



FOSTERING THE STUDENTS' SPEAKING ABILITY THROUGH COMMUNICATIVE APPROACH OF PARTICIPATION POINT SYSTEM

Apriana¹, Lesi Anggraini²

Email: aprianasalim1993@gmail.com¹, lesiangrainiayra@gmail.com²

^{1,2}Institut Teknologi Pagar Alam

Accepted :

10 November 2024

Published :

10 January 2025

Corresponding Author :

Apriana

Email Corresponding :

aprianasalim1993@gmail.com

ABSTRACT

The objective of this study was to investigate how the implementation of a communicative participation point system could enhance students' speaking abilities. Specifically, the research aimed to determine whether the use of the participation point system influenced students' grades and how students perceived its role in developing their English-speaking skills. The study focused on both the learners' perceptions and their performance scores. A sample of 36 students was selected from a total of 150 12th-grade students at SMA Negeri 4 Palembang. Utilizing a mixed-method approach with an explanatory sequential design, quantitative and qualitative data were collected in two phases, with each phase informing the other. The findings revealed that the t-value (4.846) exceeded the t-table value (1.680), confirming that the alternative hypothesis (H_a) was valid. This indicates that the application of the communicative participation point system had a significant impact on students' speaking performance and scores.

Keywords: *Fostering, Speaking Ability, Communicative Approach, Participation Point System*

1. INTRODUCTION

Language serves as a vital tool for individuals to express their thoughts, ideas, and emotions. It functions as a medium for communication in social settings, fulfilling essential social roles (Phakiti, 2014). To achieve proficiency in a language, students must master the four core skills: reading, writing, speaking, and listening. Reading, for example, enables students to understand the material they encounter and derive meaning from it (Jaya et al., 2018). Among the skills taught in English courses in Indonesian high schools, reading plays a crucial role (Jaya, 2017).

Speaking, on the other hand, is a fundamental skill for oral communication (Bashir et al., 2011; Askhatova A, 2020). Like other language skills, speaking goes beyond mere pronunciation of words and involves intricate processes, making it one of the most challenging aspects of learning a foreign

language. This skill is essential and must be developed gradually in small, manageable steps. Teaching speaking effectively is critical in English language instruction, with the ultimate goal being to help students achieve fluency in oral communication.

According to Theriana (2018), students in Indonesia begin learning English formally from kindergarten and continue studying it as a foreign language through university. Despite this long exposure, many students struggle with the four core language skills—listening, speaking, reading, and writing—as well as other aspects such as structure, vocabulary, and grammar. Speaking, in particular, is often perceived as the most intimidating skill, with students avoiding it due to fear of making mistakes, lack of confidence, and concerns about being ridiculed (Guo, 2013; Tajizan et al., 2012; Leonard, 2019). Limited classroom time and low participation in speaking exercises further exacerbate these challenges.

Vol 8, No 1 (2025): ESTEEM

Speaking effectively requires students to pronounce phonemes accurately, use appropriate stress and intonation patterns, and apply connected speech. These elements are critical for conveying meaning in spoken communication. However, second-language learners often find it challenging to distinguish sounds that do not exist in their native language (Uzer, 2019). Additionally, proper grammar usage is essential to ensure clarity in face-to-face conversations, as it helps convey ideas accurately.

Vocabulary also plays a foundational role in learning a language. Students need to understand not only the meanings of words but also their correct pronunciation and usage in everyday conversations. Teachers must emphasize vocabulary instruction, ensuring that students can spell, pronounce, and comprehend each word effectively.

Fluency, defined as the ability to express oneself clearly and without hesitation, is a critical aspect of speaking. It reflects a speaker's capacity to communicate ideas smoothly, influencing how listeners perceive their message (Gorsuch, 2011). Fluency allows students to participate in conversations confidently, which is a key goal in communicative language teaching.

Hadley (2002) introduced the Participation Point System (PPS) as a strategy to monitor and encourage students' engagement in speaking English. The PPS provides a systematic approach for teachers to assess participation, track progress, and motivate students to engage in classroom activities. Unlike traditional methods where only highly motivated students benefit, the PPS ensures that all students understand the criteria for earning points, fostering inclusivity and active participation.

In this study, the researcher investigated the effectiveness of the communicative participation point system (PPS) in improving students' speaking abilities. This approach aligns with communicative language teaching principles, as it emphasizes meaningful interaction and active student involvement in speaking tasks. Raine (2014) found that students had positive attitudes toward the PPS, as it encouraged them to ask questions, share opinions, and volunteer for speaking activities.

According to Bess and Bess (2002), the PPS operates as follows: during lesson planning, teachers identify specific

communicative behaviors they want students to demonstrate, such as participating in pair work, group discussions, or role-plays. Points are allocated for each task based on its complexity and communicative purpose. Teachers provide clear instructions, either on the whiteboard or in handouts, detailing the expectations for each activity. Students then complete these tasks during class, actively engaging in communicative interactions to earn points. By incorporating communicative principles into the PPS, this study highlights its potential to enhance students' speaking abilities, build their confidence, and foster a more interactive and participatory learning environment.

2. METHOD

The researcher conducted a research at SMA Negeri 4 Palembang. The researcher used the Participation Point System method. The researcher also collected data by means of questionnaires and interviews with each student as the English learning media at SMA Negeri 4 Palembang. This object in this research to improve student's speaking ability for the twelve grade students at SMA Negeri 4 Palembang.

The method used of a mixed methods, which are two research approaches that combine qualitative and quantitative components. The data in this study were interview, documentation and questionnaire, and speaking test. In this study, researcher used the research design (Fraenkel et al., 2014; Creswell & Creswell, 2017).

Technique Of Collecting Data

The research employed the triangulation technique when gathering data. In order to get data for this study, the researcher used four different methods: questionnaire, interview, documentation, and speaking test.

Technique Of Analyzing Data

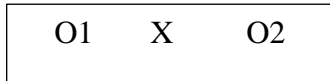
- Technique of Quantitative Data Analysis

In order to determine the difference between the pre- and post-test mean scores, the researcher compared them when assessing the quantitative data. The pre-test results were classed as an X variable in this study. Additionally, the post-test results were classified as a Y variable. Using the t-test

Vol 8, No 1 (2025): ESTEEM

formula manually, the scores from the pre- and post-tests were compared. Pretest-treatment-posttest methodology was employed Gay (1981). As seen in the accompanying figure, it was there:

Figure 1. Research Design



Where :

O1 : Pre-test

X : Treatment by using Participation Point System

O2 : Post-test

Through the test, data was gathered, and both quantitative and qualitative analysis was done.

- Technique of Qualitative Data Analysis

Prior to transcribing the audiotape recorder of qualitative data into writing, the writer first analyzed the data of students' respondents. According to Creswell (1994), transcription is the process of turning field notes or audiotape recordings into text data. The researcher eliminated any irrelevant information from the respondents after evaluating and transcribing the data and concentrated on determining how speaking ability affected respondents' scores. The researcher then divided the responses from the respondents into various classifications. The researcher then used the classified data to create a list of key points or significant discoveries to interpret the data.

3. FINDING AND DISCUSSIONS

Quantitative Description

With a mean score of 6.9, the Participation Point System Method was successfully implemented in class XII.7 at SMA Negeri 4 Palembang. However, it fell short of the necessary standard. In an effort to give improvement, the researcher carried on to cycle II, and it looks like it was successful. With a mean score of 7.8, the students' speaking accuracy greatly increased in cycle II. It is evident in the table that follows.

Table 1. The Improvement of the Students' Speaking Accuracy

No	Indicators	The students' score	
		Cycle 1	Cycle 2
1	Vocabulary	6.7	7.6
2	Grammar	6.9	7.8
3	Pronunciation	7.1	7.9
Students' speaking accuracy		6.9	7.8

The vocabulary, grammar, and pronunciation accuracy of the pupils' speaking has improved, as seen in the table above. Speaking accuracy among the students is shown by a mean score of 6.9 in cycle I, which is classed as bad, and a mean score of 7.8 in cycle II, which is categorized as high and above the SMA Negeri 4 Palembang standard score.

Table 2. The Improvement of the Students' Fluency in Speaking

No	Indicators	The students' score	
		Cycle 1	Cycle 2
1	Smoothness	7.1	7.7

The table above shows that, after participating in two meetings, students in Class XII.7 at SMA Negeri 4 Palembang demonstrated improved fluency and smoothness in speaking, attributed to the application of the Communicative Participation Point System (PPS) method. Speaking fluency, one of the key measures in this research, refers to how fluid and natural students' speech was.

In Cycle I, the students achieved a mean score of 7.1, indicating moderate fluency. However, by Cycle II, their mean score improved to 7.7, surpassing the benchmark score set for Class XII.7 students at SMA Negeri 4 Palembang. This improvement was categorized as good and highlights the effectiveness of the communicative approach integrated with the PPS in enhancing students' speaking abilities.

Table 3. The Improvement of the Students' Speaking Skill

No	Indicators	The students' score	
		Cycle 1	Cycle 2
1	Accuracy	6.9	7.8
2	Fluency	7.1	7.7
Students' speaking skill		7.0	7.8

The table above shows that from cycle I to cycle II, the students' speaking abilities improved. Speaking ability of the pupils was rated as being "pair" in meeting I with a score of 7.0, but improved to "good" in cycle II with a score of 7.8. This most recent result shows that the pupils outperformed the benchmark during the research. The table clearly demonstrates that, when results from cycle I and II were compared, students' speaking abilities had improved by 26.35%, which was regarded as a substantial improvement.

Table 4. The Observation Result of the Students in Learning Process

Meeting	The date for each meeting				Average Score
	8 th August	9 th August	10 th August	11 th August	
I	36.1 %	41.7%	41.7%	38.9%	39.6%
	15 th August	16 th August	17 th August	18 th August	
II	75%	72.2%	77.8%	75%	75%
The Improvement of Students' Result (Meeting I –II)					35.4%

It showed that the effectiveness category of the percentage in the post-test was effective, indicating a 35.4% increase in student participation during the teaching and learning process over the course of two meetings. This increase demonstrates that the Communicative Participation Point System (PPS) successfully engaged and motivated students to speak the target language. However, despite their active participation, the researcher observed that students still faced inaccuracies, particularly in grammar and vocabulary use.

Reflecting on these challenges, the researcher revised the lesson plan for Cycle II to focus on improving students' communicative abilities by introducing vocabulary lists with at least 10 items per meeting. This adjustment not only addressed the vocabulary gaps but also enhanced the students' ability to communicate effectively during classroom activities. As a result, the revised approach yielded better scores and greater improvements compared to the previous cycle.

Table 5. The Test of Significant

Variable	The students' score	
	Cycle 1	Cycle 2
	Pre-test	Post-test
	5.84	2.015

Pre-test -- Post-test 5.84 2.015

The researcher used the calculation $df = N-1$ to determine the degree of freedom (df). Df is 35. The value of the table is 1.690 for the level, significant () 5%, $df = 35$, and the result of the t-test is 5.78. This indicates that the t-test values ($5.78 > 1.690$) are higher than the t-table. Using the participation point system, it can be seen that the pupils' speaking skills have significantly improved while receiving treatment. As a result, the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected.

Qualitative Description

The qualitative data analysis was conducted to address the research question regarding learners' perceptions of the Communicative Participation Point System (PPS). The results of the qualitative analysis provided insights into how students viewed the use of the PPS in enhancing their speaking abilities. The analysis involved interpreting data from interviews and questionnaires, with the findings elaborated based on their specific components.

Vol 8, No 1 (2025): ESTEEM

Firstly, the researcher conducted interviews with ten questions designed to explore learners' perceptions of English. These questions aimed to determine whether students enjoyed learning English and to identify the challenges they faced, particularly in speaking. The responses revealed that some students did not enjoy learning English due to difficulties in developing their speaking skills, which often led to feelings of frustration.

Secondly, a questionnaire comprising 15 questions was administered to obtain additional, in-depth information about students' speaking abilities. The data collected from the questionnaire indicated that many students found learning English to be boring and confusing. However, after the Communicative Participation Point System was introduced, students reported increased motivation to learn English, particularly in speaking.

The integration of the PPS, aligned with communicative teaching principles, encouraged students to engage more actively in class discussions and speaking activities. This approach not only helped address their initial challenges but also made the learning process more enjoyable and interactive. As a result, the Communicative PPS played a significant role in enhancing students' motivation and their overall ability to improve their English-speaking skills.

4. CONCLUSIONS

This study demonstrates that the implementation of the Communicative Participation Point System (PPS) significantly improved students' speaking abilities. Quantitative data analysis showed a substantial increase in scores, with the t-value (5.846) exceeding the t-table value (1.690), as well as notable differences between pre-test and post-test scores. Additionally, engaging media and activities fostered positive student perceptions of learning English.

Qualitative data revealed that most students felt motivated and confident with the use of PPS, creating an interactive learning environment. Students with positive perceptions and enjoyment in learning, particularly high-achievers, showed better results.

The PPS can be widely applied to enhance speaking skills and other language

abilities. Future research is recommended to explore its application at different educational levels, with larger samples, and to evaluate its long-term effectiveness or integration with digital tools. This strategy holds potential for creating more effective, enjoyable, and communicative language learning experiences.

5. REFERENCES

- Askhatova A. (2020). Pedagogical Sciences Importance of Vocabulary and Spoken Grammar in Teaching Spontaneous Speaking Skill. *Sciences of Europe* #, 49. <https://cyberleninka.ru/article/n/importance-of-vocabulary-and-spoken-grammar-in-teaching-spontaneous-speaking-skill>
- Astuti, D. K. (2013). The gap between English competence & performance (Performance: The learners' speaking ability). *Indonesian Journal of English Education*, 660-670.
- Bashir, M., Azeem, M., & Dogar, A. H. (2011). Factor effecting students' English speaking skill. *British Journal of Arts and Social Science*, 2(1).
- Bess, M., & Bess, D.A. (2002). A participation points system good for every tack. JALT 2002 Conference Proceedings. Japan Association of Language Teaching. https://www.researchgate.net/publication/281103092_The_use_of_a_participation_point_system_to_encourage_more_proactive_learner_participation_in_Japanese_university_English_classes
- Cynthia, J., Nancy, W., & Steven, L. (1996). Ethical development, professional commitment and rule observance attitudes: A study of auditors in Taiwan. *The International Journal of Accounting*, 31(3), 365-379.
- Creswell, J. (1994). *Research design: Qualitative and quantitative approaches*. SAGE Publications.
- Creswell, J. W. (2012). *Educational research* (4th Ed.). Pearson Education.
- Creswell, J. ., & Creswell, J. . (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods*

Vol 8, No 1 (2025): ESTEEM

- Approaches*. Sage Publications.
- Dzakiah, D., Assiddiq, M. A., & Mustari, S. H. (2020). Smartphone video recording as a learning tool to improve Indonesian EFL students speaking performance. *Indonesian EFL Journal*, 6(2), 157.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. h. (2014). *How To Design And Evaluate Research In Education* (Eighth Edi). McGraw-Hill Education.
- Gay, L.R. (1981). *Educational research: Competencies for analysis and application*. (2nd Ed). Charles E. Meril Publishing Company.
- Gorsuch, G. J. (2011). Improving speaking fluency for international teaching assistants by increasing input. *Journal English as a second language*.4(4), 1-25.
- Ghozali, I. (2016) Aplikasi Analisis Multivariate Dengan Program IBM SPSS 23. (8th Ed). Diponegoro University Publishing Agency.
- Guo, R. X. (2013). The Use of Video Recordings as an Effective Tool to Improve Presentation Skills. *Polyglossia*, 24, 92-101.
- Hadley, G. (2002). Encouraging oral communication in the EFL classroom. *RELC*. 33(2), 99-124.
- Harris, J. (2016). Participation points to motivate high-achieving students. *ASCD Express*. 10(1).
- Harmer, J. (2007). *The practice of English language teaching* (4th Ed.). Pearson Longman.
- Heaton, J. B. (1988). *Writing English Language Tests: Longman Handbook for Language Teachers* (New Edition). Longman Group UK Ltd.
- Herlina, H. & Marleni, M. (2019). Teaching listening comprehension by using interactive listening classroom performance. *Esteem Journal of English Education Study Programme*. 2(2), 1-25. <http://doi.10.31851/esteem.v2i1.354>
- Herlina, H., Mortini, A. V., & Aprinati, R. (2020). The influence of whip around technique toward writing descriptive paragraph of the tenth grade students of state SMA Negeri 4 Palembang. *Esteem Journal of English Education Study Programme*. <https://jurnal.univpgri-palembang.ac.id/index.php/esteem/article/download/4542/4272>
- Jaya, A. (2017). Sentence patterns of narrative text in English textbook in Indonesia. *English Community Journal*, 1(2), 69–74. <https://jurnal.um-palembang.ac.id/englishcommunity/article/view/763>
- Jaya, A. Hermansyah, H., & Mortini, A. (2018). The Effect of Crawford Series Teaching (CST) on the Students' Writing Achievement. *ESTEEM: Journal of English Study Program*, 1(1), 20-27. <http://dx.doi.org/10.31851/esteem.v1i1.4827>
- Jeffrey, D. M. 2003. Participation points system to encourage classroom communication. *The Internet TESL Journal*, 9(8). <http://iteslj.org/Techniques/Jeffrey-PointsSystem>
- Jumiati, A. A., & Asrina A. A. (2013). Improving the students' speaking ability through participation point system (PPS) method. *Exposure Journal*, 2(2), 120-139. <https://core.ac.uk/download/pdf/233602751.pdf>
- Khaidir., H. (2017). The use of grammar consciousness raising in teaching grammar. *English Empower: Journal of Linguistics and Literature*, 2(2), 64 – 70. <http://ejournal.unitaspalembang.ac.id/index.php/eejll/article/view/29>
- Leonard, J. (2019). Beyond “(non) native-speakerism”: Being or becoming a native-speaker teacher of English. *Applied Linguistics Review*. <https://doi.org/10.1515/applirev-2017-0033>
- Lynch & Andreson. (2012). *Effective English learning: Unit 8. pronunciation*. RLTC Self-study materials.
- Marza, M. (2014). Pronunciation and comprehension of oral english in the

Vol 8, No 1 (2025): ESTEEM

- english as a foreign language class: Key aspects, students' perceptions, and proposals. *Journal of Language Teaching and Research*, 5(2), 262-273.
- Phakiti, A. (2014). *Experimental research methods in language learning*. Bloomsbury Publishing Plc.
- Rabbitt, T. (2015). Reading, writing, speaking, and listening? Which is most important and why?. <http://www.tis.edu.mo/vision/reading-writing-speaking-and-listening-which-is-most-important-and-why/>.
- Raine, P. (2014). The use of a participation point system to encourage more proactive learner participation in Japanese University English classes. <http://www.i-repository.net/contents/asia-w/11300140.pdf>.
- Rauf S. (2012). *Improving the Students' Reading Comprehension By Using Basal Reader Approach*. (Sarjana's Degree, University of Muhammadiyah Makassar). https://digilibadmin.unismuh.ac.id/upload/27621-Full_Text.pdf
- Richahrd, J.C & Willy, A.R. (2002). *Methodology in language teaching an anthology of current practice*. Cambridge University Press.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (2 Ed.). (Sutopo, Ed.) Bandung: Alfabeta.
- Tajizan, F. N., Ab Rahim, S., Abdul Halim, F. S., Abdullah, A., Ismail, I. N., & Cochrane, T.A. (2012). Implementing a Virtual Presentation Program in ESL Classrooms. *International Journal of e-Education, e-Business, e-Management and e-Learning*, 2(3), 1-5. <https://ir.canterbury.ac.nz/items/a6c07349-c447-41c7-8eb0-97a2a3792b50>
- Theriana, A. (2018). Using an oblique technique to teaching translation of the Eleventh Grade Students of SMA Nurul Amal Palembang. *Esteem: journal of English Programme*. 1(1), 33-43. <https://doi.org/10.31851/esteem.v1i1.4830>
- Theriana, A. 2019. Teaching reading comprehension through numbered heads together to the Eleventh Grade Students of SMA Nurul Amal Palembang. *Esteem: journal of English Programme*, 2(1), 18-24. <https://doi.org/10.31851/esteem.v2i1.3474>
- Uzer, Y. V. (2019). The influence of context clues strategy on students' reading achievement. *Esteem: Journal of English Study Programme*, 2(2), 154-159. <https://doi.org/10.31851/esteem.v2i2.2457>