THE EFFECT OF USING POINT COUNTER POINT STRATEGY ON STUDENTS' SPEAKING ABILITY

(A STUDY AT THE TWELFTH GRADE OF SMA NEGERI 1BATANG ONANG 2020-2021 ACADEMIC YEAR)

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Abstract: *The purposes of this research are to know: 1) the application of point counter point strategy on teaching speaking ability, 2) the students'speaking ability before and after using point counter point strategy, 3) Whether there is any significant effect of point counter point strategy on teaching speaking ability at the twelfth Grade Students of SMA Negeri 1Batang Onang. This research uses experimental method with the pre-experimental design by using one-group pretest and posttest design. The population of this research was all of the XII grade students' of SMA Negeri 1Batang Onang which consist of 175 students. Sample were XII MIA 1 which consist of 24 students which taken by purposive sampling. In collecting data the researcher uses observation sheet and oral test as an instrument. The result of this research: 1) the application of point counter point strategy was 3.7, it was categorized "Very Good". 2) the mean score of the students' speaking ability was 39 and it was categorized "fail". Meanwhile, after using point counter point strategy was 63, it is categorized "enough". The result of data analysis shows that t_{test} was higher than t_{table}(t_{test}22.38>t_{table}2.07). So, the hypothesis was accepted. It means that, there is any significant effect of point counter point strategy on students' speaking ability at the XII grade students of SMA N 1Batang Onang.*

Keywords: Point Counter Point Strategy, Speaking Ability

Abstrak: Tujuan penelitian ini adalah unuk mengetahui : 1) penggunaan strategi point counter point dalam mengajar kemampuan berbicara, 2) kemampuan berbicara siswa sebelum dan sesudah pengaplikasian strategi point counter point, 3) apakah ada pengaruh yang signifikan dari strategi point counter point terhadap kemampuan berbicara di kelas XII MIA[1] SMA Negeri 1 Batang Onang. Penelitian ini menggunakan metode eksperimental dengan rnacanga penelitian pre eksperimental: one group pre-test post-test design. Jumlah populasi 175 siswa dan 24 jumlah sampel dengan menggunakan teknik purposive sampling. Dalam pengumpulan data peneliti menggunakan lembar observasi dan tes lisan. Hasil dari penelitian: 1) penggunaan strategi point counter point mendapat nilai

3.7 yang dikategorikan "sangat baik", 2) nilai kemampuan siswa dalam berbicara 39 dan dikategorikan "gagal". Sedangkan, setelah penggunaan strategi point counter point nilai kemampuan siswa dalam berbicara adalah 63 dan dikategorikan "cukup". Hasil dari penelitian menunjukkan bahwa t_{test} lebih tinggi dari t_{tble} (t_{test}22.38>t_{table}2.07). hal ini menunjukkan bahwa hipotesis diterima. Dan menunjukkkan bahwa ada pengaruh yang signifikan dari penggunaan strategi point counter point terhadap kemampuan berbicara siswa di kkelas XII MIA[1]SMA Negeri 1 Batang Onang Tahun Ajaran 2020/2021.

Katakunci: Strategi Point Counter Point, Kemampuan Berbicara

I.　　INTRODUCTION

Speaking is an act of making the vocal sound. Speaking means to express feeling in spoken language and it implies conveying information. Speaking is important skill that should be mastered by people. Therefore, there are several components required by people in mastering of this skill, they are vocabulary, grammar, pronunciation, fluency and comprehension.

In fact, when the researcher was doing PPL in SMA Negeri 1 Batang Onang, the researcher found that many students still low in speaking ability. It can be seen when researcher told them to practice speaking in lesson time. Many students still have lack vocabulary, bad pronunciation, bad in using grammar, bad fluency in speaking, less of confidence with their ability in speaking English and often did

not comprehend what they told about and need repetition in conversation.

If this problem is not solved as soon as possible the researcher afraid the students speaking is low, and if they pass graduate from their school they cannot prepare themselves in the future where speak English as well is one of term to get a job.

To solve this problem, the researcher interest to using point counter point strategy.Point counter point is a strategy approach in learning that is very well used to involve students in discussing group issue.So, the researcher hopes this strategy will increase the students speaking ability in SMA Negeri 1 Batang Onang.

3. Definition of speaking ability

Speaking is the application of language to deliver the message from the other people (interaction process the speaker and listener), it also the expression of feeling or oral interaction by producing sounds.

Ur (2009:120) says, "speaking seem intuitively the most important people who know a language are referred

to as speaker of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak". Sayuri (2016:49) says, "mostly, speaking is used to communicative, convey information, make relationship among people in the world, etc, because it is one of the abilities to carry out conversation".

Ability is a skill to use brain, thoughts, ideas and creativity in doing, changing or making things more meaningful so as to produce a value from something. According to Gordon said that ability is cognitively to do function of work and Robbins said that ability is the capacity of somebody to do something.

From the explanation above, speaking ability is the skill how to make conversation with another, and can be interpreted as a delivery idea, thought and information to another person by using spoken language so that the intention can be understood by others.

4. **Definition of point counter point strategy**

Point counter point strategy is one of strategy that can increase and help students' speaking ability. According to Suprijono (2009:82) said that point-counter-point strategy is used to encourage learners to think in various perspectives. If this learning method developed, then that must be considered is the learning materials. Next, Zaini, et all (2008:41) said that point counter point strategy is a good strategy in using to involve students to discuss the complex issues by depth.

Based on the explanation above, the researcher can conclude that point counter point strategy is good strategy to help students more active in lesson because they can to convey their opinions, thoughts and their thinking about something.

II.   METHODOLOGY OF THE RESEARCH

The method of research is the systematic way to understand an object of the research. Method is a way, system, procedure, and rule used by researcher to make the process of studying to be simple and should be followed by evaluate the research. According to Arikunto

(2010: 203) Method of the research is the way that used a researcher to collecting data in a research. Arikunto (2013:173) said that population is whole of object of the research. When somebody want to research all elements in research area, so the research is population research.The population in this research is the entire twelfth grade of SMA Negeri 1 Batang Onang that consists of 175 students. Arikunto (2010: 174) said that sample is a part or presentative population that being researcher.The total sampling of this research was 24 students by using purposive sampling. The instrument of this research used oral test and observation and used statistic formula or t_{test} formulation to analyze the data.

III.   RESULT

When the researcher applies the point counter point strategy according to the steps, the students was very enthusiastic, they were also active in learned process. The observer in class also give appreciate because the researcher when convey the material was very good and got score 3.7 from 10 aspects based on data analysis.

The test which gave by the researcher to measure the students' speaking abilitybefore used point counter point strategy at the twelfth Grade students of SMA Negeri 1 Batang Onang was categorized fail. After collected the data, it was found that the highest score was 49, the lowest score was 25, mean was 39, median was 49 and mode was 49. To complete this research and to seen the application of point counter point strategy, the researcher have done posttest which gave by researcher to measure the students' speaking ability. After done the application and collected data, it was found that the highest score was 72, and the lowest score was 49. To complete the research, the researcher calculated the mean, median, mode. From the calculation, it is known that the average of the variable score the mean was 63, the median was 67 and mode was 67. To got clear and complete descriptions, the researcher presented in this histogram:
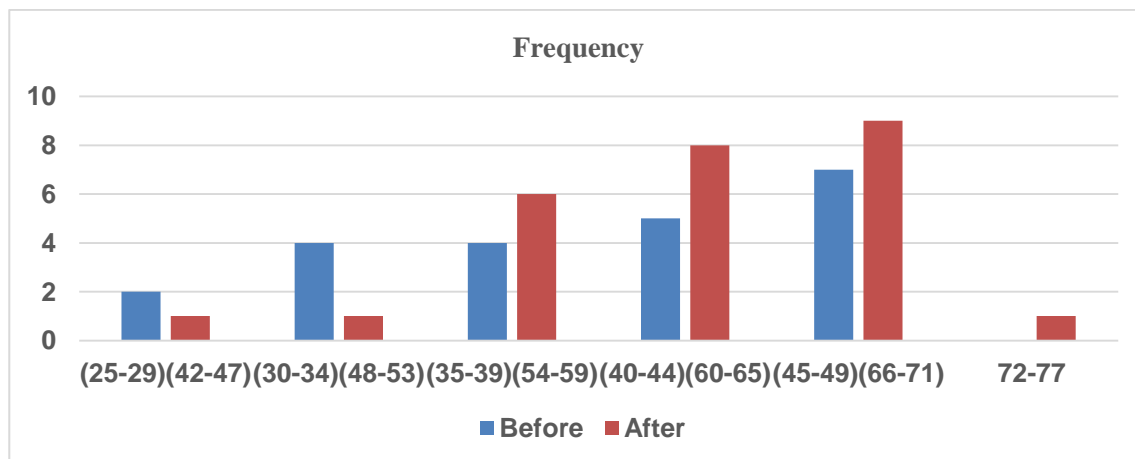
Gambar 1. Histogram of Students' speaking ability before and after using point counter point strategy

Based on the histogram above the researcher concluded that the students ability in speaking after using point counter point strategy was categorized enough. It can be seen from the students' frequency students' before using point counter point strategy were 45-49 that were 7 students, it was still categories fail and after using point counter point strategy were 66-71 that were 9 students, these were categories enough. It means that point counter point strategy can be effect ability of students to achievement on speaking ability.

IV.   DISCUSSION

Based on the results of research that have been done in the research, researcher was found the result of the research of t_{test} was 22.38. While, the samples were 24 students. From the calculation above, it can be known that t_{test} was 22.38 and t_{table} is known as number 2.07 at 5% significant level with degree of freedom (df) 24-1 = 23. After finding the score of t_{test} and t_{table}, both of the scores are compared. It is found that t_{test} was bigger than t_{table} (22.38 > 2.07).

To compared that complete sentence is significant on writing paragraph, can be saw on Zein (2018) studied about "The Effect of Point Counterpoint Strategy on Students' Speaking Ability". The researcher could make the result there was significant effect of Point Counterpoint Strategy on students' speaking ability in learning asking and giving opinion. Which is proved from the result t test observed > t table or 9,57 > 2,22.

From the result above it can be conclude that using point counter point strategy was given significant effect for

students' speaking ability and researcher concluded that teaching speaking ability after using point counter point strategy better than before using point counter point strategy at the twelfth Grade of SMA Negeri 1 Batang Onang.

CONCLUSION

Based on the research result in chapter IV, the researcher concluded that:

1. The application of point counter point strategy on teaching speaking ability at the twelfth Grade of SMA Negeri 1 Batang Onang is categorized "Very Good" because it shows that the mean score of the researcher got is 3.7

2. The students' speaking ability before and after using complete sentence model at the twelfth Grade of SMA Negeri 1 Batang Onang was fail (49) and enough (72)

3. There is any significant effect of using point counter point strategy on students' speaking ability at the twelfth Grade of SMA Negeri 1 Batang Onang. The calculation of t_{test} is 22.38 and the score of t_{table} is 2.07. So, t_0 calculation is higher than

t_{table} (22.38 > 2.07). It means that there is any significant effect of point counter point strategy in teaching speaking ability at the twelfth grade students of SMA Negeri 1 Batang Onang, so the hypothesis is accepted.

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