

CHAPTER I

INTRODUCTION

A. The Background of the Research

English is one of the most important languages in the world for people because English is a language that should be mastered by them. Through English, they can communicate and interact with other people around the worlds. The Indonesian government has tried to apply English as a delivery language in education. It aims to improve the education of Indonesia and to be equal with other countries in education. It has been proved by government by implementing Kurikulum Tingkat Satuan Pendidikan (KTSP).

Teachers should be able to use English in teaching and learning process. Not only English teacher but also other teachers have to master English to deliver a lesson. Teachers also have to be able to create a good learning atmosphere in teaching and learning process. It aims to help students learning the language well. Moreover, students have to be able to participate each other and to the teacher in a class. All of them are keys to create a successful learning.

Sukidin (in Dirto, 2009: 1) stated that the teaching and learning process is considered to be successful when there is a students' participation in classroom activity. The classroom activity will be passive if there is no students' participation in the teaching and learning process. Whereas, students

must be active and give the feedback to the lesson in class, so teacher will know whether his or her material is delivered successfully or not.

In fact, the common problem that is always faced by English teacher is students' low participation in every activity provided especially in a reading class. For instance, when teacher asks the students to answer the teacher's questions, to ask questions to the teacher, to offer an opinion about something, to give a rebuttal toward an opinion and to do the task, only some students do it well. It may be caused from their habit in the class. Besides that, the teacher still uses uninteresting teaching strategy that makes students bored. Whereas, English is one of adaptive programs that must be taught by communicative approach in order to be able to make an active communication both oral and written. Certainly, it is a big problem that must be solved soon by them.

The problems also occurred at grade VIII E students of SMP Negeri 1 Cilogok. Based on the result of pre-observation and interview with the English teacher of the class in teaching practice activity and the result of observation after doing teaching practice activity, the students' participation in English teaching especially for a reading class was still low. From seven classes of VIII grade students handled by the writer in doing a teaching practice there, the students in VIII E were the most passive students than the other classes. It was supported by the English teacher of the class. He said that the students' participation of class VIII E was low. It could be seen in every learning activity in the class especially in reading class. When the English teacher asked the students to answer the questions, to ask questions to the

English teacher, to offer an opinion about something, to give a rebuttal toward an opinion and to do the task, only some students did it well in the teaching and learning process.

The pre-observation result in reading teaching and learning process at VIII E grade students of SMP Negeri 1 Cilongok showed that there were at least four causes that made students' low participation in learning process. *Firstly*, the students were not brave to deliver their ideas to other. It was happened because they were not confidence and they were afraid to make a mistake in giving their opinion. *Secondly*, they did not have a competence to understand the material well because they lacked vocabulary. *Thirdly*, they lacked ability in formulating their own ideas to compete each other because they did not know how to do it. *Fourthly*, they also felt bored in reading class because of uninteresting teaching strategy. As a result, if they found out some difficult words, they were unwilling to ask questions to the English teacher, to answer the English teacher's questions, to offer an opinion about something, to give a rebuttal toward an opinion and to do the task. Thus, there was no interaction between teacher and students in the teaching and learning process. Consequently, there was no students' participation as well. The worst was that the goal of learning process would not be reached successfully. Whereas, Mulyasa (in Dirto, 2009: 3) stated that learning process is said to be successful and qualified if all of the students or at least 75% of them are physically, mentally and socially involved in the teaching and learning process.

Based on the situations above, the teacher should give a positive response concretely and objectively to improve students' participation in a reading class. The writer and the collaborative teacher considered *the implementation of point system* is an appropriate way to improve students' participation and to overcome the problems in a reading class. A teacher as a facilitator should be able to make students interested in reading by implementing *point system*. *Point system* is a system of evaluation based on awarding points according to rules. It means that to improve students' participation in reading class, the teacher has to give the students a reward in learning activity. It is a stimulus that makes students interested in the class activity. This reward is a point that they will get if they participate in learning process. For instance, the students will get one point if they answer a question, offer an opinion, give a rebuttal and do the task. If they want to get two points, they have to ask a question to the English teacher. As a result, the students will have high motivation and interact actively in teaching and learning process. It is very helpful for the English teacher in changing students' behaviors from passiveness to activeness. Thus, there is interaction and participation of students in the class. It will make the teaching and learning process in a reading class successful.

It is a reason why the writer and the collaborative teacher used *the implementation of point system* to improve students' participation in a reading class. The implementation of it would be covered in a Classroom Action Research (CAR) entitled "Improving Students' Participation in Reading Class

through the *Implementation of Point System* (A Classroom Action Research at Grade VIII E Students of SMP Negeri 1 Cilongok in Academic Year 2011/2012).

A. The Reason for Choosing the Topic

Here are several reasons why the writer chose *the implementation of point system* as a strategy to improve students' participation in reading class:

1. Participation is one of important things in the teaching and learning process to create a meaningful activity especially for reading class. Through participation, the teacher will know whether his or her material is delivered successfully or not and students can express their opinion about materials that they want in the teaching and learning process. It is also a something special to bridge between teacher and students in learning activity.
2. *The implementation of point system* can improve the students' participation in the teaching and learning process especially for reading class. By giving a point, the students will have high motivation and interact actively in teaching and learning process. It will change their behaviors from passiveness to activeness.
3. It is an alternative strategy to teach English especially in a reading class.
4. The research can give useful contribution to people who are concerned with reading.

B. The Problem of the Research

The problem of the research can be stated through the following research question:

“Can *the implementation of point system* improve the students’ participation at Grade VIII E Students of SMP Negeri 1 Cilongok in Academic Year 2011/2012?”

C. The Aim of the Research

The aim of this research can be briefly stated as follow: to find out whether *the implementation of point system* can improve the students’ participation at Grade VIII E Students of SMP Negeri 1 Cilongok in Academic Year 2011/2012.

D. The Clarification of Terms

To make reader and the writer comprehensive toward the main terms in this research, below are some main definitions of the terms in this research:

1. Improving

Pei (in Umami, 2011: 5) stated that improving means bring to more describable or excellent condition to better or increase value or excellent. In the other word, improving is to get better achievement or quality in reading competence than before.

2. Reading

Finnochiaro (1974: 81) states that reading is getting meaning from printed or written material. Understanding a written text means extracting the required information from it as efficiently as possible. It needs interaction which means that the involvements of reader and the text are based on the context. Another definition is stated by Nunan (1991: 72), reading is usually conceived of a solitary activity in which the reader interacts with the text in isolation.

3. Participation

Tannenbaun and Hahn (in Marom, 2008: 7) stated that participation is level of people's involvement in activities and to contribute their energy and thought in the implementation of activity. In the other word, participation is to take part actively in reading activity in classroom.

4. Participation *Point System (PPS)*

According to Jeffrey (2003: 2), participation *point system* is a something to give students a highly visible reward for participating, especially in a communicative sense, and to help them overcome their concern to say "right" words, and in that way help students to overcome their shyness and passivity. Participation Point System can be called "the implementation of point system". It can be seen from its function that helps the teacher overcoming the students' behavior from passiveness to activeness in teaching and learning process.

E. The Contribution of the Research

This research can have a good contribution in improving students' participation. Below are some contributions of this research:

1. To Students

This research will be useful for the students because it can make them more aware about the importance of students' participation in a reading class and also their achievements.

2. To English Teacher

This research can initiate *point system* as teaching strategy that can be applied by teacher in a reading class.

3. To School

The result of this research will be helpful for school to increase its quality and facilitate the teachers with various techniques or strategies in teaching English especially for a reading class.

4. To Other Researchers

This study can be starting point for other researchers to make innovation using the implementation of *point system* to improve the students' participation.