THE EFFECT OF POINT-COUNTERPOINT STRATEGY ASSITED BY FLASH CARD MEDIA ON STUDENTS' SPEAKING ACHIEVEMENT

SKRIPSI

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

By:
ARIF GUSTIAN ZULMI

1502050259

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
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بسم الله الرحمن الرحيم

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Nama Lengkap : Arif Gustian Zulmi
NPM   : 1502050259
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi   : The Effect of Point-Counterpoint Strategy Assisted by Flash Card Media on Students' Speaking Achievement

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ANGGOTA PENGUJI:

1. Dr. T. Winona Emelia, M.Hum   1.

2. Khairil, S.Pd, M.Hum   2.

3. Yenni Hasnah, S.Pd, M.Hum   3.

LEMBAR PENGESAHAN SKRIPSI

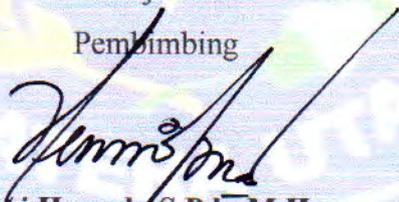بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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Nama Lengkap   : Arif Gustian Zulmi

N.P.M   : 1502050259

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : The Effect of Point-Counter-Point Strategy Assisted by Flash Card Media on Students' Speaking Achievement
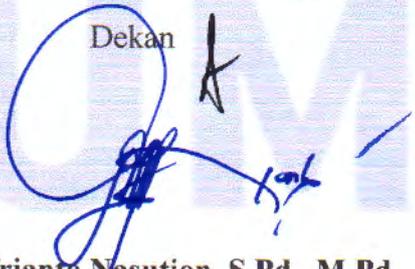
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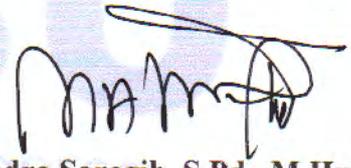Disetujui oleh:
Pembimbing

Yenni Hasnah, S.Pd., M.Hum.

Diketahui oleh:

Dekan

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

Ketua Program Studi

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

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Arif Gustian Zulmi
N.P.M : 1502050259
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Point-Counter-Point Strategy Assisted by Flash Card Media on Students' Speaking Achievement

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
2/9/2019	Chapter IV; Data and Data Analysis	
11/9/2019	Abstract, Acknowledgement, table of Contents	
	List of Tables, List of Appendices,	
	Chapter I – V, References, and Appendices	
12/9/2019	Chapter IV	
	Appendices	
14/9/2019	Abstract	
	Acknowledgements	
	Chapter I – V	
	Appendices	
	Acc to Green Table Examination	

Medan, September 2019

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

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

(Yenni Hasnah, S.Pd., M.Hum.)

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan di bawah ini :

Nama Lengkap	:	Arif Gustian Zulmi
N.P.M	:	1502050259
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Point-Counterpoint Strategy Assisted by Flash Card Media on Students' Speaking Achievement

Dengan ini saya menyatakan bahwa:

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Hormat saya

Yang membuat pernyataan,

Arif Gustian Zulmi

Diketahui oleh Ketua Program Studi

Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Arif Gustian Zulmi. NPM. 150205259. "The Effect of Point-Counterpoint Strategy Assisted by Flash Card Media on Students' Speaking Achievement"; Skripsi: English Education Program of Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara, Medan. 2019.

This research deals with The Effect of Point-Counterpoint Strategy Assisted by Flash Card Media on Students' Speaking Achievement in the Senior High School at SMAN 2 Binjai Academic year 2019/2020. The purpose of this study was to find out the effect of applying Point-Counterpoint Strategy on students' speaking achievement. In this research, the researcher used Experimental method (pre-test and post-test) design. The sample of this research were 60 students. It was chosen by using cluster sampling. The instrument of collecting the data was oral test about giving argument on any topic that the researcher gave. The data were analyzed by using t-test formula. The result of the analysis showed that t-observed was higher than t-table (3.37 > 2.00) at the level significance 0.05 with the degree of freedom 58. It means that Point-Counterpoint Strategy affects on students' speaking achievement. This implied that Point-Counterpoint Strategy can be an alternative strategy in teaching speaking in Senior High School.

Keywords: Point-Counterpoint, Students Speaking Achievement.

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The writing of this *skripsi* entitled "The Effect of Point-Counterpoint Assisted by Flash Card Media on Students' Speaking Achievement". This *skripsi* written to fulfill one of the requirements to obtain the *Sarjana Pendidikan* Degree at the Departement of English Education, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.

The writing of this *skripsi* is actually a miracle for the since it was firstly regarded as a task would be very hard to do. However, it has now been denied since the *skripsi* has finally been written. Then, I would like thanks to Allah *Subhaanaahu Wa Ta'ala* for His Blessing given to me so that the writing of this *skripsi* has been finished without any meaningful problem. Additionally, the writer was grateful to the following for their supports and helps.

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So the researcher hoped suggestions and comments from all the readers, especially for the students of English Department who want to do a research. May Allah SWT bless all.

Medan, September 2019

The Researcher

ARIF GUSTIAN ZULMI
NPM. 1502050259

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Speaking was one of four skills in English learning. One of intention of speaking was to communicate with the others. Based on Fulcher (2003) Speaking is the verbal use of language to communicate with others. Which someone with low speaking skill will find it hard to communicate with either the teacher or other students. Speaking skills are active process not a passive process so that need systematic thinking and logical thinking. It was related with statement of Yeager (Rofi'uddin and Zuhdi, 1998) in Speaking, students should be able distinguish facts and opinions, recognize causal relationships, express arguments, etc.

Generally, definition of speaking as the exchange between people's, knowledge, information, ideas, opinions, feelings so that it was should be a concept / idea and follow from what they say, or it may be referred to as an act of communication through speech generally appearing in the interaction and agreement phase as part of a dialogue or more precisely the exchange of verb. It is related with statement of Richards (2002) Effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Through speaking, students can be more brave

to speak in front of the class to convey their ideas or opinion. And also speaking can develop their knowledge and experiences that they must have while study English.

According to Black (2017) the importance of speaking skills to help someone in all areas of life. Having the vocabulary and wide range of English skills assist she in acquiring a good job, communicating well to others, in business, at work or in school. The more knowledgeable someone was in her speaking skill, the less frustration in conveying yourself to others. Good speaking skills widens your options in job choices. Sales, business, teaching, communications, computers, management, administration, law, police work, government jobs, reception, hospitality industry, marketing, doctorates, customer service, all depend on excellent speaking skills, to name a few. Thus, speaking skill was very important to acquire by someone particularly by students.

Based on curriculum 2013 in Senior High School, it was expected the students should be able to express opinions and thoughts, the students can find the information based on the expressing of opinions and thoughts, students can answer the questions based on expressing of opinions and thoughts and the students can use expressions opinions and thoughts in daily activities.

In the reality, based on the observation at SMA Negeri 2 Binjai many students can not communicate in English and assume that speaking was more difficult than other skills in English. It was because they have some problem when they speak like wrong in pronunciation of words, not knowing the tenses and etc. Mental problem also became one of the obstacles to the difficulty of the students speak English, because in general students speak in front of the class. They were

feel nervous, of course those who appear the center of attention in the class, all eyes be direct to him. Such as those that researchers encountered in the field when observing the students who are did the learning process and interview with teachers who teach the school during one week learning method become one of the cause of student unable to practice to speak in English when teacher teach it.

The problems above appear from two factors, namely internal and external factors. Internal factors were present in each learners, students feel monotonous, lacking of vocabulary, not knowing tenses, mental problem also became one of the obstacles to the difficulty of the students speak English, because in general students speak in front of the class. They were feel nervous, of course those who appear the center of attention in the class, all eyes be direct to him.While the external factor was the environment not support when the students speak English. So the students do not have a space to practice speak English.

To solve the problem, the researcher offers a teaching strategy that was fun, active, easy, interesting and helpful the students'. Therefore, Point-counterpoint strategy can be one of ways to solve the problem of speaking skill. Point-counterpoint strategy was a great teacher enhancement strategy to invite the students to participate in the classroom. According Daft (2010) the advantages of Point-Counterpoint strategy are as follows: a)Make the Students' to be able to think critically about the issues will be discussed in the group. b)Make the Students' to be active in expressing opinions on the issues will discussed, c)Facilitates a deeper understanding of the issues based on their own interpretation, d)Provide opportunities for Speaking English.

Based on the description above the researcher conducted this research on the students of class X SMA Negeri 2 Binjai with the title "The Effect of Point Counter-point Strategy Assisted by Flash Card Media on Students' Speaking Achievement".

B. The Identification of Problems

The problems of this research were identified as follows:

1. The students' motivation in English learning still low.

2. The students were not confident to deliver the ideas with speaking English.

3. The teachers still use conventional strategy.

C. The Scope and Limitation

The scope of the research was focused on speaking skill. It was limited on transactional speaking by using point-counterpoint strategy.

D. The Formulation of the Problem

The problem of the research were formulated as the following: "is there any significant effect of using Point-Counterpoint Strategy on students' speaking achievement"?

E. The Objectives of the Study

The objective of the study was to investigate the effect of using Point-counterpoint strategy on students' speaking achievement.

F. The Significance of Study

The results of the study were expected to have benefits theoretically and practically.

1. Theoretical Benefits

This study was expected to be useful to give information about using point-counterpoint strategy to increase speaking students' ability.

2. Practical Benefits

  a. To help the students more understand the material given by the teacher. And to make the students active to deliver their ideas in the class and also to motivate and confidence so that create new habit for upgrade their achievement.

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

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Speaking

Speaking was one of the four basic skills in language learning beside writing, listening and reading. It was one of the most important skill because speaking was productive skill which produces a language besides writing. Meanwhile, listening and reading are not productive skills.

The main aim of speaking was to communicate, which conveys information or expression one's thoughts and feelings in spoken language from a speaker to a listener. The listener should interpret the information the information from the speaker. That was why the speaker should convey the information in a good way.

The learners should be able to produce basic structure correctly. Fulcher (2003) suggests that "Speaking was the verbal use of language to communicate with others". Since the listening and speaking were product of skill, there were many relationships each other. The ability of the listening and speaking had some information which was gained from listening. In the other word, the topic to be discussed in speaking was relevant to what the speaker has heard from another person. That was the reason why in listening was always related to speaking.

Based on Richards (2002) "Effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements such as gestures,

body languages, and expressions were needed in conveying messages directly without any accompanying speech''.

From some definitions above it was concluded that speaking skill was always related to communication. Speaking skill itself was stated as the skill to use language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

1.1 Functions of Speaking

There were many functions of speaking proposed by many practitioners. Brown and Yule in Richards (2008) classified propose three functions of speaking. They are talk as interaction, talk as transaction, and talk as performance.

Talk as interaction refers to what people normally did in communication that was "conversation" and describes the interaction that serves a primarily social function. People interact with each other when they meet though exchange greeting because they wish to be friendly and to establish and maintain social relations. Talk as transaction refers to situations where the focus was on what is said or done. The focus of talk as transaction was on the message rather than how they interact socially with each other. According to Burns (1998) distinguishes two types of talk as interaction. The first type focuses on giving and receiving information and the second type focuses on obtaining goods or services. Talk as performance refers to public talk such as classroom presentations, public announcements, and speeches. The talk tends to be monologue rather than dialogue and mostly a written language since the speaker follows what was written in the text.

Besides, Thornburry (2005) classified proposes four language features in speaking. They are interactive, non interactive, planned and unplanned. Multi party speeches like casual conversation between friends or between children and their parents is interactive speaking or dialogue. Monologues such as news reporting on a television, and voice-mail message were no interactive speaking.

Public speeches and business presentations were typical planned. On the other hand, chatting with friends at the classroom and conversation at the shop were kinds of unplanned speaking.

From the explanation above, the researcher concluded that there were many functions of speaking such as to maintain social relation, to get thing done, to give speech, etc. The ways of how the speakers perform speaking were different depend on their purposes.

1.2 Types of Speaking Performances

Brown (2004) classified six categories of speaking skill area. Those six categories are as follows: a. Imitative, b. intensive, c. responsive, d. transactional, e. interpersonal, f. extensive.

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important things here was focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling students get opportunity to listen and orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students did the task in pairs (group work). For example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance included interaction and test comprehension but at the somewhat limited level of very short conversation, started greeting and small talk, simple request and comments. This is a kind of short replies to teacher or students initiated questions or comments, giving instruction and direction. Those replies are usually sufficient and meaningful.

d. Transactional (Dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which was done in pair work.

e. Interpersonal (Dialogue)

It is carried out more for the purpose of maintain social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance were interview, role play, discussion, conversation and games.

f. Extensive (Monologue)

Teacher gives students extended monologues in the form oral reports summaries, and storytelling and short speeches.

Based on the theory above, it was concluded that there were some points that should be considered an assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

2. Teaching Speaking

Brown (2001) proposed seven principles for designing speaking techniques. These principles will help teachers to conduct the speaking class. The techniques were elaborated below:

a. Using techniques that cover 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 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.

b. Providing intrinsically motivating techniques. Try to appeal to students ultimate goals and interest 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.

c. Encouraging the use of authentic language in meaningful contexts. It takes energy and creativity to devise authentic contexts 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 authenticity.

d. Providing appropriate feedback and correction. In most EFL situation, students were totally depended on the teacher for the useful linguistic feedback. Feedback can be gotten outside of the classroom but it was important for teachers to inject the kinds of corrective feedback.

e. Capitalizing on the natural link between speaking and listening. Many interactive techniques involving speaking will include listening. The two skills can reinforce each other. Skills in producing language were often done through comprehension.

f. Giving students opportunities to initiate oral communication. Part of oral communication competence was the ability to initiate conversations to nominate topics, to ask the question, to control conversation and to change the subject. The teacher can design speaking techniques allowing students to initiate language.

g. Encouraging the development of speaking strategies. Teachers should develop speaking strategies to help the students be aware and have a chance to practice oral communication. The speaking strategies are asking for clarification (what), asking someone to repeat something (excuse me), using fellers (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.

These principles should be used as a guide in teaching speaking. The teacher should encourage the learners to use the language in interaction with others. So the teacher must notice these principles in teaching speaking.

3. Speaking Assessment Criteria

There were factors that influence raters or teachers impression on how well someone can speak language. When teachers assess speaking, it means that their listening determines the reliability and validity of an oral production test. Assigning and ranging a sore from 1 to 5 not easy. The lines of distinctions between levels were quite difficult to pinpoint. Brown (2004) states that the teacher can spend much time to see the recording of speaking performance to make accurate assessment. Thornburry (2005) claims that there are two main ways to asses speaking. They are holistic scoring and analytic scoring. Holistic scoring uses a single score as the basis of an overall impression, while analytic scoring uses a separate score of different aspects of the task. This holistic 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 variety of factors into account and was probably fairer and more reliable. It also provides information on specific weakness and strengths of students. However, disadvantage of analytic scoring was that the score may be distracted by all categories and lost sight of the overall situation performed by the students.

Furthermore, Thornburry (2005) states that based on Cambridge Certificate in English language Speaking Skills (CELS), the scorers need to consider the five categories, grammar, vocabulary, fluency, pronunciation, and

comprehension. Grammar was a part of the study of what form or structures were possible in a language. 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 is the way in which language was spoken. The students need to be able to say what they want to say. Comprehension is a understanding about the situation (topic, material).

In scoring the test, the researcher use five indicators of measure the speaking achievement. Based on Brown (2001) there are five indicators in assessing speaking. Namely: grammar, vocabulary, fluency, pronunciation, and comprehension (see Appendix 4)

4. Point-Counterpoint Strategy

In teaching and learning process, teacher should have the interest strategy. An interest strategy of teaching was needed in teaching and learning process in order that the goals in curriculum were achieved. The teacher should be creative to manage the strategy. Good strategy will make teaching and learning process running well. Good strategy should be improved by good teacher. He was not only improve students' ability but also effective and efficient.

Based on Kamaruddin (1992) Point-Counterpoint is similar with debate active method, this was one of strategy to stimulate discussion and get deeply comprehend about some issues.

Point-counterpoint strategy was a great teacher enhancement strategy to invite the students to participate in the classroom. Besides that, Daft (2010) states

that Point-counterpoint strategy breaks a decision making group in learning. In applying the strategy, Silberman (2005), Harward (2006), and Brunner (2011) suggest some procedures and activity in the classroom. It starts from teaching speaking by using Point-Counterpoint Strategy assisted by Flash Card media to make a group, dive the topic, and discussing the issues.

According to Harmer (2001), there are some characteristics that the teacher should point out to be a good teacher, there are a teacher should make his/her lesson interesting, a teacher must love his/her job, a teacher should have his/her personality, a teacher should have a lot of knowledge, a good teacher was an entertainer in positive sense, not in a negative sense."

Advantages and disadvantages of each learning strategy has its own weakness and strength, as well as the strategy that the researcher wants to apply, namely Point-Counterpoint strategy. According Daft (2010) the advantages of Point-Counterpoint strategy are as follows: a)Make the Students' to be able to think critically about the issues will be discussed in the group. b)Make the Students' to be active in expressing opinions on the issues will discussed, c) facilitates a deeper understanding of the issues based on their own interpretation, d) Provide opportunities for Speaking English.

According Harward (2006) disadvantages of Point-Counterpoint Strategy as follows: 1) The students who have less intelligent always miss the discussion. 2) There may be noisy and crowded atmosphere. 3) If there are more passive students in the class, the students who respond will be few or just that. 4) The teacher should be able to control the atmosphere.

Based on statements above, the researcher concluded a conclusion that Point-Counterpoint Strategy was an active learning to practice the students to express their opinions in discussion forums.

5. Procedures of Point-Counterpoint Strategy

According to Zaini (2008) that the procedures of Point-Counterpoint strategy are as follows:

a. The teacher starts activities by checking the students tend enlist and seating arrangement is circle half.

b. The teacher introduces the strategy of learning that will be used.

c. The teacher chosen one topic that is has some perspective use flash card media.

d. The students were divided into some groups based on many perspectives that found.

e. Ask the students to prepare their argument based on perception of the group represented on.

f. Let the students to get together and ask them to sit near from their group friends.

g. Begin the debate with ask one of the students to tell his arguments.

h. After that, ask the other students to tell their conception, objection and correction.

i. Summarize the debate that have done just now with underscore it and look for the point of view that.

6. Flash Card Media

Media as tools for teaching in learning process. Flemming (1993) classified there are nine kinds of media/visual aids in teaching, they are: 1) Blackboard, 2) Bulletin board, 3) Relia, 4) Picture, 5) Chart, 6) Flash card, 7) Maps, 8) Clock, 9) Cartoons.

As the explained above, there were many kinds of media. One of the most commonly used media was flash card. It was cheaper than another media and also it can makes English become fun in school and can help the students clearly to understand about the different perspectives in issue.

Based on Indriana (2014) flash card is a learning media in the form of a picture card size approximately the size of a postcard or 25x30 cm. Characteristic Flash Card media was a picture that accompanied the words as caption. Flash Card was a graphics media practical and applicable. Based on description above Flash Card was a card that has two sides with one side containing images, text, or symbol marks, and the other side in directing students to something associated with the existing image on the card. Thus, it can be described that Flash Card was characterized as follows: a. Flash Card form of picture cards are effective, b. have two sides of the front and rear, c. the front side contains an image or mark symbol, d. the back side contains definitions, caption, answer, or description, and e. simple and easy to make.

From the description of Flash Card media above the researcher concluded that the Flash Card was a card has two sides with one said containing images, text, or symbols mark and the other side in the form of definitions which help remind or directing students to something associated with the existing image on the card.

B. Relevant Studies

There were some relevant studies regarding this current research. First, Mahrida (2015) conducted Class Action Research entitle "The Use of Point-Counterpoint Method to Improve Students' Speaking Ability. It aims to improve the students' speaking ability at XI MM of SMK Negeri 1Bungoro, Pangkep by applying Point-Counterpoint Strategy. She found that Point-Counterpoint Strategy is able to improve students' pronunciation, grammar, and vocabulary in speaking.

The second study was done by Alfina (2013) entitle "The Effect of Using Point-Counterpoint Strategy Toward Reading Comprehension of the Second Year Students at SMAN 3 SIAK REGENCY". This research used design nonequivalent group design in Quasi-Experimental research. In collecting data the researcher used test, it was used in order to collect the data of students reading comprehension in narrative text at the second year students of SMAN 3 Siak Regency. The researcher found that this strategy can improve reading comprehension in narrative text by using Point-Counterpoint strategy.

From the relevant studies above, it was known that the research conducted by Maharida (2015) and Alfina (2013) were the same as this research that was all of those focus on the same strategy namely Point-Counterpoint Strategy. They also had the differences in term of research design. The two previous researchers applied Class Action Research as their research design while this current study deals with experimental research and also this research was applied Point-Counterpoint Strategy assisted by any media that was Flash Card media.

C. Conceptual Framework

Speaking is one of four skills in English, it is not easy to be teach. Consequently, the teacher should find the suitable strategy to teach speaking to the students. The conventional strategy not affective used to teach. Someway new strategy should be tried. Point-counterpoint strategy was the strategy suitable to teach in speaking because this strategy more practice students to speak up. Point-counterpoint strategy was very helpful for the students in speaking achievement.

Based on the observation at SMA Negeri 2 Binjai, the researcher find some problems in the process of learning speaking. One of problems was the students shy to deliver their ideas and opinions in English. They also not confident to deliver their opinions. It was because lack of vocabulary that they have. So it makes learning process in speaking bored and not interesting.

Based on explanation above, it was concluded that Point-Counterpoint Strategy can make the students enjoy in the learning process because they can learning together through working in pairs. It was simultaneously give a positive impact for the students' vocabulary, pronunciation, and learning materials. It was give chance for the students to practice speaking with his/her partners.

D. Hypothesis

The two hypothesis were formulated as follows:

Ha: There was a significant effect of applying Point Counterpoint strategy on the students' achievement in speaking.

H0: There was no significant effect of applying Point Counterpoint on the students' achievement in speaking.

CHAPTER III

THE RESEARCH METHOD

A. Location and Time

This research was conducted at SMA Negeri 2 Binjai Jl. Padang no. 8 Kecamatan Binjai Selatan Kota Binjai. The reason for choosing this school because most of the students had problems to express their idea orally, so they confused to speak. This research was carried out on academic year of 2019/2020.

B. Population and Sample

The population of this research was taken from the ten grade of SMA Negeri 2 Binjai, which consist of two classes, and the total number were 60 students. Since it was an experimental design, two classes were taken as sample by using cluster sampling.

Then students were divided into two groups namely control group and another group was the experimental one. Each group consisted of thirty students. It was illustrated in the following table:

Table 3.1
The Population and Sample of Research

No	Class	Population	Sample
1	X PMS 1	30	30
2	X PMS 2	30	30
Total		60	60

C. Research Design

This study was conducted by using an experimental research design. There were two groups of students in this study, namely control and experimental groups. These two groups were taught by using different treatment. It was figured out in the following table below:

Table 3.2
Research Design

Groups	Pre-test	Treatment	Post-test
Experimental	X1	Point-Counterpoint Strategy	X2
Control	Y1	Conventional Strategy	Y2

D. The Instrument of Research

To obtain the required data of the students' speaking achievement in this research, the researcher used any kind of test as the instruments namely oral test. The test was in form of debate whose topic or issue was taken from students' English text book.

E. Technique of Collecting Data

There were some procedures in collecting data:

1. Pre-test

Pre-test was given before the treatment. The function of the pre-test was to know the mean scores of the students before give a treatment.

2. Treatment

The treatment was given to the students by using Point-Counterpoint Strategy assisted by flash card media

3. Post-test

After giving the treatment to the students, the researcher gave a test again to find out their scores. It was according the standard of English score in SMA Negeri 2 Binjai.

F. Technique of Analysis data

After comparing the pre-test and post test scores from both of the groups, the researcher used the formula of t-test to test the hypothesis. Before calculating the t-test, the first step was calculating mean score by using the formula as follow:

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

Where:
Σ_x = the total score
x = the mean of the students
n = the total students

t-test formula was presented in the following:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{dx^2 + dy^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

$M_{x =}$ the mean of experimental group

M_y = the mean of control group

N_x = total sample of experimental group

N_y = total sample of control group

dy^2 = the standard of deviation of control group

dx^2 = the standard of deviation of experimental group

G. Statistical Hyphotesis

Based on the problems of the study, the hypothesis were formulated as the following:

Ha: P $\neq$ 0 There was a significant effect of applying Point Counterpoint strategy on the students' achievement in speaking.

H0: P = 0 There was no significant effect of applying Point Counterpoint on the students' achievement in speaking.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of the study were taken from the result of the speaking test, Pre-test and Post-test. After applying pre-test and post-test to the experimental and control groups, the students' scores were obtained. The scores of the pre-test and post-test of experimental and control groups were presented in the following tables. (See Appendix 5)

B. Data Analysis

To find out whether Point-Counterpoint Strategy Assisted by Flash Card Media has significant effect on students' speaking achievement, the result of the test is calculated by using t test formula as below:

$$t = \frac{M_x - M_y}{\sqrt{\left(\dfrac{dx^2 + dy^2}{N_x + N_y - 2}\right)\left(\dfrac{1}{N_x} + \dfrac{1}{N_y}\right)}}$$

M_x : the mean of experimental group

M_y : the mean of control group

dx   : the standard deviation of experimental group

dy   : the standard deviation of control group

Nx   : the total number of samples of experimental group

Ny   : the total number of samples of control group

Before getting t-test score, the supported calculations were presented in the following tables:

Table 4.1
Data Analysis of Experimental Group

No	Pre-test (T_1)	Post-test (T_2)	T_2-T_1 (d)	d - Mx	$(D – Mx)^2$
1	78	86	8	-4.4	19.36
2	61	79	18	5.6	31.36
3	66	86	20	7.6	57.76
4	68	84	16	3.6	12.96
5	65	82	17	4.6	21.16
6	71	85	14	1.6	2.56
7	73	83	10	-2.4	5.67
8	69	85	16	3.6	12.96
9	76	81	5	-7.4	54.76
10	65	79	14	1.6	2.56
11	77	89	12	-0.4	0.16
12	65	78	13	0.6	0.36
13	79	91	12	-0.4	0.16
14	63	81	18	5.6	31.36
15	76	90	14	1.6	2.56
16	79	91	12	-0.4	0.16
17	72	84	12	-0.4	0.16
18	68	81	13	0.6	0.36
19	68	82	14	1.6	2.56
20	78	92	14	1.6	2.56
21	79	87	8	-4.4	19.36
22	69	80	11	-1.4	1.96
23	79	87	8	-4.4	19.36
24	64	76	12	-0.4	0.16
25	64	77	13	0.6	0.36

26	81	91	10	-2.4	5.76
27	68	78	10	-2.4	5.76
28	70	81	11	-1.4	1.96
29	83	91	8	-4.4	19.36
30	67	76	9	-3.4	11.56
Total	**2141**	**2513**	**372**		**346.71**
Mean	**71.4**	**83.8**			

Based on the table above, it was known that the total of pre-test score was 2141 while post-test was 2513. Thus, the total of post-test and pre-test subtraction (d) was 372. So the mean score of experimental group was calculated as follow:

$$Mx = \frac{\Sigma d}{N}$$

$$Mx = \frac{372}{30}$$

$$Mx = 12.4$$

Table 4.2
Data Analysis of Control Group

No	Pre-test (T$_1$)	Post-test (T$_2$)	T$_2$-T$_1$ (d)	d - My	(d – My)^2
1	64	70	6	-3.5	12.25
2	66	70	4	-5.5	30.25
3	61	69	8	-1.5	2.25
4	59	67	8	-1.5	2.25
5	57	68	11	1.5	2.25
6	66	69	3	-6.5	42.25
7	61	69	8	-1.5	2.25
8	68	72	4	-5.5	30.25
9	69	75	6	-3.5	12.25

10	61	71	10	0.5	0.25
11	51	72	21	11.5	132.25
12	53	66	13	3.5	12.25
13	69	77	8	-1.5	2.25
14	65	75	10	0.5	0.25
15	66	78	12	2.5	6.25
16	68	77	9	-0.5	0.25
17	62	76	14	4.5	20.25
18	69	77	8	-1.5	2.25
19	60	72	12	2.5	6.25
20	75	83	8	-1.5	2.25
21	58	70	12	2.5	6.25
22	72	80	8	-1.5	2.25
23	77	84	7	-2.5	6.25
24	63	75	12	2.5	6.25
25	59	70	11	1.5	2.25
26	73	80	7	-2.5	6.25
27	63	75	12	2.5	6.25
28	65	77	12	2.5	6.25
29	62	73	11	1.5	2.25
30	67	74	7	-2.5	6.25
Total	**1929**	**2214**	**285**		**371.5**
Mean	**64.3**	**73.8**			

Referenced on the table above, it was known that the total of pre-test score was 1929 while post-test was 2214. Thus, the total of post-test and pre-test subtraction (d) was 285. So the mean score of Control group was calculated as follow:

$$My = \frac{\Sigma d}{N}$$

$$My = \frac{285}{30}$$

$$My = 9.5$$

From the data analysis above, it was showed that:

$M_x = 12.4$

$M_y = 9.5$

$Dx^2 = 346.71$

$Dy^2 = 371.5$

$N_x = 30$

$N_y = 30$

Furthermore, t-test formula was calculated as follow:

$$t = \frac{M_{x-}M_y}{\sqrt{\left(\frac{dx^2 + dy^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{12.4 - 9.5}{\sqrt{\left(\frac{346.71 + 371.5}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{2.9}{\sqrt{\left(\frac{718.2}{58}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{2.9}{\sqrt{(12.4)(0.06)}}$$

$$t = \frac{2.9}{\sqrt{0.74}}$$

$$t = \frac{2.9}{0.86}$$

$$t = 3.37$$

After adapting the data into t-test, it was obtained that t-observed was 3.37.

C. Testing Hypothesis

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The basis for testing hypothesis is that Ha is accepted if the t-observed > t-table. In this research the calculation of the scores by using t-test for the degree freedom (df) 58 at the level of significance 0.05 that the critical value is 2.00.

The result of computing the t-test shows that t-observed (t-obs) is higher than t-table or can be seen as follows:

t-obs > t-table (p = 0.05) with df 58

3.37 > 2.00 (p = 0.05) with df 58

It showed that the alternative hypothesis was accepted. It means that there was significance of Point-Counterpoint Strategy Assisted by Flash Card Media on Students' Speaking Achievement.

D. Research Findings

The scores of both experimental and control groups were different. The mean score of the experimental group was higher than the control group (83.8 − 73.8 = 10). The students that were taught by Point-Counterpoint strategy got the higher score than those taught by using conventional method. The result of the test showed that the t-observed was higher than t-table (3.37 > 2.00). It means that the Point-Counterpoint strategy gave significant effect on students' speaking achievement.

So the researcher concluded that the alternative hypothesis was accepted that there was a significant effect of Point-Counterpoint strategy on students' speaking achievement.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the study, the researcher took a conclusion that Point-Counterpoint strategy was more significant than conventional one. The researcher found that the students of experimental group taught by Point-Counterpoint Strategy had higher score than score of control group taught by conventional method. It was seen from average of experimental group 83.8 and control group was 73.8. The result of t-observed = 3.37, while t-table = 2.00 at df = 58 (Nx + Ny − 2) and the level of significance (p) = 0.05. Based on these scores, it was concluded that the alternative hypothesis (Ha) was accepted, while the null hypothesis (Ho) was rejected. Thus, there was a significant effect on the students' speaking achievement taught by using Point-Counterpoint strategy.

B. Suggestions

In relation to the conclusion, suggestions were staged as follows:

1. It was suggested to the students to increase their ability in speaking by doing a lot of practices, so that the students get used to speak English and easy to pronounce in English context.

2. English teacher should be more creative in choosing the teaching strategy which enables the students to speak more.

3. For English teaching, especially in teaching speaking, Point-Counterpoint can be an alternative good way to develop students' achievement in speaking.

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