 (Poor) and <40 (Very poor). From the result above the average score of all students was 86,11 therefore it can be inferred that students fluent in speaking since using participation point system participation point system was better than the students' speaking score in the pre-test. Based on the result of post-test, a percentage table can be made as follow:

Table 4. Percentage of Students' Post-Test

N o	Classification	Score	Frequency	Percentage
1	Excellent	86-100	21	58%
2	Good	71-85	15	42%
3	Fair	56-70	0	0%
4	Poor	41-55	0	0%

5	Very poor	<40	0	0%
Total			36	100%

The table above shows that the percentage improvement of the students' score obtained by students were excellent 58% and good 42% was higher than in the pre-test. It shows that the students' speaking ability in the post-test more improve than in the pre-test.

Table 5. Descriptive Staties

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	36	40	68	48.78	7.990
Post-test	36	72	96	86.11	5.013
Valid N (listwise)	36				

Based on the table 5 above the researcher describes that the mean score of students in pre-test was 48,78, standard deviation 7.990, maximum 68, and minimum 40, then the mean score obtained in the post test was 86,11, standard deviation 5.013, maximum 96, and minimum 72. The result of the mean score was significant between post-test and pre-test and can also improve students' speaking capability after doing the training process that used participation point system as method learning.

Table 6. Paired Samples Test

Paired Differences						T	Df	Sig. (2-tailed)
Pair		Mean	Std. Deviation	Std. error mean	95% Confidence interval of the difference			
					Lower	Upper		
	Pre-test Post-test							
1		-37.333	5.575	.929	-39.220	-35.447	-40.176	.000

Based on the table above, it can be seen that the T count was 40.176 with the df was 35. The score of speaking skill before being taught by participation point system was still low, because the mean score of pre-test was 48,78, and after the students got a treatment the mean score of all students was 86,11 it improved, the researcher used T test analysis, the result of T count was 40.176. The negative which appear in T count above means the mean before treatment was lower than after treatment.

Therefore, participation point system is a suitable method to improve speaking ability for the students.

Table 7. The Improvement of Students' Speaking Skill

No.	Name	First meeting in treatment		Second meeting in treatment		The PPS score of all meeting
		+10	-10	+10	-10	Score
1	ASR	40	-	50	-	90
2	APA	40	-	40	-	80
3	AH	40	-	30	-	70
4	AV	40	-	50	-	90
5	AYL	30	-	40	-	70
6	DAH	20	-	40	-	60
7	DDH	40	-	30	-	70
8	FAZ	50	-	40	-	90
9	GMB	40	-	30	-	70
10	HAM	30	-	30	-	60
11	HR	50	-	20	-	70
12	KSK	30	-	30	-	60
13	KSJ	40	-	50	-	90
14	MRD	30	-	40	-	70
15	MA	30	-	30	-	60
16	MAA	30	-	30	-	60
17	MAS	20	-	40	-	60
18	MF	30	-	40	-	70
19	MRR	40	-	30	-	70
20	MFA	30	-	40	-	70
21	MAL	30	-	30	-	60
22	MSA	40	-	30	-	70
23	MAM	30	-	40	-	70
24	MDI	30	-	40	-	70
25	MR	40	-	30	-	70
26	NAD	40	-	40	-	80
27	NAA	30	-	40	-	70
28	NF	40	-	40	-	80
29	NA	30	-	40	-	70
30	RA	30	-	30	-	60
31	SARS	40	-	50	-	90
32	SAP	40	-	30	-	70
33	TAP	40	-	40	-	80

34	UKM	40	-	50	-	90
35	WHM	40	-	50	-	90
36	R	50	-	40	-	90
Total		1290		1350		2640
Percentage						73%

The implementation participation point system as learning method could increase students' speaking ability at the eighth-grade students of SMPN 8 Makassar. The researcher conducted treatment on two meetings and gave participation point score in the opening, main activity and closing. The researcher opened the lesson by greeting the students and the students also greeted the researcher, She checked the students' attendance list and then explained to students what is participation point system and how to apply it in the classroom, then the researcher explained the material about recount text and gave examples and ask students to observe the text be related to the personal recount text that had been given. The researcher make use of colored papers as symbol students' participation score which is purple the (+) 10 was good if students are active asking question, give answers and other the activities of educating or instruction and yellow (-) 10 was bad if students do something that should not be done during the learning process. Can be seen on the table 7 above that at the first meeting the total score of all students was 1290 and the total score at the second meeting was 1350, the researcher combined the scores at the first and second meetings with a total score was 2640 with a percentage value was 70% of students active in speaking. It is concluded the participation point system can improve students' speaking skill.

DISCUSSION

This research was conducted to obtain answer to the researcher's question, that the first one was how is the students' speaking ability before and after using participation point system, the second is participation point system method able to improve the students' speaking ability for the eighth-grade students of SMPN 8 Makassar? Then analyzed the obtained data by using SPSS 24. The data were collected before (pre-test) and after (post-test) conducting the treatment. Based on the description of the data through the test, the researcher explained that in the previous section showed that the students' speaking skill had further develop subsequent to being given treatment. The students' score after treatment was higher than before the treatment, it can be seen in the table 4 that 21 students got score 86-100 (excellent) with a percentage of 58%, 15 students got score 71-85 (good) with percentage of 42% and the mean score obtained by all students at the time of post-test was 86,11, meanwhile before treatment it can be seen in table 2 that 8 students got score 56-70 (fair) with a percentage of 22%, 24 students got score 41-55 (poor) with a percentage

of 67%, 4 students got score <40 (very poor) with a percentage of 11%, the mean score obtained by all students at the time of pre-test was 48,78, and none of students who got score excellent and also a score good.

Based on the result of the t-test, the researcher found that there was significant difference between the result of pre-test and post-test. It means that there was significant difference before and after teaching and learning process by using participation point system method. Applying this method students also become comfortable in their learning easier to understand the material given. The previous research shows by Hadley in Wulandari (2020:9) participation point system already utilized and to assist the advancement of students in developing their speaking abilities, to create students used to speaking in English and to qualify the participation levels of the students. Participation point system method is a method of motivating classroom participation, especially in particular communicative by giving students something tangible participation (such as discs, marbles, poker chips, etc.) while activities are underway to represent their participation scores (Hadley in Kasman 2020:6). Anything can be used. The researcher implemented the participation point system in her class by using colored papers, each colored paper is worth (+) 10 point and each paper is worth (-) 10 points. The focus of this method is not about giving points for every correct answer suitable or appropriate grammar but the students' active to participate in learning English. The use of participation point system method in teaching process is vital, then the teacher should be choosing the appropriate method in teaching learning, particularly in teaching speaking. A method in teaching learning can help the teacher to convey the material more easily, and make the students enjoyed to study in the class. Besides that, uses a participation point system in the class is can to make students active to speak or recounting story well.

CONCLUSION

Based on the research findings and discussion in the previous chapter, the conclusion that founded by the researcher, the objective of the research was to know the students' speaking ability before and after using participation point system at the eighth-grade students of SMPN 8 Makassar. The researcher conducted pre-experimental researcher in order to reach the objective of the study and as the sample the researcher took VIII6 class. Based on the statistical analysis, the researcher found that there was different score between pre-test and post-test, the mean score of post-test was higher than the mean score of the pre-test. Therefore, the researcher measured the significance of the mean score difference of pre-test and post-test using t-test. It was proved by the mean score of pre-test was 48,78 the students speaking skill was poor clasifcation, then after giving treatment using participation point system it was evident by the mean score of post-test 86,11 there was significant improvement on the result. Based on the result, the researcher concluded that the use of

participation point system could be applied in teaching speaking for students in class VIII.6 of SMPN 8 Makassar.

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