SKRIPSI

THE USE OFPARTICIPATION POINT SYSTEM METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY AT THE EIGHT GRADEIN MTS DDI KABALLANGANG

By

MUGFIRAH NUR FAISA

Reg. Num.14.1300.050

ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial FullFilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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DEVELOPING ENGLISH PROFICIENCY TEST MEDIA IN JUNIOR HIGH SCHOOL

Skripsi

As Partial Fulfilment Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

English Program

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ENGLISH PROGRAM
TARBIYAH FACULTY
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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

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The writer realize that this "Skripsi" is still far from being perfect, criticism and suggestion would be acceptable make it better.

Parepare, January28th 2019

The Writer

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

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State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 28th January 2019

The Writer,-

Mugfirah Nur Faisa

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ABSTRACT

MugfirahNurFaisa.*The Use of Participation Point System to Improve the Students Speaking Ability at the Second Grade Students in MTS DDI KaballangangPinrang, ,English Program of Tarbiyah Department, State Islamic Institute (IAIN) Parepare* (Supervised byMuzdalifahMuhammadun and Amzah).

The purpose of this research was positively to find out whether The Use of Participation Point System to Improve the Students Speaking Ability at the Second Grade Students in MTS DDI Kaballangang. The results of this research. The teacher willbe conscious that it is important to use the method in teaching. The students can enjoy the lesson so they can be easier to express their ideas and also confidence to speak.

The subject of this research is XI VIII.1 class which is consisted of 13 students. The sample was taken by using random sampling. The design in this research was pre-experimental with pre-test and post-test design. The student did the pre-test, got the treatment and did the post-test. It aimed to know whether The use of participation point systemcan improve students' speaking ability.

The result in this research was indicated that the improvement of the students' speaking ability. It was indicated by the students' mean score of post-test (75.62) was greater than pre-test (39.42). so the improvement of students speaking ability is 37.30. Even, for the level significant (p) 5% and df = 12, and the value of table is 1.782, while the value of t-test is 10.71. It means that the t-test value is greater than t-table (10.71 ≥ 1.782). Thus, it can be concluded that the students' speaking ability is significantly better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Keywords: Speaking Ability, Participation Point System.

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CHAPTER I

INTRODUCTION

1.1 Background

In English language normally there are four skills have to be known, they are: reading, writing, listening and speaking. Based on the four skills, speaking is most interest to study, because speaking more challenging and difficult. Speaking is a mean of oral activity that plays essential role in human interaction and communication when people express their ideas, mind, and feeling to others.[1]It is one form of information through oral communication in the world and it becomes more and more useful.Communication is essentially as process of sending and receiving message.

For speaking ability, most of the students have a good ability in reading, listening, writing, but they cannot speak English well.[2]speaking ability faces some troubles. The first, the speaker cannot produce their idea it is proved that only a few of student can speak English fluently. Second, they have not enough vocabulary to arrange word become a sentence. Third, many students have not enough brave or self confidence to express English language as such as Indonesian language.

All English abilities and English elements are important, but speakingability is most important abilityfor learners. People can express their ideas and feelings orally by speaking and people can describe things, give direction, complain about people's

[1]A.S. Hornby, *Oxford Advanced Learner's Dictionary* (Oxford: Oxford University Press, 1989),p.330

[2] Jeremy Harmer, *The Practice of English Language Teaching* (London and New York: Longman, 1998),p. 16

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behavior, make polite request, or told people with a story Because people use speaking for a variety of different purpose.

Having more knowledge about language ability is very Important because people have much better understanding and getting what we want as well as our needed. Besides, one of the important language that should be known by the people in this world is English. Because English as a worldwide language or a tool to communicate with the people from the other country. Mastering in English, people should know the language ability and element ability in English.

Every school requires the goal of teaching speaking should improve students' communicative abilities because students should be able to use these abilities in their daily life. Students face serious problems dealing with their second language learning. English has become their school subject since they are in elementary school but they do not master it after several years learning. This might be a difficult problem to solve since most of the teachers using traditional method in the teaching and learning process. As a result, students do not participate actively duringthe learning process.

Many students failed to reach the goal of learning English. It because of the students not able to communicate with other people use English language even though they have learned English for many years. Most of students are difficultto speaking English in the class. Most of students were in a large class in boring situation, not interested as well as in noisy neighborhoods where the opportunities to speak are severally limited.

This phenomenom also happened because the students rarely practiced their English verbally. Students even hardly ever used it in English class time. It mighthappen because the teachers did not emphasize their students on using English

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in the class or their teaching method did not encourage students to speak actively in the class. Meanwhile, speaking as a media of expressing ideas must be usedfrequently in order to improve speaking ability. It is impossible that the students can improve their speaking ability if they seldom use it in every single chance until it becomes a habit.

Referring of the some difficulties in speaking above, the writer will try to use Participation Point System. This Participation Points System combines these in a measurable, visual way. Each class activity is assign a number of points that students can earn as they answer the question or complete tasks. As students engage in the activities, they write on their grids the points they earn by participating. Just before class ends, students write their total for that day. This can encourage the student ability in speaking.

Based on the previous description, the writer interested in carrying out a research entitled "Participation Point System to Improve Students' Speaking Ability at the Eight Grade in MTS DDI Kaballangang".

1.2 Problem Statement

In relation with the background above, the problem of the research can be state as follow:

1.2.1 How is the students' speakingability beforeand after using participation point system method at the eight grade of MTS DDI Kaballangang?

1.2.2 Is participation point system method able to improve the students' speaking ability at the eight grade of MTS DDI Kaballangang?

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1.3 Objective of the Research

Based on the research question above, this research aimedto find out:

1.3.1 To know the students' speaking ability before and after using participation point systemmethod at the eight grade ofMTS DDI Kaballangang.

1.3.2 To find out whether participation point system method able to improve students' speaking ability at the eight grade of MTS DDI Kaballangang.

1.4 The Significance of the Research

The results of this study are expect to give both theoretical and practical benefits as follows:

1.4.1 Theoretically

The result of this study is expect to find out model of improving students' speaking ability through participation point system.

1.4.2 Practically

1.4.2.1 Teacher

1.4.2.1.1 Teacher can use the material easier and she/he will have a new model to teach speaking by using participation point system.

1.4.2.1.2 The teacher can make this model to be an interesting model in other the students easy to understand in learning English speaking.

1.4.2.2 Students

1.4.2.2.1 The students will be easy to understand about how to say something and how to find data and information.

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1.4.2.2.2 It will improve the student's ability in speaking by learning to know, learning to do, learning to live together, and learning to be.

1.4.3 Researcher

1.4.3.1 Can use the result of this study to be reference.

1.4.3.2 Can search the same variable.

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concept of 'Participation Point System

Participation Point System was first found by Fisher. He stated that 'Participation Point System is use to combining satisfaction and reward where true motivation is born. Participation Point System was one of important part of grading process in order to be effective and it also needs to be needs to be as tangible, and the more tangible it is the more students will become motivated.[3]

According to Fisher, there are essentially three levels of motivation: intrinsic satisfaction (the student's natural interest), extrinsic motivation (the future reward such as enhanced employment prospects) and the combination of satisfaction and reward (success in the task)[4].It is the latter, in combining satisfaction and reward, where true motivation is born.

Without task-based satisfaction there will be no foundation upon which to build intrinsic and extrinsic motivation. The notion is that if students do a task well, they will be praise. This is motivational, and the best form of praise is rewarding them immediately with participation points, and making the participation points an important part of the grading process. In order for the praise to be effective it also

[3]G. Hadley, *Encouraging Oral Communication in the EFL Classroom* (Paper presented at the Niigata University General Education and Language Research Group. Niigata City, Japan) h. http://www.nuis.ac.jp/~hadley/publication/partpoints/participation.html

[4]R. Fisher, *Teaching Children to Think*(Basil Blackwell, 1990), p.17

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needs to be as tangible, and the more tangible it is the more students will become motivate.

Participation point system is a simple method develope by Hadley. The idea of the method is how to make students participation become tangible so that students can evaluate their progress. Teacher usually emphasize students' participation in which it will be graded and will be significant adding score for English score. However, the teachers usually note that students' participation secretly in their notes, consequently, teacher unconsciously only focus on active students. Teacher often give points to the students they observe participating by writing in their note. To solve this problem, it is important to have a method that make the point of participation become visible so students can see clearly, and then evaluate their progress in every meeting. The method that can be implemented is called "Participation Point System (PPS).Based of the Students culture where it is teacher and memorizing emphasized, participation point system method can be alternative to boost students participation point system also can help teacher to mark students' participation and furthermore this method is quite easy and simple. The media is also easy and does not cost too much money.[5]

2.1.2 Procedure in Participation Point System

The PPS is therefore a method of motivating classroom participation, especially communicative participation, by giving students something tangible (such as discs,

[5]AndiAsriJumiati, A.SriAsrina, "Improving The Students Speaking Ability through Participation Point System (PPS) Method." Publish Thesis; English Education Department: Makassar, 2011), p.5-7

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marbles,poker chips etc.)[6] While activities are underway to represent their participation scores. Anything can be used.

Before class, each task is written on the chat board, alone with assign points. When the teacher explains or demonstrates each activity for the class, the bottom line what the students are expect to do is there on the board, clearly spell out as the class hours goes on, the teacher points out to the students the thinks they can do to on points, and as students engage in class activities, they write on great on the back of the class ID cards the points they earn by participating. Just before class ends, students write their total point for that day. This point total can be use in calculating participation greats on a daily, weekly, or semester long basics.[7]

2.1.3 The Advantage of Participation Point System

It seems clear that the PPS holds certain benefits, and that it works effectively as a motivational tool in the classroom. It is simple and effective as well as tangible. It also seems from the research that students identify with it and that it does help them overcome their passivity. There have been other teachers in my teaching program who have tried the PPS and have also found that it is effective in helping make their classes more lively, and talkative.[8]

2.1.4 The Disadvantages of Participation Point System

If students are veryreluctant to participate, the point-value of behaviors can be increased as required. Certainbehaviors, for example modeling role-plays in whole-

[6]Jeffrey**,** *a Motivational Participation Point System*(Tokyo : Asia University, Center for English Language Education

[7]Jeffrey**,** *a Motivational Participation Point System*(Tokyo : Asia University, Center for English Language Education) p.1204.

[8]Jeffrey**,** *a Motivational Participation Point System*(Tokyo : Asia University, Center for English Language Education) p.1201.

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class situations, may be awarded muchhigher point values than other activities, such as writing answers to questions on thewhiteboard.Because the points are physical, a physical method of distribution is also required. This hasbeen noted as one of the most troublesome aspects of other PPS'One problem with the PPS is that it takes a lot of energy to move around theclassroom distributing points. After three forty-five minute classes in succession feel have had a fairly extensive physical workout.[9]

2.2 The Concept of Speaking

According to Anderson and Bachman in claim that speaking abilities are an important part of the curriculum in language teaching, and this makes them an important object of assesment as well.[10] Speaking is the most important ability so learner should know how to speak.

Communication among people is complicate because it is require the sender of message to express what he or she intends to communicate and for the receiver to interpret the message accurately. In this case, language plays an important rule which must be produce to convey our ideas, feeling in our life.

Other definition from Bailey in Kaharuddin that speaking is to understand speaking as a concept, it is essential that we take into account the definitions of speaking proposed by some linguistics and language practitioners.[11] It means that speaking needs to practice and how to understand the meaning of it.

[9]Paul, Raine. The Use of a Participation Point System to Encourage More Proactive Learner Participation in Japanese University English Classes (J. F. Oberlin University : NII-Electronic Library Service) p.95.

[10]Ni Wayan Darsini, "Impproving Speaking Skill Though Cooperative Learning Method of the Eight Grade Students of SMPN 2 UBUD IN Academic 2012/2013" (Published Skripsi; English Department Faculty of Teacher Training and Education Mahasaraswati Denpasar University Denpasar : Denpasar, 2013), p. 9.

[11] A. KaharuddinBahar, S.IP, M.Hum, *Interactional Speaking* (Yogyakarta: Trustmedia

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According to David Nunan, speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently[12]. It means that speaking as the way of communication influences our individual life strongly.

Based on the definition above, speaking skill can be understood as the ability for using a verbal communicative process for being communicate with others. This may involve expressing ideas and opinions; expressing a wish or a disere to do something; negotiating or solving a particular problem or establishing and maintaining social interaction and relationship.

2.2.1 Aspect of Speaking

Speaking is one four ability that the students have to able learn second language. Speaking skill itself has component they are:

2.2.1.1 Pronunciation

Pronunciation strongly influences the meaning in language. Pronunciation is one of important component in speaking skill therefor, many learners of foreign language feels that their ultimate goal in pronunciation should be "accent free" speech that is undistinguishable from that of a native speaker.[13]

Publishing Yogyakarta, 2014), p. 1.

[12]David Nunan,*DesigningTasksfor the Communicative Classroom*.(New York: Cambridge University Press, 1989), p.23

[13]H. Douglas Brown, *Teaching by Principles; an Interactive Approach to Language Pedagogy*, (U.S.A, A Paramount Communications Company, 1994), p.259

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2.2.1.2 Grammar

According to Levinson, relations between language and context that are grammaticalized, or encoded in the structure of a language.[14]

2.2.1.3 Vocabulary

Vocabulary is an area which gives the students various kinds of learning problems, including spelling.[15]In learning second language, the learner exactly have to have many words. The richer words that learners has makes them easier in understand what their partner of communication says.

2.2.1.4 Accuracy

Accuracy is choose a correct, exact and suitable word. In writing scale for the lower intermediate level that have six score or top score in accuracy if pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.[16]

2.2.1.5 Influency

The other element of speaking is fluency. Fluency is the ability of the speaker in pronunciation the words quickly and has the good arrangement and easy to understand. The difficult of learner has and problem make the mistaken in language because the learner always pausing to determine the word that the learner has to articulate. In Oxford, fluency is quality or condition of being fluent. Fluent is able to speak or write accurately,easily in a foreign language.

[14]MarianeCelce Murcia and Diane Larsen Freeman The Grammar Book (Boston : Librariy of Kongress Cataloging In Publication data) p.5

[15]Donn Bryne *Teaching Writing Skills New Edition* (UK : Longman Group, 1988) p.35

[16]J. B Heaton, *Writing English Language Test; New Edition* (USA, Longman Group UK Limited, 1998), p. 100.

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In speaking skill faces some trouble. The first, the speaker cannot producetheiridea it is prove that only a bit of student can speak English fluently. Second, they have not enough vocabulary to arrange word become a sentence. Third, many speakers have not enough brief or self confidence to express English language as such as Indonesian language.

2.2.2The Problems in Speaking

In speaking activity sometimes we find some problems. According to Penny Ur there are four problems of speaking activities. They are inhibition, nothing to say, low or uneven participation and mother tongue, as the following:

2.2.2.1 Inhibition

Speaking is not like reading, writing and listening activities, speakingrequires some degrees of real time exposure to an audience.

2.2.2.2 Nothing to say

Even though students have many ideas in their mind but they cannot express because they have to think and express by second language. Even if they are not inhibited, we often hear learners complain that they cannot think anything to say but they have many idea actually.

2.2.2.3 Low or uneven participation

The problem will rise if only one and two participant can talk at the time. And the other students will have only very little talking time. These problems compounded by the tendency of some learners to dominate, while others speak very little or not at all.

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2.2.2.4 Mother tongue use

In learning second language the students are influenced by mother tongue use, because it is easier and they feel natural to speak. So, mother tongue can influenced the students in producing foreign language, if they are talking in small group it can be quite difficult to get some classes particularly the loss disciplines or motivated ones to keep to the target language.[17]

2.2.3 Function of Speaking

According to Brown and Yule in Richards state that there are three function of speaking.[18] As follow :

2.2.3.1 Talk as interaction: refers to what people normally do in communication that is "conversation" and describe the interaction that serves a primarily social function. People interact with each other when they meet though exchange greeting because they wish to be friendly and to establish and maintain social relations.

2.2.3.2 Talk as transaction: refers to the situations where the focus is on what is said or done. The focus talk as transaction is on the message rather that how they interact socially with each other. There are two types of talk as interaction, the first type focuses on giving and receiving information and the second type focuseson obtaining goods or services.[19]

[17]Penny Ur *A Course in Language teaching* (New York: Cambridge University Press,1996) p.121

[18] Richards. J. C, *Teaching Listening and Speaking From Thery to Practice*, (Cambridge: Cambridge University Press, 2008).p.21

[19] Burns, A, *Collaborative Action Research for English Language Teachers*, (Cambridge: Cambridge University Press, 1999)

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2.2.4 Criteria Speaking Ability

2.2.4.1 Fluency & Coherence

This criterion examines how fluently you can speak at length, your ability to talk without any pause or hesitation and without any self-correction. It also assesses the efficient use of cohesive devices like pronouns, connectors, conjunctions and more. You must speak in an accent and language that is easily understood by the examiner.

2.2.4.2 Lexical Resource

In this criterion, the examiner determines whether you use a wide range of vocabulary or not, try to convey the meaning in different words and use less common vocabulary. The usage of collocations and paraphrasing at proper place are also taken into consideration. You must avoid errors while speaking.

2.2.4.3 Grammatical Range & Accuracy

Here, your formation of sentences i.e. sentence structures and proper application of grammar is determined. The structures must be set so accurately that its use sounds natural and appropriate while you talk.

2.2.4.4 Pronunciation

Your ability to use intonation (i.e. rise and fall of the voice while speaking) and the way you pronounce any word is taken into account. Your accent must be such that it is clearly understood by the examiner.[20]

[20] IELTS, "IELTS Speaking Assessment Criteria," SitusResmi*IELTStutorial.com. https://ieltstutorials.online/speaking-assessment-criteria*

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2.3 Previous Research Findings

Andi Asri Jumiati and A.Sri Asrina in their research was aimed at finding out the improvement of students' speaking accuracy and fluency through Participation Point System (PPS) Method in teaching speaking. The research method used was class action research design consisting of 4 stages, namely planning, action observation and reflection. It had 2 cycles. The research was implemented on the Tenth grade students of SMA PGRI Sungguminasa 2011/2012. The researcher took 26 students as the subject of the research. The researcher taught speaking English using PPS Method. The data were gathered after scoring the students' speaking ability on both accuracy (vocabulary and grammar) and fluency (smoothness) through diagnostic test and test of cycle I and II. The research findings showed that the mean score of the students' speaking diagnostic test was 3.7 as categorized poor (low ability) while the mean score of the students' speaking test in cycle I was 5.2. It had a significant progress but the result still did not reach the determined standard score 6.5, so the research was proceeded to the cycle II that the researcher gained the mean score 7 as categorized good. It showed that the latest progress in the cycle II had reached beyond the determined standard score and there was a significant improvement on the tenth grade students' speaking ability on both accuracy (vocabulary and grammar) and fluency (smoothness) in the English teaching using Participation Point System Method at SMA PGRI Sungguminasa 2011/2012.[21]

Misran Taking, in his research that The research findings indicated that the implementation of Participation Point System could improve the students' vocabulary

[21]Andi Asri Jumiati, A.Sri Asrina, "Improving The Students Speaking Ability Through Participation Point System (PPS) Method." (Publish Thesis; English Education Department: Makassar, 2011), p. vii.

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and pronunciation.It was proved by the students' mean score of vocabulary in pre-test was 4.75 and post-test was 6.41 and the students' mean score of pronunciation in pre-test was 4.82 and post-test was 6.48. It showed that the students' speaking ability in post-test was higher than pre-test. To find out the effectiveness of using group investigation in improving the students' speaking skill, the researcher applied t-test analysis. The value of t-test for vocabulary was 23.5 and it was greater than t-table (2.074) at the level of significant (p) = 0.05 and degree of freedom (df) = 22, while the value of t-test for vocabulary was 23.8 and also greater than t-table (2.074). Therefore, it can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It meant that there was a significant difference in the students' speaking ability before and after being taught by the implementation of Participation Point System.[22]

The researcher used descriptive qualitative design because it is the appropriate approach to describe the result of the research. This research was held at IAIN Surakarta. The subject of the research are IV B Class and IV C Class of English Education Department of IAIN Surakarta, IV B consist of 34 students and IV C consist of 29 students. In collecting the data, the researcher used method of classroom observation, interview, and documentation. Based on the result of the research, the implementation of PPS in teaching listening of the fourth semester of English Education Department of IAIN Surakarta was by giving colored cardboards to represent students' participation scores. The lecturer give green cardboard is worth (+) point, give yellow cardboard is worth (v) point, and give red cardboard is worth (-

[22]Misran Taking, The Use of Participation Point System to Improve Students speaking skill at The second Grade of SMP Maha Putra Tello Makassar (Publish Thesis; English Education Department: Makassar, 2014)

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) point. Green cardboard for students who can answer the question correctly and can explain the reason of the answer completely and comprehension and students who want to be a volunteer to explain the material. Yellow cardboard for students who can answer correctly, but the reason is standard. And red cardboard give for students who can't answer the question correctly. Every students has same opportunity to enrich their participation scores.[23]

Burhan, reported that the students of Madrasah AliyahHasanYamani Kab.Polewali Mandar can improve their speaking ability through Ranking Strategy. It means the student have high achievement in speaking.[24]

Risna, concluded that the using think pair share technique improved the speaking skill of the second grade students of SMAN 2 Pinrang. As stated previously, that the students answer the entire questionnaire completely. They didn't miss any items. It has been conclude that students have positive attitudes toward guided questions. They are interested in the method.[25]

The similarity of this research with Burhan that in her research also gives a method to make the learners in learning Speaking English well and Risna also in her research try to improve the speaking ability of the student. The difference that they used Ranking Strategyandthink pair share technique while in this research use 'Participation Point System'.

[23] Aisyah Istiqomah, *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*(Publish Thesis; English Education Department: IAIN Surakarta, 2017)

[24]Burhan, *Improving Students' Speaking Ability Through Ranking Strategy at Madrasah AliyahHasanYamaniKab.PolewaliMandar* (Publish Thesis; English Education Department: Parepare, 2012)

[25]Risna, The Use of Think Pair Share Technique toImprove Students'Speaking Skill at the Second Grade of of SMAN 2 Pinrang (Publish Thesis; English Education Department: Parepare, 2017)

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Looking at the finding of some research above, the researcher will use Participation Point System' to give positive and instantaneous feedback to students by making participation motivational, rarely solicit feedback on their performance from teachers, and even if the teacher elaborates on their progress in English it remains uncertain if they understand fully. Thus the intend impact of feedback can be lost immediately. However, the Participation Point System aims to overcome this obstacle by giving students something on the spot that lets them know immediately of their progress. Students then feel an immediate sense of achievement, which is need to encourage them to speak more, and to use imagination.

Based on the research findings above the researcher concludes that participation point system is one of good learning method for using in the classroom. Especially communicative participation, by giving students something tangible (such as discs, marbles,poker chips etc.) while activities are underway to represent their participation scores.

Therefore participation point system is one of the way to expand the students' ability to speak. And researcher takes participation point system for improving the students' ability to practice their English and express their idea by using English speaking fluently. By using this method the students will active more to find out the material and every student has responsible to deliver their material. It can improve the students' self confidence and try to explore their idea.

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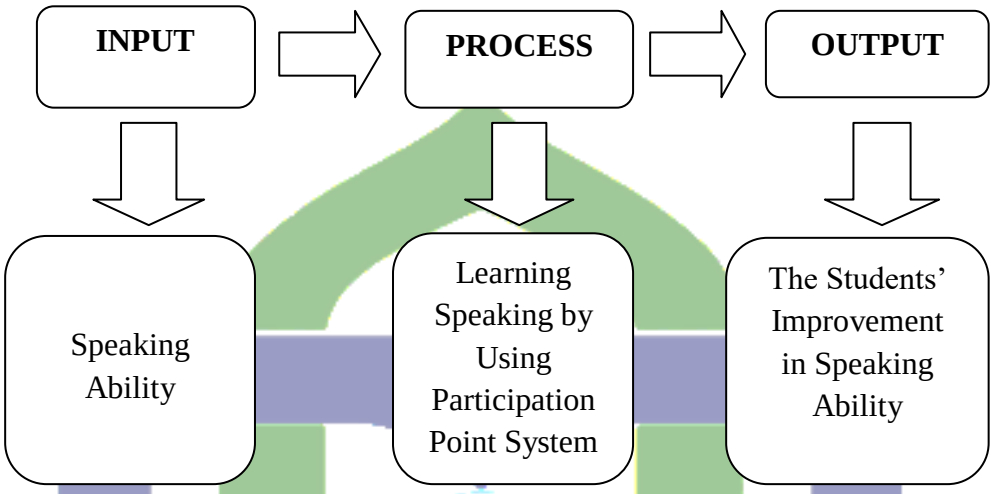
2.4 Theoretical Framework

The following is the conceptual framework that research underlying:



The main components above describe as follows:

Input : Refers to the students' material in speaking ability.

Process : To improve all of them, there is a method of teaching speaking ability will be apply in this research. The students or the learners will teach by using participation point system.

Output :As the output of the process, it refers to the improving of students' speaking ability, student can speak English better than before treatment.

2.5Hypothesis

The hypothesis of this research is formulated as follows:

(H0) : The use of participation point system method does not significantly improve the studentsin speaking ability.

(H1) : The use of participation point system method significantly improves the studentsin speaking ability.

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The statistical hypothesis in this research as follows:

H_0 : $\mu_1 = \mu 2$

H_a : $\mu_1 \neq \mu 2$

To the hypothesis, the researcher used one-tailed test, with 0,05 level of significance.

2.5.1 If t-table > t-test, H_a is accepted and H_o is rejected. It means thatparticipation point system learning method is able to improve students' speaking ability.

2.5.2 If t-test < t-table, H_0 is accepted and H_a is rejected. It means that the the use of participation point system learning method is unable to improve students' speaking ability.[26]

2.6 Variables and Operational Definition

2.6.1 Variables

There are two variables in this research, namely independent variable and dependent variable as follows:

2.6.1.1 The Independent variable

The independent variable is Participation point system. It was used by the researcher when teaching the material.

2.6.1.2 The Dependent Variable

The dependent variable is speaking ability.

[26]BurhanBungin, *MetodePenelitianKuantitatif*, (Jakarta: KencanaPradana Media,2005),p.79.

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2.6.2 Operational Definition

2.6.2.1 Participation point system is one of method that can improve the students' speaking ability. Participation point systemis the way of the students' to be easier to express their ideas orally.

2.6.2.2 The students' speaking ability in practicing expressionare the result and the successfulness as well as progress of students speaking ability in MTS DDI Kaballangang. The indicators of the speaking ability are fluency, accuracy, content and pronunciation. Fluency means directly explain completely, the students' able speak a language easily and well without many pauses. Accuracy means no mistakes, the quality of being correct in explaining an ideas. Content means the ideas that students express and pronunciation means when producing something the listener can understand what are speaker saying.

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CHAPTER III

THE RESEARCH METHOD

This chapter dealt with research method and design, population and sample, research variables and indicators, research hypothesis, research instrument, data collection and data analysis.

3.1 Research Design

The pretest-treatment-posttest was used. It was present as in the following table:

O_1	X	O_2

Where: O_1: Pre-test

X: Treatment by using Participation Point System

O_2: Post-test [27]

3.2 Population and Sample

3.2.1 Population

The population of the research was the eight grade students of MTS DDI Kaballangang academic year 2018/2019. There are two classes in that school which are VIII.1and VIII.2. The total of pupulation are 30 students.

[27]Gay L.R. E.Mills*Educational Research: Competences for Analysis & Application. 8th Edition* (Columbus: Charles E. Merrill Publishing Company, A. Bell & Howell Company, 2006) p. 51

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Tabel 3.1 The total students of the eight grade at MTS DDI Kaballangang

No	Class	Number of Student
1	VIII.1	13
2	VIII. 2	17
Total of Students		30 Students

3.2.2 Sample

The sample was taken by using purposive sampling. The writer used this technique because the teacher said that the students in class VIII.1 which is consisted of 13 students as the sample in this skripsi needed the treatment. Almost all of the students in that class always shy and scared to speaking English.

3.3 The instrument and Process of Collecting Data

3.3.1 The Instrument

In collecting data, the writer gave test about telling their village and voice recorder. The pre-test was intended to see students's speaking ability before giving treatment, while the post-test was intended to know the students's improvement in speaking. The writer gave test about telling their village in the pre-test. The writer gave test about telling their hobby to know the improvement after using participation point system method in post-test.

This design involved one group that administerpre-test and post-test, where the pretest was administer before giving treatment and post-test was administer after

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giving treatment. The group would received treatment by use Participation Point System. The group was selected from the population by usingpurposivesampling technique.

3.3.2 Pre-test

The pretest was given before did treatment. The writer was asked the students to speak about the students' opinion about their village.

3.3.3 Treatment

After did pretest, the students was have treatment by Participation Point System. Treatment was the procedure in collecting data that the writertaught in four meetings, in each meeting the researcher was taught with Participation Point System Method. The procedures of treatments were:

3.3.3.1 In the first meetings, The writer was giving explanation about Participation Point System Method by using card as a tool to give the point for every scoring in the class. There are three types of card; green card has 1 points and red card has 3 points and yellow cards has 6 point. The writer taught the students how to asking and giving opinion. The writer gave a topic about natural disaster to the students then asking the students about their opinion.

3.3.3.2 In the second meetings, The writer was giving explanation about Participation Point System Method by using card as a tool to give the point for every scoring in the class. There are three types of card; green card has 1 points and red card has 3 points and yellow cards has 6 point. The writer taught the students how to agree and disagree. The writer gave a topic about television effects to the students then asking the students about their opinion.

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3.3.3.3 . In the third meetings, The writer was giving explanation about Participation Point System Method by using card as a tool to give the point for every scoring in the class. There are three types of card; green card has 1 points and red card has 3 points and yellow cards has 6 point. The writer taught the students how to agree and disagree. The writer gave a topic about social media to the students then asking the students about their opinion.

3.3.3.4 In the fourth meetings, The writer was giving explanation about Participation Point System Method by using card as a tool to give the point for every scoring in the class. There are three types of card; green card has 1 points and red card has 3 points and yellow cards has 6 point. The writer taught the students how to asking and giving opinion. The writer gave a topic about full day school to the students then asking the students about their opinion.

3.3.4 Post-test

As a process after the treatment, the writer was employe a post-test. It was aimed to see the value of the treatment whether or not the result of thepost-test was better than the pre-test. The post-test administered on the last meeting. The writer was gave oral test to students and it was recorded.

3.4 Technique of Data Analysis

3.6.1 The English Speaking Ability Scoring Classification

The data from the English speaking test were gave scores based on the English speaking ability scoring classification. In this case the writer was gave score on the students' speaking accuracy and fluency.

In scoring the result of students' test is evaluate based on two aspects speaking below:

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Scoring formulation for students' speaking ability.

Classification	Score	Criteria
Fluency	9-10	- Directly explain completely
	7-8	- Explain completely while thinking
	5-6	- Explain but not complete
	3-4	- Explain while thinking but not complete
	1-2	- Purpose is not clear, needs a lot of communicating usually does not respond.
Accuracy	9-10	- No mistake
	7-8	- One inaccurate
	5-6	- Two inaccurate word
	3-4	- Three inaccurate word
	1-2	- More than three inaccurate
Content	9-10	- Message required is dealt with effectively
	7-8	- Message required is dealt with effectively but a little unsystematic
	5-6	- Message required is adequately conveyed and organized but some lost of detail
	3-4	- Message is broadly conveyed but with little subtlety and some lost of detail
	1-2	- Inadequate or irrelevant attempts at conveying the message
	9-10	- Very good pronunciation
	7-8	- Good pronunciation

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Pronunciation	5-6	- Fair pronunciation
	3-4	- Poor pronunciation
	1-2	- Very poor pronunciation

(Data' source of MTS DDI Kaballangang)

The Classification of the Students Score

Classification	Score
Very good	81-100
Good	61-80
Fair	41-60
Poor	21-40
Very poor	0-20

(Data' source of MTS DDI Kaballangang)

3.4.1.1 Scoring the students' correct answer of pre-test and post-test:

$$\text{Score} = \frac{\text{Students' correct}}{\text{The total item}} \times 100$$

3.4.1.2 Calculating the mean score of the students answer by using formula:

$$x = \frac{\sum x}{N}$$

In which:

X = Mean score

∑ = Total Score

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N = the total number of students[28]

3.4.1.3 Calculating the rate percentage of the students' score by using the following formula:

$$x = \frac{F}{N} \times 100\ \%$$

Where:

P = percentage

F = frequency

N = total of number of sample.[29]

4 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

T = test of significance

D = the mean score of difference (X2-X1)

∑D = the sum of the total score

∑D2 = the square of the sum score of difference

N = the total sample.[30]

[28]SuharsimiArikunto, *Dasar-DasarEvaluasiPendidikan*, EdisiRevisi (Jakarta:BumiAksara,2009), p.298.

[29]AnasSudijon, *PengantarStatistikPendidikan* (Jakarta: Raja GrafindoPersada, 2006), p.43.

[30]Gay L.R. *Educational Research, Competencies for A*nalysis and *Application second edition* (Columbus: Charles E Merril Company, 1981), p.331.

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CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of the findings of this research and its discussion. It provides information about the result of data collected through the test that can be discussed in this section below:

4.1 Finding

The finding of this research consists of the classification students' pre-test and post-test. It aimed to find out the answer of the research question. The writer gave two tests which are pre-test and post-test. The pre-test was given before treatment to know students' speaking ability then post-test was given to know students' speaking ability after doing the treatment. From the result of the post-test, it aimed to find out that the useParticipation Point System able to improve students' speaking ability at VIII.1 class in Mts DDI Kaballangang.

4.1.1 Students' Speaking ability in the useParticipation Point System.

This section described the result of data analysis the use of participation point system at VIII.1 class in Mts DDI Kaballangang:

4.1.1.1 The students' score in the pre-test

The writer gave some questions to the students' as the pre-test to know the students' speaking ability. Every student got the questions and answered it then the writer recorded the students' answers. After giving the pre-test to the students, the writer found out the result of students' speaking ability based on the criteria of speaking ability which are fluency, accuracy, content and pronunciation before giving treatment. The result was shown in the following table:

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Table 4.1 the students' score in pre-test based on speaking ability

NO	Name	Fluency	Accuracy	content	Pronunciation	Total
1	NurHikmah	4	3	2	2	11
2	Zahra Sahira	4	5	4	4	17
3	NurulQalbi Sultan	5	5	3	3	16
4	SitiNuralia	6	5	5	5	21
5	Khadijah	5	5	4	4	18
6	Hasma	4	4	3	4	15
7	Nurfiana	5	3	2	4	14
8	Sherlyanti	2	4	3	3	12
9	Wahyuni	3	4	3	5	15
10	Rindiyani	2	3	3	4	12
11	InayahMusrifah	4	4	4	6	18
12	AlikaNurazizah	5	3	3	4	15
13	PutriAnanda	3	3	4	5	15
	total	52	51	43	53	199

After knowing the students' score in pre-test based on the criteria of speaking ability which are fluency, accuracy, content, and pronunciation. The following table below is to know students speaking score in pre-test:

Table 4.2The students' speaking scorein pre-test

No.	**Name**	**Pre-Test of Students (X_1)**				
		Total items	**Convert To**	**Total Score (X_1)**	**$(X_1)^2$**	**Classification**
1	NurHikmah	40	100	27.5	756.25	Poor
2	Zahra Sahira	40	100	42.5	1806.25	Fair
3	NurulQalbi Sultan	40	100	40	1600	Fair
4	SitiNuralia	40	100	52.5	2756.25	Fair
5	Khadijah	40	100	45	2025	Fair
6	Hasma	40	100	37.5	1406.25	Poor

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7	Nurfiana	40s	100	35	1225	Poor
8	Sherlyanti	40	100	30	900	Poor
9	Wahyuni	40	100	37.5	1406.25	Poor
10	Rindiyani	40	100	30	900	Poor
11	InayahMusrifah	40	100	45	2025	Fair
12	AlikaNurazizah	40	100	37.5	1406.25	Poor
13	PutriAnanda	40	100	37.5	1406.25	Poor
Total				**$\sum X$= 497.5**	**$\sum X^2$= 19618.75**	

(Data' Source: the students' score in pre-test)

Based on table above about students' speaking in the pre-test we can know the frequency of the classification score by looking the following table:

Table 4.3 the rate percentage of the frequency of the pre-test

No.	Classification	Score	Frequency	Percentage (%)
1.	Very Good	81-100	-	-
2.	Good	61-80	-	-
3.	Fair	41-60	5	38.46%
4.	Poor	21-40	8	61.54%
5.	Very poor	0-20	-	-
Total			**13**	**100%**

(Data source: The rate percentage of the frequency of pre-test)

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As the illustrated in the table above, the average score of students' prior speaking ability before the use of participation point system. There were five students got the fairscore and eight students got the poor score. The total score in the pre-test was 497.5. It had shown that the students' speaking ability in the pre-test was low, because most of the students got fair and poor score. The following are the process of calculation to find out the mean and standard deviation in pre-test of the table 4.2.

Mean score of the pre-test:

$$x = \frac{\sum}{N}$$

$$x = \frac{497.5}{13}$$

$$x = 38.27$$

Thus, the mean score (X_1) of pre-test is 38.27

Based on the result of the pre-test, the data showed that the average score of the pre-test is 38.27 from that analyzing. It had shownthat 13 students ability in speaking was still low because most of the students got fair and poor score. They mostly have low score in accuracy, they spoke with very limited speaking vocabularies and ungrammatically as well as in fluency since they spoke unnaturally with many pauses and also spoke with no accuracy and just like reading.

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

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$$SD = \sqrt{\frac{19618.75 - \frac{(497.5)^2}{13}}{13 - 1}}$$

$$SD = \sqrt{\frac{19618.75 - \frac{247506.25}{13}}{12}}$$

$$SD = \sqrt{\frac{19618.75 - 19038.94}{12}}$$

$$SD = \sqrt{\frac{579.81}{12}}$$

$$SD = \sqrt{48.32}$$

$$SD = 6.95$$

Thus, the standard deviation of pre-test is 6.95

After determining the mean score (X_1) of pre-test was 38.27 and standard deviation of the pre-test was 6.95. ithad shown that the students' speaking ability were in low category.

4.1.2 The students score in post-test.

Meanwhile, the students' score in post-test would be presented in the following table:

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Table 4.4The students' speaking score in post-test

No	Name	Fluency	Accuracy	Content	pronunciation	Total (X_2)
1	NurHikmah	8	7	9	8	32
2	Zahra Sahira	8	8	7	7	30
3	NurulQalbi Sultan	6	7	8	7	28
4	SitiNuralia	7	8	6	6	27
5	Khadijah	7	7	7	7	28
6	Hasma	8	7	6	6	27
7	Nurfiana	7	8	8	7	30
8	Sherlyanti	9	8	7	8	32
9	Wahyuni	8	9	8	7	32
10	Rindiyani	7	7	9	8	31
11	InayahMusrifah	8	8	9	9	34
12	AlikaNurazizah	9	8	7	8	32
13	PutriAnanda	7	8	8	7	30
Total		99	100	99	95	393

(Data' source: The students' score in post-test)

After knowing the students' score in post-test based on the criteria of speaking ability which are fluency, accuracy, content, and pronunciation. The following table below is to know students speaking score in post-test:

Table 4.5: The students' speaking score in post-test

No.	**Name**	**Post-Test of Students X_2**				
		Max Score	**Convert to**	**Total Score (X_2)**	**$(X_2)^2$**	**Classifucation**
1	NurHikmah	40	100	80	6400	Good
2	Zahra Sahira	40	100	75	5625	Good
3	NurulQalbi Sultan	40	100	70	4900	Good
4	SitiNuralia	40	100	67.5	4556.25	Good
5	Khadijah	40	100	70	4900	Good
6	Hasma	40	100	67.5	4556.25	Good
7	Nurfiana	40	100	75	5625	Good

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8	Sherlyanti	40	100	80	6400	Good
9	Wahyuni	40	100	80	6400	Good
10	Rindiyani	40	100	77.5	6006.25	Good
11	InayahMusrifah	40	100	85	7225	Very good
12	AlikaNurazizah	40	100	80	6400	Good
13	PutriAnanda	40	100	75	5625	Good
Total				∑X=982.5	$\sum X^2$= 74618.75	

(Data' Source: the students' score inpost-test)

The table above shows about students' speaking score in post-test. To find out the students' speaking score in post-test by dividing students' total score with maximum score, after that times with 100. Based on table above about students' speaking score in post-test we can know the frequency of the classification score by looking the following table:

Table 4.6 the rate percentage of the frequency of the post-test

No.	Classification	Score	Frequency	Percentage (%)
1.	Very Good	81-100	1	7.69%
2.	Good	61-80	12	92.31%
3.	Fair	41-60	-	-
4.	Poor	21-40	-	-
5.	Very poor	0-20	-	-
Total			13	100%

(Data' source: The rate percentage of the frequency of post-test)

The table above, shows the result of students' improvement in speaking ability after using treatment through participation point system. There was one student got very good score and twelve students' got good. It means that the students'

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speaking ability had improved through usingparticipation point system. The total score in post-test was 982.5. It proved that there wereimproving of students' score in post-test. In addition, the result of post-test showed that no students had poor classification.

In this table, the researcher analysed the data of students' score in post-test to know whether there is or there is no a significant different of students' achievement before and after learning process in usingparticipation point system in speaking ability.

Mean score of the post-test:

$x = \frac{\sum x}{N}$

$x = \frac{982.5}{13}$

$x = 75.57$

Thus, the mean score (X_2) of post-test is 75.57

Base on the result of the post-test. The data showed that the meanscore of the post-test was 75.57. From that analysing, it could be seen that the 13 students' speaking was very good and good score.

The standard deviation of post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{74618.75 - \frac{(982,5)^2}{13}}{13-1}}$$

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$$SD = \sqrt{\frac{74618.75 - \frac{965306.25}{13}}{12}}$$

$$SD = \sqrt{\frac{74618.75 - 74254.33}{12}}$$

$$SD = \sqrt{\frac{364.2}{12}}$$

$$SD = \sqrt{30.36}$$

$$SD = \mathbf{5.50}$$

Thus, the standard deviation (SD) of post-test is 5.50

4.1.1.3 The result of the pre-test and post-test were presented in the following:

Table 4.7The mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	38.27	6.95
Post-test	75.57	5.50

(Data' source: The mean score and standard deviation of pre-test and post-test)

The data in table 4.7. Shows that the mean score of pre-test was 38.27(X_1) while the mean scoreof the post-test increased 75.57 (X_2). The standard deviation of pre-test was 6.95while the standard deviation of post-test was 5.50. Standard deviation in pre-test was 6.95, it means the students' speaking ability different or the students' speaking abilityfar, after giving treatment each students have almost same

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speaking abilityor the students' speaking abilitynot far.It proved from standard deviation in post-test was 5.50 so the improvement of students speaking ability is 37.30.

As the result in this item is the mean score of the post-test was greater than the mean score in pre-test. It means that students' speaking ability had improvement after doing the learning process that usingparticipation point system.

4.1.1.4. The rate percentage of the frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.8The rate percentage of the frequency of the pre-test and post-test

No.	**Classification**	**Score**	**Frequency**		**Percentage**	
			Pre-Test	**Post-Test**	**Pre-Test**	**Post-Test**
1.	Very Good	81-100	-	1	-	7.69%
2.	Good	61-80	-	12	-	92.31%
3.	Fair	41-60	5	-	38.46%	-
4.	Poor	21-40	8	-	61.54%	-
5.	Very Poor	0-20	-	-	-	-
Total			13	13	100%	100%

(Data source: the rate percentage of thefrequency of the pre-test and post-test)

The data of the table above indicated that rate percentage of the pre-test five (38,46%) students got the fair score, and eight (61.54%) students got the poor score while the rate percentage of the post-test, one (7.69%) students got the very good score, andtwelve (92.31%) students got the good score. The percentage inthe post-test that students got the very good score was higher than percentage in the pre-test. It

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showed that students were able to improve the students' speaking ability after treatment through usingparticipation point system.

4.1.2 The implementation of usingparticipation point system to improve the students' speaking ability at the eight grade in MTS DDI Kaballangang.

This part presented the result of data analysis aboutparticipation point system to improve the students' speaking ability at the eightgradein MTS DDI Kaballangang.

4.1.3 T-test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.9The worksheet of the calculation the score in pre-test and post-test of the students' speaking ability

NO.	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D=(X_2-X_1)$	$(X_2-X_1)^2$
1	27.5	80	756.25	6400	52.5	2756.25
2	42.5	75	1806.25	5625	32.5	1056.25
3	40	70	1600	4900	30	900
4	52.5	67.5	2756.25	4556.25	15	225
5	45.0	70	2025	4900	25	625
6	37.5	67.5	1406.25	4556.25	30	900
7	35.0	75	1225	5625	40	1600
8..	30.0	80	900	6400	50	2500
9	37.5	80	1406.25	6400	42.5	1806.25
10	30.0	77.5	900	6006.25	47.5	2256.25
11	45.0	85	2025	7225	40	1600
12	37.5	80	1406.25	6400	42.5	1806.25

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13	37.5	75	1406.25	5625	37.5	1406.25
Total	$\sum X_1$= 497.5	$\sum X_2$= 982.5	$\sum X_1^2$= 19618.75	$\sum X_2^2$= 74618.75	$\sum D$=485	$\sum D^2$= 19437.5

(Data source: Primary data processing)

In the other to see the students' score, the following is T-test was statistically applied:

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{485}{13} = 37.31$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{37.31}{\sqrt{\frac{19437.5 - \frac{485^2}{13}}{13(13-1)}}}$$

$$t = \frac{37.31}{\sqrt{\frac{19437.5 - \frac{235225}{13}}{13(12)}}}$$

$$t = \frac{37.31}{\sqrt{\frac{19437.5 - 18094.23}{156}}}$$

$$t = \frac{37.31}{\sqrt{\frac{1343.27}{156}}}$$

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$$t = \frac{37.31}{\sqrt{8.61}}$$

$$t = \frac{37.31}{2.93}$$

$$t = \mathbf{12.73}$$

Thus, the t-test value is 12.73.

This research used pre-experimental design with pre-test and post-test design. The data below showedthe value of t-test was greater than t-table value. In indicated that there was a significant difference between the result students' pre-test and post-test.

Table 4.10The test of significant

Variable	T-test	T-table value
Pre-test – post-test	12.73	1.782

(Data source: Primary data processing)

4.1.4 Normality Test

In a quantitative research, it is necessary to test the sample distribution of the research in order to know whether the samples are normally distributed or not. To test the normality of sample distribution, the researcher applied Chi Kuadrat in Normality test. The following table is the normality test:

Table 4.11 Normality Test

Interval	f_o	f_h	$f_o - f_h$	$(f_o - f_h)^2$	$\frac{(f_o - f_h)^2}{f_h}$
15 – 21	1	0.35	0.65	0.42	1.2

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22 – 28	1	1.73	-0.73	0.53	0.31
29 – 35	3	4.42	-1.42	2.02	0.46
36 – 42	5	4.42	0.58	0.33	0.07
43 – 49	1	1.73	-0.73	0.53	0.31
50 – 56	2	0.35	1.65	2.72	7.77
Total	13	13		6.56	10.12

(Data source: Primary data processing)

Based on the table above, the researcher found value of Chi Kuadrathitung = 10,11. and then, the value is equalized with value of Chi Kuadrat Table(Appendix 6) with degree of freedom (df) 6-1 = 5. If df 5 and (α) 5%, so value of Chi Kuadrat Table = 10.12. Because Chi Kuadrathitung ≤ Chi Kuadrat Table (10.12≤ 11.070). Thus, the sample is normally distributed.

4.1.5 Hypothesis Testing

The overall comparison between students' gain score in pre-test and post-test in previous subchapter showed the improvement of the quality of students' speaking ability from poor to fair, fair to good, and good to very good classification. Then, the data of pre-test and post-test were used to test the hypothesis by using t-test dependent. T-test dependent means only one group, not make different with girl and boy.

To find out degree of freedom (df) the researcher used the following formula:

Df = *N-1*

= 13-1

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=12

For the level, significant (α) 5% and df = 12, and the value of the table is1.782, while the value of t-test12.73. It means that the t-test value is greater than t-table (10.12≥ 1.782). Thus, it can be concluded the students' speaking ability through using participation point system is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

4.2 Discussion

4.2.1 The improvement of students' speaking ability through Participation Point System method.

From the previous result, it showed that the improvement of students' speaking abilitythrough usingparticipation point systembecause the mean score of the pre-test was 38.27 and the mean score of post-test was 75.57. The writer concludes that the mean score of students' before giving the treatment is lower than the mean score of students' after giving the treatment.

The writerusedParticipation Point System in teaching speaking to make the students wereeasier to express their idea. The writer measured the students' speaking by focusing on the aspect of speaking which are fluency, accuracy, content, and pronunciation. These aspects also were a guideline for the researcher in scoring students' speaking.

The data provided in a classification table based on the aspects of speaking from the test finding. There was an improvement ability after giving the treatment because the students score in the pre-test was 38.27and it was very low score then the score of the post-test was 75.57and it was very high score.In the pre-test, five (38.46%) students got the fairscore,eight (61.54%) students got the fair score.

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Whilefour (7.69%) students got the very goodscore,twelve (92.31%) students got the good scorein the post-test. From the result, the writer concluded that the students speaking ability from poor to good score, also from fair to very good score.

In addition, to know what was the hypothesis received between null hypothesis (H_0) and the alternative hypothesis (H_a), the writer use t-test to calculating result showed that on the t-test value was greater than t-table value 1.782 table (12.73 ≥ 1.782) with a degree of freedom (df) 12. It means the alternative hypothesis (H_a) was concluded that by participation point systemwas able to improve the students' speaking ability at the second grade of MTS DDI Kaballangang. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

Based on the finding above the researcher conclude thatthere was an improvement of usingparticipation point systemin teaching speaking at the Eight Grade of MTS DDI Kaballangang.

4.2.2 The ways of usingparticipation point system in improving students' speaking ability.

After finished doing the research, the students felt happy and fun in learning English by usingparticipation point systemthey were easier to express their ideas because of there were got some pointsand they felt fun they were not only interacting with one friend but also the other friends. Itwould make them speaking, not only some of them but all students speaking.

In teaching English through usingparticipation point system had impact in improving the students' speaking ability. In fact, based on the finding most students have a good score in post-test. It means that, usingparticipation point system effective to be used in improving students' speaking ability. This method learning helped the

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student to express their ideas, and the point could make they were easier to speak, so they would not confuse to speak and communicate with each another.

The pre-test is one meeting before doing the treatment of the research.It held as the first meeting. In pre-test, the writer introduced herself. To make the students understoodthe writer gave the explanation about the purpose of the research, so the students knew what would be done. After that the writer recordedthe students answer by giving some questions about personal identity and their opinion about their village to know the students ability in speaking by tape recorder to make easier evaluate the aspects of students' speaking.

In the second meeting, thewritergreeted the students, after that explained the procedure of Participation point system. Next, the writer explained about asking and giving opinionabout natural disasterthen used participation point system in the class.The writer would explained about the topic to the students then asked the students to give their opinion. all of the students feel free to ask the writer or the other students if he or she do not know the vocabularies or the pronunciation. In the first time all of the students felt shy to talk so the writer tried to motivate the students *"can speaking English is very important so if you want to speak in English Better, you have toto have a self confidence in Speaking English"*. A students that tried to spoke about her opinion said that "*I'm shy*" then she continued "*I think earthquake is very dangerous because earthquake can kill many people in a short time"***.** The writer gave yellow card for students who can answer and explain correctly and can explain the reason of the answer completely and comprehension and students who want to be a volunteer to explain the material. The writer gave red card for students who can answer correctly, but the reason is standard. And gave green card

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for students who can't answer the question correctly. A student also can gave a question to the other students in the class and can corrected their friends' answer. In the end of the lesson, the writer asked the students to conclude the material. Students who want to conclude the material get participation score. Most of the students were still shy to speak because of limited vocabularies and made some grammatical errors in their speaking as Penny Ur assumes that Even though students have many ideas in their mind but they cannot express because they have to think and express by second language. Even if they are not inhibited, we often hear learners complain that they cannot think anything to say but they have many idea actually.[31]

. In the third meeting, the writergave the students a topic abouttelevision effect.The writer would explained about the topic to the students then asked the students about agree or disagree with the topic. For agree and disagree, the writer divide the students into two groups. The first group was "agree group" and the second was "disagree group". When the process began, some of the students were not interested because of the same problem with the second meeting. Some of the students also felt interest about the topic. When the writer tried to ask the students to speak up, they were just said "*I don't know*" or *I'm shy*". Then the student's name Alia from the disagree group said "*Television has many effects, I disagree with televisionbecause television just show us sinetron*" based on the Alia's opinion, many students from the second group tried to said their opinion. The procedure was Thewriter asked the students about the topic or about their opinion, the students who answered the question The writer gave yellow card for students who can answer the question correctly and can explain the reason of the answer completely and

[31]Penny Ur *A Course in Language teaching* (New York: Cambridge University Press,1996) p.121

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comprehension and students who want to be a volunteer to explain the material. The writer gave red card for students who can answer correctly, but the reason is standardAnd gave green card for students who can't answer the question correctly. A student also can gave a question to the other students in the class and can corrected their friends' answer In this meeting, students' speaking better than the first meeting it made the students enjoy the learning process.

The fourth meetingthe students were very happy and enthusiasm because the topic was appear in their daily life as Jeremy Harmer assumes that one of the main task for teachers is to provoke interest and involvement in the subject even when students are not initially interested in it. It is by their choice of topic that may influence the students.[32]as the procedure of participation point systemthe writer gave the students a different topic with title social media. The writer divide the students into two groups. The students whose became the agree groups in the last meeting became the disagree group in the forth meeting.The writer would explained about the topic to the students. All of the students were enthusiast with the topic. Almost all of the students has spoken. Sherlyanti from the agree group said *"social media is important because we can know the information quickly"*. the students who answered the question The writer gave yellow card for students who can answer or explain correctly and can explain the reason of the answer completely and comprehension and students who want to be a volunteer to explain the material. The writer gave red card for students who can answer correctly, but the reason is standard. And gave green card for students who can't answer the question correctly. A student also can

[3232] Jeremy Harmer, *How to Teach English: an Introduction to the Practice of English Language Teaching* (Edinburgh Gate: Longman, 1998), p.20

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gave a question to the other students in the class and can corrected their friends' answer. The wrriter asked the students about what they thought about the lesson today, one of them directly rice their hands to express her opinion.

In the fifth meeting.The writerasked the students about the previous material. In that day, the participation point had gave for the students who can explained about the previous material. There were many students who want to explain it. The writer gave the opportunity for less active students. The writergave a topic about full day school to the students. The writer would explained about the topic to the students then asked the students to give their opinion. The writer asked the students about the topic or about their opinion, the students who answered the question Thewriter gave yellow card for students who can answer the question correctly and can explain the reason of the answer completely and comprehension and students who want to be a volunteer to explain the material. The writer gave red card for students who can answer correctly, but the reason is standard. And gave green card for students who can't answer the question correctly. A student also can gave a question to the other students in the class and can corrected their friends' answer. In this meeting, they were active because the day was the last meeting for treatment. Many students felt enthusiasm because they tried to gathered many points.

In the last meeting, thewriter gave post-test. In this meeting the writerrecorded by giving some questions about the students' hobby to make easier gave a score of speaking aspects which are fluency, accuracy, content and pronounciations.by tape recorder. It aimed to know the students' speaking ability after doing the treatment.

Based on the first meeting until the last meeting, the students express their ideas in speaking with a different theme for each meeting. Participation has a lot of

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energy to used because the writer must walked to the students that gave speak up as Paul Rayne assumes that This hasbeen noted as one of the most troublesome aspects of other PPS'One problem with the PPS is that it takes a lot of energy to move around theclassroom distributing points. After three forty-five minute classes in succession feel have had a fairly extensive physical workout.[33]Students wo has a low in content has been improved from 43 total score to 99 score. It was hoped to make the students confident to express their ideas and make easier to speak and also develop their ideas. usingparticipation point systemin learning speaking was able to help the students to speak English completely and fluently. As the conclusion, using participation point system had an impact in improving the students' speaking ability.

[33] Paul, Raine. *The Use of a Participation Point System to Encourage More Proactive Learner Participation in Japanese University English Classes* (J. F. Oberlin University : NII-Electronic Library Service) p.95.

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CHAPTER V

CONCLUSION AND SUGGESSTION

This chapter consists of the summary of the research based on the finding and the discussion of this research.

5.1 Conclusions

Based on the result of data analysis and the discussion of the result in previous chapter, the finding of the result showed the positive impact in the students' speaking ability and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether usingparticipation point system was able or not to improve the students' speaking ability. Therefore, the writer concluded that there was a significant difference of the students' speaking ability before and after treatment. The following are the description of the conclusion based on the problem statement of this research:

5.1.1 T-test result in which the value of t-test was 12.73. It was greater than t-table was 1.782 at the level significance 0.05 and degree of freedom (df) was 12.

5.1.2The mean score of pre-test (38.27), standard deviation (6.95), and the mean score of post-test (75.57) and the standard deviation (5.50) so the improvement of students' speaking ability is 37.30.

Based on the description of the result above, it can be proved by looking at the mean score of the students' speaking test in pre-test and post-test. The mean score of pre-test (38.27) is lower than the mean score of post-test (75.57). Then, the t-test (12.73) was greater than t-table (1.782). Itmeans that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

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5.2 Suggestion

Based on the research, the writer gives some suggestion as fallow:

5.2.1 The teacher has to know many ways to teach English so that, make the learning process will be running well.

5.2.2 It is suggested to the English teacher to useparticipation point system in teaching speaking because it can help the students to express their idea and feeling in speaking.

5.2.3 The teacher should ask and motivate the student to study together to make them easier understand the material because they can help and share each other.

5.2.4 The next method can use participation point system and combined with another method.

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Appendix 1. lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTS DDI Kaballangang
Matapelajaran : Bahasa Inggris
Kelas/Semester : VIII
Materi Pokok :ask and give opinion
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural)berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni,budaya terkait fenomena dan kejadian tampak mata,
4. Mengolah, menyaji, dan menalar dalam ranah konkret(menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca,menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta izin, serta menanggapinya, sesuai dengan konteks penggunaannya.	1. Merespon ungkapan dalam memberikan saran 2. Memberikan contoh secara jelas dengan memberikan saran

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C. Tujuan Pembelajaran

Siswa dapat memberikan saran dan himbauan serta menyatakan aturan dan keharusan, serta responnya. Kemampuan ini dapat meningkatkan kecerdasan sosial peserta didik, terutama menunjukkan perhatian bagi kebaikan orang lain dan kemaslahatan bersama.

- Fungsi Sosial

Menyuruh, mengajak, meminta izin, serta menanggapinya, untuk menjaga hubungan, interpersonal dengan guru dan teman.

- Struktur Tek

Memulai.

Menanggapi (diharapkan/di luar dugaan)

- Unsur Kebahasaan

Ungkapan a.l let's …., can you …., would you like …, dan my I, please?

Nomina tunggal dan jamak dengan atau tanpa a, the, this, those, my, their, dsb.

Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan.

- Topik

Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta izin yang dapat menumbuhkan perilaku yang termuat di dalam KI.

D. Materi Pembelajaran

Stating an opinion

- In my opinion...
- The way I see it...
- If you want my honest opinion....
- According to Lisa...
- As far as I'm concerned...
- If you ask me...

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Asking for an opinon

- What's your idea?
- What are your thoughts on all of this?
- How do you feel about that?
- Do you have anything to say about this?
- What do you think?
- Do you agree?
- Wouldn't you say?

E. Metode Pembelajaran

Pendekatan scientifik

Strategi : Menyimak, studi pustaka, penugasan individu dan diskusi kelompok.

F. Media, Alat, dan Sumber Pembelajaran

1. Media
   - Kertas
   - Gambar
2. Alat/Bahan
   - Laptop
3. Sumber Belajar
   - Buku pegangan siswa
   - Suara guru
   - Buku pegangan guru
   - Internet

G. Langkah-langkah Kegiatan Pembelajaran

NO	Tahapan Kegiatan	Uraian Kegiatan	Alokasi waktu
a	Kegiatan pendahuluan	1. Menyapa peserta didik 2. Mempersiapkan kelas oleh leader. 3. Mengecek kehadiran dan memberikan motivasi kepada siswa 4. Memberikan gambaran umum tentang materi yang akan dipelajari	

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		5. Menyampaikan tujuan pembelajaran	
b	Kegiatan Inti	1. **Mengamati** ▪ Peserta didik memperhatikan dialog yang diperlihatkan oleh guru ▪ Guru memberikan contoh ungkapan terkait dengan materi. ▪ Peserta menyimak ungkapan yang diberikan oleh guru ▪ Peserta didik meniru ungkapan yang diberikan guru **2. Menanya** ▪ Dengan bimbingan guru, peserta didik akan diberikan pertanyaan terkait dialog tersebut. ▪ Peserta didik mengidentifikasi ungkapan dalam dialog **3. Mengumpulkan informasi** ▪ Peserta didik membuat dialog terkait dengan materi. **4. Mengasosiasi** ▪ Perserta didik mencari pasangan untuk menjadi partner dalam mempersentasikan dialog **5. Mengkomunikasikan** ▪ Peserta didik dan partnernya mempersentasikan tentang dialog mereka di depan kelas.	
C	Kegiatan Penutup	1. bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran 2. melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram 3. Pendidik menutup pelajaran dan memberi salam.	

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

H. Penilaian

Rubrik Penilaian Sikap

Rubrik	Skor
Menunjukkan adanya usaha sungguh-sungguh dalam melakukan kegiatan secara terus-menerus dan ajeg/konsisten	4
Menunjukkan ada usaha sungguh-sungguh dalam melakukan kegiatan yang cukup sering dan mulai ajeg/konsisten	3
Menunjukkan sudah ada usaha sungguh-sungguh dalam melakukan kegiatan tetapi masih sedikit dan belum ajeg/konsisten	2
Sama sekali tidak menunjukkan usaha sungguh-sungguh dalam melakukan kegiatan	1

PENILAIAN PENGETAHUAN

NO.	Name	Value				Total Score
		fluency	accuracy	content	pronunciation	
1.						
2.						
	Mean Score					
	Max Score					
	Min Score					

Rubrik Penilaian Pengetahuan

Rubrik Penilaian Pengetahuan

ISI

1-2 : Difficult to understand

3-4 : Bamany errors and meaning

5-6 : few error and maning

7-8 : few error but good meaning

PENGUCAPAN

1-2 : bad

3-4 : poor

5-6: fair

7-8 : good

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

9-10 : almost perfect

Kelancaran

9-10 : lexplain completely

7-8 : explain completely while thinking

5-6 : explain but not complete

3-4 : explain while thinking

9-10 : very good

Ketepatan

9-10 : no mistake

7-8 : one mistake

5-6 : two mistakes

3-4 : three mistakes

1-2 : many mistakes

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTS DDI Kaballangang
Matapelajaran : Bahasa Inggris
Kelas/Semester : VIII
Materi Pokok : ask and give opinion
Alokasi Waktu : 2 x 40 menit

I. Kompetensi Inti (KI)

5. Menghargai dan menghayati ajaran agama yang dianutnya.
6. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
7. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural)berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni,budaya terkait fenomena dan kejadian tampak mata,
8. Mengolah, menyaji, dan menalar dalam ranah konkret(menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca,menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

J. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta izin, serta menanggapinya, sesuai dengan konteks penggunaannya.	3. Merespon ungkapan dalam memberikan saran 4. Memberikan contoh secara jelas dengan memberikan saran

K. Tujuan Pembelajaran

Siswa dapat memberikan saran dan himbauan serta menyatakan aturan dan keharusan, serta responnya. Kemampuan ini dapat meningkatkan kecerdasan

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

sosial peserta didik, terutama menunjukkan perhatian bagi kebaikan orang lain dan kemaslahatan bersama.

- Fungsi Sosial

Siswa dapat memberikan respon atauun Menyuruh, melarang, dan menghimbau.

- Struktur Tek

Memulai.
Menanggapi (diharapkan/di luar dugaan)

- Unsur Kebahasaan

Ungkapan keharusan, larangan, himbauan dengan modal must, should

Nomina tunggal dan jamak dengan atau tanpa a, the, this, those, my, their, dsb.

Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan.

- Topik

Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta izin yang dapat menumbuhkan perilaku yang termuat di dalam KI.

Materi Pembelajaran

Stating an opinion

- In my opinion...
- The way I see it...
- If you want my honest opinion....
- According to Lisa...
- As far as I'm concerned...
- If you ask me...

Asking for an opinon

- What's your idea?
- What are your thoughts on all of this?
- How do you feel about that?

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- Do you have anything to say about this?
- What do you think?
- Do you agree?
- Wouldn't you say?

L. Metode Pembelajaran

Pendekatan scientifik

Strategi : Menyimak, studi pustaka, penugasan individu dan diskusi kelompok.

M. Media, Alat, dan Sumber Pembelajaran

4. Media
   - Kertas
   - Gambar
5. Alat/Bahan
   - Laptop
6. Sumber Belajar
   - Buku pegangan siswa
   - Suara guru
   - Buku pegangan guru
   - Internet

N. Langkah-langkah Kegiatan Pembelajaran

NO	Tahapan Kegiatan	Uraian Kegiatan	Alokasi waktu
a	Kegiatan pendahuluan	1. Menyapa peserta didik 2. Mempersiapkan kelas oleh leader. 3. Mengecek kehadiran dan memberikan motivasi kepada siswa 4. Memberikan gambaran umum tentang materi yang akan dipelajari 5. Menyampaikan tujuan pembelajaran	
b	Kegiatan Inti	6. **Mengamati** ▪ Peserta didik memperhatikan dialog yang diperlihatkan oleh guru ▪ Guru memberikan contoh ungkapan	

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

		terkait dengan materi. ▪ Peserta menyimak ungkapan yang diberikan oleh guru ▪ Peserta didik meniru ungkapan yang diberikan guru **7. Menanya** ▪ Dengan bimbingan guru, peserta didik akan diberikan pertanyaan terkait dialog tersebut. ▪ Peserta didik mengidentifikasi ungkapan dalam dialog **8. Mengumpulkan informasi** ▪ Peserta didik membuat dialog terkait dengan materi. **9. Mengasosiasi** ▪ Perserta didik mencari pasangan untuk menjadi partner dalam mempersentasikan dialog **10. Mengkomunikasikan** ▪ Peserta didik dan partnernya mempersentasikan tentang dialog mereka di depan kelas.	
C	Kegiatan Penutup	4. bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran 5. melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram 6. Pendidik menutup pelajaran dan memberi salam.	

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Penilaian

O. Rubrik Penilaian Sikap

Rubrik	Skor
Menunjukkan adanya usaha sungguh-sungguh dalam melakukan kegiatan secara terus-menerus dan ajeg/konsisten	4
Menunjukkan ada usaha sungguh-sungguh dalam melakukan kegiatan yang cukup sering dan mulai ajeg/konsisten	3
Menunjukkan sudah ada usaha sungguh-sungguh dalam melakukan kegiatan tetapi masih sedikit dan belum ajeg/konsisten	2
Sama sekali tidak menunjukkan usaha sungguh-sungguh dalam melakukan kegiatan	1

PENILAIAN PENGETAHUAN

NO.	Name	Value				Total Score
		fluency	accuracy	content	pronunciation	
1.						
2.						
	Mean Score					
	Max Score					
	Min Score					

Rubrik Penilaian Pengetahuan

ISI

1-2 : Difficult to understand

3-4 : Bamany errors and meaning

5-6 : few error and maning

7-8 : few error but good meaning

9-10 : almost perfect

PENGUCAPAN

1-2 : bad

3-4 : poor

5-6: fair

7-8 : good

9-10 : very good

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Kelancaran

9-10 : lexplain completely

7-8 : explain completely while thinking

5-6 : explain but not complete

3-4 : explain while thinking

Ketepatan

9-10 : no mistake

7-8 : one mistake

5-6 : two mistakes

3-4 : three mistakes

1-2 : many mistakes

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTS DDI Kaballangang
Matapelajaran : Bahasa Inggris
Kelas/Semester : VIII
Materi Pokok : agree and disagree
Alokasi Waktu : 2 x 40 menit

P. Kompetensi Inti (KI)

9. Menghargai dan menghayati ajaran agama yang dianutnya.
10. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
11. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural)berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni,budaya terkait fenomena dan kejadian tampak mata,
12. Mengolah, menyaji, dan menalar dalam ranah konkret(menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca,menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Q. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta izin, serta menanggapinya, sesuai dengan konteks penggunaannya.	1. Mengidentikasi ungkapan ***minta ijin serta responnya***untuk melaksanakan fungsi sosial sesuai dengan konteks penggunaanya 2. Menggunakan ungkapan ***minta ijin serta responnya*** untuk melaksanakan fungsi sosial sesuai dengan konteks penggunaanya

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

R. Tujuan Pembelajaran

Siswa dapat memberikan saran dan himbauan untuk menyuruh, mengajak, meminta izin, serta menanggapinya. Kemampuan ini dapat meningkatkan kecerdasan sosial peserta didik, terutama dalam menunjukkan kepedulian, penghormatan, dan kesantunan terhadap orang lain.

- Fungsi Sosial
  Menyuruh, mengajak, meminta izin, serta menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.

.

- Struktur Tek

Memulai.
Menanggapi (diharapkan/di
luar dugaan)

- Unsur Kebahasaan

Ungkapan a.l let's ..., can you ..., would you like ..., dan may I, please?
Nomina tunggal dan jamak dengan atau tanpa a, the, this, those, my, their, dsb.

Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan.

- Topik

Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta izin yang dapat menumbuhkan perilaku yang termuat di dalam KI.

S. Materi Pembelajaran

Expressing agreement

- I agree with you 100 percent.
- I couldn't agree with you more.
- That's so true.
- That's for sure.
- **(slang)** Tell me about it!
- You're absolutely right.
- Absolutely.

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- That's exactly how I feel.
- Exactly.
- I'm afraid I agree with James.
- I have to side with Dad on this one.
- No doubt about it.
- **(agree with negative statement)** Me neither.
- **(weak)** I suppose so./I guess so.
- You have a point there.
- I was just going to say that.

Expressing disagreement

- I don't think so.
- **(strong)** No way.
- I'm afraid I disagree.
- **(strong)** I totally disagree.
- I beg to differ.
- **(strong)** I'd say the exact opposite.
- Not necessarily.
- That's not always true.
- That's not always the case.
- No, I'm not so sure about that.

T. Metode Pembelajaran

Pendekatan scientifik

Strategi : Menyimak, studi pustaka, penugasan individu dan diskusi kelompok.

U. Media, Alat, dan Sumber Pembelajaran

7. Media
   - Kertas
   - Gambar
8. Alat/Bahan
   - Laptop
9. Sumber Belajar
   - Buku pegangan siswa

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- Suara guru
- Buku pegangan guru
- Internet

V. Langkah-langkah Kegiatan Pembelajaran

NO	Tahapan Kegiatan	Uraian Kegiatan	Alokasi waktu
a	Kegiatan pendahuluan	3. Menyapa peserta didik 4. Mempersiapkan kelas oleh leader. 5. Mengecek kehadiran dan memberikan motivasi kepada siswa 6. Memberikan gambaran umum tentang materi yang akan dipelajari 7. Menyampaikan tujuan pembelajaran	
b	Kegiatan Inti	11. **Mengamati** ▪ Peserta didik memperhatikan dialog yang diperlihatkan oleh guru ▪ Guru memberikan contoh ungkapan terkait dengan materi. ▪ Peserta menyimak ungkapan yang diberikan oleh guru ▪ Peserta didik meniru ungkapan yang diberikan guru **12. Menanya** ▪ Dengan bimbingan guru, peserta didik akan diberikan pertanyaan terkait dialog tersebut. ▪ Peserta didik mengidentifikasi ungkapan dalam dialog **13. Mengumpulkan informasi** ▪ Peserta didik membuat dialog terkait dengan materi. **14. Mengasosiasi** ▪ Perserta didik mencari pasangan untuk menjadi partner dalam mempersentasikan dialog	

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

		15. Mengkomunikasikan ▪ Peserta didik dan partnernya mempersentasikan tentang dialog mereka di depan kelas.	
C	Kegiatan Penutup	7. bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran 8. melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram 9. Pendidik menutup pelajaran dan memberi salam.	

W. Penilaian

X. Rubrik Penilaian Sikap

Rubrik	**Skor**
Menunjukkan adanya usaha sungguh-sungguh dalam melakukan kegiatan secara terus-menerus dan ajeg/konsisten	4
Menunjukkan ada usaha sungguh-sungguh dalam melakukan kegiatan yang cukup sering dan mulai ajeg/konsisten	3
Menunjukkan sudah ada usaha sungguh-sungguh dalam melakukan kegiatan tetapi masih sedikit dan belum ajeg/konsisten	2
Sama sekali tidak menunjukkan usaha sungguh-sungguh dalam melakukan kegiatan	1

PENILAIAN PENGETAHUAN

NO.	Name	Value				Total Score
		fluency	accuracy	content	pronunciation	
1.						
2.						
	Mean Score					

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	Max Score					
	Min Score					

Rubrik Penilaian Pengetahuan

ISI

1-2 : Difficult to understand

3-4 : Bamany errors and meaning

5-6 : few error and maning

7-8 : few error but good meaning

9-10 : almost perfect

PENGUCAPAN

1-2 : bad

3-4 : poor

5-6: fair

7-8 : good

9-10 : very good

Kelancaran

9-10 : lexplain completely

7-8 : explain completely while thinking

5-6 : explain but not complete

3-4 : explain while thinking

Ketepatan

9-10 : no mistake

7-8 : one mistake

5-6 : two mistakes

3-4 : three mistakes

1-2 : many mistakes

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTS DDI Kaballangang
Matapelajaran : Bahasa Inggris
Kelas/Semester : VIII
Materi Pokok : agree and disagree
Alokasi Waktu : 2 x 40 menit

Y. Kompetensi Inti (KI)

13. Menghargai dan menghayati ajaran agama yang dianutnya.
14. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
15. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural)berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni,budaya terkait fenomena dan kejadian tampak mata,
16. Mengolah, menyaji, dan menalar dalam ranah konkret(menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca,menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Z. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta izin, serta menanggapinya, sesuai dengan konteks penggunaannya.	1. Mengidentikasi ungkapan ***minta ijin serta responnya***untuk melaksanakan fungsi sosial sesuai dengan konteks penggunaanya 2. Menggunakan ungkapan ***minta ijin serta responnya***untuk melaksanakan fungsi sosial sesuai dengan konteks penggunaanya

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

AA. Tujuan Pembelajaran

Siswa dapat memberikan saran dan himbauan untuk menyuruh, mengajak, meminta izin, serta menanggapinya. Kemampuan ini dapat meningkatkan kecerdasan sosial peserta didik, terutama dalam menunjukkan kepedulian, penghormatan, dan kesantunan terhadap orang lain.

- Fungsi Sosial
  Menyuruh, mengajak, meminta izin, serta menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.
- Struktur Tek

Memulai.

Menanggapi (diharapkan/di luar dugaan)

- Unsur Kebahasaan

Ungkapan a.l let's ..., can you ..., would you like ..., dan may I, please?
Nomina tunggal dan jamak dengan atau tanpa a, the, this, those, my, their.
Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan.

- Topik

Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta izin yang dapat menumbuhkan perilaku yang termuat di dalam KI.

BB. Materi Pembelajaran

Expressing agreement

- I agree with you 100 percent.
- I couldn't agree with you more.
- That's so true.
- That's for sure.
- **(slang)** Tell me about it!
- You're absolutely right.
- Absolutely.
- That's exactly how I feel.
- Exactly.
- I'm afraid I agree with James.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- I have to side with Dad on this one.
- No doubt about it.
- **(agree with negative statement)** Me neither.
- **(weak)** I suppose so./I guess so.
- You have a point there.
- I was just going to say that.

Expressing disagreement

- I don't think so.
- **(strong)** No way.
- I'm afraid I disagree.
- **(strong)** I totally disagree.
- I beg to differ.
- **(strong)** I'd say the exact opposite.
- Not necessarily.
- That's not always true.
- That's not always the case.
- No, I'm not so sure about that.

CC. Metode Pembelajaran

Pendekatan scientifik

Strategi : Menyimak, studi pustaka, penugasan individu dan diskusi kelompok.

DD. Media, Alat, dan Sumber Pembelajaran

10. Media
    - Kertas
    - Gambar
11. Alat/Bahan
    - Laptop
12. Sumber Belajar
    - Buku pegangan siswa
    - Suara guru
    - Buku pegangan guru
    - Internet

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

EE. Langkah-langkah Kegiatan Pembelajaran

NO	Tahapan Kegiatan	Uraian Kegiatan	Alokasi waktu
a	Kegiatan pendahuluan	3. Menyapa peserta didik 4. Mempersiapkan kelas oleh leader. 5. Mengecek kehadiran dan memberikan motivasi kepada siswa 6. Memberikan gambaran umum tentang materi yang akan dipelajari 7. Menyampaikan tujuan pembelajaran	
b	Kegiatan Inti	16. **Mengamati** ▪ Peserta didik memperhatikan dialog yang diperlihatkan oleh guru ▪ Guru memberikan contoh ungkapan terkait dengan materi. ▪ Peserta menyimak ungkapan yang diberikan oleh guru ▪ Peserta didik meniru ungkapan yang diberikan guru **17. Menanya** ▪ Dengan bimbingan guru, peserta didik akan diberikan pertanyaan terkait dialog tersebut. ▪ Peserta didik mengidentifikasi ungkapan dalam dialog **18. Mengumpulkan informasi** ▪ Peserta didik membuat dialog terkait dengan materi. **19. Mengasosiasi** ▪ Perserta didik mencari pasangan untuk menjadi partner dalam mempersentasikan dialog **20. Mengkomunikasikan** ▪ Peserta didik dan partnernya mempersentasikan tentang dialog mereka di depan kelas.	

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

C	Kegiatan Penutup	10. bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran 11. melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram 12. Pendidik menutup pelajaran dan memberi salam.	

FF.Penilaian

Rubrik Penilaian Sikap

Rubrik	Skor
Menunjukkan adanya usaha sungguh-sungguh dalam melakukan kegiatan secara terus-menerus dan ajeg/konsisten	4
Menunjukkan ada usaha sungguh-sungguh dalam melakukan kegiatan yang cukup sering dan mulai ajeg/konsisten	3
Menunjukkan sudah ada usaha sungguh-sungguh dalam melakukan kegiatan tetapi masih sedikit dan belum ajeg/konsisten	2
Sama sekali tidak menunjukkan usaha sungguh-sungguh dalam melakukan kegiatan	1

PENILAIAN PENGETAHUAN

NO.	Name	Value				Total Score
		fluency	accuracy	content	pronunciation	
1.						
2.						
	Mean Score					
	Max Score					

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	Min Score					

Rubrik Penilaian Pengetahuan

ISI

1-2 : Difficult to understand

3-4 : Bamany errors and meaning

5-6 : few error and maning

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9-10 : almost perfect

Kelancaran

9-10 : lexplain completely

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PENGUCAPAN

1-2 : bad

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Ketepatan

9-10 : no mistake

7-8 : one mistake

5-6 : two mistakes

3-4 : three mistakes

1-2 : many mistakes

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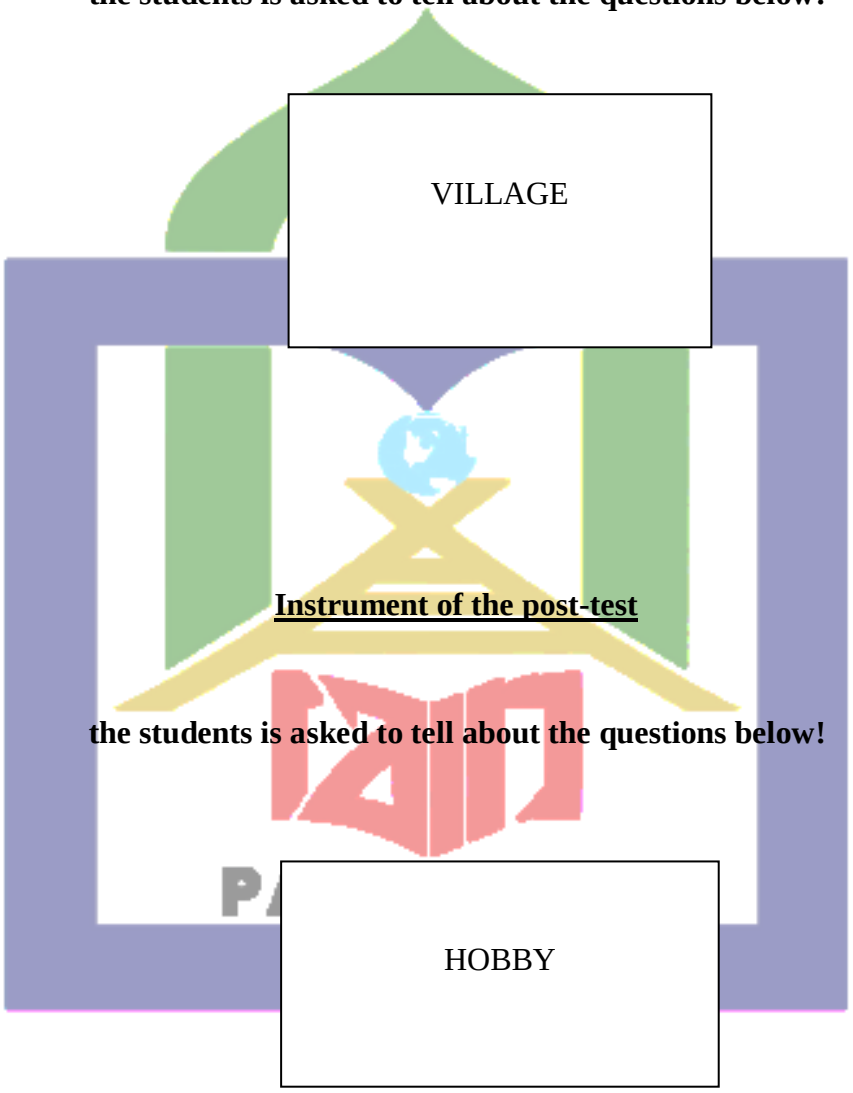
Appendix 2. Instrument of pre-test and post-test

Instrument of the pre-test

the students is asked to tell about the questions below!



Instrument of the post-test

the students is asked to tell about the questions below!

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Appendix 3. Students' speaking ability of Pre-test

Name : Rindiyani

Class : VIII.1

Writer : Hello, what is your name ?

Students : My name is Rindiyani

Writer : Tell me about your village please?

Students : My name is Rindiyani. I live in Langnga. In Langnga there is a beach. In Langnga there are many fish. Thank You.

Name : Sherlyanti

Class : VIII.1

Writer : Hello, What is your name?

Students : My name is Sherlyanti

Writer : Tell me about your village please?

Student : oke My name is Sherlyanti. I live in Kaballangang. In Kaballangang there are many buffalo. My house color is Pink. Thank you.

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Appendix 4. Students' speaking abilityof Post-test

Name : Rindiyani

Class : VIII.1

Writer	: Hello, What is your name?
Students	: My name is Rindiyani.
Writer	: Can you tell me your hobby?
Students	:My name is Rindiyani. My hobby is watching film. My favourite actor is Iqbal Ramadhan. I will watching movie when I have a free time. Thank you.
Writer	: thank you

Name : Sherlyanti

Class : VIII.1

Writer	: Hello, What is your name?
Students	: Hello, My name isSherliyanti.
Writer	: Can you tell me your hobby?
Students	: Yes, I of course . My name is Sherlyanti. I like dancing so my hobby is dancing. I join in dance club in my school. I was participate on traditional dance competition. I start dancing when I was in Elementary School and participate in traditional dance competition. Thank you.

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Appendix 5. Distribution of T-Table

	α (level of significance) (*one-tailed test)*					
Df	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6.314	12.706	31,821	63.657
2	0,816	1,886	2.920	4.303	6,965	9.925
3	0,765	1,638	2.353	3.182	4,541	5.841
4	0,741	1,533	2.132	2.776	3,747	4.604
5	0,727	1,476	2.015	2.571	3,365	4.032
6	0,718	1,440	1.943	2.447	3,143	3.707
7	0,711	1,415	1.895	2.365	2,998	3.499
8	0,706	1,397	1.860	2.306	2,896	3.355
9	0,703	1,383	1.833	2.262	2,821	3.250
10	0,700	1,372	1.812	2.228	2,764	3.169
11	0,697	1,363	1.796	2.201	2,718	3.106
12	0,695	1,356	1.782	2.179	2,681	3.055
13	0,692	1,350	1.771	2.160	2,650	3.012
14	0,691	1,345	1.761	2.145	2,624	2.977
15	0,690	1,341	1.753	2.131	2,602	2.547
16	0,689	1,337	1.746	2.120	2,583	2.921
17	0,688	1,333	1.740	2.110	2,567	2.989
18	0,688	1,330	1.734	2.101	2,552	2.878
19	0,687	1,328	1.729	2.093	2,539	2.861
20	0,687	1,325	1.725	2.086	2,528	2.845
21	0,686	1,325	1.721	2.080	2,518	2.831
22	0,686	1,321	1.717	2.074	2,508	2.829
23	0,685	1,319	1.714	2.069	2,500	2.807
24	0,685	1,318	1.711	2.064	2,492	2.797
25	0,684	1,316	1.708	2.060	2,485	2.787
26	0,684	1,315	1.706	2.056	2,479	2.7798
27	0,684	1,314	1.703	2.052	2,473	2.771
28	0,683	1,313	1.701	2.048	2,467	2.763
29	0,683	1,311	1.699	2.045	2,462	2.756
30	0,683	1,310	1.697	2.042	2,457	2.750
40	0,681	1,303	1.684	2.021	2,423	2.704
60	0,679	1,296	1.671	2.000	2,390	2.660
120	0,677	1,289	1.658	1.980	2,358	2.617

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Appendix 6. value of Chi Kuadrat

	Taraf significant					
Dk	50%	30%	20%	10%	5%	1%
1	0.455	1.074	1.642	2.706	3.841	6.635
2	1.386	2.408	3.219	4.605	5.991	9.210
3	2.366	3.665	4.642	6.251	7.815	11.341
4	3.357	4.878	5.989	7.779	9.488	13.277
5	4.351	6.064	7.289	9.236	11.070	15.086
6	5.348	7.231	8.558	10.645	12.592	16.812
7	6.346	8.383	9.803	12.017	14.067	18.475
8	7.344	9.524	11.030	13.362	15.507	20.090
9	8.343	10.656	12.242	14.684	16.919	21.666
10	9.342	11.781	13.442	15.987	18.307	23.209
11	10.341	12.899	14.631	17.275	19.675	24.725
12	11.340	14.011	15.812	18.549	21.026	26.217
13	12.340	15.119	16.985	19.812	22.362	27.688
14	13.339	16.222	18.151	21.064	23.685	29.141
15	14.339	17.322	19.311	22.307	24.996	30.578
16	15.338	18.418	20.465	23.542	26.296	32.000
17	16.338	19.511	21.615	24.769	27.587	33.409
18	17.338	20.601	22.760	25.989	28.869	34.409
19	18.338	21.689	23.900	27.204	30.144	36.191
20	19.337	22.775	25.038	28.412	31.410	37.566
21	20.337	23.858	26.171	29.615	32.671	38.932
22	21.337	24.939	27.301	30.813	33.924	40.289
23	22.337	26.018	28.429	32.007	35.172	41.638
24	23.337	27.096	29.553	33.196	35.415	42.980
25	24.337	28.172	30.675	34.382	37.652	44.314
26	25.336	29.246	31.795	35.563	38.885	45.642
27	26.336	30.319	32.912	36.741	40.113	46.963
28	27.336	31.391	34.027	37.916	41.337	48.278
29	28.336	32.461	35.139	39.087	42.557	49.588
30	29.336	33.530	36.250	40.256	43.773	50.892

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Appendix 7. Documentation

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MADRASAH TSANAWIYAH
PONDOK PESANTREN MANAHILIL ULUM
DDI KABALLANGANG KABUPATEN PINRANG
SULAWESI SELATAN

Alamat : Kampus : Jl. Poros Pinrang-Polman Km.15 Tlp. (0421) 3913069 Kode Pos 91253

SURAT KETERANGAN PENELITIAN
Nomor. 111/ D/ MTs/ XII/2018

Yang bertanda tangan dibawah ini:

Nama	: **H. SULAEMAN, S. Pd. I**
N I P	: **19591231 1993 011**
Jabatan	: Kepala Madrasah Tsanawiyah DDI Kaballangang
Alamat	: Jl. Poros Pinrang-Polman Km. 15 Kode Pos 91253

Menerangkan Bahwa :

Nama	: **MUGFIRAH NUR FAISA**
N I M	: 14.1300.050
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Jl. Pendidikan, Marawi Kec. Tiroang Kab. Pinrang

Benar telah melaksanakan penelitian dari tanggal 05 Desember 2018 s/d 28 Desember 2018 Sehubungan dengan penyusunan Skripsi yang berjudul:

"THE USE OF PARTICIPATION POINT SYSTEM METHOD TO IMPROVE THE STUDENT,S SPEAKING ABILITY AT SECOND GRADE STUDENT IN MTS DDI KABALLANGANG."

Demikian surat keterangan ini kami buat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Kaballangang, 28 Desember 2018
Kepala MTs. DDI Kaballangang,

H. SULAEMAN, S. Pd.I
NIP. 19591231 199303 1 011

Tembusan :

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH
Jl. Bintang No. Telp. (0421) 923058 - 922914
PINRANG 91212

Nomor : 070/ 712 /Kemasy.
Lampiran : -
Perihal : **Rekomendasi Penelitian.**

Pinrang, 04 Desember 2018
Kepada
Yth, **Kepala MTS DDI Kaballangang**
di-
Tempat.

Berdasarkan Surat Plt.Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL) Institut Agama Islam Negeri (IAIN) Parepare Nomor:3331/In.39/PP.00.9/12/2018 tanggal 03 Desember 2018 Perihal Izin Melaksanakan Penelitian,untuk maksud tersebut disampaikan kepada Saudara bahwa:

Nama	:	**MUGFIRAH NUR FAISA**
NIM	:	14.1300.050
Pekerjaan/Prog.Studi	:	Mahasiswi/Pendidikan Bahasa Inggris
Alamat	:	Jl.Pendidikan,Marawi,Kec.Tiroang, Kab.Pinrang
Telepon	:	082346916186.

Bermaksud Mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan Judul "***THE USE OF PARTICIPATION POINT SYSTEM METHOD TO IMPROVE THE STUDENT'S SPEAKING ABILITY AT SECOND GRADE STUDENTS IN MTS DDI KABALLANGANG*** " yang pelaksanaannya pada tanggal 05 Desember s/d 28 Desember 2018.

Sehubungan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. SEKRETARIS DAERAH
Asisten Pemerintahan dan Kesra

Drs. RISMAN LAUPE
Pangkat : Pembina Utama Muda
Nip : 19590305 199202 1 001

Tembusan:
1. Bupati Pinrang Sebagai Laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Kantor Kementerian Agama Kab.Pinrang di.Pinrang;
5. Kepala Badan Kesbang dan Politik Kab.Pinrang di Pinrang;
6. Plt.Wakil Rektor Bid.APL IAIN Parepare di Parepare;
7. Camat Duampanua di Lampa;
8. Yang b...

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE
Alamat : Jl. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421) 21307
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 3331 /In.39/PP.00.9/12/2018
Lampiran : -
H a l : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. PINRANG
di
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	: MUGFIRAH NUR FAISA
Tempat/Tgl. Lahir	: PINRANG, 21 September 1996
NIM	: 14.1300.050
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: JL. PENDIDIKAN, MARAWI, KEC. TIROANG, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah ***KAB. PINRANG*** dalam rangka penyusunan skripsi yang berjudul :

"THE USE OF PARTICIPATION POINT SYSTEM METHOD TO IMPROVE THE STUDENT'S SPEAKING ABILITY AT SECOND GRADE STUDENTS IN MTS DDI KABALLANGANG "

Pelaksanaan penelitian ini direncanakan pada bulan **Desember** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

03 Desember 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

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CURRICULUM VITAE

MUGFIRAH NUR FAISA, the writer was born on September 21^{h} 1996 in Marawi. She is the first child from three children in her family. From the couple, Amir Bakri and Hadariah Basri. She has one sister and one brother, her sister name is InayahMusrifah and her brother name is Muhammad Gifaryl.

She began her study in Elementary School in SDN 91 Pinrang on 2002 and graduate on 2008. She decided to continue her study at SMPN 1 Baranti and finished her Junior High School on 2011. After that, she is registered as a student in SMAN 2 Pinrang and now known as SMAN 6 Pinrang and graduate on 2014. In the same year she continues her study atState Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare. On 2019 she completed her skripsi with the title "The Use of Participation Point System Method to Improve The Students Speaking Ability at the Second Grade Students in MTS DDI Kaballangang".

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