Using Participation Points System (PPS) to Improve Students' Motivation in Speaking Class at Junior high School

PAPER

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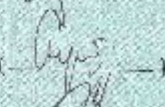
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ABSTRAK

Ulfi Rahmi. 2011. *Using Participation Points System (PPS) to Improve Students' Motivation in Speaking Class at Junior high School*

Advisor: Drs. Jufri, M.Pd

Makalah ini membahas penggunaan teknik *Participation Points System* (PPS) dalam pengajaran *speaking* (berbicara) di tingkat Sekolah Menengah Pertama (SMP). Adapun tujuan dari teknik ini adalah untuk memotivasi siswa dan meningkatkan kepercayaan diri mereka dalam berbicara bahasa Inggris.

Teknik *Participation Points System* (PPS) diaplikasikan dengan mengikuti beberapa prosedur, pertama guru menyiapkan beberapa benda-benda yang menarik bagi siswa, seperti bola-bola, kartu-kartu, tongkat, *poker chip* dan lain sebagainya. Kemudian benda-benda tersebut akan diberi nilai dengan menggunakan warna yang berbeda-beda. Tujuan dari pemberian warna pada masing-masing benda tersebut adalah untuk menentukan kwalitas dari jawaban siswa. Contohnya, guru akan menyediakan benda berupa tongkat *(stick)* yang berwarna emas, biru dan merah. Masing-masing benda tersebut akan mewakili nilai yang berbeda-beda berdasarkan warnanya.

Selanjutnya guru akan memberikan tongkat yang berwarna merah yang bernilai satu untuk setiap siswa yang ikut berpartisipasi di dalam kelas walaupun jawaban mereka salah atau menggunakan bahasa indonesia. Sedangkan bagi siswa yang memiliki jawaban yang kurang lengkap dan terbata-bata dalam berbahasa inggris akan mendapatkan tongkat berwarna biru yang bernilai dua point. Namun bagi siswa yang memiliki jawaban yang lebih berbobot dan dapat menguraikan jawaban dengan baik serta lancar dalam berbahasa inggris akan menerima tongkat berwarna emas yang mewakili nilai yang lebih tinggi yaitu tiga. Jadi setiap siswa yang ikut berpartisipasi di dalam kelas akan mendapatkan *point*.

Teknik ini diharapkan dapat melatih dan meningkatkan keberanian serta motivasi siswa SMP dalam berbicara bahasa inggris, karena dengan teknik ini siswa akan mendapat *feedback* berupa point yang nyata apabila mereka ikut berpartisipasi, sehingga motivasi mereka untuk berbicara akan semakin meningkat, selain itu dengan menggunakan *Participation Points System (PPS)* juga akan membuat suasana belajar menjadi menyenangkan.

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Padang, January 2012

The writer

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

As one of English language skills, speaking is important to be learned for students at Junior High School. There are some reasons why speaking is important. First, in learning and teaching process the teacher often asks students to ask questions and give their opinions about the lessons. Second, there are many activities of speaking that may occur in every meeting of the English class, such as discussion, oral question-answer, pair work, expressing ideas and conversation. Furthermore, the students are also required to be able to tell something and demonstrate about genre such as telling story, telling their experience, telling about how to make or create something, describing thing, people and object. Finally, speaking is important for students as preparation for further education at Senior High School and University level.

In Kurikulum Tingkat Satuan Pendidikan (KTSP), the teaching of speaking is based on genre. The genre that should be learned by Junior High School students are narrative, procedure, descriptive, announcement, invitation and recount. By learning this genre, the students are expected to be able to tell story, experience, explain or make something and describe something orally. Teaching speaking is integrated with other skills. It means speaking cannot stand alone and should be taught together with other skills such as writing, reading and listening. For example, a teacher might begin

the teaching activities by speaking skill and then continue to listening, reading or writing activities.

Even though the students have learned speaking based on genre approach and integrated with other skills, based on the writer's observation during the teaching practice at SMPN 10 Padang, the students' speaking ability at Junior High School was still low. They tended to be passive and did not participate actively in class. This problem could be seen from two factors, the internal factor and the external factor. The internal factor came from the students' side, while the external factor came from the teacher. From the students' side, it seemed that the students had low motivation to speak English. This was caused by psychological factor, such as being shy or afraid to speak in front of people. It made them to be passive students and most of them remained silent during English classes.

Moreover, based on observation it is also found that most of students rarely practiced their English orally. Many students tended to speak English only when they were forced to speak by the teacher in the classroom. They also seldom practiced it in their daily life such as having conversation in English with their friends out of classroom or practice English in another occasion. The inability of the students to speak or practice English might be caused by some factors, such as lack of ideas, poor vocabulary and lack of grammar knowledge. This was a reason why many students tended to be passive in speaking class because they did not know how and what to say in English.

Another factor that discourages students' motivation to speak English derived from the teacher's side. In teaching and learning process, teacher played important role. The success or failure of students in learning English was determined by the teacher's technique and media in teaching and learning process. Most of teachers still tended to be a center and took a dominant role in the learning process rather than the students. This is in line with Harmer's (2007:38) opinion that there is too much TTT (teacher talking time) in the class rather than STT (student talking time). Therefore, the process of teaching and learning English still focuses on teacher as the main source of knowledge. The teacher takes more time to speak in the class. Consequently, the chance for students to express their ideas and opinion will reduce. This will discourage students speaking ability because they do not have enough time and chance to practice their English in the classroom.

The next factor that came from teacher was the way of giving point or feedback for students' participation. In learning process, many teachers just gave points secretly in their notes towards their students' participation. Although sometimes teacher had mentioned the reward such as good, very good or excellent for students' participation in the class, but they did not know the worth of each reward. So that, many students did not know about their progress or how they were evaluated from the beginning until the end of the term. As a result, they could not be motivated to speak and participate in the class because when they spoke or participated, they

could not see their progress or achievement directly in the process of the teaching and learning itself.

In teaching and learning speaking, there are many techniques that can be used in order to help students in the process of teaching and learning speaking. Each of the techniques has advantage and disadvantage. However, learning speaking through Participation Points System (PPS) is considered to be an effective way to be applied since it is one of teaching technique in which each student will earn her/his own point based on their participation in the class.

Participation Points System (PPS) is a technique to motivate students to overcome their passivity. The teacher will give points if the students speak actively. When the students are speaking, they are considered to have participation in the teaching and learning process although what they are saying is not always correct. The major aim of this technique is to give immediate form of feedback towards students' participation and encourage them to speak English without feeling fear of making mistakes, and convince them that learning English is enjoyable. The point will be taken into account and will be contributed into the student's final mark.

1.2 Identification of the problem

There are some problems identified from the background of the problem above. The problems may happen from students' side and also from teacher's side. The problems that come from students' side are: the psychological factors of students who have low motivation and being shy to participate in the classroom. Moreover,

most of students rarely practice their English orally. This problem might be caused by some factors, such as lack of ideas, poor vocabulary and lack of grammar knowledge. While, from the teacher's side, the teacher does not apply an interesting technique that can stimulate the students to speak and participate in the classroom. Next, the students do not know how they are evaluated from the beginning until the end of the term, therefore, it will discourage their motivation to speak.

1.3 Limitation of the Problem

Based on the identification of the problem above, the problem of this paper is limited to the use of participation points system (PPS) to increase students' motivation in speaking class at junior high school.

1.4 Formulation of the Problem

The problem of this paper can be formulated into the following question: "How is participation points system (PPS) used to motivate the junior high school's students to speak"?

1.5 Purpose of the Paper

The purpose of this paper is to show the implementation of Participation Points System (PPS) technique in teaching speaking.

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