THE EFFECT OF POINT COUNTERPOINT STRATEGY ON STUDENTS' SPEAKING ABILITY

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By:

SYAH REZA ZEIN
1402050050

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2018

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Selasa, Tanggal 03 April 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama	:	Syah Reza Zein
NPM	:	1402050050
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Effect of Point Counterpoint Strategy on Students' Speaking Ability

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : ( ) Lulus Yudisium
( ) Lulus Bersyarat
( ) Memperbaiki Skripsi
( ) Tidak Lulus

PANITIA PELAKSANA

Ketua	Sekretaris
Dr. Elfrianto Nasution, S.Pd, M.Pd.	**Dra. Hj. Syamsuyurnita, M.Pd**

ANGGOTA PENGUJI:

1. Khairil, S.Pd, M.Hum 1. _____
2. Mandra Saragih, S.Pd, M.Hum 2. _____
3. Pirman Ginting, S.Pd., M.Hum 3. _____

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بسم الله الرحمن الرحيم

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Syah Reza Zein
N.P.M : 1402050050
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Point Counterpoint Strategy on Students' Speaking Ability

sudah layak disidangkan.

Medan, Maret 2018
Disetujui oleh:
Pembimbing

Pirman Ginting, S.Pd, M.Hum

Diketahui oleh:

Dekan

Dr. Elfrianto Nasution, S.Pd., M.Pd.

Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

SURAT PERNYATAAN

بسم الله الرحمن الرحيم

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Syah Reza Zein
N.P.M	:	1402050050
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Point-Counterpoint Strategy on Students Speaking Ability

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong ***Plagiat***.
3. ~~Apabila point~~ 1 ~~dan~~ 2 ~~di atas saya langgar maka saya bersedia~~ untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Januari 2018
Hormat saya
Yang membuat pernyataan,

Syah Reza Zein

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Syah Reza Zein
N.P.M : 1402050050
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Point Counterpoint Strategy on Students' Speaking Ability

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
12-03-2018	Data Analysis	
14-03-2018	Data Analysis	
19-03-2018	Data Analysis	
20-03-2018	Data Analysis is complete	

Medan, 20 Maret 2018

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum)

Dosen Pembimbing

(Pirman Ginting, S.Pd, M.Hum)

ABSTRACT

Syah Reza Zein. NPM. 1402050050. ‘’The Effect of Point Counterpoint Strategy on Student’s Speaking Ability’’; Skripsi: English Education Program of Faculty Teachers’ Training and Education. University of Muhammadiyah Sumatera Utara, Medan. 2018.

The objectives of this study is to find out the significant effects of applying Point Counterpoint Strategy on Student’s Speaking Ability. This research was an experimental research and the was conducted in SMP MUHAMMADIYAH 07 MEDAN, Eight Grade during 2017/2018 Academic Years. The population was 110 students and the sample were 60 students. Random sampling technique was applied to take the sample. Class VIII-4 was chosen by applying Point Counterpoint Strategy and Class VIII-3 by using Conventional method. The instrument in collecting the data was oral test: namely by asking the students to represent the information based on the topic that researcher given and asked them one by one while research listen to them. Helped by the teacher English, Then the scoreswere classified based on speaking creation, they were vocabulary, pronunciation, fluency, comprehension, and grammar. The findings indicated that t observe (6,07) was higher than t table (2,22). The result shows that the hypothesis that there was significant Effect of Applying Point Counterpoint Strategy on students’ Speaking ability in junior high school.

Keyword: Point Counter Point, Speaking Achievement.

ACKNOWLEDGEMENTS

Assalamu'alaikum Wr. Wb

Alhamdulillah.. Firstly, the researcher would like say thanks to Allah SWT most almighty and most gracious for the bless, health and happiness to her so that she was able to finish this research. Secondly, blessing and peace be upon to our prophet Muhammad SAW who had brought us from the darkness into brightness one in the world.

This research by title *"The Effect of Point Counterpoint Strategy On Students' Speaking Achievement"* is submited to english departement of the faculty of teacher training and education university of muhammadiyah sumatera utara as partial fulfillment of the requirements for the degree of sarjana pendidikan.

Especially, the researcher would like to present many thanks to my father Drs. Jainudin and my Mother Siti Aisyah who has given moral, loving care, support, advice, material help, prayer during, before and after her academic year in completing her study in UMSU. My Brother Zein Family who has given support and loving care.

Therefore, the researcher faced so many trobles and without much help them the following people, it was impossible for her to complete this research. Therefore, the researcher would like to thanks.

1. Dr. H. Agussani, M.AP as the rector of university of muhammadiyah sumatera utara.
2. Dr. Elfrianto Nst, S.Pd., M.Pd as the dean of FKIP UMSU who has given his the recommendation to carry out this research.
3. Mandra Saragih, S.Pd., M.Hum and Pirman Ginting, S.Pd., M.Hum as the head and secretary of english departement program of fkip umsu for their assistance and administrative help in the process of comleting the necessary requirements.
4. Pirman Ginting, S.Pd., M.Hum as supervisor who has given his suggestion, ideas, comments, and guidance in writing this research.
5. Khairil S.Pd., M.Hum as examiner who has given many suggestion, criticism in improvement this research to be much better.
6. All lectures especially those of english education program for their guidance advice, suggestion, and encouragement during her academic year at fkip umsu.
7. Syamsul Hidayat S.Pd and Yusi Yani S.Pd as the headmaster and english teacher of SMP 7 MUHAMMADIYAH MEDAN who has given his opportunity to carry research in that school.
8. His beloved Senior and Junior Kader PK IMM FKIP UMSU. Thanks for all of our briliant moments, thanks for the motivation, pray, supprot, and much love.
9. His beloved my family in PK HIMALA UMSU. Thanks for all of our briliant moments, supprot, and much love for me.

Finally, the researcher realizes that this research is still far for being perfect, but she hopes that this research will be useful for the readers especially students of english education program. May Allah SWT bless all of us. Amin.

Wassalamualaikum Wr. Wb

Medan, 13 Maret 2018
The researcher,

Syah Reza Zein
NPM. 1402050050

TABLE OF CONTENTS

ABSTRACK ..... **i**

ACKNOWLEDGEMENT ..... **ii**

TABLE OF CONTENTS ..... **v**

LIST OF TABLE ..... **viii**

LIST OF APPENDIXES ..... **ix**

CHAPTER I INTRODUCTION **1**

A. Background of the Study 1

B. The Identification of the Problem 4

C. The Scope and Limitation 4

D. The Formulation of the Problem 4

E. The Objective of the Study 5

F. The Significance of the Study 5

CHAPTER II REVIEW OF LITERATURE **6**

A. LiteraturRiview 6

1. The Nature Of Speaking Ability 6

2. Purpose of Speaking Skills 7

3. Types of Classroom Speaking Performance 8

3.1. Imitative 10

3.2. Intensive 10

3.3.Responsive 11

3.4.Transactional 11

3.5.Interpersonal.....11

3.6.Extensive.....11

4. Micro- and Macro- skills of speaking.....10

5. Teaching Speaking.....11

6. Point Counterpoint Strategy.....16

B. Conceptual Framework.....19

CHAPTER III METHOD RESEARCH 21

A. Location of the Research.....21

B. Population and Sample 21

1. Population.....21

2. Sample 21

C. Research Design 22

D. The Instrument of the Research.....23

E. Technique of Collecting Data 24

F. Technique of Analysis Data 24

G. Statistical Hypothesis.....25

CHAPTER IV DATA AND DATA ANALYSIS.....26

A. Data.....26

B. The Data Analysis.....30

C. Testing The Hypothesis 40

D. Research Finding 42

CHAPTER V CONCLUSION AND SUGESTION.....43

A. Conclusion.....43

B. Sugestions 43

REFERENCES

APPENDIXES

A. Conclusion.....50
B. Sugestions 50

REFERENCES

APPENDIXES

LIST OF TABLE

Table 3.1. Population of The Research 21

Table 3.2. The Sample of The Research 22

Table 3.3. Research Design 22

Table 4.1. The Scores of Pre-Test in Experimental Class.....26

Table 4.2. The Scores of Post-Test in Experimental Class 27

Table 4.3. The Scores of Pre-Test in Control Class.....28

Table 4.4. The Scores of Post-Test Control Class 29

Table 4.5. The Different Scores of The Pre-Test And Post-Test

in Experimental Class.....31

Table 4.6. The Different Scores of The Pre-Test And Post-Test

in Control Class.....35

Table 4.7. The Claculation of Table 39

List Of Appendixes

Appendix 1 Lesson Plan Experimental Class

Appendix 2 Lesson Plan Control Class

Appendix 3 Issue For the Students' Discuss

Appendix 4 Students' Answer

Appendix 5 Record of the Students' Answer

Appendix 6 The Calculation of Experimental And Control Class

Appendix 7 Research Documentation

Appendix 8 Form K-1

Appendix 9 Form K-2

Appendix 10 Form K-3

Appendix 11 Berita Acara Bimbingan Proposal

Appendix 12 Lembar Pengesahan Proposal

Appendix 13 Berita Acara Bimbingan Proposal

Appendix 14 Lembar Pengesahan Hasil Seminar

Appendix 15 Surat Pernyataan Tidak Plagiat

Appendix 16 Surat Izin Riset

Appendix 17 Surat Balasan Riset

Appendix 18 Berita Acara Bimbingan Skripsi

Appendix 19 Lembar Pengesahan Skripsi

Appendix 20 Curiculum Vitae

CHAPTER I

INTRODUCTION

A. The Background the Study

Speaking skills was very important in every area of life even more so in the learning process. Of course, any existing learning process there must be a communication process. A person with low speaking skills will find it difficult to communicate with either the teacher or other students. Speaking skills certainly support other language skills of listening, reading, writing. Therefore, speaking skills are not a passive process, but an active process that requires logical and systematic thinking. This is confirmed by the statement of Yeager (Ahmad Rofi'uddin and Darmiyati Zuhdi, 1998: 19) in speaking, students must be able to distinguish facts and opinions, recognize causal relationships, express arguments, etc.

The role of speaking was very large, both in the eyes Indonesian language lessons as well as in everyday life.Speaking skills need to be taught early so that students have the courage to speak in the presence of others.This should be noted by the teacher so that students can more fluent and fluent in speaking. The weakness in speaking skills will make students difficulties in expressing ideas,and opinions Students will find it difficult to communicate, it is difficult to ask, explain, narrate, and interpret the meaning of speech, whereas speaking learning is the main and substantial after listening process ie 42% listening activity, 32% 15% reading, and 11% writing (Haryadi and Zamzani, 1996/1997: 17). u good

interaction between teachers and students. If teachers and students have no interaction or good communication, then the purpose of speaking activities will be difficult to achieve.

According to Damen (1997: 13), Language learning, along with the four skills, i.e. reading, writing, listening, and speaking, can be accorded its rightful place as a fifth skill, adding its particular dimension to each of the other four.The purpose of learning English in school is that students have the ability to communicate, both orally and in writing in English in accordance with its level and can recognize the culture of the nation.

Understanding of learning strategies and methods was very important, especially in the context of conceptual learningmastery. Learning strategies should contain an explanation of the methods or procedures and techniques used during the learning process. Literally, the word "strategy" can be interpreted as the art of carrying out the stratagem of a plan or plan.

By having a learning strategy, a teacher can organize learning by increasing the attractiveness of learning through the teaching materials presented, the teaching medium used, managing the schedule and the allocation of organized teaching.In order for the implementation of strategy in learning can be appropriate then the selection of strategies in learning must be tailored to the learning objectives, so it is expected that there is harmony between the objectives and implementation. Besides the classroom situation can be conditioned and make the teacher can comfortably convey the teaching well and the students can learn as expected.

In this Research, observation during the Program Pengalaman Lapangan (PPL) for 3 months from July until September 2017.Based on the observations made in SMP 7 Muhammadiyah Medan, most students have problems when speaking in English. It is caused by (1) learners are afraidexpress the idea when speaking in English, becausethey have not mastered the structure and vocabulary of English, (2) learnerslack of confidence in their abilities, so when they talk they look nervous, embarrassed and afraid to do wrong, (3) teachers lack motivation to learners, (4) teachers have not used the appropriate method in delivering the subject matter.

Based on interviews with English teachers in class VIII-4, it is known that speaking skills are still low. Teacher said that if grade VIII-4 students are still lacking in speech, most of them were passive during lessons, was not want to ask, silence and if teachers ask to speak, students are embarrassed, and hesitate to explain or tell the material being taught.Low on speaking skills are also seen from the average value of students learning to speak, which is 65. The average value does not meet the KKM. By understanding it, it can be seen that the students of grade VIII-4 still do not have the skills to speak and difficult to communicate the information obtained

Based on the description above, to overcome the existing problems and to improve the English speaking skills, the researchers will conduct research on the students of class VIII SMP 7 Muhammadiyah Medan, in the form of Action Research with the title"The effect of Point Counterpoint Strategy To Improve Seaking skill students"

B. Identification of the problem

Based on the background of the above problem, it can be concludedas follows.

1. The Students'motivation in English learning is low.
2. The Students' ability in delivery ideas is not supported by strong confidence.
3. The Teachers method is not quite attractive for the student in learning.

C. The Scope and Limitations of the Study

Based on the identification of the problem above, the scope of this study is on speaking concern and the researcher limited the study in Asking and giving Opinion.

D. The Formulation of the problem.

The formulation of problem in this research were:

1. Is there any significant effect of appliying Point Counterpoint strategy on the students speaking achievement?
2. Whatare the students' difficulties in learning speaking by using Point Counterpoint Strategy?

E. The Objective of the study

Based on the above problem formulation, this research is facilitated:

1. To investigate the effect of point counterpoint strategy on the student speaking achievement.

2. To investigate the students' difficulties in learning speaking by using point counterpoint strategy.

F. Significance of the study

The study was definitely expected the results will have benefits. Likewise, this research is expected to be useful for the following matters.

1. Theoretical benefits

This study was expected to be useful to give information about using point counterpoint strategy to increasing students' on speaking.

2. Practical Benefits

a. To help students more understand the material given by the teacher. And to increase student's motivation and confidence, create new habit and new atmosphere which will increase their achievement.

b. The teacher can choose new alternative in teaching and learning process of speaking by using Point Counterpoint Strategy.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. The Nature Of Speaking Ability

Speaking was one of the most common daily activitiesdone because talking was used to communicate with othersin various activities. A person's speech will not developby itself, but still need a proper way for someoneable to interact well in the environment.

Kridalaksana (2008) speech was the act of producing the language to communicate which was one of the basic language skills. Vwerekamp (in Tarmansyah, 1996) states that "Talk was a human possibility of pronunciation of language sounds with tools talk ".

According Haryadi (1997) speaking in general can be interpreted a the delivery of one's intentions (ideas, thoughts, content) to another person who using spoken language, so that purpose was understood by others. Djiwandono (2008) states that "speaking means expressing mind verbally. "By expressing what one thinks, someone can make other people who talk to understand what was inside hwas mind. Nunan (1991) argues that "Speaking was the single important aspect of learning as a second of foreign language, "which means that speaking skills were an important aspect of the dwascussion foreign language as a second language.

Nurhadi, (1995) reveals that "speaking means expressing active ideas or verbal messages." The ability to communicate orally was the focus of language

skills, especially foreign languages. In the most important teaching of speaking was teaching oral communication skills with others, both in the family environment and the community environment.

In learning Englwash there must be various factors that influence it. Maidar (1988) states that there were several factors that must be considered to speak, the linguwastic factors and non-linguwastic factors. Linguwastic factors include: statement of speech, tone pressure, word choice, speech targeting. Including non-linguwastic factors include: reasonable, calm, and non-rigid attitude, the view should be directed to the speaker, the correctness, the proper gestures and expression, the loudness of the voice, the reasoning, the relevance, the mastery of the topic.

From the above opinions it was concluded that speech was a skill a person possesses to deliver articulated sounds or heard words to express, express, or convey ideas of thoughts, ideas and opinions both orally and in writing. Speaking not only by expressing a language based on grammar but also by nonverbal way of conveying with facial expressions and gestures or body language.

2. Purpose of Speaking Skills

Suryanto, (1996) states that the purpose of speech can be divided into two kinds, namely: (1) general objectives which concern the purpose or intention commonly want to be achieved by the speaker, (2) special purpose was a more limited goal as a goal wants to be achieved as long as the speaker appears in a speaking event. Specific objectives were more specific, specific, sourced from

general goals. Keraf (2004) reveals that the purpose of speech can be dwastinguwashed on five kinds, namely (1) encouraging, meaning the speaker was trying to encourage, arouse passion and show respect and dedication, (2) convincing, meaning the speaker will reassure the attitude, , intellectual, to the audience, (3) act, act, move, meaning the speaker wants a physical action or reaction from the lwastener, after they rwase up emotions and hwas or her own, and (4) fun or entertaining, the speaker pleases the lwastener.

From the above opinion it can be concluded that the main purpose of speaking was to convey the goals to be achieved both in general and in particular. While the purpose of speaking German was that students were able to speak convey ideas, ideas, and opinions in speaking using Englwash well and smoothly.

3. Types of Classroom Speaking Performance

In designing speaking activities for foreign-language teaching, it was necessary to recognize the different functions of speaking performed in daily communication and the different purposes for which the students need speaking ability. According to Brown (2001: 271-274), there were six categories of speaking, namely imitative, intensive, responsive, transactional, interpersonal and extensive.

3.1. Imitative

The imitative speaking performance, the students imitate a word or a sentence. The learners practice intonation contour or try to pinpoint a certain vowel. The purpose of imitation was not for meaningful interactions but focusing

on some particular element or language form. The example of imitative speaking performance was drilling.

3.2. Intensive

The intensive performance was to include any speaking performance that was designed to practice some phonological or grammatical aspect of language. In addition Brown (2004:273) states that an intensive speaking performance was related to the production of short stretches of oral language to demonstrate the competence such as grammatical, phrasal, lexical, or phonological relationship (prosodic elements: intonation, stress, rhythm, juncture).

3.3. Responsive

Short replies were the example of speaking performance which does not extend into dialogues, for example standard greetings, simple requests and comments etc.

3.4. Transactional

The transactional language was an extended form of responsive language. The purpose of transactional was to convey or to exchange specific information. A conversation was an example of transactional.

3.5. Interpersonal

The interpersonal (dialogue) tends to maintain social relationships better than exchange information. Some elements may involve in a dialogue such as a casual regwaster, colloquial language, emotionally charged language, slang, ellipswas, sarcasm etc.

3.6. Extensive

The extensive oral production can be in the form of reports, summaries, and speeches. It can be planned or impromptu.

4. Micro- and Macro- skills of speaking

Brown (2004) dwastinguwashes between micro-skills and macro-skills of speaking. The distinguish refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro-skills imply the speaker's focus on the larger elements: fluency, dwascourse, function, style, cohesion, nonverbal communication, and strategic options. Brown (2004) continues to explain micro- and macro-skills of oral production as quoted below.

4.1. Microskills

(1) Produce differences among Englwash phonemes and allophonic variants. (2) Produce chunks of language of different lengths. (3) Produce Englwash stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours. (4) Produce reduced forms of words and phrases. (5) Use an adequate number of lexical units (words) to accomplwash pragmatic purposes. (6) Produce fluent speech at different rates of delivery. (7) Monitor one's own oral production and use various strategic devices− pauses, fillers, self- corrections, backtracking− to enhance the clarity of the message. (8) Use grammatical word classes (nouns, verbs etc.), system (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms. (9) Produce speech in natural constituents: in appropriate phrases, pause groups breathe groups, and

sentence constituents. (10) Express a particular meaning in different grammatical forms. (11) Use cohesive devices in spoken dwascourse.

4.2. Macroskills

(1) Appropriately accomplwash communicative functions according to situations, participants, and goals. (2) Use appropriate styles, regwasters, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and floor-yielding, interrupting, and other sociolinguwastic features in face-to-face conversations. (3) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new and given information, generalization, and exemplification. (4) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language. (5) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor in understanding you.

5. Teaching Speaking

5.1. Principles for Designing Speaking Technique

Brown (2001) proposes seven principles for designing speaking techniques. These principles will help teachers to conduct the speaking class. They were:

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

Make sure that the tasks include techniques designed to help student perceive and use the buildings block of language. At the same time, the teacher should not make the students feel bored with the repetitious drills. The teacher should make the meaningful drilling.

2. Provide intrinsically motivating techniques. Try to appeal to students' ultimate goals and interests in their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be. Help them to see how the activity will benefit them.
3. Encourage the use of authentic language in meaningful contexts. It takes energy and creativity to devwase authentic context and meaningful interaction, but with the help of the storehouse of teacher resource material it can be done. Even drills can be structured to provide a sense of authenticity.
4. Provide appropriate feedback and correction. In most EFL situations, students were totally dependent on the teacher for the useful linguwastic feedback. Feedback can be gotten outside of the classroom but it was important for teachers to inject the kinds of corrective feedback.
5. Capitalize on the natural link between speaking and lwastening. Many interactive techniques involving speaking will include lwastening. The two skills can reinforce each other. Skills in producing language were often done through comprehension.
6. Give students opportunities to initiate oral communication. Part of oral communication competence was the ability to initiate conversations to nominate topics, to ask questions, to control conversation and to change the

subject. The teacher can design speaking techniques allowing students to initiate language.

7. Encourage the development of speaking strategies. Teachers should help their students develop strategic competence to accomplwash oral communicative purposes because not all students were awwere of strategic competence. The strategies were asking for clarification (what?), asking someone to repeat something (excuse me?), using fillers (uh, I mean, Well), using conversation maintenance cues (Huh, Right, Yeah), getting someone's attention (Hey, So), using mime and nonverbal expressions to convey meaning and so forth.

B. Speaking Assesment

There were a lot of factors that influence raters' or teachers' impression on how well someone can speak a language. When teachers assess speaking, it means that their lwastening determines the reliability and validity of an oral production test. Assigning and ranging a score from 1 to 5 were not easy. The lines of dwastinctions between levels were quite difficult to pinpoint. The teacher can spend much time to see the recording of speaking performance to make accurate assessment (Brown, 2004). Thornburry (2005) claims that there were two main ways to assess speaking. They were holwastic scoring and analytic scoring. Holwastic scoring uses a single score as the baswas of an overall impression, while analytic scoring uses a separate score for different aspects of the task. Thwas holwastic way has advantages of being quick and was perhaps suitable for informally assessing progress. By contrast, analytic scoring takes longer since it

requires the teacher to take a variety of factors into account and was probably fairer and more reliable. It also provides information on specific weaknesses and strengths of students. However, the dwasadvantage of analytic scoring was that the score may be dwastracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five categories seem to be the maximum that can be handled at one time.

Furthermore, Thornburry (2005) states that based on Cambridge Certificate in Englwash Language Speaking Skills (CELS), the scorers need to consider the five categories, grammar and vocabulary, fluency, pronunciation and comprehension. Grammar was a part of the study of what form or structures werepossible in a language. Traditionally grammar has been concerned almostexclusively with analyswas at the level of the sentence. Grammar was adescription of the rule that governs how sentence were formed. Vocabulary was total number of word that makes up a language. Those words were used in speaking. Fluency was the ability to process language easily and quality or condition of person to speaks a language easily and well. Pronunciation was the way in which a language was spoken. When teacher teach Englwash, they need to be sure that their student can be understood when they speak. The student needs to be able to say what they want to say. Comprehension was a understanding about the situation(topic, material).

In scoring the test, the researcher use five indicators of measure the speaking achievement. According to Brown (2001:406-407), there are five indicators in assessing speaking.

1. Grammar (20)

Score	Explanation
16 – 20	Very Good; errors in grammar are quite rare
11 – 15	Good; control of grammar is good
6 – 10	Fair; construction quite accurately but does not have through or confident control of the grammar.
1 – 5	Unsatisfactory; errors in grammar frequent to speak language.

2. Vocabulary (20)

Score	Explanation
16–20	Very Good; rarely has trouble
11–15	Good; something using inappropriate term about language
6–10	Fair; frequent using wrong speech limited to simply vocabulary
1–5	Unsatisfactory; very limited vocabulary and make the comprehension quite difficult.

3. Fluency (20)

Score	Explanation
16–20	Very Good; understand able.
11–15	Good; speech is generally natural.
6–10	Fair; some definite stumbling but manager to rephrase and continue.
1–5	Unsatisfactory; speed of speech and length of utterances are for below normal, long, pauses, utterances left unfinished.

4. Pronounciation (20)

Score	Explanation
16–20	Very Good; understand able
11–15	Good; few noticeable errors
6–10	Fair; error of the basic pronunciation
1–5	Unsatisfactory; hard to understand because sound, accent, pitch, difficulties and incomprehensible.

5. Comprehension (20)

Score	Explanation
16–20	Very Good; rarely noticeable errors
11–15	Good; occasionally grammatical errors which do not obscure Meaning
6–10	Fair; error the basic structure, meaning occasionally obscure by grammatical errors.
1–5	Unsatisfactory; usage definitely unsatisfactory frequently needs to rephrase construction or district itself to basic structure

7. Point Counterpoint Strategy

A. The Nature of Point Counterpoint

Silberman (2009) says that thwas strategy was an activity with great techniques to stimulate dwascussion and gain a deeper understanding of complex wassues of the format was similar to a debate but less formal and runs faster. The same point was expressed by Hwasyam Zaini et al, that the Point Counterpoint

Learning strategy was a great depression in learning that was used to engage students in dwascussing group wassues in depth .

From the above theoretical explanation can be concluded that the strategy of learning Point Counterpoint was an approach in learning by way of dwascussion that has similarities with the depat of opinion, only in the learning strategy Point Counterpoint learning atmosphere tends to be more free and not too formal. Thus it was possible for students to have the dwascretion to express or express opinions in the dwascussion process.

Basically poin counterpoint strategy can be used in each subject, because thwas strategy was a strategy that stimulates students' motivation in learning, but Strategy of learning Point Counterpoint will be more effective if applying to the subject of living environment can be taken example of MUI fakwa about haramnya smoking. [3] So it can be concluded that thwas learning strategy can be applying to the lessons of Religion, Pkn,, Waslamic religious education and so on.

b. Steps of Point Counterpoint Strategy

The steps in implementing thwas learning strategy were as follows:

1. The teacher chooses a problem that has two sides / perspectives or more. 2. The teacher divides the class into groups according to the number of positions the teacher has set, and the teacher asks each group to express their arguments to support the field. Encourage them to work with small seating partners or small core groups. 3. Teachers recombine the entire class, but ask members of each group to sit together with the dwastance between the subgroups. 4. Teacher explains that learners can start a debate. After that learners have the opportunity to

convey an argument in accordance with the position in the set. Continue the dwascussion, by moving precwasely back and forth between or among groups. 5. The teacher sums up the activity by comparing wassues as you see them. And teachers reacted and dwascussed further. With the exwastence of these steps then the teacher was no longer confused in explaining the material in teaching and learning process. Teachers will be more focused in delivering lessons. So will reach the maximum value.

c. The Benefit of Point CounterPoint

In implementing the learning strategy Point Counterpoint has several benefits over other strategies, The benefits of Point Counterpoint learning strategy were as follows:

1. Effectively used to engage students in dwascussions. 2. It was used in the lessons of Religion, social or on the environment. 3. Can create student cooperation in the learning process to solve problems in learning. For example students in groups to study themselves to find a problem and solve it even though there was no teacher in the classroom. That way students will study hard.

d. The Weakness Of Point Counterpoint

Based on the benefits of the above strategy can also be concluded the Weakness of learning strategies Point Counterpoint also has deficiencies were as follows:

1. The strategy was limited to certain lessons, and less effective for the lessons of Mathematics and others, as the strategy will be more effective when applied to environmental subjects such as taking an issue and discussing it with

others and then looking for solutions to the problem. 2. Implementation of the discussion in learning requires good supervise from the teacher so that the discussion goes smoothly.

B. Conceptual Framework

Speaking was one of the important abilities that should be acquired by students. They should be given opportunities to practice a target language and produce it in the spoken form in the speaking teaching language. During the process of speaking, it would be more effective if the students were set to work in pairs. Point Counterpointcan be implemented in the speaking learning process.

According to the observation in SMP 7 MUHAMMADIYAH MEDAN, the researcher dwascovered some problems in the process of speaking. One of the problems was related to the condition of students who were shy to deliver their opinions in Englwash. They said their opinions in a whwasper. They were not confident to deliver their opinions. They do not rawase their hands and wait until the teacher calls hwas/her name. Moreover, they still lack vocabulary items. They find it hard to convey their ideas. The activities were monotonous that the students mostly heard and answer. Consequently, they find the activities boring and uninteresting at all.

Point Counterpointwas a cooperative learning technique which was said as a multi-mode dwascussion cycle in which students lwasten to a question or presentation. Then, they have time to think individually talk with each other in pairs, and finally shwere responses with the larger group (McTighe and Lyman,

1988). According to Lyman (1981) cited on Knight (2009), TPS involves three components. First, each student was prompted to complete a task or answer a question that them to think. Second, each student was prompted to pair up with another student to compwere, contrast or confirm the product created during the thinking phase. Third, students were prompted to shwere with the rest of the class what they learned during the entire activity.

Based on these problems, the TPS will be applied as a technique in the effort to improve the speaking ability of students. Point Counterpointwas used since the teacher seldom puts the students in pairs during the teaching learning process. Beside, the students enjoy learning together as their learning can be facilitated through working in pairs. By working in pairs, it will simultaneously give a positive impact to the students' vocabulary self-esteem, pronunciation and learning materials. They have chance to practice speaking with his/her partner.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conduct at SMP 7 Muhammadiyah Medan, jalan pelita II sidorame barat Medan. There were Four parallel class. VIII-3 and VIII-4 grade were taken as the objects of this research. The researcher found some problems in their achievement in speaking English learning. So, the researcher wants to help by using a Point Counterpoint Strategy that easy to do.

B. Population and Sample

1. Population

The population of this research was focus on the eight gradestudents' of SMP 7 Muhammadiyah Medan at 2017/2018 academic year. Which consistof four classes. So, the total number of population are 130 students.

Table 3.1
Population of the Research

No	Class	Population
1	VIII-1	25
2	VIII-2	25
3	VIII-3	30
4	VIII-4	30
TOTAL		110

2. Sample

The researcher used random sampling of taked the data. Random sample was the method responden determining to get sample based on the certain classes which

Table 3.2
The Sample of the Research

Class	Class	Sample
VIII-3	Control Class	30
VIII-4	Experiment Class	30
Total		30

C. Research Design

This research used an experimental research. The sample was divided into two groups, the experimental group by Using Point Counterpoint Strategy, meanwhile the control group by using conventional method. The design of this research can be seen as follow:

Table 3.3
Research Design

Class	Treatment	Pre-test	Post-test
Control	Conventional Method (Y)	**ü**	**ü**
Experimental	Point Counterpoint Strategy (X)	**ü**	**ü**

Based on the table 3.3, experimental (X) was the class which received by using Point Counterpoint Strategy in teaching speaking, and control (Y) will the class which receive by using conventional method in teaching speaking.

1. Pre-test

Pre-test is administrated to the sample before doing the treatment. Pre-test will given to experimental and control class. It was used to measure students' ability before applying the treatment. Pre-test consist of oral test, in oral test the students was make and convey their opinion.

2. Treatment

To find out the effect teaching speaking by using Point Counterpoint Strategy, a treatment was conducted to the experimental class. The step in teaching speaking in experimental class was followed the steps :

3. Post-test

After having treatment, the post-test was give to the students. The post test was same as the pre-test. The post-test the final test in this research, especially in measuring the treatment, whether it significant or not, it means to knew whether gave the effect or not on the students' achievement in speaking. Also, in the experimental and control class, a post-test will administrate. The administrating of the post-test will mean to find out the differents scores of, both experimental scores of both experimental and control class before and after treatment.

D. The Instrument of the Research

In collecting the data was need, the researcher used pre-test and post-test by using an oral test, to know their fluency, pronounce, vocabulary and structure. The instrument of this research was speaking test which consist of one item.
The source material will taken from the English book for junior high school with the topic expression of opinion. There, the student describing and answer by speaking and the students' speaking to knew how they can speaking English well and fluency.

E. The Technique for Collecting Data

To collect the data of the research, the researcher use some steps the first giving the pre-test to both of the class and giving treatment of Experimental class using Point Counterpoint Strategy secondly giving treatment of control class using conventional method and the last giving post test with the similar test to both of the class.

F. The Technique of Data Analysis

The data will be analyze by the following procedures :

1. Scoring the students' answer for value of the test.
2. Listing their score in two tables, first for the experimental class scores and the second for the control class scores
3. Calculating the total score post-test in experimental class and control class :

   a. $y = a + b$ where a and b *get by:*

$$a = \frac{(Y)(X) - (X)(XY)}{N(Y^2) - (Y)^2}$$

$$b = \frac{N(XY)(X) - (X)(Y)}{N(Y^2) - (Y)^2}$$

   b. Determiniting coeficient r2 by formulation (Sudjana, 2005)

$$r = \frac{b\{N(XY - (X)(Y)}{NY^2 - (Y)^2}$$

c. The stastical hypothesis could be determine by using:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

d. Percentages of the use of method:

$$D = R_2 \times 100\%$$

G. Statistical Hypothesis

Based on the problems of the study, the hypothesis was formulation as the following :

H_a : P # 0 There was significant effect of using point counterpoint strategy on the students' achievement in speaking ability

H_0 : P = 0 There is no significant effect of using point counterpoint strategyon the students' achievement in speaking ability

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data was collected by giving oral test to the students. In this research, the samples were devided into two group, the experimental group and control group. Each group was given a pre-test and post test.

The data of this study was the scores of pre-test and post-test of the two groups, experimental and control group, As seen in table 4.1

Table 4.1
The Scores of Pre-test in Experimental Class

No	Students' Initial Names	The Components to Evaluate					Total
		Vocab	Compre	Pronun	Fluen	Gram	
1	AF	11	12	13	16	12	64
2	AH	12	11	10	12	12	57
3	AKB	12	12	13	13	13	63
4	AW	16	11	12	13	18	70
5	ATP	16	10	12	14	17	69
6	BS	13	13	12	13	15	66
7	DSW	17	11	12	13	19	72
8	DA	15	11	13	14	17	70
9	EA	18	11	12	13	18	72
10	FA	15	15	15	15	15	75
11	FS	16	10	12	14	15	67
12	GZS	12	12	11	12	13	60
13	HA	18	11	11	4	18	72
14	IM	13	11	11	12	13	60
15	MFA	15	10	12	14	14	65
16	MBB	15	11	13	14	16	69
17	MVY	12	12	11	12	13	60
18	MSN	14	15	14	14	15	72

19	NR	12	11	10	12	12	57
20	NAS	14	15	14	14	15	71
21	NFN	12	11	11	11	12	65
22	N	14	14	14	15	14	74
23	PS	15	10	11	14	14	70
24	R	15	14	15	15	15	63
25	RP	15	11	13	14	17	73
26	RKH	13	11	12	13	14	62
27	SBP	14	14	15	15	15	74
28	TM	13	11	12	13	13	63
29	WY	15	14	15	15	15	63
30	ZN	13	12	11	12	14	76
Total							**ΣT_1= 2014**

The data in table 4.1 above showes that the lowest score of the pre-test in the experimental group was 57 while the highest score of the pre-test was 76. In this case the students' score in speaking was calculated based on oral test, they are vocabulary, pronunciation, fluency, comprehension and grammar.

Table 4.2
The Score of Post-test in Experimental Class

No	**Students' Initial Names**	**The Components to Evaluate**					**Total**
		Vocab	Compre	Pronun	Fluen	Gram	
1	AF	14	17	18	16	15	80
2	AH	14	15	17	18	15	79
3	AKB	18	19	18	11	17	81
4	AW	18	18	19	16	18	89
5	ATP	16	15	18	19	17	83
6	BS	15	16	17	15	18	81
7	DSW	17	18	18	19	18	90
8	DA	17	18	18	18	18	89
9	EA	18	19	17	19	18	91
10	FA	19	19	20	19	20	92
11	FS	18	18	19	18	18	91

12	GZS	16	14	14	16	15	75
13	HA	18	18	17	19	18	89
14	IM	15	15	14	18	14	76
15	MFA	15	17	18	17	16	83
16	MBB	17	16	17	17	18	85
17	MVY	14	15	14	16	16	75
18	MSN	19	19	18	18	20	94
19	NR	16	14	14	16	15	75
20	NAS	18	19	19	19	18	93
21	NFN	16	13	14	17	18	78
22	N	20	18	19	19	20	96
23	PS	17	18	17	19	18	89
24	R	14	14	14	16	16	74
25	RP	19	18	19	19	20	95
26	RKH	13	15	15	16	18	77
27	SBP	16	17	18	18	17	86
28	TM	11	15	14	18	16	74
29	WY	11	16	14	19	16	76
30	ZN	20	19	20	19	20	98
Total							**ΣT_1= 2534**

The data in the table above showed that lowest score of the pre-test in the experimental group was 74 while score of the post-test was 98. In this case the students' score speaking was calculated based on oral test. As seen in table 4.3

Table 4.3
The Scores of Pre-test in Control Class

No	**Students' Initial Name**	**The Components to Evaluate**					**Total**
		Vocab	**Comp**	**Pronoun**	**Fluen**	**Gram**	
1	ARH	14	11	11	13	15	59
2	ADRSM	15	13	12	12	13	69
3	AA	13	12	13	12	14	59
4	A	13	11	12	13	12	59
5	AF	13	12	12	13	14	69
6	BS	14	12	12	12	15	58

7	BAP	16	11	12	11	15	69
8	CRL	13	11	12	12	14	60
9	DR	14	11	12	12	15	62
10	DWP	15	12	11	11	14	59
11	DTY	16	10	10	12	14	58
12	DPR	15	11	11	12	15	60
13	FAF	14	11	10	13	15	59
14	FA	14	11	12	12	15	60
15	GAB	13	11	12	12	14	60
16	HNP	13	10	13	12	15	60
17	IAL	16	11	12	11	15	69
18	MFA	15	11	11	13	14	69
19	MIS	15	11	10	10	14	59
20	NAV	14	12	12	11	14	63
21	NN	16	10	13	13	14	68
22	PP	14	12	10	10	14	59
23	PJ	14	11	11	12	14	59
24	RZ	13	11	11	11	12	57
25	RA	15	11	11	12	15	63
26	SNA	16	12	13	12	16	69
27	SF	15	12	10	11	14	59
28	SA	14	12	12	12	12	60
29	TP	14	11	11	13	15	62
30	VA	15	11	11	11	14	59
Total							**$\Sigma T_2 = 1855$**

The data in table above showed that the lowest score of the pre-test in the control group was 58 while the highest score of the pre-test was 69.

Table 4.4
The Scores of Post-test in Control Class

No	**Students' Initial Name**	**The Components to Evaluate**					**Total**
		Vocab	**Comp**	**Pronoun**	**Fluen**	**Gram**	
1	ARH	15	13	13	15	17	73
2	ADRSM	16	12	12	13	14	71
3	AA	14	13	13	13	15	67
4	A	16	12	12	11	15	65
5	AF	15	13	12	13	15	70
6	BS	16	12	14	14	15	67
7	BAP	18	13	14	13	17	75

8	CRL	14	12	12	12	15	65
9	DR	15	12	13	13	16	69
10	DWP	16	13	12	12	15	68
11	DTY	18	12	12	13	15	67
12	DPR	16	13	12	13	17	70
13	FAF	16	12	12	13	17	67
14	FA	17	12	14	13	17	73
15	GAB	15	12	13	13	16	69
16	HNP	15	12	13	13	16	69
17	IAL	18	13	14	13	17	75
18	MFA	17	12	13	15	16	73
19	MIS	16	12	13	11	15	65
20	NAV	16	13	12	12	15	68
21	NN	18	13	14	14	15	74
22	PP	16	13	12	14	15	68
23	PJ	15	12	12	13	15	67
24	RZ	15	12	12	12	14	65
25	RA	17	12	12	13	17	71
26	SNA	17	12	14	13	17	73
27	SF	16	12	11	11	15	65
28	SA	14	12	12	12	15	65
29	TP	16	12	12	14	16	70
30	VA	15	12	12	13	16	68
Total							**ΣT_2 = 2075**

Data in table above showed that the lowest score of the post-test in the control group was 65 while the highest score of the post-test was 75. In this case the students' score in speaking was calculated based on oral test Pronunciation, Grammar, Vocabulary, Comprehension, and Fluency.

B. The Data Analysis

Based on the data, the table 4.1 and 4.2 showed that the different scores between pre-test and post-test in both experimental and control group, as presented in table 4.5.

Table 4.5
The Differences Scores of the Pre-test and Post-test in Experimental Group

No	Students' Initial Names	Score				
		Pre-test (T1)	T_1^2	Post-test ($T_{2)}$	T_2^2	$X=(T_2-T_1)$
1	AF	64	4096	80	6400	16
2	AH	57	3249	79	6241	22
3	AKB	63	3969	81	6889	20
4	AW	70	4900	89	7921	19
5	ATP	69	4761	83	7225	16
6	BS	66	4356	81	6561	15
7	DSW	72	5184	90	8100	18
8	DA	70	4900	89	7921	19
9	EA	72	5184	91	8281	19
10	FA	75	5625	92	9409	22
11	FS	67	4489	91	8281	24
12	GZS	60	3600	75	5625	15
13	HA	72	5184	89	8100	18
14	IM	60	3600	76	5776	16
15	MFA	65	4225	83	6889	18
16	MBB	69	4761	85	7225	16
17	MVY	60	3600	75	5625	15
18	MSN	72	5184	94	8836	22
19	NR	57	3249	75	5625	18
20	NAS	71	5041	93	8649	22
21	NFN	65	4225	78	6084	13
22	N	74	5476	96	9216	22
23	PS	70	4900	89	7921	19
24	R	63	3969	74	5476	11
25	RP	73	5329	95	9025	22
26	RKH	62	3844	77	5929	15

27	SBP	74	5476	86	7396	12
28	TM	63	3969	74	5476	11
29	WY	63	3969	76	5776	13
30	ZN	76	5776	98	9604	22
Total		**ΣT 1 = 2014**	**$\Sigma(T_1^2)$= 136090**	**ΣT_2= 2534**	**$\Sigma(T_2^2)$= 215694**	**$\Sigma(T_2)^2$= 520**

Table 4.5 above shows that the total score pre-test in experimental group was 2014 while the total score of post-test was 2544.

The Calculation of Experimental Class

a. Pre test Calculation of Experimental Class

1. Mean

M (T_2-T_1) = $\sum \frac{(T1)}{N}$

$= \frac{2014}{30}$

= 67.13

2. Variances

$S^2 = \sum T_1^2 - \frac{(T_1)^2}{N}$

$= 136090 - \frac{2014}{30}$

$= 136090 - \frac{4056196}{30}$

= 136090 – 135206.53

= 883.47

S^2 = 883.47

$$S = \sqrt{883.47}$$

$$= 29.72$$

3. Standart Deviation

$$SD = \sqrt{\frac{\sum(T_1)^2}{N}}$$

$$= \sqrt{\frac{136090^2}{30}}$$

$$= \sqrt{\frac{18520488100}{30}}$$

$$= \sqrt{617.349.603}$$

$$= 24.85$$

b. Post-test calculation of Experimental Class

1. Mean

$$M\,(T_2\text{-}T_1) = \frac{\sum(T_2)}{30}$$

$$= \frac{2534}{30}$$

$$= 84.5$$

2. Variances

$$S^2 = \sum T_2^2 - \frac{(T2)2}{N}$$

$$= 215694 - \frac{(2534)^2}{30}$$

$$= 215694 - \frac{6421156}{30}$$

$$= 215694 - 214038.6$$

$= 1655.5$

$S^2 = 1655.5$

$S = \sqrt{1655.5}$

$= 40.69$

3. Standart Deviation

$$SD = \sqrt{\frac{(\sum T2)^2}{N}}$$

$$= \sqrt{\frac{(215694)^2}{30}}$$

$$= \sqrt{\frac{46523901600}{30}}$$

$$= \sqrt{1550796720}$$

$= 39.39$

c. Total Pre-test and Post test calculation of Experimental Class.

1. Mean

$$M\ (T_2.T_1) = \frac{\sum(T2-T1)}{N}$$

$$= \frac{520}{30}$$

$= 17.4$

2. Standart Deviation

$$SD = \sqrt{\frac{\sum T2-T1)^2}{30}}$$

$$= \sqrt{\frac{(\ 520\ )2}{30}}$$

$$= \sqrt{\frac{270.400}{30}}$$

$$= \sqrt{9.013.4}$$

$$= 94.94$$

Table 4.6
The Differences Scores of the Pre-test and Post-test in Control Class

No	Students' Initial Names	Score				
		Pre-test ($T_{1)}$	T_1^2	Post-test ($T_{2)}$	T_2^2	$Y=(T_2-T_1)$
1	ARH	59	3481	73	5329	9
2	ADRSM	69	4761	71	4489	5
3	AA	59	3481	67	4489	3
4	A	59	3481	65	4225	6
5	AF	69	4761	70	4489	3
6	BS	58	3364	67	5041	8
7	BAP	69	4761	75	5625	10
8	CRL	60	3600	65	4225	3
9	DR	62	3844	69	4761	5
10	DWP	59	3481	68	4624	5
11	DTY	58	3364	67	4900	8
12	DPR	60	3600	70	4900	6
13	FAF	59	3481	67	4900	7
14	FA	60	3600	73	5329	9
15	GAB	60	3600	69	4761	7
16	HNP	60	3600	69	4762	6
17	IAL	69	4761	75	5625	10
18	MFA	69	4761	73	5329	9
19	MIS	59	3481	65	4225	5
20	NAV	63	3969	68	4624	5
21	NN	68	4624	74	5476	8
22	PP	59	3481	68	4624	8
23	PJ	59	3481	67	4489	5

24	RZ	57	3249	65	4225	7
25	RA	63	3969	71	5041	7
26	SNA	69	4761	73	5329	4
27	SF	59	3481	65	4225	3
28	SA	60	3600	65	4225	3
29	TP	62	3844	70	4900	6
30	VA	59	3481	68	4624	6
Total		**$\Sigma T_{1=}$ 1855**	**$\Sigma(T_1)^2=$ 115203**	**$\Sigma T_{2=}$ 2075**	**$\Sigma(T_2)^2=$ 143809**	**$\Sigma(T_2-T_1)=$ 186**

Table 4.6 above shown that the total score pre-test in control group was 1889 while the total score of post-test was 2075.

The Calculation of Control Class

a. Pre-test calculation of Control Group

1. Mean

$$M\ (T_2\text{-}T_1) = \sum \frac{(T1)}{N}$$

$$= \frac{1855}{30}$$

$$= 61.9$$

2. Variances

$$S^2 = \sum T_1^{\,2} - \frac{(T1)2}{N}$$

$$= 115203 - \frac{(1855)2}{30}$$

$$= 115203 - \frac{3441{,}025}{30}$$

$$= 115203 - 114700.9$$

$$= 502.1$$

$$S^2 = 502.1$$

$$S = \sqrt{502.1}$$

$$= 22.41$$

3. Standart Deviation

$$SD = \sqrt{\frac{(\sum T1)^2}{30}}$$

$$= \sqrt{\frac{(1855)^2}{30}}$$

$$= \sqrt{\frac{3441025}{30}}$$

$$= \sqrt{1147008}$$

$$=10.709.9$$

b. Post-test calculation of Control Class

1. Mean

$$M\ (T_2.T_1) = \sum \frac{T_2}{N}$$

$$= \frac{2075}{30}$$

$$= 69.2$$

2. Variances

$$S^2 = \sum T_2{}^2 - \frac{(T2)2}{30}$$

$$= \ 143809 - \frac{(2075)2}{30}$$

$$= 143809 - \frac{4305625}{30}$$

$$= 143809 – 142520.84$$

$$= 1288.2$$

$$S^2 = 1288.2$$

$$S = \sqrt{1288.2}$$

$$= 35.9$$

3. Standart Deviation

$$SD = \sqrt{\frac{\sum T2^2}{30}}$$

$$= \sqrt{\frac{(143809)2}{30}}$$

$$= \sqrt{\frac{20681028500}{30}}$$

$$= \sqrt{689367617}$$

$$= 26.255.9$$

c. Total Pre-test and Post test of Control Class.

1. Mean

$$M\ (T_2\text{-}T_1) = \sum \frac{(T2-T1)}{30}$$

$$= \frac{186}{30}$$

$$= 6.2$$

2. Standart Deviation

$$SD = \sqrt{\frac{\sum T2-T1)^2}{30}}$$

$$= \sqrt{\frac{(186)2}{30}}$$

$$= \sqrt{\frac{34596}{30}}$$

$= \sqrt{1153,2}$

= 33.9

Table 4.7
The Calculation of Table

No	X	Y	X^2	Y^2	XY
1	80	73	4096	5329	5840
2	71	67	3249	4489	4757
3	83	67	3969	4489	5561
4	89	65	4900	4225	5785
5	85	67	4761	4489	5695
6	79	71	4356	5041	5609
7	90	75	5184	5625	6750
8	89	65	4900	4225	5785
9	91	69	5184	4761	6279
10	97	68	5625	4624	6596
11	91	70	4489	4900	6790
12	73	70	3600	4900	5110
13	90	70	5184	4900	6300
14	75	73	3600	5329	5475
15	83	69	4225	4761	5727
16	85	69	4761	4761	5865
17	73	75	3600	5625	5475
18	94	73	5184	5329	6862
19	71	65	3249	4225	4615
20	93	68	5041	4624	6324
21	78	74	4225	5476	5772
22	96	68	5476	4624	6528
23	89	67	4900	4489	5963
24	73	65	3969	4225	4745
25	95	71	5329	5041	6745
26	72	73	3844	5329	5256
27	86	65	5476	4225	5590
28	72	65	3969	4225	4680
29	73	70	3969	4900	5110
30	98	68	5776	4624	6664
Total	**ΣX=**	**ΣY=**	**ΣX^2 =**	**ΣY^2 =**	**ΣXY =**
	2534	**2075**	**230694**	**143809**	**174253**

C. Testing the Hypothesis

a. The Equation of Linear Regression with the formulation as following :

$$y = a+b$$

$$a = \frac{(\Sigma Y)(\Sigma X^2)-(\Sigma X)(\Sigma XY)}{N(\Sigma X^2)-(\Sigma X)^2}$$

$$= \frac{(2075\ )(\ 230694)-(2534)(174253)}{30(230694)-(2534)^2}$$

$$= \frac{478690050 - 441557102}{6920820 - \ \ 6320196}$$

$$= \frac{37132948}{600624}$$

$$=61.8$$

$$b = \frac{N(\Sigma XY)-(\Sigma X)(\Sigma Y)}{N(\Sigma X^2)-(\Sigma X)^2}$$

$$= \frac{60(174253)-(2534)(2075)}{60(230694)-(2534)^2}$$

$$= \frac{10455180\ -5258050}{13841640-5541316}$$

$$= \frac{5197130}{8300324}$$

$$= 0.63$$

$$Y= a+b$$

$$= 61.8 + 0.63$$

$$= 62.43$$

b. Coeficient r

$$r^2 = \frac{b\{N(\Sigma XY-(\Sigma X)(\Sigma Y))\}}{N\Sigma Y^2-(\Sigma Y)^2}$$

$$= \frac{0{,}63(\ 60)(174253)-(2534)(2075)}{60(143809)-(2075)^2}$$

$$= \frac{6586763 - 5258050}{8628540 - 4305625}$$

$$= \frac{1328713}{4322915}$$

$r^2 = 0.307$

$r = \sqrt{0.307}$

$r = 0.554$

c. The examining the Statistic Hypothesis

H_a : P # 0 There is Significant effect of applying Point Counterpoint Strategy on Students' Speaking Ability.

H_0 : P = 0 There is no significant effect of applying Point Counterpoint Strategy on Students' Speaking Ability.

The Stastistical hypothesis could be determined by using the following formula :

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

With a criteria examination *a* H_0 is accepted if $t_{observed} > T_{table}$ or H_0 is rejected if $t_{observed} < T_{table}$ with degree of freedom or df = N-2 = 58. α = 5% = 0.05

$$t_{observed} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0.554\sqrt{60-2}}{\sqrt{1-0.554^2}}$$

$$= \frac{0.554\sqrt{58}}{\sqrt{1-0.307}}$$

$$= \frac{0.554(7.6)}{0.693}$$

$= 6.07^{df}$

$T_{table} = t\left(1 - \frac{1}{2}0.05\right)^{df}$

$= t\,(1-\frac{1}{2}\,0.05)^{58}$

$= t\,(1-0.025)^{58}$

$= 2.00$

Based on the calculation above, where $t_{observed} > T_{table}$ (6,07 > 2.00) it could be concluded than H_0 was rejected. It means that H_0 was accepted or " there was significant effect of applying Point Counterpoint Strategy on students' speaking ability ''.

In determining of the percentage the effect of applying Point Counterpoint Strategy on students' speaking ability, formula was use :

$D = R^2 \times 100\%$

$= 0.554 \times 100\%$

$= 55.4\%$

$X = 100\% - 55.4\%$

$= 44.6\ \%$

It means that the effect of applying Point Counterpoint Strategy on students' speaking ability was 55.4% and 44.6% was influence by the other factor.

D. Research Finding

After the Pre test and Post test were conducted, then the findings could be report us follow there is the significant effect of applying Point Counterpoint Strategy on Students' Speaking ability, which was proven from the result of the test $t_{observed} > T_{table}$ or 9,57 > 2,22 then the percentage of the effect of applying Point Counterpoint Strategy on Students' Speaking ability was 55,4%and 44,6% was influenced by another factor.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on findings and analyzing the data, so the researcher could make the conclusion as follows:

1. There was significant effect of Point Counterpoint Strategy on students' speaking ability in learning asking and giving opinion. Which is proved from the result test $t_{observed} > T_{table}$ or 9,57 > 2,22. It means, null hypothesis was rejected and the alternative hypothesis was accepted.
2. The percentage of the effect of Point Counterpoint Strategy on students' speaking ability was 46,2% and 53,8% was influenced by another factor.

B. Suggestions

Based on the result of this study, suggestion put forward as follows:

1. For the students', speaking ability especially asking and giving opinion, so the English teachers can apply Point Counterpoint Strategy because this can help teacher, but The strategy was limited to certain lessons, and less effective for the lessons of Mathematics and others, as the strategy will be more effective when applied to environmental subjects such as taking an issue and discussing it with others and then looking for solutions to the problem. then Implementation of the discussion in learning requires good supervise from the teacher so that the discussion goes smoothly. So if the students' will

use the strategy to research, the researcher must be careful and have any idea for solution and cover it.

2. The English teachers can teach the students how to express their ideas or thoughts in speak more confidence because Point Counterpoint strategy make stimulation students' from their friend, selfgroup and other group.

3. For the students', the students should be able to speak in English. At least a simple idea, especially asking and giving opinion.

REFERENCES

Arikunto S, Suhardjono, Supardi. 2013. *Penelitian Tindakan Kelas Jakarta:* Bumi Aksara.

Trianto. 2009. *Mendesain Model Pembelajaran Inovatif-Progresif. Surabaya.* Kencana

Brown, H. Douglass. 1994. *Principle of Language and Teaching Prentice Hall Regents. New York*. Longman;

. ———————————— . Teaching by Principles: *An Interactive Approach to Language Pedagogy,*Second Edision, *London*: Longman

———————————. 2007. *Principle of Language Learning and Teacing: Fifth Edition.New York*: Pearson Education, Inc.

Sudjana. 2005. *Teknik Analisis Regresi dan Kolerasi. Bandung.* Tarsito

Fulcher, G. 2003. *Testing Language and Second Language Speaking. Sidney*: Longman

Harmer, J. 2001. *The Practice of Language Teaching: Third Edition. Completely Revised and Update. Cambridge*, Longman.

————— 2002. *The Practice of Language Teaching: Third Edition. Completely revised andd update 2. Impression, Harlong:* Longman.

Hornby, A.S. 1995. *Oxford Advenced Learner's Dictionary. NewYork:* Oxford University Press.

Richard, J.C and Rogers, T.S. 2003. *Approaches and Methods in Language Teaching. Second Edition New York*: Cambridge University Pers.

Rusman, 2010 *Model – Model Pembelajaran Mengembangkan Profesionalisme Guru. Jakarta* : PT. Raja Grafindo Persada

Sugiyono. 2016. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung:* Alfabeta

http://www.cmu.edu/teaching/solveproblem/strat-dontparticipate/groundrulespdf

APPENDIX I

LESSON PLAN

School : SMP 7 MUHAMMADIYAH MEDAN
Lesson : English
Class : VIII
Material : EXPRESSION OF ASKING AND GIVING OPINION
Allocation Time : 2 x 40 minute

A. Core Competence

KI 1: Comprehend and practise the teachings of Region adhered.
KI 2: Comprehend and practice honest behavior, discipline, responsibility, caring (mutual, cooperative, tolerant, peaceful), polite, responsive and pro-active attitude and showing as part of the solution of various problems in interact effectively with the social and natural environments as well as in putting yourself as a reflection of the nation in the Association world
KI 3: Undertanding , applying , analyzing the factual knowledge, conceptual, procedural based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State, civilization and related causes of phenomena and events, as well as apply the knowledge procedural at a specific field of study in accordance with talent and interest in solving problems.

B. Base Competenceand Indicator

1.1 opportunity thanks to the United Kingdom can study languages as the language of instruction, International Communication is realized in the spirit of learning.

2.1 Show the politeness and pay attentio to the interpersonal communication with friends ang teacher.

2.1 Point out the honestly, discipline, confidance, and responsible in carrying out the functional communication .

3.1 Analyse the function of social, the structure of texts, and the elements of language of the text exposure of identity, according to the contetext.

4.1 Draft text verbal and write a simple to explained, ask and repsond to the exposure of identity, to pay attention to the function of social, the structure of the text and elements of the language, correctlyand in accordance tih the context .

Indicator

1. Students can to express how to giving and responding good and bad news.
2. Identifies the surprising text / news delivery structure
3. Students can inform good and bad news.
4. Students can make dialog and demostrade in front of the class.

C. The Learning Process

The process of asking and disscusing:

Students can be questioned to learning speaking English by media or did not by using media. (Point Counter Point Strategy)

D. The Material of Learning

Oral and written text to initiate a surprising news or information delivery Social function.Deliver surprisingly good news or information to maintain interpersonal relationships with teachers, friends and others

Text structure

Guess what! Surprise! You know what?

Linguistic elements

Vocabulary, grammar, speech, word pressure, and intonation, comprehension.

Topic

Various things are related to the interaction between teachers and students during the learning process, inside and outside

E. The Learning Method

Point Counterpoint Srategy

F. Media

proyektor

G. The Learning Steps

1. The Introduction

- Greeting and pray together.
- Ask the conditon of students and give the motivation
- Check the attend of students.
- The teacher explain topic they will learn.
- Describe the learning purpose.

2. The Core

Observing

- Students listening/watching the video aboutan Issues with proyector.

- Students give the interaction above the issues

Asking

- Asking the student comprehension about the issues.

Expolation

- Students try to begin using proyector.
- Students can make dialog about the issues.
- Students practice to expressing the opinion about the issues

Associate

- Students express about the issues in front of the class.
- Students get the feedback from teacher and their friend for every they explain.

3. Closing

- Teachers help students in concluding lessons
- Pray together

H. Penilaian

Kind/ Technique of assement

1. Grammar (20)

Score	Explanation
16 – 20	Very Good; errors in grammar are quite rare
11 – 15	Good; control of grammar is good
6 – 10	Fair; construction quite accurately but does not have through or confident control of the grammar.
1 – 5	Unsatisfactory; errors in grammar frequent to speak language.

2. Vocabulary (20)

Score	Explanation
16–20	Very Good; rarely has trouble
11–15	Good; something using inappropriate term about language
6–10	Fair; frequent using wrong speech limited to simply vocabulary
1–5	Unsatisfactory; very limited vocabulary and make the

	comprehension quite difficult.

3. Fluency (20)

Score	Explanation
16–20	Very Good; understand able.
11–15	Good; speech is generally natural.
6–10	Fair; some definite stumbling but manager to rephrase and continue.
1–5	Unsatisfactory; speed of speech and length of utterances are for below normal, long, pauses, utterances left unfinished.

4. Pronounciation (20)

Score	Explanation
16–20	Very Good; understand able
11–15	Good; few noticeable errors
6–10	Fair; error of the basic pronunciation
1–5	Unsatisfactory; hard to understand because sound, accent, pitch, difficulties and incomprehensible.

5. Comprehension (20)

Score	Explanation
16–20	Very Good; rarely noticeable errors
11–15	Good; occasionally grammatical errors which do not obscure Meaning
6–10	Fair; error the basic structure, meaning occasionally obscure by grammatical errors.
1–5	Unsatisfactory; usage definitely unsatisfactory frequently needs to rephrase construction or district itself to basic structure

Medan, 13 Maret 2018

Mengetahui
KepalaSekolah

SyamsulHidayat, S.Pd

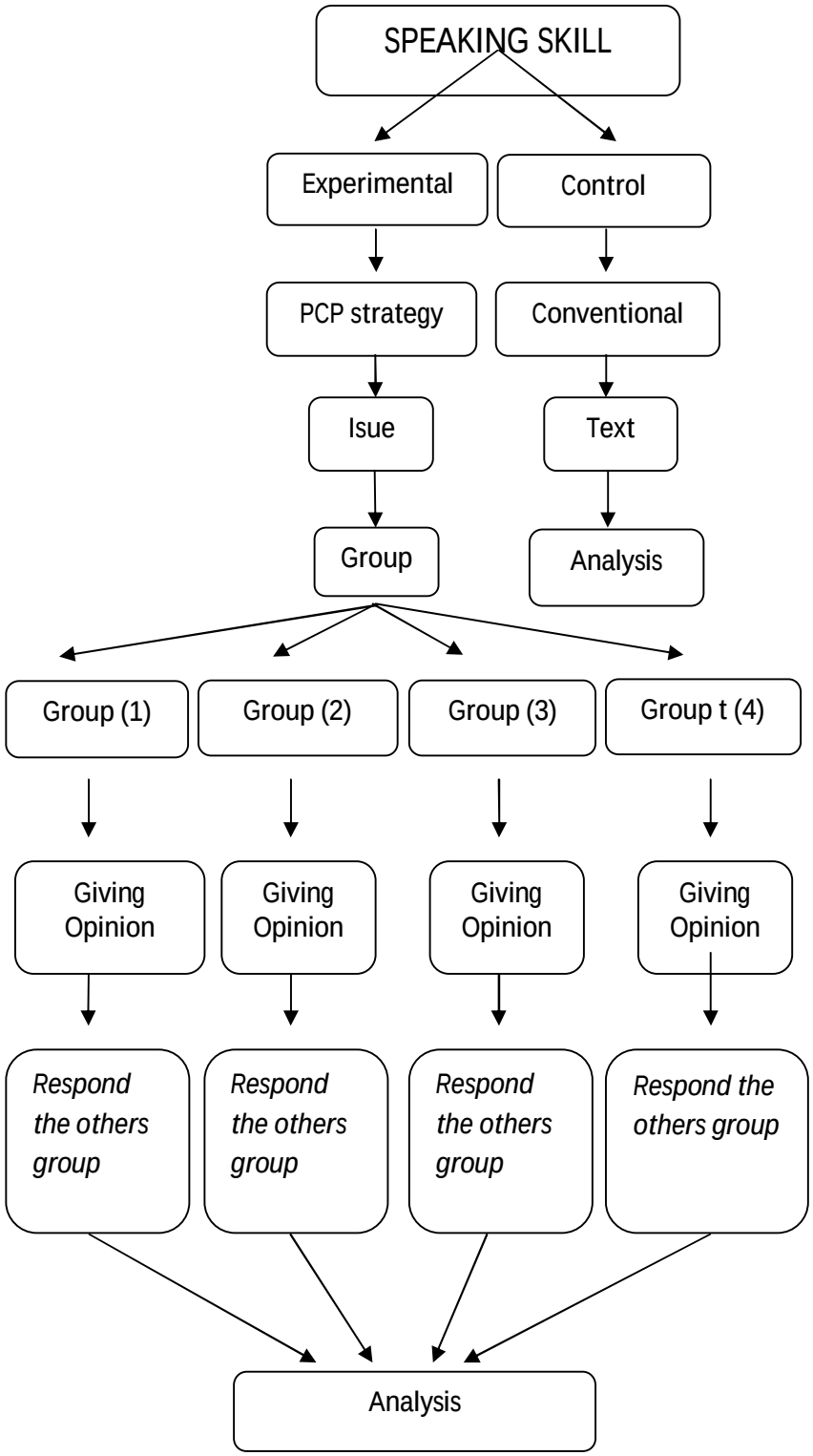
Guru Mata Pelajaran

YusiYani, S.Pd

Peneliti

Syah Reza Zein
1402050050

APPENDIX I.I


SPEAKING SKILL
Experimental
Control
PCP strategy
Conventional
Isue
Text
Group
Analysis
Group (1)
Group (2)
Group (3)
Group t (4)
Giving Opinion
Giving Opinion
Giving Opinion
Giving Opinion
Respond the others group
Respond the others group
Respond the others group
Respond the others group
Analysis

APPENDIX I

LESSON PLAN

School : SMP 7 MUHAMMADIYAH MEDAN
Lesson : English
Class : VIII
Material : EXPRESSION OF ASKING AND GIVING OPINION
Allocation Time : 2 x 40 minute

A. Core Competence

KI 1: Comprehend and practise the teachings of Region adhered.
KI 2: Comprehend and practice honest behavior, discipline, responsibility, caring (mutual, cooperative, tolerant, peaceful), polite, responsive and pro-active attitude and showing as part of the solution of various problems in interact effectively with the social and natural environments as well as in putting yourself as a reflection of the nation in the Association world
KI 3: Undertanding , applying , analyzing the factual knowledge, conceptual, procedural based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State, civilization and related causes of phenomena and events, as well as apply the knowledge procedural at a specific field of study in accordance with talent and interest in solving problems.

B. Base Competenceand Indicator

1.1 opportunity thanks to the United Kingdom can study languages as the language of instruction, International Communication is realized in the spirit of learning.

2.1 Show the politeness and pay attentio to the interpersonal communication with friends ang teacher.

2.1 Point out the honestly, discipline, confidance, and responsible in carrying out the functional communication .

3.1 Analyse the function of social, the structure of texts, and the elements of language of the text exposure of identity, according to the contetext.

4.1 Draft text verbal and write a simple to explained, ask and repsond to the exposure of identity, to pay attention to the function of social, the structure of the text and elements of the language, correctlyand in accordance tih the context .

Indicator

1. Students can to express how to giving and responding good and bad news.
2. Identifies the surprising text / news delivery structure
3. Students can inform good and bad news.
4. Students can make dialog and demostrade in front of the class.

C. The Learning Process

The process of asking and disscusing:

Students can be questioned to learning speaking English by media or did not by using media. (Point Counter Point Strategy)

D. The Material of Learning

Oral and written text to initiate a surprising news or information delivery Social function.Deliver surprisingly good news or information to maintain interpersonal relationships with teachers, friends and others

Text structure

Guess what! Surprise! You know what?

Linguistic elements

Vocabulary, grammar, speech, word pressure, and intonation, comprehension.

Topic

Various things are related to the interaction between teachers and students during the learning process, inside and outside

E. The Learning Method

Direct/Conventional Method

F. Media

proyektor

G. The Learning Steps

1. The Introduction

- Greeting and pray together.
- Ask the conditon of students and give the motivation
- Check the attend of students.
- The teacher explain topic they will learn.
- Describe the learning purpose.

2. The Core

Observing

- Students listening/watching the video aboutan Issues with proyector.

- Students give the interaction above the issues

Asking

- Asking the student comprehension about the issues.

Expolation

- Students try to begin using proyector.
- Students can make dialog about the issues.
- Students practice to expressing the opinion about the issues

Associate

- Students express about the issues in front of the class.
- Students get the feedback from teacher and their friend for every they explain.

3. Closing

- Teachers help students in concluding lessons
- Pray together

H. Penilaian

Kind/ Technique of assement

1. Grammar (20)

Score	Explanation
16 – 20	Very Good; errors in grammar are quite rare
11 – 15	Good; control of grammar is good
6 – 10	Fair; construction quite accurately but does not have through or confident control of the grammar.
1 – 5	Unsatisfactory; errors in grammar frequent to speak language.

2. Vocabulary (20)

Score	Explanation
16–20	Very Good; rarely has trouble

11–15	Good; something using inappropriate term about language
6–10	Fair; frequent using wrong speech limited to simply vocabulary
1–5	Unsatisfactory; very limited vocabulary and make the comprehension quite difficult.

3. Fluency (20)

Score	**Explanation**
16–20	Very Good; understand able.
11–15	Good; speech is generally natural.
6–10	Fair; some definite stumbling but manager to rephrase and continue.
1–5	Unsatisfactory; speed of speech and length of utterances are for below normal, long, pauses, utterances left unfinished.

4. Pronounciation (20)

Score	**Explanation**
16–20	Very Good; understand able
11–15	Good; few noticeable errors
6–10	Fair; error of the basic pronunciation

1–5	Unsatisfactory; hard to understand because sound, accent, pitch, difficulties and incomprehensible.

5. Comprehension (20)

Score	**Explanation**
16–20	Very Good; rarely noticeable errors
11–15	Good; occasionally grammatical errors which do not obscure Meaning
6–10	Fair; error the basic structure, meaning occasionally obscure by grammatical errors.
1–5	Unsatisfactory; usage definitely unsatisfactory frequently needs to rephrase construction or district itself to basic structure

Medan, 13 Maret 2018

Mengetahui
KepalaSekolah

Guru Mata Pelajaran

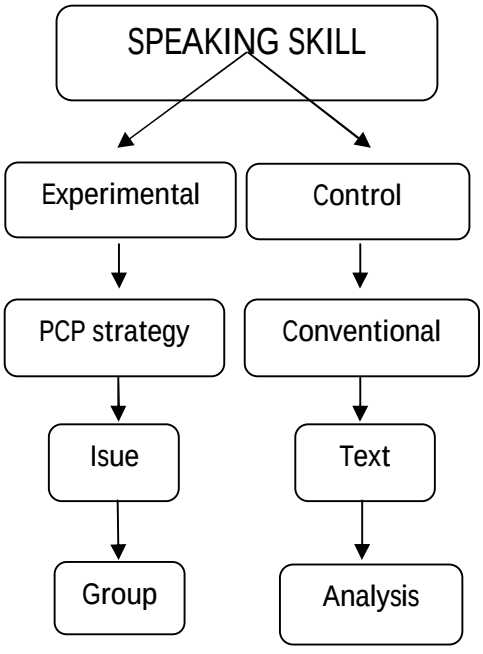
SyamsulHidayat, S.Pd

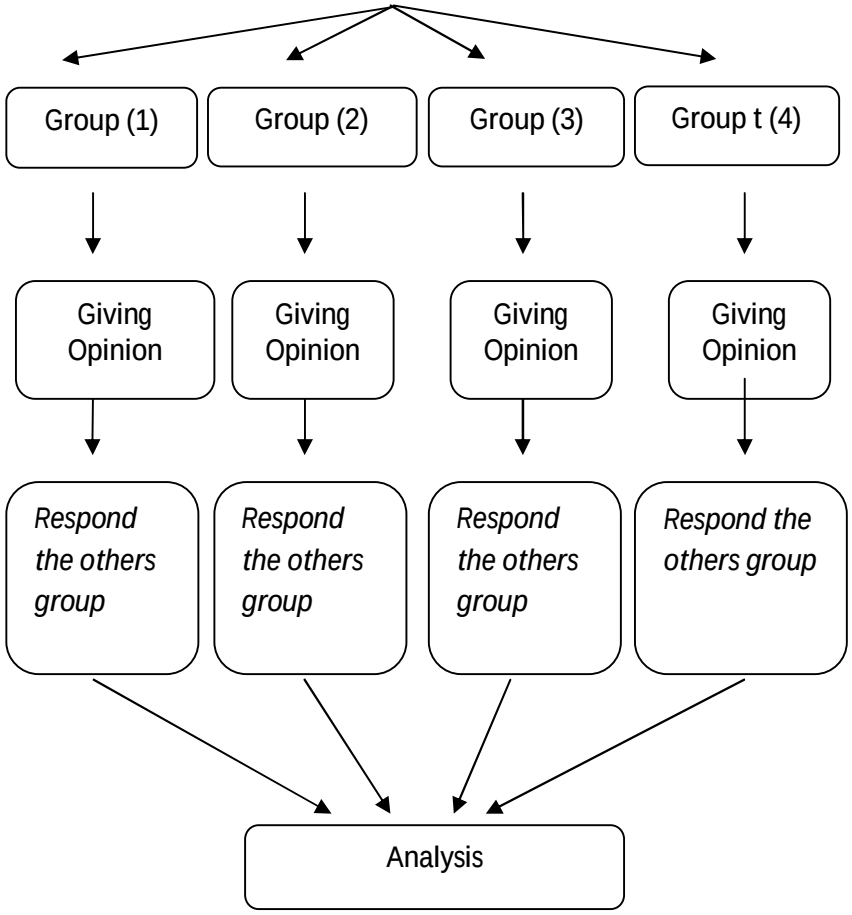
YusiYani, S.Pd

Peneliti

Syah Reza Zein
1402050050

APPENDIX I.I


SPEAKING SKILL
Experimental
Control
PCP strategy
Conventional
Isue
Text
Group
Analysis


Group (1)
Group (2)
Group (3)
Group t (4)
Giving Opinion
Giving Opinion
Giving Opinion
Giving Opinion
Respond the others group
Respond the others group
Respond the others group
Respond the others group
Analysis

APPENDIX II

Table 1.1
Pedoman Observasi
Kemampuan Berbicara Siswa

KEGIATAN GURU

NO	JENIS KEGIATAN YANG DI OBSERVASI	FREKUENSI /PERTEMUAN			JUMLAH	
(1)	(2)	1	2	3	Hasil	Rata-rata
1.	Melakukan kegiatan presensi.					
2.	Melakukan apersepsi.					
3.	Menyampaikan standar kompetensi dan kompetensi dasar yang akan dipelajari.					
4.	Menyampaikan tujuan pembelajaran					
5.	Melaksanakan pembelajaran secara berkelompok.					
6.	Melatih kemampuan visual siswa dalam pemahaman berbicara pada siswa.					
7.	Melaksanakan kegiatan pembelajaran berbicara dari kegiatan yang sederhana dan makin lama semakin sulit.					
8.	Melakukan kegiatan pembelajaran berbicara secara berjenjang yaitu dengan memberi contoh dan bimbingan terlebih dahuluu kemudian contoh maupun bimbingan dari sedikit demi sedikit dikurangi, apabila siswa makin mampu melakukan dan memilih sendiri apa yang akan mereka lakukakan.					
9.	Mengaitkan materi dengan pengalaman pribadi siswa.					
10.	Mengaitkan materi dengan realitas lingkungan kehidupan sehari-hari.					
11.	Melaksanakan pembelajaran					

	sesuai dengan kompetensi (tujuan) yang akan dicapai dan karakteristik siswa.					
12.	Membantu siswa untuk mengerti apa arti kata yang mereka ucapam atau mereka ucapkan atau mereka tulis dari gerakan, roman muka, serta nada suara dari guru.					
13.	Menumbuhkan partisipasi aktif siswa dalam pembelajaran.					
14.	Meminta siswa untuk mengingat dan menyebutkan fakta-fakta atau konsep yang sederhana yang terdapat dala, pembelajaran speaking.					
15.	Membimbing siswa untuk memahami hubungan antar hal, sebab akibat, hubungan antar fakta-fakta dan membedakan antar materi lainnya.					
16.	Membimbing siswa untuk menerapakan konsep yang ada dalam pembelajaran speaking.					
17.	Membantu siswa dan membimbing dengan sabar terhadap siswa yang mengalami kesulitan belajar.					
18.	Memberikan motivasu dalam belajar kepada siswa.					
19.	Menumbuhkan motivasi belajar siswa agar mau terlibat dalam pembelajaran.					
20.	Melakukan penilaian setiap akhir pembelajaran sesuai dengan kompetensi pembelajaran.					
21.	Menggunakan bahasa Inggris sebagai bahasa pengantar yang relatif benar dan salah.					
22.	Melakukan refleksi dengan melibatkan siswa.					
23.	Melaksanakan tindak lanjut dengan memberikan arahan, kegiatan, atau tugas sebagai					

	bagian pengayaan.					
Total =						

Rentangan Penilaian dari 50-100

Hasil $= \frac{\text{Jumlah Nilai}}{23}$

=

APPENDIX 3

FULL DAY SCHOOL

As we know, in our school there full day class, and we know almost every school in Medan has implemented full day school system..

Now, What’s your opinion about fullday schhol ?

Appendix III

Table 1.1
Pedoman Observasi
Kemampuan Berbicara Siswa

KEGIATAN SISWA

NO	JENIS KEGIATAN YANG DI OBSERVASI	FREKUENSI /PERTEMUAN			JUMLAH	
(1)	(2)	1	2	3	Hasil	Rata-rata
1.	Memperhatikan guru dalam pembelajaran speaking berlangsung.					
2.	Mendengarkan dengan sungguh-sungguh apa yang disampaikan oleh guru					
3.	Melakukan kegiatan diskusi dengan sungguh-sungguh.					
4.	Bersikap kritis terhadap ide yang akan dipaparkan.					
5.	Menunjukkan motivasi yang tinggi untuk terlibat dalam kegiatan pembelajaran.					
6.	Mengerti apa arti kata yang mereka ucapkan atau mereka tulis, dari gerakan, roman muka, serta nada suara dari guru atau temannya.					
7.	Mengingat dan menyebutkan fakta-fakta atau konsep yang sederhana yang terdapat dalam pembelajaran speaking.					
8.	Memahami hubngan antarhal, sebab akibat, hubungan antar fakta-fakta dan membedakan antarhal dalam pembelajaran speaking.					
9.	Menerapkan konsep yang ada dalam menyampaikan ide dengan cara memberi contoh dan demonstrasi.					
10.	Menganalisis bagian-bagian					

	yang khusus, mengindetifikasi, membedakan informasi tertentu dalam konteks speaking.					
11.	Mampu berkomunikasi dengan menggunakan bahasa yang baik secara lisan maupun tulisan.					
12.	Mengerjakan soal evaluasi dengan serius.					
13.	Meminta secara langsung bimbingan dari guru apabila menemukan kesulitan.					
14.	Mengajukan pertanyaan terhadap guru secara kritis berhubungan dengan pembelajaran speaking.					
15.	Berperilaku sopan baik terhadap guru maupun sesama teman.					
Total =						

Rentangan Penilaian dari 50-100

Hasil $= \frac{\text{Jumlah Nilai}}{15}$

=

APPENDIX 5

The Calculation of Table

No	X	Y	X^2	Y^2	XY
1	80	73	4096	5329	5840
2	71	67	3249	4489	4757
3	83	67	3969	4489	5561
4	89	65	4900	4225	5785
5	85	67	4761	4489	5695
6	79	71	4356	5041	5609
7	90	75	5184	5625	6750
8	89	65	4900	4225	5785
9	91	69	5184	4761	6279
10	97	68	5625	4624	6596
11	91	70	4489	4900	6790
12	73	70	3600	4900	5110
13	90	70	5184	4900	6300
14	75	73	3600	5329	5475
15	83	69	4225	4761	5727
16	85	69	4761	4761	5865
17	73	75	3600	5625	5475
18	94	73	5184	5329	6862
19	71	65	3249	4225	4615
20	93	68	5041	4624	6324
21	78	74	4225	5476	5772
22	96	68	5476	4624	6528
23	89	67	4900	4489	5963
24	73	65	3969	4225	4745
25	95	71	5329	5041	6745
26	72	73	3844	5329	5256
27	86	65	5476	4225	5590
28	72	65	3969	4225	4680
29	73	70	3969	4900	5110
30	98	68	5776	4624	6664
Total	**ΣX=**	**ΣY=**	**ΣX^2 =**	**ΣY^2 =**	**ΣXY =**
	2534	**2075**	**230694**	**143809**	**174253**

APPENDIX 6

The Attendance list of Students' Experimental and Control Class

1. **Class Experiment**

NO	Students' Name	Pre Test (First Meeting)	Post Test (Second Meeting)
1	Ahmad Fahrozi		
2	Alvin Huma		
3	Ambun Kharisma Buana		
4	Anugrah Wijaya		
5	Athayana Nabila Parinduri		
6	Bilqis Syabina		
7	Dewi Sekar Wangi		
8	Dinda Anggraini		
9	Elisa Arini		
10	Fatimah Azzahra		
11	Fragustian Sanjaya		
12	Ghaitsa Zahira Shhofa		
13	Hikmal Akbar		
14	Ikhsan Maulana		
15	Muhammdad Naufal ar ridho		
16	Muhammad bagaskara Budiman		
17	Muhammad Vandy Yendra		
18	Mutya Salwatun Najwa		
19	Nayla Rezeki		
20	Nisa Ananda Simangunsong		
21	Nurfadidal Noviani		
22	Nurhaliza		
23	Puspita sari		

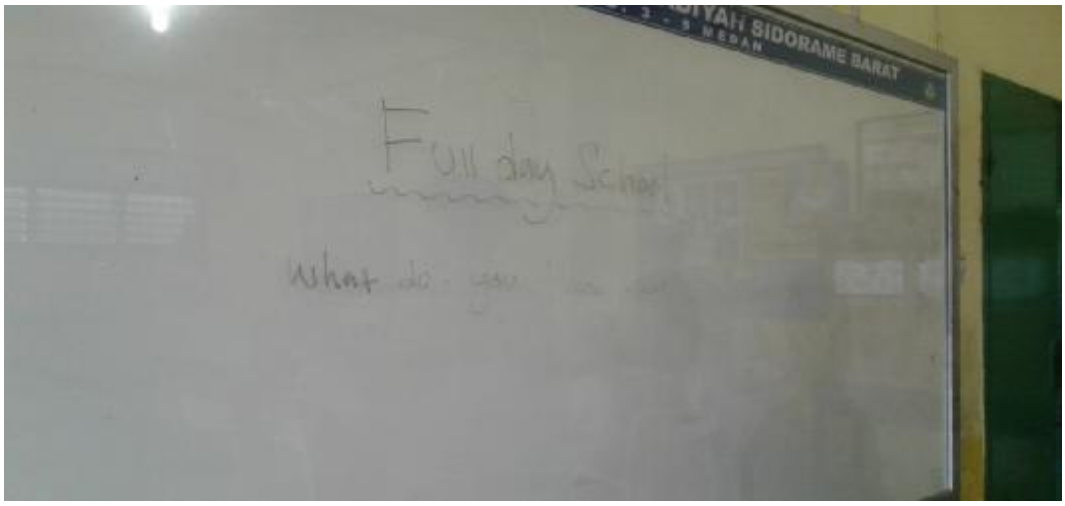
24	Ragil		
25	Raihana putri		
26	Rendi Kurniawan Hasibuan		
27	Surya Bagas Prtama		
28	Tasya Mauliza		
29	Wahyu yunanda		
30	Zahra Nabila		

2. Class Control

NO	**Students' Name**	**Pre Test (First Meeting)**	**Post Test (Second Meeting)**
1	Abian Rafa Hendri		
2	Aditya R. Syahreza Matondang		
3	Affan Arizki		
4	Aisyah		
5	Auli Febriyana		
6	Bagus Syahputra		
7	Bayu Aditya Pranata		
8	Cinta Ramadhani Lubis		
9	Dika Ramadhana		
10	Dimas wahyu Pamungkas		
11	Dinda Tiara Yusuf		
12	Dwi Putri Rahmatillah		
13	Fahira Anisa Fitri		
14	Febi Kurnia		

15	Gladis aulia barus		
16	Hafian Nur putra		
17	Ilham Abdillah lubis		
18	M. Fikri Azis		
19	M. Ichal Saputra		
20	Nazwa adika virgia		
21	Meila nirwana		
22	Putri Juliani		
23	Prisa praha		
24	Rahma azzahra		
25	Riyansyah akhwal		
26	Syafa nur azwina		
27	Siti fadilla		
28	Suci arimbi		
29	Tauhid prayuda		
30	Vira aulia		

APPENDIX 7



Documentation of Pre test on Experimental Class

Documentation Of Post Test on Experimental Class

Pre Test and Post est on Control Class

Checking RPP and Result Of Experiment