

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. This chapter consists of the discussion of the background of the research, the research question, purposes of the research, significance of the research, definition of key terms and organization of the paper. The discussion of the point above is elaboration in the following sections.

A. Background of the research

Students passiveness can be seen as student involvement in learning activities. When students are passive, they will be isolate themselves in classroom interactions. The Students also need a motivation to be active and enthusiastic in learning activities such as giving points when students are active in learning activities. To make students active and enthusiastic in learning activities is very difficult without any encouragement.

Dealing with students' motivation might be one of the biggest challenges for some teacher, especially when the students are lack of learning motivation. The lack of motivation condition in learning activities is also one of the most noticeable academic problems in adolescence. They further stated that this condition can lead to frustration, learning dissatisfaction and influence students productivity. Furthermore, this condition is assumed to lead to student passivity (Zakiyah, 2014)

Students' participation is important part in learning process. Active participation is a must for students. In the fact, there are many passive students, especially in teaching listening. Students passivity may be due to lack of motivation or method that the teacher use less interest. One ways to motivate students is by give participation score. Motivation affects the

success or failure of learning and generally learning without motivation will be difficult to succeed (Istiqomah, 2015)

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. The teacher can give an encouragement and compliment to elicit the positive effort of the students through students participation (Syarifatul, 2019)

Teaching English as a foreign language involves being able to convey the English language in articulate and interesting manner. Teaching English foreign language educators encourage students to improve their English skill through listening, speaking, reading and writing. Teaching English in senior high school need a method can make students active and motivate in teaching English. Participation point system suitable to use as technique in teaching English, because participation point system is a technique of motivating classroom participation, particularity communicative participation by providing students with something tangible while activities are underway to represent their participation scores (Jeffrey, 2003).

Most students to be active in learning activities need an encouragement especially in teaching English, because it is know that English is the second language after Indonesian. Making students active in class in learning activities is difficult and becomes a challenge for a teacher. One way for students to be active in class is to provide an encouragement such as giving points when students are active in learning activities. The students participation will be effective only when the students are motivated (Jeffery, 2004, p.54). Encouragement makes students enthusiastic and

Serious during the learning process, with an encouragement that students become passive during the learning process.

Passive students will only listen to the teacher speak in class, passive students will not respond to the teacher in the process of teaching and learning activities. Students passivity addressed not only students who only listen to the teacher's talk in the classroom or remain silent during the teaching and learning process, but also for those who don't want to be involved in a group randomly, those who don't participate to share their idea (Kusal, Manit & Somarika, 2009). Therefore the researcher wants to examine the implementation of the participation point system in one Islamic senior high school in Trenggalek, as well as the researcher wants to know how the implementation of the participation point system, to know the advantages and disadvantages of implementing a learning strategy such as a participation point system.

Student participation is very necessary in the learning process. According to Rogoff (1997, p.272) the students who actively participated could transform their responsibility understanding to prepare to be engaged in learning activities. Therefore, as cited in Crombine et al (2003, p.51), Sadker & Sadker (1994) stated that the participation of students becomes one of the elements to the result of a positive and effective learning experience.

The student's participation would be effective only when the students are motivated (Jeffery, 2004, p.54). Thus the teacher should have various strategies to make the students keep curious, enthusiastic and motivated to participate during the learning process. One of the expected strategies to give them opportunities to participate is implementing a participation point system (PPS) in the classroom (Hadley, 1997).

The student's participation in the learning activities will be effective, if the students get a motivation from his teacher. Teachers will do many ways

that the students keep curious, enthusiastic, and motivated to participate when the learning activities.

Participation point system is a useful and simple method developed by Hadley (1997). It has been developed to motivate the passive students to be active to speak English. PPS was also adapted by Jeffrey (2003). He believed that it could solve the problem in English communication, such as student's passivity. He further stated that this technique is very effective and simple to encourage students to be active. The focus of this method was not giving points for every correct answer as acceptable grammar, but the student's motivation to participate in learning English. This method did not focus on the skill, but only the participation.

From the opinions of the experts, the participation point system is very useful for increasing student activity in learning English. Participation point system is also a solution and motivates passive students to become active students in learning English. This method does not focus on giving points to students who answer right, even if students answer wrong will get points. This point is given to motivate students to be active in learning English.

The researcher choose the title of the implementation of participation point system because the researcher know that students need support to be active in learning activities such as giving points when students are active in learning activities in class. The researcher know that making students active and enthusiastic in learning activities in class is very difficult without any encouragement. So, the researcher choose the title because researcher want to know how the implementation of the participation point system, what are the advantages and disadvantages of implementing the participation point system.

The Researcher choose MANITrenggalek as a place of research because MANITrenggalek implemented the participation point system in learning

activities. MAN 1Trenggalek is also one of the religious-based public schools in Trenggalek, which has an accelerated classroom program. The accelerated class program the students who are only study for two years. In addition MAN 1Trenggalek also have two class namely superior and regular classes. The Facilities at MAN 1Trenggalek are complete, every class there is an LCD to facilitate the learning activities in classroom.

The activities accelerated class among others is the activities of the TOEFL, where this activity is held in cooperation MAN 1Trenggalek with the center of IAIN Tulungagung as the realization work program manager grade acceleration. TOEFL preparation this course aims to improve the proficiency English students in the accelerated class/ program 4 semesters. With this activity it can be known the score prediction TOEFL that reflect on the competence and proficiency of English students.

The activities superior class among others is the activities of the TOEFL program, which was implemented for 15 sessions over 3 months. The purpose of the activities of the TOEFL is that student's superior class can improve its ability to apply English actively both oral and written. The superior class there are also the activities of the educational program in kampung inggris Pare, the event is held in cooperation with tutoring" Cambridge" English Pare. The purpose of this activity is to increase the knowledge and improve skills of students in applying English language skills.

B. Reseach Question

The research tried to answer these following questions

- a. How is the implementatation of participation point system in teaching English to the tenth grade students of MAN 1 Trenggalek?
- b. What are advantages of the implementation of participation point system in teaching English to the tenth grade students of MAN 1 Trenggalek?

- c. What are disadvantages of the implementation of participation point system in teaching English to the tenth grade students of MAN 1 Trenggalek?

C. Purposes of the Research

The research was intended to find out information related to the implementation of participation point system in teaching English to the tenth grade students of MAN 1 Trenggalek. The research tried to figure the information related to the these notions.

1. Finding out the implementation of participation point system in teaching English to the tenth grade students of MAN 1 Trenggalek.
2. Identifying the advantages the implementation of participation point system in teaching English to the tenth grade students of MAN 1 Trenggalek.
3. Identifying the disadvantages the implementation of participation point system in teaching English to the tenth grade students of MAN 1 Trenggalek.

D. Significance of the research

There are two major points of significance which are expected from this research as follows:

1. Theoretical significance

The exploration of the implementation participation point system in MAN 1 Trenggalek English teaching is expected to contribute to theoretical frameworks adopted in teacher education programs.

2. Practical Significance

In the practical perspective, it is expected that the research can provide insightful consideration for teachers. The research can hopefully help them to identify. The information about the implementation of PPS in English classes. The teachers could have news idea to explain the strategies and techniques in using PPS in English classes.

E. Definition of Key terms

To avoid misunderstanding of the problem of the investigation, the following terms were clarified as follows.

1. Participation Point System

The Participation Point System (PPS) is a technique of motivating classroom participation, particularly communicative participation by providing students with something tangible while activities are underway to represent their participation scores (Jeffrey, 2003).

Participation point system is one of the techniques used to motivate students to be active in class. Participation point systems support students to carry out activities in class and active students will get a score / point.

2. English Teaching in Senior High School

According to Mursell (1975 p.10) teaching is the way of organizing the learning process. English teaching in this research is the process where English subject is taught by the teacher to the students.

English learning is a learning process to introduce students to English learning, because English is a second language. Teaching English is very important to be taught to students, because English has become an international language.

Senior high school is a school attended after junior high school and usually consisting of grades 10 through 12

E. Organization of the paper

This paper is organized into six chapters as follows:

Chapter I: Introduction

This chapter presents the introduction of the research which underpins the concern of the investigation. This chapter consists of the discussion of the

background of the research, research problem, purposes of the research, significance of the research, definition of term, and organization of the paper.

Chapter II: Review of related theories

Review of related theories are consisted in this paper. These serve as the basis to investigate the research problems. This chapter explains the relation between this present study and existing researcher that have been conducted. It covers the review of related theories about definition of the Participation Point System, the principals in the Participation Point System, the setting of Participation Point System implementation, the challenges of Participation Point System, and the related research reports.

Chapter III: Research Methodology

The discussion of the methodology and the procedure in conducting the research and presented in this chapter. It includes the preparation stages, procedure, instruments, and method.

Chapter IV: Research Finding

This chapter reports data finding and the interpretation.

Chapter V: Discussion

This chapter focuses on the findings based on research questions.

Chapter VI: Conclusions and Suggestions

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

