

THE EFFECT OF POINT-COUNTERPOINT STRATEGY ON STUDENTS 'ABILITY IN SPEAKING SKILL AT THE EIGHTH GRADE OF UPTD SMP NEGERI 1 GUNUNGSITOLI IN 2022/2023.

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ABSTRACT

The purpose of this study was to determine whether or not the Point-Counterpoint strategy has a substantial impact or effect on students' speaking skills. The study used quantitative research, particularly in Quasi-Experimental Design. The research's target population was 287 students in eighth grade at UPTD SMP Negeri 1 Gunungsitoli. This research using the cluster sampling technique, the study collected a sample of 64 students. The research using the directed response task as the instrument to gather the data. My research uses sound recordings, cellphones, and documentation as its tools. The validity of the test was established by three validators and it was declared to be valid. To determine the samples' normality and homogeneity, the researcher implement the pre-test and post-test. After the researcher executing the study, the researcher examined the data, with the following findings , (1) the mean score pre-test for experimental class based on their ability was 66,41 and whereas the control class was 61.10. (2) The mean score post –test for experimental class was 87,22 and control class was 70.00. (3) the researcher discovered that t_{count} was 12.127 and t_{table} was 1.659 as a consequence of testing the hypothesis. Since $t_{count}(12.127) > t_{table}(1.659)$, it can be concluded that H_a is accepted. (4) The Point-Counterpoint Strategy has a major impact or effect on students' speaking particularly in expressing asking and giving opinion at the eighth grade of UPTD SMP Negeri 1 Gunungsitoli in 2022/2023. In addition, the researcher offers several suggestion : (1) when teaching speaking, especially for asking and giving opinion, the English Teacher should apply or adopt the Point-Counterpoint Strategy . (2) The English Teacher should be able to lead the students in practicing speaking orally by using expression, dialog, and enhancing the students' vocabulary. The researcher suggests that the next researcher apply the point-counterpoint strategy while examining the other language competency.

Key Words :Speaking Skill; Point-Counterpoint Strategy

INTRODUCTION

Speaking is an ability to orally express something about opinions, thoughts, information to other people. Generally speaking is first important skill that it must to be master, and the most important between the four of the skill in English. Beside that speaking is a common technique to interact with others in daily life. According to Cameron (2001:24), speaking is defined as having the capacity to communicate thoughts, feelings, or opinions using words and articulation. Based on the definition above, it can be seen that speaking is activity, ability, or the process to express something about information ,opinion, and the way of communicating to the other

people in daily activity. The process of speaking needs to be conveyed to the speakers, to let them get a clear view about the speaking process itself. To make the process flawlessly, a teacher should consider which approach, method, strategy and a method that can be used in the classroom to teach speaking based on the need of the class. Some purpose of teaching English we know are in order the students can speak in English, able to convey idea or opinion, and understand the spoken language. As stated in Competence Standard in Syllabus in UPTD SMP Negeri 1 Gunungsitoli. In reality, the students cannot achieve the purpose above. Based on the researchers' observation, conducting the teaching learning process at class, students have many problem when they are speaking English. The students still lack of vocabulary, mastering of grammar, pronunciation, fluency, and lack of encouragement in speaking.

Based on condition above, the researcher wants to find the solution to solve the problem by implementing a speaking instruction technique, in order students can make themselves brave to speak and have the habit to speak in English, called Point Counterpoint Strategy. According to Sejnost(2010 :69) states" point-counterpoint strategy is instead of relying on traditional explanations or the view point of the teacher, point-counterpoint strategy encourages the students to create their own interpretations of stories.

Finally, the researcher believe that using Point -Counterpoint method can help the students to communicate something, can speak English , can try the students' skill of English, since this strategy engages the students to participate in the classroom. Furthermore, the researcher consider to conduct the research with the purpose to add our knowledge that point-counterpoint Strategy have the impact for speaking skill of students.

Materials and Method

a. Definition of speaking

Speaking is when someone wants to communicate with another individual. Now, it is part of our daily activities. It now forms a part of our daily routine. When someone communicates and uses language to convey thoughts, feelings, and ideas. Additionally, communicate with one another to exchange information. Speaking according to Hornby

that when we talk about something, mention something, engage in verbal communication with someone, say something, or express ourselves in a particular language. .

b. Basic of speaking

Basic of speaking are imitative, intensive, extensive, responsive, and interactive.

c. Elements of speaking

Pronunciation , grammar, fluency, and vocabulary are all speaking elements.

d. The Functions of Speaking

As interaction, an exchange, or performance.

e. Assessing Speaking Ability

Arthur Hughes explain how to classify and assess speaking ability (1989: 111).

Table 1. Scoring Categories of Accent

SCORE	INDICATORS
6	Native pronunciation, no indication of a “foreign accent”.
5	No glaring pronunciations errors but not enough to be regarded as a native speaker
4	There are occasional pronunciation problems and “foreign accent” but they don’t interfere with understanding
3	“Foreign accent” calls for attentive attention, and pronouncing words incorrectly might result in misunderstanding
2	Understanding is challenging and needs many repetition due to frequent severe blunders and a very apparent accent.
1	It might be challenging to comprehend pronunciation

Table 2. Oral Proficiency of Scoring Categories Grammar

SCORE	INDICATORS
6	There should only be two errors during the interview.
5	Few few mistakes, with no errors of any type
4	Occasional mistakes demonstrating erratic control of particular patterns but no flaws that lead to misunderstanding

3	Common mistakes highlight some troubling patterns that may be annoying and deceptive
2	Intermittent failures regularly obstruct communication and reflect the controllability of many important models.
1	Nearly all of the phrases and grammar are improper

Table 3. Oral Proficiency of Scoring Categories Vocabulary

SCORE	INDICATORS
6	Vocabulary sounds accurate and complete like that of an educated native speaker
5	Extensive and precise professional vocabulary, enough general vocabulary to deal with complex real-world problems and diverse social situations.
4	Full specialist vocabulary for discussing special concerns, general vocabulary makes it possible to discuss any non-technical topic with someone roundabouts
3	Word choice is sometimes imprecise, and vocabulary limitations prevent discussion of some common professional and social topics..
2	Vocabulary limited to basic personal and survival areas (weather, food, transport, family, etc.).
1	Not enough vocabulary, even for the simple conversation

Table 4. Oral Proficiency of Scoring Categories Fluency

SCORE	INDICATORS
6	Speeches on all business and general topics with ease and ease like a native
5	Speech is fluent and easy, but clearly unlike native speakers in speech and regularity
4	Speech is sometimes hesitant, there are some unusual errors due to rephrasing and fumbling for words

3	Speech is often hesitant and jerky, judgment may not be carried out
2	Speaks very slowly and irregularly, except in short or casual sentences
1	Speech is so choppy and fragmentary that it almost impossible to converse

Table 5.. Oral Proficiency of Scoring Comprehension

SCORE	INDICATORS
6	Includes everything one would expect from a highly educated native speaker, both in formal and colloquial terms.
5	Understands everything in normal, educated conversation, except for very familiar or low-frequency stories, or unusually fast or blurry speech
4	Fairly good understanding of common speech when engaged in dialogue, but occasionally needing repetition or rephrasing.
3	Understands carefully and somewhat simplified speech when engaging in dialogue, but much of it requires repetition or repetition
2	Can only understand slow, very simple speech on common travel and social topics
1	Understand too little for the simplest type of conversation

In giving score to the student's work, the weighting table on the next page is used.

Table 6 . Weighting Table

PROFICIENCY DESCRIPTION	1	2	3	4	5	6	(A)
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	
SUM							

f. Definition of Point-Counterpoint Strategy

The Point-Counterpoint technique according to Sejnost (2010:68) helps the students develop their own interpretation of stories rather than depend on conventional explanations or rely on the teacher's point of view. According to Husein (2017) asserts that the goal of using this technique is to see if students can come up with strong ideas on a real-world topic or problem in the context of their job. Based on aforementioned assertions, the researcher take the conclusion that Point-Counterpoint Strategy allowed the students to actively practice expressing their view points. The study's finding support the counter-point strategy claim that it may help students communicate more clearly since it's a great way to get them involved in a through discussion on challenging topics

g. Steps implement of Point-Counterpoint Strategy

1. The researcher ask students to select issues that have already researcher prepare
2. The researcher divide the students into subgroups
3. The researcher ask every group to sit together with in a U letter form .
4. The researcher ask each group gathering ideas.
5. The researcher asks each group to organize ideas.
6. The researcher asks each group to make and allow speaking notes.
7. The researcher starts conveying the opinion with inviting any group, who ready to present, each member of group support their opinion
8. The researcher asks the audience listen to every the students who convey the opinion
9. After every the students delivered opinion accordance with their view, the researcher allows a counter argument from other groups with to give feedback or rebuttal.
10. The researcher summarizes the activity by making a comparison of different opinions.

h. The meaning and steps of conventional method

Conventional method is that the teacher is the controller of the learning environment. Power and responsibility rest with the teacher and she or he acts as a guide. The steps of conventional method are:

1. The teacher introduces the material to the students
2. The teacher explains the material and gives the examples of the material to the students
3. The teacher asks the students to open the dictionary and look up for the keywords
4. The teacher suggest to the students to do the following exercise

METHOD

When conducting the research, the researcher will use Quantitative Research Method especially on Quasi-Experimental design. When conducting the study, the researcher uses Quasi-Experimental by using Pre-test and post -test with a comparison group design. The researcher performed the processing for both classes. The group was divided into two groups as the research sample, one group was experimental group and the other group was control group. The researcher choose class VIII-B, and VIII-C as the research sample, each class has 32 students each class. As a research tool, the researcher uses test, cell phones, recorders, and documents to collect data. This goal is to find the best results on the student's speaking test

DISCUSSION

Based on the research, the researcher draws the results of assessing the value of students for the experimental class and control class. It can be seen in the table below:

Table 7. **The Result of Students' value For Experimental and Control Class**

EXPERIMENTAL CLASS		AVERAGE	CONTROL CLASS		AVERAGE
	Total Student's value			Total Of students' value	
Pre-Test	2.125	66,406	Pre-Test	1.955.	61,094
TREATMENT					
Post – Test	2.791	87,219	Post Test	2.240	70
Total of Students	32		Total of Students	32	

RESULT

Table 8. The Result of Examining Hypotheses

Examining Criteria of Hypotheses	t_{count}	t_{table}	Hypotheses	
			H_a	H_o
H_a is accepted if $t_{count} < t_{table}$ and the others H_o is unacceptable if $t_{count} \geq t_{table}$ (12.127 \geq 1.659)	12.127	1.659	Accepted	Rejected
Conclusion	There is a significant effect of Point-Counterpoint Strategy on Students' Ability in Speaking Skill at the Eighth Grade of UPTD SMP Negeri 1 Gunungsitoli in 2022/2023			

We can see the result below :

$$t = \frac{X_1 - X_2}{\frac{\sqrt{s_1^2 + s_2^2}}{n}}$$

$$t = \frac{87,219 - 70,000}{\frac{\sqrt{28,305 + 36,452}}{62}}$$

$$t = \frac{17,22}{\frac{\sqrt{64,757}}{32}}$$

$$t = \frac{17,22}{1,42}$$

$$t = 12,127$$

The research problem stated in the study has a clear effect of Point-Counterpoint Strategy on students ability to express themselves, especially how to ask and give opinions at the eighth grade of UPTD SMP Negeri 1 Gunungsitoli in 2022/2023? "and based on the result of hypotheses showing that $t_{count}(12.127) > t_{table}(11.659)$, it can be concluded that H_a is accepted. Thus, the general answer to the research problem is , " There is a significant impact of Point -Counterpoint strategy on students 'ability in speaking skill at the eighth grade of UPTD SMP Negeri 1 Gunungsitoli in 2022/2023.

Based on the conclusion, it can be seen that Point-Counterpoint Strategy can be used to teach oral expression or speaking, especially in teaching asking and expressing giving opinion at the eighth grade of Junior High School

CONCLUSIONS

From all the result, we can conclude that :

1. The average score of students in speaking by using Point-Counterpoint Strategy (Experimental Class) was 87.22 corresponds to a very good level, while the average score of students who taught verbal expression by the traditional Method (Control Class) was 70.00 which was also specific enough.

2. Based on the result of examining hypothesis, it gets $t_{count}=12.127$ while $t_{table}=1.659$. Because $t_{table}<t_{count}(1.659 <12.127)$, so H_a accepted and H_o was rejected. It can be concluded that the point-counterpoint strategy has a significant effect on the speaking ability at the eighth grade of UPTD SMP Negeri 1 Gunungsitoli in 2022/2023.
3. By having much knowledge about the practices of speaking, it will be very helpful for the students to speak well.

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