CHAPTER I

INTRODUCTION

1.1 The Background of Study

The teaching of English in Indonesia focuses on language skill, speaking, listening, reading, and writing. In communication, most people mostly speak and listen while reading and writing are required for educated people, Brown (2004) defines speaking as a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. While the speaking ability according to Hardini and Puspitasari (2012) speaking ability is essential ability to produce to flow of articulation sound system to convey the will, needs and desires to others. From those statements above, the researcher can conclude that speaking is the most difficult part in learning a foreign language because it involves the manifestation both the phonological system and the grammatical system of the language.

In order for the learning process in accordance with the expected goals, appropriate teaching methods or strategies are needed, in accordance with capacity of the students. In general, strategy can be interpreted as an effort made by a person or organization to arrive at the goal. In Big Indonesian Dictionary, strategy is a careful plan of activities to achieve specific (desired) goals. According to Hamdani (2011) explain that the strategy can be interpreted as an arrangement, approach, or rules to achieve a goal by using energy, time, and ease optimally. The teaching and learning strategy consists of all components of instructional materials and procedures that were be used to assist students in achieving spesific teaching objectives.

Point-counterpoint strategy is a learning strategy that involves learners to argue in discussing a problemseen from different points of view. The skill of argument is the ability to express opinion with the intention to influence the attitude and opinion of the other person to believe and finally act in accordance with what the speaker wants.

Point-counterpoint is a strategy suitably applied in teaching English, especially to improve the ability of speaking. Silberman (2009) argue point-counterpoint is a great technique to stimulatediscussion and again a deeper understanding of complex issues. The format is similar to a debate but less formal and runs faster. According to Suprijono (2010) describes that the method of learning point-counterpoint is used to encourage learners to think in various perspectives. If this learning method developed, then that must be considered is the learning materials. From the above theoritical explanation can be concluded that the strategy of learning Point-Counterpoint is an approach in learning by way of discussion that has similarities with the depat of opinion, only the learning strategy Point- Counterpoint learning atmosphere tends to be more free and not to formal. Thus it is possible for students to have the discretion to express or express opinions in the discussion process. Therefore, the researcher considers that Point – Counterpoint strategy can help the students to impove speaking ability, because this strategy is very good to involve the students in discussing complex issues in depth.

Basically point counterpoint learning strategy can be used on each subject, because this strategy is a strategy that stimulates student motivation in learning. Teaching strategy Point-Counterpoint is extremely affective for teaching simple language at lower level. Practic is useful to motivate the students and increase their interest speak English further so students can understand what other people say and can speak with other people in other word and they are able to produce the language.

The researcher finds out that most of students at SMP Nasrani 2 Medan are not able to speak English because they difficult to study in speaking. There are some problems faced by students in learning speaking especially at schools, they are : first, the students are not able to arrange the word to be utterance in a short conversation. It is because English is not their mother tongue. Their seldom use English in their daily activities. Second, the students are not able to understand the sentences because they are lack of vocabulary. It means when they are going to make the sentences, they must have a lot of vocabulary, but the main point is they are not able to arrange the words to be a sentence. They are not able to make a simple sentence to express their opinions. So it can add new vocabulary in their mind. Third, the students are not able to make a sentences depending on the different situations.

The Students' Score

NO	Students Identity	KKM	Score
1	Abram	65	40
2	Adelya P. Zalukhu	65	40
3	Aris Nanda	65	40
4	Bongli	65	30
5	David Gowasa	65	30
6	Erika Putri Simamora	65	50
7	Febriyani Manik	65	40
8	Jesen Handoko Pasaribu	65	20
9	Kevin andreas	65	0
10	Lichu Nuraisah Peniy	65	20
11	Michael Tampubolon	65	30

12	Pance	65	30
13	Putri Inggriani	65	20
14	Rachel Agustin Aritonang	65	30
	TOTAL		$\sum = 420$
	MEAN		X = 30

The students' mean score

In the test, the total score of students was 420 and the numberof the students took the test were 14, so the mean of students' score will :

X $\quad = \sum x/N$

$\quad\quad = 420/14$

$\quad\quad = 30$

Note : X $\quad$ = Mean

$\quad\quad \sum x$ = all total students' score

$\quad\quad$ N $\quad$ = The number of students

So the analysis their capability on understanding a text mostly still lack of speaking.based on the result of analysis that the total score of the students was 30,the researcher will raise the thesis with the title is " the effect of point-counterpoint on students speaking ability"

1.2 The Problem of Study

In reference with the background of research, the problem is stated in the form of question as follows :

"Does the use of *Point- Counterpoint* strategy affect speaking ability in conversation of the students at SMP NASRANI 2 MEDAN significantly"

1.3 The Objective of Study

The objectives of the research are as follows :

To find out the effect of *Point-Counterpoint* strategy on the students' speaking ability in conversation.

1.4 The Scope of Study

In this study, the researcher limits her research on "the implementation of Point-Counterpoint strategy and the researcher focuses on speaking ability in conversation into several point first, researcher limit reserarch based on speaking ,where speaking has several branches that is (1) fluency, (2) Pronouncation, (3) Intonation , (4) Vocabulary.

But the researcher only focus in (1) Intonation. In intonation that is has some point (1) rising intonation , (2) falling intonation.

Point - Counterpoint is a teaching strategy

Point-counterpoint strategy is a learning strategy that involves learners to argue in discussing a problemseen from different points of view. The skill of argument is the ability to express opinion with the intention to influence the attitude and opinion of the other person to believe and finally act in accordance with what the speaker wants.

In teaching and learning process, teacher should have the interest strategy. An interest strategy of teaching is needed in teaching and learning process in order that the goals in the curriculum will be achieved. The teacher should be creative to manage the strategy. Good strategy will make teaching and learning process running well. Good strategy should be improved by good teacher. He is not only improve students' ability but also effective and efficient.The researcher considers that Point-Counterpoint strategy can help the students to improve speaking ability, because this strategy is very good to involve the students in discussing complex issues in depth.

This srategy encourages students to interpret a story. This strategy has three parts, namely : first the initial response to the discussion story. Second is the response to the theme and interpretation of the class. And the last is the development section of the topic. Students can work together by describing their own interpretations, in which students are also encouraged to compare their ideas with others, reflect students and assess their own interpretations with others. Students are challenged to interpret a work of their own and not depend on the teacher.the researcher conclude that Point-Counterpoint can help students uderstand the use of grammatical structure in speaking, because this strategy involves students to interact directly in the conversation.

1.5 The Significance of Study

This study is hopefully has theoritical and practical significances.Theoritical signifance is that this research proves the strength of the *Point-Counterpoint* strategy in teaching speaking.

Theoritically :

This research finding is also expected to provide the positive constributions related to the process of teaching and learning English, especially in term of students' speaking ability on

conversation text by using Point- Counterpoint strategy at the second year students at SMP NASRANI 2 MEDAN.To fulfill one of the requirements to finish the researcher ' study in English Department, Faculty of Teacher Training and Education at University of HKBP Nommensen Medan.This research finding is also expected to develop the theories on teaching learning English as foreign language language and for those who are concerned with the current issue on learning and teaching language.

Practically :

It will be a very inveresting strategy in the learning process and the students are be able to produce a narrative text with the *Point-Counterpoint* strategy.Teacher will be more expressive, self confident when teaching English particenly speaking.This result empirically can be used as information to improve students' speaking competence with the implementation of the *Point-Conterpoint* strategy.The result of this reserach can be a reference for reserachers related to teaching English particularly teaching speaking.

1.6 Hypothesis

A research must have a hypothesis. A hypothesis is a tentative answer to research question. The hypothesis functions to control the researcher in collecting data, so that the research get the truth. Hypothesis is a basic assumption or temporary answer which need the proof through the research and to get to knowhow deep the truth. The hypothesis is important in guiding research to solve the problem of her research. The hypothesis must connect independent variable and dependent variable to showing the relationship.This research has these hypothesis :

Ho   = Point-Counterpoint doesn't have any significant effect on the students's speaking ability.

Ha =Point- counterpoint has significant effect on the students's speaking ability.

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CHAPTER II

REVIEW OF LITERATURE

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2.1 Theoritical Framework

The basic concepts of this study require theories and ideas to explain the relationship between the terms used in this study. Therefore, the theories and ideas in this study should be explained theoritically to clarify the term itself in order to avoid ambiguity and misunderstanding.

2.2 Speaking

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of test takers listening skill. Teaching speech by practicing directly the grammatical structure and then using it in conversation (Brown, 2003). Speaking is an interaction process between speaker and

listener.From those statements above, the researcher can that explain speaking is an activity involving two or more people in which the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed.

 In the speaking there is a process of communication, which convey the message from the speaker to listener (German, 2017). From those statements above, the researcher can that explain speaking is an activity involving two or more people in which the participants are both the speakers convey new, or message to someone.

According to Brown (2004) stated that speaking is a productive skill that can be directly and empirically observed, thoseobservations are invariably colored by the accuracy and effectiveness of a test takers listening skill, which necessarily compromises the reliability and validity of an oral production test.

From those statements above, the researcher can that explain speaking is an activity involving two or more people, can be observed and observation place that and production how to vocabulary of them, and someone can be skill listener to about the conversation them.

Speaking achievement is the ability to express, to produce and to receive the language from other people. The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language.

From those experts above, the writer can conclude that speaking is an ability to express ideas, feeling, and emotions to other person, and skill of transferring the idea to others in spoken language, in concerns with the use of language in daily activity in which people need to communicate with others to fulfill the need of socialization.

2.2.1 Elements of Speaking

As proverb says ' practice makes perfect'. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English we have to know some important element. The element is what aspect influencing how well people speak English. According to Harmer (2003) there are some necessary elements of spoken production a language :

1) Language features

a. Connected Speech :

In connected speech student in activities designed especially to improve their connected speech.

b. Expensive Devices :

The use of these contributes to ability to convert meaning. Students should be able to deploy at least some of such suprasegmental featuresand devices in the same way if they are to be fully effective communicators.

c. Lexis and Grammar :

Students are involved in specific speaking context with certain usefulphrase which students can produce at various stages of interaction.

d. Negotiation language :

Effective speaking benefits from the negotiation language we use to seek clarification and to show the structure of what we are saying.

2) Mental/ Social Processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necesssitates

a). Negotiation Language :

Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

b). Interacting with others

Effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

c). (On the spot) information processing :

Quite apart from our response to other's feelings, participants also need to be able to process the information they tell us the moment we get it.

There will be a desire to communicate on the part of the studentsand they will also have a communicative purpose. Where the students are involved in a drill or in repetition. They will be motivated the need to reach the objective of accuracy. The emphasis is on the form of the language. A teacher should be in creating procedures of teaching in order that the objective is reached.

2.2.2   Speaking Ability

Speaking ability is an important aspect and beneficial skill in learning language, it is a part of the goal or skill in learning English in the curriculum besides, writing, reading, and listening. According to Oxford Advanced Learner's (2000) Dictionary " speaking ability is skill or power to express ideas, opinion, or message, orrally". It's not only to apply grammatically

correct sentence, but also to know when and where to use these sentences and to whom. The ability to communicate is related to the rules of language use and rules of grammar. Speaking ability is an important aspect and beneficial skill in learning language. Through speaking people convey what they mean by arranging a set of words with contain a subject talked about and the situation. It's a skill in English curriculum besides writing, reading, and listening, contain a subject talked about and the situation.

The researcher can conclude that someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronouncation, and word-formation, and to aplly them properly in communication.

2.2.3   Types of Speaking

When people speak, they do not only think about the use of right sounds or patterns but also the choice of words in order to communicate with other persons so they can convey the right meaning. There are five basic types of speaking (Brown,2004), namely :

1. Imitative

This type of speaking is frequently employed in assessment context it is possibly a sentence.

2. Intensive

This second type of speaking is frequently employed in assesment context is in the production of short stretchesbof oral language to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships.

3. Responsive

   This type includes interaction and test comprehension but at somewhat limited level of very short conversations, standard greeting and small talk, simple request and comments and the like. The stimulus is usually a spoken prompt in order to preserve authenticity.

4. Interactive

   Interaction can tahe the two forms of transactional language, which has a purpose of transactional language, this has a purpose of exchanging spesific information, or interpersonal exchanges, and the purpose of maintaining social relationships.

5. Extensive

   Extensive oral production tasks include speechs, oral presentations, and story telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out all together.

   From the statement above, the researcher can conclude that there are some types of classroom speaking performance can be used by the students. The first is imitative. In this performance, the students just imitate how to say in correct intonation not meaningful interaction. The second is intensive. The students practice some phonological/ grammatical aspect of language. The third is responsive. The student should have question or command for their teacher. The fourth is transactional. In this activity, the students will try to speak to get the porpuse of getting information. The fifth is interpersonal. The students will get the purpose of maintaining social relationship to get the fact and information. The last is extenxive. The students will try to perform oral monologues such a report, summary or short speak.

A teacher should know that speaking is not only about the use of the right sounds but also the choice of words so that someone can communicate with others. The stage of students' performance also becomes part of consideration to design English teaching activities. The goals of our teaching will influence the activities in the class.speaking has several branches that is (1) fluency, (2) Pronouncation, (3) Intonation , (4) Vocabulary. But in this study the researcher just focus in : (1) Pronouncation and (2) Intonation. In has some kind that is (1) word classes, (2) word families , (3) word formation, (4) multi words units , (5) collocation and (6) homonyms, (Thornbury 2002:3-12).In intonation that is has some point (1) rising intonation , (2) falling intonation.

2.3 Teaching Strategy

Defenition of teaching strategy, According to Dick and Carey (2005) explain learning strategies are the components of a set of materials including activities before learning, and the participation of learners which is the learning procedure used by the next activity. In addition Hardini and Puspitasari (2012) state that strategy can be defined as activities to achieve something.

From the statement of the experts above, the researcher can conclude that the strategy is the selection of the type or procedure of delivering learning materials to achieve the teaching objectives. According to Hamdani (2011) explain the teaching rules should be set to form a strategy. The best rule depends on the circumstances in which it applies. Clearly, a teaching rule does not guarantee the achievement of teaching objectives, but more important is the interaction of that rule with other rules. So, the rule of teaching strategies is more important when teachers teach different students in terms of abilities, achievements, trends, and interests. This is because teachers have to think about teaching startegies that meet the needs of all students. Here, teachers

not only have to master teaching rules, but more important is to integrate and construct those rules to form the most memorable teaching strategies in their teaching.

2.3.1 The Kinds of Learning Strategies

Learning strategy itself is divided into several kinds and types. According Sanjaya (2007), there are several kinds of learning strategies that must be done by a teacher, the following types of learning strategies :

1. Expository Learning Strategy (SPE)

2. Inquiry Learning Strategy (SPI)

3. Problem Based Learning Strategy (SPBM)

4. Learning Strategies for Improving Thinking Skills (SPPKB)

5. Cooperative Learning Strategy (SPK)

6. Contextual Learning Strategy (CTL)

7. Affective Learning Strategy (SPA)

2.3.2   Point- Counterpoint is a teaching strategy

Learning Strategies In general, strategies have an understanding of an outline of the direction to act in an effort to achieve a predetermined goal.

The Djamarah,Bahri(2010), generally explained that learning strategies can be interpreted as each selected activity, namely those that can provide facilities or assistance to students towards achieving certain learning goals.

According to Gerlach and ely, and Kasmadi Dkk(2014), explained that learning strategies are ways chosen to convey learning methods in a particular learning environment.According to Dick and Carey&dkk,(2014), Learning strategies are all components

of learning materials and learning procedures or stages of activities that teachers use in an effort to help students achieve learning goals.

Noting some understanding of learning strategies above, it can be concluded that learning strategies are ways that will be selected and used by a teacher to deliver learning material so that it will be easier for students to receive and understand learning material, which at the end learning objectives can be mastered at the end of learning activities.

In teaching and learning process, teacher should have the interest strategy. An interest strategy of teaching is needed in teaching and learning process in order that the goals in the curriculum will be achieved. The teacher should be creative to manage the strategy. Good strategy will make teaching and learning process running well. Good strategy should be improved by good teacher. He is not only improve students' ability but also effective and efficient. Silberman(2006), said that this strategy is an activity with great techniques to stimulate discussion and gain a deeper understanding of various issues of the format complex similar to a debate but less formal and running faster. The same thing was stated by Hisyam Zaini et al(2007), That Counterpoint Point Learning strategy is a mentor in learning that is very well used to involve students in discussing group issues in depth.

From the theoretical explanation above, it can be concluded that Point Counterpoint learning strategy is an approach to learning by means of discussion that has similarities with quick opinions, except that in Point Counterpoint learning the atmosphere of learning tends to be freer and less formal.

According to Silberman (2009) Point-Counterpoint is an excellent technique to stimulate complex issues. The format is similar to a debate but is less formal and moves more quickly. Added more by according to Suprijono (2010) describes the method of learning Point-

Counterpoint is used to encourage learners to think in various perspectives. If this learning method developed, then that must be considered is the learning materials. So, the researcher considers that Point-Counterpoint strategy can help the students to improve speaking ability, because this strategy is very good to involve the students in discussing complex issues in depth.

This srategy encourages students to interpret a story. This strategy has three parts, namely : first the initial response to the discussion story. Second is the response to the theme and interpretation of the class. And the last is the development section of the topic. Students can work together by describing their own interpretations, in which students are also encouraged to compare their ideas with others, reflect students and assess their own interpretations with others. Students are challenged to interpret a work of their own and not depend on the teacher.

So, based on the above opinion, the researcher conclude that Point-Counterpoint can help students uderstand the use of grammatical structure in speaking, because this strategy involves students to interact directly in the conversation. According to Husein (2017) agues that the porpuse of applying this strategy is to rain students to find strong arguments in involving an actual problem in the community according to the position in the role.

2.3.3 The General Procedure of Point – Counterpoint strategy

Talking about teaching in general and teaching English in particular is not about considering the material to be given, but also students' mental condition.Why students should be encouraged to take part in the teaching-learning process.

There are some steps of this strategy by Suprijono (2010) :

The first   : Divide the students into groups. Arrange their position in such a way that they are face to face. Allow each group to formulate arguments according to the perspectives it develops.

The second   : After each group is duscussing internally, then they start arguing.

Once a learner from a group has argue in his group's developed view, ask for responses, argument or correction from other groups on the same issue. Continue this process until the time allowed.

The third   : At the end of the lesson make an evaluation so that learners can find answers as the meeting point of the arguments they have raised.

In this study, researchers conducting steps for the implementation of Point-Counterpoint strategies in school are as follows :

a. The teacher divides the students into three or five groups

b. The teacher give the text material to the students by mentioning the title of the Narrative Text (Legend)

c. The teacher ask for topic related to what the students already know

d. The teacher ask the students to discuss what they already know in the Narrative Text

e. The teacher asks the students to talk about what they have discussed

f. Students collide opinions between groups by raising their hands

g. The teacher points to the hand- picked students first

h. The student who has pointed his hand then expresses what he knows about the text

i. At the end of the discussion, the teacher asks the students to draw conclusions about what they get or know about the Narrative Text.

Based on the answer to these questions, the teacher may award the points specified or may ask students to make revisions or additions.

2.4 Teaching Speaking

Since English is a compulsory subject in Junior High School in Indonesia, the learners have the same need. The need is passing the examinations to move to the text level and graduate from the school, and the general requirements is the students are able to speak and hold conversations. From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation.

There are seven principles for designing speaking technique by Brown (2001) :

1) Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message- based on interaction, meaning, and fluency.

2) Provide intrinsically motivating techniques.

3) Encourage the use of authentic language in meaningful contexts.

4) Provide appropriate feedback and correction.

5) Capatalize on the natural link between speaking and listening.

6) Give students opportunities to initiate oral communication

7) Encourage the development of speaking strategies.

Then, there are some important points that will be consider in teaching speaking to young learners (Brown 2001). The first thing to be considere is who the learners is and why they are the clear objective is the next. At the end of the lesson, students at least are able to do something using oral english. The second is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other

language items, are expect to be applying by students in daily life. Interaction teacher's role in the speaking lesson is creating activities in which the students can practice orally and apply what they have learn. In other words, this is the turn of the students to practice communication.

In teaching language there is four skills: listening, reading, writing, speaking. Many people feel that speaking in a new language is harder than reading, writing or listening for two reasons (Bailey, 2004). First, unlike reading or writing for you to speak right, then the second, when you speak, you can not edit and revise what you wish to say, as you can if you are writing. In language teaching, the four skills are 'describe in terms of their direction.' Teacing speaking is sometimes considered a simple process. Commercial language school around the world hire people with no training to teach konversatin. Although speaking is totally natural, speaking and language other than our own is anything is totally natural, speaking in laguage other than our own is anything but simple.

2.5 Conversation

Conversation is interactive communicaion between two or more people, and the informal exchange of the idea from the person to another person. Conversation follow rules of etiquette because conversations are social interacions, and therefore depend on social convention.

Conversation is generally face-to-face, person- to-personat the same time(synchronous)-possibly online with video applications such as skype, but might also include audio-only phone calls. Face-to-face conversation is increasingly deemed less important when people have already seen all the relevant news about the other person they have already shared online.

Kinds of the Conversation

1. Structural Conversation

   Is a type of conversation in english, but according to grammar. So thatgrammar is an element that becomes very important in a conversation.

2. Functional Conversation

   It is type of conversation in english,where it aims to shape a person's ability to function a language in accordance with the situation or place.

3. Situational Conversation

   In situational conversations, we use a language according to the situation, students can recognize special function in communication based on the situation.

2.6 Conceptual Framework

The porpuse of teaching speaking is to enable the students to speak and to interpret the message that exist in the communication process. To be a good speaker of English is not easy for the students whose mother tongue is not English. They find it difficult to understand because English has its own systems, are differents to their mother tongue. They also have to have to practice a lot and frequently. These opportunities show be provide by the teachers many competition by applying a suitable strategy, point-counterpoint strategy is a strategy which enables the students to practice speaking and listening a lot, with the significant opportunities, the students hopefully will be able to speak fluently.

figure 2.6 conceptual framework
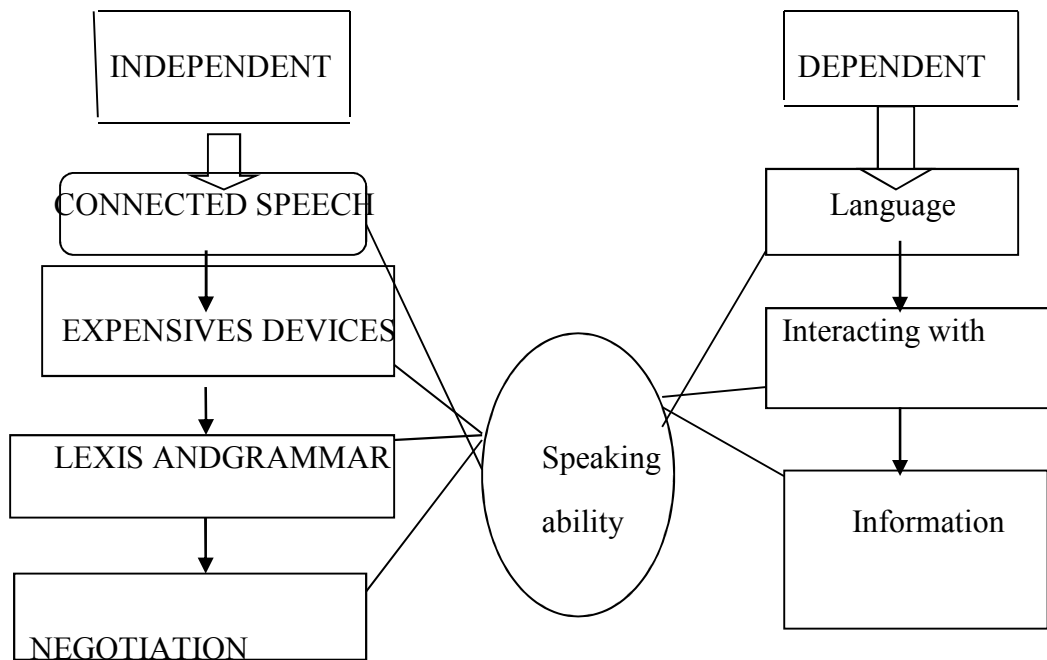
So, from the above chart it can be concluded that there are two variables from this research. The first is about a strategy that refers to a teacher's strategy in teaching speaking, and that is as an independent variable. The second is the ability of students in speaking as a dependent variable.

2.7 Previous Relevant Studies

According to Alfina (2013) there is significant different of students's reading comprehension after being thaught by using Point- Counterpoint strategy for experimental class and Conventional Strategy for control class of the second year studets at SMA N 3 Siak Regency.

According to Nur'aini (2014) by the results of classroom action research that has been implemented in two cycles in SD Negeri Ngebung 1 Kalijambe Sragen with using point-counterpoint learning strategies in learning Indonesian Class Student can be summarized as follows.

Point – counterpoint strategy can improve skills in the learning process of Indonesian language in grade 5 students of SD Negeri Ngebung 1 Kalijambe Sragen tahun 2013/2014. It is characterized by average skill average pronounce students on the Indonesian language practice. Start from the initial conditions (pre cycles) until the second cycle of the average value of student productivity increased.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The design of this study used quantitative design research. It was quantitative design research because quantitative is the data that from of number using statistic data. According to Ary, (2010) argues quantitative research a ginnery employing operational defenitions to generate numeric data to answer predator mined hypothesis or questions. There are two variables that be observ in this study. They are independent and dependent variables.

The researcher apply the quasi experiment approach. Two groups would be devided to be experiment group and control group. The researcher included two variables, the first variable applied the Point- counterpoint strategy and the second variable applied Oral Test. The non randomized control group,pretest-post test design was one of the most widely used quasi-experimental designs in educational research. The design is as follow :

Tabel 3.1 : nonrandomized Control Group, pretest – post test

Subject	Pre- test	Treatment	Post-test
Experimental	Y1	Point- Counterpoint Strategy	Y2
Control	Y1	Oral test	Y2

Because both of experiment group and control group take some pre-test and post-test, and the study did at the same time. The experiment group just learn english and apply the point-counterpoint strategy and the control group is learn by Oral test.

3.2 Population and Sample

Population of the research were students of the Night grade of SMP NASRANI 2 MEDAN. There were 40 students of this research who sit two classes namely X-A (20 students) and X-B (20 students).Sugiyono (2017) states that the population is territory generalization consisting of

objects / subjects that have quantities and certain characteristics set by the researcher to be studied and then drawn his conclusions.

The samples part of the number and characteristics possessed by the population (Sugiyono, 2017). When the population is large, and researchers were unlikely to learn all that exist in the population, for example due to limited funds, personel and time, then the researcher can use samples taken from that population. Sample is a part of population. According to Ary (2010) states Sample is a group selected from population for observation in a study. The researcher used purposive sampling for it. In this research, become sample are all the students of grade eight. The researcher chooses class as the object of his research because the limited of students at the school.

3.3 Place of the Study

This study would be conducted at SMP NASRANI 2 MEDAN, Jl. Pendidikan No. 88 Tegal Rejo, Medan. The reason why school it is choose because when the researcher did theobservation. They get difficulty to express their idea in English. They were reluctant to express or copmmunicate in English. They have rarely practicing speaking. They were not motivated to practice speaking.

3.4 The Instrument of Collecting Data

In this study, the researcher would use the Oral Test. Oral test was given to the students to know their pronouncation, grammar, vocabulary, fluency and intonation in english. The researcher would asked the students to have a short text and then researcher would take a tape recorder to record the student voice when they werepracticing in front of the class. The material of the test

was taken from English book for Junior High School Grade X A/B, in which the students wereasked to speak about Narrative Text.

$$S = \frac{R}{N}$$

Where :

S : Score of the test

R : Number of correct answer

N : Number of question

3.5 The Procedure of Research

In this research, there werethree procedure which would be carried out to collected the data. They wererepresentative as following :

1.Pre- test

Pre- test wasgiven to both groups (the experimental group and control group). Before the groupswere taught the topic with Direct Method and Point- Counterpoint Strategy.

2.Treatment

The treatment wasgiven after Pre-test is conducted to the experimental group. The research taught Point- Counterpoint strategy, while control group are not thought with Point-Counterpoint strategy, they were taught by using Oral Test. The researcher would take the data four meeting.

3.Post-test

After having the treatment, the experimental group and control group would given post-test to know their progress and ability. The post-test would given in order to find out the differences score of both experimental and control group before and after treatment.

In scoring the test, the assessors gave assessments, pronouncations, vocabulary, accuracy, grammar and intonation of the students. According to the foreign services. Institute (FSI) Analytic Rating Scale in Scoring the test in Sullivan (2008), the writer will use score ranging from 0-100 by counting the correct answer and applying.

Table 3.5Speaking Assignment score

Assessment	Criteria	Score
Fluency	Excellent to very good	30-27
	Good to average	26-22
	Fair to poor	21-17
	Very poor	16-13
Accuracy	Excellent to very good	20-18
	Good to average	17-14
	Fair to poor	13-10
	Very poor	9-7

Vocabulary	Excellent to very good	20-18
	Good to average	17-14
	Fair to poor	13-10
	Very poor	9-7
Intonation	Excellent to very good	25-22
	Good to average	21-18
	Fair to poor	17-11
	Very poor	10-5
Pronouncation	Excellent to very good	5
	Good to average	4
	Fair to poor	3
	Very poor	2
TOTAL SCORE		**100**
Note :		

a.Excellent to Very Good :

Knowledgeable, substantive development of thesis, relevant to assign topic

b. Good To Average :

Some knowledge of subject, eduquate range, limited, development of the topic sentence, mostly

relevant to topic, but lack of detail

c. Fair to Poor :

Limited knowledge of subject, little substance, inadequate development of the topic.

d. Very Poor :

Donot show knowledge of subject, on substantive, not pertinent, or not enough to evaluate

3.6 Validity and Reliability of the Test

3.6.1 Validity of the Test

According to Sugiyono (2017) argues a valid instrument must have internal validity and external. The instrument has internal validity, if the existing criteria in the instrument for the rational (theoritical), has to reflect what is measured. Therefore, the criteria is there in the instrument that. The instrumenthas external validity when the criteria in the instrument was compiled based on facts the empirical facts that have been there.

Content validity refres to the extent to which the instrument represents the content of interest. Assessing validity of score-based interpretation is important to the researcher because most instruments use in educational and psychological construct. Recall that construct such as intelligence, creativity, anxienty, critical thinking, motivation, and attitudes represent abstract variables derived from theory or observation.

Arikunto (2010:168) state the validity is a measurement with shows the level of the instruments validity. An instrument can be said valid if it can measure what is suppose to be measuring. There are four types of validity, namely, content validity, construct validity, concurrent validity and . this research will conduct with content validity. Content validity considers whether a test will the necessary and appropriate content to measure what is suppose. So in this case the validity of the test is to know whether the test really measures the students' speaking skill or not.

Table 3.3 The Table of the Test Specification

	Test Item (5)					Kinds of the Test	Score
Falling Intonation	Declarative statements	Wh-question	exlamations	Imperatives	Question taqs when you expect "yes"	Oral	50
Rising Intonation	Yes/No question	Taq questions	Statements to encourage the listener	Yes/No question in statement from	Incomplete sentences	Oral	50
Total							100

According to Arikunto (2012) than after being calculated, the result was indicated as a follow:

Table 3.8 : validity

$r \times y$	Validity Spesification
0,80- 1,00	Very high
0,60- 0,80	High
0,40-0,60	Enough

0,20-0,40	Low
0,00-0,20	Very low

3.6.2 Reliability

Reliability is concernd with the effect of such random errors measurement on the consistency. According to Arikunto (2013: 221) the realibility of a measuring instrument is the degree of consistency with which it measures whatever is measuring. This quality is essential in any kind of measurement. Based of Punch (2009:244), realibility refers to consistency. Consistency is divided into consistency overtime and internal consistency. He further described that consistency over time means stability of measurement over time, while internal consistency refers to whether or not the items are consistent with each other or all working in the same direction. The values of realibility cofficients can take on values of 0 to 0.99 which described below.

Sperman – Brown formula is use to find the reliability of the test. The formula is state as follows :

In order to find out whether the test reliable or not, the researcher used the formula of Kuder Richardson (KR_{21}) in Arikunto (2010 : 233-240) as following :

$$R_{11} = \left(\frac{n}{n-1}\right)\left(1 - \frac{M(n-M)}{n\,S^2 t}\right)$$

Where :
R : Reliability of Instrument.
n : The number of items in the test.
M : The mean of the test score.
T : Total of variance
S : Standard deviation of the test score.

(Arikunto,2010) that reliability of the test categorized as the following :

R×y	Reliability
0.00-0.20	the reability is very low
0.21-0.40	the reability is low
0.41-0.70	the reability is fair
0.71-0.90	the reability is high
0.91-1.00	the reability is very high

3.7 The Technique Data of Analysis

After giving the pre-test and post-test result, the researcher correcting the result by using 5 components of evaluating. The pre-test score from experimental and control group are compare with the post-test scores from experimental group and control group. After compare the pre-test and post-test scores from both of thegroups, the researcher use the formula of t-test to test the hypothesis. Before calculate the t-test, the first step is calculate mean formula as follow :

$$X = \frac{\Sigma x}{N}$$

Where :

X = the mean of the students

Σx = the total score

N = The number of students

T- test formula as follows :

$$\frac{M_X - M_Y}{\sqrt{\left[\frac{dx^2 + dy^2}{(\sum DX^2 + \sum DY^2)}\right]\left[\frac{1}{N_X} + \frac{1}{N_Y}\right]}}$$

Where :

Mx = the mean of experimental group

My = the mean of control group

$\sum DX^2$ = the standart deviation of experimental group

$\sum DY^2$ = the standart deviation of control group

Nx   = total sample of experimental group

Ny   = total sample of control group