

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the data presentation and the finding of the research. The findings of the research are taken from interview, observation, and documentation. These findings are arranged in such a way in which the statement of research problem becomes the basic for their arrangement.

A. Data Finding

Based on the result of observation, interview and documentation, the researcher presents the finding of the study. The following presents the findings of the study that were divided into three findings:

1. The Implementation of Participation Point System in Teaching English

From the result of interviews, observations, and documentations, researcher found the implementation of the participation point system were divided into three stages, namely planning, preparation and implementation.

a. Planning

The teacher arranged a lesson plan in accordance with the material to be taught and there were steps how the participation point system would be applied when learning in class. As the English Teacher MAN 1Trenggalek said:

“ Saya menyusun rencana pelaksanaan pembelajaran sesuai dengan materi yang akan saya ajarkan dan didalamnya terdapat langkah bagaimana nantinya sistem partisipasi poin saya terapkan ketika pembelajaran di kelas.”

(“ I arrange a lesson plan in accordance with the material I am going to teach and there are steps how the participation point system will be implement when learning in class.”)

The value of speaking skills and cognitive value of students. The value of active students in terms of skills was good and passive student's lack, while the cognitive value of students remain based on the results of the test. As the English Teacher MAN 1Treggalek said:

“Saya merencanakan penilaian untuk siswa yang aktif dan pasif dengan diterapkannya sistem partisipasi poin. Cara menilainya itu berdasarkan nilai keterampilan berbicara dan nilai kognitif para siswa. Biasanya siswa yang aktif nilai keterampilannya itu baik dan siswa yang pasif nilai keterampilannya kurang, sedangkan nilai kognitifnya itu tetap berdasarkan hasil ulangan.”

("I plan an assessment for active and passive students by implementing a participation point system. How to asses it based on the value of speaking skills and cognitive values of students. Usually students who are active good skills values and students who are passive get lack skill values, while cognitive values are still based on the results of the test. ")

The teacher also planned a standard point that would be used in the participation point system which was around one until five points. The teacher would gave point five if the student was actively asking, answering questions and coming forward. As the English Teacher MAN 1Treggalek said:

“Saya merencanakan standar poin yang saya akan gunakan dalam sistem partisipasi poin yaitu berkisar satu sampai 5 poin. Poin 5 yaitu poin tertinggi akan saya berikan, jika siswa itu aktif banget dikelas dalam bertanya, menjawab pertanyaan dan maju di depan.”

(" I Plan a standard point that I will use in the participation point system, which ranges from one until five points. Point five is the highest point I will give, if the student is very active in class in asking questions, answering questions and come forward. ")

In planning the participation point system, the teacher be needed an idea and should be creative on how later the participation point system

could be applied well and made students more active and enthusiastic about learning like the participation point system. As the English Teacher MAN 1Trenggalek said:

“Saya membutuhkan sebuah ide dan kreatif diri sendiri bagaimana nantinya sistem partisipasi poin bisa diterapkan dengan baik dalam pembelajaran Bahasa Inggris di kelas sepuluh dan menjadikan para siswa lebih aktif dan antusias ketika pembelajaran Bahasa Inggris berlangsung di kelas.”

(“ I require an idea and self- creation on how will the participation point system be implement well in learning English in the tenth grade and make students more active and enthusiastic when learning English takes place in class.”)

The teacher had difficulty in planning the participation point system such as, the teacher had difficulty predicting whether the participation point system was successfully implemented and would made students more active in class, if implemented in tenth grade. As the English Teacher MAN 1Trenggalek said:

“ Saya mempunyai kesulitan dalam memprediksi apakah sistem partisipasi poin berhasil atau tidak untuk membuat siswa menjadi aktif dalam pembelajaran, jika diterapkan di kelas sepuluh.”

(“ I have difficulty in predicting whether the participation point system is successful or not to make students active in learning, if it is implement in tenth grade.”)

b. Preparation

The teacher prepared how the students would be able to speak when the participation point system was implemented by forming a small group discussion and having a conversation between two people come forward, so that the students were brave and more confident. The teacher also prepared each student to wanted come forward when it was time to tell the experience. As stated by the English Teacher MAN 1Trenggalek:

“Saya menyiapkan siswa bagaimana dia bisa berbicara misalnya membentuk small group discussion, kalau misal conversation ada expressing2 itu saya buat dua orang bercakap di depan agar siswa itu berani. Kalau telling experience berarti kan per individu maju ke depan, yang saya nilai itu writingnya dan speakingnya biasanya.”

(“I prepare the students how can speak for example, forming a small group discussion there is an expressing conversation, I make two people talk come forward so that students are brave. If the telling experience means that each individual comes forward, I assess his writing and speaking normally. ”)

The teacher had obstacle in preparing the participation point system, that from the beginning the teacher was eager to give rewards in the form of prizes to active students, but the teacher had obstacles in teaching more than one class and finally whatever was prepared would not be carried out because of the many classes being taught. As the English Teacher MAN 1Trenggalek said:

“Saya mempunyai kendala dalam mempersiapkan sistem partisipasi poin itu saya dari awal pingin sekali memberikan reward berupa hadiah kepada siswa yang aktif ketika pembelajaran di kelas, akan tetapi saya mengajar banyak kelas pastinya itu menjadi kendala saya dalam mempersiapkan hadiah tersebut dan pastinya tidak akan terlaksanakan karena banyak kelas yang saya ajar”

(“ I have obstacle in preparing for the participation point system, I want to give rewards in the form of prizes to students who are active when learning in class, but I teach many classes, certainly it was my obstacle in preparing the prizes and certainly will not be done because there are many classes what I teach”)

c. Implementation

The teacher stimulated the students in order that question arise. If they don't understood the teacher would give questions that they were less capable, so that questions arise. Then the teacher motivated them not

to be afraid of being wrong, to practice their courage to be active in class by asking questions, to answering questions and to forward. As the English Teacher MAN 1Trenggalek said:

“Saya merangsang siswa agar timbul pertanyaan, kalau belum paham justru saya beri soal yang sekiranya mereka kurang mampu sehingga timbul pertanyaan. Kemudian memotivasi mereka jangan takut salah, melatih keberanian mereka untuk aktif di kelas dengan bertanya atau menjawab pertanyaan (kalau salah yo ndak tak jower)”

(“ I stimulate the students to arise questions, if they don't understand give questions that they are less capable, so questions arise. Then motivate them not to be afraid of being wrong, to train their courage to be active in class by asking questions or answering questions (if it's wrong you are not pull). ”)

The teacher used the media in the implementation of the participation point system, including using photo media from his personal experience, LCD, internet and other media that could made students interested and of course in accordance with the material to be taught. As the English Teacher MAN 1Trenggalek said:

“Saya menggunakan media diantaranya foto dari pengalaman saya lalu saya bawa. Kemudian saya mencoba memberikan contoh bagaimana bercerita menggunakan Bahasa Inggris menggunakan media berupa foto. Saya juga akan carikan di internet, karena Alhamdulillah internetnya sudah terpasang. Selain itu saya juga menggunakan media lain yang pokoknya bisa membuat siswa tertarik dan sesuai dengan materi yang akan saya ajarkan.”

(“I use the media include photos from my experience and then I bring. Then I give examples of how to tell stories in English using media in the form of photos. I will also find it on the internet, because Alhamdulillah the internet is already installed. In addition that, I also use other media which basically can make students interested and in accordance with the material that I will teach.”)

The teacher had techniques in implementing the participation point system. Among others was by forming small group discussions. Students would be happier and braver if they do in groups. But there was also a time when every individual comes forward to practice their courage and confidence by telling their experiences in English in front of the class. As the English Teacher MAN 1Trenggalek said:

“Saya mempunyai teknik dalam pelaksanaan sistem partisipasi poin seperti, dibuat small group discussion misalnya siswa saya suruh membuat PPT dan di presentasikan di depan. Mereka juga lebih senang, percaya diri dan berani ketika berkelompok. Kalau materinya tentang menceritakan pengalaman pribadi baik atau buruk per individu maju ke depan.”

(“I have a techniques in implementing of participation point system such as, make a small group discussion for example my students are ask to make PPT and presenting it in front. They are also happier, confident and brave when in groups. If the material is about telling good or bad personal experiences by the individual come forward.”)

The teacher has stages in implementing the participation point system, including providing an overview related to the material to be learned, asking students to browse related material and making e a power point and each group presented it. As the English Teacher MAN 1Trenggalek said:

“Saya melakukan sebuah tahapan misal ,waktunya past tense itu murid-murid saya beri gambaran dulu apa itu past tense, rumusnya bagaimana, dan time signalnya apa saja. Setelah itu saya juga meminta siswa untuk mencari di internet terkait past tense. Kemudian saya buat kelompok yang terdiri 4 -5 anak untuk membuat power point tentang past tense, lalu dipresentasikan didepan. Cara mempresentasikan didepan dibagi, ada yang menjadi moderator dan ada juga yang bergantian menjelaskan setiap slidenya.”

(“ I do a stages for example, the time of past tense my students give an idea first what is past tense, how the formula, and what time signatures. After that I also ask students to search the internet for past tense. Then I make a group of five until five students to make a power point about past tense, then presented it in front. The way to present in front was divided, some are moderators and some are taking turns explaining each slide.”)

The teacher assessed when students presented with their groups in front of class on then cohesiveness and cooperation. Groups that had actively participating member would be given good values from the teacher. While the group whose members were not active, and who spoke only one or two students, the values were not good. As the English Teacher MAN 1Trenggalek said:

“Kalau idealnya sama. Tapi saya juga bilang “kalau cuma 2 yang aktif ya saya kurangi nilai semuanya, ini yang dinilai bukan hanya nilai individunya tetapi yang dinilai kekompakan kalian. Kerjasama itu karakter, kerjasama dan kompak jangan merasa yang paling tinggi. Saya juga bilang “ Nilai yang tertinggi itu yang kompak, pembagiannya rata, semua berbicara. Kalau Cuma salah satu salah dua nilainya yang aktif menjadi jelek, nilainya ndak bisa baik. Kamu harus kerjasama memberi kesempatan yang lain jangan terlalu ingin untuk menguasai”

(“Ideally the same, they work in group. I asses it based on the cooperation and cohesiveness of each group. An active group when the presentation will certainly get good value.”)

The teacher had difficulty in implementing the participation point system in tenth grade, not as ideal as it was on college. Actually tenth grade students could apply a participation point system, but she must be extra patient. Tenth grade students when speaking time must be forced one by one. Meanwhile, if they were in groups, they were braver and confident. As the English Teacher MAN 1Trenggalek said:

“ Saya mempunyai kesulitan dalam menerapkan sistem partisipasi point di kelas sepuluh tidak se ideal kalau kita kuliah, sebenarnya bisa tapi harus ekstra sabar, kalau speaking kalau tidak di paksa satu persatu sulit. Sebenarnya kalau mereka berkelompok atau small group discussion mereka lebih senang, pernah past tense itu pernah saya presentasikan masing-masing kelompok terdiri 4 orang yaitu buat power poin setelah itu dipresentasikan di depan”

(I have difficulty in implementing of participation point system in tenth grade, not ideal if we go to college, actually cant but must be extra patient, if speaking is not forced one by one it was difficult. Actually they are in a group or small group discussion they are happier, I have present the past tense once each group consists of four students, that was to make power point after that it was present in front of class. ")

The teacher had obstacle in implementing the point participation system such as, the teacher had provided motivation the students were still not confident, not brave and ashamed. Many students were active when asked to answer questions in a textbook and worked on the blackboard. While they were asked to speak in English in front of the class, only some of the students were actively come forward, they wanted to come forward if forced and need time to prepare them to spoke English in the front as they told about their experiences. As the English Teacher MAN 1Trenggalek said:

“Saya mempunyai Kendala dalam menerapkan sistem partisipasi poin seperti, sebagian siswa masih ada yang kurang berani, tidak percaya diri, dan malu meskipun sudah dimotivasi, Siswa itu banyak yang aktif kalau diminta untuk untuk menjawab soal yang ada di buku paket dan menuliskannya di papan tulis. Lain halnya ketika para siswa diminta untuk berbicara menggunakan Bahasa Inggris di depan kelas, mereka banyak yang tidak berani maju karena takut

salah. Mereka mau maju kalau di paksa dan butuh waktu beberapa jam untuk menyiapkan mereka.”

(“ I have obstacle in implementing of participation point system such as, that some students still lack brave, lack confidence, and are embarrass even though they have been motivate. Many students are active when ask to answer questions in a textbook and write them on the board. Another case when students are ask to speak in English in front of the class, many of them do not brave to come forward because fear of being wrong. They want to come forward if forced and it took a few hours to prepare them. ”)

In short the teacher’s implementation of participation point system can be summarized in the Table 4.1

Table 4.1

Planning	<ol style="list-style-type: none"> 1. Getting idea of participation point system 2. Arranging lesson plan 3. Arranging the steps of participation point system 4. Deciding the points/ values
Preparation	<ol style="list-style-type: none"> 1. Preparing media 2. Forming a small group discussion
Implementation	<ol style="list-style-type: none"> 1. Giving overview of the material 2. Giving question 3. Using media

Based on Table 4.1 the implementation of participation point system were divided into three stages, namely planning, preparation and implementation. In planning were divided into four points, there were getting idea of participation point system, arranging lesson plan, arranging the steps of participation point system and deciding the points/ values. In preparation were divided into two points, there were

preparing media and forming a small group discussion. While in implementation were divided into three points, there were giving overview of the material, giving question and using media.

2. The Advantages the Implementation of Participation Point System

The advantages of implementing the participation point system were students learning more excited and enthusiastic to get a point. Those who were initially hesitant, afraid become braver. The students said "the others could come forward, I do not come forward". Passive students would be motivated from active friends, passive students would try to get points to add value, because their value were lacking. As the English teacher MAN 1Tenggalek said:

“Kelebihannya melaksanakan sistem partisipasi poin itu pembelajaran murid lebih mengasyikkan, mereka antusias mendapatkan poin, mereka lebih berani dan percaya diri. Murid yang pasif akan termotivasi dari temannya yang aktif untuk berusaha mendapatkan poin.”

(“The advantages implement the participation point system are students learning more exciting, they are enthusiastic about getting points, they are braver and confident. Passive students will be motivate by active friends to try to get points.”)

The advantages of implementing the participation point system was that students wanted to find answers to questions they didn't understand and when the teacher asked questions they could answered, so they got points to add value. As one of the students in class X IPS 1 said:

“Kelebihannya kalau ada soal-soal yang belum dimengerti ingin mencarti tahu apa sih jawabannya yang tepat untuk menjawab soal tersebut. Terus bisa membuat yang awalnya itu ragu-ragu, takut itu jadi lebih berani, kok yang lainnya bisa maju kok aku ndak maju.”

(“The advantages there are questions not yet understand, it means to know what the right answer to answer the question. Continue to be able to make the initial hesitant, afraid of it becoming braver, the others can be come forward while I can’t come forward.”)

The advantages of the implementation of participation point system could also make students who were initially passive become active because passive students also wanted to be active students who were braver and confident in answering questions, asking questions and going forward. As one of the students in class X IPS 1 said:

“Kalau menurut saya itu membuat siswa yang pasif menjadi aktif, karena anak pasif juga pingin punya poin dan bisa di dapat jika menjawab pertanyaan, bertanya dan maju ke depan. Maka anak itu tergugah hatinya untuk maju, kalau aku ndak maju aku tidak akan dapat poin”

(“In my opinion it make passive students become active, because passive students also want to have points and can be obtain if they answer questions, ask questions and come forward. Then the students is move to come forward, if I do not progress I will not get a point.”)

The advantages of implementation of participation point system make students braver and confident to come forward, made students more creative and could search the words to answered questions. As one of the students in class X IPS 1 said:

“Menurut saya kelebihanannya bisa membuat siswa itu lebih percaya diri untuk maju ke depan, lebih membuat siswa itu kreatif dan dapat mencari kata-kata untuk menjawab pertanyaan.”

(“In my opinion, it advantages can make students more confident to come forward, make students more creative and can search the words to answer questions. ”)

Before applying the participation point system students, there were only one student brave to ask, answer questions and come forward. After the participation point system was implemented, there were three students who were active when they were ask and answer questions in

front of class. There were about five until ten students who were brave to come forward. However, when speaking in English like telling experience, only one until three students who were brave to come forward. As the English Teacher MAN 1Tenggalek said:

“Sebelum diterapkan sistem partisipasi poin ada 1 anak yang aktif untuk bertanya, menjawab pertanyaan dan maju kedepan. Dengan diterapkan sistem partisipasi poin anak yang aktif di kelas menjadi 3 anak dan lainnya pasif. Sebenarnya mereka bisa, tapi mereka kalah dengan rasa malu dan ketakutan mereka. Tapi kalau menjawab pertanyaan di depan itu ada sekitar 5 sampai 10 anak yang berani maju kedepan. Akan tetapi kalau berbicara didepan itu hanya ssatu sampai tiga anak yang berani maju kedepan.”

(“Before the participation point system is implement, it was active one students to ask questions, answer questions and come forward.By applying the participation point system the Students who are active in class become three students and others are passive. Actually they can, but they lost to their feel shame and fear. But answer the question in front of, there are about five until ten students who brave to come forward. However, when talking in front of it only one until three children who brave to come forward.”)

3. The Disadvantages the Implementation Participation Point System

The disadvantages implemented the participation point system was that passive students would find it difficult to get points because they were shy, not brave and not confident in asking questions, answering questions and going forward. As the English Teacher MAN 1Tenggalek said:

“Kekurangan melaksanakan sistem partisiapsi poin itu itu ada sebagian siswa yang benar-benar tidak bisa, ada yang malu ketika mau berbicara takut kalau salah dan bahkan tidak mau menjawab pertanyaan ketika Guru bertanya. Siswa yang mempunyai karakter tersebut sulit untuk mendapatkan poin untuk menambah nilai mereka. Lain halnya dengan karakter siswa yang pemberani, percaya diri dan tidak takut

salah itu mempermudah mereka untuk mendapatkan poin untuk menambah nilai mereka.”

(“The disadvantages implement the participation point system there are some students who really can't, some are embarrass when they want to talk, are afraid of being wrong and don't even want to answer questions when the teacher ask. Students who have these characters find it difficult to get points to add to their values. Another case with the character of students who are brave, confident and not afraid of being wrong make it easier for them to get points to add to their values”)

The teacher had motivated the students to give points to active students. Students were interested and responsive with the system. However, those who were come forward first were still students who were initially active and there were some students who had become active with the implementation of the participation point system. There were also really embarrassed and they tend to be passive. Because English is difficult, only a few students were fluent unlike other lessons that all could. As the English Teacher MAN 1Trenggalek said:

“Murid yang ingin maju disek dewe yo seng aktif panggahan, pelajaran bahasa inggris kan angel-angel gak seperti pelajaran lainnya yang semua bisa. Hanya beberapa anak yang lancar . Kasih poin ya mereka tertarik, renponsif tapi iya paling kaya' seng ng ngarep menulis jawaban di depan ngono kae. Misale enko lek speaking sek mekso disek. Memotivasi itu panggah, koyo'e mereka wani tapi mereka takut salah. Karena kan basicnya bahasa inggrisnya juga minim.”

(“ The students want come forward first keep active, English lessons also difficult not like the other lesson that they all can, just some students that smoothly. Give a points they also interested, respond such as this writing answer on the front. For example, if speak to still had to force the first. Motivate that always, it looks like they are brave but they are afraid of the wrong. Because it may be the basic of their English language minimum.”)

The teacher had obstacle in implementing the participation point system. From the beginning the teacher wanted to give rewards in the form of prizes for active students, but the teacher had obstacle in teaching more than one class and finally whatever was prepared wouldn't be carried out because of the many classes being taught. As the English teacher MAN 1Trenggalek said:

“Saya mempunyai kendala dalam mempersiapkan sistem partisipasi poin, saya dari awal pingin sekali memberikan reward berupa hadiah kepada siswa yang aktif ketika pembelajaran di kelas, akan tetapi saya mengajar banyak kelas pastinya itu menjadi kendala saya dalam mempersiapkan tersebut dan pastinya tidak akan terlaksanakan karena banyak kelas yang saya ajar”

I have obstacle in preparing the participation point system, I want to give rewards in the form of prizes to students who are active when learning in class, but I teach many classes, certainly it is my obstacle in preparing the prizes and certainly will not be done because there are many classes what I teach.

In short the teacher and students showed the advantages and disadvantages of participation point system that can be summarized in the Table 4.2.

Table 4.2

Advantages	<ol style="list-style-type: none"> 1. Students become more excited and enthusiastic. 2. Students become more active. 3. Students become more confident and braver.
Disadvantages	<ol style="list-style-type: none"> 1. Passive student's difficulty to get points. 2. Teacher had obstacle in preparing the participation point system.

Based on the Table 4.2 the advantages the implementation of participation point system were divided into three points, there were students become more excited and enthusiastic, students become more active and students become more confident and braver. While the disadvantages the implementation of participation point system were divided into three points, there were passive student's difficulty to get points and teacher had obstacle in preparing the participation point system.