THE EFFECT OF USING POINT-COUNTERPOINT STRATEGY TOWARD READING COMPREHENSION OF THE SECOND YEAR STUDENTS AT SMAN 3 SIAK REGENCY

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ABSTRAK

Lia Alfina (2013) : Pengaruh Penggunaan strategi Point, Counterpoint terhadap Pemahaman Bacaan Siswa Tahun Kedua di SMAN 3 Siak Regency.

Penelitian ini dilakukan karena beberapa kendala yang dihadapi oleh siswa dalam belajar bahasa Inggris terutama dalam membaca pemahaman teks naratif. Masalah adalah; Beberapa siswa tidak mengerti tentang isi teks bacaan, beberapa siswa tidak dapat menemukan ide utama dalam membaca teks, dan siswa juga tidak dapat mengidentifikasi informasi rinci dari teks.

Penelitian dilakukan dengan tujuan untuk mengetahui ada tidaknya pengaruh yang signifikan dari pemahaman siswa membaca teks narasi untuk siswa diajarkan dengan menggunakan strategi point, counterpoint dan mereka yang diajar dengan menggunakan strategi konvensional.

Desain yang digunakan dalam penelitian ini adalah nonequivalent control group design di Quasi-Experimental penelitian. Dalam pengumpulan data, penulis menggunakan tes, itu digunakan untuk mengumpulkan data dari siswa memahami bacaan dalam teks narasi pada siswa kelas dua SMAN 3 Siak Regency. Tes terdiri dari dua tes: Pretest digunakan untuk menentukan pemahaman siswa membaca sebelum mendapatkan pengobatan dan Posttest digunakan untuk menentukan pemahaman siswa membaca setelah mendapatkan perawatan. Dalam menganalisis data, penulis menggunakan tes tertulis. Untuk data analisisnya, peneliti menggunakan Independent sample T-test melalui SPSS.

Total skor uji-t adalah3.223.berdasarkan t-tabel2.00<3**.**223>2.68. selanjutnya dapat disimpulkan bahwa terdapat perbedaan signifikan sesudah diajarkan dengan strategi Point-Counterpoint untuk kelas eksperimen dan metode pembelajaran konvensioanl untuk kelas kontrol yang dapat dilihat dari skor uji-t. total skor uji-t adalah 4.029 berdasarkan t-tabel 2.00<4.029>2.68. oleh karena itu, dapat disimpulkan bahawa ada pengaruh yang signifikan dari penggunaan strategi Point-Counterpoint terhadap pemahaman bacaan siswa setelah di ajarkan pada siswa kelas dua SMAN 3 Siak, denganhasiluji-t adalah2.00<4.238>2.68. Dengan persentase Kp adalah 22.6%.

ABSTRACT

Lia Alfina (2013) : The Effect of Using Point-Counterpoint Strategy toward Reading Comprehension of the Second Year Students at SMAN 3 Siak Regency.

This research was conducted because some problems were faced by students in learning English especially in reading comprehension of narrative text. The problems were; some of the students could not understand about the content of reading text, some of the students cannot find main idea in reading text, and the students also cannot identify the detailed information of the text.

The research was conducted with purpose to know whether or not there significant effect of student's reading comprehension in narrative text for students were taught by using point-counterpoint strategy and those who were taught by using conventional strategy.

The design used in this research was nonequivalent control group design in Quasi-Experimental research. In collecting data, the writer 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 tests consisted of two tests: Pretest was used to determine student's reading comprehension before getting the treatment and Posttest. Was used to determine student's reading comprehension after getting the treatment. In analyzing the data, the writer used written test. To analyze the data, the researcher adopted T-test formula by using SPSS.

The total score of t-test was 3,223. Based on t-table, 2.00<3.223>2.68. Then, there was there any significant difference of students' reading comprehension before being taught by using point-Counterpoint strategy for experimental class and Conventional Strategy for control class. The total score of t-test was 4.029. Based on t-table, 2.00<4.029>2.72. Therefore, it can be concluded that there was any significant difference of students' reading comprehension after being taught by using point-counterpoint strategy for experimental class and Conventional Strategy for control class of the Second Year students at SMAN 3 Siak regency. which the result of t-test was 2.00<4.238>2.68. And from the percent of percentage of K_p, it can be seen that Point-Counterpoint Strategy contributed 22.6 % for students' reading comprehension of the Second Year students at SMAN 3 Siak regency.

ملخص

لي الفين (   ): تأثير استخدام الطريقة Point-Counterpoint فى فهم القراءة عند طلاب الفصل الثاني بالمدرسة العالية الحكومية   سياك ريجنسي.

وأجري هذا البحث لأنها كانت تواجه بعض المشاكل من قبل الطلاب في تعلم اللغة الإنجليزية لا سيما في القراءة والفهم من النص السردي. كانت المشاكل، وبعض الطلاب لا يستطيع ان يفهم عن مضمون النص والقراءة، بعض الطلاب لا يمكن العثور على الفكرة الرئيسية في قراءة النص، والطلاب أيضا لا يمكن التعرف على معلومات مفصلة من النص.

وقد أجري البحث مع الغرض لمعرفة ما إذا كان هناك تأثير كبير من استيعاب الطلاب للقراءة في النص السردي للطلاب حصلوا على تعليمهم باستخدام الطريقة Point-Counterpoint، وأولئك الذين حصلوا على تعليمهم باستخدام الطريقة تقليدية.

كان التصميم المستخدمة في هذا البحث nonequivalent تصميم مجموعة المراقبة في شبه تجريبية البحوث. في جمع البيانات، والكاتب يستخدم اختبار، وانه كان يستخدم من أجل جمع البيانات من الطلاب القراءة والفهم في النص السردي على طلاب السنة الثانية بالمدرسة العالية الحكومية ٣ سياك ريجنسي. وتألفت لاختبارات اختبارين: تم استخدام الاختبار القبلي لتحديد فهم الطالب قراءة قبل الحصول على استخدام العلاج والبعدي لتحديد فهم الطالب قراءة بعد الحصول على العلاج. في تحليل البيانات، وتستخدم الكاتبة اختبار كتابي. وقد تم تحليل عشرات من التجارب باستخدام ت–الاختبار.

كانت الدرجة الكلية للاختبار3 t ، .223استنادا تي الجدول .2.68 >3.223< 2.00ثم، كان هناك هناك أي اختلاف كبير في القراءة والفهم الطلاب قبل أن يتم تدريسها باستخدام استراتيجية نقطة الطباق لفئة تجريبية والاستراتيجية التقليدية لفئة عنصر التحكم .كانت الدرجة الكلية للاختبار .4.029 t استنادا تي الجدول، 2.00 .2.72 >4.029<وبالتالي، فإنه يمكن استنتاج أن هناك أي اختلاف كبير في القراءة والفهم الطلاب بعد التي يجري تدريسها باستخدام استراتيجية نقطة الطباق لفئة تجريبية والاستراتيجية التقليدية لفئة السيطرة على طلاب السنة الثانية في المدرسة العالية الحكومية 3 سياك ريجنسي .الذي كان نتيجة اختبار 2.68. >4.238< 2.00 t ومن بالمئة من نسبة العامل، فإنه يمكن أن نرى أن استراتيجية نقطة الطباق ساهم 22.6% للقراءة والفهم الطلاب من طلاب السنة الثانية في المدرسة العالية الحكومية ٣ سياك ريجنسي.

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Finally, the researcher realizes that this paper has many weaknesses and shortcomings. Therefore, comments, critiques, suggestions and advices are seriously needed in order to improve this project paper. May Allah Almighty bless them all. Amin….

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THE LIST OF CONTENT

CHAPTER I

INTRODUCTION

A. Background of the Problem

The goal communication language teaching is to develop student communication competence, with includes both the knowledge about the language and the knowledge about how to use knowledge appropriately in communicative situation. The learning achievement based on informational level is learners are able to access knowledge with the medium of the English language.

Reading is one of activities done by English learners. It is one of language skills is important in our life because reading is a window of the world. We can explore the world by using reading. Reading is one of the most important language skills that should be developed inside and outside the classroom. It is also one of the most common ways to get information. Kalayo states that reading is an activity with a purpose. A person may read in order to gain the information for enjoyment, to enhance knowledge of the language being read. The purpose of reading also determines appropriate approach to reading comprehension.[1] While, Nunan also says that reading is an essential skill for learners of English as a second language. With strengthened reading

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[1] Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as Foreign Language (TEFL).*(Pekanbaru:Alaf Riau Graha UNRI Press, 2007).p.114

skills, learners will make greater progress and development in all other areas of learning.[2]

Reading can help students more if they can read well, because reading is very important. Rivers and Temperly in Nunan said one of the main prupose of reading is knowing what is happening or has happened.[3] In other hand the reader can get some information by reading. So students have to improve their reading skill. In this case, Mikulecky and Jeffries say that how good the student in their reading is depending on their reading habit.

The reader employs a number of specific skills when reading, and their success in understanding the content of what they see depends on a large extent on these specific skills. It is one of language skills which are important in our life because reading is a window of the world. To support the idea, Patel states that "Reading is an active process which consists of recognition and comprehension skill"[4]. Therefore, reading is a complex skill. In reading, the students need comprehension skill. Reading comprehension is a process of

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[2] David Nunan, *Practical English Language Teaching*. (New York:Mc Graww Hill. 2003),p 69

[3] David Nunan, *Second Language Teaching & Learning*. (New York :Newbury House. 1999),p.251

[4] Dr. M.F. Patel and Praveen M. Jain. *English Language Teaching Methods, Tools and Technique [Electronic Book]*. Jaipur: Sunrise Publishers and Distributors, 2008. p. 113

constructing meaning and coordinated with complex processes, included word reading, word and world knowledge, and fluency[5].

In reading, students can gets knowledge, information, and others linguistics skills, besides that, the students can also improve their ability in understanding the reading text effectively and efficiently. The first thing the students have to know is what is about reading and then understand each of the sentence and what they are saying.

When the readers read something, of course they have to understand what the researcher said. To understand and remember what the readers read, they need to be involved with what they are reading. In other words, the readers need to be an active reader. People often think of reading as a passive activity. When they read, they should actually be interacting with the text.

As one of the English skills, reading has an important role like a domestic commodity that is consumed by everyone, especially literate society. Reminding the important existence of literate society, Patel states that "Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success"[6]. Reading is very necessary to widen the mind and gain understanding and expanding knowledge of a language.

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[5] Klingner, Jannete, K, & Sharon Vaughn & Alison Boardman, (2007). *Teaching Reading Comprehension to Students with Learning Difficulties.* (electronic book) USA. The guilford press. Retrieved mei 11 2011 from www.library.nu.com.p2
[6] *Op.cit.*

The purposes of teaching English as a foreign language to Indonesian students are that they can read, grasp the idea, and understand the book written in English. It is stated on the syllabus of SMAN 3 Siak regency that the students should comprehend monolog texts in narrative, spoof and hortatory exposition forms well[7].

In this school, the teacher always used lecturing method. First, the teacher explained the material to the students, and then, the teacher asked them to give some questions, after that, the teacher asked the students to response the questions from some of their friends, finally the teacher concluded the lesson before closing.

From the explanation above, ideally the students at the second year of SMAN 3 Siak regency should be able to understand reading text well. Contrary to the fact, based on researcher's interview English teacher at SMAN 3 Siak regency, it can be that concludes students got difficulties in comprehending the text, especially in narrative text. The passing score of English course that is settled by this school is 6, 5. In addition, the score of some of students were low. It can be seen in the following symptoms:

1. Some students are not able to find main idea of the text.

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[7]Tim Penyusun Sillabus. *Syllabus of SMAN 3 Siak Regency 2011-2013.* Siak Regencyi: Unpublished, 2012. p. 4

2. Some students are difficult to find the organization text such as plot, setting, Characteristics, structure and theme of narrative the text.

3. Some students are cannot answer WH question based on reading text in narrative

4. Some of students are not able to comprehend the texts, especially in narrative form.

5. Some of the students are get difficulties in finding moral message in narrative text.

Based on those conditions, the researcher assumes that one of the factors influencing the students' failures is the strategy used by the English teacher. It can be said that the strategy is not appropriate. So, the researcher tries to solve the problem by offering one teaching strategy for teaching reading called Point Counter Point Strategy. According to Sejnost states, Point-Counterpoint strategy 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[8]. So, the researcher considers that Point-Counterpoint strategy can help the students to comprehend the reading text, because this strategy engages the students to interact with the text.

Based on phenomena above, the researcher is interested in conducting this research to see if there is effect of using Point-Counterpoint strategy toward

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[8]Roberta L Sejnos and Sharon. *Building Content Literacy*. USA: A Sage Company. 2010. P.69

students reading comprehension. The research title is **THE EFFECT OF USING POINT- COUNTERPOINT STRATEGY TOWARD READING COMPREHENSION OF THE SECOND YEAR STUDENTS AT SMAN 3 SIAK REGENCY.**

B. **The Definition of the Term**

To avoid misunderstanding and misinterpreting toward the terms used in the research, it is necessary to explain them:

1. Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables.[9] The write concludes that effect can be said as influence that is appeared by something toward something else. However, in this research, the term "effect" refers to the effect of using Point-Counterpoint toward reading comprehension of the second year students at SMAN 3 Siak Regency.

2. Point-Counterpoint strategy 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[10]. In this research, Point-Counterpoint is a strategy that will be used by the researcher to know the students' reading comprehension of the second year students at SMAN 3 Siak Regency.

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[9] Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Great Britain : Pearson Education Limited , 2010, p. 190
[10]*opcit* p69

3. Reading is the action of the person who reads or attempts to make a meaning from what an author has written. According to Richard, reading comprehension perceives a written text in order to understand its content[11]. In this study, reading comprehension is the capability of the second year students at SMAN 3 Siak regency in understanding or comprehending the reading text.

C. The Problems

1. The Identification of the Problem

Based on the background of the study mentioned above, the identification of the problem of the research is:

a. What make some of the students are not able in finding main idea of the text?

b. What make some of the students are difficult to find the organization text such as plot,   setting, Characteristics, structure and theme of narrative the text?

c. What make some of the students are cannot answer WH question based on reading text in narrative?

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[11]Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics.* Third Edition (New York: Pearson Education, 2002) p. 306

d. What make some of the students are not able to comprehend the texts, especially in narrative form?

e. What make some of the students still have difficulties in finding moral message in narrative text?

f. How is the effect of point-counterpoint strategy towards students' reading comprehension?

2. **The Limitation of the Problem**

Based on the identification of the problem. It demonstrates that application of the methods that teachers use the lecturing method is less effective in students' reading comprehension. In this study the researcher focuses the research on the effect of strategies Point-Counterpoint at the second year students at SMAN 3 Siak regency, because this strategy is an effective theory for text narrative than others. Then, the researcher limits that the focus of this research students find main idea of the text, students find the organization text such as plot,   setting, Characteristics, structure and theme of narrative the text, and students finding moral message in narrative text.

3. **The Formulation of the Problem**

Concerning with the problem above, the research problem are formulated as follows :

a. Is there any significant difference of students' reading comprehension before being taught by using point-counterpoint strategy for experimental class and Conventional Strategy for control class of the Second Year students at SMAN 3 Siak regency?

b. Is there any significant difference of students' reading comprehension after being taught by using point-counterpoint strategy for experimental class and Conventional Strategy for control class of the Second Year students at SMAN 3 Siak regency?

c. Is there any significant effect on students' reading comprehension taught by using Point, Counterpoint strategy toward reading comprehension at the second year students at SMAN 3 Siak regency?

D. **The Objectives and Significance of the Research**

1. **The Objectives of the Research**

Commonly, the objectives of this research are:

a. To find out the data about significant difference of students' reading comprehension before being taught by using point-counterpoint strategy for experimental class and Conventional Strategy for control group of the Second Year students at SMAN 3 Siak regency.

b. To find out the data about significant difference of students' reading comprehension after being taught by using reading strategy for experimental

class and Conventional Strategy for control group of the Second Year students at SMAN 3 Siak regency.

c. To determine the significant effect on students' reading comprehension taught by using Point, Counterpoint strategy toward reading comprehension at the second year students at SMAN 3 Siak regency

2. **The Significance of the Research**

a. This research finding are also expected to provide the positive contributions related to the process of teaching and learning English, especially in term of students' reading comprehension on narrative text by using Point-Counterpoint strategy at the second year student at SMAN 3 Siak regency.

b. To fulfill one of the requirements to finish the researcher' study in English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

c. This research finding are also expected to develop the theories on teaching learning English as foreign language and for those who are concerned with the current issue on learning and teaching language.

CHAPTER II

LITERATURE REVIEW

A. Theorical Framework

1. The Nature of Reading

Reading is one of English skills which must be mastered by the students. This skill needs more attention from students, because in reading the students must have good interaction with the text in order to get the meaning of text. The purpose of reading is to connect the ideas on the page to what the reader already knows.

According to Patel, reading is most useful and important skill for people[1]. In other word, this skill is the most important from the other skills because reading is not only a source of information and a pleasurable activity but also as a mean of consolidating and extending one's knowledge of the language.

So, the reader must be able to decode (sound out) the printed words and also comprehend what he/she read. Morever, Ralph states that active readers read for meaning.[2] They do not decode each letter or each word. Instead, they take in chunks of the text and relate it to what they know and understand.

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[1]Dr. M.F. Patel and Praveen M. Jain. *English Language Teaching Methods, Tools and Technique [Electronic Book].* Jaipur: Sunrise Publishers and Distributors, 2008. p. 113

[2] Ralph E. Reynold, *Understanding the Nature Reading Comprehension*. University of Nevada, Last Vegas, 2002, p.22

According to Hasibuan, "the text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reader knowledge, skills, and strategies include[3]:"

1. Lingustics competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.

2. Discourse competence: knowledge to discourse markers and how they connect part of the text to one another.

3. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.

4. Strategic competence: the ability to use top down strategies as well as knowledge of the language (a bottom-up-strategy).

So, based on the opinion above the researcher conlude that when a reader wants to determine what the meaning of the text is such have a skill or knowledge that include linguistic competence when a reader write a text.

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[3]Kalayo Hasibuan and Muhammad Fauzan A. Op. Cit, p. 115

Lems states, "to read, someone need to master a set of word level skills, they are[4]:

1. Bottom up skills

   Bottom up skills refers to the word level skills that are required for decoding. Bottom up skill arques the reader to construct the text from the smallest units (letters to words, phrases to the sentence, etc) and becomes automatic that readers are not aware of how it operates. It means that the reader have to understand the passage by reading word by word to reach the whole understanding.

2. Top down skills

   Top down skills refers to the analytical and cognitive skills that are needed for comprehension. The readers use in concept with background knowledge to construct meaning from text. Top down skill argues that the readers bring a great deal of knowledge, expectations, assumption and questions to the text given a basic understanding of the vocabulary and check when new information appears. A reader has known about the passage so they just want to know if there is any new information in the passage."

The Nature of Reading Comprehension

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[4]Kristin Lems, *Teaching Reading to English Language Learne*r, The Guildford Press, New York, 2010, p. 33-34

Reading comprehension is a process of constructing meaning and coordinated with complex processes, included word reading, word and world knowledge, and fluency[5]. It means that reading is an essential skill that should be completed with comprehension.

According to Hasibuan stated that the purpose (s) for reading and the type of the text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension[6]. Actually reading and comprehension cannot be separated because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. According to Nunan comprehension involves understanding vocabulary, seeing the relationship among word and concepts, organizing ideas, recognizing the author purposes, making judgment and evaluating[7]. In addition, Sadoski says, "comprehension is understands something, getting its meaning[8]. "So the purpose in such reading is to dig out essential meaning, the central theme, or general information of the material. The information may be feeling or emotion expressed.

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[5]Klingner, Jannete, K, & Sharon Vaughn & Alison Boardman, (2007). *Teaching Reading Comprehension to Students with Learning Difficulties.* (electronic book) USA. The guilford press.p2

[6] Kalayo Hasibuan and Muhammad Fauzan Anshari. Op.Cit. p. 115

[7] Nunan David. *Language Teaching Methodology: a text book for teacher*. New York: Prentice Hall, 1991, p. 82

[8] Mark Sadoski, *Conceptual Foundations of Teaching Reading*, the Guildford Press, New York, 2004, p. 67

Moreover, According to Snow, reading comprehension is as the process of simultaneously extracting and constructing meaning trough interaction and involvement with written language. She also mentioned that comprehension entails three elements, such as the reader who is doing the comprehension, the text is to be comprehended, and the activity in which comprehension is a part [9].

Besides that, Catherine Snow states that to comprehend, a reader must have a wide range of capacities and abilities[10]. These include:"

1. Cognitive capacity (e.g. attention, memory, critical, analytic ability, interference, and visualization ability)

2. Motivation (a purpose for reading and interest in content being read, and self-efficacy as the reader).

3. Various types of knowledge, (vocabulary, domain and topic knowledge, linguistic and discourse knowledge of specific comprehension strategy)."

Furthermore, brown states that there are two kinds of skill that must be mastered on reading comprehension[11]:"

[9] Catherine Snow and Chair, *Reading for Understanding toward an Research and Development Program in Reading Comprehension*, RAND Reading Study Group, Santa Monica, CA, 2002, p. 11

[10] Ibid. p.12

[11] H. Douglas Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy*. (New York: San Francisco State University, 2004), p. 367

1. Micro skills

   a. Discriminate among the distinctive graphemes and orthographic patterns of English

   b. Retain chunks of language of different lengths in short-term memory

   c. Process writing at an efficient rate of speed to suit the purpose

   d. Recognize a core of words, and interpret word order patterns and their significance

   e. Recognize grammatical word classes (nouns, verbs, etc.) system (e.g. tense, agreement, and pluralization), patterns, rules, and elliptical forms

   f. Recognize that a particular meaning may be expressed in different grammatical forms

2. Macro skills

   a. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

   b. Recognize the rhetorical forms of written discourse and their significance for interpretation.

   c. Recognize the communicative functions of written texts, according to form and purpose.

d. Infer context that is not explicit by using background knowledge.

e. Infer links and connections between events, ideas, etc.; deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

f. Distinguish between literal and implied meanings.

g. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

h. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts."

From the ideas above, it can be conclude that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge and interpret it with the readers need and purpose.

Teaching Reading

There are four language skills that should be mastered; there are reading, speaking, reading, and writing. One of those skills is reading. Teaching

reading is one of the important parts in the curriculum stated in Indonesia curriculum not only for Elementary school, Junior High School, Senior High School, but also for the college student and adults. The aim of teaching reading is to develop the students' ability so that they can read and understand the English text effectively and efficiently.

In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the students is one of the most crucial goals by the end of teaching and learning process. According to Sadoski, there are two main goal of teaching reading that balance between the effective domain and cognitive domain[12].

a.   Affective Goals

1.   Developing positive attitudes toward reading

The term attitude, as used here, applies to students' perception of their competence and their disposition toward their future performance. The development of a positive attitude toward reading means progressing students' confidence in their own ability as a reader. Ideally, student should experience success regularly and approach reading confidently, with a "can do" spirit, rather than avoiding it because it is painful and frustrating.

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[12] Mark Sadoski, *Conceptual Foundations of Teaching Reading*, the Guildford Press, New York, 2004, p. 45-53

2. Developing personal interest and tasted in reading

   Having a positive attitude is not enough. Lifelong reader chooses to persuade their life interest through reading. Having an interest in reading means, having the motivation to read and to respond affectively, to seek to enlarge readers/students sense of self-worth through reading.

b. Cognitive Goals

   1. Developing the use of reading as a tool to solve problem

      Reading weighs heavily in the tool belt of working, technological society. It helps as to solve a broad array of personal and social problems in a complex, literate world. Reading also away to deal with everyday problem where printed language is a feasible and requisite solution.

   2. Developing the fundamental competencies that comprise reading is the most basic goal."

   According to Sadoski, there are two form of teaching reading[13]:"

a. Instruction

   Instruction means to put a structure of knowledge in from without. The teacher has it, the learners do not, and the teacher builds it into them.

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[13] Mark Sadoski, *Conceptual Foundations of Teaching Reading*. the Guildford Press, New York, 2004, p. 79-80

b. Education

When the teacher educates the students, the teacher draws the desired knowledge or skill out of them. Education means to draw learning out from within."

From the explanation, that is known there are many strategies for teaching reading, such as KWL, QAR, DRA, Skimming, Scanning, point-counterpoint, Anticipation Guide, etc. One of the best strategies is point-counterpoint.

Narrative Text

a. Types of Narrative[14]

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

b. Definition of Narrative

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative articles

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[14] http://gradworks.umi.com/33/40/3340066.html.

and essays tell a story, they review events that have happened[15]. Usually the events are presented in the order in which they occurred. Narrative generally described as the structural framework that underlies the order and manner in which a narrative is presented to a reader, listener, or viewer.

c. The purpose of a narrative text:

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes / social opinions e.g. soap operas and television dramas that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

d. The generic structure of a narrative text:

a) Orientation

Introducing the participants and informing the time and the place of the story are established

b) Complication

The complication usually involves the main character(s) (often mirroring the complications in real life) and describing the rising crises which the participants have to do with

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[15] Zainil. Ibid, p. 31

c) Resolution

There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

e. Organization of Narrative

a) Plot: What is going to happen

b) Setting: Where will the story take place, When will the story take place

c) Characteristics: Who are the main characters? What do they look like

d) Structure: How will the story begin, what will be the problem? How is the problem going to be resolved

e) Theme: What is the theme / message the researcher is attempting to communicate

f. Language Features of Narrative

a) Using processes verbs

b) Using temporal conjunction

c) Using Simple Past Tense

2. **The Nature of strategy**

The definition of strategy

There are four things the teacher must do to make good decisions concerning the choice of an approach, method, technique, and strategy.[16]

a   Approach

Celce says that approach to language teaching refers to something that reflects a certain model or research paradigm. In short, approach is like a collection of theory, there is no procedure and it is still general.

b. Method

Method is a set of procedures. Method is more specific than approach but less specific than technique. Method is typically compatible with one (or sometimes two) approach. Thus, Method is about theory and also the procedure of theory.

c. Technique

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[16] Marriane Celce, *Teaching English as a Second or Foreign Language Ed3* (London: Thomson Learning,   Inc,2001), p 9 & 90

Technique is very specific type of learning activity use in one or more method. A technique is a classroom device or activity and thus represents the narrowest of three concepts. Some technique are widely used and found in much method.

d.   Strategy

Strategy is under the learner's conscious control; they are operation which the learner chooses to use to direct or check his or her own comprehension. Thus strategy is students perform a few steps in learning process. Strategy is the procedures used in learning, thinking, etc., which serve as a way of reaching a goal.[17] Strategy is also a series of ordered steps that will allow a student to perform a task. The strategy serves to help structure the students' efforts (i.e., to do the steps in order) and to remind the students what to do at each stage of the process.[18] In this research the term of strategy refers to the way that is used by the students to comprehend reading text. The strategy that is used in this research is point-counterpoint strategy.

[17] *Ibid.,* p. 559
[18] Robert Reid and Torri Ortiz Lienemann. *Strategy Instruction for Students with Learning Disabilities.* New York : The Guilford Press, 2006, p. 18

Rebecca explains in learning strategies there are some learning strategies to enhance their own learning. There are two learning strategies; direct and indirect strategy[19].

a. Direct Strategies

Direct strategies are language learning strategies that directly involve the target language. The direct class composed of memory strategies, cognitive strategies and compensation strategy.

1. Memory Strategies

Memory strategies sometimes called mnemonics. Memory strategies reflect very simple principle, such as arranging things in order, making association and reviewing. These strategies consist of creating mental linkages, applying imagines and sounds, reviewing well and employing well

2. Cognitive Strategies

Cognitive strategies are essential in learning a new language. Cognitive strategies are unified by common function; manipulation of target language by the learner. Cognitive strategies are typically found

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[19] Rebbeca L, Language learning Strategies: What Every Teacher Should Know.(New YORK: Newbury House Publisher 1990). p. 37

to be most popular strategies with language learners. These strategies divided into: practicing, revising, and sending message, analyzing and creating structure for input and output.

3. Compensation Strategies

Compensation strategies enable students to use the new language for either comprehension or production or production despite limitation in knowledge. These strategies are intended to make up for an inadequate repertoire of grammar, especially of vocabulary. These strategies involve guessing intelligently and overcoming limitation in speaking and writing.

b. Indirect Strategies

Indirect strategies support and manage language learning without directly involving the target language. The indirect strategies are useful in virtually all language learning situation and applicable o all four language skill: listening, reading, speaking and writing. Indirect strategies divided into: Metacognitive   strategies, effective strategies and social strategies.

1. Metacognitive Strategies

Metacognitive strategies provide a way for learners to coordinate their own learning process. Metacognitive strategies include three strategy sets: center your learning, arranging and planning your learning and evaluating your learning

2. Effective Strategies

Emotion, attitudes. Motivations and values. It is possible to influence language learning. Language learners can control over these factor through effective strategies. These strategies consist of lowering your anxiety, encouraging yourself and taking your emotional temperature

3. Social Strategies

These strategies involve social interaction. One of most basic interaction is asking question, an action from which learners gain great benefit. These strategies include asking question. Cooperating with other and empathizing with others.

Based on explanation above, the researcher concludes that point-counterpoint strategy is one of indirect strategies especially metacogntive strategies. In metacogntive strategies researcher provide a way to student make their own learning process. This statement supported by point-counterpoint strategy its self, in this strategy student have to interpret their own opinion about the reading text and the last of session teacher evaluate the students' interpretation.

3. **The Concept of Point-Counter Point strategy**

The definition of point, counter point strategy

In teaching and learning process, teacher should have the interest strategy. An interest strategy of teaching is needed in teaching and learning process in order that the goals in curriculum will be 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 is not only improve students' ability but also effective and efficient.[20]

According to Harmer, there are some characteristics that the teacher should point out to be a good teacher, there are[21]" a teacher should make his/her lesson interesting, a teacher must love his/her job, a teacher should

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[20] Roestiyah.*StrategiBelajarMengajar.* (Jakarata:RinekaCipta, 2008)p.1
[21]Harmer,Jeremy. 1998. *How to Teach English: An Introduction to the Practice of English Language Teaching.* (London: Longman)p.1-2

have his/her personality, a teacher should have a lot of knowledge, a good teacher is an entertainer in positive sense, not in a negative sense."

According to Tilton Point-Counterpoint Strategy is to empower readers with the ability to consider a variety of interpretations of a text or reading[22]. Beside that Sejnost states, "Point-Counterpoint strategy is a way of helping students develop their own interpretation of stories rather than depend on conventional explanations or rely on the teacher view point[23]." Furthermore, Wallis state, "this strategy allows students to build interpretive strategies as they focus on integrating prior knowledge, teacher interpretations, information from other reading (inter-textual), and knowledge of text structure[24]." This strategy, encourage students to interpret their knowledge and information from the text.

The strategy has three parts: first initial reading and responses to the story second discussion of class responses and themes and interpretation, development of final responses. Its can works because students are exposed to various interpretations, students are encouraged to compare their ideas with others, students reflect on and self-assess their interpretations and others,

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[22]Judi Tilton. *I Don't Get It (Helping Students Understand what they read)*. United States of Amerika. 2011. p. 72

[23] Roberta L. Sejnost. *Building Content Literacy*. Sage Company (USA) . 2010. p.68

[24] Judi Wallis. *Teaching and Learning* Strategies *that Foster Comprehension.*United States. 2006.p. 5

students are challenged to interpret a work on their own instead of depending on teacher.

So based on the opinions above, the researchers conclude that Point-Counterpoint strategy is can help the students to comprehend the reading text, because this strategy engages the students to interact with the text.

The Advantages of Point-Counterpoint strategy

There are some advantages of using this strategy[25]:

1) Provides structure for student when reading difficult and challenging material.
2) Provide differentiation among student of the text.
3) Facilitates a deeper understanding of the text based on their own interpretation.
4) Actively engage reader in the reading process
5) Facilitates better preparation for reading material as an independent reader

The Objectives of Point-Counterpoint strategy[26]:

1) Students interpret literature on their own and with other students

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[25] Opcit. p. 72

[26] *Opcit.* p.72

2) Students deliver planned and impromptu oral presentations, defending their interpretations of literature

3) Students listen and speak effectively and tolerantly, using criteria to evaluate and respond to a variety of other speakers' verbal and nonverbal messages.

4) Students do authentic writing for an academic context.

5) Students respect others' various interpretations of literature

The General Procedures of Point-Counterpoint strategy

There are some steps of this strategy:[27]

1) Activate background knowledge by facilitating discussion related to what students already know about the topic or subject.

2) Instruct students to write ideas or responses to the reading as the text is read. This can include, but need not be limited to, reflections of a personal nature, themes of the story, points of confusion, predictions of further reading, and questions for the author, the teacher, or others.

3) After completing the reading, students should discuss with others what they wrote. This can include a comparison to other ideas or a discussion of how ideas may differ, depending upon interpretation.

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[27] *ibid* . p.73

4) Provide examples of how others may interpret the reading selection.

5) After discussion within small groups or as a whole class, ask students to reconsider their interpretation and decide upon a final perspective.

According to Sejnost this strategy consists of three stages[28]

a. Initial response to the story

The students make note about anything that come to mind to help them understand and interpret the text. Such as setting the story, plot character etc.

b. Discussion of response

In this stage student share their responses with the class and listen different viewpoints.

c. Development of final responses

And for last stage allow the student to develop their responses bout the text by revising them. In this stage student response take the form of self assessment.

Here, the researcher is interested in teaching procedure of Point-Counterpoint strategy stated by Sajnost above. According to James there are four way how to practice this strategy at classroom[29].

[28] Roberta L Sejnost and Sharon. *Building Content Literacy*. USA: A Sage Company 2010. P.69

1. Whole class reading: Pairs sign up and take responsibility for scheduled readings of vignettes.

2. Initial written responses: As students prepare, they keep individual notes about anything that comes to their mind which could help explain the use and juxtaposition of images (for example, personal stories, experiences, or questions). This should be modeled by the teacher (on OHP) with the first vignette. Upon completion of the initial reading and notes taking, students take ten minutes to write a response essay with their interpretation.

3. Discussion of responses: At this stage, students relate to the whole group their responses, and are encouraged to see other interpretive and critical points of view. After the initial instruction and modeling of this activity, the teacher's role is to act primarily as a guide and facilitator. While the teacher roves and reviews initial student notes, s/he will jot down what students identify as main themes to assist them in the discussion process and then summarize. As pairs lead the class in discussion of the images and main themes, students must respond to each other to learn.

[29] Online Academy. *Inferential Comprehension*. http://www.csuchico.edu/sped/onlineacademy/a303/lesson/lesson_1/glossary/inferent.html.

Students need to be prepared to defend their views and yet be open-minded enough to see that there can be a variety of valid interpretations.

4. Development of final response essays: This last stage involves the students revising their initial interpretation of two vignettes, allowing students to develop their final statement on the work. They may choose to leave their views essentially the same as their initial response, or they can incorporate those shared by other students. This self-reflective process will also serve for self-assessment. Students will schedule conferences with the teacher for assistance.

The Conventional Strategy in Teaching Reading

In this school, the teacher always used lecturing method. It means that the teacher gives explanation to the students. There are several procedures in explanation   strategy that the teachers do:

1) The teacher explains the material to the students.

2) The teacher gives the student reading text

3) The teacher asks the student to read the text

4) The teacher asks students to give some questions.

5) The teacher asks students to response the questions from some of their fiends.

6) The teacher concludes the lesson before closing

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researcher conducted by other researchers in which they are relevant to our research itself. [30] Besides, we have to analyze what the point that focused on, inform the designs, finding and conclusion of the previous research, that of:

Sri Wastuti (2005), This research focused on the effect of collaborative point strategic reading toward the second year student's reading comprehension achievement at SLTP Negeri 20 Pekanbaru. The design of this research is quasi-experimental design. The researcher took two classes at this school as sample. She found that the mean score of experimental group which has taught by using collaborative point strategic reading is 82,75, while, the mean score of control group which is has taught by using traditional reading classroom is 75,75. That means that there was a significant difference between collaborative point strategic for reading comprehension achievement and

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[30] Syafi'i, *From Paragraph to a Research Report: a Writing of English for Academic Purposes,* (Pekanbaru: LBSI, 2011), p. 122.

traditional reading strategic[31].

Nurlaily (2012). This research focused on the effect of using about/point strategy toward reading comprehension of the second year collaborative point strategic reading toward the second year students of BantanTua Bengkalis Regency. The design of this research is quasi-experimental design. The researcher using 2 classes for social department. The total number of the second year students of SMAN 3 Siak Regency BantanTua Bengkalis Regency is 52 students. In this research she found that the mean score of experimental group which has taught by using about/point strategy reading is 70.77, while, the mean score of control group which is has taught by using traditional reading classroom is 56.00. That means that there was a significant difference between about/point strategy reading for reading comprehension and traditional reading strategy in hortatory exposition text of the second year students at bantan tua bengkalis regency.

The research conducted by Sri Wastuti and Nurlaily are the same as this research. Even though this research have some similarities such the purposes, but the researchers tried to find the significant difference in students' reading comprehension. The difference is the researchers try to find the significant effect of students' reading comprehension taught by using

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[31] Sri Wastuti. *The effect of Collaborative Point strategic Reading toward the second year student's Reading Comprehension achievement at SLTP Negeri 20 Pekanbaru*. 2005. (Unpublished).

Point-Counterpoint strategy especially in narrative text of the second year students at SMAN 3 Siak Regency.[32]

C. The Operational Concept

This operational is used to avoid misunderstanding and misinterpretation because the theoretical concept is still an abstract form. So, it should be interpreted into particular word. This research is experimental research in which focuses on gaining the difference of using Point-Counterpoint strategy toward students' reading comprehension. Here, there are two variables will be used. The first is Point-Counterpoint strategy which refers to the teacher's strategy in teaching reading. The second is students' comprehension in reading. Point-Counterpoint strategy is an independent variable and students' comprehension in reading is a dependent variable. To operate the investigation on the variable, the researcher will work based on the following :

1. The indicators of Point-Counterpoint strategy (X experimental class) are:

   a. Active background knowledge by using discussion

   b. The teacher asks a topic related to what student already know

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[32] Nurlaily. *The effect of using about/Point Strategy On Reading Comprehension In Hortatory Exposition Text Of The Second Year Students At Madrasah Aliyah Nurul Hidayah Bantan Tua Bengkalis regency*. 2012. (Unpublished).

c. The teacher gives to the students the text material

d. The teacher asks the students to reads the material

e. The teacher asks the students to write the idea or responses to the reading as the text is read

f. The teacher places the students in a group of four or five

g. The teacher asks the students to discuss what they have wrote

h. The teacher provides example of how others may interpret the reading selection

i. The teacher asks the students to reconsider their interpretation

2. The indicators of Conventional strategy (X control class):

a. The teacher explains about the material toward students

b. The teacher asks students to give some questions

c. The teacher asks students to response the questions from some of their fiends

d. The teacher conclude the lesson before closing

3. The indicators of students' reading comprehension[33]:

a. Students are able to find the detail information

b. Students are able to identify the main ideas of the text.

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[33] Depdiknas. *SKL Ujian Nasional SMA/MA Tahun 2012*

c. Students are able to identify the generic structure of narrative text.

d. Students are able to infer meaning of an unknown word from the text.

e. The students are able to refer of certain words.

f. Students are able to identify meaning of the text.

D. The Assumptions and Hypothesis

a. Assumptions

There are assumptions of researcher before coming to the research. Researcher assumes that:

1. Some of students' reading comprehension are low and some otherrs are high
2. There are many strategies for teaching that can influence students' ability in Reading; one of them is Point-Counterpoint strategy. Using Point-Counterpoint strategy can help students to develop ideas about a concept.

b. Hypotheses

Based on the background, formulation the problems, theoretical framework and operational concept, researcher has hypothesis as follows:

H_0 1   : There is no significant difference of students' reading comprehension before being taught by using point-counterpoint   strategy for

experimental class and Conventional Strategy for control class of the second year students at SMAN 3 Siak Regency.

H$_a$ 1 : There is significant difference of students' reading comprehension before being taught by using point-counterpoint strategy for experimental class and Conventional Strategy for control class of the second year students at SMAN 3 Siak Regency.

H$_0$ 2 : There is no significant difference of students' reading comprehension after being taught by using point-counterpoint strategy for experimental class and Conventional Strategy for control class of the second year students at SMAN 3 Siak Regency.

H$_a$ 2 : There is significant difference of students' reading comprehension after being taught by using point-counterpoint strategy for experimental class and Conventional Strategy for control class of the second year students at SMAN 3 Siak Regency.

H$_0$ 3 : There is no significant difference between pretest and posttest by using point-counterpoint strategy towards student' reading comprehension of the Second Year students at SMAN 3 Siak regency.

H$_a$ 3 : There is significant difference between pretest and posttest by using point-counterpoint strategy towards student' reading comprehension of the Second Year students at SMAN 3 Siak regency.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research examined the use of Point-Counterpoint strategy toward students reading comprehension. This research is a quasi experiment design. It is called as quasi experimental design because in this research seen the difference between pretest and posttest by of using Point-Counterpoint strategy toward students reading comprehension. Creswell stated that "quasi-experiment is experimental situation in which the researcher assigns participants to groups, but not randomly[1]." The researcher uses intact groups, the first class is as the experimental groups and the second class is as the control group. Furthermore, Gay and Airasian state that "quasi-experimental design is used when the researcher keeps the students in existing classroom intact and the entire classrooms are assigned to treatments[2]." In addition, educational interventions in schools are typically evaluated using quasi experimental designs[3].

The design of this research is non-equivalent control group design. It is structured like a pretest-posttest randomized experiment, but it lacks the key feature of the random assignment. In the non-equivalent control group design,

[1] John Cresswell, W. *Educational Research (Third Edition).* United States: Pearson Prentice-Hall, 2008. p. 313

[2] L.R. Gay, and Peter Airasian. *Educational Research: Competencies for Analysis and Application (Sixth Edition).* New Jersey: Pearson Prentice-Hall, 2000. p.394

[3] Daniel Muijs. *Doing Quantitative Research in Education with SPSS [Electronic Book].* London: SAGE Publication. Ltd., 2004. p. 26.

researcher usually use intact groups that think are similar as the treatment and control groups. It is also supported by Campbell and Stanley who states that non-equivalent control group design involves an experimental group and a control group both given a pretest and a posttest, but in which the control group and the experimental group do not have pre-experimental sampling equivalence[4].

In conducting this research, the researcher assigned intact groups the experimental and control treatments, using pretest and post-test to both groups, conducting experimental treatment activities with the experimental group only. The pre-test is used to measure students' reading comprehension before taught by point-counterpoint strategy and to know how much significant difference between pretest and posttest by point-counterpoint strategy. So, it is compared with post-test to find the gain and the significant effect of the strategy itself.

B. The Time and Location of the Research

This research has been conducted on February until March 2013. The location of the research placed at Siak Regency. This research location has been conducted in a place of Senior High school SMAN 3.

C. The Subject and Object of the Research

Based on the title of the research, the subject of the research is the second year of students at SMAN 3 Siak Regency. Then, the object of the research is students reading comprehension.

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[4] Donald T. Campbell and Julian C. Stanley. *Experimental and Quasi-Experimental Design for Research [Electronic Book]*. USA: Houghton Mifflin Company. 1963. p. 47.

D. The Population and Sample of the Research

The population of this research is the second year students of Senior High school SMAN 3 Siak Regency that consist of six classes, with the total number of the second year students of SMAN 3 Siak Regency is 182 students.

Table III.2
The Total Population of the Second Year
Students of SMAN 3 Siak Regency

CLASS	NUMBER OF STUDENTS
XI. 1	30
XI. 2	30
XI. 3	31
XI. 4	30
XI.5	29
XI.6	32
TOTAL	**182**

The population above is large enough to be all taken as sample of the research. Based on the limitation of the research, the researcher took only two classes of social department after doing clustering sample randomly; XI 2 as an experimental class and XI 3 as a control class. Those are as the sample of the research by numbers 61 students; 30 students for experimental class and 31 students for control class.

Table III.3

Sample of the Research

No	Class	Total students
1	XI 2 (Experimental class)	30
2	XI 3 (Control class)	31

TOTAL	61

E. The Technique of Collecting Data

This study given test; pre-test and post test to the student before and the end of this research. Actually, in assessing reading ability accurately is not easy job. According to Kalayo reading ability is very difficult to assess accurately[5]. But, in teaching reading in our curriculum (KTSP), if the students are able to achieve to goal, this means that assessment of reading ability needs to be correlated with purposes of reading. According to Hughes, there are many techniques that can assess the students' comprehension but the researcher will use one technique, that is:

Multiple choices techniques are a technique that will be designed by using four choosing and respondent will choose one, it based on the question. Multiple choice questions in the hands of a skilled teacher are highly effective instrument for training interpretive skills. The procedure is as follows:[6]

1. The students read the text silently and individually.

2. The students attempt the questions (individually or in groups/pairs).

3. When all the students are ready, the teacher records their choices for the answer to question 1 and 20, without disclosing which the

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[5] Kalayo Hasibuan and Muhammad Fauzan Anshari. Op. Cit. p. 123

[6] Christine Nuttall, *Teaching Reading Skills in a Foreign Language,* (London: Heinemann Educational Books, 1983), p. 126

best is, promote discussion between the students about the reasons for their choices.

There were four choices A, B, C and D, the answers which were adapted from text. The form of the text is narrative test.

F. The Validity and Reliability of The Test

1. Validity

Every test, whether it is short, informal classroom test or a public examination should be as valid as the test constructor can make it. The test must aim at providing a true measure of the particular skill in which it is intended to measure.

Heaton states the validity of a test refers to appropriateness of a give test or any of its component parts as measure of what it is purposed to measure. It means the test will be valid to the extent that is measure what it is supposed to measure. There are three kinds of validity that consist of content validity, construct validity and empirical validity[7].

In order to obtain the data about the comparison between student's reading comprehension who are taught by using point-counterpoint strategy and Conventional strategy on reading comprehension, the researcher acquire to show each score. It will be used pertaining to the most important

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[7]J.B Heaton. *Writing English Language Test*. (New York: Longman Group UK Limited, 1988), p. 159

characteristic of an item to be accurately determined by its difficulty. Then, the test will give to students consider too difficult or too easy, often showing the low reliability. Item difficulty is determined as the proportion of correct responses. This is held pertinent to the index difficulty, in which it is generally express as the percentage of the students who answer the questions correctly. The formula for item difficulty is as follows:

$$FV = \frac{R}{N}$$

Where:

FV   : index of difficulty of facility value

R   : the number of correct answer

N   : the number of examinees or students taking the test

The formula above will be used to find out the easy or difficulties of each item test that researcher give to the respondents. The items do not reach the standard level of difficulty excluding from the test and they reject.

2. Reliability

A test must first reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency

test and classroom test[8]. There are some factors affecting the reliability of a test, they are:

a. The extent of the sample of material selected for testing.

b. The administration of the test, clearly this is an important factor in deciding reliability.

In this research the researcher will find the score of reliability by using program SPSS 16.0. To know the reliability of the test, the researcher found the mean score, the standard deviation of the test, and Cronbach's Alpa.

Table III. 4

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Based on the table III 4, we can see that the cases valid are 20 students, exclude 0, and the total of the students following this test was 20 students.

Table III. 5

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[8]*Op.Cit*. p.159

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
10.70	12.011	3.466	20

Based on the table III 5. Its can see that the mean score is 10.70, variance is 12.011. Std. Deviation is 3.466, and number of items are 20.

Table III. 6

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.611	.620	20

Based on the table III 6, we can see that cronbach's Alpha is .611, cronbach's alpha based on standardized items is .620, and number of items are 20.

The score obtained compares to r table of product moment that the degree of freedom was 48 "r" product moment at the level of 5% is 0.273 and 1% is 0.354. The score obtained of Cronbach's Alpa was .611.

According to Suharsimi Arikunto the value of correlation coefficients as follow[9];

      1. Between 0.800 to 1.00   = Very High

      2. Between 0.600 to 0.800   = High

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[9] *Ibid.* p. 75

3. Between 0.400 to 0.600   = Enough

4. Between 0.200 to 0.400   = Low

5. Between 0.00 to 0.200   = Very Low

In conclusion, validity of the test is including as **High** category while reliability of the test is including as **High** category.

G. The Technique of Data Analysis

The technique of data analysis used T-test formula by using SPSS (Statistical Package for the Social Sciences). In analyzing the data, the researcher using the scores of post-test of experimental as well as and control group. These scores will be analyzing statically. The researcher used score of experimental class and control class. To analyze the collect data, the researcher establish some categories to classify the result of the test as main instrument of this research, according to Sudijono there are some categories to analysis the score[10]:

Table III. 7

Score Categories

No	Categories	Score	Score
1	80-100	Very Good	A
2	70-79	Good	B

[10] Anas Sudijono. Pengantar Evluasi pendidikan Pendidikan. (Jakarta: PT. Rafindo Persada, 2007) p. 35

3	60-69	Enough	C
4	50-59	Less	D
5	0-49	Bad	E

Here there are five categories in analysis the score. The researcher took students score and analysis the data based on the table above. There are , First between 100 to 80 is very high (A), Second between 70 to 79 is good (B), Third between 60 to 69 is Enough (C), Fourth between 50 to 59 is less (D) and last between 0 to 49 is bad (E).

First, the researcher analyzed the data by using Independent Sample t-test to know whether the result of the research is statistically significant or not. According to Hartono, t-test is used to know whether there is significant different of mean between two variables or not.According to Hartono; the score range is as follows:

Formula:

$$\frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

Where:

t_o = The value of t – obtained

M_x	=	Mean score of experimental sample
M_y	=	Mean score of control sample
SD_x	=	Standard deviation of experimental group
SD_y	=	Standard deviation of control group

The t - table is employed to see whether there is a significant difference between the mean score of both experiment and control group.

The t - obtained value is consulted with the value of t – table at the degree of freedom (df) = (N1+N2) – 2

Note:

d_f : the degree of freedom

N_x : the number of students in experimental class

N_y : the number of students in control class

Second, the researcher analyzed the data by using Paired Sample t-test to know whether the significant difference between pretest and posttest by students' reading comprehension taught by using point-counterpoint strategy or not. The formula can be seen as follows:

$$t = \frac{\sum d}{\sqrt{\dfrac{n\left(\sum d^2\right) - \left(\sum d\right)^2}{n-1}}}$$

Then, the hypothesis is:

Ha   : $t_o > t$ – table

Ho   : $t_o < t$ – table

Ha is accepted if $t_o > t$ – table or there is significant difference between pretest and posttest by using point-counterpoint strategy towards student' reading comprehension of the Second Year students at SMAN 3 Siak regency of using point-counterpoint strategy toward students' reading comprehension.

Ho is accepted if $t_o < t$ – table or there is no significant difference between pretest and posttest by using point-counterpoint strategy toward students' reading comprehension.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Description of Research Procedure

The purpose of the research is to obtain the students' reading comprehensions who are taught by using Point-Counterpoint strategy and those who are taught by using conventional strategy, and to know whether there is significant difference between pretest and posttest of the students' reading comprehension who are taught by using Point-Counterpoint strategy and those who are taught by using conventional strategy. In this research, the researcher gave pre-test to control and experimental class. The students listened to the text carefully and answered multiple choices question that consists of 25 items about narrative text. Before taking the data from the sample, the researcher tried one of the second classes in order to prove whether the test was reliable or not. The result found in the try out was 0.611. It means that the test was high reliable. Then, the researcher gave the treatment to experimental class. After giving the treatment, the researcher gave post-test to control and experimental class to find out significant different of mean between pre-test and post-test. The treatments to experimental class, the researcher used the same format of questions and text of narrative to test students' reading comprehension for the post-test of experimental class. While for control class, which were taught without using treatments, the researcher used the same format of questions of narrative for their post-test also.

The researcher asked the students to answer some questions based on the text given; the text was a narrative text. The total score of pre-test and post-test in both classes was significantly different. The total score of pre-test in control class was 1864 while the highest score was 76 and the lowest score was 47. Then, the total score of post-test in control class was 2002, while the highest score was 90 and the lowest score was 40. The total score of pre-test in experimental class was 1819, while the highest score was 79 and the lowest score was 47. Then, the total score of post-test in experimental class was 2282, while the highest score was 90 and the lowest score was 53.

Based on design of the research, it was found that class XI 2 was as experimental class and XI 3 was as control class. Then, the researcher gave treatments to experimental class for eight meetings.

B. The Data Presentation

The data of this research were gotten from the score of students' pre-test and post-test. All of the data were collected through the following procedures:

1. In both of classes (Experimental Class and Control Class), students were asked to answer the questions based on the narrative text given

2. The format of the test was multiple choices

There were two data of reading comprehension served by the researcher. They were the data of students' reading comprehension taught by using Point-Counterpoint strategy and the data of students' reading comprehension taught by using conventional strategy, and they are as follows:

1. **Students' Reading Comprehension before being Taught by Using Point-Counterpoint Strategy for Experimental Class and Conventional Strategy for Control Class**

    The data of the students' reading comprehension before being taught by using point-counterpoint strategy were gotten from pre-test of XI 2 as experimental class and the data of the students' reading comprehension before being taught by using Conventional Strategy were gotten from pre-test of XI 3 as control class that both of class consists of 30 and 31 students, The data description can be seen from table below:

Table IV.1

The Pre-test Score of Students' Reading Comprehension in Experimental and Control class

No	Respondents	Pre-test Score	
		Experimental Class	Control Class
1	Student 1	79	76
2	Student 2	76	76
3	Student 3	70	47
4	Student 4	73	57
5	Student 5	70	73
6	Student 6	70	73
7	Student 7	63	73
8	Student 8	50	70
9	Student 9	57	67
10	Student 10	60	47
11	Student 11	67	63
12	Student 12	60	60
13	Student 13	60	67
14	Student 14	57	57

15	Student 15	67	57
16	Student 16	47	47
17	Student 17	57	60
18	Student 18	47	70
19	Student 19	63	67
20	Student 20	60	50
21	Student 21	47	60
22	Student 22	60	57
23	Student 23	63	50
24	Student 24	50	60
25	Student 25	60	57
26	Student 26	60	53
27	Student 27	60	57
28	Student 28	63	63
29	Student 29	53	50
30	Student 30	50	47
31	Student 31	-	53
Total		**1819**	**1864**

Based on table IV.1, the researcher found that the total score of pre-test in experimental class was 1819, while the highest score was 79 and the lowest score was 47. Meanwhile, the total score of pre-test in control class was 1864 while the highest score was 76 and the lowest score was 47. The frequency of pre-test in experimental class can be seen in the output of SPSS 16.0 below:

Table IV.2

The Distribution of Frequency of

Students' Pre-test scores of Control class

Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 47	4	12.9	12.9	12.9
50	3	9.7	9.7	22.6
53	2	6.5	6.5	29.0
57	6	19.4	19.4	48.4
60	4	12.9	12.9	61.3
63	2	6.5	6.5	67.7
67	3	9.7	9.7	77.4
70	2	6.5	6.5	83.9
73	3	9.7	9.7	93.5
76	2	6.5	6.5	100.0
total	31	100.0	100.0	

Based on table IV.2, it can be seen that there was 31 students. In interval, 47 the frequency was 1 student (12.9%). In interval 50, the frequency was 3 students (9.7%). In interval 53 the frequency was 2 students (6.5%). The frequency of interval 57 was 6 students (19.4%). The frequency of interval 60 was 4 students (12.9%). The frequency of interval 63 was 2 students (6.5%). The frequency of interval 67 was 3 students (9.7%). The frequency of interval 70 was 2 students

(6.5%). The frequency of interval 73 was 3 students (9.7%). The frequency of interval 76 was 2 students (6.5%).

Based on the table above, it can be seen that the total number of the students was 31 students. The highest score was 76 and the lowest score was 47. The highest frequency was 6 at the score of 57. So the mean of pre-test control class was 60.13. The data were obtained by using SPSS 16.0. The data of frequency distribution of reading comprehension in experiment class can be seen in table IV.3:

Table IV.3

The Distribution of Frequency of

Students' Pre-test scores of Experiment class

Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 47	3	10.0	10.0	10.0
50	1	3.3	3.3	20.0
53	3	10.0	10.0	23.3
57	8	26.7	26.7	33.3
60	4	13.3	13.3	60.0
63	2	6.7	6.7	73.3
67	3	10.0	10.0	80.0
70	1	3.3	3.3	93.3
73	1	3.3	3.3	96.7
76	1	3.3	3.3	100.0
total	31	100.0	100.0	

Based on table IV.3, it can be seen that there were 30 students. In interval, 47 the frequency was 3 student (10.0%). In interval 50, the frequency was 3 students (10.0%). In interval 53 the frequency was 1 student (3.3%). The frequency of interval 57 was 3 students (10.0%). The frequency of interval 60 was 8 students (26.7%). The frequency of interval 63 was 4 students (6.7%). The frequency of interval 67 was 2 students (6.7%). The frequency of interval 70 was 3 students (10.0%). The frequency of interval 73 was 1 student (3.3%). The

frequency of interval 76 was 1 student (3.3%). The frequency of interval 79 was (3.3%).

Based on the table above, it can be seen that the total number of the students was 30 students. The highest score was 79 and the lowest score was 47. The highest frequency was 8 at the score of 60. So, the mean of pre-test experimental class was 60.63.

The mean and the standard deviation were needed in analyzing data which were gotten from pre-test score in control group and pre-test score in experimental class. The mean and the standard deviation were obtained by using SPSS 16.0. The data can be seen from following table:

Table IV.4
The Mean and Standard Deviation of Pre-test in Control and
Experimental Class

Statistics

		Pre-test Control Class	Pre-test Experimental Class
N	Valid	31	30
	Missing	0	0
Mean		60.13	60.63
Std. Deviation		9.150	8.491

From the table above, the mean of pre-test in control class was 60.13 and the standard deviation of pre-test in control class was 9.150. The mean of pre-test in

experimental class was 60.63 and the standard deviation of pre-test in experimental class was 8.491.

2. **Students' Reading Comprehension after being Taught by Using point-counterpoint Strategy for Experimental Class and Conventional Strategy for Control Class**

There were 20 items of reading comprehension test given to the students in this research. The data of the students' reading comprehension after being taught by using point-counterpoint strategy for experimental class were gotten from post-test score of XI 2 as experimental class and the data of the students' reading comprehension after being taught by using Conventional Strategy for control class were gotten from post-test score of XI 3 as control class. Both of class consists of 31 and 30 students. The data description of students' score in post-test in experimental and control class can be seen from the following table:

Table IV.5
The Post-test Score of Students' Reading Comprehension in Experimental and Control class

No	Respondents	Post-test Score	
		Experimental Class	Control Class
1	Student 1	90	74
2	Student 2	90	60
3	Student 3	77	64
4	Student 4	74	84
5	Student 5	67	54
6	Student 6	90	84
7	Student 7	90	64
8	Student 8	79	60
9	Student 9	79	70
10	Student 10	77	50
11	Student 11	77	57
12	Student 12	77	67
13	Student 13	77	70
14	Student 14	74	90
15	Student 15	79	64
16	Student 16	70	70
17	Student 17	63	50

18	Student 18	57	67
19	Student 19	53	40
20	Student 20	74	70
21	Student 21	79	90
22	Student 22	60	40
23	Student 23	77	70
24	Student 24	60	64
25	Student 25	80	64
26	Student 26	74	57
27	Student 27	84	67
28	Student 28	87	50
29	Student 29	80	67
30	Student 30	87	60
31	Student 31	-	64
	Total	**2282**	**2002**

Based on table IV.5, the researcher found that the total score of post-test in experimental class was 2282, while the highest score was 90 and the lowest score was 53. Meanwhile, the total score of post-test in control class was 2002, while the highest score was 90 and the lowest score was 40. It means that the students had significant increasing of their reading comprehension, and the mean of pre-test and post-test in control and experimental class also had a big difference. The frequency of post-test in experimental class can be seen in the output of SPSS 16.0 below:

Table IV.6

The Distribution of Frequency of

Students' Post-test scores of Experiment class

Post-test

	Frequency	Percent	Valid Percent	Cumulative

				Percent
Valid 53	1	3.3	3.3	3.3
57	1	3.3	3.3	6.7
60	2	6.7	6.7	13.3
63	1	3.3	3.3	16.7
67	1	3.3	3.3	20.0
70	1	3.3	3.3	23.3
74	4	13.3	13.3	36.7
77	6	20.0	20.0	56.7
79	4	13.3	13.3	70.0
80	2	6.7	6.7	76.7
84	1	3.3	3.3	80.0
87	2	6.7	6.7	86.7
90	4	13.3	13.3	100.0
total				

Based on table IV.6, it can be seen that there were 30 students. In interval, 53 the frequency was 1 student (3.3%). In interval 57, the frequency was 1 student (3.3%) In interval 60, the frequency was 2 students (6.7%). The frequency of interval 63 was 1 student (3.3%). The frequency of interval 67 was 1 student (3.3%). The frequency of interval 70 was 1 student (3.3%). The frequency of interval 74 was 4 students (13.3%). The frequency of interval 77 was 6 students (20.0%). The frequency of interval 79 was 4 students (13.3%). The frequency of interval 80 was 2 students (6.7%). In interval 84 the frequency was 2 students

(3.3%). The frequency of interval 90 was 4 students (13.3%).The total number of the students was 30 students. The highest score was 90 and the lowest score was 53. The highest frequency was 6 at the score of 77. So the mean of experimental class post-test was 76.07. It means that the students had significant increasing of the reading comprehension there were 20 items of reading comprehension test given to the students in this research the data were obtained by using SPSS 16.0. The data description of post-test in control class can be seen in table IV.7:

Table IV.7

The Distribution of Frequency of

Students' Post-test scores of Control class

Post-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	2	6.5	6.5	6.5
50	3	9.7	9.7	16.1
54	1	3.2	3.2	19.4
57	2	6.5	6.5	25.8
60	3	9.7	9.7	35.5
64	6	19.4	19.4	54.8
67	4	12.9	12.9	67.7
70	5	16.1	16.1	83.9
74	1	3.2	3.2	87.1
84	2	6.5	6.5	93.5
90	2	6.5	6.5	100.0
total	31	100.0	100.0	

Based on table IV.7, it can be seen that there were 31 students. In interval, 40 the frequency was 2 student (6.5%). In interval 50, the frequency was 3 students (9.7%). In interval 54, the frequency was 2 students (6.7%). The frequency of interval 57 was 2 students (6.5%). The frequency of interval 60 was 3 students (9.7%). The frequency of interval 64 was 6 students (19.4%). The frequency of interval 67 was 4 students (12.9%). The frequency of interval 70 was 6 students (16.1%). The frequency of interval 74 was 1 student (3.2%). The frequency of interval 84 was 2 students (6.5%). In interval 90 the frequency was 2 students (6.5%).

Based on the table above, it can be seen that the total number of the students was 31 students. The highest score was 90 and the lowest score was 40. The highest frequency was 6 at the score of 64. The table above shows that the mean of post-test control class was 64.58. It means that there is little bit students had significant increasing of the reading comprehension.

The mean and the standard deviation were needed in analyzing data which were gotten from post-test score in experimental and control class. The mean and the standard deviation were obtained by using SPSS 16.0. The data can be seen from following table:

Table IV.8
The Mean and Standard Deviation of Post-test score in Experimental and Control Class

Statistics

		Post-test Experimental Class	Post-test Control Class
N	Valid	30	31
	Missing	0	0
Mean		76.07	64.58
Std. Deviation		9.944	12.170

From the table above, the mean of post-test in experimental class was 76.07 and the standard deviation of pre-test in experimental class was 9.944. The mean

of post-test in control class was 64.58 and the standard deviation of post-test in control class was 12.170.

3. **The difference between pretest and posttest by Using Point-Counterpoint Strategy towards Students' Reading Comprehension**

There were 20 items of reading comprehension test given to the students in this research. The data of pre-test and post-test score in experimental class were gotten from pre-test and post-test score of XI 2 as experimental class. The data of pre-test and post-test score in control class were gotten from pre-test and post-test score of XI 3 as control class that both classes consists of 30 and 31 students. The data description of students' score in pre-test and post-test in experimental and control class can be seen from the following table:

Table IV.9
Students Pre-test and Post-test score of Experimental Class and Control Class

No	Student	Experimental Class			Control Class		
		Pre-test	Post-test	Gain	Pre-test	Post-test	Gain
1	Student 1	79	90	11	76	74	-2
2	Student 2	76	90	14	76	60	-16
3	Student 3	70	77	7	47	64	17
4	Student 4	73	74	1	57	84	27
5	Student 5	70	67	-3	73	54	-19
6	Student 6	70	90	20	73	84	11
7	Student 7	63	90	27	73	64	-9
8	Student 8	50	79	29	70	60	-10
9	Student 9	57	79	22	67	70	3
10	Student 10	60	77	17	47	50	3
11	Student 11	67	77	10	63	57	-6
12	Student 12	60	77	17	60	67	7
13	Student 13	60	77	17	67	70	3
14	Student 14	57	74	17	57	90	33
15	Student 15	67	79	12	57	64	7
16	Student 16	47	70	23	47	70	23
17	Student 17	57	63	6	60	50	-10
18	Student 18	47	57	10	70	67	-3
19	Student 19	63	53	-10	67	40	-27
20	Student 20	60	74	14	50	70	20
21	Student 21	47	79	32	60	90	30
22	Student 22	60	60	0	57	40	-17
23	Student 23	63	77	14	50	70	20

24	Student 24	50	60	10	60	64	4
25	Student 25	60	80	20	57	64	7
26	Student 26	60	74	14	53	57	4
27	Student 27	60	84	24	57	67	10
28	Student 28	63	87	24	63	50	-13
29	Student 29	53	80	27	50	67	17
30	Student 30	50	87	37	47	60	13
31	Student 31				53	64	11
	Total	1819	2282	463	1864	2002	138
	Mean	60.63	76.07	15.43	60.13	64.58	4.45

From the table IV.15, the total score of pre-test in the control class was 1864 and post-test was 2002. While, the total score of pre-test in the experimental class was 1819 and post-test was 2282. The mean of pre-test in the control class was 60.13 and post-test was 64.58. While, the mean of pre-test in the experimental class was 60.63 and mean of post-test in the experimental class were 76.07.

C. Data Analysis

1. The data analysis of Students' Reading Comprehension before being taught by Using Point-Counterpoint Strategy for Experimental Class and Conventional Strategy for Control Class

The data of the students' pre-test score in experimental class were obtained from the result of their reading comprehension before being taught by using Point-Counterpoint strategy and the data of the students' pre-test score in control class were obtained from the result their reading comprehension before being taught by using conventional strategy. It can be seen from the independent samples test that was obtained by using SPSS 16.0 in the following table:

Table IV.10
The Differences between Students' Pre-test Score in Experimental and Control Class

Group Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pre-test 1 Experiment	30	60.63	8.491	1.550
Pre-test Control 2	31	60.13	9.150	1.643

From table IV.10 it can be seen that the mean of pre-test in the control class was 60.13 and the standard deviation of pre-test in the control class was 9.150 the mean of pre-test in the experimental class was 60.63 and the standard deviation of pre-test in the experimental class was 8.491. So, the mean and the standard deviation of pre-test score in the control and experimental class were significantly different.

The researcher analyzed the differences between pre-test score in the control and experimental class by using SPSS 16.0 that can be seen in the table below:

Table IV.11

Independent Samples Test of Pre-test Score in Experimental and Control Class

	Levene's Test for Equality of	T-test for Equality of Mean	

		Variances							95% Confidence Interval of the Differnce	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error difference	lower	upper
Pretest control	Equal Variances assummed	.658	.421	3.223	59	.824	.504	2.262	-4.022	5.031
	Equal variances not assumed	.		.223	58.900	.824	.504	2.259	-4.016	5.025

Out Put of Independent Samples Test shows that *Levene's Test* to know the same varience [1].

H$_o$ = Variance population identic

H$_a$ = Variance population not identic

if probabilities > 0,05, Ho is accepted

if probabilities < 0,05, Ho is rejected

Based on the output above, it was answered the hypothesis of the research that H$_o$ was rejected and H$_a$ was accepted because 0.000<0.05. From the table of independent samples test showed that the t-test result was 3.223, df was 59, significant was .824, mean difference was, .504 standard error was 2.262, lower

[1] Hartono. SPSS 16. 0 Analisis Data Statistika dan Penelitian. (Pekanbaru: Pustaka Pelajar, 208), p. 159

difference interval was -4.022, and upper difference interval was 5.031. There were two ways that can be done in interpreting t_o. They were:

a. By comparing t_o (t-obtained) to t table from df = 59, because df= 59 was not found from the "t" table, so the researcher took df= 60 it is found that the level significance of 5% was 2.00 and the level significance of 1% is 2.65. If t_o (t-obtained) > t table, it means that null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted. Meanwhile, if t_o (t-obtained) < t table, it means that alternative hypothesis (H_a) is rejected and null hypothesis (H_o) is accepted

b. By orientating number of significance. If probability >0.05, null hypothesis (H_o) is rejected. If probability <0.05 alternative hypothesis (H_a) is accepted.

Based on the score of t-obtained gathered from SPSS 16.0. It shows that t_o higher than t table. The finding of t_o .223 while the level significance of 5% was 2.00 and the level significance of 1% is 2.65. It can be read that 2.00 <3.223>2.65. Thus, the researcher can conclude that H_a is accepted and H_o is rejected in other word, there is significant difference between pre-test in experimental class before being taught by using point-counterpoint strategy and pre-test in control class before being taught Conventional Strategy.

2. **The data analysis of Students' Reading Comprehension after being taught by Using Point-Counterpoint Strategy for Experimental Class and Conventional Strategy for Control Class**

The data of the students' post-test score in experimental class were obtained from the result of their reading comprehension after being taught by using Point-Counterpoint strategy and the data of the students' post-test score in control class were obtained from the result of their reading comprehension after being taught by using Conventional Strategy. It can be seen from the independent samples test that was obtained by using SPSS 16.0 in the following table:

Table IV.12

The Mean and Standard Deviation of Post-test score in Experimental and Control Class

Group Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pre-test 1 Experiment	30	76.07	9.944	1.816
Pre-test Control 2	31	64.58	12.170	2.186

From table IV.12 it can be seen that the mean of post-test in control class was 64.58 and the standard deviation of post-test in control class was 12.170. The mean of post-test in the experimental class was 76.07 and the standard deviation of post-test in the experimental class was 9.944. So, the mean and the standard deviation of post-test in control and experimental class were significantly different.

After seeing the mean between post-test in control and experimental class, the researcher analyzed the differences between post-test score in the control and experimental class by using SPSS 16.0 that can be seen in the table below:

Table IV.13

Independent Samples Test of Post-test Score in Experimental and Control Class

		Levene's Test for Equality of Variances		T-test for Equality of Mean							
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error difference	95% Confidence Interval of the Differnce		
									lower	upper	
Pretest control	Equal Variances assummed	.523	.473	4.029	59	.000	11.486	2.851	5.781	17.191
	Equal variances not assumed	.		4.042	57.407	.000	11.486	2.842	5.797	17.175

From the table of independent samples test showed that the t-test result was 4.029, df was 59, significant was 0.473, mean difference was 11.486 standard error was 2.851, lower difference interval was 5.781, and upper difference interval was 17.191. There were two ways that can be done in interpreting t_o. They were:

a. By comparing t_o (t-obtained) to t table from df = 59, it is found that the level significance of 5% was 2.00 and the level significance of 1% is 2.65. If t_o (t-obtained) > t table, it means that null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted. Meanwhile, if t_o (t-obtained) < t table, it means that alternative hypothesis (H_a) is rejected and null hypothesis (H_o) is accepted

b. By orientating number of significance. If probability >0.05, null hypothesis (H_o) is rejected. If probability <0.05 alternative hypothesis (H_a) is accepted.

Based on the score of t-obtained gathered from SPSS 16.0. It shows that t_o higher than t table. The finding of t_o 4.029while the level significance of 5% was 2.00 and the level significance of 1% is 2.65. It can be read that **2.00 <4.029>2.65**. Thus, the researcher can conclude that H_a is accepted and H_o is rejected. In other word, there is significant difference between post-test in experimental class after being taught by using point-counterpoint strategy and post-test in control class after being taught Conventional Strategy point-counterpoint strategy.

3. **The data analysis of the different between pretest and posttest by using Point-Counterpoint Strategy towards students' Reading Comprehension of the second year students at SMAN 3 Siak Regency**

To find out the significant difference between pretest and posttest by using point-counterpoint strategy towards students' reading comprehension, the researcher showed the paired samples statistics from the pre-test and post-test

score in experimental class. The data were taken by using SPSS 16.0 that can be seen from the table below

Table IV.14

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Experimental	51.50	30	10.504	1.065
	Post-test Experimental	68.35	30	12.025	1.552

Based on the table above, the total students from each class were 30 students in the experiment class. The mean of pre-test in experimental class was 51.51 and the mean of post-test in experimental class was 68.35. The standard deviation of pre-test in experimental class was 12.025 and the standard deviation of post-test in experimental class was 12.025. Then, the standard error mean from pre-test in experimental class was 1.065 and the standard error mean from post-test in experimental class was 1.552.

Table IV.15

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test and Post-test Experimental Class	30	.647	.020

Based on the table above, the total students from each class were 30 students. The correlation between pre-test and post-test in experimental class was

0.647 and the significant was 0.20. There were two ways that can be done in interpreting sig. They were:

a. By orientating number of significance. If $\alpha = 0.05$ Sig., null hypothesis (H$_o$) is accepted and alternative hypothesis (H$_a$) is rejected.

b. If $\alpha = 0.05$ Sig. thus null hypothesis (H$_o$) is rejected and alternative hypothesis (H$_a$) is accepted.

Based on the score of t-obtained gathered from SPSS 16.0. It shows that Sig. higher than $\alpha = 0.05$. The finding of Sig. was 0.00. It can be read that **0.05 0.020**. Thus, the researcher can conclude that H$_a$ is accepted and H$_o$ is rejected. In other word, there is significant difference between pretest and posttest by using point-counterpoint strategy towards students' reading comprehension Based on the table above; the total students from each class were 30 and 31 students. The correlation between pre-test and post-test in experimental class was 0.647 and the significant was 0.020. There were two ways that can be done in interpreting sig. They were:

a. By orientating number of significance. If $\alpha = 0.05$ Sig., null hypothesis (H$_o$) is accepted and alternative hypothesis (H$_a$) is rejected.

b. If $\alpha = 0.05$ Sig. thus null hypothesis (H$_o$) is rejected and alternative hypothesis (H$_a$) is accepted.

Based on the score of t-obtained gathered from SPSS 16.0. It shows that Sig. higher than $\alpha = 0.05$. The finding of Sig. was 0.20. It can be read that **0.05 0.20**. Thus, the researcher can conclude that H$_a$ is accepted and H$_o$ is rejected. In other

word, there is significant difference between pretest and posttest by using point-counterpoint strategy towards students' reading comprehension Based on the table above; the total students from each class were 30 and 31 students. The correlation between pre-test and post-test in experimental class was 0.395 and the significant was 0.020. There were two ways that can be done in interpreting sig. They were:

a. By orientating number of significance. If α = 0.05 < Sig., null hypothesis (H_o) is accepted and alternative hypothesis (H_a) is rejected.

b. If α = 0.05 > Sig. thus null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted.

Based on the score of t-obtained gathered from SPSS 16.0. It shows that Sig. higher than α = 0.05. The finding of Sig. was 0.20. It can be read that **0.05 < 0.20**. Thus, the researcher can conclude that H_a is accepted and H_o is rejected. In other word, there is significant difference between pretest and posttest by using point-counterpoint strategy towards students' reading comprehension of the second year students at SMAN 3 Siak Regency.

Table IV.16

Paired Samples Test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig.(2-tailed)
				Lower	Upper			

Pair 1	Pre-test Experimental-Post-test Experimental	-66.850	11.705	1.511	-69.874	-63.826	4.238	59	.000

From the table of paired samples test showed that the mean was -66.850, standard deviation was 11705, standard error mean was 1.511, lower difference interval was -69.874 and upper difference interval was -63.826, t-test result was 4.238, df was 59, and significant was 0.000.. There were two ways that can be done in interpreting t_o. They were:

a. By comparing t_o (t-obtained) to t table from df = 59, it is found that the level significance of 5% was 2.00 and the level significance of 1% is 2.65. If t_o (t-obtained) > t table, it means that null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted. Meanwhile, if t_o (t-obtained) < t table, it means that alternative hypothesis (H_a) is rejected and null hypothesis (H_o) is accepted

b. By orientating number of significance. If probability >0.05, null hypothesis (H_o) is rejected. If probability <0.05 alternative hypothesis (H_a) is accepted.

Based on the score of t-obtained gathered from SPSS 16.0. It shows that t_o higher than t table. The finding of t_o 6.485 while the level significance of 5% was 2.05 and the level significance of 1% is 2.77. It can be read that **2.00** <4.238>**2.65**. Thus, the researcher can conclude that H_a is accepted and H_o is rejected. In other word, there is significant difference between pretest and posttest by using point-

counterpoint strategy towards students' reading comprehension of the second year students at SMAN 3 Siak Regency

Ha is accepted if $t_o > t_{table}$ or there is significant difference between pretest and posttest by using point-counterpoint strategy towards students' reading comprehension.

Ho is accepted if $t_o < t - table$ or there is no significant difference between pretest and posttest by using point-counterpoint strategy towards students' reading comprehension.

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

$$r^2 = \frac{4.238}{4.238^2 + 61 - 2}$$

$$r^2 = \frac{17.96}{79.16}$$

$$r^2 = 0.226$$

To find out the percentage of coefficient effect (K_p), it is used the following formula:

$K_p = r^2 X\ 100\ \%$

$K_p = 0.226x\ 100\%$

$K_p = 22.6\ \%$

From the result of the percentage of coefficient effect above, it can be seen that Point-Counterpoint Strategy contributed 22.6% for students' reading comprehension

Based on the explanation above, the researcher concluded that the researcher could answer the question of formulation of problem:

1. There is significant difference of students' reading comprehension before being taught by using Point-Counterpoint strategy for experimental class and Conventional Strategy for control class of the second year students at SMAN 3 Siak Regency.

2. There is significant difference of students' reading comprehension after being taught by using point-counterpoint strategy for experimental class and Conventional Strategy for control class of the second year students at SMAN 3 Siak Regency.

3. there is any significant effect on students' reading comprehension taught by using Point, Counterpoint strategy toward reading comprehension at the second year students at SMAN 3 Siak regency

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis and research finding in chapter IV, finally the research about The Effect of Using Point-Counterpoint Strategy toward Reading Comprehension of the Second Year Students at SMAN 3 SIAK Regency comes to the conclusion as follows:

1. There is significant different of students' reading comprehension before being taught by using Point-Counterpoint strategy for experimental class and Conventional Strategy for control class of the second year students at SMAN 3 Siak Regency. It can be seen from the result of data calculation (2.00 **<3.223>**2.68).

2. There is significant different of students' reading comprehension after being taught by using Point-Counterpoint strategy for experimental class and Conventional Strategy for control class of the second year students at SMAN 3 Siak Regency. It can be seen from the result of data calculation (2.00 <4.029>2.68).

3. There is significant effect on students' reading comprehension taught by using Point, Counterpoint strategy toward reading comprehension at the second year

students at SMAN 3 Siak regency. It can be seen from the result of data calculation (2.00 <4.238>2.68).

B. Suggestion

Considering Point-Counterpoint strategy toward reading comprehension, the researcher would like to give some suggestion as follows:

Suggestion for the teacher:

a. It is recommended for teacher to use Point-Counterpoint strategy in teaching and learning process.

b. The teacher builds a favorable atmosphere in teaching-learning process, because the conductive condition in teaching would become one asset to carry the success of material taught.

c. The teacher should be creative to select kinds of reading text in order to make students comprehend more the text and to diminish boredom in learning English, especially in reading subject.

Suggestion for the students:

a. The students should try to understand to use the Point-Counterpoint strategy in reading text and practice it in the classroom.

b. The students pay more attention to the lesson that has been shared by teacher in front of the class.

c. The students should avoid cheating in doing their exercises because in Point-Counterpoint strategy, each student is given time to think about his/her own answer. So the students should independently do their exercise.

Suggestion for the Other Researchers:

The researchers are expected to find the new technique, strategy, method, and approaches in order to make the students feel joyful in learning English.

Finally, the researcher considers that this study still needs validation from the next researcher that has the same topic as this study.

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