CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking becomes an important part of a person in studies the English language. Speaking is a crucial part of second language learning and teaching[1]. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. Today's skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance[2].

World requires that the goal of teaching speaking should improve students' communicative In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language. Among other language skills, speaking tends to be the most challenging skill to learn learners. In addition, this skill is an indicator of

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[1] Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language," *The Internet TESL Journal* XII, no. 11 (2006): 1.

[2] Jennifer Brier and lia dwi jayanti, "The Implementation Of Speaking Strategies In Developing Students' Communicative Competence," *The 2nd International Conference* XXI, no. 5 (2021): 1.

whether the learner should be successful to deliver their messages orally. In other words, talking becomes the most anxiety-provoking skills[3].

One of the essential issues while learning speaking skills is that many students do not want to completely participate in speaking exercise[4]. Tension, shyness, loss of confidence, worry of making errors, and absence of motivation are believed to be the primary issues in speaking[5]. The point that we can take from the problems above is that students feel learning English it's a difficult thing and it makes them disinterested. less confident than that students make them not dare to communicate in English, as well as lack of knowledge in understanding spoken English.

This phenomenom also happened because the students rarely practiced their English verbally. Students even hardly ever used it in English class time. It might happen because the teachers did not emphasize their students on using English in the class or their teaching method did not encourage students to speak excessively in the class. However, EFL teaching practice in particular English for conversation, mostly done without self-confident. English educator basically necessary not only for teaching language but also for displays the context in which

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[3] Yayu Heryatun Nafan Tarihoran, "Understanding Speaking Anxiety in EFL Classroom," *Engaging English Learners In Negotiated Language Learning* (2016): 1–5.

[4] Hassan Soodmand Afshar and Ahmad Asakereh, "Speaking Skills Problems Encountered by Iranian EFL Freshmen and Seniors from Their Own and Their English Instructors' Perspectives," *Electronic Journal of Foreign Language Teaching* 13, no. 1 (2016): 112–130.

[5] Pranati Mishra, Manisha Panda, and Sweekruti Panda, "Problems and Difficulties of Speaking English of Students at Engineering Colleges" 5, no. 12 (2016): 86–96.

the language is used. Also, the students need to learn language and the culture of the people who use that language[6].

Meanwhile, speaking as a media of expressing ideas must be used requently in order to improve speaking ability. It is imposible that the students can improve their speaking ability if they seldom use it in every single chance until it becomes a habit.

There are some previous studies on the topic of participation point systems. In this section, the researcher refers to some previous study to check this study:

Participation is a critical part in the teaching and learning method. consequently, as quoted in[7]. Brown conducted motion studies to analyze whether The "PPS" approach can be applied in Thailand. The studying result is that scholars can have the courage to participate in magnificence activities and shows development speaking ability. Student participation can be powerful most effective if students are encourage[8].

The first is Syahban Mada Ali (English Education Department, Tomakaka University, Indonesia, 2021) Him journal entitled "*The Use of Participation Point System (PPS) Method in Writing*". The conclusion of this research the use of the

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[6] Naf'an Tarihoran, Bayi Syafuri, and Atika Rahmania Elbarusi, "The Role of Positive Psychology in English Foreign Language Classroom" 395, no. Acpch 2019 (2020): 284–288.

[7] Douglas Brown, "Teaching by Principles" (New York: Longman, 2000).

[8] David McLachlan Jeffrey, "Jeffrey - Participation Points System to Encourage Classroom Communication (TESL/TEFL)," *The Internet TESL Journal* (2003): 14–16.

Participation Point System (PPS) method can develop writing skills in Semester II Students, Tomakaka University, Mamuju[9].

The second is Abdul Aziz Dwi Saputra (State Institute For Islamic Studies (IAIN Salatiga), 2020) Him thesis "*An Analysis Of Using Participation Point System To Teach Structure 4 At The Fourth Semester Students In English Education Departement Of State Institute For Islamic Studies (IAIN Salatiga)*". Based on the result of the research, the lecturer giving participation point system to the students who active in the learning process by raise their hand. Every students have same opportunity to enrich their participation scores. Participation scores fairly sizeablefor final score that combine with assessment score. Implementation PPS in teaching structure 4 got positive responses from the students. By implementing PPS minimize the students skip enter the class and the students final score was good enough[10].

The third is Nurul Hidayah (Universitas Panca Sakti Tegal, 2014). Her research entitled *"The Effectiveness of Using Participation Point System (PPS) Method in The Teaching of Reading for The Second Grade Students of Vocational High School"*. The final results of this study indicate that the use of the PPS

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[9] F Hitchcock and R Montgomery, "The Use of Participation Point System (PPS) Method in Writing," *Jts* 31, no. 1 (1930): 271–275.

[10] Saputra Abdul Aziz Dwi, "An Analysis Of Using Participation Point System To Teach Structure 4 At The Fourth Semester" (2020): 10.

method is effective in fostering reading for the second grade students of Vocational High School[11].

From the previous research above, the similarity of this research is analyzed by the same object, namely Participation point system method. The difference is that the first previous study focused on the use of the PPS method for learning writing at Semester II Students, Tomakaka University, Mamuju. The second previous research focused on analyzing the use of PPS Method To Teach Structure 4 At The Fourth Semester Students. The third previous study focused on determining the effectiveness of the PPS method, which was used for students' reading skills for the Second Grade Students of Vocational High School, and this research is focused on improving the teaching of speaking using the Participation Point System (PPS) Method and to find out the difficulties of students in talking English.

Primarily based what is stated above, the researcher had the interest in engaging in a research entitled "The Use of Participation Point System (PPS) Method in Learning Speaking Skill" (an experimental research at the VII grade of MTsN 4 Tangerang).

B. Identification of the Problem

As for the identification of a number of the issues above, the researcher recognition the fabric on improving college students' speakme talents The usage

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[11] Nurul Hidayah, "The Effectiveness of Using Participation Point System (PPS) Method in The Teaching of Reading for The Second Grade Students of Vocational High School," *Universitas Panca Sakti Tegal*, 2014.

of the Participation point system (PPS) method through quantitative research. In undertaking the research, the researcher observed the teacher in getting to know to speak english all through the coaching and getting to know method. Based on the background above, the researcher identifies the problem as follows:

1. Student do not to enjoy learning english.
2. Student lack communication interaction.
3. Low student speak english and speak fluently using confidance.
4. Student do not now material.

C. Limitation of the Study

Focusing inside the topic of the take a look at, the author limits and state the hassle as follows:

1. The researcher targeted on the improving of using participation point system method in coaching talking.
2. The object of the study is the students of VII grade of MTsN 4 Tangerang.
3. The studies method is used experimental studies.

D. Statements of the Problem

Questions based on the problems in the inheritance above, the researcher formulated the problems in the study as follows:

1. How is the student's speaking skill in VII grade MTsN 4 Tangerang?
2. How is the effect of PPS method in teaching speaking at the VII grade MTsN 4 Tangerang?

E. The Aims of the Study

Based on the limitations of complexity and problems above, the researcher objectives are:

1. To determine the speaking skills of VII grade MTsN 4 Tangerang students.

2. To find out the impact of the PPS method when it is used in teaching speaking in VII grade MTsN 4 Tangerang.

F. Hypothesis

Hypothesis is a formal declaration about an predicted relationship between or more variables which may be tested thru an experiment. The hypothesis of this studies are proposed in terms of null hypothesis (Ho) and experimental hypothesis (Ha). They are as follows:

1. The null hypothesis (Ho) is: There is no significant effect of Participation Point System method in improving speaking ability for the VII grade of MTsN 4 Tangerang.

2. The experimental hypothesis (Ha) is: There is a significant effect of Participation Point System method in improving speaking ability for the VII grade of MTsN 4 Tangerang.

G. The Organization of the Writing

This paper is arranged into five chapters, every chapter has some points to explain the chapter.

Chapter I Introduction, it contains the background of the study, identification of the problem, limitation of study, statement of the problem, the objective of the study, hypothesis and the organization of writing.

Chapter II Theoretical frameworks, this chapter is consists of the theorist from some experts we have conducted the research related to this research.

Chapter III Research methodology, it contains method of the study, the place, participant of the research, instrument of the research.

Chapter IV Research Finding and Discussion, this chapter explains about the finding on the data collection and also analyzing the data.

Chapter V Conclusion and Suggestion, it consists of the research conclusion and suggestion on the topic of research based on the research findings.