

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the finding and the discussion of the research. Four main topics will be discussed in this part description of data, the result of normality and homogeneity, hypothesis testing, and discussion.

A. Research Finding

1. The Description Data

In this sub chapter, the researcher presents the descriptive statistics of the research. The result of students' speaking achievement in term of pre-test and post-test, then those were calculated by using speaking scoring rubric. The researcher used test as an instrument to collect the data. The samples of this research are one class, that is XI social of MA Terpadu Al Anwar. The number of students were 36. The test was conducted before and after using Point-Counterpoint strategy as the treatment in teaching speaking. There were pre-test and post-test that the researcher used to analyze the data. The topic of that test was used in pre-test and post-test had same level.

The researcher was organized the central tendency and variability such as the means, median, standard deviation, variances, minimum, and maximum of the speaking pretest and posttest scores of the sample which calculated respectively by using SPSS IMB 16.0 paired sample T-test. The mean of posttest score (75.00)

is larger than the mean of pretest (69.31). The median score of posttest (75.00) is larger than the median score of pretest (68.00). While the mood score of posttest (75) is larger than the mood score of pretest (62). The minimum and maximum score from the pretest were 62-93 and from the posttest were 56-87. The standard deviation of posttest is (7.834) lower than the standard deviation of pretest (9.077). It means that the use Point-Counterpoint has caused improvement of students' score.

To investigate students' speaking achievement before and after taught by using Point-Counterpoint strategy the researcher conducted pretest and posttest. A pretest and posttest was speaking oral test which as the instrument of collecting data. In pretest and posttest, the researcher selected the different instruction but same topic in test. In pretest, the students say about word in paper in 3 minutes, while in posttest the students make seven sentences or one paragraph about the picture in paper in the group. The scores of pretest and posttest based on the four aspects in speaking, there are: vocabulary, fluency, pronunciation, and grammar. And to know the result of students' achievement are good or not, the researcher gave criteria on speaking achievement. The table criteria of scores from a thesis Riza Anisatul Mabruroh (2018) can be seen as follows: (See table 4.1)

Table 4.1 The Scores Criteria

NO	Range of Score	Grade	Criteria
1.	81-100	A	Excellent
2.	61-80	B	Good

3.	41-60	C	Enough/Fair
4.	0-40	D	Poor

The criteria of scores are needed for students' speaking achievement before and after being taught by using Point-Counterpoint Strategy. From the table above the researcher can found the scores' criteria of pretest and posttest. The score of pretest and posttest can be seen in the appendix.

1. Computation Result of The Students' Score Before being Taught by Using Point-Counterpoint Strategy (Pre-Test)

In this part of test, the researcher asked the students to say the description of word in the paper. The students were given about 3 minutes to say something about word in the paper in four sentences. There were 36 students as the sample of this research. The purpose of conducting pre-test was intended to measure the students' speaking ability before they were given the treatment. The result of pre-test based on processing in SPSS 16.0 version software. The descriptive statistic of pre-test score consisted of mean (table 4.2) and the frequency distribution of pre-test (table 4.3), those can be seen as below:

Table 4.2 The descriptive statistic of pre-test scores

STATISTIC

PRETEST

N	Valid	36
	Missing	0
Mean		69.31

Std. Error of Mean	1.513
Median	68.00
Mode	62 ^a
Std. Deviation	9.077
Variance	82.390
Range	31
Minimum	56
Maximum	87
Sum	2495

In this research, the group was intended to eleven social students at MA Terpadu Al Anwar. Table 4.2 showed that the total of data were divided with number of data which determined as mean score from pre-test. It was 69.31. Then, the half number of data sample which determined as median score from pre-test was 68. To know the most frequently appeared number, the data used mode score and the most appeared number was 62. In addition, the minimum score was 56. The maximum score was 87. Then, the number of score appeared in pre-test, the researcher presents frequency distribution as below:

Table 4.3 Frequency Distribution of pre-test

PRE-TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	5	13.9	13.9	13.9
	62	10	27.8	27.8	41.7
	68	4	11.1	11.1	52.8
	75	10	27.8	27.8	80.6

	81	6	16.7	16.7	97.2
	87	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

The table 4.3 showed the numbers that describe the categorizing based on frequency distribution by considering on qualification of the scoring rubric.

- a. There are 5 students (13.9%) got score 56
- b. There are 10 students (27.8%) got score 62
- c. There are 4 students (11.1%) got score 68
- d. There are 10 students (27.8%) got score 75
- e. There are 6 students (16.7%) got score 81
- f. There are 1 student (2.8%) got score 87

This is not a surprising finding considering that students only used their feeling and mixing language during practice of speaking. The students seemed a bit difficult to develop their ideas into a good and detailed speaking.

2. Computation Result of The Students' Score after being Taught by Using Point-Counterpoint Strategy (Post-Test)

In post-test, the researcher divided the students becomes some groups. The students discussion with their partner about the picture in paper. The students make 7 sentences or 1 paragraph about the picture. Then the students explain about result of discussion in the other groups and the other groups give feed back. There were 36 students as the sample of this research. The purpose of conducting

post-test was intended to measure the students' speaking ability after they were given the treatment. The result of post-test based on processing in SPSS 16.0 version software. The descriptive statistic of post-test score consisted of mean (Table 4.4) and the frequency distribution of post-test (Table 4.5), can be seen below:

Table 4.4 The descriptive statistic of post-test scores

STATISTIC

POST-TEST

N	Valid	36
	Missing	0
Mean		75,00
Std. Error of Mean	1,306	
Median		75,00
Mode		75
Std. Deviation		7,834
Variance		61,371
Range		31
Minimum		62
Maximum		93
Sum		2700

In this research, the group was intended to eleven students at MA Terpadu Al Anwar. Based on table 4.4 showed the total all data were divided with number of data which determined as mean score from pre-test. It was 75. Then, the half number of data sample which determined as median score from pre-test was 75. To know the most frequently appeared number, the data used mode score and the most appeared number was 75. The standard

deviation of post-test is 7.834. The range of post-test is 31. In addition, the minimum score was 62 and the maximum score was 93. The sum of post-test was 2700.

To know the number of score appeared in post-test, the researcher used frequency distribution as follow below:

Table 4.5 Frequency Distribution of post-test

POST-TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62	4	11,1	11,1	11,1
	68	8	22,2	22,2	33,3
	75	11	30,6	30,6	63,9
	81	9	25,0	25,0	88,9
	87	3	8,3	8,3	97,2
	93	1	2,8	2,8	100,0
	Total	36	100,0	100,0	

The table 4.5 showed the numbers that describe about the division and percentages of frequency distribution. The frequency of post-test after being distributed showed based on the categorizing of scoring rubric:

- a. There are 4 (11.1%) student who got score 62
- b. There are 8 (22.2%) students who got score 68
- c. There are 11 (30.6%) students who got score 75
- d. There are 9 (25.0%) students who got score 81
- e. There are 3 (8.3%) students who got score 87
- f. There are 1 (2.8%) students who got score 93

This finding shows that after accepting the treatment, students' score significantly increased.

2. The Result of Normality and Homogeneity

In this sub chapter, the researcher presents and discusses the result of normality and homogeneity testing by using SPSS 16.0. Calculating normality is used to know the data has been normal contributed or not. Meanwhile, homogeneity is used to make sure whether the sample of data is homogen or heterogen. By knowing the result of both testing, the researcher can decide what appropriate hypothesis testing type need to be used.

1. The Result of Normality Testing

Normality testing is conducted to determine whether the gotten data is normal distribution or not. The normality of both pre-test and post-test was measured by SPSS 16.0 version using the formula of One Sample Kolmogorov-Smirnov Test by significant level (0.050). Testing of the normality is conducted by the rules below:

- a. If the significant value > 0.050 , it means that the data distribution is normal
- b. If the significant value < 0.050 , it means that the data distribution is not normal

The result can be seen in the table 4.6 below:

Table 4.6 Normality Result**One-Sample Kolmogorov-Smirnov Test**

		pretest	posttest
N		36	36
Normal Parameters ^a	Mean	69.31	73.94
	Std. Deviation	9.077	14.323
Most Extreme Differences	Absolute	.207	.200
	Positive	.206	.172
	Negative	-.207	-.200
Kolmogorov-Smirnov Z		1.242	1.201
Asymp. Sig. (2-tailed)		.091	.112

Test distribution is normal

The table shows that the significance value of pre-test is 0.091, it is bigger than 0.050, it means the data distribution of pre-test is normal. The significance value of post-test is 0.112, it is bigger than 0.050, it means the data distribution of post-test is also normal. It can be concluded that both of the data (pre-test and post-test) are normal distributions.

2. The Result of Homogeneity Testing

Homogeneity testing is conducted after ensuring whether the data has been normal distributed. The purpose of this testing is to know whether the data includes to homogeneous or heterogeneous data.

Table 4.7 Homogeneity Result (Pre-test)

Test of Homogeneity of Variances			
pretest			

Levene Statistic	df1	df2	Sig.
2.414	5	29	.060

Table 4.8 Homogeneity Result (Post-Test)

Test of Homogeneity of Variances			
posttest			
Levene Statistic	df1	df2	Sig.
1.753	4	30	.165

The description of the homogeneity data pre-test and post-test above showed the significance value. First, the significance value of pre-test was 0.060 (>0.050) means the data of pre-test was homogen. Second, the significance value of post-test was 0.165 (>0.050) means the data of pre-test was also homogen. Because the data were normal distribution and homogen, then, to test the hypothesis the researcher used parametric testing in term of *Paired Sample T Test* by using SPSS 16.0 version.

Table 4.9 Paired Sample Test

Paired Sample t-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-5.750	4.717	.786	-7.346	-4.154	-7.314	35	.000

3. Hypothesis Testing

This research is conducted to know whether there is significant difference achievement of eleventh grade students in MA Terpadu Al Anwar in academic year 2018/2019 in speaking achievement before and after being taught by using Point-Counterpoint strategy. To analyze the finding data, the researcher uses *Paired Sample Test* by using SPSS 16.0 version. The hypothesis is stated as follow:

1. When the significant value $<$ significant level, the alternative (H_a) is accepted and the null hypothesis (H_0) is rejected. It means there is significant difference score on the students' speaking ability before and after being taught by using Point-Counterpoint strategy.
2. When the significant value $>$ significant level, the null hypothesis (H_0) is accepted and the alternative (H_a) is rejected. It means there is no significant difference score on the students' speaking ability before and after being taught by using Point-Counterpoint strategy.

Based on the table 4.9 above, the significant value of this research is 0.000, standard significant level is 0.050. It means significant value is smaller than significant level ($0.000 < 0.050$). The interpretation can be concluded with saying "there is any significant different score before and after being taught by

using Point-Counterpoint strategy in speaking achievement”. In other word, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. According to that evidence, it can answer the research problem or question that there is any significant difference on students’ speaking achievement before and after being taught by using Point-Counterpoint strategy to eleventh grade student at MA Terpadu Al Anwar.

B. Discussion

In this research, the researcher only used one sample as a subject for the research, the researcher used class XI social grade students of MA Terpadu Al Anwar which consist of 36 students. It has been chosen by purposive sampling technique in term suggestion by some eligible people in the school. The purpose of this research is to find out whether there is any significant different score on the students’ speaking ability before and after being taught by using Point-Counterpoint strategy. This research is done in three steps. The first is giving pre-test to students, it purpose is to know the score of the students’ speaking achievement before given the treatment by applying Point-Counterpoint strategy. The second steps are giving the treatment by applying Point-Counterpoint strategy. The third steps are giving post test to know the score of the students’ speaking achievement after given the treatment by applying Point-Counterpoint strategy.

To know whether this strategy is effective or not, the researcher used the score of students' pre-test and post-test then calculate both of the tests into SPSS 16.0 version software. Based on the result of statistical calculation, the use of Point-Counterpoint strategy is effective toward the students' vocabulary mastery it was proved in hypothesis testing by the gained significance value which less than 0.050, when the significance value less than 0.050, thus the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means there is any significant difference score on students' speaking achievement before and after being taught by using Point-Counterpoint strategy. The difference can be seen in the result of pre-test and post-test scores from the mean of pre-test 69.31 and the mean of post-test 75.00. Thus finding result by using Point-Counterpoint strategy, the students' speaking achievement was increased.

Regarding on the result of data analysis above, it is strongly related to some advantages served by the use of Point-Counterpoint it self as a strategy in teaching speaking. The advantage of Point-Counterpoint in teaching speaking is strengthened by the statement stated by Rogers (1988) that Point-Counterpoint is advantageous for innovative method in teaching. In addition, Sriyadi (2011) state Point counterpoint method is one of popular teaching methods which focuses on how to bring the students to actively in discussion. The students get benefit more active to speak in learning.

From the result of finding above, this research also supports that Point-Counterpoint is effective used in class. Lia Alfina (2013) states that by using

Point-Counterpoint, the result shows that it is effective used to reading comprehension. Point-counterpoint help students in read the text. In line with Maharida (2015) helps in writing journal. The result shows that using Point-Counterpoint is effective used to students' pronunciation, grammar and vocabulary in speaking and participation of students in learning process. Fajar Setyowati (2008) states that by using Point-Counterpoint, the result show that it is effective used to speaking ability. From this result that Point-Counterpoint could help students to achieve the vocabulary in speak. In addition, Armilia Riza (2012) state Point-Counterpoint is a strategy that teaches students to active in speak in group. The students get benefit by developing skills confidence to speak.

Based on the theory above, Point-Counterpoint strategy effectively for students' mastery in speaking achievement. This strategy could help students active in speaking. Overall, it can be said that Point-Counterpoint as strategy is effective in teaching. It is not only suitable used in reading, journal, or just speaking. However, by this research Point-Counterpoint gives new finding in speaking skill. Teaching speaking by using Point-Counterpoint is effective to increase students achievement in the level of eleven grade students.