



## Exploring The Implementation Of Participation Point System (PPS) Technique In Vocational High School Speaking Classroom

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### Abstract

*This study aims to explore the application of student participation point techniques in vocational high schools. Active participation of students in the learning process has an important role in improving their speaking skills. Therefore, the point participation technique is used as a method to encourage students to be more active in participating in teaching speaking in class. This study used a qualitative approach with a narrative inquiry design. Data was collected through class observations, interviews with teachers and students, as well as analysis of documents related to the curriculum and the application of point participation techniques. The research sample was carried out in a vocational high school located in Karawang and has implemented the participation point system technique. The results of the study show that the use of the participation point system has a positive impact on students' speaking abilities at the school. Students who are less active because of fear and embarrassment become motivated to participate in learning speaking so that their abilities improve in terms of mastery of vocabulary, grammar and pronunciation.*

*Keywords: participation points, students, vocational high schools, learning strategies, active participation.*

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## INTRODUCTION

Reading, writing, listening, and speaking are the four language skills. It is a way for students to interact with others and express themselves, as well as their thoughts, intentions, hopes, and viewpoints. Communication relies on speaking. Speaking can also be seen of as an interactive process for creating meaning that includes information production, reception, and processing. According Gass, S. M (2015) speaking is seen as a fundamental mode of human communication. It involves the interactive and expressive use of language to convey meaning, exchange information, and establish social connections.

Speaking is one of the most crucial abilities to be developed and improved as a way of effective communication, according to prior research by Lai-Mei and Seyedeh (2017) titled "An Analysis of Factors Influencing Learners' English Speaking Skill". The second study, "An analysis of students' problems in mastering speaking skill faced by the first semester of the twelfth grade at one of senior high in Kotabumi Lampung Utara in the academic year of 2017/2018," was conducted by Baiq Rahmawati Yendra (2018). The study revealed that speaking is one of the skills that students need to master in order to learn English. The third study, "The Importance of Speaking Skills in English Classroom," was conducted by Parupalli

Srinivas Rao (2019). The study's findings indicated that speaking is a crucial ability to develop when learning a foreign or second language.

Speaking is done for a variety of reasons depending on what the speaker wants to accomplish, but the three main ones are to inform, convince, and entertain. Speaking can also be used to convey ideas, opinions, and personal feelings. Speaking can also be used to describe a real or fictitious person or object. An audience may pay attention if the speaker speaks effectively and confidently, which presents an excellent opportunity for the speaker to communicate.

In the terms of speaking, every speaker and every listener are both simultaneously speaking and listening. Speakers need to be able to foresee the expected patterns of particular discourse settings and then produce them. Learners must grasp when, why, and how to produce language in order to speak, in addition to knowing how to produce specific language features like grammar, pronunciation, or vocabulary. There are certain strategies that can improve their speaking abilities. Participation Point (PPS) Technique is one of them. Hadley (2007) claims that the participation Point System (PPS) has been used to measure and support students' progress in developing their speaking abilities to make students used to speaking in English and measure their participation levels.

According to previous research by Muhammad Ihsan (2018), "Using The Participation Point System In Teaching Speaking Skills" showed that the PPS can help students improve their speaking skills more than the discussion technique in terms of pronunciation, grammar, vocabulary, fluency, and expression. By asking and answering questions, expressing ideas, and volunteering for class activities, the PPS strategy encourages students to participate more in the learning environment. Additionally, it improves the teaching-learning environment in the classroom. The second study was conducted by Aisyah Istiqomah (2017) and was titled "The Implementation of Participation Point System in Teaching Listening at the Fourth Semester of English Education Department of IAIN Surakarta In Academic Year 2015/2016". The results of the study revealed that the students responded well to the implementation of PPS and that the PPS method is crucial to the teaching and learning processes. In her third study, published in 2019, entitled "The Effectiveness of Participation Point System (PPS) Method in Teaching Speaking," Aan Rosdianah found that PPS can assist students in overcoming passivity.

In contrast, there is limited research specifically focused on the experiences and perspectives of students and teachers in Vocational high school who employ point systems in their classrooms. And also most of the previous research about participation point system that researcher found are using classroom action research as their research design, so researcher trying to use narrative inquiry by exploring their insights, we can gain a deeper understanding of the rationale behind using this teaching strategy and its perceived impact on student learning outcomes. The research will held in one of Vocational high school in Karawang. The reason resercher choose this school because this school was use kurikulum merdeka so that we can take samples from the implementation of the national curriculum. In addition, according to the results of the researchers' observations after conducting interviews with the English teacher at the school, most of the students were still afraid and embarrassed to speak English in class. So, the main reason the researcher conducted research at the school was because the English teacher at the school had

implemented the participation point system technique in speaking classroom. So that researchers can see and dig deeper into the implementation of the use of PPS techniques in speaking classrooms.

## **METHODS**

This study will use a qualitative research approach because in this study the data and results obtained will be presented as deeply as possible to show the importance of the details of the data studied. In this study, the narrative inquiry method will be used because this method is relevant to the qualitative approach so that the teacher's experience will be described in detail. Narrative inquiry is the study of the experiences and views understood in a story. This is practical insight as well as specific about a real situation. According to Meggi S et al., (2007) Narrative inquiry is used to study educational experience since it is argued by those in this sphere that humans are storytelling organisms who lead storied lives. Narrative inquiry it is important that the researcher is not only able to ask questions that elicit stories but also that she/he is able to position her/himself so that stories can be analyzed effectively. In other hand, this method is suitable for use in this research and is expected to be able to identify the experiences of Vocational high school EFL teachers in speaking classroom, on top students' experience in using participation point system technique.

## **RESULTS & DISCUSSION**

### ***Results***

In this chapter, the researcher presents the result of the research by answering two research question that have been formulated previously, such as 1) What are the students' attitudes toward the implementation of participation point system technique in speaking classroom? and 2) What are the teachers' perception toward implementation of participation point system technique in Speaking Classroom ? This data the researcher got from the results of the researcher's interviews and written narrative with two teachers and two students who had experience in applying the participation point system technique in teaching speaking in their class. Researchers will focus on discussing the advantages, disadvantages and challenges of the participation point system technique based on two points of view, namely the teacher as the subject and the student as the object of applying this participation point system technique.

This research was conducted to answer research questions where the research was devoted to exploring the participation point system technique in teaching speaking in eleventh grade. Most vocational high school students do not have significant development in speaking skills because they are afraid of mistakes in vocabulary, grammar and also pronunciation. So the effect is that they find it difficult to develop their speaking skills. To overcome this problem, there is a teaching technique to encourage students to actively participate in speaking learning in the classroom, namely the participation point system technique. So in this study the researcher wanted to explore the effectiveness of using the participation point system technique based on two points of view, namely two high school teachers as teaching subjects and two eleventh grade students as teaching

objects who both had experience in applying this method in teaching speaking in the classroom.

### **1. The students' attitudes toward the implementation of participation point system technique in speaking classroom**

In this part, the researcher used interview and written narrative to get the data of student's response. Based on the data that has been conducted to two students as the participant, there are some points of the student's response toward the implementation of Participation Point System (PPS) technique, such as (1) Participation Point System (PPS) technique makes students who are passive become more active to participate in class, (2) Participation Point System (PPS) helps students' to be brave to speak English in the class, (3) Participation Point System (PPS) technique increases vocabulary mastery and improve their pronunciation. The result of the data is explained as follows:

a. Participation Point System (PPS) technique makes students who are passive become more active participate in class.

Students give a positive response to the use of Participation Point System (PPS) technique in learning. It can assist some passive students to become more active and to communicate actively in class activities. As mentioned from the participants,

[I am very happy because when I am active I get more point or prizes. So that makes me who is shy dare to participate in the class]

(Vignette 1, Student A)

[It's exciting because when we participate we get confidence from the point or prizes that will be given by the teacher]

(Vignette 1, Student B)

b. Participation Point System (PPS) helps students' to be able to speak English in the class.

This PPS technique can make students become more proactive learners in the speaking classroom. As mentioned from the participants,

[its very effective encourages me to be brave and makes me more enthusiastic to participate in speaking class so that it increases my self-confidence]

(Vignette 1, Student A)

[in my personal opinion, it was very effective in getting me to speak up because this technique motivated me to actively speak english in the class]

(Vignette 1, Student B)

c. Participation Point System (PPS) technique increases vocabulary mastery and improve their pronunciation

Participation point system can increase vocabulary mastery and improve their pronunciation because when they speak and active in the learning process they always find new vocabulary and when there is uncorrect in pronunciation their teacher will correct it. As mentioned from the participants,

[Yes, because i can be more active in learning and understand the material better because i can progress in answering or questions in front of the class, and when i speak i have to arrange the vocabularies so my vocabulary mastery can increase and my pronunciation can improve because the teacher correct every uncorrect pronunciation.]

(Vignette 1, Student A)

[yes, because before i speak and participate in the class i always looking for the vocabularies that relate to the topic that is discussing in the class, and when i wrong in pronunciation the teacher correct for me]

(Vignette 1, Student B)

It means that this Participation Point Syatem (PPS) technique has a good effect for students to be more active, creative, brave and can increas vocabulary mastery and improve their pronunciation.

## **2. The Benefits and Difficulties of the Implementation of Participation Point System (PPS) technique from teachers perception**

In this phase, the researcher used interview to collect the data about the benefits and difficulties on the implementation of Participation Point System (PPS) technique. Based on the data that has been conducted to two teachers as the participant, there are some points toward the benefits of the implementation of Participation Point System (PPS) technique, such as (1) Participation Point System (PPS) technique makes students become more confident to speak English and participate more in class, (2) Participation Point System (PPS) helps students' gained vocabulary, (3). The result of the data is explained as bellows:

### **a. Participation Point System (PPS) Technique Makes Students Become More Confident to Speak English and Participate More in Class**

Participation Point System (PPS) is a technique of motivating classroom participation. It helps students gained the confident they need to speak English in class. As mentioned from the participants,

[Participation Point System is very good, because it can motivate students to be more active in communicating verbally in English]

(Vignette 2, Teacher A)

[PPS can reduce students' fear of speaking so that the students brave to participate in the speaking class although still there are uncorrect in grammar and pronunciation]

(Vignette 2, Teacher B)

Thus, this technique can be useful for students who were shy and afraid to speak in English to be more active to speak and participate more in class.

### **b. Participation Point System (PPS) Technique Helps Students' Gained Vocabulary**

This technique allows students to speak more in class which means they will get new vocabulary whenever they speak and others students can take notes from the speakers in the class. As mentioned from the participants,

[Participation point system is necessary because it can improve students' speaking skills. Besides that, it can also improve their pronunciation and vocabulary skills]

(Vignette 2, Teacher A)

[This participation point system technique can make students who are shy and afraid to speak English become motivated and dare to speak and play an active role in class. So their vocabulary mastery can increas]

(Vignette 2, Teacher B)

It means that Participation Point System (PPS) is a technique is beneficial to use in learning speaking in the class.

There are some points toward the difficulties of the implementation of Participation Point System (PPS) technique, such as (1) Students afraid to make

misateke when speak in English. (2) Students are to shy to participate using English in class. The result of the data is explained as bellows:

a. Students afraid to make misateke when speak English

Beside all the benefits that students get from this technique, there are some difficulties that they faced too. As mentioned from the participants,

[The challenges are embarrassing, they don't like being confident either, they afraid of being laughed at, they afraid misateke when trying to speak english]

(Vignette 2, Teacher A)

[They afraid make mistake in grammar and pronunciation and they afraid being laughed by their friends when trying speak english]

(Vignette 2, Teacher B)

It means that this technique, for some students makes them afraid to speak because they are not used to speak in English.

b. Students Are Too Shy to Participate Using English in Class

Another difficulty that the students found when this technique was applied the students didn't have any courage to participate using English in class. As mentioned from the participants,

[The reason they don't dare to actively participate in speaking learning is that they are shy and lack self-confidence in themselves.]

(Vignette 2, Teacher A)

[It is quite difficult to get rid of shyness and increase their confidence, so the technique participation point system makes them dare to participate in speaking class.]

(Vignette 2, Teacher B)

### ***Discussion***

Based on the findings of the data, the researcher investigates how the implementation of Participation Point System (PPS) Technique has a big impact to make students becomes more active to participate in learing speaking process.

According to the interview results conducted with the students, the researcher found that by using Participation Point System (PPS) Technique some students can overcoming their passivity to participate more in class. Similar results found by Aisyah Istiqomah (2017), that the Participation Point System (PPS) is a good teaching method because they motivated to be more active in learning process.

In summary. The students becomes more active to participate in class after the Participation Point System (PPS) technique implemented and the students gained more courage to speak more in English.

#### **1. Students' Responses toward the Implementation of the Participation Point System (PPS) Technique in Learning Speaking Process**

According to the results of the interview with some students, the researcher found that this technique can help students to be more creative and active to participate more in class. Students tended to use various ways to get more points from the teacher. It means that they use their creativity to find ways to be more active in the class. Students can express their opinions, their feelings, volunteering for classroom activities, asking the teacher or answering question that asked by the teacher to be more creative and active in the class. As stated by Aisyah Istiqomah (2017), the main purpose of teaching and learning process by using PPS method

can be done successfully. It can be shown in teaching and learning process, the students are active, fun, and seriously in followed the lesson in the class.

Participation Point System (PPS) technique also help students to be able to speak English. Amelia, Dalle & Setiadi (2018), stated that this technique can make student have fan in study English and can help students' easier in learning English specially in speaking. The PPS technique is very effective in getting the students to communicate and speak English more in the class. It helps students to practice their English with their friends and teacher so that they are able to speak English and they will be more fluent and used to speak English in the class.

## **2. The Benefits and Difficulties of the Implementation of Participation Point System (PPS) technique from teachers perception**

a. Benefits of the implementation of Participation Point System (PPS) technique.

According to the results of the interview with the teachers, the researcher found that this technique increase students confident to speak English in the class which means they also become more participate in class because they tended to speak or participate more in order that they will get more points from the teacher. As stated by Amelia, Dalle & Setiadi (2018), the use of participation point system method can improve students' self-confidence in terms independently and responsibility.

Alongside the students getting more confident to speak English, this technique also allows students to gain new vocabularies. Become more active in class means that a lot of students tend to speak more and Students can take notes whenever their friends are speaking in class. As stated by Ihsan, Zulfadli & Aziz (2018), the PPS technique can improve the students' speaking skills in pronunciation, grammar, vocabulary, fluency, and expression.

b. Difficulties of the implementation of Participation Point System (PPS) technique

English language teaching is often divided into the four domains of reading, writing speaking and listening. Each aspect of English is equally essential and the development of one area has tendency to enhance learning in the others stated by Rabbitt (2015) Speaking is one of the essential aspects in learning a language. However, some students find it hard to express the feeling using English in the class. They are not used to speak English and they are afraid to make mistake so they feel awkward whenever they try to speak English in the class.

According to Dr. Ahmed Maher Mahmoud Al Nakhalah (2016), one of the reason students afraid to speak English is because they fear to make mistake. Students fear of being criticized or being laughed by other students. Therefore, teacher's role here is essential to convince the students that it is okay to make mistake because it is a learning process and students should try to speak more so they will not afraid or shy to speak English in the class.

Another difficulty that some students faced when this technique implemented is that they are too shy to participated using English in the class. Students tend to go blank whenever they try to use English and forget what they are going to say. Students need note motivation to overcoming their shyness. Motivation is necessary in learning process as stated by Ihsan, Zulfadli & Aziz (2018), gain self-confidence and to feel more motivated in their conversation many

students showed lack of motivation when they were asked to speak in the classroom, and they tended to just sit at the back of the class and pretend that they were not there in the class to avoid the situation where they would be asked to speak.

## **CONCLUSION**

### **1. Students' Responses toward the Implementation of the Participation Point System (PPS) Technique in Learning Speaking Process**

Participation point system can be implemented as a way to give opportunities for students to participate more in learning speaking process. This technique is a simple technique but can be an effective technique of motivating students to overcome their passivity. Participation Point System (PPS) Technique makes passive students become more active in the class. Participation Point System (PPS) Technique applied in learning speaking process can be an effective way to decrease students' passivity. Students became much more enthusiastic to participate in all the speaking activities in the class because of this technique. The term "point" really makes students excited to participate more in class. Students will compete with each other to get a lot of points from the teacher. This is really helped them interact more using English in class with their friends and the teacher. This technique is very helpful for the students to overcoming their passivity.

Students have a positive response towards the use of Participation Point System (PPS) Technique in Learning Speaking Process. There are two points of the students' response, the responses are (1) Participation Point System (PPS) technique makes students who are passive become more creative and active in class, (2) Participation Point System (PPS) helps students' to be able to speak English.

It can be concluded that Participation Point System (PPS) technique has a positive effect for students in a learning speaking process. The positive response of the use of Participation Point System (PPS) technique shows that this technique is effective for students who struggle with their passivity in class and allows them to be more creative to express their feelings and increasing their speaking ability in class.

### **3. The Benefits and Difficulties of the Implementation of Participation Point System (PPS) technique**

Participation Point System (PPS) Technique has both benefits and difficulties that students found in learning process. There are two points of the benefits of the implementation of this technique, such as (1) Participation Point System (PPS) technique makes students become more confident to speak English and participate more in class, (2) Participation Point System (PPS) helps students gained vocabulary.

Moreover, there are also two points of the difficulties of the implementation of this technique, such as (1) Students afraid make mistake to speak in English, (2) Students are too shy to participate using English in class.

It can be concluded that this technique is very helpful but some students still need to get more motivation from the teacher to get used to use English in class so they will be more active in the learning process and that they can overcome their difficulties.

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