

CHAPTER I

INTRODUCTION

The purpose of this chapter is to present the discussion of background, statements of the problem, aims of the study, scope of the study, significance of the study, research methodology, data collection procedure, data analysis, definition of key terms, and organization of the paper. The discussion of the points above is presented in the following parts.

1.1 Background

The use of English has become popular nowadays. In Indonesia many schools now are develop into International standard based schools which use English as a instructional language in all subjects. Besides, many colleges require their students who want to continue their study to master degree to have the best English proved by TOEFL. Furthermore, a lot of job vacancies require English passive or active for the job seekers whether the job is connected with English or not. Especially in this globalization era, people are like being forced to gain English competency if they want to pursue successful academic and carrier life

Among the four elements of English skills (speaking, listening, writing, and reading), speaking seems to be the focus of people. It is because being able to speak English can make easy for them to communicate with foreigners around the globe. When someone makes overseas journeys, English is also very useful to possess since it is acceptable as an International language. Therefore, speaking is a very important skill to gain for carrier and education.

Indonesian government supports the spirit of having the ability of speaking English by facilitating education with curriculum that includes speaking English in every educational

level. English is taught in elementary school starting from the 4th grade and classified as a compulsory subject for junior and high, even it becomes one of the basic subjects to be passed within Ujian Akhir Nasional (National Examination). Accordingly, it can be assumed that Indonesian students have been studying English including speaking for about 10 years.

However, even though the students officially study English in formal schools for quite a long time, many of them still have some problems in speaking. They indeed receive many speaking materials from their teacher, but after they graduate many of them cannot speak well.

This phenomenon may happen because the students rarely practice their English verbally. Furthermore, students even hardly ever use it in English class time. It may happen because the teachers do not emphasize their students to use English in the class or their teaching method does not encourage students to speak excessively in the class.

Further, students seem to have no motivation to speak in class because of their psychological barrier such as being afraid of making mistake or being laughed at their friends. Additionally, students in Asian classes are passive students, as asserted by Brice & Roseberry Mackibbin, (1999) and Lim (2003) in Chou, Yen-Lin (2004, p.2): “Some Asian students are not inclined to express opinions in class; some appear conservative and uncomfortable, and seldom ask questions that they do not understand.” It does not seem to be different from the one in Indonesia, which is one of the Asian countries that have similar characteristics to the Asian countries.

Meanwhile, speaking as a media of expressing ideas must be used frequently in order to improve speaking ability. It is impossible that students can improve their speaking ability if they seldom use it in every single chance until it becomes a habit. As Bourdons in Nunan (1993) cited in Sasmedi (2008) said that spoken language needs the mastery of vocabulary habit. This means that practice of speaking needs much time to fulfill the requirements of the

mastery of spoken English, either from school or the environment. Furthermore, Rivers (1968) cited in Sasmedi (2008) stated that the teachers should give the students opportunities to practice speaking. That means in speaking English class, teachers must give more opportunity for the students to speak more in class. The problem is although teacher has already given an opportunity to speak more in the class, students usually have no motivation in speaking in the class.

In order to solve the passivity problem of the students, teachers usually give mark for students' participation. But this way often cannot increase students' motivation in participating in class because students are usually afraid of making mistake or lack of motivation because they do not know how far their progress in every meeting. As asserted by Hadley (1997), teachers often give points to the students they observe participating by writing it secretly on their note, which he felt to be problematic. To solve this problem, a method is needed that makes the point of participation become visible, so students can see clearly and then evaluate their progress in every meeting.

"Participation Point System (PPS)" is a method created by Hadley (1997). The purpose of this method is to have effective method to measure a participation mark of the student. Teachers usually write the point for active students secretly in their notes. As a result, only high motivated students who always get benefit of the point and students do not know their participating progress. So Hadley creates method that makes the point for student participation tangible.

Hadley uses hard currency as points for student's participation. Hard currency points here means item that can be touched and seen directly by students such as discs, marbles, poker chips, etc. Hadley uses poker chips. White chips are being worth one point, blue chips two points, and red chips three points. Every time the students do activities such as answering

the question, asking question, giving the opinion, they will receive chips. The poker chips can be substituted with other thing such as marbles, cardboards, discs, etc.

Hadley implements the method in Japan. This method had been proved that it could motivate many students to speak more in the class. As Hadley (1997, p 3) states,

“Before I started this technique, I could count on only a few highly-motivated students to actively participate in class. Group or all-class discussions usually were met with nervous or reserved silence. Now my classes are much more active. Students immediately throw themselves into the class activities.”

The Hadley’s “PPS” method is also adapted by another researcher, David Brown (2006). Brown did an action research to investigate whether the “PPS” method can be implemented in Thailand. The result of his study is students can have courageousness to participate in class activity.

Based on previous studies “PPS” is effective in increasing students’ motivation to participate more in class. In this method, whenever students speak in English, they will be given a point even if their sentence has incorrect grammar or answer. The purpose of this method is to make students becomes habit to speak.

Every good method has weaknesses and there is no exception for “PPS”. Based on that consideration, this study will investigate how the Participation Point System (PPS) is implemented in the classroom, what problems are faced by the teacher who uses the Participation Point System (PPS) and how the students respond to the Participation Point System (PPS) method in SMP Balai Pendidikan Pengajaran Islam Bandung.

1.2 Statement of the Problems

Since the use of the Participation Point System is probably something novel in English teaching in Indonesia and there might not be a research concerning this subject yet, the writer want to know whether this system is applicable in an Indonesian context. Thereby, in order to get a valid answer of the issue above, the problem statement is formulated as follows:

1. In what ways is the Participation Point System (PPS) implemented in the classroom?
2. What are the problems faced by the teacher who uses the Participation Point System (PPS)?
3. In what ways do the students respond to the Participation Point System (PPS) method?

1.3 The Aims of the Study

This study is aimed at:

1. Finding out the teaching strategies using the Participation Point System (PPS).
2. Identifying the barriers faced by the teacher who uses the Participation Point System (PPS).
3. Describing the responses of the students who learn English using the PPS.

1.4 The Scope of the Study

In order to reach the aims of this study, the writer focuses this study under the following limitations:

1. This study is focused on investigating participation of students on speaking while PPS is conducted, not investigate their speaking skill.

2. The participants of the study are high school students namely the VIIth grade students of SMP Balai Pendidikan Pengajaran Islam Bandung.

1.5 The Significance of the Study

The results of the study may give benefits to the development of English teaching especially in Indonesia where students have psychological obstacles that hamper their courage in speaking. The benefits are as follows:

1. The results of the study may give new insights to teachers in managing speaking classes both in and outside the classroom.
2. The results of the study will encourage teachers to vary their approaches in encouraging their students to speak.
3. The results of the study will inspire teachers to develop new methods in order to cope with the reluctance of Indonesian students in speaking classes.
4. The results of the study will inspire other researchers to conduct researches concerning the related field of study by widening their scope of the study not only on teaching speaking but also other aspects of English teaching areas.

1.6 Research Method

The research approach used in this paper is qualitative. Frankael & Wallen (1990) states that qualitative research refers to 'research studies that investigate the quality of relationships, activities, situations, or materials'.

1.6.1. Participants

The participants are the VIIth students of SMP Balai Pendidikan Pengajaran Islam Bandung. The participants are selected purposively. This class, which consists of 32 students,

is selected because students in that class have varied capability in speaking and based on the recommendation of the teachers that class is appropriate for the study.

The study is conducted in SMP Balai Pendidikan Pengajaran Islam Bandung located at Jalan Kapur RT 04/10 Bojong Raya Bandung.

1.6.2. Instruments

To conduct this experiment, the researcher is equipped with the following instruments:

1. Classroom Observation

In this study a non-participant observation is used. The role of the observer is *observer-as-participant*.

2. Interviews

Interview is conducted to observe what cannot be observed by self-report data and the purpose of interviewing is to explore what is in the sample mind. (Frankael & Wallen: 1990)

For this study, the interview is addressed to the teacher to find out their opinion about teaching by using the participation point system and to find out the problems they encounter in the implementation of participation point system in her English teaching. The interview was conducted after the participation point system was given.

3. Questionnaires

To get more information from the other students, the questionnaires would be administered to them. Questionnaire is 'a set of questions that a lot of people are asked as a

way of getting information about what people think or do generally' (Macmillan English Dictionary : 2002)

In this study, the aims are to identify the students' responses to the use of Participation Point System and to find out the problems they encounter in the implementation of Participation Pont System in their English learning.

In addition, the procedures of collecting the data that the writer goes through are:

- Finding out some theories and concepts related to the research.
- Conducting the observation.
- Administering the questionnaires to the students.
- Carrying out the interviews.
- Organizing and analyzing the data obtained which afterwards they would be presented and discussed to draw some conclusions.

1.7 Data Collection Procedure

The data are taken from the learning activities of SMP Balai Pendidikan Pengajaran Islam Bandung. To get the data, the researcher employs the following procedures:

a. Observing

The activities in the classroom are observed and described. The points that will be investigated are 1) teacher Participation Point System implementation 2) the natural and psychology reactions of the student 3) problem occur in implementing Participation Point System

b. Interviewing

The teacher is interviewed informally about their opinion and feeling toward Participation Point System method. Interviews are audio taped and transcribed.

c. Administering Questionnaire

Questionnaire is close-ended and open-ended questions. It is administered to students to observe their opinion about Participation Point System method.

1.8 Data Analysis

The data of this research are analyzed by using descriptive qualitative analysis. Based on Miles and Huberman (1994), researchers can use the three concurrent flows of activity: data reduction, data display, and conclusion drawing, in analyzing the data.

a. Data Reduction

Data reduction means the process of selecting, focusing, simplifying, abstracting, and transforming the data that emerge in written-up field notes or transcriptions. In this study, the data collected will be selected, focused, simplified, abstracted, and transformed, even before the data are actually collected, so that the writer has a clear view about the study. Moreover, it is easier to her to collect the further data and find other data she needs.

b. Data Display

The second step in analyzing data according to Miles and Huberman is data display. They state that 'looking at display helps us to understand what is happening and to do something-either analyze further or take action-based on that understanding.'

In qualitative research, the data can be displayed by using many types of graphs, charts, matrices, and networks. However, the most common form for displaying qualitative data in the past has been extended text (Miles & Huberman: 1994).

c. Conclusion Drawing

After reducing and displaying the data, the writer then made an interpretation on the data analyzed. Eventually, she drew some conclusions and recommendation for further research.

1.9 Definition of Key Terms

To discourage the possibility of misunderstanding to the problem, the researcher defines the terms used in this research:

1. Speaking is one of the abilities that must be mastered by language learners; the ability to communicate orally in English language.
2. Student's participation is the involvement of the students during the class shown by their enthusiasm in responding, answering, and asking questions.
3. Participation Point System is a method of encouraging students' participation in speaking class by using tangible points to mark students' involvement.

1.10 Organization of the Paper

This paper is organized into five chapters as follows:

Chapter I : Introduction

This chapter provides the background of the study, statements of the problems, limitations of the problem, aims of the study, research methodology, population and sample, data collection procedure, definition of key terms and organization of the paper.

Chapter II: Theoretical Foundation

This chapter consists of related theories and literature from experts and their researches, which serve as the basis for investigating the research problems.

Chapter III: Research Methodology

This chapter will discuss the methodology and the procedure in conducting the research. It includes the preparation stages, procedures, instruments, method, and the result of the research.

Chapter IV: Data Presentation and Analyses

This chapter reports data presentation and the interpretation.

Chapter V: Conclusions and Suggestions

This chapter contains the conclusions in accordance to the study findings and suggestions to other researchers who want to continue the study.

