

**THE EFFECTIVENESS OF PARTICIPATION POINT SYSTEM (PPS) METHOD IN
TEACHING SPEAKING**

**(An Experimental Research at the Third Grade Students in SMPN 1 Atap Garung Kibin
Serang-Banten)**

A PAPER

Submitted to the English Education Department
As a Partial Fulfillment of the Requirements
For the Sarjana Degree



BY

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2019 A.D / 1440 A.H

STATEMENT OF ORIGINAL

I here with declare that the research paper i wrote as a partial fulfillment of the requirements for the sarjana degree and submitted to the english departmenet, the faculty of education and teacher training wholly constitutes my own original scientific writing.

As before the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectualyethnic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, i would be prepared to receive any consequences in form in any sanction such as losing my related academic degree obtained from university as well as other rules prevailing in indonesia.

Serang, April 24th, 2019

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ACKNOWLEDGMENT

In the name of Allah, the Merciful, First of all, let's pray and thank unto our god Allah SWT who has been giving us some mercies and blessings Secondly, may peace and salutation always be given to our prophet Muhammad Saw. Who has guided us from the darkness to the brightness from the stupidity to the cleverness, from stupid era to the smartly era namely religion that we love. So by his guidance we are able to differentiate the good thing and the bad one, the right way and the wrong one in order to enter god's paradise. The writer realize and feel very sure that without his blessing, mercy, and guidance, it would be possible for himself to finish the paper.

On this opportunity, the researcher here with would like to express his profound gratitude, more than she can express, to Dra. Hj Fitri Hilmiyati, M.Ed. Her first advisor, who has painstakingly spent her valuable lime to guide and give excellent suggestions to me in preparing this paper, her special thank also to As'ari S.S, M.Si. His second advisor for the correction and invaluable criticism and suggestions she has rendered to me in the completion of the paper.

In addition, he is also thanks you very much to Dr. H. Abdul Muin, S.A., M.M. The present of English Education Department, who always stimulates and encourages to finish the paper. I thanks also o Siti Roudoh S.pd the principle, who has permitted me to conduct observations and reserach at SMPN 1 Atap Garung kibirin.

Last, But far from least, i am very sincere thanks especially to my own beloved parents, my beloved husband, and all of the those who have helped me, who are not mentioned personally here, without their patience, guidance, and cooperation thos paper could have never been written.

Serang, April 24th, 2019

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ABSTRACT

Aan Rosdianah. 152301879. 2018. (The Effectiveness of Participation Point System (PPS) Method In Teaching Speaking) (An Experimental Research at The Third Grade of SMPN 1 Atap Garung Kibin Serang-Banten)

This research designed to find out the effectiveness of participation point system (pps) method in teaching speaking skill. The research conducted based on the question: 1.) How is the students' speaking skill at the third grade students of SMPN 1 Atap Garung? 2.) How is PPS method applied in teaching speaking at the third grade of SMPN 1 Atap Garung? 3.) How is the effectiveness of participation point system (PPS) method in teaching speaking? This research oriented to the following aims: 1.) To know the student speaking skill at the third grade of SMPN 1 Atap Garung. 2.) To know the impact of PPS method when it is applied in teaching speaking at third grade of SMPN 1 Atap Garung. 3.) To know the effectiveness of using participation point system (PPS) method in teaching speaking.

The researcher used experimental research. To answer the question, the researcher collected data from 40 students spread in two classes, One class as the experimental class and other one as the control class, by applying experimental research. The population is the third grade of SMPN 1 Atap Garung kibin year 2018/2019, while class IX A as experimental class and IX B as control class are taken as the sample.

The result of the research shows that hypothesis that of t-test of both sample t-table with 5% significance level found t_{table} 2,024 and with 1% significance level found t_{table} 2,71. So the result is t_t is 5% $< t_o$, or $t_o > t_t$ 1%. It is mean that t_o (t observation) is higher than t_t (t table). To know whether it is significant or not we have to look at the t table in appendix. The result of t_t on significant 5% = 2,024 and 1% = 2,71. It indicates that $t_o > t_t$ or $9.3 > 2,024$ and $9.3 > 2,71$ so the null hypothesis (H_o) are rejected and the alternative hypothesis (H_a) is accepted.

From the result of students, the researcher compares student's speaking skill based on between experiment class and control class it showed significant result, which experiment class using participation point system system (PPS) method in teaching speaking skill has positive effect.

THE ADVISER'S APPROVAL

This is to certify that the undergraduate research paper of Aan Rosdianah entitled “ The Effectiveness of Participation Point System (PPS) Methodn in Teaching Speaking” (An Experimental Research at The Third Grade of SMPN 1 Atap Garung kibin) has ben approved by the research paper advisers for further approval by the board of examiener.

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DEDICATION

This paper is dedicated to :

Allah as my god,

My endless love, Emak and Papih

My lovely husband Mr, yani who has supported me in all respects,

The most understand every time,

The most never made me tired,

Thank you not suing me many things,

But, teaching me many things as a wife and as a student,

Big love for you,

And all my big family

Thank you for all love, support,pary,advice etc

**My best friends ever, fitroh safitri and all member of TBI D 2015. Which
always support, love, strengthen each other.**

“i do love them more”

MOTTO

“Never Try to Stop, Never Stop to Try”

A BRIEF BIOGRAPHY

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TABLE OF CONTENTS

STATEMENT OF ORIGINALITY	i
ACKNOWLEDGEMENT	ii
ABSTARCT	iii
THE ADVISER’S APPROVAL	iv
THE BOARD OF EXAMINERS’ APPROVAL	v
DEDICATION	vi
MOTTO	vii
A BRIEF BIOGRAPHY	viii
TABLE OF CONTENTS	ix
LIST OF TABLE	x
LIST OF APPENDIXES	xi
CHAPTER 1 INTRODUCTION	1
A. Background of The Study	1
B. Identification of The Problem	4
C. Limitation of The Problem	4
D. Statements of The Problem	
E. The Aim of The Study	5
F. The Benefit of The Study	5
G. Previous Study	7

CHAPTER II THEORITICAL FRAMEWORK	10
A. Speaking	10
1. Definition of Speaking	10
2. Function of Teaching Speaking	12
3. Type of Speaking	13
4. Teaching Speaking	15
5. Problem Teaching Speaking	16
6. Assessment of Speaking	18
B. Participation Point System (PPS) Method	19
1. Definition of PPS Method	19
2. Steps of PPS Method	21
3. Benefit of (PPS) Method	22
4. Advantages and Disadvantages of Participation Point System (PPS)	22
5. The Implementation of Aprticipation Point System (PPS) Method	23
CHAPTER III RESEARCH METHODOLOGY	25
A. Place and Time Of The Study	25
B. Research Method	25
C. Population and Sample	27
D. Research Variabel	27
E. Research Instrument	28

F. Technique of Collecting Data	28
G. The Hypothesis	30
H. Technique of Analyzing Data	30
CHAPTER IV RESEARCH FINDING	33
A. The Description of Data	33
B. Analysis of Data	100
C. Interpretation of Data	108
CHAPTER V CONCLUSION AND SUGGESTION	110
A. Conclusion	110
B. Suggestion	112
BIBLIOGRAPHY	114
APPENDIXES	116

LIST OF TABLE

Table 4.1 Orientation of introduction students activity teaching learning (Student Observation).....	34
Table 4.2 Orientation of introduction students activity teaching learning (Teacher's Observation).....	36
Table 4.3 Appreception activity teaching learning intriduction (Students Observation).....	37
Table 4.4 Appreception activity teaching learning intriduction (Teacher's Observation).....	38
Table 4.5 Motivation activity teaching learning introduction (Students Observation).....	39
Table 4.6 Motivation activity teaching learning introduction (Teacher's Observation).....	41
Table 4.7 Giving reference activity teaching learning introduction (Students Observation).....	42
Table 4.8 Giving reference activity teaching learning introduction (Teacher's Observation).....	43
Table 4.9 Pre-test activity teaching learning activity (Students Observation).....	44
Table 4.10 Pre-test activity teaching learning activity (Teacher's Observation).....	46
Table 4.11 observing of main activity teaching learning (Students Observation).....	48
Table 4.12 observing of main activity teaching learning (Teacher's Observation).....	50
Table 4.13 Questioning of main activity teaching learning (Students Observation).....	52
Table 4.14 Questioning of main activity teaching learning	

(Teacher's Observation).....	53
Table 4.15 Collecting data of main activity teaching learning	
(Students Observation).....	54
Table 4.16 Collecting data of main activity teaching learning	
(Teacher's Observation).....	55
Table 4.17 Associating of main activity teaching learning	
(Students Observation).....	56
Table 4.18 Associating of main activity teaching learning	
(Teacher's Observation).....	57
Table 4.19 Communicating of main activity teaching learning	
(Students Observation).....	57
Table 4.20 Communicating of main activity teaching learning	
(Teacher's Observation).....	58
Table 4.21 Last part of teaching learning	
(Students Observation).....	59
Table 4.22 Last part of teaching learning	
(Teacher's Observation).....	61
Table 4.23 All of the teaching learning activity in the first meeting	
(Students Observation).....	62
Table 4.24 All of the teaching learning activity in the first meeting	
(Teacher's Observation).....	63
Table 4.25 Orientation of introduction activity teaching learning	
(Studentst Observation).....	65
Table 4.26 Orientation of introduction activity teaching learning	
(Teacher's Observation).....	66
Table 4.27 Apperception activity teaching learning introduction	
(Students Observation).....	67
Table 4.28 Apperception activity teaching learning introduction	

(Teacher’s Observation).....	69
Table 4.29 Motivation activity teaching learning introduction	
(Students Observation).....	70
Table 4.30 Motivation activity teaching learning introduction	
(Teacher’s Observation).....	71
Table 4.31 Giving reference Activity teaching learning introduction	
(Students Observation).....	72
Table 4.32 Giving reference Activity teaching learning introduction	
(Teacher’s Observation).....	74
Table 4.33 Observing of main activity teaching learning	
(Students Observation).....	75
Table 4.34 observing of main activity teaching learning	
(Teacher’s Observation).....	78
Table 4.35 Questioning of main activity teaching learning	
(Students Observation).....	79
Table 4.36 Questioning of main activity teaching learning	
(Teacher’s Observation).....	80
Table 4.37 Collecting data of main activity teaching learning	
(Students Observation).....	81
Table 4.38 Collecting data of main activity teaching learning	
(Teacher’s Observation).....	83
Table 4.19 Associating of main activity teaching learning	
(Students Observation).....	84
Table 4.40 Associating of main activity teaching learning	
(Teacher’s Observation).....	85
Table 4.41 Communicating of main activity teaching learning	
(Students Observation).....	85
Table 4.42 Communicating of main activity teaching learning	
(Teacher’s Observation).....	86

Table 4.43 Last part of teaching learning (Students Observation).....	87
Table 4.44 Last part of teaching learning (Teacher’s Observation).....	89
Table 4.45 Pre-test activity teaching learning introduction (Students’ Observation).....	90
Table 4.46 Pre-test activity teaching learning introduction (Teacher’s Observation).....	92
Table 4.47 All of the teaching learning activity in the second meeting (Students Observation).....	92
Table 4.47 All of the teaching learning activity in the second meeting (Teacher’s Observation).....	94
Table 4.49 The student score of the pre-test at experimental class.....	96
Table 4.50 The student score of the post-test at experimental class.....	96
Table 4.51 The student score of the pre-test at control class.....	98
Table 4.52 The student score of the post-test at control class.....	99
Table 4.53 The difference score between pre-test and post-test at experimen class.....	101
Table 4.54 The difference score between pre-test and post-test at control class.....	102

LIST OF APPENDICES

Appendices 1. Lesson plan

Appendices 2. Research instrument of test and the result of pre-test and post-test

Appendices 3. Observation sheet

Appendices 4. Consultation book

Appendices 5. Paper advisor later

Appendices 6. Research permission letter

Appendices 7. The statement letter from the head of SMPN 1 Atap Garung

Kibin Serang- Banten

Appendices 8. documentation

CHAPTER 1

INTRODUCTION

A. Background of Study

English becomes the most essential in the world. Almost all the people from many different countries around the world use it to communicate. The area of English has always become a special interest. It is because of the importance of English in any scope of our lives. English hold the key of position as an international language Moreover, English competence is important in career development, therefore student need to understand and use English to improve their confidence to face global Competition.

The English language has become an international language. Among nation it is serves is a lingua franca. It is spoken, learnt and understood even in those countries where it is not a native's language. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc. all our software development today, the communication facilities available to us through internet, our access to a variety of websites, are all being carried out in English. Most of the research works are conducted and compiled in English. Anything written and recorded in this language is read and listened to, in wider circles. As a result, English is being taught and learned around the world as a second language today.

One of the main problems when teaching speaking skill is that many student do not want to fully participate in the speaking practice. Anxiety, shyness, lack of vocabulary, lack of confidence, afraid of making mistakes, and lack of motivation are believed to be the main problems in speaking.

Based on my observation in junior high school of SMP NEGERI 1 ATAP GARUNG also have no interest in learning English especially speaking skill, they feel learning English is difficult to understand and they have no confidence to speak English. There for many of them have no interest in learning English. Usually the way of teaching from many teachers makes the student lazy and bored. The teachers need some way to make the student interested especially children because they are easy to get bored.

To solve the problem of the student at SMP NEGERI 1 ATAP GARUNG so as to improve their speaking ability, the teacher usually give mark for students participation to see the progress. However, this way often cannot increase the students ability in speaking because usually student are afraid of making mistake or lack of motivation because they do not know how far their progress in every meeting. As asserted by Hadley teachers often give points to the students they observe participating by writing it secretly on their note, which he feel to be problematic. To solve this problem, a method is needed to make the point of the participation become visible, so student can see clearly and then evaluate their progress in every meeting.¹

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

¹ Hadley, G. *Encouraging Oral Communication in the EFL Classroom*. Paper presented at Niigata University General Education and Language Research Group. (1997) Niigata city, from <http://www.nuis.ac.jp/~hadley/publication/partpoints/participation.htm>

The Hadley's PPS method is also adopted by another researcher David Brown, Brown did an action research to investigate whether the PPS method could be implemented in Thailand. The result of his study is that students can have courageousness to participate in class activity and it shows the improvement in their speaking ability.

Based what is said above, the writer had the interest in conducting a research entitled "**The Effectiveness of Participation Point System (PPS) Method in Teaching Speaking**" (an experimental research at the third grade of Smpn 1 Atap Garung kibin)

B. Identification of the problem

Based on the background above, the researcher identifies the problem as follows:

1. Students not enjoy in learning English language
2. Students lack of interaction communication
3. Students low utterance English language and speak fluency with confidence
4. Students lack of material comprehension

C. Limitations of problem

Focusing in the topic of the study, the researcher limits and state the problem as follows:

1. The researcher focused on the effectiveness of using participation point system in teaching speaking
2. The object of the research is the students of third grade of SMPN 1 Atap Garung
3. The research methodology is used experimental research

D. Statements of problem

Based on the background above, the writer identifies the problem as follow:

1. How is the students' speaking skill at the third grade students of SMPN 1 Atap Garung?
2. How is PPS method applied in teaching speaking at the third grade of SMPN 1 Atap Garung?
3. How is the effectiveness of participation point system (PPS) method in teaching speaking?

E. The Aims of Study

Based on the problem stated above, the writer formulated the objectives of research as follow:

1. To know the student speaking skill at the third grade of SMPN 1 Atap Garung
2. To know the impact of PPS method when it is applied in teaching speaking at third grade of SMPN 1 Atap Garung
3. To know the effectiveness of using participation point system (PPS) method in teaching speaking

F. The Benefit of Study

This research is formulated as an effort of finding some uses. The uses of this research are:

1. Theoretically, the result of the research can contribute useful information for the future classroom action research with the similar problem of speaking ability.
2. Practically:
 - a. For the researcher
 1. After conducting this research, many experience are gotten The researcher could know the teaching and learning process by using participation

system. And can contribute the researcher to help to find out the best method for teaching speaking.

2. The researcher has to active, creative, motivate, patient, welcome, and helpful in teaching and learning english process, so the reearcher can handle the student in the classroom well.

b. For the students

1. This research can add the students participation in English learning, so it can help them to encouraging their anxiety in speaking.
2. The student should pay attention and listen carefully while the teacher explain about the material in order to support their speaking skill.

c. For the English teacher

This research not only can give additional contribution to English teachers to develop language teaching technique, but also teachers are able to improve the quality of teaching learning process

d. For the reader

The researcher believe that this paper is far from being perfect, so the researcher will accept good suggestion and constuctive criticism to make this paper perfect, the researcher also hopes that this paper will useful and contribute some valuable thing to the researcher herself and all readers in general.

G. The previous study

To prove the originality of this study, the researcher uses the previous study related to the Participation Point System. The first is Aisyah Istiqomah (IAIN surakarta 2015/2016) her thesis entitled “*The impementation of participation point system in teaching listening at the fourth semeter of english education departement of IAIN surakarta*” the implementing of pps in teaching listening was by giving colored cardboard to represent students’ participation scores. There are three colored cardboards, there are green, yellow, and red. Green cradboard was worth (+) points. Yellow cardboard was wort (v) points, and red cardboard was worth (-) points, the lecturer gave the participation scores for student who active in teaching and learning process. The result of this study that student has good respons in implemeting PPS. They said that pps is a good tecahing method beacuae they motivated to be more active in learning process, and they can know their participation score visible.²

The second research was done by Nurul Hidayah (Universitas Panca Sakti Tegal, 2014). Her thesis entitled “*The Effectiveness of Using Participation Point System (PPS) Method in The Teaching of Reading for The Second Grade Students of Vocational High School (An Experimental Study in SMK Muhammadiyah Belik in The Academic Year of 2013/ 2014)*”. The result of this research shows that the use of Participation Point System is effective in teaching reading for the second grade students of Vocational High School.³ .

The third study is paul raine “*The use of participation point system to encourage more proacive learner participation in japanese university english classes*” this paper explores the idea of adopting of participation point system

² Aisyah. Istiqomah, “*The Implementation of Participation Point System in Teaching Listening at the Fourth Semeter of English Education Departement of IAIN Surakarta*”, Surakarta : (january,2017),82-83

³ 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 (An Experimental Study in SMK Muhammadiyah Belik in The Academic Year of 2013/ 2014*”

(pps) in order to encourage more pro active learner behaviours. It is argued that pro active learning is both necessary and desirable when considering the logistics of Japanese the university classroom, the result of this study is participation point system can highly effective in helping students overcome their anxieties and become more pro active learners.⁴

Based on previous study above, the researcher introduce participation point system in teaching speaking to get a confident of student in speaking skill, the differences from the previous study above is from the first and the second is the 'skill' the first is using pps focusing on listening and the second using pps focusing on reading, From the third study the differences are using pps focusing to encourage student anxieties become more pro active learners, but in this research the researcher used participation point system in teaching speaking skill to teach English. And the title is "the effectiveness of participation point system (PPS) method in teaching speaking" (an experimental research at the third grade student in SMPN 1 Atap Garung).

H. Writing organization

In order to make this research easy to follow, the writer organizes it as follows:

Chapter I is introduction. In this chapter the researcher puts some points: background of the study, Identification of problem, limitations of problem,

⁴ Paul. Raine, *The Use of Participation Point System to Encourage More Proactive Learner Participation in Japanese University English Classes* <https://www.researchgate.net/publication/281103092> an article (2014),14

statement of the problem, the aims of the study, the benefit of the study, the previous study and writing organization.

Chapter 11 Theoretical Frameworks. This chapter consist of the theorist from some experts who have conducted the research related to this research.

Chapter III Research Methodology. Which consist of place and time research, research methodology, population and sample, research variables, the research instruments, technique of collecting data, and the technique of analyzing data.

Chapter IV The Result and Discussion.which consist description of data

Chapter V Conclusion and Suggestion. Which consist of conclusion and suggestion

BAB 11

THEORETICAL FRAMEWORK

A. Speaking

1. Definition of speaking

Speaking is the verbal communicative skill in using language to express thoughts, ideas and feelings. Speaking is crucial part of everyday verbal communications and it most often used as first impression of someone's ability in a language. Most people will assess someone English ability and automatically express his ideas fluently in English will become well-known as a good speaker of English.

Speaking as one of the basic language skill requires communicative competence including pronunciation (intonation, stress, and pitch), grammar, vocabulary, fluency, accuracy, and comprehension skill which are needed to build a good communication. These elements are needed to measure the capability of the student in speaking using appropriate technique. "Speaking is a verbal use of language to communicate with others."¹

In the point of view of jones, speaking is a form from communication, so. It is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across."²

¹Glenn Fulcher, *Testing Second Language Speaking* (New York: person Longman, 2003), 23.

² Rhodry jones, *speaking and listening* (London, john murray publishers Ltd, 1989), 14.

According to Jack C. Richards and Willy A. Renandya “speaking is used for many different purposes, and each purpose involves different skills. When we use casual conversation, for example, our purpose may be to make social contact with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friends. When we engage in discussion with someone, on the other hand, the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information”³

Furthermore, speaking is the term that the writer uses for verbal communication between people. When two people are engaged in talking to each other, the writer is sure that they are doing communication. Communication between people is an extremely complex and ever changing phenomenon. There are certain generalization that we can make about the majority of communicative events and these have particular relevance for the learning and teaching process.

People do communication for some reason. Jeremy harmer state the reason as follow:

1. They want to say something. What is used here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they will keep silent.
2. They have some communicative purpose. Speakers say things because they want something to happen as a result of what they say. They may want to charm theirs listeners; to give some information, to express

³ Jack C. Richardss and willy A. Renandya, *Methodology In Language Teaching*, An Anthology Of Current Practice (New York: Cambridge University Press, 2002), 201.

pleasure they may decide to be rude or flatter. To agree or complain. In each of these cases there are interested in achieve this communicative purpose what is important the message they wish to convey and the effect they want to have.

2. Types of speaking skill

Speaking is used for many different type, and each type involves different skill. Type of speaking is an important part of speaking skill, in this section the writer will explain the types of speaking based on brown. Brown (2004) describes six categories of speaking skill area. Those six categories are as follows⁴

a. Imitative

In this category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

Intensive speaking involves producing a limit a mount language in a highly amount context. And this is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

⁴ H. Douglas Brown, *Language Assessment, principle and classroom practices*, (California: Longman, 2008), 141-142.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

A transactional dialog that you need to do if you want to get something done or get information. It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work. e. Interpersonal (dialogue) It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

e. Extensive (monologue)

The teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

3. Problems Teaching Speaking

Teaching speaking successfully speaking activity for the teachers is challenging.

Many teachers have some problem of teaching speaking are:

1. Inhibition

Unlike reading, writing, and listening speaking needs some degree of real time to the audience, learners are often feel inhibited about trying to say thing in the foreign language in a classroom, worried about making mistakes, losing face, or simply shy of their attention that their speech attract.

2. Mother tongue used

In classes where oall or a number of the learners share the same mother tongue, they tend to use it, because it is easier, feels unnatural to speak to.

3. Low or uneven participation

Only one participation can talk a time of he or she is to be hard, and in a large group this means that each one will have only very little talking time.

4. Interaction

Language is of an acceptable level. Learners express themself in unterances that are relevant, easy compherensible to each other, and of an acceptable level of language accuracy.⁵

4. Assessment of Speaking

Assessment of student learning requirer of the techniques for measuring student achievement. Assessment is more than a collection of techniques, however. It is a systematic process that plays a significant role in effective teaching.

⁵ Diane Lensen-Freeman, *Teaching and Principles in a Language Teaching* (England- Oxford University Press, 1996),P.123

According to Brown, there are some assessments for speaking :

- a. Fluency : the ability to keep going when speaking spontaneously. When speaking fluently student should be able to get message across with whatever resources and abilities they have got, regardless of grammatical and another mistakes.
- b. Pronunciation : errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak their language.
- c. Grammar : able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
- d. Vocabulary : able to speak the language with the sufficient vocabulary to participate effectively in most formal and informal conversations practical, social, and professional topics.
- e. Comprehension : quite complete at normal rate of speech and understand any conversation within the range of the experience.⁶

B. Participation Point System

1. Definition of participation point system

“Participation Point System (PPS)” is a method created by Hadley. The purpose of this is to have effective method to measure a participation mark of the student to see the students’ progress (English speaking skill) and to make student to get accustomed to speaking. Teachers usually write the point for active student secretly in their notes. As a result, only high motivated students

⁶ H. Douglas Brown, *Language Assessment Principle And Classroom Practice* (san francisco: longman, state university)p.172

who always get benefit of the point and student do not know their participating progress. So Hadley creates method that makes the point for student participation tangible.

According to Hadley. (2002), the PPS is a technique for motivating students to participate in classroom activities mainly in communicative participation by giving student something tangible (such as disc, marbles, poker chips, etc.) while activities are underway to represent their participation scores. Besides active participation is a must for every teacher. Thus PPS combines these two in measurable and tangible way. Each class activity is given various points that students can get as they complete their task⁷

The participation point system (PPS) is a technique of motivating classroom participation, particularly communicative participation by providing student with something tangible while activities are underway to represent their participation scores (Jeffrey, 2003).⁸ It is a way of encouraging students to get the confidence they need to be able to communicate in the classroom. It can assist some passive students to become more active and to communicate actively in class activities. Jumiati and Asrina (2013) believe that PPS can improve the student' speaking skills in grammar and vocabulary as well as in fluency.⁹

This research was important in order to provide useful information for the teacher, her school and education authorities about any benefits of using

⁷ Hadley G, *Encouraging Oral Communication In the EFL classroom*. Retrieved on 1 January, 2016, from <http://www.nuis.ac.jp/~hadley/publication/partpoints/participation>.

⁸ Jeffrey, D. M., Participation Point System to Encourage Classroom Communication. *The Internet TESL Journal*, 9(8). (2003), Retrieved from <http://jairo.nii.ac.jp/0193/00011023>.

⁹ Jumiati, A. A., & Asrina A. A., Improving the Student's Speaking Ability Through Participation Point System (PPS) Method. (*Exposure journal*, 2(2)2013), 120-139.

PPS in teaching speaking skills and to find out the responses of the students to the application of this technique in the classroom.

2. Steps of PPS method

In fact, teaching speaking using participation point system can be used in many kind of way. Below are the fundamental steps to implement PPS in a classroom as outlined by Raine.¹⁰

- 1) Desirable behaviors (asking for opinions, asking questions, volunteering for classroom activities ect.) are assigned a participation point score;
- 2) Student who participate in desirable actions are rewarded with a physical representation of the point value (coins, beads, or tokens);
- 3) At the end of each class, the total participation points received by each learner is counted;
- 4) Special prizes are awarded at the end of each semester for the student who collect the most points.

The total number of points may also count towards each student's final grade

3. Advantages and disadvantages of participation point system (PPS)

Participation Point System is undoubtedly motivate teaching method. However, in implementing some teaching method there are some advantages and disadvantages. It also in implementing the PPS. According to Jeffrey the

¹⁰ Raine p, *The Use of Participation Point System to Encourage More Proactive Learner Participation in Japanese University English Classes*. Retrieved on May 20, 2016, <http://www.i-repository.net/contents/asia-u/11300140.pdf>.

advantages of using the PPS have undoubtedly outweighed the disadvantages.¹¹

There are some advantages of using PPS, such as:

- a. Its tangibility
- b. Very helpful for students in overcoming their passivity
- c. Made classes easier to teach
- d. It easier to help the students understand certain things
- e. It also cuts down on unnecessary teacher talking time, and giving more time to the students to talk

There is one disadvantages of PPS,

- a. It's take a lot of energy to move around the classroom distributing points.

According to joyelle Harris, PPS has transformed his class from passive participants to active and engaged learners. The contrast in his students before and after the system has taught him that all students, even high achievers, can benefit from external motivation.¹²

and furthermore this method is quite easy and simple. The media is also easy and does not cost too much money.

4. The Implementation of Pps Method

Based on Jeffrey, Participation Points System (PPS) is a very simple yet, very effective method of motivating students to overcome their passivity.¹³ He stated that there are many ways of practically applying the PPS. The teachers can decide what they want to use and what scores they want to assign. He said that different

¹¹ Jeffrey. D, M, "A Participation Point System to Help Passive Student Communicate" *CELE journal(online)* vol. 12, from www.asia-u.ac.jp/celejrn12.htm, accessed(february 21,2016),2-3

¹² Joyelle. Harris. *Participation Points to Motivate High-Achieving Students. ASCD Express (Online) Vol. 10, No. 1*, (<http://www.ascd.org/ascdexpress/vol10/1001-harris.aspx>, accessed February 25, 2016)

¹³ Jeffrey, D. M, *Participation Point System to Encourage Classroom Communication*. The internet TESL Journal (online) vol,9 no.8, (<http://iteslj.org/Techniques/Jeffrey-PointsSystem.html>, accessed february 21,2016)

color can also represent different scores. Hadley in Jeffrey stated that in 1996 he used cardboard coupons, and in 1997 he used poker chips to represent the participation points. Hadley in Jeffrey stated that does not matter what one chooses to represent the actual participation points. Based on the statements above, it can concluded that the teacher or lecturer arrange this method as what they want.

The example of implementing the PPS, Jeffrey describes his way in implementing the PPS. He used glass discs and marbles in applying PPS. Each glass disc is worth one point, and each marble is worth three points. In his classes the discs are given to the students for fulfilling what would possibly be considered standard for speaking English and answering questions, while the marbles are given for attempting more challenging issues. When the responses are short and one-worded they usually receive one point. If they elaborate in any way, add some "depth", or attempt to answer more difficult questions, then they receive more points. Even if a student has a wrong answer, that student will keep the participation points because points are given mainly for making an effort to communicate in the classroom, and not primarily for correct answers.¹⁴

In this pps, the basic behaviour rewarded with points are answering or asking questions, giving opinions, and volunteering for activities, other behaviours are assigned a point value if student are very reluctant to participate, the point value of behaviours can be increased as required.

Bess and bess have said that pps work like this: during the lesson planning , the teachers thinks about the planned student behaviours such as speaking in pairs, working in groups, etc. Next, the teacher assigns each task with a number

¹⁴ Jeffrey, D, M. "A participation point system to help passive student communicate." vol. 12

participation points based on the task. What student are expected to do is clearly spelled out either written on the white board or written out in a handout. Students complete each activity in the classroom.¹⁵

¹⁵ Bess, M., & Bess, D. A. "A Participation Point System Good for Every Task." *conference proceedings*: (in JALT 2002,)

CHAPTER 111

RESEARCH METHODOLOGY

A. Place and Time of The Study

In research activity, it needs a place as a location to get data. In This research to examine the teaching speaking at the junior high school student, the researcher took the place SMPN 1 Atap Garung Kibin the location is Jl. Tambak-pamarayan KM. 2 Kp. Garung Desa Cijeruk Kec. Kibin Kab. Serang Prov. Banten (42185). Because student has lack of confident to speak English and they are lack of participation in speaking subject, from that the researcher hope student can encouraging their passivity and developing their participation in speaking subject. This research will conduct on the second semester in the academic year 2018/2019

B. Research method

The method in this research is experimental study, the experimental approach deals with the comparison of the result from the test before and after treatment. According to David Nunan, There are three type experiments, which are pre-experimental, quasi-experimental and true experimental. “First, is pre-experiment that may have pre – and point treatment, but lacks of control group. Second is quasi – experiment used by the writer in this research that has both pre- and posttest and experimental and control group, but no random assignment of

subject. And the third is true experiment that also has pre- and posttest experiment with random assignment of subject”¹.

This research is concerned with speaking activity by using PPS method. The research method utilize in this study is an experimental method. Experimental is “the best method indeed the only fully compelling method of establishing causation is to conduct a carefully designed experiment in which the effect of possible lurking variables are controlled. To experiment means to actively change (X) and to observe the response in (Y). The Experimental method is the only method of research that can truly test hypotheses concerning cause-and-effect relationship. It represents the most valid approach to the solution of educational problems, both practical and theoretical, and to the advancement of education as a science”.

In conducting this research, the writer applies an experimental and control class and the classes will be taken by using cluster design as follow:

Control group, pretest, and posttest design

$\begin{array}{l} E: O_1 \times O_2 \\ K: X: O_1 O_2 \end{array}$

E: Experiment Class

K: Control Class

O₁&O₂: Pretest

X: Teacher Feedback

¹ David Nunan, “*Research Method in Language Learning*”, (New York: Cambridge University Press, 1992), 41.

O_1 & O_2 : Posttest²

C. Population and Sample

1. Population

Population is whole of subject research so, population relate with data is not individual. In related with this research, The researcher takes the population in the third grade of SMPN 1 Atap Garung Kibin in academic year of 2018/2019. There were the researcher took two classes for using experiment in 3A consisting 20 Students and control class in 3B consisting 20 Students, The totals of the third grade are 40 students,

2. Sample

Sample is a part or the represent of population that is researched. Accounting to Suharsini in Jusuf Soewardji's book, the sample in partially or representative of the population studied. The research take two classes as sample research from the third grade student student at SMPN 1 Atap Garung. The researcher choose class 3 A as experimental class with the 20 students and 3 B as Control class with 20 students.

D. Research Variables

According to sugiono" research variable is basically everything in any forms of which it is determined by the researcher to be studied so that will be obtained information about it, then drown the conclusion³

²Suharsini Arikunto, "*Prosedur Penelitian Pendekatan Praktik*", (Jakarta: PT.Rineka Cipta, 2006), 87.

³Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R & D* (Bandung Alfabeta, 2015),60.

In this research, there are two variables included, which are participation point system (PPS) Method as (X) variable or independent variable and students speaking skill as (Y) variable or dependent variable.

E. The Research Instrument

The writer used two kinds of instruments to collect the data. The instruments divided into two types: test and non-test. While the non-test consisted of observation sheet, interview the test consisted of:

1. Pre-test, this test is tested before student given treatment
2. Post-test, this test is tested after student given treatment

F. Technique of Collecting Data

For collecting the data, the researcher will use test (pre-test and post-test), and observation

1. Observation

Observation has three main elements watching what people do, listening to what they say, sometimes asking them clarifying question⁴

The observation is the first technique to know the situation and condition in the learning process of SMPN 1 Atap Garung kibin. This observation conducted to observe the English learning process in the real classroom activities at the third grade of SMPN 1 Atap Garung.

The researcher used participant observation in this research. The researcher asked the participant observer to observe the teaching activity in the learning process of English subject, the participant observer is the third

⁴ Bill gilham, *Case Study Research Method* (New York: pasto press Ltd.2000).45

grade of SMPN 1 Atap Garung and the third grade teacher of SMPN 1 Atap Garung.

2. Test

Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specifies criteria.

a. Pre- test

In the pre-test the researcher gives oral test to students, The test is that the students may have to tell the places that they are visited on the holiday with general statement as like as text report. And deliver it front of the class, After the pre-test was conducted, the researcher give the score of pre-test, The result of pre-test was collected and compared to know the student ability in speaking skill before using participation point system

b. Post-test

In the post-test the researcher used essay and oral test, the test is: Researcher will asked the student to choose one of the theme from animal, thing or person, and describing it as report text and asked the students to deliver it front of the class. After the post-test was conducted, the researcher give the score of pre-test and post-test score. The result of pre-test and post-test was collected and compared to know the impact of the problem-based learning in teaching speaking on text report.

G. Hypothesis

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment. The

hypothesis of this research are proposed in terms of null hypothesis (Ho) and experimental hypothesis (Ha). They are as follows:

1. The experimental hypothesis (Ha) is: there is influence in teaching speaking before using PPS method and after using PPS method for the third grade of SMPN 1 Atap Garung Kibin
2. The null hypothesis (Ho) is: there is no influence in teaching speaking before using PPS method and after using PPS method for the third grade of SMPN 1 Atap Garung

H. Technique of Analyzing Data

In this technique of data analyzing the researcher used T-test. According to Supardi quoted directly to Sudijono “T-test is one of the statistical tests used to test the truth or the falsity of the null hypothesis which states that between 2 samples taken randomly from the same population, there is no significant difference”⁵. The aim of t-test was to comparing mean score for two groups. To get know the result when taking the same test has the same score or not has the same score.

The researcher analyzed the data based on collected score data from pre-test and post-test of experimental class and control class.

The researcher has used the formula as follow:

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

t_0 = The result of “t” to be finding

⁵ Supardi, *Statistik Penelitian Pendidikan*, (Depok: Rajawali Pers), 268.

- M_1 = Average of X_1
 M_2 = Average of X_2
 $SE_{M_1-M_2}$ = Standard average of error
 X = Sum of the squared deviation score of Experiment class
 Y = Sum of the squared deviation score of Control class

Calculation step :

- a. Determining mean of variable X_1 and X_2 with the formula : $M_x = \frac{\sum X}{N}$

$$M_y = \frac{\sum Y}{N}$$

- b. Determining Standar Deviation (SD)) of Mean X_1 and X_2 :

$$SD_1 = \sqrt{\frac{\sum x^2}{N}} \quad SD_2 = \sqrt{\frac{\sum y^2}{N}}$$

- c. Determining of Coefficient of Correlation “r” *Product Moment* (r_{xy} or r_{12}):

$$r_{xy} \text{ or } r_{12} = \frac{\frac{\sum x' y'}{N} - (Cx')(Cy')}{(SDx')(SDy')}$$

- d. Determining Standard Error of Mean X_1 and X_2 :

$$SE_{M_1} = \frac{SD_1}{\sqrt{N_1 - 1}} \quad SE_{M_2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

- e. Determining Standard Error, Difference of Mean between X_1 and X_2 using the

$$\text{formula : } SE_{M_1-M_2} = \sqrt{SE^2_{M_1} + SE^2_{M_2}}$$

- f. Determining value of “t” using the formula : $t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$

CHAPTER IV

THE RESULT AND DISCUSSION

A. Description of Data

In this chapter, the researcher will describe the description of data as outcomes of research that has hold in the third grade of SMPN 1 Atap Garung kibin. In this research, researcher divided students into two classes, 20 students as experimental class, it is from XI A, and 20 students as control class, It is from XI B. The goal of this research is to find out the accurate data according to this researcher title.

On the test, students focused on five components of speaking skill. They are: accent, grammar, vocabulary, fluency and comprehension. Thus are the researcher scored the students based on five components by using the rating scores of conversation English proficiency test the highest total score from all of experimental class and control class.

To find out the condition or the impact of teaching speaking using participation point system method it can be shows at the students and the teachers observation as follow:

1.) Observation of Teaching Learning Using Participation Point System in Speaking Skill

- a. Teaching learning using participation point system in speaking skill in the first meeting

Teaching learning speaking skill using participation point system in the first meeting described: introduction, main activity, and closing.

According to supardi, scoring data instruments is giving a value to answer the choices that have been filled in by the instrument validation that the researcher has applied for instruments in the form of scale.¹

1. Introduction

Teaching learning introduction using participation point system in teaching speaking in the first meeting included: orientation, apperception, motivation, giving reference, and pre-test.

a. Orientation

Teaching learning introduction activity of speaking skill using participation point system part orientation by student observation sheet at table 4.1 below:

Table 4.1
Orientation of Introduction Activity Teaching Learning
(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
1.	Teacher starts the learning process with greeting and praying.	0	1	1	3	15	4,6	Good
		0	5	5	15	75	92	High
2.	Teacher checking students attendance as a discipline	0	2	2	7	9	4,15	Good
		0	10	10	35	45	83	High
3.	Teacher preparing the students physical and psychological to start	0	0	3	5	12	4,45	Good
		0	0	15	25	60	89	High

¹ Supardi, *Statistik Penelitian Pendidikan*, p. 14

teaching in the learning process								
							4,4	Good
							88	High

In the point orientation of introduction activity teaching learning (Students Observation). Teacher starts the learning process with greeting and praying at score 2 frequencies 1, percentage 5%. At score 3 frequencies 1, percentage 5%. At score 4 frequencies 3, percentage 15%. At score 5 frequencies 15, percentage 75%. The whole mean is 4,6 good categories. Percentage all 92%, high categories.

Teacher checking students attendance as a discipline at score 2 frequencies 2, percentage 10%. At score 2 frequencies 2, percentage 10%. At score 4 frequencies 7, percentage 35%. At score 5 frequencies 9, percentage 45%. The whole mean is 4,15 good categories. Percentage all 83%, high categories.

Teacher preparing the students physical and psychological to start teaching in the learning process at score 3 frequencies 3, percentage 15%, at score 4 frequencies 5, percentage 20%, at score 5 frequencies 12, percentage 60%. The mean is 4,45% good categories. And the percentage is 89%, high categories.

All orientation teaching and learning activities, mean 4,4, good categories. Average percentage 88%, high categories. Summary activity teaching learning speaking skill using participation system is good.

Teaching-learning introduction activity of speaking skill using participation point system by teacher observation shows at table 4.2 below:

Table 4.2

Orientation of Introduction Activity Teaching Learning

(Teachers Observation)

No	Statement	score and percent	Interpretation
1.	Teacher starts the learning process with greeting and praying.	5 100	Good High
2.	Teacher checking students attendance as a discipline	4 80	Good High
3.	Teacher preparing the students physical and psychological to start teaching in the learning process	4 80	Good High
		4,3 86,6	Good High

In the point orientation of introduction activity teaching-learning (teachers observation). Teacher starts the learning process with greeting and praying: score 5, high categories. Percentage 100%, high categories. Teacher checking students attendance as a discipline; score 4, good categories. Percentage 80%, high categories. Teacher preparing the students physical and psychological to start teaching in the learning process; score 4, good categories. Percentage 80%, high categories. All orientation of introduction activity teaching-learning (teachers observation); score 4,3 good categories. Percentage 86,6 high categories.

b. Apperception

Teaching-learning introduction activity of speaking skill using participation point system part apperception by students observation shows at table 4.3 below:

Table 4.3

Apperception Activity Teaching Learning Introduction

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
4.	Teacher associate material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities before.	0 0.0	0 0.0	2 10	5 25	13 65	4,55 91	Good High
5.	Teacher remember the students essential material with asking	0 0.0	2 10	1 5	2 10	15 75	4,5 90	Good High
6.	Teacher asks question that are related to the lessons	0 0.0	0 0.0	1 5	2 10	17 85	4,8 96	Good High
							4,62 92,3	Good High

In the point apperception of teaching and learning activity (students observation). Teacher associate material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities at score 3 frequencies 2, percentage 10%. Score 4 frequencies 5, percentage 25%. Score 5 frequencies 13, percentage 65%. The mean is 4,55 good categories. Percentage all 91%, high categories.

Teacher remember the students essential material with asking score 2 frequencies 2, percentage 10%. Score 3 frequencies 1, percentage 5%. Score 4 frequencies 2, percentage 10%. Score 5 frequencies 15, percentage 75%. Mean is 4,5, good categories. Percentage all 90%, high categories.

Teacher asks question that are related to the lessons score 3 frequencies 1, percentage 5%. Score 4 frequencies 2, percentage 10%. Score 5 frequencies 17, percentage 85%. Mean is 4,8, good categories. And percentage all 96%, high categories.

All apperception activity teaching and learning, mean 4,62, good categories. Average percentage 92,3%, high categories. Summary activity teaching learning speaking skill using hyponymy game is good.

Teaching-learning introduction activity of speaking skill using participation point system part apperception by teacher observation shows at the table 4.4 below:

Table 4.4

Apperception of Introduction Activity Teaching Learning

(Teachers Observation)

No	Statement	score and percent	Interpretation
4.	Teacher associate material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities before.	3 60	Good High
5.	Teacher remember the students essential material with asking	4 80	Good High
6.	Teacher asks question that are related to the lessons	4 80	Good High

	3,67	Good
	73,3	High

In the point apperception activity teaching-learning introduction (teachers observation). Teacher associates material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities before; score 3, good categories. Percentage 60%; high categories. Teacher remember the students essential material with asking; Score 4, good categories. Percentage 80%; High categories. Teacher asks question that are related to the lessons; score 4, good categories. Percentage 80%; high categories. The mean is 3,67, good categories. Percentage all 73,3 high categories.

c. Motivation

Teaching learning introduction activity of speaking skill using participation point system method motivation by students observation shows at the table 4.5 below:

Table 4.5

Motivation Activity Teaching Learning Introduction

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life	0 0.0	0 0.0	0 0.0	3 15	17 85	4,85 97	Good High
8.	Teacher delivers the learning objectives at the meeting	0 0.0	0 0.0	2 10	8 40	10 50	4,4 88	Good High

9.	Teacher asks questions	0	0	2	2	16	4,8	Good
		0.0	0.0	10	10	80	96	High
							4,68	Good
							93,6	High

In the point motivation of teaching and learning activity (students observation). Teacher provides an overview of the benefits of learning the lessons to be learned in daily life score 4 frequencies 3, percentage 15%. Score 5 frequencies 17, percentage 85%, The mean is 4,5 good categories. Percentage all 97% high categories.

Teacher delivers the learning objectives at the meeting score 3 frequencies 2, percentage 8%, score 4 frequencies 8, percentage 40%. Score 5 frequencies 10, percentage 50%. The mean is 4,4 good categories. Percentage all 88% high categories

Teacher asks questions score 3 frequencies 2, percentage 10%. Score 4 frequencies 2, percentage 10%. Score 5 frequencies 16, percentage 80%. The mean is 4,8 good categories. And percentage all 96% high categories.

All motivation activity teaching and learning, mean 4,39 categories good. Average percentage 93,6% high categories. Summary activity teaching learning speaking skill using participation point system method is good.

Teaching-learning introduction activity of speaking skill using participation point system part motivation by teachers observation shows at the table 4.6 below:

Table 4.6
Motivation Activity Teaching Learning Introduction
(Teachers Observation)

No	Statement	score and percent	Interpretation
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life	4	Good

		80	High
8.	Teacher delivers the learning objectives at the meeting	5 100	Good High
9.	Teacher asks questions	4 80	Good High
		4,33 86,66	Good High

In the point motivation of teaching and learning activity (teachers observation). Teacher provides an overview of the benefits of learning the lessons to be learned in daily life score 4, percentage 80%. Teacher delivers the learning objectives at the meeting score 5, percentage 100%. Teacher asks questions score 4, percentage 80%. The mean all motivation 4,33 good categories. The average percentage 86,66% high categories.

d. Giving Reference

Teaching-learning introduction activity of speaking skill using participation point system part giving reference by student observation shows at table 4.7 below:

Table 4.7
Giving Reference Activity Teaching Learning Introduction
(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
10.	Teacher delivers the	0	0	0	4	16	4,2	Good

	material subject that will be discussed at the meeting	0.0	0.0	0.0	20	80	8,4	High
11.	Teacher shows KI, KD, Indicator and KKM in the meeting	0 0.0	2 10	2 10	6 30	10 50	3,8 76	Good High
12.	Teacher distributes group of study	0 0.0	1 5	2 10	2 10	15 75	4,55 91	Good High
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps	0 0.0	0 0.0	0 0.0	2 10	18 90	4,9 98	Good High
							4,3 68,3	Good High

In the point giving reference of teaching and learning activity (students observation). Teacher delivers the material subject that will be discussed at the meeting Score 4 frequencies 4, percentage 20%. Score 5 frequencies 16, percentage 80%. The mean 4,2 good categories. Percentage all 84% high categories.

Teacher shows KI, KD, Indicator and KKM in the meeting score 2 frequencies 2. Percentage 10% score 3 frequencies 2, percentage 10%. Score 4 frequencies 6. Percentage 30%. Score 5 frequencies 10. Percentage 50%. The mean 3,8 good categories. Percentage all 76.% high categories.

Teacher distributes group of study score 2 frequencies 1, percentage 5%. Score 3 frequencies 2. Percentage 10%. Score 4 frequencies 2, percentage 1%. Score 5 frequencies 15, percentage 75%. The mean 4,55 good categories. Percentage all 91% high categories.

Teacher explains the mechanism for applying the learning experience according to the learning steps Score 4 frequencies 2, percentage 10%. Score 5 frequencies 18. Percentage 90%. The mean is 4,9 good categories. Percentage all 98% high categories.

All giving reference activity teaching and learning, mean 4,61 categories good. Average percentage 92.25% high categories. Summary activity teaching learning speaking skill using participation point system is good.

Teaching-learning introduction activity of speaking skill using participation point system part giving reference by teachers observation shows at the table 4.8 below:

Table 4.8
Giving reference Activity Teaching Learning Introduction
(Teachers Observation)

No	Statement	score and percent	Interpretation
10.	Teacher delivers the material subject that will be discussed at the meeting	3 60	Good High
11.	Teacher shows KI, KD, Indicator and KKM in the meeting	3 60	Good High
12.	Teacher distributes group of study	4 80	Good High
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps	4 80	Good High
		3,5 70	Good High

In the point giving reference activity teaching-learning introduction (teachers observation). Teacher delivers the material subject that will be discussed at the meeting score 3, good categories. Percentage 60% high categories. Teacher shows KI, KD, Indicator and KKM in the meeting score 3, good categories. Percentage 60% high categories. Teacher distributes group of study score 4, good categories. Percentage 80% high categories. Teacher explains the mechanism for applying the learning experience according to the learning steps score 4, good categories.

Percentage 80% high categories. The mean is 3,5, good categories. The mean percentage 70%, high categories.

e. Pre-Test

Teaching-learning introduction activity of speaking skill using participation point system part pre-test by student observation shows at the table 4.9 below:

Table 4.9
Pre-test Activity Teaching Learning Introduction
(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
14.	Teacher notifies students to do pre-test	0 0.0	0 0.0	0 0.0	6 30	14 70	4,7 94	Good High
15.	Teacher gives the related topic	0 0.0	0 0.0	2 10	4 20	14 70	4,7 94	Good High
16.	Teacher delivers the number of words that will be made by	0 0.0	0 0.0	0 0.0	8 40	12 60	4,6 92	Good High
17.	Teacher delivers the test-taking technique	0 0.0	0 0.0	0 0.0	5 25	15 75	4,75 95	Good High
18.	Teacher asks students to do pre-test	0 0.0	0 0.0	0 0.0	2 10	18 90	4,9 98	Good High
							4,73 94,6	Good High

In the point shows the pre-test of teaching and learning activity (students observation). Teacher notifies students to do pre-test score 4 frequencies 6, percentage

30%. Score 5 frequencies 14. Percentage 70%. The mean 4,7 good categories. The percentage 94%; high categories.

Teacher gives the related topic score 3 frequencies 2, Percentage 10%. Score 4 frequencies 4, Percentage 20%. Score 5 frequencies 14, percentage 70%. The mean 4,6; has good categories. Percentage 92,%; has high categories.

Teacher delivers the number of words that will be made by Score 4 frequencies 8, percentage 20%. Score 5 frequencies 12, percentage 60%. The mean 4,6. good categories. The percentage 92% high categories.

Teacher delivers the test-taking technique Score 4 frequencies 5, percentage 25%. Score 5 frequencies 15, percentage 75%. The mean 4,75. has good categories. Percentage 95%; has high categories.

Teacher asks students to do pre-test Score 4 frequencies 2, percentage 10%. Score 5 frequencies 18, percentage 90%. The mean 4,88; has good categories. Percentage 97,6%; has high categories.

All giving reference activity teaching and learning, mean 4,9 categories good. Average percentage 98% high categories. Summary activity teaching learning speaking skill using participation point system is good.

Teaching-learning introduction activity of speaking skill using participation point system part pre-test by teachers observation shows at table 4.10 below:

Table 4.10
Pre-test Activity Teaching Learning Introduction
(Teachers Observation)

No	Statement	score	Inter
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		and percent	pretation
14.	Teacher notifies students to do pre-test	4 80	Good High
15.	Teacher gives the related topic	4 80	Good High
16.	Teacher delivers the number of words that will be made by	3 60	Good High
17.	Teacher delivers the test-taking technique	3 60	Good High
18.	Teacher asks students to do pre-test	4 80	Good High
		3,6 72,00	Good High

In the point of pre-test activity teaching-learning introduction (teachers observation). Teacher notifies students to do pre-test score 4, good categories. Percentage 80%; high categories.

Teacher gives the related topic score 4, good categories. Percentage 80%; high categories. Teacher delivers the number of words that will be made by score 3, good categories. Percentage 60%; high categories.

Teacher delivers the test-taking technique score 3, good categories. Percentage 60%; high categories. Teacher asks students to do pre-test score 4, good categories. Percentage 80%; high categories.

The mean of all giving reference activity teaching-learning is 3,6; good categories. The mean percentage 72,00%; high categories.

2.) Teaching-Learning main activity of speaking skill using participation point system

- a. Teaching-Learning main activity of speaking skill using participation point system in the first meeting

Teaching learning main activity participation point system in teaching speaking in the first meeting included: observing, questioning, data collection/ exploring, Associating, communicating.

1. Core activities

Teaching learning core activities using participation point system in teaching speaking in the first meeting included: observing, questioning, exploring, associating, communicating

a. observation

Teaching-learning main activity of speaking skill using participation point system part observing by students observation shows at Table 4.11 below:

Table 4.11
Observing of Main Activity Teaching-Learning
(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
19.	Teacher give the students stimuli to	0	1	3	2	14	4,45	Good

	focus on the topic	0.0	5	15	10	70	89	High
20.	Teacher gives the text report and students mention various words such as animal, plants, and people as report text	0 0.0	0 0.0	1 5	3 15	16 80	4,75 95,00	Good High
21.	Teacher explain about report text in teaching material	0 0.0	0 0.0	2 10	1 5	17 85	4,75 95,00	Good High
22.	Teacher shows pictures of animals, things and the nature of people. Students describing it as report text	0 0.0	0 0.0	2 10	4 20	14 70	4,6 92	Good High
23.	The students listen/read/ watch several examples of giving and asking related information brief and simple about animals, things, and the nature of people	0 0.0	0 0.0	0 0.0	3 15	17 85	4,85 97	Good High
24.	Teacher explained the work sheet that will be done by students	0 0.0	0 0.0	1 5	1 5	18 90	4,85 97	Good High
							3,91 94,1	Good High

In the the point Teacher give the students stimuli to focus on the topic (students observation) score 2 frequencies 1, percentage 5%. Score 3 frequencies 3, percentage 15%. Score 4 frequencies 2, percentage 10%. Score 5 frequencies 14, percentage 70%. The mean is 4,45, good categories. Percentage 89%, high categories.

Teacher gives the text report and students mention various words such as animal, plants, and people as report text score 3 frequencies 1, percentage 5%. Score 4 frequencies

3, percentage 15%. Score 5 frequencies 16, percentage 80%. The mean is 4,75 with good categories and the mean of percentage is 95% with high categories.

Teacher explain about report text score 3 frequencies 2, percentage 10%. Score 4 frequencies 1, percentage 5%. Score 5 frequencies 17, percentage 85%. The mean is 4,75 with good categories and the mean of percentage is 95,% with high categories.

Teacher shows pictures of animals, things and the nature of people. Students describing it as report text score 3 frequencies 2, percentage 10%. Score 4 frequencies 4, percentage 20%. Score 5 frequencies 14, percentage 70%. The mean is 4,6 with good categories and the mean of percentage is 92,% with high categories.

The students listen/ read/ watch several examples of giving and asking related information brief and simple about animals, things, and the nature of people Score 4 frequencies 3, percentage 15%. Score 5 frequencies 17, percentage 85%. The mean is 4,85 with good categories and the mean of percentage is 97% with high categories.

Teacher explained the work sheet that will be done by students score 3 frequencies 1, percentage 5%. Score 4 frequencies 1, percentage 5%. Score 5 frequencies 18, percentage 90%. The mean is 4,85 with good categories and the mean of percentage is 97% with high categories.

All main activity teaching and learning, mean 3,91 categories good. Average percentage 94.1% high categories. Summary activity teaching learning speaking skill using participation point system is good.

Teaching-learning main activity of speaking skill using participation point system part Observing by teachers observation shows at table 4.12 below:

Table 4.12
Observing of Main Activity Teaching Learning

(Teachers Observation)

No	Statement	score and percent	Interpretation
19.	Teacher give the students stimuli to focus on the topic	3 60	Medium High
20.	Teacher gives the core of the words about report text and students mention various words such as animal, plants, and people as report text	4 80	Good High
21.	Teacher explain about report text in teaching material	4 80	Good High
22.	Teacher shows pictures of animals, things and the nature of people. Students describing on of them	4 80	Good High
23.	The students listen/ read/ watch several examples of giving and asking related information brief and simple about animals, things, and the nature of people	3 60	Medium High
24.	Teacher explained the work sheet that will be done by students	4 80	Good High
		3,6 72	Good High

In the point teacher give the students stimuli to focus on the topic (teacher observation) score 3 medium categories, percentage 60% medium categories. Teacher gives the core of the word from report text and students mention various words such as animal, plants, and people as report text score 4 good categories, percentage 80% high categories.

Teacher explain about report text score 4 good categories, percentage 80% high categories. Teacher shows pictures of animals, things and the nature of people. Students describing report text score 4 good categories, percentage 80% high categories.

The students listen/ read/ watch several examples of giving and asking related information brief and simple about animals, things, and the nature of people score 3 medium categories, percentage 60% medium categories.

Teacher explained the work sheet that will be done by students score 4 good categories, percentage 80% high categories. The mean main activities of teaching and learning is 3,6 with medium categories and the mean of percentage is 72% with medium categories.

b. questioning

Teaching-learning main activity of speaking skill using participation point system part questioning by students observation shows at the table 4.13 below:

Table 4.13
Questioning of Main Activity Teaching-Learning
(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
25.	The teacher gives the opportunity for students to identify as many questions as possible related to the picture presented and will be answered through learning activities	0 0.0	0 0.0	1 5	3 15	16 80	4,75 95	Good High

In the point The teacher gives the opportunity for students to identify as many questions as possible related to the picture presented and will be answered through learning activities (students observation) score 3 frequencies 1, percentage 5%. Score 4 frequencies 3, percentage 15%. Score 5 frequencies 16, percentage 80%. The mean is 4,75 good categories, and percentage all is 95% high categories. Summary activity teaching learning speaking skill using participation point system is good.

Teaching-learning main activity of speaking skill using participation point system by teacher observation shows at the table 4.14 below:

Table 4.14
Questioning of Main Activity Teaching Learning
(Teachers Observation)

No	Statement	score and percent	Interpretation
25.	The teacher gives the opportunity for students to identify as many questions as possible related to the picture presented and will be answered through learning activities	4 80	Good High

In the point the teacher gives the opportunity for students to identify as many questions as possible related to the picture presented and will be answered through learning activities (teachers observation) score 4 good categories, percentage 80% high categories. The mean is 4 good categories, the percentage is 80% high categories.

c. collecting data/ exploring

Teaching-learning main activity of speaking skill using participation point system part collecting data/ exploring by students observation shows at the Table 4.15 below:

Table 4.15
Collecting Data/ Exploring of Main Activity Teaching-Learning
(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
26.	Teacher gives work sheet to student regarding the learning material being discussed	0	0	0	3	17	4,85	Good
		0.0	0.0	0.0	15	85	97	High
27.	Teacher explains the point that will be obtained by participation point system method for each exploration of the results of the writing in front of the class without book	0	0	0	1	19	4,95	Good
		0.0	0.0	0.0	5	95	99	High
							4,9	Good
							98	High

In the point Teacher gives work sheet to student regarding the learning material being discussed (students observation) score 4 frequencies 3, percentage 15%. Score 5 frequencies 17, percentage 85%. The mean is 4,85 good categories, and percentage all is 97% high categories.

Teacher explains the point that will be obtained by participation point system method for each exploration of the results of the writing in front of the class without Score 4

frequencies 1, percentage 5%. Score 5 frequencies 19, percentage 95%. The mean is 4,95 good categories, and percentage all is 99% high categories.

All main activity teaching and learning, mean 4,9 categories good. Average percentage 98% high categories. Summary activity teaching learning speaking skill using participation point system is good.

Teaching-learning main activity of speaking skill using participation point system part collecting data by teachers observation shows at the table 4.16 below:

Table 4.16
Collecting Data/ Exploring of Main Activity Teaching Learning
(Teachers Observation)

No	Statement	score and percent	Interpretation
26.	Teacher gives work sheet to student regarding the learning material being discussed	4 80	Good High
27.	Teacher explains the point that will be obtained by participation point system method for each exploration of the results of the writing in front of the class without book	4 80	Good High
		4 80	Good High

In the point Teacher gives work sheet to student regarding the learning material being discussed (teachers observation). score 4, percentage 80%. Teacher explains the point that will be obtained by participation point system method for each exploration of the results of speaking in front of the class score 4, percentage 80%. The mean main activities of teaching and learning is 4 with good categories, and the mean of percentage is 80,00% with high categories.

d. Associating

Teaching-learning main activity of speaking skill using participation point system part associating by students observation shows at the table 4.17 below:

Table 4.17
Associating of Main Activity Teaching-Learning
(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
28.	Students analyze social functions and structure of text as well as elements of language in the task they have made	0 0.0	2 10	2 10	4 20	12 60	4,3 86	Good High

In the point Students analyze social functions and structure of text as well as elements of language in the task they have made (students observation). score 2 frequencies 2, percentage 10%. Score 3 frequencies 2, percentage 10%. Score 4 frequencies 4, percentage 20%. Score 5 frequencies 12, percentage 60%. The mean is 4,3 good categories, and percentage all is 86% high categories.

All main activity teaching and learning, mean 4,3 categories good. Average percentage 86% high categories. Summary activity teaching learning speaking skill using participation point system is good.

Teaching-learning main activity of speaking skill using participation point system part associating by teachers observation shows at the table 4.18 below:

Table 4.18
Associating of Main Activity Teaching Learning
(Teachers Observation)

No	Statement	score and percent	Interpretation
28.	Students analyze social functions and structure of text as well as elements of language in the task they have made	4 80	Good High

In the point Students analyze social functions and structure of text as well as elements of language in the task they have made (teachers observation) score 4 good categories, percentage 80% high categories. The mean is 4 good categories, the percentage is 80% high categories.

e. communicating

Teaching-learning main activity of speaking skill using participation point system part communicating by students observation shows at the table 4.19 below:

Table 4.19
Communicating of main activity teaching-learning
(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
29.	Students present their work in front of the class without book	0 0.0	0 0.0	0 0.0	4 20	16 80	4,8 96	Good High

In the table 4.19 shows the main activities of teaching and learning (students observation). Students present their work in front of the class without book Score 4 frequencies 4, percentage 20%. Score 5 frequencies 16 percentage 80%. The mean is 4.8 good categories, and percentage all is 96% high categories.

All main activity teaching and learning, mean 4.8 categories good. Average percentage 96% high categories. Summary activity teaching learning speaking skill using participation point system is good.

Teaching-learning main activity of speaking skill using participation point system part communicating by teachers observation shows at the table 4.20 below:

Table 4.20
Communicating of main activity teaching learning
(Teachers Observation)

No	Statement	score and percent	Interpretation
29.	Students present their work and read the descriptive writing in front of the class	4 80	Good High

In the table 4.20 shows the main activities of teaching and learning (teachers observation). Students present their work in front of the class without book score 4 good categories, percentage 80% high categories. The mean is 4 good categories, the percentage is 80% high categories.

3.) Teaching learning last part of speaking using participation point system in the first meeting.

- a. Teaching learning last part (closing) of speaking using participation point system in the first meeting

1. Closing

Teaching learning last part activity of speaking skill using participation point system in the first meeting by student observation showed at the table 4.21 below:

Table 4.21
Last part activity teaching-learning
(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
30.	Students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving students	0	0	0	14	6	4,3	Good
		0.0	0.0	0.0	56	30	86	High
31.	Teacher asks several questions verbally to test students insight into the material that has been delivered	0	0	5	3	12	4,35	Good
		0.0	0.0	25	15	60	87	High
32.	Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well.	1	1	2	5	11	4,2	Good
		5	5	10	25	55	84	High
							4,3	Good
							85,6	High

In the pont Students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving (students observation). Score 4 frequencies

14%, percentage 56%. Score 5 frequencies 6, percentage 30%. The mean is 4,3 good categories, and percentage all is 86% high categories.

Teacher asks several questions verbally to test students insight into the material that has been delivered Score 3 frequencies 5, percentage 15%. Score 4 frequencies 3, percentage 15%. Score 5 frequencies 12, percentage 60%. The mean is 4,35 good categories, and percentage all is 87% high categories.

Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well score 1 frequencies 1, percentage 5%. Score 2 frequencies 1, percentage 5%. Score 3 frequencies 2, percentage 10%. Score 4 frequencies 5, percentage 25%. Score 5 frequencies 11, percentage 55%. The mean is 4,2 good categories, and percentage all is 84% high categories.

All last part activity teaching and learning, mean 4,3 categories good. Average percentage 85,6% high categories. Summary activity teaching learning speaking skill using participation point system is good

Teaching-learning last part activity of speaking skill participation point system by teacher observation shows at the table 4.22 below:

Table 4.22

Last Part Activity Teaching Learning

(Teachers Observation)

No	Statement	score and percent	Interpretation
30.	Students to do stimulate, to resume, reflect, and to	4	Good

	find out the result to do reflection or to make summary by involving students	80	High
31.	Teacher asks several questions verbally to test students insight into the material that has been delivered	3 60	Good High
32.	Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well	4 80	Good High
		3,66 73,33	Good High

In the table 4.22 shows the last part activity of teaching and learning (teachers observation). Students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving students score 4, percentage 80%. Teacher asks several questions verbally to test students insight into the material that has been delivered score 3, percentage 60%. Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well score 4, percentage 80%. The mean is 3,66 good categories, the percentage is 73,33% high categories.

4.) All of the teaching learning activity speaking skill using participation point system in the first meeting

All of the teaching learning activity speaking skill using participation point system in the first meeting by students observation showed at table 4.23 below:

Table 4.23

All of the teaching learning activity in the first meeting

(Students Observation)

No	Element	Ideal score	Average of score result	Percentage	
I. Introduction					
1.	Orientation	5	4,4	88	High
2.	Apperception	5	4,62	92,3	High
3.	motivation	5	4,68	93,6	High
4.	Giving reference	5	4,3	68,3	High
5.	Pre-test	5	4,73	94,6	High
II. Main					
6.	Observing	5	3,91	94,1	High
7.	Questioning	5	4,75	95	High
8.	Data collection	5	4,9	98	High
9.	Associating	5	4,3	86	High
10.	Communicating	5	4,8	96	High
III. Last Part					
11.	Closing	5	4,3	85,6	High
Mean			4,52	90,13	High

In the table 4.23 showed activity teaching learning speaking skill using participation point system in the first meeting showed: part introduction; orientation score average 4,4 percentage 88%; high categories. Apperception score average 4,62 percentage 82,3%; high categories. Motivation score average 4,68 percentage 93,6%; high categories. Giving reference score average 4,3 percentage 68,3%; high categories. Pre-test score average 4,73 percentage 98,6%; high categories.

In the poin showed activity teaching learning speaking skill using participation point system in the first meeting showed part main: observing score average 3,91 percentage 94,1%. Questioning score average 4,75 percentage 95%; high categories. Data collection

score average 4,9 percentage 98%; high categories. Associating score average 4,3 percentage 86%; high categories. Communicating score average 4,8 percentage 96%; high categories.

In the point showed activity teaching learning speaking skill using participation point system in the first meeting showed: last part closing score 4,3 percentage 85,6%; high categories. All activity teaching learning speaking skill using hyponymy games first meeting score average 4,52; percentage 90,13%; high categories.

All of the teaching learning activity speaking skill using participation point system in the first meeting by teachers observation showed at the 4.24 below:

Table 4.24

**All of the teaching learning activity in the first meeting
(Teachers Observation)**

No	Element	Average of score result	Percentage	Categories
I. Introduction				
1.	Orientation	4,3	86,6	High
2.	Apperception	3,67	73,33	High
3.	motivation	4,33	86,66	High
4.	Giving reference	3,5	70	High
5.	Pre-test	3,6	72,00	High
II. Main				
6.	Observing	3,6	72	High
7.	Questioning	4	80	High
8.	Data collection	4	80	High
9.	Associating	4	80	High
10.	Communicating	4	80	High
III. Last Part				

11.	Closing	3,66	73,33	High
Mean		3,87	148,8	High

In the table 4.24 showed activity teaching learning speaking skill using hyponymy game in the first meeting showed: part introduction; orientation score average 4,3 percentage 8,66%; high categories. Apperception score average 3,67; percentage 73,33%; high categories. Motivation score average 4,33; percentage 86,66%; high categories. Giving reference score average 3,5; percentage 70%; high categories. Pre-test score average 3,6; percentage 72,00%; high categories.

In the point activity teaching learning speaking skill participation point system in the first meeting showed: part main: observing score average 3,66; skill using participation point system first meeting score average 3,87 percentage 148,8%; high categories

5.) Teaching learning using participation point system in speaking skill

- a. Teaching learning speaking skill using participation point system in the second meeting described: introduction, main activity, and closing.

1. Introduction

Teaching learning introduction using participation point system in teaching speaking in the second meeting included: orientation, apperception, motivation, giving reference, and post-test

a. Orientation

Teaching learning introduction activity of speaking skill using participation point system part orientation by student observation sheet at the table 4.25 below:

Table 4.25

Orientation of Introduction Activity Teaching Learning

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
1.	Teacher starts the learning process with greeting and praying.	0 0	0 0.0	0 0.0	3 15	17 85	4,85 97	Good High
2.	Teacher checking students attendance as a discipline	0 0.0	0 0.0	1 5	7 35	12 60	4,65 93	Good High
3.	Teacher preparing the students physical and psychological to start teaching in the learning process	0 0.0	0 0.0	3 15	5 25	12 60	4,45 89	Good High
							4,65 93	Good High

In the point orientation of introduction activity teaching learning (Students Observation). Teacher starts the learning process with greeting and At score 4 frequencies 3, percentage 15%. At score 5 frequencies 17, percentage 85%. The whole mean is 4,85 good categories. Percentage all 97%, high categories.

Teacher checking students attendance as a discipline At score 3 frequencies 1, percentage 5%. At score 4 frequencies 7, percentage 35%. At score 5 frequencies 12, percentage 60%. The whole mean is 4,65 good categories. Percentage all 93%, high categories.

Teacher preparing the students physical and psychological to start teaching in the learning process at score 3 frequencies 3, percentage 15%, at score 4 frequencies 5, percentage 20%, at score 5 frequencies 12, percentage 60%. The mean is 4,45% good categories. And the percentage is 89%, high categories.

All orientation teaching and learning activities, mean 4,65 good categories. Average percentage 93%, high categories. Summary activity teaching learning speaking skill using participation system is good.

Teaching-learning introduction activity of speaking skill using participation point system by teacher observation shows at table below:

Table 4.26
Orientation of Introduction Activity Teaching Learning
(Teachers Observation)

No	Statement	score and percent	Interpretation
1.	Teacher starts the learning process with greeting and praying.	5 100	Good High
2.	Teacher checking students attendance as a discipline	5 100	Good High
3.	Teacher preparing the students physical and psychological to start teaching in the learning process	4 80	Good High
		4,6 93,3	Good High

In the point orientation of introduction activity teaching-learning (teachers observation). Teacher starts the learning process with greeting and praying: score 5, high categories. Percentage 100%, high categories. Teacher checking students attendance as a discipline; score 5, good categories. Percentage 100%, high categories.

Teacher preparing the students physical and psychological to start teaching in the learning process; score 4, good categories. Percentage 80%, high categories. All orientation of introduction activity teaching-learning (teachers observation); score 4,6 good categories. Percentage 93,3 high categories.

b. Apperception

Teaching-learning introduction activity of speaking skill using participation point system part apperception by students observation shows at table below:

Table 4.27

**Apperception Activity Teaching Learning Introduction
(Students Observation)**

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
4.	Teacher associate material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities before.	0 0.0	0 0.0	2 10	5 25	13 65	4,55 91	Good High

5.	Teacher remember the students essential material with asking	0 0.0	2 10	1 5	2 10	15 75	4,5 90	Good High
6.	Teacher asks question that are related to the lessons	0 0.0	0 0.0	2 10	1 5	17 85	4,75 95	Good High
							4,6 92	Good High

In the point apperception of teaching and learning activity (students observation). Teacher associate material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities at score 3 frequencies 2, percentage 10%. Score 4 frequencies 5, percentage 25%. Score 5 frequencies 13, percentage 65%. The mean is 4,55 good categories. Percentage all 91%, high categories.

Teacher remember the students essential material with asking score 2 frequencies 2, percentage 10%. Score 3 frequencies 1, percentage 5%. Score 4 frequencies 2, percentage 10%. Score 5 frequencies 15, percentage 75%. Mean is 4,5, good categories. Percentage all 90%, high categories.

Teacher asks question that are related to the lessons score 3 frequencies 2, percentage 10%. Score 4 frequencies 1, percentage 5%. Score 5 frequencies 17, percentage 85%. Mean is 4,75 good categories. And percentage all 95%, high categories.

All apperception activity teaching and learning, mean 4,6 good categories. Average percentage 92,%, high categories. Summary activity teaching learning speaking skill using hyponymy game is good.

Teaching-learning introduction activity of speaking skill using participation point system part apperception by teacher observation shows at table below:

Table 4.28

Apperception of Introduction Activity Teaching Learning

(Teachers Observation)

No	Statement	score and percent	Interpretation
4.	Teacher associate material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities before.	4 80	Good High
5.	Teacher remember the students essential material with asking	4 80	Good High
6.	Teacher asks question that are related to the lessons	5 100	Good High
		4.33 86.6	Good High

In the point apperception activity teaching-learning introduction (teachers observation). Teacher associates material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities before; score 4 good categories. Percentage 80%; high categories.

Teacher remember the students essential material with asking; Score 4, good categories. Percentage 80%; High categories. Teacher asks question that are related to the lessons; score 5, good categories. Percentage 100%; high categories. The mean is 4,33 good categories. Percentage all 86,6 high categories.

c. Motivation

Teaching learning introduction activity of speaking skill using participation point system method motivation by students observation shows at table below:

Table 4.29

Motivation Activity Teaching Learning Introduction

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life	0 0.0	0 0.0	0 0.0	3 15	17 85	4,85 97	Good High
8.	Teacher delivers the learning objectives at the meeting	0 0.0	0 0.0	2 10	8 40	10 50	4,4 88	Good High
9.	Teacher asks questions	0 0.0	0 0.0	2 10	2 10	16 80	4,8 96	Good High
							4,68 93,6	Good High

In the point motivation of teaching and learning activity (students observation). Teacher provides an overview of the benefits of learning the lessons to be learned in daily life score 4 frequencies 3, percentage 15%. Score 5 frequencies 17, percentage 85%, The mean is 4,5 good categories. Percentage all 97% high categories.

Teacher delivers the learning objectives at the meeting score 3 frequencies 2, percentage 8%, score 4 frequencies 8, percentage 40%. Score 5 frequencies 10, percentage 50%. The mean is 4,4 good categories. Percentage all 88% high categories

Teacher asks questions score 3 frequencies 2, percentage 10%. Score 4 frequencies 2, percentage 10%. Score 5 frequencies 16, percentage 80%. The mean is 4,8 good categories. And percentage all 96% high categories.

All motivation activity teaching and learning, mean 4,39 categories good. Average percentage 93,6% high categories. Summary activity teaching learning speaking skill using participation point system method is good.

Teaching-learning introduction activity of speaking skill using participation point system part motivation by teachers observation shows at table below:

Table 4.30
Motivation Activity Teaching Learning Introduction
(Teachers Observation)

No	Statement	score and percent	Interpretation
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life	4 80	Good High
8.	Teacher delivers the learning objectives at the meeting	5 100	Good High
9.	Teacher asks questions	4 80	Good High
		4,33 86,6	Good High

In the point motivation of teaching and learning activity (teachers observation).

Teacher provides an overview of the benefits of learning the lessons to be learned in

daily life score 4, percentage 80%. Teacher delivers the learning objectives at the meeting score 5, percentage 100%. Teacher asks questions score 4, percentage 80%. The mean all motivation 4,33 good categories. The average percentage 86,6% high categories.

d. Giving Reference

Teaching-learning introduction activity of speaking skill using hyponymy game part giving reference by student observation shows at table below:

Table 4.31
Giving Reference Activity Teaching Learning Introduction
(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
10.	Teacher delivers the material subject that will be discussed at the meeting	0	0	0	4	16	4,2	Good
		0.0	0.0	0.0	20	80	8,4	High
11.	Teacher shows KI, KD, Indicator and KKM in the meeting	1	1	2	6	10	4,15	Good
		5	5	10	30	50	83	High
12.	Teacher distributes group of study	0	1	2	2	15	4,55	Good
		0.0	5	10	10	75	91	High
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps	0	0	0	2	18	4,9	Good
		0.0	0.0	0.0	10	90	98	High
							4,45	Good
							70,2	High

In the point giving reference of teaching and learning activity (students observation). Teacher delivers the material subject that will be discussed at the meeting Score 4 frequencies 4, percentage 20%. Score 5 frequencies 16, percentage 80%. The mean 4,2 good categories. Percentage all 84% high categories.

Teacher shows KI, KD, Indicator and KKM in the meeting at score 1 frequencies 1. Percentage 5% score 2 frequencies 1. Percentage 5% score 3 frequencies 2, percentage 10%. Score 4 frequencies 6. Percentage 30%. Score 5 frequencies 10. Percentage 50%. The mean 4.55 good categories. Percentage all 91% high categories.

Teacher distributes group of study score 2 frequencies 1, percentage 5%. Score 3 frequencies 2. Percentage 10%. Score 4 frequencies 2, percentage 1%. Score 5 frequencies 15, percentage 75%. The mean 4,55 good categories. Percentage all 91% high categories.

Teacher explains the mechanism for applying the learning experience according to the learning steps Score 4 frequencies 2, percentage 10%. Score 5 frequencies 18. Percentage 90%. The mean is 4,9 good categories. Percentage all 98% high categories.

All giving reference activity teaching and learning, mean 4,45 categories good. Average percentage 70.2% high categories. Summary activity teaching learning speaking skill using participation point system is good.

Teaching-learning introduction activity of speaking skill using participation point system part giving reference by teachers observation shows at table below:

Table 4.32

Giving reference Activity Teaching Learning Introduction

(Teachers Observation)

No	Statement	score and percent	Interpretation
10.	Teacher delivers the material subject that will be discussed at the meeting	4 80	Good High
11.	Teacher shows KI, KD, Indicator and KKM in the meeting	3 60	Medium High
12.	Teacher distributes group of study	4 80	Good High
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps	4 80	Good High
		3.75 75	Good High

In the point giving reference activity teaching-learning introduction (teachers observation). Teacher delivers the material subject that will be discussed at the meeting score 4, good categories. Percentage 80% high categories. Teacher shows KI, KD, Indicator and KKM in the meeting score 3, good categories. Percentage 60% high categories.

Teacher distributes group of study score 4, good categories. Percentage 80% high categories. Teacher explains the mechanism for applying the learning experience according to the learning steps score 4, good categories. Percentage 80% high categories. The mean is 3,5, good categories. The mean percentage 70%, high categories.

6.) Teaching-Learning main activity of Speaking Skill using participation point system in the second meeting

Teaching learning main activity participation point system in teaching speaking in the first meeting included: observing, questioning, data collection/ exploring, Associating, communicating.

a. Teaching-Learning main activity of Speaking Skill using participation point system second meeting

1. Observing

Teaching-learning main activity of speaking skill using participation point system part observing by students observation shows at Table below:

Table 4.33
Observing of Main Activity Teaching-Learning
(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
19.	Teacher give the students stimuli to focus on the topic	0 0.0	1 5	2 10	3 15	14 70	4,5 90	Good High
20.	Teacher gives the text report and students mention various words such as animal, plants, and people as report text	0 0.0	0 0.0	1 5	3 15	16 80	4,75 95,00	Good High
21.	Teacher explain about report text in teaching material	0 0.0	0 0.0	2 10	1 5	17 85	4,75 95,00	Good High
22.	Teacher shows pictures of animals, things and the nature of people. Students describing it as report text	0 0.0	0 0.0	2 10	4 20	14 70	4,6 92	Good High

23.	The students listen/ read/ watch several examples of giving and asking related information brief and simple about animals, things, and the nature of people	0	0	0	3	17	4,85	Good
		0.0	0.0	0.0	15	85	97	High
24.	Teacher explained the work sheet that will be done by students	0	0	1	1	18	4,71	Good
		0.0	0.0	5	5	90	97	High
							4,7	Good
							94,3	High

In the point main activities of teaching and learning (students observation). Teacher give the students stimuli to focus on the topic score 2 frequencies 1, percentage 5%. Score 3 frequencies 2, percentage 10%. Score 4 frequencies 3, percentage 15%. Score 5 frequencies 14, percentage 70%. The mean is 4,5, good categories. Percentage 90%, high categories.

Teacher gives the text report and students mention various words such as animal, plants, and people as report text score 3 frequencies 1, percentage 5%. Score 4 frequencies 3, percentage 15%. Score 5 frequencies 16, percentage 80%. The mean is 4,75 with good categories and the mean of percentage is 95% with high categories.

Teacher explain about report text score 3 frequencies 2, percentage 10%. Score 4 frequencies 1, percentage 5%. Score 5 frequencies 17, percentage 85%. The mean is 4,75 with good categories and the mean of percentage is 95,% with high categories.

Teacher shows pictures of animals, things and the nature of people. Students describing it as report text score 3 frequencies 2, percentage 10%. Score 4 frequencies 4, percentage 20%. Score 5 frequencies 14, percentage 70%. The mean is 4,6 with good categories and the mean of percentage is 92,% with high categories.

The students listen/ read/ watch several examples of giving and asking related information brief and simple about animals, things, and the nature of people Score 4

frequencies 3, percentage 15%. Score 5 frequencies 17, percentage 85%. The mean is 4,85 with good categories and the mean of percentage is 97% with high categories.

Teacher explained the work sheet that will be done by students score 3 frequencies 1, percentage 5%. Score 4 frequencies 1, percentage 5%. Score 5 frequencies 18, percentage 90%. The mean is 4,85 with good categories and the mean of percentage is 97% with high categories.

All main activity teaching and learning, mean 4,73 categories good. Average percentage 94,3% high categories. Summary activity teaching learning speaking skill using participation point system is good.

Teaching-learning main activity of speaking skill using participation point system part Observing by teachers observation shows at below:

Table 4.34**Observing of Main Activity Teaching Learning****(Teachers Observation)**

No	Statement	score and percent	Inter pretation
19.	Teacher give the students stimuli to focus on the topic	4 80	good High
20.	Teacher gives the core of the words about report text and students mention various words such as animal, plants, and people as report text	4 80	Good High
21.	Teacher explain about report text in teaching material	4 80	Good High
22.	Teacher shows pictures of animals, things and the nature of people. Students describing on of them	4 80	Good High
23.	The students listen/ read/ watch several examples of giving and asking related information brief and simple about animals, things, and the nature of people	3 60	Medium High
24.	Teacher explained the work sheet that will be done by students	4 80	Good High
		3,83 76,6	Good High

In the point main activities of teaching and learning (teachers observation). Teacher give the students stimuli to focus on the topic score 4 good categories, percentage 80% medium categories. Teacher gives the core of the word from report text and students mention various words such as animal, plants, and people as report text score 4 good categories, percentage 80% high categories.

Teacher explain about report text score 4 good categories, percentage 80% high categories. Teacher shows pictures of animals, things and the nature of people. Students describing report text score 4 good categories, percentage 80% high categories.

The students listen/ read/ watch several examples of giving and asking related information brief and simple about animals, things, and the nature of people score 3 medium categories, percentage 60% medium categories.

Teacher explained the work sheet that will be done by students score 4 good categories, percentage 80% high categories. The mean main activities of teaching and learning is 3,6 with medium categories and the mean of percentage is 72% with medium categories.

2. questioning

Teaching-learning main activity of speaking skill using participation point system part questioning by students observation shows at Table below:

Table 4.35

Questioning of Main Activity Teaching-Learning

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
25.	The teacher gives the opportunity for students to identify as many questions as possible related to the picture presented and will be answered through learning activities	0 0.0	0 0.0	1 5	3 15	16 80	4,75 95	Good High

In the point main activities of teaching and learning (students observation). The teacher gives the opportunity for students to identify as many questions as possible related to the picture presented and will be answered through learning activities score 3 frequencies 1, percentage 5%. Score 4 frequencies 3, percentage 15%. Score 5 frequencies 16, percentage 80%. The mean is 4,75 good categories, and percentage all is 95% high categories. Summary activity teaching learning speaking skill using participation point system is good.

Teaching-learning main activity of speaking skill using participation point system by teacher observation shows at table below:

Table 4.36

Questioning of Main Activity Teaching Learning

(Teachers Observation)

No	Statement	score and percent	Interpretation
25.	The teacher gives the opportunity for students to identify as many questions as possible related to the picture presented and will be answered through learning activities	4 80	Good High

In the point main activities of teaching and learning (teachers observation). The teacher gives the opportunity for students to identify as many questions as possible related to the picture presented and will be answered through learning activities score 4 good categories, percentage 80% high categories. The mean is 4 good categories, the percentage is 80% high categories.

3. collecting data/ exploring

Teaching-learning main activity of speaking skill using participation point system part collecting data/ exploring by students observation shows at Table below:

Table 4.37

Collecting Data/ Exploring of Main Activity Teaching-Learning

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
10.	Teacher divides students into work partners	0 0.0	0 0.0	0 0.0	4 20	16 80	4,2 8,4	Good High
11.	Student are divided into 5 groups each group is divided into 4 people	1 5	1 5	2 10	6 30	10 50	4,15 83	Good High
12.	Each group identifies actions to give information in general include animals, thing or person	0 0.0	1 5	2 10	2 10	15 75	4,55 91	Good High
13.	Each group discussed the assignment	0 0.0	0 0.0	0 0.0	2 10	18 90	4,9 98	Good High
							4,45 70,2	Good High

In the point teacher divides students into work partners the meeting Score 4 frequencies 4, percentage 20%. Score 5 frequencies 16, percentage 80%. The mean 4,2 good categories. Percentage all 84% high categories.

Student are divided into 5 groups each group is divided into 4 people in the meeting at score 1 frequencies 1. Percentage 5% score 2 frequencies 1. Percentage 5% score 3 frequencies 2, percentage 10%. Score 4 frequencies 6. Percentage 30%. Score 5 frequencies 10. Percentage 50%. The mean 4.55 good categories. Percentage all 91% high categories.

Each group identifies actions to give information in general include animals, thing or person score 2 frequencies 1, percentage 5%. Score 3 frequencies 2. Percentage 10%. Score 4 frequencies 2, percentage 1%. Score 5 frequencies 15, percentage 75%. The mean 4,55 good categories. Percentage all 91% high categories.

Each group discussed the assignment Score 4 frequencies 2, percentage 10%. Score 5 frequencies 18. Percentage 90%. The mean is 4,9 good categories. Percentage all 98% high categories.

All collecting data / exploring main activity teaching and learning, mean 4,45 categories good. Average percentage 70.2% high categories. Summary activity teaching learning speaking skill using participation point system is good.

Teaching-learning introduction activity of speaking skill using participation point system part collecting data by teachers observation shows at table below:

Table 4.38

Collecting data / exploring main Activity Teaching Learning

(Teachers Observation)

No	Statement	score and percent	Interpretation
10.	Teacher divides students into work partners	4 80	Good High
11.	Students are divided into 5 groups each group is divided into 4 people	3 60	medium High
12.	Each group identifies actions to give information in general include animals, things or person.	4 80	Good High
13.	Each group discussed the assignment	4 80	Good High
		3.75 75	Good High

In the point teacher divides students into work partners in the meeting score 4, good categories. Percentage 80% high categories.

Students are divided into 5 groups each group is divided into 4 people in the meeting score 3, good categories. Percentage 60% high categories.

Each group identifies actions to give information in general include animals, things or person score 4, good categories. Percentage 80% high categories.

Each group discussed the assignment score 4, good categories. Percentage 80% high categories.

The mean is 3,75 good categories. The mean percentage 75%, high categories. Summary activity teaching learning speaking skill using participation point system is good.

4. associating

Teaching-learning main activity of speaking skill using participation point system part associating by students observation shows at Table below:

Table 4.39
Associating of Main Activity Teaching-Learning
(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
28.	Students analyze social functions and structure of text as well as elements of language in the task they have made	0 0.0	2 10	2 10	4 20	12 60	4,3 86	Good High

In the point main activities of teaching and learning (students observation). Students analyze social functions and structure of text as well as elements of language in the task they have made score 2 frequencies 2, percentage 10%. Score 3 frequencies 2, percentage 10%. Score 4 frequencies 4, percentage 20%. Score 5 frequencies 12, percentage 60%. The mean is 4,3 good categories, and percentage all is 86% high categories.

All main activity teaching and learning, mean 4,3 categories good. Average percentage 86% high categories. Summary activity teaching learning speaking skill using participation point system is good.

Teaching-learning introduction activity of speaking skill using participation point system part associating by teachers observation shows at table below:

Table 4.40
Associating of Main Activity Teaching Learning
(Teachers Observation)

No	Statement	score and percent	Interpretation
28.	Students analyze social functions and structure of text as well as elements of language in the task they have made	4 80	Good High

In the point main activities of teaching and learning (teachers observation). Students analyze social functions and structure of text as well as elements of language in the task they have made score 4 good categories, percentage 80% high categories. The mean is 4 good categories, the percentage is 80% high categories.

5. communicating

Teaching-learning main activity of speaking skill using participation point system part communicating by students observation shows at Table below:

Table 4.41
Communicating of main activity teaching-learning
(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent	Mean of	Interpretation
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		Worse	Bad	Quite	Good	Very Good	score and percent	ion
		1	2	3	4	5		
29.	Students present their work in front of the class without book	0 0.0	0 0.0	0 0.0	4 20	16 80	4,8 96	Good High

In the point main activities of teaching and learning (students observation). Students present their work in front of the class without book Score 4 frequencies 4, percentage 20%. Score 5 frequencies 16 percentage 80%. The mean is 4,8 good categories, and percentage all is 96% high categories.

All main activity teaching and learning, mean 4,8 categories good. Average percentage 96% high categories. Summary activity teaching learning speaking skill using participation point system is good.

Teaching-learning introduction activity of speaking skill using participation point system part communicating by teachers observation shows at table below:

Table 4.42

Communicating of main activity teaching learning

(Teachers Observation)

No	Statement	score and percent	Interpretation
29.	Students present their work and read the descriptive writing in front of the class	4 80	Good High

In the point main activities of teaching and learning (teachers observation). Students present their work in front of the class without book score 4 good categories, percentage 80% high categories. The mean is 4 good categories, the percentage is 80% high categories.

7.) Teaching learning last part of speaking using participation point system in the second meeting.

Teaching learning last part activity of speaking skill using participation point system in the second meeting by student observation showed at table below:

a. Closing

Teaching learning part closing activity of speaking skill using participation point system in the second meeting by student observation showed at table below

Table 4.43
Last part activity teaching-learning

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
30.	Students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make	0 0.0	0 0.0	0 0.0	14 56	6 30	4,3 86	Good High

	summary by involving students							
31.	Teacher asks several questions verbally to test students insight into the material that has been delivered	0 0.0	0 0.0	5 25	3 15	12 60	4,35 87	Good High
32.	Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well.	1 5	1 5	2 10	5 25	11 55	4,2 84	Good High
							4,3 85,6	Good High

In the point last part activity of teaching and learning (students observation). Students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving Score 4 frequencies 14%, percentage 56%. Score 5 frequencies 6, percentage 30%. The mean is 4,3 good categories, and percentage all is 86% high categories.

Teacher asks several questions verbally to test students insight into the material that has been delivered Score 3 frequencies 5, percentage 15%. Score 4 frequencies 3, percentage 15%. Score 5 frequencies 12, percentage 60%. The mean is 4,35 good categories, and percentage all is 87% high categories.

Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well score 1 frequencies 1, percentage 5%.

Score 2 frequencies 1, percentage 5%. Score 3 frequencies 2, percentage 10%. Score 4 frequencies 5, percentage 25%. Score 5 frequencies 11, percentage 55%. The mean is 4,2 good categories, and percentage all is 84% high categories.

All last part activity teaching and learning, mean 4,3 categories good. Average percentage 85,6% high categories. Summary activity teaching learning speaking skill using participation point system is good

Teaching-learning last part activity of speaking skill participation point system by teacher observation shows at table below:

Table 4.44

Last Part Activity Teaching Learning

(Teachers Observation)

No	Statement	score and percent	Interpretation
30.	Students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving students	4 80	Good High
31.	Teacher asks several questions verbally to test students insight into the material that has been delivered	3 60	Good High
32.	Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well	4 80	Good High
		3,66 73,3	Good High

In the point last part activity of teaching and learning (teachers observation). Students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving students score 4, percentage 80%.

Teacher asks several questions verbally to test students insight into the material that has been delivered score 3, percentage 60%.

Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well score 4, percentage 80%.

The mean is 3,66 good categories, the percentage is 73,33% high categories. Summary activity teaching learning speaking skill using participation point system is good

b. Post-test

Teaching-learning introduction activity of speaking skill using participation point system part post-test by student observation shows at table below:

Table 4.45
Pre-test Activity Teaching Learning Introduction
(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
14.	Teacher notifies students to do post-test	0	0	0	6	14	4,7	Good
		0.0	0.0	0.0	30	70	94	High
15.	Teacher gives the related topic	0	0	0	3	17	4,85	Good
		0.0	0.0	0.0	20	85	97	High
16.	Teacher delivers the technique that will be	0	0	0	8	12	4,6	Good

	made by	0.0	0.0	0.0	40	60	92	High
17.	Teacher delivers the test-taking technique	0	0	0	5	15	4,75	Good
		0.0	0.0	0.0	25	75	95	High
18.	Teacher asks students to do post-test	0	0	0	2	18	4,9	Good
		0.0	0.0	0.0	10	90	98	High
							4,76	Good
							95,2	High

In the point post-test of teaching and learning activity (students observation). Teacher notifies students to do pre-test score 4 frequencies 6, percentage 30%. Score 5 frequencies 14. Percentage 70%. The mean 4,7; good categories. The percentage 94%; high categories.

Teacher gives the related topic score 4 frequencies 3, Percentage 15%. Score 5 frequencies 17, percentage 85%. The mean 4,85 has good categories. Percentage 97,%; has high categories.

Teacher delivers the technique that will be made by Score 4 frequencies 8, percentage 20%. Score 5 frequencies 12, percentage 60%. The mean 4,6. good categories. The percentage 92% high categories.

Teacher delivers the test-taking technique Score 4 frequencies 5, percentage 25%. Score 5 frequencies 15, percentage 75%. The mean 4,75. has good categories. Percentage 95%; has high categories.

Teacher asks students to do pre-test Score 4 frequencies 2, percentage 10%. Score 5 frequencies 18, percentage 90%. The mean 4,88; has good categories. Percentage 97,6%; has high categories.

All giving post-test activity, mean 4,76 categories good. Average percentage 95,2% high categories. Summary activity teaching learning speaking skill using participation point system is good

Teaching-learning introduction activity of speaking skill using participation point system part post-test by teachers observation shows at table below:

Table 4.46

**Pre-test Activity Teaching Learning Introduction
(Teachers Observation)**

No	Statement	score and percent	Interpretation
14.	Teacher notifies students to do post-test	4 80	Good High
15.	Teacher gives the related topic	4 80	Good High
16.	Teacher delivers the number of words that will be made by	4 80	Good High
17.	Teacher delivers the test-taking technique	5 100	Good High
18.	Teacher asks students to do post-test	4 80	Good High
		4.2 84	Good High

8.) All of the teaching learning activity speaking skill using participation point system in the first meeting

All of the teaching learning activity speaking skill using participation point system in the second meeting by students observation showed at table below:

Table 4.47

**All of the teaching learning activity in the second meeting
(Students Observation)**

No	Element	Ideal score	Average of score result	Percentage	Categories
I. Introduction					
1.	Orientation	5	4,65	93	High
2.	Apperception	5	4,6	92	High
3.	motivation	5	4,68	93,6	High
4.	Giving reference	5	4,45	70,2	High
5.	Post-test	5	4,7	94,3	High
II. Main					
6.	Observing	5	4,75	95	High
7.	Questioning	5	4,45	70,2	High
8.	Data collection	5	4,3	86	High
9.	Associating	5	4,8	96	High
10.	Communicating	5	4,3	85,6	High
III. Last Part					
11.	Closing	5	4,76	95,2	High
Mean			4,58	80,5	High

In the point activity teaching learning speaking skill using participation point system in the second meeting showed: part introduction; orientation score average 4,65 percentage 93%; high categories. Apperception score average 4,6 percentage 92%; high categories. Motivation score average 4,68 percentage 93,6%; high categories. Giving

reference score average 4,3 percentage 68,3%; high categories. Post-test score average 4,7 percentage 94.3%; high categories.

In the point activity teaching learning speaking skill using participation point system in the second meeting showed: part main: observing score average 4,75 percentage 95%. Questioning score average 4,45 percentage 70,2% high categories. Data collection score average 4,3 percentage 86%; high categories. Associating score average 4,8 percentage 96% high categories. Communicating score average 4,3 percentage 85,6% high categories.

In the point activity teaching learning speaking skill using participation point system in the first meeting showed: last part closing score 4,76 percentage 95,2%; high categories. All activity teaching learning speaking skill using participation point system second meeting score average 4,58 percentage 80,5% high categories.

All of the teaching learning activity speaking skill using participation point system in the second meeting meeting by teachers observation showed at table below:

Table 4.48

All of the teaching learning activity in the first meeting

(Teachers Observation)

No	Element	Average of score result	Percentage	Categories
I. Introduction				
1.	Orientation	4,6	93,3	High
2.	Apperception	3,33	76,6	High
3.	motivation	4,3	86,6	High
4.	Giving reference	3,75	75	High
5.	Post-test	3,83	76,6	High
II. Main				

6.	Observing	4	80	High
7.	Questioning	3,75	75	High
8.	Data collection	4	80	High
9.	Associating	4	80	High
10.	Communicating	3,66	73,3	High
III. Last Part				
11.	Closing	4,2	84	High
Mean		3,95	80.03	High

In the point activity teaching learning speaking skill using participation point system in the second meeting showed: part introduction; orientation score average 4,6 percentage 93,3%; high categories. Apperception score average 3,33 percentage 76,6% high categories. Motivation score average 4,3 percentage 86,6% high categories. Giving reference score average 3,75 percentage 75% high categories. Post-test score average 3,83 percentage 76,6%; high categories.

In the point activity teaching learning speaking skill using participation point system in the second meeting showed: part main: observing score average 4 percentage 80%. Questioning score average 3,75 percentage 75% high categories. Data collection score average 4 percentage 80% high categories. Associating score average 4 percentage 80% high categories. Communicating score average 3,66 percentage 73,3% high categories.

In the point activity teaching learning speaking skill using participation point system in the first meeting showed: last part closing score 4,2 percentage 84%; high categories. All activity teaching learning speaking skill using participation point system second meeting score average 3,95 percentage 80,03%; high categories.

To find out it, the researcher identified some result, they are: the scores of students before treatment (pre-test), the scores of students after treatment (post-test), the differences

between pre-test and post-test scores of students and from the differences of students condition between the students who are taught by using participation point system method in teaching speaking.

The result of post-test in experimental class named variable (X_1) and the result of post-test in control class named variable (Y_2). In the pre-test, students describing the places that they are visited on the holiday, and in the post-test, the students fill in the blank to choose one of the themes from the three aspect people, animals, object and make it as report text so deliver it front of the class. It can be shows in the table below:

1. Experimental Class

The researcher described the result of a pre-test at the experimental class by the table as bellow:

Table 4.49

The students score of the pre-test at the experimental class

No	Name	Criteria					Score
		A	G	V	F	C	
1	AF	3	12	20	10	15	60
2	AA	4	6	20	12	23	65
3	DH	3	12	20	10	15	60
4	AN	2	12	20	10	15	59
5	BH	1	6	20	12	23	62
6	HA	4	6	20	12	23	65
7	DR	2	18	16	12	15	63
8	KS	1	6	12	10	23	51
9	LA	2	18	12	8	15	55
10	MF	2	12	16	6	12	48
11	WS	2	6	8	10	15	41

12	NM	3	12	12	8	12	47
13	NO	2	18	12	8	19	59
14	ZL	2	6	16	10	23	57
15	RD	2	6	16	10	15	49
16	RS	3	12	20	6	15	56
17	SR	1	12	16	12	23	64
18	SA	2	18	20	10	15	65
19	TN	2	12	16	10	15	55
20	SN	2	6	16	8	12	44
Total Score		1.125					
Average		56.2					

The first table above showed the result of students pre-test scores on the criteria in speaking ability at the experimental class. That the data showed the highest score was 65, and the lowest score was 41. There are three students who got the highest and one student who got the lowest score. So the average score of the pre-test was 56.2 while the result of post-test at the experimental class got better score than pre-test. It can be described as follow:

Table 4.50

The students score of the post-test at the experimental class

No	Name	Criteria					Score
		A	G	V	F	C	
1	AF	4	30	20	12	23	89
2	AA	3	24	20	12	19	78
3	DH	5	24	24	12	23	94
4	AN	4	24	16	10	23	77
5	BH	4	18	24	12	15	73

6	HA	3	18	20	12	19	72
7	DR	3	18	24	12	19	76
8	KS	4	24	16	8	19	73
9	LA	3	24	16	10	19	72
10	MS	3	18	16	10	15	62
11	WS	3	12	12	10	15	52
12	NM	4	12	20	10	15	61
13	NO	4	24	20	10	19	77
14	ZL	3	18	24	12	19	76
15	RD	3	18	24	12	19	76
16	RS	4	24	24	12	19	83
17	SR	4	24	20	12	19	79
18	SA	4	18	24	12	19	77
19	TN	3	18	20	12	19	72
20	SN	3	12	20	10	15	60
Total Score		1.479					
Average		73,4					

The table above showed the result of the second students

post-test scores on the criteria in speaking ability at the experimental class. That the data showed the highest score was 94, and the lowest score was 52. There are one student who got the highest score and one student who got the lowest score. So the average score of the post-test was 73,4.

Based on the explanation above, it showed the result from post-test at experimental class was greatly improved after giving treatment, the result was better than the pre-test (before giving the treatment). It is seen from the average between the post-test and pre-test. Average of post-test was better than the average of pre-test, thats $56.2 < 73,4$.

2. Control Class

The researcher describes the result of pre-test at the control class by the table as below:

Table 4.51

The students score of the pre-test at the control class

No	Name	Criteria					Score
		A	G	V	F	C	
1	FY	3	18	16	12	8	57
2	RH	2	6	4	8	12	32
3	LM	2	6	4	6	15	33
4	SH	3	12	12	6	15	48
5	AS	2	6	12	8	12	40
6	RJS	3	6	12	6	15	42
7	KHJ	3	12	16	6	15	52
8	YN	2	18	12	8	15	55
9	IZF	2	12	12	8	12	46
10	MM	2	6	4	12	15	39
11	EMO	3	18	16	8	12	57
12	IFA	2	18	12	8	12	52
13	ATMD	3	18	12	8	15	56
14	AZT	3	12	16	8	15	54
15	AK	3	6	12	8	12	41
16	PSA	2	12	12	8	12	46
17	DR	3	12	16	8	12	51
18	FA	2	6	16	6	12	42
19	MAL	2	6	12	8	8	38
20	MU	3	12	12	8	12	47
Total Score		928					
Average		46,4					

The third table above showed the result of students pre-test scores on the criteria in speaking ability at the control class. That the data showed the highest score was 57, and the lowest score was 32. There are two student who got the highest and one student who got the lowest score. So the average score of the pre-test was 46,4 while the result of post-test at the control class got better score. It can be described as follow:

Table 4.52
The students score of the post-test at the control class

No	Name	Criteria					Score
		A	G	V	F	C	
1	FY	4	18	16	12	8	58
2	RH	4	18	14	12	15	61
3	LM	4	18	16	12	15	65
4	SH	3	12	12	6	15	48
5	AS	2	6	12	8	12	40
6	RJS	3	12	12	8	15	50
7	KHJ	3	12	16	6	15	52
8	YN	4	18	16	8	15	61
9	IZF	2	12	12	8	12	46
10	MM	2	6	16	12	15	51
11	EMO	3	18	16	8	12	57
12	IFA	2	18	12	8	12	52
13	ATMD	3	18	12	8	15	56
14	AZT	3	12	16	8	15	54
15	AK	4	6	12	8	12	42
16	PSA	4	12	12	12	15	55
17	DR	3	12	16	8	12	51
18	FA	4	6	16	12	12	50
19	MAL	4	6	12	12	8	44

20	MU	3	12	12	8	15	50
Total Score		1,044					
Average		52,2					

The forth table above showed the result of students post-test scores on the criteria in speaking ability at the control class. That the data showed the highest score was 65, and the lowest score was 40. There are one student who got the highest score and one student who got the lowest score. So the average score of the post-test was 52,2

Based on the explanation above, it showed the result from post-test at control class was greatly improved after giving treatment, the result was better than the pre-test (before giving the treatment). It is seen from the average between the post-test and pre-test. Average of post-test was better than the average of pre-test, that $46,4 < 52,2$

B. Data Analysis

Based on the data collected from post-test of experiment class and control class, the researcher got the average scores of test in experimental class was 73,3. While the average scores of control class was 52,2.

1. Experiment class

Based on the data above, The researcher analysis the data by comparing students score in pre-test and post-test in experiment class from the lower to the higher and explaining by the table as follow:

Table 4.53

The difference score between pre-test and post-test at experiment class

No	Name	Pre-test X_1	Post-test X_2	Deviation ($X=X_2-$	Squarred Deviation
----	------	-------------------	--------------------	-------------------------	-----------------------

				X_1	X^2
1	AF	60	89	29	841
2	AA	65	78	13	169
3	DH	60	94	34	1156
4	AN	59	77	18	324
5	BH	62	73	11	121
6	DR	65	72	7	49
7	KS	63	76	13	169
8	LA	51	73	22	484
9	MS	55	72	17	289
10	WS	48	62	14	196
11	NM	41	52	11	121
12	NO	47	61	14	196
13	ZL	59	77	8	64
14	RD	57	76	19	361
15	RS	49	76	27	729
16	SR	56	83	27	729
17	SA	64	79	15	225
18	SA	65	77	12	144
19	TN	55	72	17	289
20	SN	44	60	16	256
Total		$\sum X_1 =$ 1.125	$\sum X_2 =$ 1.479	$\sum X =$ 344	$\sum (X)^2 =$ 6.912

Based on the fifth table above showed that the score difference between pre-test and post-test at the experiment class. The difference score was the result from the post-test scores subtract pre-test score. There was significant difference score between pre-test and post-test at the experimental class, the biggest score was 34 and the lowest difference was 7.

2. Control class

The researcher analysis the data by comparing students score in pre-test and post-test in control class from the lower to the higher and explaining by the table as follow:

Table 4.54

The difference score between pre-test and post-test at control class

No	Name	Pre-test Y_1	Post-test Y_2	Deviation ($Y=Y_2-Y_1$)	Squarred Deviation (Y^2)
1	FY	57	58	1	1
2	RH	32	61	29	841
3	LM	33	65	32	1024
4	SH	42	48	6	36
5	AS	40	48	8	64
6	RJS	42	50	8	64
7	KHJ	52	61	9	81
8	YN	55	61	6	36
9	IZF	46	50	4	16
10	MM	39	51	12	144
11	EMO	56	57	1	1
12	IFA	52	60	8	64
13	ATMD	56	60	4	16
14	AZT	38	54	16	265
15	AK	41	42	1	1
16	PSA	46	55	9	81
17	DR	51	57	6	36
18	FA	42	50	8	64
19	MAL	38	44	6	36
20	MU	47	50	3	9

Total	$\Sigma Y \Sigma Y_1 =$	$\Sigma Y \Sigma Y_2 =$	$\Sigma Y \Sigma Y =$	$\Sigma (Y) \Sigma (Y)^2 =$
	928	1.074	177	2.880

Based on the sixth table above showed that the score difference between pre-test and post-test at the control class. The difference score was the result from the post-test scores subtract pre-test score. There was significant difference score between pre-test and post-test at the control class, the biggest score was 32 and the lowest difference was 1.

From the data above, the researcher t-test calculated using the steps as follow:

1. Determine mean of score experiment class (MX), with formula as follow:

$$\begin{aligned}
 MX &= \frac{\Sigma X}{N} \\
 &= \frac{344}{20} \\
 &= 17,2
 \end{aligned}$$

The result above showed us about the average score (mean) at the experimental class.

The researcher got the data from $\Sigma X \Sigma X_1$, $\Sigma X \Sigma X_2$, and $\Sigma X \Sigma X$. The researcher calculated the data based on the formula above.

2. Determine mean of control class (MY), with formula as follow:

$$\begin{aligned}
 MY &= \frac{\Sigma Y}{N} \\
 &= \frac{177}{20} \\
 &= 8,85
 \end{aligned}$$

The result above showed us about the average score (mean) at the control class.

The researcher got the data from ΣY , ΣY_1 , ΣY_2 , and ΣY . The researcher calculated the data based on the formula above.

3. Determine standard deviation score of experiment class (X^2), with formula as follow:

$$\begin{aligned}
 SD_x &= \frac{\sqrt{\Sigma X^2}}{N} \\
 &= \frac{\sqrt{6,912}}{20} \\
 &= \frac{345,6}{20} \\
 &= 58,8
 \end{aligned}$$

The result above showed about standard deviation score at experiment class.

The researcher got the data from ΣX , ΣX_1 , ΣX_2 , ΣX and $\Sigma (X)^2$.

Afterword the researcher calculated the data based on the formula above.

4. Determine standard deviation score of control class (Y^2), with formula as follow:

$$\begin{aligned}
 SD_y &= \frac{\sqrt{\Sigma Y^2}}{N} \\
 &= \frac{\sqrt{2880}}{20} \\
 &= \frac{144}{20} \\
 &= 12
 \end{aligned}$$

The result above showed about standard deviation score at control class. The researcher got the data from $\Sigma Y \Sigma Y_1$, $\Sigma Y \Sigma Y_2$, $\Sigma Y \Sigma Y$ and $\Sigma (Y) \Sigma (Y)^2$. Afterword the researcher calculated the data based on the formula above.

- Determine standard error of mean at experiment class (X) using the formula as follow:

$$\begin{aligned}
 SE_{M_x} &= SD_x \sqrt{\frac{1}{N-1}} \\
 &= 58,8 \sqrt{\frac{1}{20-1}} \\
 &= 58,8 \sqrt{\frac{1}{19}} \\
 &= 13,1 \sqrt{0,0526} \\
 &= 1,7
 \end{aligned}$$

The result above showed about standard error of mean at experiment class. The researcher got the data from standard deviation of experiment class (X Variable). Afterword the researcher calculated the data based on the formula above.

- Determine standard error of mean at control class (Y) using the formula as follow:

$$\begin{aligned}
 SE_{M_y} &= SD_y \sqrt{\frac{1}{N-1}} \\
 &= 12 \sqrt{\frac{1}{20-1}} \\
 &= 12 \sqrt{\frac{1}{19}} \\
 &= 2,8 \sqrt{0,0526} \\
 &= 0,63 \sqrt{0,63}
 \end{aligned}$$

$$= 0,8$$

The result above showed about standard error of mean at control class. The researcher got the data from standard deviation of control class (Y Variable). Afterword the researcher calculated the data based on the formula above.

7. Determine standard error, difference of mean between variable X and variable Y. with the formula as follow:

$$\begin{aligned} SE_{M_x - M_y} &= \sqrt{SE_{M_x}^2 + SE_{M_y}^2} \\ &= \sqrt{1,72 + 0,82} \\ &= \sqrt{2,89 + 0,64} \\ &= \sqrt{3,53} \\ &= 1,87 \end{aligned}$$

The result above showed about the differences standard error of mean between experiment class and control class. The researcher got the data from standard error of mean at experiment class and control class. Afterword the researcher calculated the data based on the formula above.

8. Determine value of "t₀" with using the formula as follow:

$$\begin{aligned} t_0 &= \frac{M_x - M_y}{SE_{M_x - M_y}} \\ &= \frac{17,2 - 8,85}{1,7 - 0,8} \end{aligned}$$

$$= 8,35 \frac{0,9}{0,9}$$

$$= 9.3$$

The t-test value of 9.3 is called the t_{hitung} value. To determine the significant level of difference it should be used the t_{table} value contained in the table t_{table} values must be found first degree of freedom (df) by using formula:

$$DF = N_1 + N_2 - 2$$

$$= 20 + 20 - 2$$

$$= 40 - 2$$

$$= 38$$

Based on $df = 38$ in table t, with 5% significance level found $t_{table} 2,024$ and with 1% significance level found $t_{table} 2,71$. So the result is t_t is 5% $< t_o$, or $t_o > t_t$ 1%. It is mean that t_o (t observation) is higher than t_t (t table).

To know whether it is significant or not we have to look at the t table in appendix. The result of t_t on significant 5% = 2,024 and 1% = 2,71. It indicates that $t_o > t_t$ or $9.3 > 2,024$ and $9.3 > 2,71$ so the zero hypothesis are rejected and the alternative hypothesis is accepted. It means. There is a significant the effectiveness of teaching speaking using participation point system.

C. Hypothesis testing

Before deciding the result of hypothesis the researcher purpose interpretation toward t_o (t observation) with procedure as follow:

1. H_a (Alternative Hypothesis) : $t_{\text{observation}} > t_{\text{table}}$ it means there is significant difference between teaching speaking skill using participation point system at the third grade of SMPN 1 Atap Garung kibin.
2. H_o (Null Hypothesis) : $t_{\text{observation}} < t_{\text{table}}$ it means there is no significant difference between the effectiveness of teaching speaking skill by using participation point system at the third grade of SMPN 1 Atap Garung kibi

D. The interpretation of data

From the result of control class is mean of pre-test score 928 and post-test 1.044. the result of experiment class is mean of pre-test 1.125 and post-test 1.479. so it means control class is lower than experiment class, and control class calculated with assumption as follow:

If $t_o > t_t$ hypothesis is accepted. It is mean there is significant different between students understanding in learning speaking using participation point system

If $t_o > t_t$ the alternative hypothesis in learning speaking using participation point system is rejected. It means there is no significant between using participation point system in learning speaking in experiment class and learning speaking in control class.

Based on calculation above is know that t table with level significant 5% = 2,024 and with level significant 1% = 2,711 so $2,024 < 2,711$ it is mean that $t_o > t_t$ and the researcher conclude that the alternative hypothesis is accepted, it is mean there is significant different between learning speaking using participation point system method in experiment class and without using participation point system in control class. So the researcher can conclude that using participation point system method in teaching speaking is better and more effective then without using participation point system at the third grade of SMPN 1 Atap Garung Kibin. Because of participation system can gives the

motivation in the classroom activities which the motivation can encouraging student passivity in learning English especially speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Concerning to the result of the finding analyzes and the description of the data the writer concludes that:

1. Based on the finding of the study, students speaking skill before using participation point system are not good, but after using participation point system method is better and show several improvement. It can be seen from the avarage score in pre-test and post-test. The lowest score experiment class in pre-test is 41, the highest score is 65 in post-test the lowest score is 52, and the highest score is 94. The lowest score of control class in pre-test is 32, and the highest score is 57. In the post-test the lowest score is 40, And the highest score is 65.
2. Teaching learning using participation point system gave the effect for student learning it proved from observation sheet that researcher gave. The summary of teaching learning speaking skill using participation point system in the first meeting student onservation showed: introduction orientation percentage 88% high categories. Apperception percentage 92,3% high categories. Motivation percentage 93,6% high categories. Giving reference percentage 68,3% high categories. Pre-test percentage 94,6% high categories

Activity teaching learning using participation point system in the first meeting showed : part main, observing percentage 94,1% high categories. Questioning percentage 95% high categories. Collecting data/ exploring percentage 98% high categories. Associating percentage 86% high categories. Communicating percentage 96% high categories.

Teaching learning activity speaking skill using participation point system showed: last part closing, percentage 85,6% high categories. All activity teaching learning speaking skill using participation point system first meeting percentage 90,13 high categories.

Teaching learning speaking skill using participation point system in the second meeting student onservation showed: introduction orientation percentage 93% high categories. Apperception percentage 91% high categories. Motivation percentage 93,6% high categories. Giving reference percentage 70,2% high categories.

Activity teaching learning using participation point system in the second meeting showed : part main, observing percentage 94,3% high categories. Questioning percentage 95% high categories. Collecting data/ exploring percentage 70,2% high categories. Associating percentage 86% high categories. Communicating percentage 96% high categories.

Teaching learning activity speaking skill using participation point system showed: last part closing, percentage 85,6% high categories. Post-test percentage 95,2% high categories. All activity teaching learning speaking

skill using participation point system first meeting percentage 90,5 high categories.

3. Participation point system applied in teaching speaking can be an effective technique. It is proper since there a significance difference between the pre-test and the post-test when the study is conducted. The researcher compared it with t_t , the result of calculation shows that t_o (t observation) is higher than t_t (t table) . the result of t_t on significant 5% = 2,024 and 1% = 2,71 It indicates that $t_o > t_t$ or $9.3 > 2,024$ and $9.3 > 2,71$ so the zero hypothesis are rejected and the alternative hypothesis is accepted. It means. There is a significant the effectiveness of teaching speaking using participation point system.

B. Suggestions

After making conclusion about the student speaking skill the researcher can only give the suggestion as follow :

1. English teacher

It is recommended for other english teacher in SMPN 1 Atap Garung kibin to use participation point system as alternative techniques speaking. It is because participation point system can help the student to overcoming their passivity.

2. Fo the school

- a. School should give the motivation to the teacher to increase their skill in teaching english.
 - b. School should give motivation to the student to learning english more either at school or at home.
3. Other researcher (student in UIN SMH Banten as the next researcher)

For the future researcher, before go to field do the observation correctly and must have appropriate the technique to teaching english and the future researcher could use this study as a reference, develop the implementation of participation point system , orcombine with other strategy to get better result.

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