

CHAPTER I

INTRODUCTION

This section includes background of the study, problem of the study, objective of study, research hypothesis, significance of study, scope and limitation of study, and definition of key terms.

A. Background of the Study

A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. It is a communication by word of mouth. It is the mental faculty or power of vocal communication. It is a system for communicating ideas and feelings using sounds, gestures, signs or marks. Any means of communicating ideas, specifically, human speech, the expression of ideas by the voice and sounds articulated by the organs of the throat and mouth is a language. This is a system for communication (Manivannan, 2006).

Speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people. Speaking involves at least two people, a speaker and listener (Lindsay and Knight: 2006 as cited in Nurhayati et al(2016b)). Speaking is the most important lesson that the students should be mastered, but in fact speaking becomes the most difficult lesson to understand by the students, so that the speaking always becomes passive class in every meeting. Based on the fact as previous problem above, then the writer emphasize the problem and

try to investigate what idea came in his mind and began to collect her literatures based on the problem, analyze focus of the problem and appropriate extends that will be need to be practice driven in this research preparation. Speaking is important part of the learning and teaching process of English as second language. Despite its importance, for many years, teaching speaking has been undervalued because English teachers continually teach speaking just as a repetition of drills or memorization of dialogues (Nurhayati, 2016b).

Teaching speaking is an interesting and challenging duty for teacher for some considerations. An EFL teacher is asked to be more creative with flexible lesson planning in teaching this skill, like selecting an appropriate technique, materials, teaching instructions, teaching aids, and time allocation which can help the students in their process to speak the language well (Grognet 1997). Teaching speaking is a complicated process, many problems appear in conducting speaking ability, such as nothing to say, low pronunciation, low motivation and participation mother tongue, language use and lack of vocabulary. Those problems make speaking activity are really hard to be conducted in classroom. As a result, students' speaking ability does not develop well.

In fact, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety context (Chaney, 1998, cited in Kayi, 2008). Speaking is a crucial part of second language learning and teaching. Despite its importance for many years,

teaching speaking has been undervalued and English teachers have continued to teach speaking only as repetition of drills or memorization of dialogues. Speaking is an important skill among others which has to be practiced by the students. But most of the students never practice speaking English with their friend formally or informally, afraid of making mistakes, not confident, and so on. Therefore, the writer found that the way on English teacher in teaches speaking is used the whole class teaching. It is caused the decreasing of student interest in learning English and the students' low scores in speaking skill. Seeing the fact that speaking as one of often becomes a difficult problem for students in conducting communication. Some difficulties which are faced by them such as first they feel shy, afraid of making mistakes, and get stumbling when they utter ideas. Besides that lack of curriculum emphasis on speaking skills such, teachers 'limited English proficiency, class conditions do not favour oral activities, limited opportunities outside of class to practice, and examination system does not emphasize oral skills finally the supporting environment does not provide in conducting communication (Nurhayati, 2016b).

Point-Counterpoint is a way of helping students develop their own interpretation of stories rather than depend on conventional explanation or rely on the teacher's view point. Based on Kamaruddin Hidayat's (2009) study of language teaching method said that Point Counterpoint method is a great technique to stimulate discussion and get comprehension deeply

about some complex issues and this format is similar with Debate Active. This will help the learners to overcome the barriers to learning. This method will be applied with interesting situation in the classroom, and it consists of introduction, choosing the topic, debating, and summarizing that are oriented through experimental design, so that the students feel the process of learning directly. Class will be set as situation of English that automatically engaged students to express their ideas easier and free and it means that a class situation where the whole contents of study include the teacher, the students, class decoration, instructions, material, situation, and others have become unity that relate each other.

This material about speaking certainly needs to be given to students. Because speaking is a skill that must be mastered by students. Related to the importance of understanding the students of class XI on skill speaking, the writer attempts to apply the Poin-Counterpoint strategy on speaking material as an alternative learning that can improve student learning outcomes which lead to active, creative and effective learning.

Based on the researcher interview with the English teacher of MA Terpadu Al Anwar, the teacher said that the problems of the students to achieve speaking are : (1) The student's limited of vocabulary, when the students speak they fell difficult to speak. (2) The student's lack of pronunciation, they fell lazy to speak because they afraid to make mistake in pronouncing. (3) The student's difficulty to understand the

grammatical to speak. Usually, they need teacher's help and motivation to speak.

One reason for choosing the Counterpoint Point Method on speaking material is because this method is a great technique to stimulate discussion and gain a deeper understanding of various complex issues. In addition, the strategy can train the students to be more active discuss with a friend. The format in this method is similar to a debate, but not too formal and runs faster. The strategy more focus in discuss that allows students to an active in the learning process. By using the Point Counterpoint method on talking material, the teacher can create a scheme in a discussion forum that discusses perspective issues. That way the learning process will not occur teacher centered, because students in the class will discuss the material by raising complex issues and the teacher only as a facilitator and mentor in the learning process.

Some researches has been conducted on Point Counterpoint strategy. A research by Lia Alfina (2013) who conducted a study of Point Counterpoint strategy for teaching reading. The result showed that Point Counterpoint strategy give beneficial effect in improving students' reading comprehension. Then, a research by Aldian Kurnia Putra (2014) who conducted a study Point Counterpoint strategy in teaching social. The result of his research is Point Counterpoint strategy was effective strategy to improve students in social lesson. After that, a research based on Maharida (2015) who conducted Point-counterpoint in case of writing

journal. The result showed that Point-Counterpoint is able to improve students' speaking ability.

Based on the problems obtained, researchers are interested in conducting research with entitled: *“The Effectiveness of Point-Counterpoint Strategy on Students' Speaking Achievement At 11th Grade Of MA Terpadu Al Anwar”*.

B. Problem of the Study

Based on the background of the study mentioned above, the identification of the problem of the research is : Is there any significance difference on students' speaking achievement before and after being taught using point counterpoint strategy of eleventh grade at MA Terpadu Al Anwar ?

C. Objective of the Study

The objective of the study is to find out the effectiveness of using point counterpoint strategy towards students' speaking achievement before and after being taught by using point counterpoint of eleventh grade at MA Terpadu Al Anwar.

D. Research Hypothesis

Hypothesis is tentative answer of variable in which the truth must be tested, based on the previous statement. To get the answer of the

question, the researcher should propose alternative hypothesis (H1) and null hypothesis (H0).

Those are explained as below:

1. H₀ (null hypothesis)

There is no significant difference in students' speaking ability before and after being taught by using Point-Counterpoint strategy.

2. H_a (alternative hypothesis)

There is any significant difference in students' speaking achievement before and after being taught by using Point-Counterpoint strategy.

E. Significance of the Research

The result of this research was expected to give some valuable contribution especially for students' learning English, English teachers, and the further researchers. These contributions could be mentioned as follows :

1. For the Students

The result of this research will help the students in overcoming difficulty in speaking skill, increase their skill in speaking and encourage them to participate in the learning activities in a discussion.

2. For the Teacher

It is expected that the finding of this research will motivate the teacher to increase his/her strategy, method, and material in teaching English especially for teaching speaking.

3. For the Further Researchers

This research will be useful for the further researcher as a reference to conduct research of the same aspect of study, especially speaking skill.

F. Scope and Limitation of the Study

This study is conducted in second grade students' of MA Terpadu Al Anwar Durenan. In this research, scope of the benefit of using point counterpoint strategy for teaching English is various. Point counterpoint strategy can help to increase some skills and component of English. It will increase speaking, reading, vocabulary and writing. However, the researcher limits the study only with the effect of using point counterpoint strategy toward the students' speaking achievement.

G. Definition of Key Terms

1. Effect

Effect is defined as a result of something or the ability to bring about the result.

2. Point Counterpoint

Point counterpoint is learning strategy involves the students to argue a problem in discussion.

3. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information