POINT-COUNTER-POINT STRATEGY TO ELEVATE STUDENTS' WRITING PERFORMANCE BY USING VIDEO-BLOG

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ABSTRACT

This research was finding out the learners' writing performance through point-counterpoint strategy by using video blog. The aims of this research were: 1) to find out whether or not the point-counterpoint strategy through video blog elevate the learners' writing performance, and 2) to find out the learners' interest toward the use of video blog through point-counter-point strategy in teaching writing performance. Pre experimental design is carried out by the researcher in this research. The sample of this research was XI IPA2 (33 learners). This sample was taken by the random sampling technique. This research applied two kinds of instruments were writing test and questionnaire in this research.The result of this research shows that the learners' performance is better writing after they taught by using point-counter-point strategy through video blog at SMA Negeri 3 Polewali Mandar. It was proved by the mean score of the post-test was higher than the pre-test (81.96>68.03). So, the researcher stated that H0 was rejected and H1 was accepted. And the researcher also found that the eleventh-grade learners at SMA Negeri 3 Polewali Mandar were interested in teaching writing performance. It was proved by the mean score of the questionnaire was 80.21 and it was classified in the interesting category.

Keywords: *Point Counter Point Strategy, Video Blog, Writing Performance*

INTRODUCTION

Writing is one of the language skills that used to undirectly communicate with other people. It can be said that writing is a creative process to put an idea in writing language form to convey, make sure, and entertain. As reported by Harmer (2008) writing is one of the skill in learning that requires intensive attention both by teachers and related elements in curriculum development. Even in Indonesia, writing is presented in theoretical form, rarely in a practical form that is conducted by teachers directly.

Many learners think that writing is very difficult to do or to learn because there are many elements that they must master such as, vocabulary, grammar, organization, spelling, and punctuation. Conforming to Sa'diyah (2011) writing can be achieved only if a learner masters some techniques of writing such as how to obtain ideas about what she or he will write on, how to express them in a sequence of sentences, how to organize them chronologically and coherently, and how to review and then to revise the composition until the writing is well built. However, the basic problem for Indonesian students is English as a foreign language is very different from their native language.

Because of the difficulties of writing, the teacher should give more attention to teach writing skills to improve the learners' skill in writing. One of the ways of improving the learners' attention in writing performance is using strategy and media. One of the useful strategies in the teaching and learning process was point-counter-point strategy and video-blog.

The point-counter-point strategy is a strategy that focuses on learning groups. This strategy is better to involve the learners in the discussion. As stated in Alfina (2013) noted the Point- counter-point strategy is to go up the reader with the skill to consider a kind of interpretation of a text or reading. Meanwhile, Sejnost (2010) Point-counter-point strategy is a way to help learners' enhance their own interpretation of stories based on the explanations of the teachers. Furthermore, Wallis (2006) posited that point- counter-point strategy will make learners to build interpretative strategies to focus on integrating prior knowledge, teacher interpretations, and knowledge of text structure. It means that this strategy should be elevated learners to interpret their knowledge and information from the text.

Vlog is short of Video Blog. As reported by Fidan, et al (2018) A vlog is a video blog. This term may also refer to a blog that is entirely composed of video blog posts. Meanwhile, Sari (2017) explained that a video blog is creating a video of yourself or an event, uploading it to the internet, and publishing it within a post on your blog. Furthermore, Campbell (2003) video blogs' features such as easy-to-use interface, frequent text update, and interactive comment area make them applicable in writing classes.

MATERIALS AND METHOD
Materials

This researcher used one instrument, they were writing test. Writing test for collecting data in the form of writing a paragraph to know the learners` ability in the writing of the argumentative text. The total words of test could write 200 words.

This research used a random sampling technique. The sample of this study, the researcher chose XI IPA[2] with 33 learners as a research class. The samples were selected by doing lottery method

Method

This research used pre-experimental design because it provided little or no control of extraneous variable in the form of one group pre-test, treatment, and posttest design. This research used pretest and posttest to see the result of the treatment.

DISCUSSION

The point-counter-point strategy was a discussion strategy that could make it variation in the process like playing. The researcher used video blogs as media in applying the point-counter-point strategy by using video blogs. Moreover, the researcher did the briefing with students such as condition, task, etc by attention the healthy protocol in this pandemic of Covid-19. In another hand, there were some steps that doing by researcher, they were:

In the first step, the researcher made the test for pre-test and post-test where the number of words was 200 words. Then, the researcher made the material for treatment. The material has suitable with curriculum 13 that applied by Government in this now in eleventh-grade learners. Conforming to Hadi (2013) Curriculum 2013 was a curriculum where learners learn by self, and change their mindset as a process and result.

In the second step, the researcher chose the class as an experimental class by using the cluster random sampling technique. The researcher chose eleventh-grade learners because of the researcher was teaching in eleventh-grade learners at SMA Negeri 3 Polewali Mandar.

In the third step, at the start of the research, the researcher gave a pre-test for the learner to know the writing performance. After that, the researcher did the treatment for six meetings by different material for every meeting. In this treatment, the researcher applied a point-counterpoint strategy by using a video blog. Stated by Wallis (2006) posited that point- counter-point strategy will make learners to build interpretative strategies to focus on integrating prior knowledge, teacher interpretations, and knowledge of text structure. Meanwhile, Sun (2010) asserted that video blogs might help develop learners' writing skills, increase their motivation, and stimulate learner autonomy. At the end of this research, the researcher gave the post-test to know whether or not the extent point-counter-point strategy by using video blog in elevating the learners' writing performance.

As long as the research, the researcher saw that the learners were enthusiastic to follow this research. Starting from the pre-test, the learners were quite confused about how to start writing and how easy it to read writing. Most of them would see the dictionary and also their writing was less than 200 words. Then, in treatment, learners felt happy and more concerned because they could learn while watching the video. In addition, the learners could also communicate with their groups so that they could work together. At the end of the research, the researcher again gave a post-test where the learners were quite fluent in writing and all learners could write 200 words.

Therefore, the strategy could elevate learners' writing performance in SMA Negeri 3 Polewali Mandar. The mean score of the learners' test supported it. The mean score of the post-test was 81.96 was higher than the pre-test score was 49.69 (81.96>49.69). The data in the previous section showed that applying by using point-counter-point strategy through video blog in teaching writing was more effective. It was supported by the difference mean score of pre-test and post-test. This result was also discovered by the previous studied by Trisula (2019) showed that there was an increasing score on the learners' achievement by the use of Point-Counterpoint in speaking. By using this strategy, there is a significant influence on the development of speech in learners, and Lestari (2019) in her article showed that learners have good English skills by using video blogs as the media to learn English.

Point – counter–point strategy by using video blog elevated the writing performance of learners because of this strategy make sure the learners to convey and brave to present their ide with playing. According to Sejnost (2010), the Point-counter-point strategy is a way to help learners' enhance their own interpretation of stories based on the explanations of the teachers. Furthermore, Wallis (2006) posited that point- counter-point strategy will make learners to build interpretative strategies to focus on integrating prior knowledge, teacher interpretations, and knowledge of text structure. It means that this strategy should be elevated learners to interpret their knowledge and information from the text.

On the other side, based on the result of data analysis in table 4.4 in a test of significance, the researcher found that the p-value was lower than α (0.00<0.05). It meant that Hypothesis Null (H0) was rejected and Hypothesis Alternative (H1) was accepted, on a significant level of 0.05. It showed that the learners' writing

performance better after they taught through point-counter-point strategy by using video blog at SMA Negeri 3 Polewali Mandar.

It condition showed that Point-counter-point strategy elevated the performance of learners with related in Alfina (2013) in her article showed that there is a significant difference of learners' reading comprehension before being taught by using the point-counter-point strategy class of the Second Year learners at SMAN 3 Siak regency, Lestari (2019) in her article showed that learners' perspective on the use of video blogs to improve a speaking skill is good through various strategies, Handayani (2017) found that there are significance influence among point-counter-point strategy by using poster sessing on students achievement in tenth grader of SMA Negeri 3 Bulukumba, and Noviani, et al (2018) showed that the utilization of blog could evidently improve learning achievement. Furthermore, it can be seen that the learners have good English writing performance through point-counter-point strategy by using video blogs as the media to learn English.

RESULTS

Table 1. The Rate Percentage of Learners' Pre-Test

No	Classification	Score	Pre-test	
			F	%
1	Excellent	87 – 100	0	0
2	Very Good	73 – 86	0	0
3	Good	59 – 72	4	12.1
4	Average	45 – 58	23	69.7
5	Poor	30 – 44	6	18.2
6	Very Poor	< 30	0	0
	Total		**33**	**100**

Table 1 showed that the learners' score in test result for monolingual class (pre-test) most of them were in the good category, there were 4 (12.1 %) learners were classified into good, 23 (69.7%) learners were classified in the average category, and 6 (18.2 %) learners were classified into poor. There were not any learners classified into excellent, very good, and very poor.

There was no learners' score classified into excellent, very good, and very poor category. It meant that the learner's ability in writing performance had been average to poor in this school. It showed that the learners writing performance was

low enough before learning through point-counter-point strategy by using a video blog.

Table 2. The Rate Percentage of Learners Post Test

No	Classification	Score	Post-test	
			F	%
1	Excellent	87 – 100	0	0
2	Very Good	73 – 86	32	97
3	Good	59 – 72	1	3.0
4	Average	45 – 58	0	0
5	Poor	30 – 44	0	0
6	Very Poor	< 30	0	0
	Total		**33**	**100**

Table 2 showed that the learners' scores in test result for monolingual class (post-test) most of them were in very category, there were 32 (97 %) learners were classified into very good, and 1 (3.0 %) learners were classified into good. There were not any learners classified into excellent, average, poor, and very poor. It meant that the learner's performance in writing had been elevated because most of the learner's score was elevating. It showed that the learners writing performance was higher before learning through point-counter-point strategy by using a video blog.

Table 3. The Mean Score and Standard Deviation of Learners' Pre-test and   Post-test Score

Procedure	Sample	Mean Score	Standard Deviation
Pre-test	33	49.69	7.06
Post-test	33	81.96	3.29

From the data, it stated that the mean score of pre-test with 33 learners was 49.69 classified in average, while mean score of post-test with 33 learners was 81.96 classified in fair. And the standard deviation of pre-test with 33 learners was 7.06 while the standard deviation of post-test with 33 learners was 3.29. It could be seen that there were elevated to the student's performance because of pre-test 49.69% became 81.96%.

Table 4. The P - Value of Learners' Test

Variable	α	P-value
Pre Test	0.05	0.00
Post Test	0.05	0.00

Based on the table above, the p-value of the pre-test was lower than the α (0.00>0.05). The P-value of the post-test was lower than the α (0.00<0.05). It meant that Hypothesis Null (H0) was rejected and Hypothesis Alternative (H1) was

accepted. It meant that by using point-counter-point strategy through video blog in elevating writing performance of learners of the eleventh grader at SMA Negeri 3 Polewali Mandar could elevate after they were taught point-counter-point strategy by using a video blog.

CONCLUSION

The researcher can conclude that in applying the point-counter-point strategy by using a video blog was effective in elevating learners' writing performance of eleventh-grade learners of SMA Negeri 3 Polewali Mandar in the academic year 2020/2021. It stated that the mean score of pre-test with 33 learners was 49.69 classified in average, while mean score of post-test with 33 learners was 81.96 classified in fair. It was proved by the p-value was lower than the **α** (0.00<0.05). So, the researcher stated that Hypothesis Null (H0) was accepted and Hypothesis Alternative (H1) was rejected. It meant that the learners' performed better writing after they taught through point-counter-point strategy by using a video blog at SMA Negeri 3 Polewali Mandar.

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