

CHAPTER I

INTRODUCTION

This chapter presents Context of the research, Research question, purpose of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Context of the Research

English is an international language that plays an important role in all aspects of life. Almost everyone from many countries around the world statues use English to communicate. According to Harmer (2008: 1), English as one of international language has become a lingua franca, even though it is not the language with the larger member of native speaker. When we communicate, we use language to convey the things we want to convey using the correct language. Without using language, it is difficult to imagine how people could cooperate with one another. That is the importance of the role of English as an international language of communication. So that in teaching and learning speaking skills become more important in the life of the world's languages.

Speaking is one of language skill which is very important to be mastered by students in order to be a good communicator. According to Fulcher (2003:23), speaking is the verbal use of language to communicate with others. Speaking Ability is a skill or competency in producing or reproducing a message or idea into spoken language. Specifically for speaking, there are many problems that fail, namely grouping, redundancy, shape change,

performance variables, daily language, delivery speed, stress rhythm and intonation, inhibition interactions must be observe to master speech control. Speaking is important part of the learning process of English as second language (Nurhayati, 2016). In teaching speaking, there will also be some problems. It is the activeness and passivity of students. Student passivity can see as student interaction in learning activities. When students are passive, they will isolate themselves to interact in class. Students also need motivation to be active and enthusiastic in learning activities. Therefore, to make students active and enthusiastic in learning English activities, especially teaching speaking, they must use methods that attract students' enthusiasm because there are no interesting methods or ways to make students active. Richards (2008:2) adds that speaking in traditional methodologies usually meant repeating after teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence based view of proficiency prevailing in the audio-lingual and other drill-based or repetition based methodologies of the 1970s.

Student participation is one of an important part of the learning process. Active Participation is must for students. In fact, many students are passive, especially in teaching Speaking. Student passivity may be due to motivation or the methods the teacher uses are less attractive. Teachers must have various strategies to keep students curious, enthusiastic and motivated to count during the learning process, especially in teaching speaking. Teachers can give statements and praise to get positive efforts from participating students (Syarifatul, 2019).

One way to make students more motivate in speaking is give a value for participation. The participation point system is suitable for use as a technique in teaching English, because the Participation Point System is a technique to motivate class participation, the specificity of communicative participation by giving students something tangible during activities to represent the value of their participation. Jeffrey (2003) stated, "The Participation Point System (PPS) is a technique of motivating classroom participation, particularly communicative participation by providing a student with something real while activities are underway to represent their participation scores."

Passive students will only listen to the teacher speak in class, passive students will not respond to the teacher in the teaching process and learning activities. Student passivity is not only at students listening to the teacher's talk in class or staying silent during the teaching and learning process, but also for those who do not want to be involved in random groups, those who do not participate to share ideas (Kusal, Manit & Somarika, 2009).

According to previous research by Amelia (2017) from the university of Muhammadiyah Makasar which use participant point system in teaching English speaking skill make students more active in the learning process and make students enthusiastic about learning English. In addition there are also research by Rosidah (2019) from the sultan university Maulana Hasanuddin Banten that use participant point system method in teaching Speaking which result of this research that student's speaking skill after using this method was better and showed some improvement. Therefore, this method is helpful for

students who are passive in speaking. In addition, in both research haven't state about the impact of using Participant Point System (PPS). So here, the writer tried to identify more deeply about the implementation also the implication impact of using Participant Point System (PPS) in teaching speaking.

Then, the writer did preliminary observation at SMPN 1 Durenan that actually requires the goal of teaching speaking should improve students' communicative abilities because students should be able to use these abilities in their daily life. Many students failed to reach the goal of learning English. It because of students not able to communicate with other people uses English language even though they have learned English for many years. Most of students are difficult to speaking English in the class. Most of students were in large class in boring situation, not interested as well as in noisy neighborhoods where the opportunities to speak are severally limited.

The writer chooses SMPN 1 Durenan as a place of research because SMPN 1 Durenan implemented a Participation Point System in learning activities. This school also has special room facilities for English classes, which are equipped with projectors, computers, and earphones. This room is certainly very helpful for students to practice their skills in English. At SMPN 1 Durenan there is also a place such as a park where there are special benches for students to relax during breaks as well as a place to learn English. All students in this place are required to communicate using English, so students will be more accustomed to speaking in English.

The uniqueness of this research is that English is learned in schools and English is applied at this school. In this school, English is not only learned, but it is also practiced in their daily conversations at school, namely in a place that has been provided by the school. In this school there are also several achievements in English competitions that were obtained by the students. Therefore, the purpose of this research is the writer wants to know how the Participation Point System is implemented in teaching speaking, as well as what are the advantages and disadvantages of implementing the Participation Point System in learning activities.

From the background of the study above, the writer is interested in conducting research with the title "The Implementation of Participation Point System (PPS) Method in Teaching Speaking at First Grade Students of SMPN 1 Durenan".

B. Research Question

1. How are the procedures of implementation the Participation Point System (PPS) in teaching Speaking at first grade students of SMPN 1 Durenan?
2. What the implication of using of Participation Point System (PPS) in teaching Speaking towards the students, performance?

C. Purpose of the Research

The research intended to find out information related to the implementation of Participation Point System in teaching speaking at first grade students of SMPN 1 Durenan. The research tried to figure the information related to this notions.

1. Find out the implementation of Participation Point System in teaching speaking at first grade students of SMPN 1 Durenan.
2. Identifying the implication of the use of Participation Point System (PPS) in teaching Speaking towards the students, performance.

D. Significance of the Research

There are two important things are expected from this research as follows:

1. The theoretical significance

Exploration of the application of the Participation Point System in it is hope that SMPN 1 Durenan will contribute to teaching English the theoretical framework adopted in the teacher education program.

2. Practical Significance

From a practical perspective, it is hope that the research results can provide insightful consideration for teachers. The writer hope that this research can help them to identify the information about the implementation of the PPS method in English class. The teachers can have news ideas to explain strategies and techniques in using the PPS method in English classrooms.

E. Scope and Limitation of the Research

This research focused on the effort to develop an appropriate technique / method in English class, especially in teaching speaking. This research focused on the application of the use of the PPS method to teach speaking in grade 8 at SMPN 1 Durenan. The limitation of the problem focused and emphasized in this research is the application of the use of the PPS method to teach speaking in grade 8 at SMPN 1 Durenan, the advantages and

disadvantages of applying the PPS method in teaching speaking in class 8 at SMPN 1 Durenan.

F. Definition of Key Terms

To avoid misunderstanding of the problem of the investigation, the writer give definition of some key terms in the research.

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. Teaching Speaking

Teaching speaking is a very crucial part of EFL teaching learning to make students able to interact with other speakers of English. According to Nunan (2015, p.58), the actual test of a student's ability as a speaker is whether they are able to communicate with other people that use the target language outside of the classroom.