TEACHING DISCUSSION TEXT USING POINT COUNTERPOINT METHOD TO IMPROVE SPEAKING ABILITY OF SENIOR HIGH SCHOOL STUDENTS

Destiyana Rambe[1] and Zul Amri[2]
English Department
Faculty of Languages and Arts
Universitas Negeri Padang
email: Destyrambe@gmailcom

Abstract
This paper discusses how to use Point-Counterpoint method to Improve Speaking Ability of Senior High School Students. Based on the writers' experience in teaching English, many students find the difficulties in speaking, especially in discussion text. The teacher can use Point-Counterpoint to teach speaking in teaching and learning process. This method is applied to help students solve problems in speaking. This method allows the students to share ideas, opinion, and check their comprehension each other with their discussion pairs. By applying the Point-Counterpoint method in speaking of discussion text, the teacher can reach the goal of teaching discussion text to senior high school students. In other words, this method can help teacher in teaching speaking discussion text to the students.

Keywords: Teaching speaking, discussion text, point-counterpoint method

A. INTRODUCTION

English is a foreign language in Indonesia and it is taught to the students in a school. The students should be able to use English for communication tool orally or in written form. According to Nunan (2003:48), in language teaching, the four skills are explained in terms of their direction. The language is produced by the students (in speech or writing) is called productive. The language is directed at students (in reading or listening) is called receptive. So, speaking is a productive oral skill. This consists of producing verbal speech that is systematic to convey meaning.

Speaking is an act of making the vocal sound. Speaking means to express feeling in spoken language and it implies conveying information. Besides, English speaking is extremely needed since most of the information is spoken in English. According to Brawan in (Samsu Alam, 2007) speaking is an interactive process of constructing meaning that involves producing and receiving a processing information. Speakers require that speakers not know how to produce specific point of language such as grammar, pronunciation, but also that understand when, why, and what ways to produce language. Based on the definition above, the writer can conclude that

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[1]English ELTSP of English Department of FBS Universitas Negeri Padang graduated on March 2019
[2]Lecturer of English Department of FBS Universitas Negeri Padang

speaking is the proficiency to express our idea, opinion about all of thing around us through our sound system and good understanding of the speaker and the listener

Based on the curriculum of 2013, senior high school students must be able to communicate in oral and written text like narrative, descriptive, recount, procedure, discussion, analytical exposition, news item and report text by stressing on the interpersonal complex meaning and variety of textual meaning. So, the writer focuses on the Point-Counterpoint method in teaching discussion text for speaking.

Discussion text is a kind of text to present at least two points of view about an issue. According to Oshima and Hogue (2006:142), discussion text is a text in which writer agree or disagree with an issue, using reasons to support his/her opinion. The writer's goal is to convince the reader that his opinion is right. Discussion text forces students to think on their own. Students have to take a stand on an issue, support their stand with solid reasons, and support their reasons with solid evidence.

There are some factors that make students have difficulty in speaking discussion text. It is difficult for the students to express their opinions. In a teaching and learning process, students' feelings are very influential in expressing opinions (Purwanto 2010: 45). If students feel happy and safe, students will able to give their opinions well. Conversely, if students feel afraid they will not be able to express their opinions. It makes the students reluctant to talk or say anything. They preferred keeping silent during the class, because they were shy, and being afraid of making mistakes in their speaking and finally, they got poor scores in their speaking test. This poor condition in the speaking class was also caused by unappropriate method applied in teaching speaking.

Based on the writer's experience in learning English at senior high school, the writer found the students' problem in speaking, especially in discussion text. Student have low motivation in learning English, especially on speaking, may also be derived from the lack of the teacher's variation in teaching techniques during the teaching and learning process. The teacher usually uses a monotonous style of teaching like dialogues or just reading dialogues without practising the language in a meaningful context. The students only try to memorize the text without understanding the meaning of what they said in order words a monotonous teaching style could make the students bored and lose interest in the subject that affect the students' ability. Students have difficulty expressing their opinions critically.

To solve the problems above, a teacher should find good techniques which will enable the students to speak and express them self in the spoken form. So, the writer assumed that one of the interesting technique which can be used is Point-Counterpoint. By using this technique, the writer expects that students will be active, have fun, being cooperative, being responsible, and more independent.

B. REVIEW OF RELATED LITERATURE
1. Speaking as a Language Skill

Speaking is meaning tools communication to other or the way to bring a message from one person to another. Communication will be not running well

without speaking and it is an essential way which the speaker can express themselves through the language. There are many definitions encountered by experts about speaking. Nunan (2003) defines speaking as the productive oral skill and consists of producing systematic verbal utterances to convey meaning. Luoma (2004:9) says, speaking as interaction, and speaking as a social and situation-based activity. It means that all these perspectives, see speaking as a necessary part of people's daily life. Oxford Dictionary (2009) defines speaking as the action of conveying information or expressing one's feelings in speech. Thus, speaking is seen as an act of focusing on communication to achieve specific purposes, for example, to get information, or described in terms of its basic competencies used in daily communication such as giving directions, expressing feelings, etc.

2. Speaking Components

Harmer (2007:343), Brown (1994:268), and Nunan (1999:226) propose five speaking components they are pronunciation, vocabulary, grammar, fluency, comprehension.

a. Pronunciation

Pronunciation is an act or result of producing the sound of speech including articulation vowel formation, accent and inflexion. Often with reference to some standard of contents or accept proficiency.

b. Vocabulary

According to Webster's near world print dictionary (Webster: 1983:2946), vocabularies are a list of the word as dictionary or glossary and all of the words used a language or by a person group etc. According to Longman dictionary of contemporary English (Longman 1995:240), vocabularies are all words someone knows, learners or user of the words in particular language a list of words with an explanation of their meaning, in a book for learning a foreign language.

c. Grammar

Grammar whose subject matter is the organization of words into variables communication, often representing many layers of structure, such as phrase sentences, and complete utterance (Ba'dulu, 2001:15). As the framework to find sentences productively needed. The fact, however, shows that the learners' mastery or English structure is skill-less as found out by some previous researches.

d. Fluency

Fluency refers to able to speak to write smoothly, easy reading, to an easy flow is the word or able communication with base is suggested the flow an accomplished speaker and writer, it is usually a term of commendation. According to Hornby (1995:122) stated that fluency is the quality or condition of being fluent.

e. Comprehension.

The last element is comprehension. Comprehension is ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of

the research project, even when procedures are complicated and entail risk.

3. The technique of Teaching Speaking

According to Jeremy Harmer (1991) in The Practice of English Language Teaching, there are some activities conducted in teaching speaking: Acting from a script, communication games, discussion, Point-Counterpoint

4. Teaching Speaking at Senior High School

The aim of teaching and learning speaking in senior high school has been stated in the curriculum. However, teachers have a big role in the process of teaching and learning, according to Harmer (1993: 57-62) the roles of the teachers are; controller, organizer, assessor, prompter, participant, resource, tutor and observer. In the classroom, those roles may change for one activity to another. The teachers' roles aim to facilitate the students' progress. The teachers should know whether students understand or not about the aim of the learning process. Therefore, the teachers must give the students an opportunity to provide input to all phases of classroom activities. As Cameron (2001:40) says it is a teacher's responsibility for checking the students' understanding of language being used and the purpose of the activities is being carried out. Senior high school students learning to acquire the oral proficiency in the target language may have some problems, both internal and external. Internally, they may experience the feeling of anxiety. They may feel afraid to use the target language as they may be afraid of making mistakes. They may have the feeling of discomfort using the target language as Nascente (2001:18) states that it deprives them of their normal means of communication.

Therefore, these matters become the main tasks for English teachers, and in order to provide the guidance to the teaching speaking and moreover to develop competent speakers of English, the teachers should consider about the problems that may occur in the process of teaching and learning of English as a foreign language and also the activities that give students opportunities to practice language use more freely.

5. Discussion text

Refnaldi (2010:268) states that discussion text is a text that requires the writer to examine both sides of a case (arguments for and arguments against) and to conclude by coming down in favour of one side as suggestion or recommendation. The purpose of this text is to give information which consists of responses, view, or arguments in responding to a social issue or social phenomena.

Discussion text has generic structures and language features. Refnaldi (2010:268) states the generic structure and the language features of discussion text are general statements, arguments for, arguments against and recommendation.

a. General statements

The first generic structure is a general statement. The general statement presents a statement as a general response toward a society which becomes a topic to be discussed.

b. Arguments for

The second generic structure is called arguments for. This part consists of responses of general views from the societies which pro or agrees with the issue. It is meant to expose some opinions that support the issue.

c. Arguments against

The third generic structure is called arguments against. This part consists of responses or general views from the societies which con or disagree with the issue because of several considerations. These arguments are mean to expose some opinions or reasons that are against or refuse the issue.

d. Recommendation

The last generic structure is called a recommendation. A recommendation is given after presenting both sides of an argument (arguments for and arguments against) as the responses to the phenomena. It presents the suggestion or recommendation as the follow-up or what to do relate to the issue

The language features of discussion text are:

a. Focus on generic human and non human participants, except for speaker or writer referring to self.

b. The use of mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel etc. It often needs material processes. It is used to state what happens, e.g. ....has poluted.... etc.

c. The use of enumeration to show the list of given arguments: Firstly, secondly ...., finally, etc.

d. The use of abstract noun; policy, advantage, etc.

e. The use of modal adverb; certainly, surely, etc.

f. The use of temporal connective; firstly, secondly, etc.

g. The use of evaluation words; important, valuable, trustworthy, etc.

h. The use of passive voice.

In sum, a discussion text is a text which presents at least two points of view about an issue. The text requires the writer to examine both sides of a case, arguments for and arguments against.

6. Point-Counterpoint Method

According to Hamruni (2010), Point-Counterpoint method is cooperative learning. This method is a teaching method to improve verbal communication and critical thinking skills. Suprijono (2011: 99) noted this method is a great technique to stimulate discussion and gain a deeper understanding of complex issues. The format is similar to debate, but not too formal and runs faster. According to Bambang, (2006:125) Point-Counterpoint method is the activity which is used for understanding of the topic. It is done by two groups. Every group consists of three or five students. It is "pro" group and "contra" group. Point-counterpoint method caused a feeling of confidence, can give the motivation to convey learner"s opinion and respond to the argument by using the English language. It can build up their listening ability and speaking ability and increase their motivation in

speaking.

C. DISCUSSION
1. Teaching Preparation

The successions of the teaching and learning process can be achieved by great teaching preparation. The teacher needs to prepare everything related to the activities in the classroom in order to minimalist the mistakes during the teaching-learning process. Preparation is important to the teacher to make the teaching and learning process run well.

The are some preparation that can be done by the teacher before going to teach in the class. The first thing is making a lesson plan. A lesson plan is a guide for the teacher in the teaching and learning process. By using lesson plan, the teacher can prepare every single activity in the process of teaching and learning process especially in teaching speaking of discussion text through point-counterpoint method because it includes the way how to use this strategy and help the students easily to get understanding in expressing their idea in discussion text. The second preparation is choosing the appropriate material based on the syllabus and curriculum. The materials should be interesting, also easy to understand by the students. The material should be appropriate with the curriculum and syllabus. To Senior High School students at twelve grade in the first semester, discussion text is used in teaching speaking trough point-counterpoint method. Last preparation makes the time allocation and media before the teaching-learning process. Mostly for Senior high school students, the time allocation to learn English is 2x45 minutes for one meeting. So, by the time, the teacher must be able to manage the time and can reach the purpose of the learning process. In short, the teacher should prepare and plan well the material before coming to the class. Before coming to the classroom, it is important for the teacher to consider several steps. The teacher chooses the appropriate method of teaching. In preparing the appropriate method of teaching to be applied in the teaching process, the teacher should consider the interest and the level of the students. Media is used to help the teacher in presenting teaching material and attract students' attention and help student understand the lesson. The media that can be used for teaching speaking of discussion text by applying point-counterpoint method are pictures, power point, whiteboard and marker to show the modelling text to the students.

2. The Implement of Point-Counterpoint Method in Teaching of Discussion text to Improve Speaking Ability at Senior High School

Teaching speaking of discussion text through using point-counterpoint method can be applied at second grade of senior high school. There are three stages of teaching: pre-teaching, whilst-teaching, and post-teaching.

a. Pre-Teaching Activities

In the pre-teaching activity, the teacher needs to recall the students' background knowledge in order to know the ability of students, also activate and stimulate the students' understanding. Before going to the main point of the lesson, the teacher needs to do these following activities:
1) Greeting
2) Praying

3) Checking students' attendance
4) Reviewing the previous lesson
5) Stating a new topic
6) Stating the objective of the lesson
7) Explaining the benefit of the lesson
   Next, the teacher recalls the student's knowledge about the previous lesson, in order to make sure they are understood about the previous lesson and link it to the new lesson.
   b. Whilst-Teaching Activity

   Whilst-teaching is the main stage of all teaching activities. The teacher has to motivate the students to participate actively. In this activity, the teacher leads them to the main activities in the teaching speaking of discussion text by using the point-counterpoint method. To help the students to know how to write or speak in English, the teacher asks the students to provide themselves with dictionaries. Also, the teacher lets the students ask himself/herself if they find the difficulties in writing or speaking English. there are several steps in whilst teaching: observing, questioning, experimenting, associating and communicating. They are the followings;

1) Observing
   The teacher builds the student's knowledge by showing the pictures that related to the topic. For example, the topic is the Advantages and disadvantages of a mobile phone for students. The teacher and the students together analyze picture in the slide.

2) Questioning
   The learning activity in this phase is the students ask questions about the picture. The teacher encourages the students to ask questions about the important point of discussion text such as the advantages and disadvantages of mobile phone for students. The teacher encourages the students to ask questions about the important point of discussion text such as generic structure, social function or language features

3) Associating
   The teacher can guide the students in doing this activity. The teacher asks the students to find the information based on a topic from their experiences. The teacher asks every student must have one idea about the advantages and disadvantages of using the internet for students. The teacher asks the students in the group consist of four. Two groups are pro and the other two groups are cont. For example A and B group as pro, C and D group as cont. Form the students into a group make the teacher easier in the teaching-learning activity, because it can limit the time and learned much from the other students. Before the discussion, the teachers give the student a card number for each student. For example group A card number 1-5, group B Card number 6- 10, C 11- 15, and D 16- 20. In this phase, students are asked to generate their arguments based on their group perspective and discuss it together about 15 – 20 minutes.

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5) Communicating

In order to make the discussion interesting and challenging, the teacher asks students who involve in discussion group to sit face to face. Then, the teacher asks group A, for example, to convey their ideas related to the topic and give their reason and also evidence in order to prove their ideas. The teacher gives an opportunity to the students in the group to choose who will be the first, second, or third speaker. In this case, the students also offered the opportunity to choose students in the opposite group as their interlocutors. For example, student number 1 in group A may choose students number 13 in group C. It means that each student in their group has to understand and comprehend the collected information before and express it in their own words.

c. Post-Teaching Activity

At the end of the lesson, the teacher and the students conclude the lesson that has been learned together. Also, the teacher re-explains the material that has been learned. After discussing, the teacher gives comments on the discussion activities. The teacher guides the students to conclude the points that they have been explained. The teacher asks the students to mention the main points of their explanation. the last the teacher give motivation to the students to keep practising their English and close the class.

3. The Advantages of Using Point Counterpoint Method in Teaching Speaking to Senior High School Students.

According to Ani Septiana (2013), There are some advantages of using this method:

a. students are required to think critically about the issues.

b. This method can stimulate students to analyze problems in groups.

c. this method can stimulate students in expressing opinions based on facts and can be justified

d. this method can arouse students' attractiveness in speaking and making sounds.

e. train students to explain the results of the discussion.

f. can be used in large groups

D. CONCLUSION AND SUGGESTION
1. Conclusion

As stated in the previous chapter, there are some problems that are faced by the students in the classroom, such as lack of background knowledge to the topic, the lack of motivation in speaking, lack of self-confidence, afraid of making mistakes. So, by conducting the point counterpoint method, the teacher can overcome the problems that the students faced before, because the students have to express their argument and give respon while they do a debate. It means that, eventhough the students have less knowledge in English language because they just learn it, the teacher can encourage and help them to talk their thinking. That is why, the use of other tools such as the video, text, card number and debate activity in point counterpoint method can motivate the students to be active and interest in the learning process. The more often this technique is conducted in the learning process, the more information, ideas in critical thinking, and talking time that are obtained from the students.

The way to conduct this method in the classroom is divided into three stages. They are pre-teaching, whilst-teaching, and post-teaching. In pre-teaching the teacher prepares the students to get involved actively in the learning process and see their readiness to receive the material to be given. In whilst teaching, the teacher gives the video, text, and begin the debate activity, then discusses it with the students to get ideas or information. The teacher will lead the students to the main activity in the teaching learning process. Here, the teacher will explain about the definition, social function and expressions of discussion text. Then, in post-teaching, the teacher asks the students to conclude the discussion and solves their difficulties.

B. Suggestions

From the conclusion above, it is suggested for English teacher to use this mehod because can make the students interest in learning, and improve their speaking skill. Furthermore, this method also give the students opportunity to convey and share what they know, and help them to develop it. Also, the writer hopes that, if there are other method that can also be applied in the learning process which can help the students to improve their speaking skill.

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