

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher discusses about the research findings and the discussion. The research findings will be discussed by presenting the data from observation. The discussion in this research presents the description of the implementation of Participation Point System (PPS) in teaching Speaking to the seventh grade students of SMP 10 Nopember Sidoarjo.

A. Research Findings

After doing the research, the researcher got research findings. The researcher got research findings from observation during the teaching and learning process.

1. The Data from Observation

The researcher conducted the observation on April, 29th and May, 2nd 2019 in VII D class. The researcher conducted the observation on two meetings.

- a. First meeting in VII D class (Monday, April, 29th 2019 at 09.25 – 10.45 AM)

In the first meeting in VII D class, the researcher saw that the Teacher gave participation scores in the opening, main activities and closing of the lesson. It could be seen from this explanation, as follow:

1) Opening

The teacher opened the lesson by greeting the students and the students also greeted the teacher, the teacher checked the students' attendance list and asked the students about the previous material. In that day, the participation point gave for the students who can explain the previous material about song. There were many students who want to explain it. The teacher chose the first one who raised their hand, but for the next question the teacher gave opportunity to other students. (List name of students see Appendix/04/SN).

2) Main Activities

The students read the dialog about asking the characteristics of people, animal, and things. Related to the lesson namely describing people, animal, and thing there were three dialogs. In the first dialog about people, second dialog about animal and third dialog about thing. (The dialog you can see in Appendix/03/LP). And then the students identified the dialog about the characteristics of people, animal, and things. The students looked for the sentence which had the characteristics adjective for example: beautiful, pretty, tall, blue eyes, big. The students answer the question about content of the dialog. Content of the dialog is about adjective. The students who could answer got the score. The teacher explained and discussed the describing material with the students. In this stage the students

who made a noise got the minus points. The students made a dialog in pairs based on the situation given and presented the dialog in front of the class.

3) Closing

In the end of the lesson, the teacher asked the students to conclude the material. Students who wanted to conclude the material got participation point. There were four students who got participation in this stage. And then, teacher and students reflected to today's lesson, the teacher gave feedback to students. And then, the teacher closed the lesson by saying Alhamdulillah together and asked students to study about the next material.

b. Second meeting in VII D (Thursday, May 2nd 2019 at 09.25 – 10.45 AM)

In the second meeting in VII D class, the researcher saw that the Teacher gave participation scores just in the main activities and closing of the lesson. It could be seen from this explanation, as follow:

1) Main Activities

The students read the dialog about asking the function/behavior of people, animal, and things. Related to the lesson namely describing people, animal, and thing there were three dialogs. In the first dialog about people, second dialog about animal and third dialog about thing. (The dialog you can see in

Appendix/03/LP). And then the students identified the dialog about the function/behavior of people, animal, and things. The students looked for the sentence which had the behavior adjective for example: fly, swim, and climb, eat. The students answer the question about content of the dialog. (The question can see in Appendix/03/LP). Content of the dialog was about adjective. The students who could answer got the score. The teacher explained and discussed the describing material with the students. In this stage the students who made a noise got the minus points. The students arranged the conversation to asking the function/behavior of people, animal, and thing. The students made a dialog in pairs based on the situation given. The students who made a noise during teaching and learning process get the minus points. The teacher chose the students and the students presented the dialog in front of the class.

2) Closing

In the end of the lesson, the teacher asked the students to conclude the material. Students who wanted to conclude the material got participation point. There was one student who got participation in this stage. And then, teacher and students reflected to today's lesson, the teacher gave feedback to students. And then, the teacher closed the lesson by saying Alhamdulillah together and asked students to study about the next material.

Based on the explanation above, the researcher can concluded that the teacher gave participation point on the process of learning, it means that the teacher gave the participation point on the opening, main activities, and closing. The teacher sometimes gave participation point just on the main activities and closing. And the teacher always gave the participation point on the main activities and closing.

From the observation in VII D class on April, 29th 2019 – May, 2nd 2019, the researcher found data about media used by the teacher to represented participation scores and how the teacher assigned the participation scores:

a. The media used by the teacher

The teacher used colored papers to represents students' participation scores in implementing Participation Point System. There are two colored paper used by the teacher. It is Blue paper and red paper. Every color shows different score. Blue paper is good score. And red paper is bad score.

b. Participation scores assign by the teacher

The teacher gave participation point for students who could answer the questions, who wanted to explain their opinion. The teacher gave the (+) 10 point in the blue paper for students who could answer the question and students who wanted to be a volunteer to explain the material. Meanwhile, the teacher gave minus (-) 10

point in the red paper for the students who make a noise during teaching and learning process.

In gave participation point, the teacher usually gave same opportunities for each students. First opportunity gave for student who could raise her/ his hand first one. And if there were students who have obtained participation point, then the next participation point gave for other students. The teacher triggered all students to get the participation points.

B. Discussions

The researcher discusses the research finding in this part. The result of this research mentioned about has collected data about how is the implementation of Participation Point System in teaching Speaking to the seventh grade students at SMP 10 Nopember Sidoarjo.

Jeffrey (2003: 2) stated that there are many ways of practically applying the Participation Point System. The teachers can decide what they want to use and what scores they want to assign.

The example of implementing the Participation Point System, Jeffrey (2003) describes his way in implementing the Participation Point System. He used glass discs and marbles in applying. 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.

Hadley in Jeffrey (2003: 1) stated that in 1996 he used cardboard coupons, and in 1997 he used poker chips to represent the participation points.

In this research the media used by the teacher to represent students' participation scores is colored paper. There are two papers that are blue paper and red paper. The teacher gave the (+) 10 points to blue paper and (-) 10 points to red paper. It was shown in the classroom observation. That was held on Monday, April, 29th and Thursday, May, 2nd 2019 that the teacher raised colored paper for students who answer the questions, explain their opinion, and who can correct their friends' answer. The teacher raised blue paper for students who can answer the question and students who want to be a volunteer to explain the material. The teacher raised red paper for students who make a noise during teaching and learning process.

The teacher implemented Participation Point System every meeting. The teacher gave participation scores on the process of learning. The teacher sometimes gave participation scores on the opening, main activities and closing of the lesson, it was shown in the classroom observation that was held on Monday, April, 29th 2019 first meeting in VII D at the 09.25 am until 10.45 am,

and the second meeting that was held on Thursday, May, 2nd 2019 in VII D at the 09.25 am until 10.45 am. But sometimes the teacher just gave participation scores in the main activities and closing of the lesson, it was shown in the classroom observation that was held on Thursday, May, 2nd 2019 second meeting in VII D at the 09.25 am until 10.45 am. So from this result the teacher implementing the Participation Point System method was good enough and maximally.

The teacher is not only focus in the correct answer in implementation of Participation Point System but also, the teacher always gave participation score for every form of being active. The teacher gave same opportunities for every student.

Implementing Participation Point System in teaching speaking to the seventh grade students of SMP 10 Nopember Sidoarjo obtained good responses from the students. The observation showed that the students' responses of implementation of Participation Point System were positive responses. The researcher knew from their attitude in teaching and learning process. When the teacher explained and gave example of material, they listen carefully and they were attentive to what teacher said although there are two until three students not attention. Almost all of students active in teaching learning process, because they know that every form of being active can get a participation score. In the practice session, every question there were many students who want to answer the question, the students always struggled to enrich their participation points.

The students' scores includes practice score, daily score (participation score and assignment score), and midterm test score. It can conclude that students' achievement in Teaching Speaking by implementing Participation Point System was good enough and make students to be active in the class.

Related to the explanation and implementation from Jeffrey this research same with the Jeffrey implementation, use media to implementation. For the teacher must understand well about Participation Point System. And the students can active in the class and encourage their score in implementation of Participation Point System. For the next researcher have to do the quantitative research because in this research using qualitative research and then the next researcher must creative make the new media.

