

INCREASING THE FIRST YEAR STUDENTS' SPEAKING ABILITY BY USING PARTICIPATION POINT STRATEGY IN TEACHING ENGLISH AT SMAN 14 MAKASSAR

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ABSTRACT

The research dealt with increasing students' speaking ability by using a participation point strategy in teaching English. Participation point strategy was used in order to improve students' speaking ability. The problem statement of this research was to find out whether the participation point strategy is effective in improving the students speaking ability or not. This study used a quasi-experimental design. The population of this research was the first-year students of SMAN 14 Makassar, which consisted of 54 students. The sample was taken using the purposive sampling technique, which consisted of 27 students of class X.1 as an experimental class and 27 students of class X.2 as a control class. It takes 12 meetings which are covered in a pre-test, treatment, and post-test. The data were taken from the speaking test in the pre-test and post-test.

Based on the result of the research, it is found that after being treated with the participation point strategy, the students are encouraged to speak in their English classes. They are actively involved in oral participation during the teaching and learning process. The giving points applied in this research have succeeded in solving the students' problem in participating in oral task in their English classes. Moreover, the participation point strategy effectively increases the first-year students' speaking ability of SMAN 14 Makassar.

Keywords: Speaking, Participation Point Strategy.

INTRODUCTION

Language plays a vital role in human activities. It becomes one of the third most used languages all over the world (The Importance of Learning English, n.d.). Most communities in the world use it in order to communicate with others who have different languages. However, learning English in Indonesia is challenging because students are unfamiliar with the language so they struggle to master it. In line with this matter, the students are expected to communicate in English, and it will only be fulfilled if the students are trained with the activity and teaching strategy that encourages them to speak.

Moreover, In learning English, especially speaking, the students struggled in expressing their ideas verbally. This issue was found at SMA Negeri 14 Makassar. The students have a low interest in speaking English and did not participate actively in speaking tasks. The students hardly spoke English in their classes; they were held and became passive listeners. Various psychological factors contributed to these difficulties, including shyness, fear of making

mistakes, and low motivation. There were also external factors such as the lack of speaking opportunity to practice English inside and outside the classroom.

In this case, in assigning speaking tasks, English teachers must think creatively about how to assist students in expressing their ideas verbally. The English teachers have to create an effective strategy to increase the student's motivation to speak in English (Dzakiah et al., 2020). Not only teaching strategy, but to reach the goal, the students also need a positive environment where they can enjoy and feel comfortable with the lesson. This environment is safe, both emotionally and physically. A positive classroom climate does not happen by accident. It is created by the teacher through encouragement, appreciation, and the organization of the classroom.

By considering the fact, the researcher tries to use a participation point strategy in teaching English. Participation point strategy is a straightforward but very effective strategy of motivating students to overcome their passivity. According to Hadley (2005, p.5), the participation point strategy consistently works in modifying the passive behavior and learned the helplessness that many have acquired during their secondary education days. Based on the explanation above, the researcher proposed a research study under the title *"Increasing the First Year Students' Speaking Ability by Using Participation Point Strategy in Teaching English (An Experimental Research at SMA Negeri 14 Makassar)"*.

The researcher hopes that by implementing the participation point strategy, she can motivate students to speak English in class, thus also increasing their speaking ability. The research findings are expected to provide valuable information and contribute positively to educators interested in the field of education, particularly those who search for an effective strategy for engaging students in speaking classes.

THEORETICAL FRAMEWORK

Speaking is one of the language skills. According to Keith and Marrow in Adam (2002), speaking is an activity that involves the production of utterances in oral communication. A two- or more-person speaking activity in which participants act as both hearers and speakers, responding to what they hear and contributing rapidly, so that each participant has an intention. Additionally, Brown (2001) defined speaking as an interactive process of information construction that involves both producing and receiving information; its forms and meaning are contingent on the context in which it occurs, including the participant's own and collective experiences. According to Dobson in Deliana (1975:65), Speaking abilities are divided into five components. They are as follows:

1. Vocabulary

According to Berlin, Vocabulary is one of the most vital component of learning language (qtd. in Huraerah 2010). Furthermore, vocabulary building is critical in any foreign language learning process because it enables learners to improve all four language skills, as without vocabulary, nothing can be conveyed.

2. Grammar

Another element in speaking is grammar. Heaton in Huraerah (2010, p.15), grammar concerns about the ability to write correct and appropriate sentences. Writer must pay close attention for prepositions, tenses such as using of verbs, nouns, adjectives, as well as conjunction

and articles. Students must use proper grammar when speaking in order to make the message understandable in face- to-face interaction.

3. Pronunciation

Pronunciation is an important element in speaking. According to Broughton and Christoper in Azizah (2005, p.14), pronunciation is a factor affecting students' ability to communicate a foreign language, because good pronunciation enables someone or the listener to understand what the speaker is saying. There are two integrated skill in speaking: recognition or understanding the flow of speech and pronunciation of fluently in spoken the language.

4. Fluency

Hornby (1995) stated that fluency is the quality or condition of being fluent. It refers to people's ability to communicate meaning effectively, rather than focusing on the mistakes that they make in grammar, pronunciation, and vocabulary. Fluency is often compared to accuracy, which is concerned with the type, amount and seriousness of mistake made. Thus, fluency is a highly complex ration relate mainly to smoothness of continuity in discourse, it concludes a consideration of how sentence patterns in word order and omit element of structure. For example a learner (makes their meaning clear) but nor accurate (makes a lot of mistake).

5. Comprehensibility

Comprehensibility refers to the ability to fully understand, or to know the speakers' point (message) to others or partner.

Principles of Speaking Ability

Speaking ability has six principles according to Brown (2000, p.36). The principles of speaking ability are:

1. Focus on both fluency and accuracy; fluency and accuracy are the most critical aspects of speaking ability. If someone can speak fluently and clearly; it means that he/she focuses on both fluency and accuracy.
2. Provide intrinsically motivating techniques; as an English teacher, it is the teachers' responsibility to motivate students to communicate effectively in English.
3. Promote the use of authentic language; authentic language is critical for learners.
4. Provide relevant feedback and correction; as an English teacher, it is the responsibility of the teacher to guide students in the use of the target language. If students make errors in their language use, teachers must assign them with task and provide feedback.
5. Capitalize on the natural connection between speaking and listening; speaking and listening must have a good connection. As a result, teachers must invite students to speak and students must listen to what we say. Students can communicate easily if they are constantly exposed to someone who speaks the target language (English).
6. Provide students with opportunities to initiate oral communication; the majority of students try to say something, but are unable to do so due to a lack of opportunities. Allow them to speak their minds. Allow them sufficient space to speak.

Participation point strategy concept

Jeffrey (2005) described the participation point strategy as a means of assisting students to gain their confidence which they need to communicate in the classroom. The Participation Point Strategy is a strategy for increasing classroom participation by providing students with meaningful activities, especially communicative activities, are underway to represent their participation scores. The primary goal is to motivate students to speak English freely and to convince them that learning English is enjoyable. This, then give students a positive attitude towards English for life.

According to Fisher (1990), there are essentially three types of motivation: intrinsic satisfaction (the student's natural interest), extrinsic motivation (future rewards such as improved employment prospects), and a combination of intrinsic and extrinsic motivation (success in the task). True motivation is created when satisfaction and reward are combined. Without task-based satisfaction, there is no basis for intrinsic and extrinsic motivation. The idea is that if students perform well on a task, they will be praised. This is motivating, and the most effective way to praise them is to immediately reward them with participation points and to make participation points a significant part of the grading process. To be effective, praise must also be tangible, and the more tangible it is, the more motivated students will become.

From the definition mentioned above, the researcher concluded that participation point strategy is one of the effective ways to encourage students to speak and giving contribution in learning process through the application of rewarded point based on their participation.

METHOD

Research Design

This research employed a quasi experimental design with using two groups. One group treated as experimental group and the other group treated as control group. The experimental group did pre-test, received the treatment, and did the post test, and in the other side, the control group only did the pre-test and post-test with conventional method in the class. The comparison between the pre-test and post-test score depends on the success of the treatment. The research design can be seen in the following:

Class	Pre-test	Treatment	Post-test
E	O1	X1	O2
C	O1	-	O2

E : Experimental class

C : Controlled class

O1 : The result of the students' pre-test

X1 : The treatment for experimental class
O2 : The result of the students' post-test
by using participation point strategy (Gay, 1998)

Hypothesis

The researcher used statistic hypotheses, namely:

1. H_1 : The use of participation point strategy is effective in increasing the students' speaking ability at the first year of SMAN 14vMakassar.
2. H_0 : The use of participation point strategy is not effective in increasing the students' speaking ability at the first year of SMAN 14 Makassar.

Population

The population of the research was the first year students of SMA Negeri 14 Makassar. The population consisted of nine classes. The total number of the population is 342 students.

Sample

The researcher chose the purposive sampling technique. It means that the sample is taken for a specific reason. It consisted of 54 students from two groups, 27 students from an experimental group from class X.1, and 27 students from class X.2 as a controlled group. The reason for taking the class was that the classes were the most suitable with the strategy since both classes were taught by the same English teacher and the students also faced the exact same problem in speaking English.

Data Collection Procedures

To collect data, the researcher took the following procedures:

1. Pre-test

Pre-test conducted before doing the treatment. The pre-test measured the students' speaking ability. In this pre-test, the researcher asked the students to introduce their self using English in front of the classroom. The steps include:

- 1) The researcher gave the brief explanation about what the students will do in speaking test.
- 2) The researcher distributed the pre-test instrument sheet to each student.
- 3) The researcher asked the students to introduce their selves.

2. Treatment

After giving the pre-test, the students treated by using participation point strategy. The treatment conducted for ten times and the researcher taught twice a week. The treatment conducted with the following procedures:

- 1) The researcher introduced the strategy and the objective of the study.
- 2) The researcher divided the class into five groups under the consideration that smaller group will be easier to monitor during the discussion in speaking tasks.
- 3) The researcher distributed to each group an interesting topics to be discussed. This activity foster critical thinking and decision making.

- 4) The researcher gave a score to students who participate actively.
- 5) The researcher counted up to see which team has won the most “gifts”.
- 6) The researcher gave them feedback based on their performance. feedback is critically important because it will make the students feels secure about their learning and contribution that they make.
- 7) The researcher helped to fix the students’ fluency.
3. Post-test

The researcher conducted post-test after doing the treatment to obtain the students’ data, whether there was a significant progress of students’ ability in speaking English by comparing with the pre-test. The steps include:

- 1) The researcher explained about what the students will do in speaking test.
- 2) The researcher distributed the post-test instrument sheet to each student. After that, the researcher asked the students to wrote their seat mate data or information.
- 3) The Last, the researcher asked the students to introduce their seat mate in front of the classroom.
- 4) The researcher analyzed the students’ speaking ability through their performance in term of fluency.

Data Analysis Technique

To measure the students’ speaking ability, the researcher used the scoring classification as suggested by Heaton (1988). Here is the detail of the assessment criteria:

Table.1 Fluency

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	5	Has to make an effort time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although has to make an effort and search for words, there are not too many unnatural pauses, fairly smooth delivery mostly. Occasionally, fragmentary but succeeded in conveying the general meaning. Fair the range of expression.
Average	3	Has to make an effort too much of the time, often has to search the desire meaning. Rather halting delivery and fragmentary, range of expression often limited.
Poor	2	Long pauses while he searches for desire meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at the time. Limited range expression.

The data collected research will be analyzed by using the t-test, the steps are as follows:

1. Classifying the students' scores using the following scales:

Table.2 Rate scales

Rating	Ability to communicate orally
5.01-6.00	Excellent
4.01-5.00	Very good
3.01-4.00	Good
2.01-3.00	Average
1.01-2.00	Poor
0.00-1.00	Very Poor

2. Calculating the collecting data from the students in answer the test, the researcher will use formula to get the mean score of the students as follows:

$$X = \frac{\sum X}{N} \quad \text{Where:}$$

X = Mean score
 $\sum X$ = The sum of all scores
 N = The total numbers of samples
 (Gay, 2006, p. 361)

3. Calculating the standard deviation of the students' score in the pre-test and the post-test.
4. Testing the hypothesis to find out the difference between the pre-test and the post-test.

Finding

The finding of the research obtained the result percentage of the students' score before and after the treatment, the mean score, standard deviation of the students' pre-test and post-test and the test of significance.

The Data Percentage of the Students' Pre-test and Post-Test Score in Experimental Class

The following table shows the distribution of frequency and the percentage of the final score of the speaking ability in the pre-test at the first year students of SMAN 14 Makassar in experimental class.

Table 3

The rate percentage of students' speaking ability in experimental class in the pre-test

No.	Classification	score	Pre-test	
			F	P (%)
1	Excellent	6	0	0
2	Very Good	5	0	0
3	Good	4	2	7%
4	Average	3	13	48%
5	Poor	2	11	41%
6	Very Poor	1	1	4%
Total			27	100%

Table 3 shows the rate percentage of students' speaking ability score of the experimental class in the pre-test, from 27 students. The pre-test showed that there were 2 (7%) students categorized into good score, 13 (48%) students classified into average score, 11 (41%) students were classified into poor score, and one student (4%) was classified into very poor score. None of them was classified into excellent and very good.

Table 4.
The rate Percentage of students' speaking ability in experimental class in the post-test

No.	Classification	score	Pre-test	
			F	P (%)
1	Excellent	6	2	7%
2	Very Good	5	1	4%
3	Good	4	11	41%
4	Average	3	9	33%
5	Poor	2	4	15%
6	Very Poor	1	0	0%
Total			27	100%

Table 4 shows the rate percentage of students' speaking ability score of the experimental class in the post-test. From the 27 students, there were two students (7%) who got an excellent score, one student (4%) got very good score, 11 students (41%) got good score, nine students (33%) got average score, four students (15%) got poor score, and none of them got very poor score.

Based on the evidence presented before, it can be concluded that the rate percentage in the post-test was higher than the rate percentage in the pre-test. There were two students got excellent scores in the post-test in contrast with the result in the pre-test none of the students got excellent score. Furthermore, there were two students who got good scores in a pre-test, and in the post-test, the number of the students who got good scores are increased to 11 students, and none of the students got very poor score in post-test.

Table 5
The rate percentage of students' speaking ability in pest-test

No	Classification	score	Pre-test	
			F	P (%)
1	Excellent	6	0	0
2	Very Good	5	0	0
3	Good	4	2	7%
4	Average	3	11	41%
5	Poor	2	11	41%
6	Very Poor	1	3	11%
Total			27	100%

Table 5 shows the rate percentage of the students' speaking ability score in control class. There were 27 students who participated in the pre-test, none of them got excellent score, and very good score. Moreover, two students got good score, 11 students got average score, and three students got very poor score.

Table 6
The rate percentage of students' speaking ability in post-test

No.	Classification	score	Post-test	
			F	P (%)
1	Excellent	6	0	0
2	Very Good	5	0	0
3	Good	4	4	15%
4	Average	3	13	48%
5	Poor	2	10	37%
6	Very Poor	1	0	0%
Total			27	100%

Table 6 shows that none of the students got excellent score, and very good score. There were four students got good score, 13 students got average score, 10 students got poor score, and none of them got very poor score. Based on this prove, it can be concluded that the rate percentage of students' speaking ability in the post-test was higher than in the pre-test.

Table 7
The Mean Score and the Standard Deviation of Experimental and Controlled Group of the Students' in the Pre-test and the Post-Test

Criteria of assessment	Types	Mean Score		Standard Deviation	
		Pre-test	Post-test	Pre-test	Post-test
Fluency	Experimental	2.59	3.55	0.69	1.05
	Control	2.29	2.77	0.65	0.70

The data shown from the table were taken from the students' speaking test results in the pre-test and the post-test. Furthermore, the table showed that before the students were given the treatment of participation point strategy, their speaking ability was fair in both class. However, after the treatment applied, the students ability in speaking in Experimental class was higher than the control class.

The Hypothesis Testing

Table 8
The Result of t-table Calculation

Variable	T-test Value	T-table Value
$X_1 - X_2$	2.33	2,021

To know whether the mean score of the experimental class and the control class is statistically different, the t-test applied with the level of significance (P) = 0,05 and the degree of freedom (df) = $n_1 + n_2 - 2$, where $n_1 = 27$ and $n_2 = 27$ so (df) = 52. The data shown in table 8 indicates that the value of the t-test was 2,33. It was higher than the value of the t-table was 2,021 with the significant level (P) = 0.05 and (df)= 52, while the value of the t-test ($2,33 > 2,021$). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

DISCUSSION

Speaking is one of the most important skills in English. Some people agreed that people who are master in English, can speak well and the utterances can be understood well by the listener. Moreover, one of the obstacle that the students of SMA Negeri 14 Makassar faced was related to speaking skill. To overcome this obstacle the researcher proposed participation point strategy to be applied in giving speaking tasks.

Based on the finding, the treatment of participation point strategy can solve the problem. During the process, each student was encouraged to participate in the speaking tasks. It was proved from classroom observation and the data gathered from the pre-test and the post-test in experimental class. The students were participated by joining the group discussion in each meeting and they also expressing their ideas through their sentences without hesitation. It was also proved that the students speaking ability, specifically their fluency was increased, the data could be seen from the students mean score in the pre-test and the post-test.

CONCLUSION

Based on the research result and the data analysis, the researcher concludes that the use of participation point strategy can increased the students' ability in speaking English based on the following evidence:

1. The students ability in speaking [fluency] before using participation point strategy was still low, it was proved by the data that most of the students got average, poor, and very poor with the mean score of the students' pre-test was 2,59.
2. The students' ability in speaking skill after using participation point strategy was increased, it was showed by the data that most of them got good score, one of them got very good score, and two of them got excellent score with the mean score of students' post-test was 3,55.
3. Participation point strategy also appropriate for students who wants to increase their English speaking ability. It is proved by the result of the effectiveness of the strategy, in which students' achieved better score in speaking test after the treatment was given.

Related to the conclusion mentioned above, the researcher suggests English teachers:

1. English teachers should consider using participation point strategy as one of many alternatives in teaching speaking to increase students' speaking ability.
2. Teachers should present the material in an enjoyable, relaxed, fun, and understandable way.
3. Teacher should keep an eye on the students' activities.

For Students:

1. Students should be participated actively. They should involve in the classroom activity, so they can follow up what they have got from the learning process.
2. The students should not holding back their questions and ask their teacher if there is something that they do not understand regarding to the classroom activities.

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