

**THE USE OF PARTICIPATION POINT SYSTEM FOR
STUDENTS' SPEAKING ABILITY AT THE
EIGHTH GRADE STUDENTS OF
SMPN 8 MAKASSAR**

SKRIPSI

**DINI SAVONAROLA MANYANYI
4515101019**



**ENGLISH LANGUAGE STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY
MAKASSAR
2022**

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SKRIPSI

**Submitted in Partial Fulfillment of the Requirement for the
Degree of Sarjana Pendidikan (S.Pd) in English
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BOSOWA

BY

**Dini Savonarola Manyani
4515101019**

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Submitted by

DINI SAVONAROLA MANYANYI
4515101019 .

Had been defended in front of Skripsi Examination Committee
August 18th, 2022

Approved by:

First Supervisor

Hj. Restu January, S.Pd., M.Pd
NIDN.0905018503

Second Supervisor

Dr. Rampeng, S.Pd., M.Pd
NIDN.0916047806

Under the Cognizance of:

Dean of the Faculty of Teacher
Training and Education

Dr. Asdar, S.Pd., M.Pd
NIK.D. 450375

Head of the English Education
Department

Asyrafunnisa, S.S, M.Hum
NIK.D. 450451

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

Nama : Dini Savonarola Manyanyi
NIM : 4515101019
Judul Skripsi : The Use of Participation Point System For Students'
Speaking Ability at the Eighth Grade Students of SMPN 8
Makassar.

Menyatakan dengan sebenarnya bahwa Skripsi yang saya tulis ini benar-benar merupakan hasil karya sendiri bukan merupakan plagiasi, baik sebagian atau seluruhnya.

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Makassar, 16 Agustus 2022

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Dini Savonarola Manyanyi

ABSTRACT

Dini Savonarola Manyani. 2022. *The Use of Participation Point System for Students' Speaking Ability at the Eighth Grade Students of SMPN 8 Makassar.* Skripsi of English Language Study Program, Faculty of Teacher Training and Education at Bosowa University (Supervised by Restu Januarty and Rampeng)

This research aimed at finding out the students' speaking ability before and after using participation point system method in teaching speaking. The independent variable used participation point system method and the dependent variable was students' speaking achievement.

The sample of the research were 36 students of class VIII6 at SMPN 8 Makassar in the second semester academic year 2021/2022. The design of this research was quantitative design and the method used in this research was pre-experimental one group pretest-posttest research.

The result of the research showed that there was a difference between pre-test and post-test score of the students. The average score of pre-test was 48,78 and the average score of post-test was 86,11. Based on the result can be seen that after the researcher gave treatment in post-test was higher than pre-test. Therefore, participation point system becomes an appropriate method in teaching speaking of class VIII6 at SMPN 8 Makassar.

Keywords: Participation Point System, speaking ability

ABSTRAK

Dini Savonarola Manyani . 2022. *The use of Participation Point System for Students' Speaking Ability at the Eighth Grade Students of SMPN 8 Makassar.* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bosowa (Dibimbing oleh Restu Januarty and Rampeng)

Penelitian ini bertujuan untuk mengetahui kemampuan berbicara siswa sebelum dan sesudah menggunakan metode sistem poin partisipasi dalam mengajar berbicara. Variable bebasnya adalah penggunaan metode sistem poin partisipasi dan variabel terikatnya adalah pencapaian berbicara siswa.

Sampel penelitian ini adalah 36 siswa kelas VIII6 di SMPN 8 Makassar pada semester kedua tahun ajaran 2021/2022. Desain penelitian ini adalah desain kuantitatif dan metode yang digunakan dalam penelitian ini adalah penelitian Pre-Experimental One Group Pretest-Posttest.

Hasil penelitian menunjukkan bahwa terdapat perbedaan antara nilai siswa pada pre-test dan post-test. Nilai rata-rata pre-test adalah 48,78 dan nilai rata-rata post-test adalah 86,11. Berdasarkan hasil tersebut dapat diketahui bahwa setelah peneliti memberikan perlakuan hasil post-test lebih tinggi dari pada hasil pre-test. Oleh karena itu, sistem poin partisipasi menjadi metode yang tepat dalam pengajaran berbicara siswa kelas VIII6 di SMPN 8 Makassar.

Kata Kunci: Sistem Poin Partisipasi, Kemampuan Berbicara

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In the process of completing this skripsi, the researcher faced difficulties and problems. It was hard for me to make this research finished without the help and supports from many people around me. Therefore, the researcher would like to express my deep and sincere gratitude and appreciation to Prof. Dr. Ir. Batara Surya, ST., M.Si as the Rector of Bosowa University; Dr. Asdar, M.Pd as the Dean of Faculty of Teacher Training and Education of Bosowa University; A. Vivit Angreani, S.Pd., M.Pd as Deputy Dean I of the Faculty of Teacher Training and Education of Bosowa University; Dr. Hj. A. Hamsiah, S.Pd., M.Pd as Deputy Dean II of the Faculty of Teacher Training and Education of Bosowa University; Asyrafunnisa, S.S., M.Hum as the Head of English Education Department of Bosowa University; Restu Januaryy, S.Pd., M.Pd as my first supervisor and Dr. Rampeng, S.Pd., M.Pd as my second supervisor. For their guidance, support, patience, and advice throughout the stages of this skripsi. And also thanks to Hj. St. Haliah, S.S., M.Hum and Ulfah Syam, S.S., M.Pd and Hj. Nurfaizah Sahib, S.Pd.I., M.Pd as my examiners for their patience, guidance, assistance, and comments in development of this skripsi. Their guidance and advice were

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skripsi are highly appreciated. Then, I really hope that this skripsi is able to give contribution to the readers and useful for the teaching and learning process.

Makassar, Agustus 2022



Dini Savonarola Manyanyi

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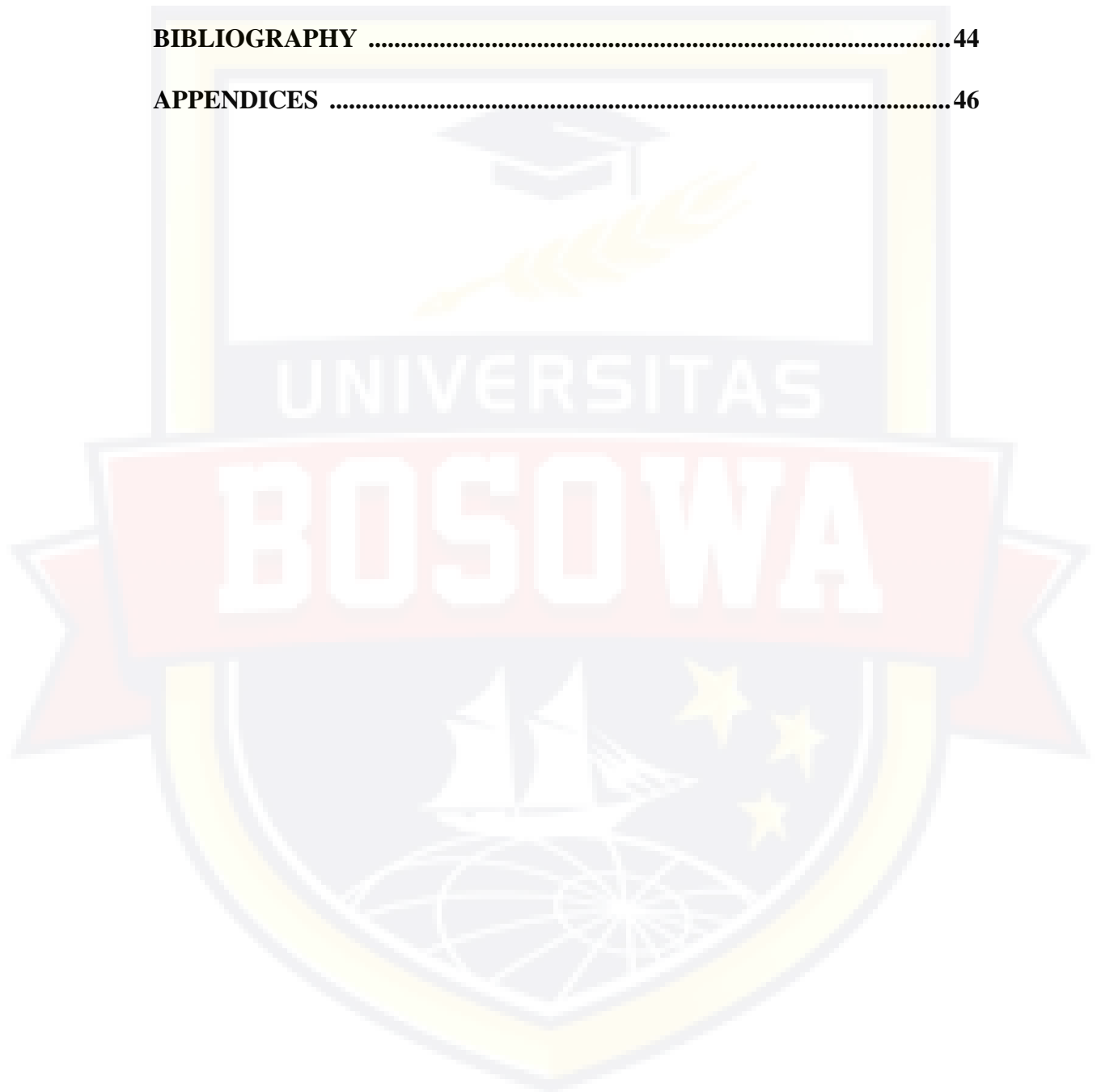


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CHAPTER I

INTRODUCTION

This chapter contains background, identification of study, scope of the research, problem statement, the objective of the research, and the significance of the research.

A. Background

In this global era, learning English is very important because English is international language. In Indonesia, English as foreign language and become subjects. By having English as one subject taught in school, it is hoped that the quality of Indonesia education will improve. Because of the importance of English, the English teacher should have an interesting method in teaching English, so it can make students more easily to comprehend the materials. The teacher should be creative in using the method to help the students to understand English learning.

One of the main problems when teaching speaking is that many students do not want to fully participate in the speaking practice. Fear of mistake, shyness, anxiety, lack of confidence, and lack of motivation are accepted to be the principal issues in speaking, Juhana (2012:101-103).

English has four skills that should be mastered by students. They are listening, speaking, reading, and writing. From those skills, the researcher choose speaking to describe the research. Speaking is one of the important parts of second language learning and teaching. Speaking is means of oral communication that

provides information involves two elements, namely the speaker conveying message and listener who receptive the message. In speaking, the learners can produce better language. As stated by Nashruddin in Nurvia (2016:20) speaking is as productive skill, thus speaking skills could develop an English of learners, because it can produce good language of them. Teaching speaking in classroom needs a method to activate and improve the student in speaking English which are most important to the English teacher find solutions by creating efficient and effective technique in teaching speaking ability.

Beside that, in order that a learning process of speaking can go well the researcher need some way to make the student fun in learning English. Why do researcher choose Participation Point System in teaching speaking? because a method is needed to make the point of participation become visible, therefore student can see clearly and then evaluate their progress in every meeting.

In the previous related research finding, there were other researchers who have conducted on the same topic about participation point system (PPS) method. First Rosdianah (2019) in essence that participation point system method is useful and effective because the students show their positive responses to it. Second Jumiati & Asrina (2013) concluded that participation point system is a good teaching method the result of the research showed the improvement of the students' participation in teaching and learning process. Third Amelia, Dalle & Setiadi (2018) concluded that the use of interest method is participation point system method can make the students' more impressive.

Relating on the explain above, the research feels necessary to do research under the title “The Use of Participation Point System in Teaching Speaking for the Eighth Grade Students of SMPN 8 Makassar”.

B. Identification of the Problem

1. Speaking is very important, but a large portion of the students are as yet poor in English speaking skill.
2. Most students try not to need to partake in the speaking practice completely.

C. Scope of the Research

From the identification of the problem, the researcher focused on the use of participation point system for the eighth grade students of SMPN 8 Makassar in teaching speaking.

D. Problem Statement

According to background of the study above, the researcher provides the research questions as follows: How is the students’ speaking ability before and after using participation point system at the eighth grade students of SMPN 8 Makassar?

E. The Objective of the Research

Based on research question above, this research aimed to find out the students’ speaking ability before and after using participation point system method at the eighth grade students of SMPN 8 Makassar.

F. The Significance of the Research

The result of this research will hopefully to be useful information for:

1. The teachers

In this technique will help English teacher can utilize the material more straightforward and they will have another model to teach speaking at junior high school by using participation point system.

2. The students

The result of this research can help students to effective in learning English and it is will assist the students with being an active student.

3. The next researchers

For further researchers who are keen on teaching speaking can get helpful data from this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, researcher discusses the theoretical, previous related findings, and the conceptual framework.

A. Theoretical Review

1. Speaking

a. Definition of Speaking

Speaking has become the special part in English. It of all skills of English is interested to learn. It can help the people who want to communicate to each other by using interactional language, understand what the interlocutors say, and share any other opinions raised. According to Efrizal (2012:127), speaking is a speech or utterances determined to have goal to be perceived by speaker and collector cycle the assertions to perceive their expectation. Speaking is one to communicate which ideas and through a message orally.

According to Hornby in Ikramuddin (2017:8) speaking is utilizing words in an ordinary voice, offering words, knowing and having the option to involve a language communicating one-self in words, and making speech. In this way, the research surmises that speaking is the process to express and convey our idea, opinion, and feeling by using word and producing sound.

According to Byrne in Muklas (2017:60) speaking is allowing or entailing communication or exchange among speaker audience and it includes the active skill and passive skill of understanding. It intends that in speaking process, individuals attempt speak with one another and utilized their language to forward

their message to the subsequent individual. In this situation, the speaking process need at something like two individuals, one as a speaker who generate information and the other as audience who gets information.

Communication is the convert of words with the motivation behind shared understanding. We can see each other only provided that we watch and pay attention to activities and words. Successful communication implies mutual understanding. Each of us a unique of the real word, communities is the interaction by whose we interpret for others the perspective on the other world and relate it to their view.

For the most part in teaching is just not moving information or instruct to the students, yet it is building the students then that they can be a triumph. The method involved with instructing has three principal parts. The parts are a teacher who educates, students who acknowledge and the latter is material or information itself which is taught.

Teaching speaking is the activity where the teacher guides the students to work on students' capability in expression emotions, ideas, or feeling orally. Brown in Novia (2017:2) states that showing implies telling or aiding somebody the best to follow through with something, giving guidance, leading in learning of something, providing with the knowledge, causing to be aware or comprehend. Therefore, in teaching activities, the teacher is not helping students in taking care of assignments but also leading them in finding the mistake and correcting them.

The objective of teaching speaking abilities is successful communicative. It means learners ought to have the option to make themselves understood, using

their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. Then that, language learners need to recognize that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation
2. Functions (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
3. Social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what and for what reasons.

Based on definitions above, teaching is an activity that help people to learn and interact with learning resource and environment, and the aims of teaching one of other is make people more be better.

b. Function of Speaking

The master of speaking abilities in English is really important for a long time and foreign language learners. A few language experts have tried out to categorize the function of speaking in human interaction. According to Brown and Yule there are three function of speaking. Three parts version of Brown and

Yule's framework in Armasita (2017:12-13): talks as interaction: talks as transaction: talks as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.

1) Talks as interaction

Speaking as interaction refers to the communication which serves an essentially friendly capability. At the point when individual meet they exchange good tidings, participate in little talking and chatter, tell this new experience since they wish to be kind and establish an agreeable zone of communication with others. The focus is more on the speaker and how they wish to introduces themselves to one other.

2) Talks as performance

Speaking as performance alludes to public talking; it is discussion which communicates data previously and crowd like public declarations and discourse. Talking as execution will in general be in type of monolog as opposed to discourse, frequently follow a recognizable format and it is nearer to composed language than conversational language.

3) Speaking as transaction

Speaking as transaction alludes to circumstance where the focus is on the message about what is said or accomplished make individuals saw obviously and precisely.

c. Kinds of Speaking

Speaking is commonly divided in two kinds; namely speaking competency and speaking performance.

1) Speaking Competency

According to Martin in Azizah (2018:9), competency is having capability, expertise, and information accomplish something then through this fundamental definition, researcher likewise may presumes that speaking skill is capacity of somebody to talk in incorporating their inclusive ability and how to conveyed competence is what one knows.

2) Speaking Performance

According to Martin in Azizah (2018:9), performance is the individual's process of manner of play therefore may reason that speaking performance is the method of one's manner in speaking with got to assessment with familiarity and exactness performance is what one does.

d. Elements of Speaking

In speaking, speakers are not just intended that they could talk and speak with others yet also they should have the components embroiled in English speaking especially. Haris in Amelia (2017:11-12) states that as follows:

1) Pronunciation

Many students study on English speaking concludes that English is hard lesson to learn. At the when they, teacher cannot comprehend

what they are talking about. It implies that students have low understanding about pronunciation. Pronunciation is an act result or producing the sound speech including articulation, vowel formation accent and style. The concept of “pronunciation or the sound of the sound of the language” can be said to include:

a) Pitch

Pitch is a way to show the speaker's mood. Most of people have a pitch range that normally sign of tension or emotion, for example, the pitch of the speaker's voices may change dramatically. We often speak at a higher pitch than usual when we are frightened or excited. But, sometimes when we are tired, bored, or down our pitch may be lower than normal.

b) Intonation

Intonation is really important in communicating in order to know what the speaker means. Intonation tells the listeners what someone means and how they feel about it. Indeed, to recognize the differences between making a statement and asking a question.

c) Sound and spelling

Sound and spelling are two cases which are really need in speaking skill. Both of them use to help a listener accept the message from the speaker easily.

d) Stress

Stress is the term use to describe the point in a word or phrase.

Stress is vitally important in conveying meaning of words, phrase, and sentences.

2) Vocabulary

Vocabulary is the first that we have to have in learning language.

Vocabulary must be an important thing to be concerned. It should be mastered when a students' need to develop his speaking ability.

Furthermore, Berlin in Samad in Nurhayati (2010:21) also said that vocabulary is one of the significant components of learning.

Vocabulary building is very important in any foreign language learning, not only because it has a close relationship with intellectual maturity of the learners but also because the fact that it can improve the four language skills of the students', without grammar, very little can be conveyed.

3) Grammar

According to Subasini & Kokilavani (2013:56-57) grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language that teacher can consider how to expand their space and opportunities for students learning.

4) Comprehension

Cohen in Wildawati (2020:16) state that comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks. Therefore, in speaking can be concluded that the comprehension refers to the speakers' comprehension about what are they expressing to the listener in order avoid misconception information; moreover, its function is to make the listener with ease to get the information from the speakers.

5) Fluency

Fluency as the ease and speed with which a student is able to formulate and generate speech in the target language. It comes mainly through contextual speaking practice, not drilling with isolated words (Nunan in Wildawati 2010:16).

2. Teaching Speaking

Teaching has fundamental significance as the process to give information to students. While doing teaching activity the teacher is transferring knowledge, message, or skill to the student, and at that point also be found interactive process between teacher and students. numerous experts have differently defined the word teaching. According to Feiman-Nemser and Buchman (in Ganna, 2018:3) define teaching as the work of helping people learn “worthwhile things,” which, as they showed, adds an unequivocally moral dimension. Furthermore, Cohen (in Ganna, 2018) stated that teaching defined as helping others learning figuring out how to

carry out specific things, is an everyday activity in which many people connect routinely.

Teaching speaking has been underestimated and English language teachers have kept on teach speaking just as a recurrence of drills or retention of dialogues. Today's world requires that the objective of teaching speaking ought to improve the students' communicative skills, since just that way the students can put themselves out there and learn how to keep the social and cultural rules suitable in every communication circumstance.

Teaching speaking is to teach our learners to:

- a. Produce the English speech sounds and sound patterns
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language
- c. Select appropriate words and sentences according to the proper social setting audience, situation and subject matter
- d. Organize their thoughts in a meaningful and logical sequence
- e. Use language as means of expressing values and judgments
- f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan in Kuning, 2019:52).

The teacher ought to give the students with speaking task and offer them chances to utilize the objective language to communicate with others. According to Harmer in Fauzen (2019:38-39), there are three fundamental reasons why it is a good idea to give students speaking task with provide provoke them to use all and any language at their command. namely:

1. Rehearsal

Getting student to have a free conversation, allows them an opportunity to practice having conversation outside the classroom. Teacher asks students to practice outside classroom to know how their speaking skill can become better. From those, students can improve their ability to speaking besides in the class.

2. Feedback

Speaking talks where students are attempting to utilized all and any language that they know to give feedback to both teacher and students. Teacher can perceive how well their class is doing and what language issue they have. Students can likewise perceive how simple they see a specific sort of speaking and what they need to get to the next level. Students activities can give them enormous and confidence and gratification, and with sensitive teacher guidance a can encourage them into further study.

3. Engagement

Well speaking activities can be really motivating. If all students are participating fully and if the teacher has prepare the activity exactly right and can give sympathetic and helpful feedback, they was get enormous satisfaction from it. Many speaking tasks (role-play, discussion, problem solving etc.) are in substance enjoyed in themselves.

3. Speaking Teaching strategies

According to Ikramudin (2017:14-16), student frequently imagine that capability to speak is the result of language learning, but speaking is likewise of great importance part of process of learning language. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language which they can use to themselves extend their knowledge into the language and their confidence in using it. These instructions assist students with getting the hang on speaking so that the students can utilize speaking to learn.

a. Using minimal responses

Language learners who lack of confidence in their capability to take part effectively in oral interaction often listen in silence while others do the talking. One way to push such learners beginning to participate is helping them build up a stock of minimal responses that they can use in various kinds of exchanges. Such responses can be particularly helpful for beginners.

b. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologise, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these

scripts, the connecting between a speaker's turn and the one that follow in can frequently be expected.

c. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not been understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participations of language skill levels. Instructors can also give students strategies and phrase to use for clarification and comprehension check.

4. Participation Point System

a. Definition of participation point system

One of the significant part in the teaching and learning process is student participation. According to Rogoff in Aini (2019:2), the students who partake effectively can chance their obligation understanding to plan to be participated in learning activities. Hence, as cited in Crombie et al, Sadker & sadker in Aini 2019 stated that the participation of the students becomes one of the compotents to result a positive and powerful experience.

According to Hadley in Jumiati & Asrina (2013:4), the participation point system is a method of motivating classroom participation, especially communicative participation, by giving students something tangible (such as discs, marbles, poker chips, etc.) while activities are under way to represent their

participation scores. By rewarding the students immediately with participation points, and making the participation points as important part of the grading process, and the point is tangible it is the more students will become motivated (Jeffrey in Istiqomah 2017:33).

b. Steps of PPS Method

As a matter of fact, teaching using participation point system it could be utilized in numerous sort of manner. The following are the essential steps to apply PPS in a classroom as outlined by Raine in Rosdianah (2019:17).

- 1) Desirable behaviours (asking for opinions, asking question, volunteering for classroom activities etc.) are assigned a participation point score;
- 2) Student who participate in desirable action are rewarded with a physical representation of the point value (coins, beads, or tokens);
- 3) At the end of the class, the total participation points received by each learner is counted;
- 4) Special prizes are awarded at the end of each semester for the student who collect the most points.

The total number of points may also count towards each student's final grade.

The PPS is essentially behaviouristic, but this fact in itself does not automatically impugn its value. As other teacher-researchers (Hadley & Jeffrey in Raine 2014:94) have found, the system make a positive difference, and is not intended to control or be in command students, yet

rather to push them to get over their psychological hurdle to communicating in English and their equitable of make mistake.

c. Advantages of Participation Point System

According to Jeffrey in Saputra (2020:8-9), using the PPS method have more advantages than disadvantages. Some benefits of using PPS, for Example:

- 1) Its concreteness
- 2) Quite effective to students in resolving passivity
- 3) Lessons easily achieved to teach
- 4) Makes students understand certain things more quickly
- 5) This also reduces needless teacher speaking time and allows the students more time to discuss.

d. Disadvantages of Participation Point System

Participation Point System needs extra energy, where the teacher should move around to give point to the student. For the student who very active to participate in the class, the point of participation can be increased. Maybe one student can get many points from the others. This points is physical, therefore the teacher needs a physical method to distribute the points. PPS changed his class from passive participants to active and involved participants, claimed to Harris in Saputra (2020:9). He taught the contrast in the students pre and post system that only high attainers can get the advantage of external motivation from all students.

B. The Previous Related Research Finding

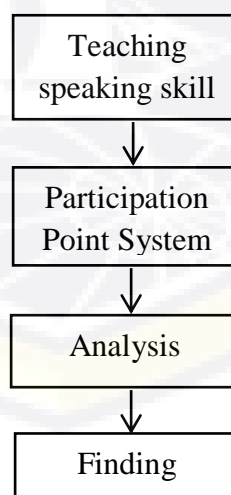
First, the research that has been done by Rosdianah (2019) entitled *The Effectiveness of Participation Point System (PPS) Method in Teaching Speaking (An Experimental Research at the Third Grade Student in SMPN 1 Atap Garung Kibin Serang-Banten)* to figure out it, the research identified some outcome, they are: the scores of students before treatment (pre-test), the scores of students after treatment (post-test), the distinctions between pre-test and post-test scores of students and from the distinction of students condition between the students who are educated by using participation point system method in lesson speaking. This research used experimental class named variable (X1) and control class named variable (Y2), one before the treatment and one after treatment. T-test was used in process of this research. The outcome of this research showing that the students are interested in speaking using this method and then it useful and effective because the students show their positive responses to it.

Second, the research that has been done by Jumiati & Asrina (2013) entitled *Improving the Students' Speaking Ability Through Participation Point System (PPS) Method*. This research used classroom action research design which consists of 4 stages, namely planning, action, observation and evaluation or reflection. During the research about the use of method of participation point system in improving the students' speaking skill, the research gave an observation thoroughly the class to know the improvement of the students' participation when following the teaching and learning process using this method 2 cycle. The result

of the research showed an increase in students' participation in teaching and learning process.

Third, the research that has been done by Amelia, Dalle, & Setiadi (2018) entitled *The Use of Participation Point System in Teaching the English Speaking Skill at the VII Grade of SMPN 4 Baraka Enrekang Regency (A Classroom Action Research)* the research is conducted through two cycles to observe the students' skill to speak English through participation point system. Each cycle consists of four phases. They are planning, action, observation, and reflection. Each cycle is the series activities which have closed relation. Where, the realization of the second cycle is continuation and repairing from the first cycle. The usage of participation point system method shall create the students' more attractive. In this way, the participation point system method is a great method that is utilized to work on the students' speaking skill.

C. Conceptual Framework



Based on the paradigm of framework above, the researcher focused on participation students' speaking. Analysis the students process activities based on their telling stories in classroom. The result of students oral communication based on their speaking ability, and their understanding about message that convey from students.

However, in this learning process, the researcher used participation point system as a method in teaching speaking. Using participation point system to teach speaking is vital.

There are advantages of teaching with this method. Participation point system as a method in the teaching and learning process can makes students easy to understand and effective enough to students more active.

When the researcher conducted research at SMPN 8 Makassar, the researcher gave an example to the students namely personal recount text, then students were given opportunity to asking for opinions, asking question and give answer etc, and students who actively participate had been a participation point score. During the research, the researcher used pre-experimental method which was carried out in class VIII. 6. And then the learning outcomes of each student in the class were analysed to specify whether the benefits of participation point system in learning speaking to students.

CHAPTER III

RESEARCH METHOD

This chapter consist of research design, location of the research, population and sample, operational definitional, instrument of the research, procedures of collecting data, and technique of data analysis.

A. Research Design

This research used pre-experimental method.

Pre-test	Treatment	Post-test
O1	X	O2

(Sugiyono, 2017:110)

Where: O1 : Pre-test
X : Treatment
O2 : Post-test

B. Location and Time of the Research

The location of the research was at SMPN 8 Makassar. This research had been conducted for 4 meetings started from May to June in the second semester 2021/2022 academic year.

C. Population and Sample

1. Population

The population of this research was the second semester in the 2021/2022 academic year had conducted for the eighth grade students of SMPN 8 Makassar. The total of population were 396 students which consisted of eleven classes.

2. Sample

From the population, the researcher had done the research at eighth grade and chose one class of eleven classes. The number of the sample was 36 students of the class.

D. Variables and Operational Definitional

1. Variable

Variable are characteristic or conditions that change or have different individuals. A variable function as an independent and dependent variable.

a. Independent Variable

The independent variable using participation point system method.

b. Dependent Variable

The dependent variable students' speaking achievement.

2. Operational Definition

Speaking is the verbal utilization of language to speak with others. It can likewise be said that speaking is individuals' capacity in communicating their plan to other people. People participate in speaking for having a good communication.

According to Hadley (2002) and Jeffrey (2003) in Ihsan 2018, PPS to be awfully appropriate and effective teaching techniques to increase the students' motivation to speak EFL and mitigate the students' discomfort while train the speaking.

E. Instrument of the research

The researcher had given test speaking by using oral test in pre-test and post-test. The aim of pre-test was to see students' speaking ability before giving treatment. The aim of post-test was to know the student's improvement in speaking after using participation point system method.

F. Procedures of Collecting Data

1. Pre-test

The researcher had given pre-test before doing the treatment, and test was spoken recount text about past experience it expected to know students' foregoing knowledge on speaking skill.

2. Treatment

In the second and third meetings the researcher provided treatment after give the pre-test. At the second meeting, the researcher introduced to students what is participation point system. After that the researcher provided examples to help students better understand how to tell stories in front of the class. At the third meeting the researcher explained about recount text and asked students to observe the text related to personal recount text, then students were given the opportunity to asking for opinions, asking questions and give answers etc, and students who actively participate had been awarded a participation point score.

3. Post-test

After the treatment, the researcher gave the post-test. The purpose of the post-test was to find out the value of treatment whether or not the result of the post-test is better than the result of the pre-test.

G. Technique of the data Analysis

The researcher used the items for speaking test and to find out the students' speaking skill, there are five criteria scoring procedure. Which are pronunciation, grammar, vocabulary, fluency, and comprehension:

1. Speaking Test

The students' speaking performance were assessed using a scoring rubric proposed by David P. Harris as it is cited in Meilyaningsih (2015:25-27). The rubric is shown in the following table.

Table 3.1
Five Elements of Speaking Score

No	Aspects	Description of Indicator	Score
1	Pronunciation	Have few traces of foreign accent.	5
		Always intelligible, though one is conscious of a definite accent.	4
		Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3
		Very hard to understand	

		because of pronunciation problems. Frequently be asked to repeat.	2
		Pronunciation problems to severe as to make speech virtually unintelligible.	1
2	Grammar	Makes few (if any) noticeable errors of grammar or word order.	5
		Occasionally makes grammatical; and or/and word order errors which do not, however, obscure meaning.	4
		Makes frequent errors of grammar and word order which occasionally obscure meaning.	3
		Grammar and word order errors make comprehension difficult. Most often rephrase sentence and/or restrict him to basic pattern.	2
		Errors in grammar and word order to severe as to make speech virtually unintelligible.	1
3	Vocabulary	Use vocabulary and idioms is virtual that of a native speaker.	5

		<p>Sometimes use inappropriate terms and/or must rephrase ideas because of lexical inadequacies.</p>	4
		<p>Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.</p>	3
		<p>Misuse of words and very limited vocabulary make comprehension quite difficult.</p>	2
		<p>Vocabulary limitations so extreme as to make conversation virtually impossible.</p>	1
4	Fluency	<p>Speech as fluent and effortless as that of a native speaker.</p>	5
		<p>Speed of speech seems to be slightly affected by language problem.</p>	4
		<p>Speed and fluency are rather than strongly affected by language problem.</p>	3
		<p>Usually hesitant; often force into silence by language limitations.</p>	2
		<p>Speech is so halting and fragmentary as to make</p>	

		conversation virtually impossible.	1
5	Comprehension	Appears to understand everything without difficulty.	5
		Understands nearly everything at normal speed, although occasional repetition.	4
		Understand most of what is said at slower-than-normal speed with repetitions.	3
		Has great difficulty following what is said. Can comprehend only 'social conversation' spoken slowly and with frequent repetitions.	2
		Cannot be said to understand even simple conversation English.	1

To know the students' ability in speaking English the researcher converted the students' speaking ability score using the following formula:

$$\text{Students' Score} = \frac{\text{the gain score}}{\text{the maximum score}} \times 100$$

The mean is arithmetical average which is obtained by adding the sum offset score and dividing the number of the students. The formula as follow:

$$M = \frac{\sum X}{n}$$

M= mean score

$\sum X$ = The sum of the all score

N= Total Number of Sample

2. The classification of the students' score:

Table 3.2
Scoring Classification

Score	Classification
86-100	Excellent
71-85	Good
56-70	Fair
41-55	Poor
<40	Very Poor

Calculating the mean score, standard deviation, frequency table, and the value of t-test in recognizing the distinction between pre-test and post-test by using inferential analysis in SPSS version 24 program.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter contained of reserach finding and discussion after the researcher conducted the research.

A. Research Finding

1. Result of Students' Pre-Test

This research was conducted at SMPN 8 Makassar. The researcher took data from a sample of 36 students of class VIII6 in the second semester academic year 2021/2022. Data collection had done by doing an oral test about personal recount text. The data of pre-test scores could be seen in the table 4.1 below:

Table 4.1
The Students' Scores of Pre-Test

No	Name	Five Elements of Speaking Score					Total	Score
		Pro	Gram	Voc	Fluency	Comp		
1	ASR	3	4	3	4	3	17	68
2	APA	2	3	2	2	2	11	44
3	AH	3	3	4	3	3	16	64
4	AV	3	3	2	3	2	13	52
5	AYL	2	2	3	2	2	11	44
6	DAH	2	3	3	2	2	12	48
7	DDH	2	2	3	3	2	12	48
8	FAZ	2	2	2	2	2	10	40
9	GMB	3	3	3	3	3	15	60
10	HAM	2	2	2	2	2	10	40

11	HR	3	2	2	2	2	11	44
12	KSK	2	2	3	2	2	11	44
13	KSJ	3	4	3	3	3	16	64
14	MRD	2	3	3	2	2	12	48
15	MA	2	2	2	2	2	10	40
16	MAA	2	3	2	2	2	11	44
17	MAS	2	2	2	2	2	10	40
18	MF	2	3	3	2	2	12	48
19	MRR	2	2	3	2	2	11	44
20	MFA	2	2	3	2	2	11	44
21	MAL	2	2	3	2	2	11	44
22	MSA	2	2	3	2	2	11	44
23	MAM	2	3	3	2	3	13	52
24	MDI	2	3	3	2	2	12	48
25	MR	2	2	3	2	2	11	44
26	NAD	2	3	2	2	2	11	44
27	NAA	2	2	3	2	2	11	44
28	NF	2	3	2	2	2	11	44
29	NA	2	3	2	2	2	11	44
30	RA	2	3	2	2	2	11	44
31	SARS	2	3	3	3	3	14	56
32	SAP	2	2	3	2	2	11	44
33	TAP	3	3	3	2	3	14	56
34	UKM	3	4	3	3	3	16	64
35	WHM	2	4	3	2	2	13	52
36	R	3	4	3	3	3	16	64
	Total	81	98	97	82	81	439	1756

Calculating the mean score of pre-test as follow:

$$X = \frac{\sum X}{n}$$

Which:

X= Mean score

$\sum X$ = The sum of the all score

N= Total Number of Sample

$$X = \frac{1756}{36}$$

$$X = 48,78$$

Based on the data of pre-test in the table above the pre-test had done before treatment and it was expressed that 8 students had got score 56-70 (Fair), 24 students had got score 41-55 (Poor) and 4 students got score <40 (Very Poor) and no one student who got score 86-100 (Excellent) also good (71-85). However, the average scores for all students were 48,78 on the whole of students' accomplished in their speaking skill which mean the quality of the students speaking skill was still low since none of students got highest score and by and large of them were rated fair and poor. Based on the result of pre-test, a percentage table can be made as follow:

Table 4.2
Percentage of Students' Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	0	0%
2	Good	71-85	0	0%

3	Fair	56-70	8	22%
4	Poor	41-55	24	67%
5	Very poor	<40	4	11%
Total			36	100%

2. Result of Students Post-Test

After the researcher implemented participation point system as method in treatment, the researcher gave the similar test as in the pre-test. The data of post-test scores could be seen in the table 4.3 below:

Table 4.3
The Students' Scores of Post-Test

No	Name	Five Elements of Speaking Score					Total	Score
		Pro	Gram	Voc	Fluency	Com		
1	ASR	5	4	5	5	5	24	96
2	APA	4	5	5	4	4	22	88
3	AH	4	4	5	5	4	22	88
4	AV	4	5	4	5	4	22	88
5	AYL	4	4	5	4	4	21	84
6	DAH	4	5	5	4	4	22	88
7	DDH	5	4	4	4	4	21	84
8	FAZ	4	4	4	4	3	19	76
9	GMB	5	5	4	4	4	22	88
10	HAM	4	4	5	4	3	20	80
11	HR	4	4	5	3	4	20	80

12	KSK	4	5	5	4	3	21	84
13	KSJ	4	5	5	5	5	24	96
14	MRD	4	5	5	4	4	22	88
15	MA	4	4	5	3	4	20	80
16	MAA	4	5	5	4	4	22	88
17	MAS	3	4	4	4	3	18	72
18	MF	4	5	5	4	4	22	88
19	MRR	4	4	5	4	4	21	84
20	MFA	4	4	5	4	3	20	80
21	MAL	4	4	5	4	4	21	84
22	MSA	4	4	5	4	4	21	84
23	MAM	4	5	5	4	4	22	88
24	MDI	4	4	5	4	4	21	84
25	MR	4	4	5	4	4	21	84
26	NAD	4	5	5	4	4	22	88
27	NAA	4	4	5	4	4	21	84
28	NF	4	5	5	4	4	22	88
29	NA	4	5	5	4	4	22	88
30	RA	4	5	4	5	4	22	88
31	SARS	4	5	4	4	5	22	88
32	SAP	4	5	5	4	4	22	88
33	TAP	4	5	5	4	4	22	88
34	UKM	4	5	5	4	4	22	88
35	WHM	4	5	5	4	5	23	92
36	R	4	5	5	5	5	24	96
	Total	146	164	173	148	144	775	3100

Calculating the mean score of post-test as follow:

$$X = \frac{\sum X}{n}$$

Which:

X= Mean score

$\sum X$ = The sum of the all score

N= Total Number of Sample

$$X = \frac{3100}{36}$$

$$X = 86,11$$

Based on table 4.3 above, from 36 students it was found the 21 students scored 86-100 (Excellent) and 15 students got score 71-85 (Good), and there were no students who got score 56-70 (Fair), 41-55 (Poor) and <40 (Very poor). From the result above the average score of all students was 86,11 therefore it can be inferred that students fluent in speaking since using participation point system participation point system was better than the students' speaking score in the pre-test. Based on the result of post-test, a percentage table can be made as follow:

Table 4.4
Percentage of Students' Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	21	58%
2	Good	71-85	15	42%
3	Fair	56-70	0	0%
4	Poor	41-55	0	0%

5	Very poor	<40	0	0%
Total			36	100%

The table above shows that the percentage improvement of the students' score obtained by students were excellent 58% and good 42% was higher than in the pre-test. It shows that the students' speaking ability in the post-test more improve than in the pre-test.

3. Descriptive Statistics

Table 4.5
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	36	40	68	48.78	7.990
Post-test	36	72	96	86.11	5.013
Valid N (listwise)	36				

Based on table 4.5 above the researcher describes that the mean score of students in pre-test was 48,78, standard deviation 7.990, maximum 68, and minimum 40, then the mean score obtained in the post test was 86,11, standard deviation 5.013, maximum 96, and minimum 72. The result of the mean score was significant between post-test and pre-test and can also improve students' speaking capability after doing the training process that used participation point system as method learning.

4. The Result of T-test

Table 4.6
Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test – Post-test	-37.333	5.575	.929	-39.220	-35.447	-40.176	35	.000

Based on the table above, it can be seen that the T count was 40.176 with the df was 35. The score of speaking skill before being taught by participation point system was still low, because the mean score of pre-test was 48,78, and after the students got a treatment the mean score of all students was 86,11 it improved, the researcher used T test analysis, the result of T count was 40.176. The negative which appear in T count above means the mean before treatment was lower than after treatment. Therefore, participation point system is a suitable method to improve speaking ability for the students.

5. The Improvement of the Students Speaking Skill

Table 4.7

No	Name	First meeting in treatment		Second meeting In treatment		The PPS score of all meeting
		+10	-10	+10	-10	Score
1	ASR	40	-	50	-	90
2	APA	40	-	40	-	80
3	AH	40	-	30	-	70
4	AV	40	-	50	-	90

5	AYL	30	-	40	-	70
6	DAH	20	-	40	-	60
7	DDH	40	-	30	-	70
8	FAZ	50	-	40	-	90
9	GMB	40	-	30	-	70
10	HAM	30	-	30	-	60
11	HR	50	-	20	-	70
12	KSK	30	-	30	-	60
13	KSJ	40	-	50	-	90
14	MRD	30	-	40	-	70
15	MA	30	-	30	-	60
16	MAA	30	-	30	-	60
17	MAS	20	-	40	-	60
18	MF	30	-	40	-	70
19	MRR	40	-	30	-	70
20	MFA	30	-	40	-	70
21	MAL	30	-	30	-	60
22	MSA	40	-	30	-	70
23	MAM	30	-	40	-	70
24	MDI	30	-	40	-	70
25	MR	40	-	30	-	70
26	NAD	40	-	40	-	80
27	NAA	30	-	40	-	70
28	NF	40	-	40	-	80
29	NA	30	-	40	-	70
30	RA	30	-	30	-	60
31	SARS	40	-	50	-	90
32	SAP	40	-	30	-	70
33	TAP	40	-	40	-	80
34	UKM	40	-	50	-	90
35	WHM	40	-	50	-	90
36	R	50	-	40	-	90
Total		1290		1350		2640
Percentage						73%

The implementation participation point system as learning method could increase students' speaking ability at the eighth grade students of SMPN 8 Makassar. The researcher conducted treatment on two meetings and gave participation point score in the opening, main activity and closing.

The researcher opened the lesson by greeting the students and the students also greeted the researcher, She checked the students' attendance list and then explained to students what is participation point system and how to apply it in the classroom, then the researcher explained the material about recount text and gave examples and ask students to observe the text be related to the personal recount text that had been given. The researcher make use of colored papers as symbol students' participation score which is purple the (+) 10 was good if students are active asking question, give answers and other the activities of educating or instruction and yellow (-) 10 was bad if students do something that should not be done during the learning process.

Can be seen on the table 4.7 above that at the first meeting the total score of all students was 1290 and the total score at the second meeting was 1350, the researcher combined the scores at the first and second meetings with a total score was 2640 with a percentage value was 70% of students active in speaking. It is concluded the participation point system can improve students' speaking skill.

B. Discussion

In the research discussion, the researcher discusses about:

This research was conducted to obtain answer to the researcher's question, that the first one was how is the students' speaking ability before and after using participation point system?, the second is participation point system method able to improve the students' speaking ability for the eighth grade students of SMPN 8 Makassar? Then analyzed the obtained data by using SPSS 24. The data were collected before (pre-test) and after (post-test) conducting the treatment.

Based on the description of the data through the test, the researcher explained that in the previous section showed that the students' speaking skill had further develop subsequent to being given treatment. The students' score after treatment was higher than before the treatment, it can be seen in the table 4.4 that 21 students got score 86-100 (excellent) with a percentage of 58%, 15 students got score 71-85 (good) with percentage of 42% and the mean score obtained by all students at the time of post-test was 86,11, meanwhile before treatment it can be seen in table 4.2 that 8 students got score 56-70 (fair) with a percentage of 22%, 24 students got score 41-55 (poor) with a percentage of 67%, 4 students got score <40 (very poor) with a percentage of 11%, the mean score obtained by all students at the time of pre-test was 48,78, and none of students who got score excellent and also a score good.

Based on the result of the t-test, the researcher found that there was significant difference between the result of pre-test and post-test. It means that

there was significant difference before and after teaching and learning process by using participation point system method.

Applying this method students also become comfortable in their learning easier to understand the material given. The previous research shows by Hadley in Wulandari (2020:9) participation point system already utilized and to assist the advancement of students in developing their speaking abilities, to create students used to speaking in English and to qualify the participation levels of the students. Participation point system method is a method of motivating classroom participation, especially in particular communicative by giving students something tangible participation (such as discs, marbles, poker chips, etc.) while activities are underway to represent their participation scores (Hadley in Kasman 2020:6). Anything can be used. The researcher implemented the participation point system in her class by using colored papers, each colored paper is worth (+) 10 point and each paper is worth (-) 10 point. The focus of this method is not about giving points for every correct answer suitable or appropriate grammar but the students' active to participate in learning English.

The use of participation point system method in teaching process is vital, then the teacher should be choose the appropriate method in teaching learning, particularly in teaching speaking. A method in teaching learning can help the teacher to convey the material more easily, and make the students enjoyed to study in the class. Besides that, uses a participation point system in the class is can to make students active to speak or recounting story well.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter describes the conclusions and suggestion based on the findings obtained by the researcher discussed in the previous chapter.

A. Conclusion

Based on the research findings and discussion in the previous chapter, the conclusion that founded by the researcher, the objective of the research was to know the students' speaking ability before and after using participation point system at the eighth grade students of SMPN 8 Makassar. The researcher conducted pre-experimental researcher in order to reach the objective of the study and as the sample the researcher took VIII6 class.

Based on the statistical analysis, the researcher found that there was different score between pre-test and post-test, the mean score of post-test was higher than the mean score of the pre-test. Therefore, the researcher measured the significance of the mean score difference of pre-test and post-test using t-test. It was proved by the mean score of pre-test was 48,78 the students speaking skill was poor clasification, then after giving treatment using participation point system it was evident by the mean score of post-test 86,11 there was significant improvement on the result.

Based on the result, the researcher concluded that the use of participation point system could be applied in teaching speaking for students in class VIII.6 of SMPN 8 Makassar.

B. Suggestions

Based on the conclusions above, some suggestions are given for:

1. For the English teacher

The teacher should try to put the participation point system method in speaking class. It can assist the students' learning, because the researcher suggests that the participation point system in teaching speaking can make the classroom more interesting.

2. For the students

The students who need improvement in their speaking skill might attempt to practice with participation point system method. The researcher thinks that the using of participation point system method in teaching and learning speaking can offer the students a great deal of chance to be creative and fearless in their speaking performance.

3. For the other researcher

The research is useful as information in conducting the deep and further research which is related to this research.

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APPENDICES

Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama	: Dini Savonarola Manyani
Satuan Pendidikan	: SMPN 8 Makassar
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII.6
Materi Pokok	: Recount Text
Waktu	: 2 pertemuan 1 x 40 menit

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 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.

KI 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

- 1.1: Mensyukuri kesempatan dapat belajar bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1: Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 3.1: Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 4.1: Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/kejadian di waktu lampau (personal recount) dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

1. Siswa dapat mengidentifikasi fungsi sosial teks recount.
2. Siswa dapat menentukan struktur teks recount.
3. Siswa dapat menggunakan unsur kebahasaan teks recount.
4. Siswa dapat menceritakan teks recount sesuai dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang tepat.

D. Tujuan Pembelajaran

Siswa dapat menunjukkan kesungguhan belajar bahasa Inggris dengan menentukan struktur teks recount, menggunakan unsur kebahasaan dan dapat menceritakan teks recount tentang pengalaman/kejadian di waktu lampau dengan menggunakan struktur teks dan unsur kebahasaan secara benar dan sesuai dengan konteks.

E. Materi Pembelajaran

“A Trip to the Zoo”

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy food to give to the animals. After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch we fed some birds in the park. In the afternoon we saw some other animals, like bear, monkey, tiger, and some pelicans.

I really enjoyed this family trip. I enjoyed spending time with my family, and also learning about animals at the same time.

Personal Recount

- **Fungsi sosial**

Teks Recount adalah jenis teks yang menceritakan kembali peristiwa, perbuatan atau pengalaman seseorang di masa lalu.

Maka dari itu, fungsi dari teks tersebut adalah entertain the readers atau menghibur pembaca.

- **Struktur teks**

Teks Recount mempunyai struktur sebagai berikut:

- **Orientation**

Yaitu menceritakan latar belakang informasi tentang siapa, dimana, kapan suatu peristiwa terjadi.

- **Event**

Yaitu menceritakan peristiwa atau kronologi kejadian secara berurutan.

- **Re-Orientation**

Yaitu kesimpulan cerita sekaligus penutup, dimana dalam penutupan ini kamu bisa memberikan opini terkait cerita tersebut.

• **Unsur kebahasaan**

- Personal recount menggunakan past tense.
- Personal recount menggunakan conjunction dan time connective untuk menunjukkan bahwa peristiwa terjadi secara berurutan.
- Personal recount menggunakan action verbs.

F. Model/Metode Pembelajaran

Pendekatan pembelajaran: Scientific approach

Model pembelajaran : Discovery learning

G. Bahan dan Media pembelajaran

Papan tulis, spidol dan buku

H. Kegiatan Pembelajaran

Pertemuan 1:

Tahapan Kegiatan	Uraian Kegiatan	Durasi/Waktu
Pembukaan	<ul style="list-style-type: none"> - Menyapa peserta didik - Mempersiapkan kelas oleh leader - Mengecek kehadiran siswa - Menjelaskan dan menyebutkan kegiatan apa saja yang akan dilakukan selama jam pelajaran 	5 menit

<p>Kegiatan Inti</p>	<ul style="list-style-type: none"> - Guru menjelaskan apa itu Participation Point System dan bagaimana cara penerapannya didalam kelas - Guru menjelaskan materi apa yang akan dipelajari - Guru menjelaskan tentang recount text - Melatih siswa untuk percaya diri dan menanyakan kepada siswa untuk bertanya jika ada yang mereka kurang paham - Guru menjelaskan bahwa siswa yang berpartisipasi aktif (seperti: meminta pendapat, mengajukan pertanyaan dan memberikan jawaban, dll) akan diberi skor poin partisipasi - Guru menjelaskan bahwa diakhir kelas akan dihitung total poin partisipasi yang telah diterima oleh setiap siswa - Siswa diberikan kesempatan untuk bertanya, menyatakan pendapatnya dan memberikan jawaban. 	<p>30 menit</p>
<p>Penutup</p>	<ul style="list-style-type: none"> - Guru menyimpulkan materi yang telah dipelajari - Guru menanyakan kesulitan siswa - Guru menutup pelajaran dan memberi salam. 	<p>5 menit</p>

Pertemuan kedua:

Tahapan Kegiatan	Uraian Kegiatan	Durasi/Waktu
Pembukaan	<ul style="list-style-type: none"> - Menyapa peserta didik - Mempersiapkan kelas oleh leader - Mengecek kehadiran siswa - Menjelaskan dan menyebutkan kegiatan apa saja yang akan dilakukan selama jam pelajaran 	5 menit
Kegiatan Inti	<ul style="list-style-type: none"> - Guru menjelaskan materi apa yang akan dipelajari - Guru memberikan sebuah contoh personal teks - Siswa diminta untuk mengamati teks yang berkaitan dengan personal teks (kapan, dimana, siapa, urutan kegiatan yang dilakukan dan berisi kesan seperti apa dari peristiwa yang dialami) - Guru menjelaskan bahwa siswa yang berpartisipasi aktif (seperti: meminta pendapat, mengajukan pertanyaan dan memberikan jawaban, dll) akan diberi skor poin partisipasi - Guru menjelaskan bahwa diakhir kelas akan dihitung total poin partisipasi yang telah diterima oleh setiap siswa - Siswa diberikan 	30 menit

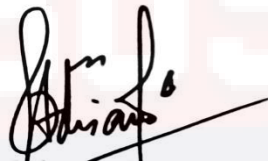
	kesempatan untuk bertanya, menyatakan pendapatnya dan memberikan jawaban.	
Penutup	<ul style="list-style-type: none"> - Guru menyimpulkan materi yang telah dipelajari - Guru menanyakan kesulitan siswa - Guru menutup pelajaran dan memberi salam. 	5 menit

Makassar, 7 Juni 2022

Mengetahui

Guru Mata Pelajaran

Peneliti



Adriana, S.Pdi., M.Pdi.
NIP: 198011212008012014

Dini Savonarola Manyanyi.
Nim: 4515101019

Appendix 2
Research instrument

PRE-TEST AND POST-TEST

Grade/Semester : VIII/2
School : SMPN 8 Makassar
Text type : Recount Text
Item types : Oral Performance Text

Instructions

1. Tell your past experiences (recount text) “in front of the class. The duration is about 2-3 minutes.

Choose one of the following topics:

- a. About holiday
 - b. About my birthday
 - c. About my first experience
2. I will give 10 minutes to create your story
 3. You may use your dictionary
 4. After that you practice is orally. Your skill will be measured based on grammar, pronunciation, vocabulary, fluency, comprehension
 5. Your performance will be recorded.

Appendix 3 Elements of Speaking scale

This Elements of Speaking Scale
Was used to measure the students' speaking ability

No	Aspects	Description of Indicator	Score
1	Pronunciation	Have few traces of foreign accent.	5
		Always intelligible, though one is conscious of a definite accent.	4
		Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3
		Very hard to understand because of pronunciation problems.	2
		Frequently be asked to repeat. Pronunciation problems to severe as to make speech virtually unintelligible.	1
2	Grammar	Makes few (if any) notice able errors of grammar or word order.	5
		Occasionally makes grammatical; and or/and word order errors which do not, however, obscure meaning.	4
		Makes frequent errors of grammar and word order which occasionally obscure meaning.	3
		Grammar and word order errors make comprehension difficult. Most often rephrase sentence	2

		and/or restrict him to basic pattern. Errors in grammar and word order to severe as to make speech virtually unintelligible.	1
3	Vocabulary	Use vocabulary and idioms is virtual that of a native speaker. Sometimes use inappropriate terms and/or must rephrase ideas because of lexical inadequacies. Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary. Misuse of words and very limited vocabulary make comprehension quite difficult. Vocabulary limitations so extreme as to make conversation virtually impossible.	5 4 3 2 1
4	Fluency	Speech as fluent and effortless as that of a native speaker. Speed of speech seems to be slightly affected by language problem. Speed and fluency are rather than strongly affected by language problem. Usually hesitant; often force into silence by language limitations. Speech is so halting and	5 4 3 2

		fragmentary as to make conversation virtually impossible.	1
5	Comprehension	Appears to understand everything without difficulty.	5
		Understands nearly everything at normal speed, although occasional repetition.	4
		Understand most of what is said at slower-than-normal speed with repetitions.	3
		Has great difficulty following what is said. Can comprehend only 'social conversation' spoken slowly and with frequent repetitions.	2
		Cannot be said to understand even simple conversation English.	1

Appendix 4 the Result of Speaking in Pre-Test

No	Name	Five Elements of Speaking Score					Total	Score
		Pro	Gram	Voc	Fluency	Com		
1	ASR	3	4	3	4	3	17	68
2	APA	2	3	2	2	2	11	44
3	AH	3	3	4	3	3	16	64
4	AV	3	3	2	3	2	13	52
5	AYL	2	2	3	2	2	11	44
6	DAH	2	3	3	2	2	12	48
7	DDH	2	2	3	3	2	12	48
8	FAZ	2	2	2	2	2	10	40
9	GMB	3	3	3	3	3	15	60
10	HAM	2	2	2	2	2	10	40
11	HR	3	2	2	2	2	11	44
12	KSK	2	2	3	2	2	11	44
13	KSJ	3	4	3	3	3	16	64
14	MRD	2	3	3	2	2	12	48
15	MA	2	2	2	2	2	10	40
16	MAA	2	3	2	2	2	11	44
17	MAS	2	2	2	2	2	10	40
18	MF	2	3	3	2	2	12	48
19	MRR	2	2	3	2	2	11	44
20	MFA	2	2	3	2	2	11	44
21	MAL	2	2	3	2	2	11	44
22	MSA	2	2	3	2	2	11	44
23	MAM	2	3	3	2	3	13	52
24	MDI	2	3	3	2	2	12	48
25	MR	2	2	3	2	2	11	44

26	NAD	2	3	2	2	2	11	44
27	NAA	2	2	3	2	2	11	44
28	NF	2	3	2	2	2	11	44
29	NA	2	3	2	2	2	11	44
30	RA	2	3	2	2	2	11	44
31	SARS	2	3	3	3	3	14	56
32	SAP	2	2	3	2	2	11	44
33	TAP	3	3	3	2	3	14	56
34	UKM	3	4	3	3	3	16	64
35	WHM	2	4	3	2	2	13	52
36	R	3	4	3	3	3	16	64
	Total	81	98	97	82	81	439	1756



Vacation to the Beach

So I went to the beach with my beloved family, I enjoy the beach water with my family. My family and I are very happy because the beach needs time, thank you so much.

/v'eɪk'eɪʃən/ /t'u:/ /ð'ə/ /b'i:tʃ/

/s'ou/ /'aɪ/ /w'en/ /t'u:/ /d'ə/ /b'i:tʃ/ /w'ɪð/ /m'aɪ/ /bɪ'lʌv/
 /f'æmɪli/, /'aɪ/ /ɛndʒ'ɔɪ/ /ð'ə/ /b'i:tʃ/ /w'ouərə/ /w'ɪð/ /m'aɪ/
 /f'æmɪli/. /m'aɪ/ /f'æmɪli/ /'ænd/ /'aɪ/ /'ɑ:ɪ/ /v'ɛɪ/ /h'æpɪ/
 /bɪk'ouz/ /ð'ə/ /b'i:tʃ/ /n'i:d/ /t'aɪm/, /θ'æŋk/ /j'u:/ /s'ou/
 /m'ʌtʃ/.



About My First Experience

This my my first experience when I go to malang with my family, my feeling while on vacation is that I am very happy on vacation, especially with my family.

/ɛb'əʊt/ /m'aɪ/ /fɪ'ɪst/ /ɛksp'ɪəɪəns/
 /ð'ɪs/ /m'aɪ/ /fɪ'ɪst/ /ɛksp'ɪəɪəns/ /w'ɛn/ /'aɪ/ /g'əʊ/ /t'u:/
 Malang /w'ɪð/ /m'aɪ/ /f'æmɪli/, /m'aɪ/ /f'i:lɪŋ/ /w'aɪl/ /'ɔn/
 /v'eɪk'eɪʃən/ /'ɪz/ /ð'æt/ /'aɪ/ /'æm/ /v'ɛɪ/ /h'æpi/ /'ɔn/
 /v'eɪk'eɪʃən/, /ɛsprɪ'sɪəli/ /w'ɪð/ /m'aɪ/ /f'æmɪli/.



About My First Experience

A few month ago I went to Malino, there I got my first rising experience, it is a very amazing experience.

/ɛb'əʊt/ /m'aɪ/ /f'ɜ:st/ /ɛksp'ɪəɪəns/
 /'eɪ/ /fj'u:/ /m'ʌnθ/ /ɛg'əʊ/ /'aɪ/ /w'ɛn/ /t'u:/ Malino, /ð'ə/
 /'aɪ/ /g'æt/ /m'aɪ/ /f'ɜ:st/ /ɪ'aɪzɪŋ/ /ɛksp'ɪəɪəns/, /'ɪt/ /'ɪz/
 /'eɪ/ /v'ɛɪ/ /ɛm'eɪzɪŋ/ /ɛksp'ɪəɪəns/.

My First Experience



My first experience at school is I felt happy because of metting new friends and teacher and learning new thing at school.

/m'aɪ/ /f'ɜ:st/ /ɛksp'ɪəɪəns/
 /m'aɪ/ /f'ɜ:st/ /ɛksp'ɪəɪəns/ /'æt/ /sk'u:l/ /'ɪz/ /'aɪ/ /f'ɛl/
 /h'æpi/ /bɪk'ʌz/ /'ʌv/ /m'ɛɪŋ/ /n'ɪw/ /fɪ'ɛndz/ /'ænd/
 /t'i:ʃə/ /'ænd/ /l'ɜ:nɪŋ/ /n'ɪw/ /θ'ɪŋ/ /'æt/ /sk'u:l/.

About Holiday

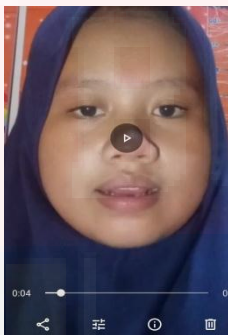


I once went to the Zoo with my extended family and did many things there such as playing, feeding animal and taking pictures with my family.

/ɒb'əʊt/ /h'ɑ:lɪd,eɪ/

/'aɪ/ /w'ʌns/ /w'en/ /t'u:/ /ð'ə/ /z'u:/ /w'ɪt/ /m'aɪ/
/ɛkst'endɪd/ /f'æmɪli/ /'ænd/ /d'ɪd/ /m'eni/ /θ'ɪŋz/ /ð'eɪ/
/s'ʌtʃ/ /'æz/ /pl'eɪŋ/, /f'i:dɪŋ/ /'ænməʊl/ /'ænd/ /t'eɪkɪŋ/
/p'ɪktʃəz/ /w'ɪð/ /m'aɪ/ /f'æmɪli/.

About My Birthday



My 8th years old birthday party is amazing in my party a lot of my friends came. My first slice of cake I give it to myself and the second slice of cake I gave it to my friend, after we slice cake next we did party 8 p.m until 10 p.m after the party I was sleep nicely in my bed.

/ɒb'əʊt/ /m'aɪ/ /b'ɜ:θdeɪ/

/'aɪ/ /'eɪtθ/ /j'ɪz/ /'ɑ:l/ /b'ɜ:θdeɪ/ /p'ɑ:ɪri/ /'ɪz/ /ɛm'eɪzɪŋ/
/'ɪn/ /m'aɪ/ /p'ɑ:ɪri/ /'eɪ/ /l'ɑ:t/ /'ʌv/ /m'aɪ/ /fɪ'end/ /k'æm/.
/m'aɪ/ /f'ɜ:st/ /sl'aɪs/ /'ʌv/ /k'eɪk/ /'aɪ/ /g'ɪv/ /'ɪt/ /t'u:/
/maɪs'elf/ /'ænd/ /ð'ə/ /s'ekənd/ /sl'aɪs/ /'ʌv/ /k'eɪk/ /'aɪ/
/g'æv/ /'ɪt/ /t'u:/ /fɪ'end/, /'æftə/ /w'i:/ /sl'aɪs/ /k'eɪk/
/n'ekst/ /w'i:/ /d'ɪd/ /p'ɑ:ɪri/ 8 /p'i:.'em/ /ʌnt'ɪl/ 10
/p'i:.'em/ /'æftə/ /ð'ə/ /p'ɑ:ɪri/ /'aɪ/ /w'ʌz/ /sl'i:pi/ /n'aɪsli/
/'ɪn/ /m'aɪ/ /b'ed/.

About Holiday



On Sunday morning yesterday, My father, my mother and my two brothers and I, we planned to go on vacation to grandfather and grandmother's house in malino, I am also very happy because last year we could not go to grandfather and grandmother's house due to the covid-19 pandemic.

We left at 1 p.m and arrived at 5 p.m. when I arrived I am very happy because finally I could see again the atmosphere of Malino village which was full of trees and the air is very cool coupled with the chirping of birds every morning and every afternoon we plow the fields with grandmother while planting rice.

/əb'əʊt/ /h'ɑ:lɪd,eɪ/

/'ɔn/ /s'ʌndei/ /m'ɔ:ɪnɪŋ/ /j'estə-d,eɪ/, /m'aɪ/ /f'ɑ:ðə/, /m'aɪ/ /m'ʌðə/, /'ænd/ m'aɪ/ /t'u:/ /bɪ'ʌðəz/ /'ænd/ /'aɪ/, /w'i:/ /pl'æn/ /t'u:/ /g'əʊ/ /'ɔn/ /veɪk'eɪʃən/ /t'u:/ /gɪ'ændfɑ:ðə/ /'ænd/ /gɪ'ændmʌðəz/ /h'u:z/ /'m/ Malino, /'aɪ/ /'æm/ /'ɔ:lsəʊ/ /v'ɛɪ/ /h'æpi/ /b'i:kəʊz/ /l'ɑ:s/ /j'ɪ/ /w'i:/ /k'ɒd/ /n'ɑ:t/ /g'əʊ/ /t'u:/ /gɪ'ændfɑ:ðə/ /'ænd/ /gɪ'ændmʌðəz/ /h'aʊs/ /d'u:/ /t'u:/ /ð'ə/ covid-19 /pænd'emɪk/.

/w'i:/ /l'ɛf/ /'æt/ 1 /p'i:em/ /'ænd/ /ə-r'aɪv/ /'æt/ 5 /p'i:em/ /w'en/ /'aɪ/ /ə-r'aɪv/ /'aɪ/ /'æm/ /v'ɛɪ/ /h'æpi/ /b'i:kəʊz/ /f'aɪnəli/ /'aɪ/ /k'ɒd/ /s'i:/ /eg'en/ /ð'ə/ /'ætma:sfə/ /'ʌv/ Malino /v'ɪlɪdʒ/ /w'ɪtʃ/ /w'ʌz/ /f'ɒl/ /'ʌv/ /tɪ'i:z/ /'ænd/ /ð'ə/ /'ɛɪ/ /'ɪz/ /v'ɛɪ/ /k'u:l/ /k'ʌpəld/ /w'ɪð/ /ð'ə/ /tʃ'ɜ:pɪŋ/ /'ʌv/ /b'ɜ:dz/ /'ɛvɪ/ /m'ɔ:ɪnɪŋ/ /'ænd/ /'ɛvɪ/ /,æftən'u:n/ /w'i:/ /pl'aʊ/ /ð'ə/ /f'i:ldz/ /w'ɪð/ /gɪ'ændmʌðə/ /w'aɪl/ /pl'æntɪŋ/ /r'aɪs/.

About My Holiday



A few weeks ago I went on vacation back to my hometown, I go to my grandparent's house, there I spent time with them.

/əb'aʊt/ /m'aɪ/ /h'ɑ:lɪd, eɪ/
 /'eɪ/ /fj'u:/ /w'i:ks/ /æg'oʊ/ /'aɪ/ /w'ɛn/ /'ɔn/ /veɪk'eɪʃən/
 /b'æk/ /t'u:/ /m'aɪ/ /h'oʊmtən/, /'aɪ/ /g'oʊ/ /t'u:/ /m'aɪ/
 /gɹ'ændpɛrɛnts/ /h'aʊs/, /ð'eɪ/ /'aɪ/ /sp'ɛn/ /t'aɪm/ /w'ɪð/
 /ð'em/.

Appendix 5 the Result of Speaking in Post-Test

No	Name	Five Elements of Speaking Score					Total	Score
		Pro	Gram	Voc	Fluency	Com		
1	ASR	5	4	5	5	5	24	96
2	APA	4	5	5	4	4	22	88
3	AH	4	4	5	5	4	22	88
4	AV	4	5	4	5	4	22	88
5	AYL	4	4	5	4	4	21	84
6	DAH	4	5	5	4	4	22	88
7	DDH	5	4	4	4	4	21	84
8	FAZ	4	4	4	4	3	19	76

9	GMB	5	5	4	4	4	22	88
10	HAM	4	4	5	4	3	20	80
11	HR	4	4	5	3	4	20	80
12	KSK	4	5	5	4	3	21	84
13	KSJ	4	5	5	5	5	24	96
14	MRD	4	5	5	4	4	22	88
15	MA	4	4	5	3	4	20	80
16	MAA	4	5	5	4	4	22	88
17	MAS	3	4	4	4	3	18	72
18	MF	4	5	5	4	4	22	88
19	MRR	4	4	5	4	4	21	84
20	MFA	4	4	5	4	3	20	80
21	MAL	4	4	5	4	4	21	84
22	MSA	4	4	5	4	4	21	84
23	MAM	4	5	5	4	4	22	88
24	MDI	4	4	5	4	4	21	84
25	MR	4	4	5	4	4	21	84
26	NAD	4	5	5	4	4	22	88
27	NAA	4	4	5	4	4	21	84
28	NF	4	5	5	4	4	22	88
29	NA	4	5	5	4	4	22	88
30	RA	4	5	4	5	4	22	88
31	SARS	4	5	4	4	5	22	88
32	SAP	4	5	5	4	4	22	88
33	TAP	4	5	5	4	4	22	88
34	UKM	4	5	5	4	4	22	88
35	WHM	4	5	5	4	5	23	92
36	R	4	5	5	5	5	24	96
	Total	146	164	173	148	144	775	3100



Vacation to the Water Park

1 month ago my family and I had a vacation to Bantimurung water park. We brought snacks including our food for lunch. Once there my family and I swam in the swimming pool and rode the slides at the Bantimurung water park.

After having fun in the water we go up to rest and have lunch. Before going home we took a photo with the family. Finally we go home at 2 p.m and we are very happy.

/veɪk'eɪʃən/ /t'u:/ /ð'ə/ /w'ɔ:rə/ /p'ɑ:ɪk/

*1 /m'ʌnθ/ /ɛg'əʊ/ /m'aɪ/ /f'æmɪli/ /'ænd/ /'aɪ/ /h'æd/ /'eɪ/
/veɪk'eɪʃən/ /t'u:/ Bantimurung /w'ɔ:rə/ /p'ɑ:ɪk/. /w'i:/
/bɪ'ɔ:t/ /sn'æks/ /ɪŋkl'u:dɪŋ/ /'aʊə/ /f'u:d/ /f'ɔ:ɪ/ /l'ʌntʃ/.
/w'ʌns/ /ð'ɛɪ/ /m'aɪ/ /f'æmɪli/ /'ænd/ /'aɪ/ /sw'æm/ /'ɪn/
/ð'ə/ /sw'ɪmɪŋ/ /p'u:l/ /'ænd/ /r'əʊd/ /ð'ə/ /sl'aɪdz/ /'æt/
/ð'ə/ Bantimurung /w'ɔ:rə/ /p'ɑ:ɪk/.*

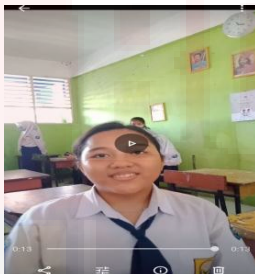
*/'æftə/ /h'ævɪŋ/ /f'ʌn/ /'ɪn/ /ð'ə/ /w'ɔ:rə/ /w'i:/ /g'əʊ/
/'ʌp/ /t'u:/ /r'est/ /'ænd/ /h'æv/ /l'ʌntʃ/. /bɪ'f'ɔ:ɪ/ /g'əʊɪŋ/
/h'əʊm/ /w'i:/ /t'ɒk/ /'eɪ/ /f'əʊrəʊ/ /w'ɪð/ /ð'ə/ /f'æmɪli/.
/f'aɪnəli/ /w'i:/ /g'əʊ/ /h'əʊm/ /'æt/ 2 /p'i:em/ /'ænd/
/w'i:/ /'ɑ:ɪ/ /v'ɛɪ/ /h'æpi/.*



About my first experience

This is my first experience when I went vacation to Malang with my family, while on vacation we did many things together and it was make me happy.

/ɛb'əʊt/ /m'aɪ/ /f'ɜ:st/ /ɛksp'ɪə.ɪəns/
 /ð'ɪs/ /'ɪz/ /m'aɪ/ /f'ɜ:st/ /ɛksp'ɪə.ɪəns/ /w'en/ /'aɪ/ /w'ent/
 /veɪk'eɪʃən/ /t'u:/ /m'æləŋ/ /w'ɪð/ /m'aɪ/ /f'æmɪli/, /w'aɪl/
 /'ɔn/ /veɪk'eɪʃən/ /w'i:/ /d'ɪd/ /m'eni/ /θ'ɪŋz/ /təg'edə/
 /'ænd/ /'ɪt/ /w'ɒz/ /m'eɪk/ /m'i:/ /h'æpi/.



About my holiday

A few month ago I went to Labuan Bajo, I went on a trip to Komodo island, it was very nice there, I took some photos and bought a statue of Komodo dragon. And I brought it and saved it because I loved it, and then we went home. It was a very amazing experience.

/ɛb'əʊt/ /m'aɪ/ /h'aɪ.lɪd, eɪ/
 /'eɪ/ /fj'u:/ /m'ʌnθ/ /eg'oʊ/ /'aɪ/ /w'ent/ /t'u:/ Labuan
 Bajo, /'aɪ/ /w'ent/ /'ɔn/ /'eɪ/ /tɪ'ɪp/ /t'u:/ Komodo /'aɪlənd/,
 /'ɪt/ /w'ɒz/ /v'eɪ.ɪ/ /n'aɪs/ /ð'eɪ/, /'aɪ/ /t'ɒk/ /s'ʌm/
 /f'oʊr'oʊz/ /'ænd/ /b'əʊk/ /'eɪ/ /st'ætʃu:/ /'ʌv/ Komodo
 dragon. /'ænd/ /'aɪ/ /bɪ'əʊk/ /'ɪt/ /'ænd/ /s'eɪvd/ /'ɪt/
 /bɪk'ʌz/ /'aɪ/ /l'ʌvd/ /'ɪt/, /'ænd/ /ð'en/ /w'i:/ /w'ent/
 /h'oʊm/ /'ɪt/ /w'ɒz/ /'eɪ/ /v'eɪ.ɪ/ /ɛm'eɪzɪŋ/ /ɛksp'ɪə.ɪəns/.

My Experience During School Holidays



On the first day of vacation I wake up from slept then I washed my face and make tea and played mobile game until 10 a.m after finished playing I clean my bed and go to breakfast, after ate I watched TV for 1 hour, after 1 hour I go to take a shower, after taking a shower I went to my room and slept until 5 p.m.

/m'aɪ/ /ɛksp'ɪə.ɪəns/ /d'o:ɪn/ /sk'u:l/ /h'ɑ:lɪd, eɪz/
 /'ɔn/ /ð'ə/ /f'ɜ:st/ /d'eɪ/ /'ʌv/ /v'eɪk'eɪʃən/ /'aɪ/ /w'eɪk/ /'ʌp/
 /fɪ'ʌm/ /sl'ept/ /ð'en/ /'aɪ/ /w'ɑ:ft/ /m'aɪ/ /f'eɪs/ /'ænd/
 /m'eɪk/ /t'i:/ /'ænd/ /pl'eɪd/ /m'əʊbəl/ /g'eɪm/ /ʌnt'ɪl/ 10
 /'eɪ.ɪm/ /'æftə/ /f'mɪʃ,əd/ /pl'eɪn/ /'aɪ/ /kl'i:n/ /m'aɪ/
 /b'ɛd/ /'ænd/ /g'əʊ/ /t'u:/ /bɪ'ɛkfɪst/, /'æftə/ /'eɪt/ /'aɪ/
 /w'ɑ:tʃt/ /t,i:v'i:/ /f'ɔ:ɪ/ 1 /'aʊə/, /'æftə/ 1 /'aʊə/ /'aɪ/
 /g'əʊ/ /t'u:/ /t'eɪk/ /ɛj'əʊə/, /'æftə/ /t'eɪkɪŋ/ /ɛj'əʊə/ /'aɪ/
 /w'ent/ /t'u:/ /m'aɪ/ /ɪ'u:m/ /'ænd/ /sl'ept/ /ʌnt'ɪl/ 5
 /p'i:.'em/

About Holiday



On the school holidays last year, my parents and I went on vacation to our hometown, we left at 09 a.m we went to the port and got the 11 a.m while on the way I saw the scenery in the middle of the sea.

When we arrived to village we took a car to go to my grandmother village, the next day my grandfather took me to go fishing in the sea and afternoon arrived, at the time the water receded, my grandmother took me to the beach to collect clams in the sea.

That's the story of my holiday last year and it was

wonderful experience.

/ɒb'au̯t/ /h'ɑ:lɪd,eɪ/

/'ɔn/ /ð'ə/ /sk'u:l/ /h'ɑ:lɪd,eɪ/ /l'æst/ /j'ɪ/, /m'aɪ/ /p'ɛ.ɪənts/
 /'ænd/ /'aɪ/ /w'ent/ /'ɔn/ /veɪk'eɪʃən/ /t'u:/ /'au̯ə/
 /h'ɑ:mtən/, /w'i:/ /l'ɛft/ /'æd/ 09 /'eɪ.'em/ /w'i:/ /w'ent/
 /t'u:/ /ð'ə/ /p'o:ɪt/ /'ænd/ /g'ɑ:t/ /ð'ə/ 11 /'eɪ.'em/ /w'aɪl/
 /'ɔn/ /ð'ə/ /w'eɪ/ /'aɪ/ /s'ɑ:/ /ð'ə/ /s'i:nə.ɪ/ /'ɪm/ /ð'ə/
 /m'ɑ:ɪdəl/ /'ʌv/ /ð'ə/ /s'i:/.

/w'en/ /w'i:/ /ə-r'aɪvd/ /t'u:/ /v'ɪlɪdʒ/ /w'i:/ /t'ɒk/ /'eɪ/
 /k'ɑ:ɪ/ /t'u:/ /g'ou̯/ /t'u:/ /m'aɪ/ /gɪ'ændmʌðə/ /v'ɪlɪdʒ/,
 /ð'ə/ /n'ekst/ /d'eɪ/ /m'aɪ/ /gɪ'ændfɑ:ðə/ /t'ɒk/ /m'i:/ /t'u:/
 /g'ou̯/ /f'ɪʃɪŋ/ /'ɪm/ /ð'ə/ /s'i:/ /'ænd/ /'æftə'n'u:n/
 /ə-r'aɪvd/, /'æt/ /ð'ə/ /t'aɪm/ /ð'ə/ /w'ɔ:rə/ /h's'i:dɪd/,
 /m'aɪ/ /gɪ'ændmʌðə/ /t'ɒk/ /m'i:/ /t'u:/ /ð'ə/ /b'i:tʃ/ /t'u:/
 /kəl'ekt/ /kl'æmz/ /'ɪm/ /ð'ə/ /s'i:/.

/ð'æts/ /ð'ə/ /st'o:ɪ/ /'ʌv/ /m'aɪ/ /h'ɑ:lɪd,eɪ/ /l'æst/ /j'ɪ/
 /'ænd/ /'ɪt/ /w'ʌz/ /w'ʌndə'fɛl/ /'ɛksp'ɪə.ɪəns/.

About Holiday



Last week, I went to the beach with my family for holiday, there I saw many peoples was sunbathing and played with the waves. I and my family was really enjoyed with the view of the beach, there was so many coconut trees and sands.

I'm played with the waves and sometimes I'm screaming because the waves was too big. But I and my family really happy with this holiday, we went home in the evening. I was so happy.

/ɛb'aʊt/ /h'a:lɪd,eɪ/

/l'æst/ /w'i:k/, /'aɪ/ /w'ent/ /t'u:/ /d'i/ /b'i:tʃ/ /w'ɪð/ /m'aɪ/
 /f'æmɪli/ /f'ɔ:ɪ/ /h'a:lɪd,eɪ/, /ð'eɪ/ /'aɪ/ /s'ɔ:/ /m'æni/
 /p'i:pəlz/ /w'ʌz/ /s'ʌnb'eɪðɪŋ/ /'ænd/ /pl'eɪd/ /w'ɪð/ /ð'ə/
 /w'eɪvz/. /'aɪ/ /'ænd/ /m'aɪ/ /f'æmɪli/ /w'ʌz/ /ɪ'ɪəli/
 /endʒ'ɔɪd/ /w'ɪð/ /ð'ə/ /vɜ:'u:/ /'ʌv/ /ð'ə/ /b'i:tʃ/, /ð'eɪ/
 /w'ʌz/ /s'əʊ/ /m'eni/ /k'əʊkən,ʌt/ /tɪ'i:z/ /'ænd/ /s'ændz/.
 /'aɪm/ /pl'eɪd/ /w'ɪð/ /ð'ə/ /w'eɪvz/ /'ænd/ /s'ʌmtaɪmz/
 /'aɪm/ /skɪ'i:mɪŋ/ /bɪk'ʌz/ /ð'ə/ /w'eɪvz/ /w'ʌz/ /t'u:/
 /b'ɪg/. /b'ʌt/ /'aɪ/ /'ænd/ /m'aɪ/ /f'æmɪli/ /ɪ'ɪəli/ /h'æpi/
 /w'ɪð/ /ð'ɪs/ /h'a:lɪd,eɪ/, /w'i:/ /w'ent/ /h'əʊm/ /'m/ /ð'ə/
 /'evənɪŋ/. /'aɪ/ /w'ʌz/ /s'əʊ/ /h'æpi/.

About My Birthday



On my birthday I was happy because it was the day I grew up, and at that time our family celebrated my birthday, I was very happy when my father and my mother gave me birthday present a birthday cake and my sister gave a very large birthday present, my father bought me a very large cake and at the time I could not wait to celebrated my birthday, blowing out the candles and praying and after that I cut the cake.

We were very happy the night we gathered and laughed together enjoying my birthday, that day was the happiest day of my life.

/ɛb'aʊt/ /m'aɪ/ /b'ɜ:θɪd,eɪ/

/'ɔn/ /m'aɪ/ /b'ɜ:θɪd,eɪ/ /'aɪ/ /w'ʌz/ /h'æpi/ /b'etʃəʊz/ /'ɪt/
 /w'ʌz/ /ð'ə/ /d'eɪ/ /'aɪ/ /gɪ'u:/ /'ʌp/, /'ænd/ /'æt/ /ð'ə/
 /t'aɪm/ /'aʊə/ /f'æmɪli/ /s'eɪlɪbɪ,erɪd/ /m'aɪ/ /b'ɜ:θdeɪ/, /'aɪ/

/w'ʌz/ /v'ɛɪ/ /h'æpi/ /w'en/ /m'ɑɪ/ /f'ɑ:ðə/ /'ænd/ /m'ɑɪ/
 /m'ʌðə/ /g'eɪv/ /m'i:/ /b'z:θɪd,eɪ/ /pɪ'ɛzənt/ /'eɪ/
 /b'z:θɪd,eɪ/ /k'eɪk/ /'ænd/ /m'ɑɪ/ /s'ɪstə/ /g'eɪv/ /'eɪ/
 /l'ɑ:ɪdʒ/ /b'z:θɪd,eɪ/ /pɪ'ɛzənt/, /m'ɑɪ/ /f'ɑ:ðə/ /b'ʌʊg/
 /m'i:/ /'eɪ/ /v'ɛɪ/ /l'ɑ:ɪdʒ/ /k'eɪk/ /'ænd/ /'æt/ /ð'ə/ /t'ɑɪm/
 /'ɑɪ/ /k'ʊd/ /n'ɑ:t/ /w'eɪt/ /t'u:/ /s'eləbɪ,æɪd/ /m'ɑɪ/
 /b'z:θɪd,eɪ/, /bl'ʊm/ /'aʊt/ /ð'ə/ /k'ændəlz/ /'ænd/
 /pɪ'eɪŋ/ /'ænd/ /'æftə/ /ð'æt/ /'ɑɪ/ /k'ʌt/ /ð'ə/ /k'eɪk/.
 /w'i:/ /w'z:/ /v'ɛɪ/ /h'æpi/ /ð'ə/ /n'ɑɪt/ /w'i:/ /g'æðə-d/
 /'ænd/ /l'æft/ /tæg'ɛðə/ /ɛndʒ'ɔɪŋ/ /m'ɑɪ/ /b'z:θdeɪ/, /ð'æt/
 /d'eɪ/ /w'ʌz/ /ð'ə/ /h'æpɪst/ /d'eɪ/ /'ʌv/ /m'ɑɪ/ /l'ɑɪf/.

Vacation on the Beach



2 weeks ago my family and I went on vacation to Galesong beach. We brought some snacks and brought our food from home. We went on our motorbike to the beach.

When we got there my brother and I went to change our clothes first and we went swimming for a few hours.

After we did activities on the beach, we went home and arrive at 5 p.m. we felt happy because we can vacation at the beach.

/veɪk'eɪʃən/ /ɔndə/ /b'i:tʃ/

2 /w'i:ks/ /vəg'ʊə/ /m'ɑɪ/ /f'æmɪli/ /'ænd/ /'ɑɪ/ /w'ent/ /'ɔn/
 /veɪk'eɪʃən/ /t'u:/ Galesong /b'i:tʃ/. /w'i:/ /bɪ'ɔ:k/ /s'ʌm/
 /sn'æks/ /'ænd/ /bɪ'ɔ:k/ /'aʊə/ /f'u:d/ /fɪ'ʌm/ /h'ʊm/.
 /w'i:/ /w'ent/ /'ɔn/ /'aʊə/ /motorb'aɪk/ /t'u:/ /ð'ə/ /b'i:tʃ/.
 /w'en/ /w'i:/ /g'ɑ:t/ /ð'eɪ/ /m'ɑɪ/ /bɪ'ʌðə/ /'ænd/ /'ɑɪ/
 /w'ent/ /t'u:/ /tʃ'eɪndʒ/ /'aʊə/ /kl'ʊðz/ /f'z:st/ /'ænd/
 /w'i:/ /w'ent/ /sw'ɪmɪŋ/ /f'ɔ:ɪ/ /'eɪ/ /fj'u:/ /'aʊə-z/. /'æftə/

/w'i:/ /d'id/ /ækt'ɪvɪz/ /'ɔn/ /ð'ə/ /b'i:tʃ/, /w'i:/ /w'ent/
 /h'ʊm/ /'ænd/ /ə'r'aɪv/ /'æt/ 5 /p'i:.em/. /w'i:/ /f'elt/
 /h'æpi/ /bɪk'aʊs/ /w'i:/ /k'æn/ /veɪk'eɪʃən/ /'æt/ /ð'ə/
 /b'i:tʃ/.

Appendix 6 Percentage of Students Pre-Test and Post-Test

1. Percentage in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	0	0%
2	Good	71-85	0	0%
3	Fair	56-70	8	22%
4	Poor	41-55	24	67%
5	Very poor	<40	4	11%
Total			36	100%

2. Percentage in Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	21	58%
2	Good	71-85	15	42%
3	Fair	56-70	0	0%
4	Poor	41-55	0	0%
5	Very poor	<40	0	0%
Total			36	100%

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	36	40	68	48.78	7.990
Post-test	36	72	96	86.11	5.013
Valid N (listwise)	36				

Appendix 7 the Result of T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	48.78	36	7.990	1.332
	Post_Test	86.11	36	5.013	.835

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test & Post_Test	36	.723	.000

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-37.333	5.575	.929	-39.220	-35.447	-40.176	35	.000

Appendix 8 Administration


 PEMERINTAH KOTA MAKASSAR
 DINAS PENDIDIKAN
 UPT SPF SMP NEGERI 8 MAKASSAR
Batuaraya No.1 Tlp. 0411-493722 Fax.497320 Email- spendelmakassar@yahoo.com


SURAT KETERANGAN
 Nomor : 420 / 284 / SMP.08 / VI / 2022

Yang bertanda tangan dibawah ini , Kepala UPT SPF SMP Negeri 8 Makassar menerangkan bahwa :

N A M A : **DINI SAVONAROLA MANYANYI**
 N I M/Jurusan : 4515101019
 Pekerjaan : Mahasiswa (S1) Bhs Inggris
 Alamat : jl Beringin 1 No 14

Benar yang tersebut namanya diatas telah melaksanakan Penelitian di UPT SPF SMP Negeri 8 Makassar dalam rangka Penyusunan Tugas Akhir Skripsi pada Universitas Bosowa dengan judul:

"THE USE OF PARTICIPATION POINT SYSTEM FOR STUDENT'S SPEAKING ABILITY AT THE EIGHTH GRADE STUDENTS OF SMPN 8 MAKASSAR"

Berdasarkan surat dari Universitas Bosowa Nomor : A.216/FKIP/Unibos/V/2022, tanggal 10 Mei 2022

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dengan penuh tanggung Jawab.

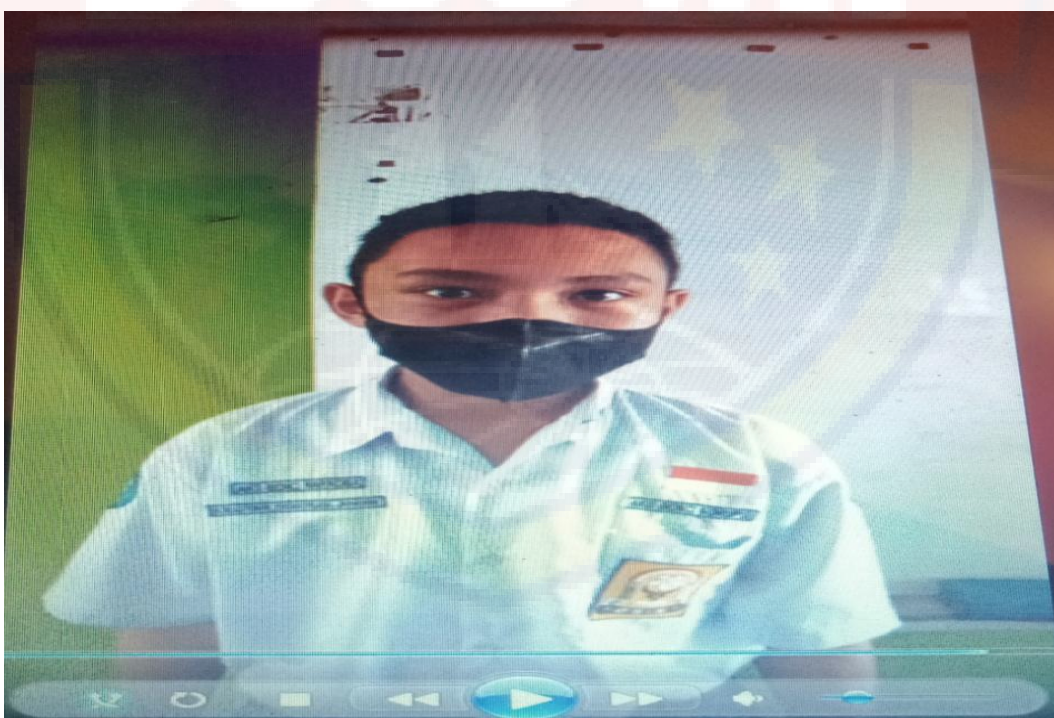
Makassar, 13 Juli 2022
 Kepala UPT SPF SMP 8 Makassar,

RUSLI A.S.Pd., MM.
 Pembina TK.1
 Nip. 19680818 199103 1 007

Appendix 9 Documentation



Picture 1: The researcher was giving a pre-test to students



Picture 2: The student was doing pre-test



Picture 3: The student was doing pre-test



Picture 4: The researcher was giving treatment



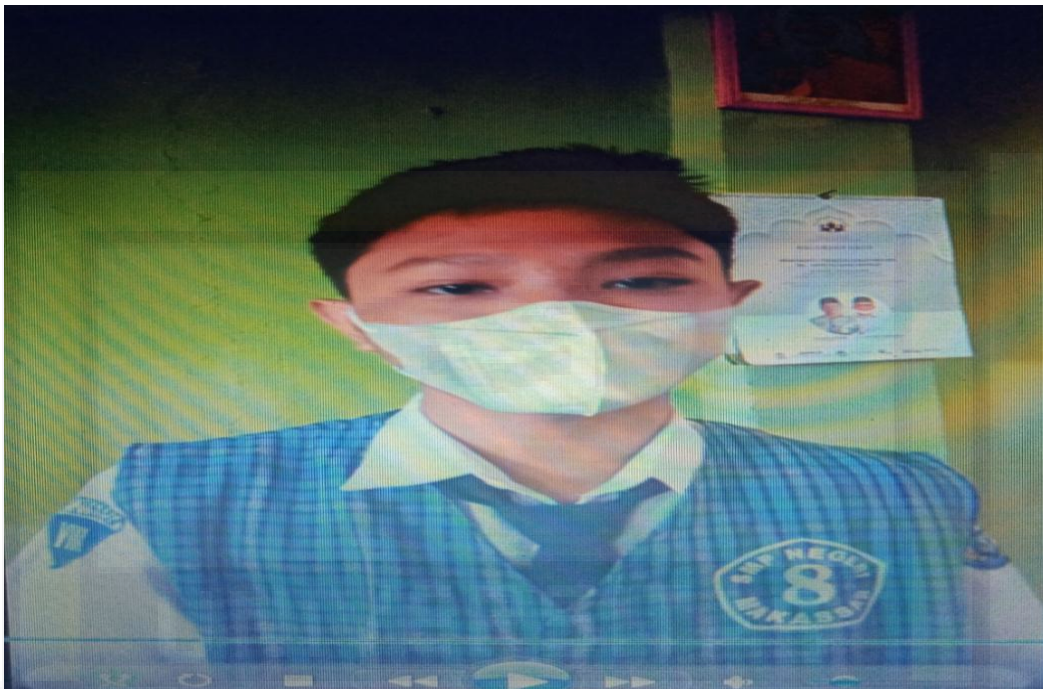
Picture 5: The researcher was implementing of PPS method in the classroom



Picture 6: The student was doing treatment



Picture 7: The student was doing treatment



Picture 8: The student was doing post-test



Picture 9: The student was doing post-test

BIOGRAPHY



Dini Savonarola Manyanyi was born in Galala, North Maluku on September 7th 1996. She is the second child from the couple of Amos Manyanyi and Sarci Dagidagi. She has five sisters named Sarai Lana Brieven Manyanyi, A.Md. Kep, Teja Barbalina, Yakoba Fruanditha, Atalarsya Valintine, Dian Loisa and two brothers named Zoaran Aryo and Zoaran Aerie. She started her education first, in elementary school at SD Negeri Galala and she graduated in 2008. After graduated, she continued her studies at SMP Negeri 1 Obi, she graduated in 2011. Then, she continued at SMA Negeri 1 Obi and graduated in 2014. And then, in 2015 she entered to the English language study program of Bosowa University of Makassar. In 2022 she completed her skripsi with the title “The Use of Participation Point System For Students’ Speaking Ability at the Eighth Grade Students of SMPN 8 Makassar.