



**THE IMPLEMENTATION OF LISTENING TEAM STRATEGY TO IMPROVE THE STUDENTS'
ABILITY AT GIVING OPINION AT ELEVENTH GRADE STUDENTS OF SMA CERDAS MURNI
TEMBUNG**

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ABSTRACT

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Keyword: Listening Team Strategy, Ability, Speaking, Giving Opinion

This classroom action research was done by applying the Listening Teams Strategy to improve the students' ability at giving opinion. It was aimed to find out the improvement of the students' ability at giving opinion after implementing the starategy. The subject of this research was eleventh grade students of SMA Cerdas Murni Tembung. Eleventh grade of Science Program of SMA Cerdas Murni was consisted of two classes, while the class chosen for this research was eleventh grade of Science program 2 which consisted of 31 students as respondents. The data of this research were presented through qualitative and quantitative data. The qualitative data were taken from observation checklist, interview, diary note, and documentation. While the quantitative data were taken from the oral tests which were carried out in two cycles and two cycles were consisted of five meetings. The oral tests were given to the students in form of pre-test, post-test I in the first cycle, and post-test II in the second cycle. The result of the analyzed data showed that there is an improvement of the students' ability at giving opinion from each cycle. It was proved from the mean of students' scores in pre-test which were only 59.52. After implementing the strategy in cycle I, there was an improvement of students' score in which the mean of students' score in post-test I was 69.4. After doing reflection on cyle I, the research was continued to the second cycle. There were also an improvement on the students' score in which the mean of students' score in post-test II was 82.3. Based on all these data, the students' ability at giving opinion was improved and the strategy was effective.

Known by,

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CHAPTER I

INTRODUCTION

A. The Background of Study

As one of important language in the world, though considered as a foreign language in Indonesia, English also becomes one of compulsory subjects that should be taught in senior high school as implied in the government regulation No. 19/2005 articles 6 verse 1 about the scope of subject in every level of education in the curriculum.⁶⁷ Related to the important of English itself, in our surroundings, there are so many English courses which offer mastering English as the main purpose.

As we know, English basically consists of four skills to be taught. They are listening, speaking, reading, and writing. Recently, speaking has played an increasingly important role in second/foreign language settings as a mean of communication.

Actually, Speaking is a kind of either productive or active skill. It is a verbal communication of language that used to communicate with others. Numerous attempts have been made to classify the function of speaking in human interaction. Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and

⁶⁷ State University of Makassar site. *Https://www.unm.ac.id/Files/Surat/Pp-19-Tahun-2005-Ttg-Snp.Pdf*. Downloaded On January 15, 2017 at 08:23 p.m.

maintain social relations, and the transactional functions, which focus on the exchange of information.⁶⁸

As transactional function, the students as language learners can tell or convey their information or problems from their mind ideas through speaking. They also can give opinions and denying someone opinions through speaking. Giving opinion is one of items that learned in speaking. Giving opinion is an activities of conveying what someone thinks, believe, or feels about something or somebody in oral or written way. By mastering speaking skill, hopefully students will be able to give or to deny someone's statement or point of view in appropriate way in English.

The mastery of speaking skill in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.⁶⁹

In learning English, the students must be involved and active in the learning process. So that, it is important to vary the activities during the lesson in order to keep them on track and maintain the students' motivation. One of strategies of cooperative learning which will involve students actively in learning process is that called as Listening Team Strategy.

⁶⁸ Jack C. Richards, (2008), *Teaching Listening and Speaking: From Theory to Practice*, Cambridge: Cambridge University Press. p. 21.

⁶⁹ Ibid. p. 20.

Based on the observation at eleventh grade students of SMA Cerdas Murni, there were many students still felt difficult to give their opinion in English. Although they had studied English since primary school, their ability in giving opinion is still low. When the teacher asked the students' opinion about something, the students were just silent and they did not want to speak. On that ground, there are many students will get low score when doing test. Many reasons or factors that had made the students did not want to speak. Firstly, they did not know how the way to give or deny opinion in good grammatical way. Secondly, they felt difficult to convey their words to others because they confused to convey or to say what. Secondly, the teacher did not give more scope enough for students to increase their ability in giving opinion and less motivation from the teacher about the lesson. Thirdly, the students were shy and afraid to speak because of mispronouncing words and not confidence. Then, the students were lack of vocabularies; made grammatical mistakes and stuck in speaking pausing, so they could not express their ideas.

The researcher hopes all the problems that become factors of making students of SMA Cerdas Murni did not want to speak will be able to solve by implementing Listening Team Strategy.

Listening team strategy is one of the strategies in cooperative learning could be applied to vary the activities during the learning process. In this strategy, students will be divided into four groups with different tasks and give opportunity to each student involving in learning activity. This strategy can help the teacher to give each student opportunity to practice their

speaking ability during the learning process, each student is required to participate and give contribution during the discussion process.

Listening team strategy is a type of cooperative learning. Silberman states Listening Team Strategy is a strategy that helps participants stay focused and alert during a lecture.⁷⁰ It means that, listening team strategy is a strategy that help students can focused in learning process and concentrate with the material that teacher gives. This strategy needs the participation of every students in each teams and will give space for every student to involve.

There are some advantages of applying this strategy in learning process, such as; doesn't require complicated communicative skill, in many cases the students are able to do many things by simple instructions from the teacher, interactions among the students enable creating solidarity, this strategy gives positive response for inactive, incapable, and less motivated students, listening teams trains the students to be able thinking critically, the students don't reckon to much on the teachers, but then be able to increase the students' confidence in thinking ability autonomously, developing the students' ability in giving idea/concept, helping the students in responding others, pushing the students to be more responsible in learning, developing the students' ability in examining their own ideas and understandings as well as receiving feedback, increasing motivation and giving stimulations for

⁷⁰ Melvin L. Silberman, (2010), *Active learning: 101 cara belajar siswa aktif*. Fourth Edition. Nusamedia and Nuansa Publisher. Page. 121. Translated from melvin L. Silberman. *active learning: 101 strategies to teach any subjects* (allyn and Bacon, Boston, 1996). Translator: raisul muttaqien.

thinking.⁷¹ Thus, Listening Team Strategy has many advantages that will improve students' ability in speaking, especially in giving opinion.

Based on the explanation above, the researcher attempts to improve the students' ability in giving opinion by using Listening teams strategy and is interested to conduct a research about **“THE IMPLEMENTATION OF LISTENING TEAM STRATEGY TO IMPROVE THE STUDENTS' ABILITY AT GIVING OPINION AT ELEVENTH GRADE STUDENTS OF SMA CERDAS MURNI TEMBUNG IN 2017/2018 ACADEMIC YEAR”**.

B. The Identification of Study

1. The students still had low ability in giving opinion in English.
2. The students did not have enough opportunity to speak English and less motivation from the teacher.
3. The students felt difficult to convey their words in English because of lack vocabularies, grammatical mistakes, and so on.
4. The students were shy to say what they wanted to say because of fear mispronouncing words and unconfident to speak in front of the class.
5. The strategies which used by the teacher were too various, but the speaking ability of students ware still low.

⁷¹ Rahmadanni Pohan, dkk (2016). *[http : // rahmadannipohan .blogspot. co. Id / 2012 / 05 / strategi- pembelajaran - listening -team.html](http://rahmadannipohan.blogspot.co.Id/2012/05/strategi-pembelajaran-listening-team.html)*. Accessed on January 15, 2017 at 07:30 p.m.

C. The Limitation of Study

Based on the identification of study, this research was limited on improving the students' ability at giving opinion by using Listening Team Strategy at the eleventh grade students of SMA Cerdas Murni.

D. The Formulation of Study

Based on the limitation of the study, the researcher was formulated the research questions as follows:

1. Can the listening teams strategy improve the students' ability in giving opinion?
2. How does the listening team strategy improve the students' ability at giving opinion?

E. The Objectiveness of Study

In relating to the formulation of study above, the objectiveness of this study are:

1. To find out whether the students' ability at giving opinion be improved by implementing the listening teams strategy.
2. To know the implementation of listening teams strategy in improving the students' ability in giving opinion.

F. The Significance of Study

a. Practical Benefits

1. To the students, hopefully this research will improve their speaking skills in giving opinion in English whether in the learning process or in other occasions.
2. To the teachers of English, the results of this research are hopefully useful for teachers of English. They may also find it easier to develop the materials through listening teams strategy which are interesting to the students.
3. To the school, hopefully this research can be used as a conceptual contribution. So, it can improve the quality of education and innovation for learning and teaching English at SMA Cerdas Murni in speaking skill, especially in giving opinion.

b. Theoretical benefits

The study can provide a foundation for other researchers to conduct similar research in order to improve the students' speaking ability in giving opinion and language skills generally through the implementation of Listening Team strategy or the other strategies.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

This theoretical framework is presented in purpose of giving some clearer concept being applied in this research. These concept are all about the implementation of listening team strategy in improving the students' ability in giving opinion. To support the ideas of this research, some theories and information were included to help the writer design this research.

1. Speaking

a. Definition of Speaking

Speaking is one of four important skills in English language. As what stated by Scoot Thornburny, speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people – like auctioneers or politicians – may produce even more than that.⁷² This fact shows that speaking is really important in human life and almost all human interactions are done orally in speaking.

Speaking in our native language must be easier than in others. This is because we learnt our native language since we were born and we have community to practice an hear it everyday. In other hand, we will get problems when speaking in foreign language because we have to learnt how to do it all (native language) over again. Speaking a foreign language is a very complex skill,

⁷² Scoot Thornburny, (2005), *How to Teach Speaking*, Longman Kanisius: Kesainc Blanc. p. 1.

including vocabulary; grammar, pronunciation, and fluency, the ability to structure talk or even non-verbal abilities.⁷³

Speaking is drawn upon a more detailed characterization of the construct of spoken language offered by Gate, who breaks it down into: (1) the spoken repertoire, (2) the conditions of speech and (3) the processes of oral language production.⁷⁴ Speaking relies on pronunciation of sound sequences. Learning to speak a language means learning how to pronounce words, just like learning to write a language means learning how to represent words with different letters or sign shape. Both ways of using a language require practice to become reliable communication tools, with spelling and handwriting corresponding to the sound structure and pronunciation.⁷⁵ Accordingly, speaking is a process during which speakers rely on all the available information (background and linguistic) to create messages that will be understandable and meaningful to the intended audience. What is more, the processes involved in speech production in the native language are mostly subconscious.⁷⁶

Language is succinctly defined in our Glossary as a “human system of communication that uses arbitrary signals, such as a

⁷³ Mirosław Pawlak, Ewa Waniek-Klimczak and Jua Majer, (2011), *Speaking and Instructed Foreign Language Acquisition*, Great Britain: MPG Books Library, p. 149.

⁷⁴ Ibid. p. 5.

⁷⁵ Ibid. p. 117-118.

⁷⁶ Ibid. p. 132.

voice sounds, gestures, or written symbols.”⁷⁷ A language, then, consists of all the sounds, words, and infinitely many possible sentences. When you know a language, you know the sounds, the words, and the rules for their combination.⁷⁸

Language is powerful sources of communication. All language is used for the purpose of communication. A language is means by which a person expressed his/her thoughts and feelings to others. Communicating aspect of a language cannot be called a language. The function of language is communicating thought from in person to another.⁷⁹

When speaking with others, we need hearer as a listener to engage the rationale for initiating speech, continuing to speak, and ceasing to speak. Both speaking and listening are motivated social interactions. Therefore, be a reason for a speaker to begin to speak: some need or desire that he or she feels can be fulfilled by verbal interaction rather than by nonverbal means.⁸⁰

Speaking is a way of extending informations or messages from someone that called as speaker to other that called as listener or receiver. This can be seen in many verses of al-Qur'an, our holy book, that inform us about the history of many messengers

⁷⁷ Sholihatul Hamidah Daulay, (2011), *Introduction to General Linguistics*. Medan: La-Tansa Press, p. 11-12.

⁷⁸ Victoria Fromkin, Robert Rodman and Nina Hyams, (2003), *An Introduction to Language*. United States: Library of Congress Cataloging-in Publication Data, (7th ed.). p. 12.

⁷⁹ Sholihatul Hamidah Daulay. *Introduction to General Linguistics*. p. 16.

⁸⁰ Daniel C. O'Connell and Sabine Kowal, (2008), *Communicating With One Another: Toward a Psychology of Spontaneous Spoken Discourse*. Washington DC: Springer Science +Business Media, LLC, p. 57.

that delegated to their own people (ummah) to deliver the holy messages from the almighty Allah swt. Some of those messages which have speaking activity are between Ibrahim peace be upon him and his people are mortalized in surah Asy-Syuara' (The Poets) verse 70-78:

إِذْ قَالَ لِأَبِيهِ وَقَوْمِهِ مَا تَعْبُدُونَ ٧٠ قَالُوا نَعْبُدُ أَصْنَامًا فَنَظَلُّ لَهَا عُكِيفِينَ ٧١
 قَالَ هَلْ يَسْمَعُونَكَ إِذْ تَدْعُونَ ٧٢ أَوْ يَنْفَعُونَكَ أَوْ يَضُرُّونَ ٧٣
 قَالُوا بَلْ وَجَدْنَا آبَاءَنَا كَذَلِكَ يَفْعَلُونَ ٧٤ قَالَ أَفَرَأَيْتُمْ مَا كُنْتُمْ تَعْبُدُونَ ٧٥
 أَنْتُمْ وَأَبَاؤُكُمْ الْأَقْدَمُونَ ٧٦ فَإِنَّهُمْ عَدُوٌّ لِي إِلَّا رَبَّ الْعَالَمِينَ ٧٧ الَّذِي خَلَقَنِي فَهُوَ يَهْدِينِ ٧٨
 وَالَّذِي هُوَ يُطْعِمُنِي وَيَسْقِينِ ٧٩ وَإِذَا مَرِضْتُ فَهُوَ يَشْفِينِ ٨٠

Meaning:

70. When he said to his father and his people, “what do you worship?”
71. They said, “We worship idols, and we will remain devoted to them.”
72. He said, “Do they hear you when you call?”
73. Or do they benefit you or harm (you)?”
74. They said, “Nay, but we found our forefathers doing so.”
75. He said, “Do you see what you have been worshipping,
76. You and your forefathers.
77. Indeed, they are enemies to me, except the Lord of the worlds,
78. The One Who created me, and it is He Who guides me.⁸¹

This short dialogue shows us the important of language, specifically speaking. As people who believe in god, we have to speak with others in purpose of spreading kindnesses.

⁸¹ Shehnaz Shaikh and Kausar Khatri, (2007), *The Glorious Quran: Word-for-Word Translation to Facilitate Learning of Quran Arabic*, Darya Ganj, New Delhi: Alhuda Publication, p. 517-518.

Allah swt also shows human being about ethics of speaking through the story between Luqman and his son which has been immortalized in Surah Luqman verse 19, Luqman said:

وَأَقْصِدْ فِي مَشْيِكَ وَأَعْضُضْ مِنْ صَوْتِكَ إِنَّ أَنْكَرَ الْأَصْوَاتِ لَصَوْتُ الْحَمِيرِ ١٩

Meaning: And be moderate in your pace and lower your voice.

Indeed, the harshest of all sounds is surely the voice of donkeys.⁸²

In another verse, Allah swt asks to readers of al-Qur'an about their opinions related to one case about the condition of unbeliever in the hereafter where they beg to be returned to the world so that they can become moslem. This verse is in surah Asy-Syu'ara (The Poets):205:

أَفَرَأَيْتَ إِنْ مَتَّعْنَاهُمْ سِنِينَ ٢٠٥

Meaning: Then have you considered if We let them enjoy for years.⁸³

In answering this question, we need wide understanding about things which become the main problem to be asked. Of course, we have to arrange our oral sentences in good grammatical to make the listeners understand well about the topic being discussed.

Answering and giving opinion in debate condition will be categorized as performance in speaking activity which will be the main focuss of this research.

⁸² Ibid. P. 575-576.

⁸³ Ibid. p. 525.

b. Functions of Speaking

There have been numerous attempts made to classify the functions of speaking in human interaction. Richards uses an expanded three part version of Brown and Yule's framework:

- Talk as interaction
- Talk as transaction
- Talk as performance.⁸⁴

Talk *as interaction* refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. People do the speaking activity in order to be friendly and to establish a comfortable zone of interaction with others. The focus on this category is more on the speakers and how they wish to present themselves to each other than on the message.

The main features of talk as interaction described by Richards could be quoted as follow:

- 1) Has a primarily social function
- 2) Reflects role relationships
- 3) Reflects speaker's identity
- 4) May be formal or casual
- 5) Uses conversational conventions
- 6) Reflects degrees of politeness
- 7) Employs many generic words
- 8) Uses conversational register
- 9) Is jointly constructed⁸⁵

⁸⁴ Jack C. Richards, (2008), *Teaching Listening and Speaking: From Theory to Practice*, p. 21.

⁸⁵ Ibid. p. 22.

In using talk as interaction, knowing how to do the following things also involve; opening and closing conversations, choosing topics, making small-talk, joking, recounting personal incidents and experiences, turn taking, using adjacency pairs, interrupting, reaching to others, and using an appropriate style of speaking.⁸⁶

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Talk as transaction has different main features from talk as interaction. As quoted from Richards, the main features of talk as transaction are:

- 1) It has a primarily information focus.
- 2) The main focus is on the message and not the participants.
- 3) Participants employ communication strategies to make them understood.
- 4) There may be frequent questions, repetitions, and comprehension checks, as in the example from the preceding classroom lesson.
- 5) There may be negotiation and digression.
- 6) Linguistic accuracy is not always important.⁸⁷

Some of the skills involved in using talk for transactions are:

- 1) Explaining a need or intention
- 2) Describing something
- 3) Asking questions
- 4) Asking for clarification
- 5) Confirming information
- 6) Justifying an opinion
- 7) Making suggestions
- 8) Clarifying understanding

⁸⁶ Ibid. P. 23.

⁸⁷ Ibid. p. 26.

- 9) Making comparisons
- 10) Agreeing and disagreeing.⁸⁸

Talk performance refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. This type of talk tends to be in the form of monolog rather than dialog. Talk as performance is closer to written language than conversational language, and often evaluated according to its effectiveness or impact on the listener which is different from talk as interaction or transaction. Language is more like written language is one of the main features of talk as performance, other main features of talk as performance are:

- 1) A focus on both message and audience
- 2) Predictable organization and sequencing
- 3) Importance of both form and accuracy
- 4) Often monologic.⁸⁹

Some of the skills involved in using talk as performance are:

- 1) Using an appropriate format
- 2) Presenting information in an appropriate sequence
- 3) Maintaining audience engagement
- 4) Using correct pronunciation and grammar
- 5) Creating an effect on the audience
- 6) Using appropriate vocabulary
- 7) Using an appropriate opening and closing⁹⁰

Debate, welcoming speech, presentation, giving a lecture are examples of talk as performance.

⁸⁸ Ibid. p. 26.

⁸⁹ Ibid. p. 28.

⁹⁰ Ibid. p. 28.

From explanations above, this research will be about talk or speak as performance. Speaking activities will tend to be in form of monolog rather than dialog, often follows recognizable format.

c. Aspects of Speaking

Brown describes speaking aspects into two categories; accuracy and fluency.⁹¹ Accuracy involves the correct use of vocabulary, grammar, and pronunciation. Accuracy usually emphasized in controlled and guided speaking activities, where the teacher makes it clear from feedback that accuracy is important. While in freer speaking activities, the teacher is hoping for the correct use of language but is also keen to encourage the students' attempts to use the language they have in order to communicate. Fluency, on the other side, can be thought of as "the ability to keep going when speaking spontaneously." Not only fluent, the learners should also be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes. The teacher is better not to give comment during fluency activity, however in feedback afterwards, the teacher can comment favorably on any strategies the students used to increase their fluency.

In addition, Richards defines fluency as natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite

⁹¹ H. Douglas Brown, (2001), *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman, Inc. (2nd ed.). p. 268-269.

limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which the students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. Contrasted with fluency practice, the focus of accuracy practice is on creating correct examples of language use.⁹²

d. Difficulties in Speaking

According to Brown, there are eight factors in speaking that could make EFL learners difficult to produce good English in oral communication.⁹³ They are as follows:

1. *Clustering*. Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.
2. *Redundancy*. The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.
3. *Reduced forms*. Contractions, elisions, reduced vowels, etc., could create special problems in teaching spoken English. Students who do not learn colloquial

⁹² Jack C. Richards, (1990), *The Language Teaching Matrix*. Cambridge: Cambridge University Press. p. 75-76.

⁹³ H. Douglas Brown, (2001), *Teaching by Principles: An Interactive Approach to Language Pedagogy*. p. 270 – 271.

contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4. *Performance variables.* In spoken language, the process of thinking as the speaker speaks allows the speaker to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. In English, the “thinking time” is not silent, rather “fillers” such as *uh, um, well, you know, I mean, like*, etc.
5. *Colloquial language.* This factor could make the students difficult to speak. It is often found that the students are not well acquainted with the words, idioms, and phrases of colloquial language, so they often make mistakes in producing these forms.
6. *Rate of delivery.* In this factor the teacher needs to help the students to achieve an acceptable speed along with other attributes of fluency.
7. *Stress, rhythm, and intonation.* They are the most important characteristic of English pronunciation. Different stress, rhythm, and intonation could convey different meaning. Those characteristics also the factor that make speaking difficult for the students.
8. *Interaction.* Interaction needs the creativity of conversational negotiation. Learning to produce waves of

language in a vacuum, without interlocutors, could rob the creativity of conversational negotiation in speaking.

e. Teaching Speaking

1) Speaking Activity

Many of the classrooms speaking activities which are currently in use fall at or near the communicative end of the communication continuum. There are a number of widely-used categories of speaking activity as follows:

a. Acting from a script

In this activity, students will often act out dialogues they have written themselves from plays and/or their course books, sometimes filming the results.

- 1. Play scripts:** when students are working on plays or play scripts, they should treat it as 'real' acting. There are some things will see in this part such as appropriate stress, intonation and speed.
- 2. Acting out dialogues:** students need time to rehearse their dialogues before they performed, so they will gain much more from the whole experience to act out their dialogues.

b. Communication games

There are many communication games, all of which aim to get students talking as quickly and fluently as possible. Two particular categories are worth mentioning here:

1. **Information-gap games:** one student has to talk to a partner in order to solve a puzzle, draw picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences between pictures.
2. **Television and radio games:** games from radio and TV often provide good fluency activities.

c. Discussion

Discussions range from highly formal, whole-group staged events to informal small-group interactions.

1. **Buzz groups:** students will discuss about a content of a reading text. For example, what students should be included in a news broadcast or have a quick conversation or ask about students' reactions to it after they have read it.
2. **Instant comment:** This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

- 3. Formal debates:** Students prepare arguments in favor or against various propositions. They think up arguments about why they should be the survivors, either individually or in pairs or groups. It is a good idea to allow students to practice their speeches in their groups first. This will allow them to get a feel for what they are going to say.
- 4. Unplanned discussion:** Pre-planned discussions, on the other hand, depend for their success upon the way we ask students to approach the task in hand.
- 5. Reaching a consensus:** one of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives.

d. Prepared talk

In this activity, the students prepare their speech first before present in front of class. One popular kind of activity is the prepared talk, where a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous

conversation; because they are prepared, they are more 'writing-like' than this.

e. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so, the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions or prepared talks.

f. Simulation and role-play

Students simulate the real life encounter and taking on the role of a character different from them as follows:

1. They can act out the simulation as themselves or take on the role of a completely different character and express thoughts and feelings they do not necessarily share.
2. It can be used to encourage general oral fluency or to train students for what situations faced as long as the students have enough information about the background for them to function properly. Of course, teachers will allow them to be as creative

as possible, but if they have almost no information, they may find this very difficult to do.

3. Simulated environment: With more elaborate simulations, such as business meetings, mock enquiries or TV programmers, for example this is doing by teacher and students.
4. Simulations and role-plays often work well when participants have to come to some kind of a decision. The students take the role of one of these characters based on a role card which tells them how they feel, for example.⁹⁴

In other words, Caroline T. Linse stated that:

“Speaking activities are an important part of any young learners’ ESL and EFL classroom and are often considered the focal point of instruction. When teaching speaking, it is especially important to select activities which match the objectives of the program.”⁹⁵

Below are some specific techniques and task that can be applied in classroom speaking activities:

- a. Dialogue: using dialogue is providing students with grammatically controlled scripts that they can use in real life.

⁹⁴ Jeremy Harmer, (2001), *The Practice of English Language Teaching*. England: Longman, (4th ed.). p. 348-353.

⁹⁵ Caroline T. Linse, (2005), *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Companies, Inc. p. 52.

- b. Fishbowl: one specific technique which helps students learn how to work with a partner or in a small group is known as the *fishbowl*.
- c. Communicative Language Teaching: an approach and a philosophical orientation that connects classroom-based language learning with the language that learners need in order to communicate outside of the classroom.
- d. Games: play is a purposeful activity and games are part of playing. Games can also be structured to maximize English language use.
- e. Talking and writing box: those are made of pictures that students have self-selected and are interesting to them.
- f. Teaching pronunciation: it helps students to learn how to pronounce words correctly. Teachers can select rhymes and finger-plays that focus on a specific phoneme or sound or set of sounds for students.
- g. Error correction: teachers must spend time correcting not only behavior but also errors that students make in learning process.

Caroline T. Linse is also said about managing of speaking activities such as managing the noise level in classroom.

“During a speaking activity, the noise level alone can quickly escalate and disturb other classes. Teachers who do not use communicative approaches in their classrooms can be especially harsh if the noise level seems to become too high. Do not try to shout over students. Think of how counter-productive it is for a

teacher to shout, “ALL RIGHT EVERYONE! YOU ARE TOO NOISY!” when she herself is contributing to the noise level.”⁹⁶

2. Students and Speaking

a. Reluctant students

English is not a language that used by students in their daily communication. Moreover, almost all student, if do not want to say all, use English only because they have English lesson at school. This brings us to a fact that students are often reluctant to speak because they are shy of expressing their ideas; lack of vocabulary; afraid of making mistake; and afraid of losing face in front of their classmates, especially when they are being asked to give personal information or opinions.

There are a number of things we can do to help the students. They are as follow:

1) Preparation

When David wilson was trying to use German while living in Austria, he found out something that most speakers of foreign languagae know. If he was to go into a restaurant and order something, it was much better if he spent some time outside thae restaurant, reading the menu and than rehearsing (in his head) what he was going to say. Then, when he went in and placed his order, he did it fluently and

⁹⁶ Ibid. p. 54-62.

without panic. Wilson is describing the value of planning and rehearsal for speaking success, and students, too, will perform much better if they have the chance to think about what they are going to say and how to say it. This may involve just giving them quiet time to think in their heads about how they will speak.⁹⁷

Of course, there will be times we want and expect spontaneous production from students, but at the beginning, it will be better if we allow them to prepare themselves for the speaking they are going to do.

2) The value of repetition

Paul Howarth describes this as process speaking, characterized by the pattern: plan → perform → analyze ↔ repeat.⁹⁸

The pattern shows us four phases that we can use in helping students reducing their reluctances by repetition.

3) Big groups, small groups

Sometimes students are reluctant to speak because they find themselves having to talk in front

⁹⁷ Jeremy Harmer, (2001), *The Practice of English Language Teaching*. England: Longman, (4th ed.). p. 345.

⁹⁸ Ibid. p. 346.

of a big group. So, students must be given chance to speak in small group as preparation for the big one.

4) Mandatory participation

Mandatory participation means that we give students instruction to participate in speaking activities.

3. Teacher's role during the speaking lesson

According to Harmer, teachers need to play a number of different roles during different speaking activities.⁹⁹ Below is some particulars relevance if we are trying to get students to speak fluently:

- a) *Prompter*. This role could be applied by the teacher when the students 'get lost', cannot think of what to say next, or in some other way lose the fluency expected from them. The teacher could help the students by offering discrete suggestions.
- b) *Participants*. The teacher acts as a participant when she or he participates in the discussions, role plays, or dialog with the class. However, teacher needs to be careful not to participate too much and dominate the speaking and drawing all the attention to themselves.

⁹⁹ Ibid. p. 345-348.

- c) *Feedback Provider*. The teacher's feedback on the students' speaking depends upon the teacher's tact and the appropriacy of the feedback given in particular situations. The feedback could cover the content of the activity as well as the language used.

4. Assessment of Speaking Learning

The testing of speaking is widely regarded as the most challenging of all language exams to prepare, administer, and score. For this reason, many people do not even try to measure the speaking skill. They do not know where to begin the task of evaluating spoken language. One reason why speaking test seem so challenging is that the nature of the speaking skill itself is not usually well defined. Understandably then, there is some disagreement on just what criteria to choose in evaluating oral communication. Grammar, vocabulary and pronunciation are often named as ingredients. But matters such as fluency and appropriateness of expression are usually regarded as equally important.¹⁰⁰

As stated on Cambridge Certificate in English Language Speaking Skills (CELS), there are four categories need to be considered, they are vocabulary, discourse management, pronunciation, and interactive communication. Dealing with

¹⁰⁰ Harold S. Madsen, (1983), *Teaching Techniques In English As A Second Language: Techniques In Testing*. New York: Oxford University Press. p. 147.

grammar and vocabulary, students need to use appropriate syntactic forms and vocabulary to meet the task requirements at each level. The students' ability to express ideas and opinions coherently and convey clear information deals with discourse management aspects. In the pronunciation aspect, the students have to produce the appropriate linking of words, the use of stress and intonation to convey intended meaning. Finally, interactive communication means the ability to maintain the coherence of the discussion and asking for clarification, if necessary. Those four elements are in line with what Brown states about the aspects of assessing speaking: grammar, vocabulary, comprehension, fluency, pronunciation, and task.¹⁰¹ The students' speaking performances were assessed using a scoring rubric adapted from J. Michael O'Malley and Pierce L. Vandez as it is cited in Hertati Mukadimah in 2014. The rubric is shown in the following table.¹⁰²

Aspects	Score	Criteria	Indicator
Pronunciation and intonation	1	Poor	Frequent problem with pronunciation and intonation
	2	Fair	Pronunciation and intonation errors sometimes make it difficult to understand the students.

¹⁰¹ Scoot Thornbury, (2005), *How to Teach Speaking*. p. 127-129.

¹⁰² Hertati Mukadimah, (2014), *Thesis of The Use Of Talking Chips Strategy To Improve Speaking Ability Of Grade XI Students Of Sman 1 Pengasih In The Academic Year Of 2013/ 2014*. Yogyakarta: State University of Yogyakarta. p. 28-29.

	3	Good	Pronunciation and intonation are usually clear or accurate with a few problems areas.
	4	Excellent	Pronunciation and intonation are almost always very clear or accurate.
Fluency	1	Poor	Hesitates too often when speaking, which often interferes with communication.
	2	Fair	Speaks with some hesitation, which often interferes with communication.
	3	Good	Speaks with some hesitation, but it does not usually interfere with communication.
	4	Excellent	Speaks smoothly, with little hesitation that does not interfere with communication.
Accuracy	1	Poor	Uses basic structures, makes frequent errors.
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures with occasional errors.
	3	Good	Uses a variety of grammatical structures, but make some errors.
	4	Excellent	Uses a variety of grammatical structures with only occasional grammatical errors.
Vocabulary	1	Poor	Uses only basic vocabulary and expressions.
	2	Fair	Uses limited vocabulary and expressions.

	3	Good	Uses a variety of vocabulary and expressions, but makes some errors in word choice.
	4	Excellent	Uses a variety of vocabulary and expressions.
Interaction	1	Poor	Purposes are not clear; needs a lot of help communicating; usually does not respond appropriately or clearly.
	2	Fair	Tries to communicate, but sometimes does not respond appropriately or clearly.
	3	Good	Communicates effectively; generally responds appropriately and keeps trying to develop the interaction.
	4	Excellent	Almost always responds appropriately and always tries to develop the interaction.

Table 2.1 Speaking Rubric

2. Interaction

a. Definition of Interaction

According to Hormans, Interaction is an event when activity or sentiment is conducted by a person against other individuals were rewarded (reward) or punished (punishment) using an activity or sentiment by another individual who became his

partner.¹⁰³ Thus, based on this definition, interaction can be defined as an action done by someone as a stimulus to the responses of other individuals that become his/her partner.

In the same purpose, Koentjaraningrat stated, as what quoted by Miftahul Huda, interaction happens if an individual does something in such a way until causing reaction from another individual or other individuals.¹⁰⁴

As a conclusion of two definitions above, interaction can be understood as action and reaction in communication between or among individuals.

b. Kinds of Interaction

Interaction is not only in the kind of oral activities. As Shaw announced that there are three forms of interaction as follows:

- a) Verbal interaction is a form of interaction that occurs when two or more people make contact with each other by using the tools of articulation. The process occurs in the form of a conversation with one another.
- b) Physical interaction is one of the forms of interaction that occurs if there are two or more people make contact by

¹⁰³ Ustman Ali, (2017), <http://www.pengertianpakar.com/2015/03/pengertian-interaksi-dan-bentuk-interaksi.html>. Downloaded on March 19, 2017 at 08.00 p.m.

¹⁰⁴ Miftahul Huda, (2008), *Interaksi Pendidikan; 10 Cara Qur'an Mendidik Anak (1st Edition)*, Malang: UIN-Malang Press, p. 33.

using body language. Examples of these interactions: posture, facial expressions, gestures and eye contact.

- c) Emotional interaction is one of the forms of interaction that happens when people make contact with each other by the outpouring of feelings. Examples of these interactions: tears as a sign of being sad, emotion or even too happy.¹⁰⁵

In addition to the above three kinds of interaction, Miftahul Huda divided educational interaction that done by teachers with students into five forms as follow:

1. Teacher – student form, where communication happen as an action (one way communication).
2. Teacher – Student – Teacher form, there is feedback for student but there is no interaction among them (communication as interaction).
3. Teacher – Student – Student form, there is feedback for student and they learn from one another.
4. Teacher – Student, Student – Teacher, Student - Student form, optimal interaction between teacher and student and between student and student (communication as transaction, multi-direction).

¹⁰⁵ Ustman Ali, (2017), <http://www.pengertianpakar.com/2015/03/pengertian-interaksi-dan-bentuk-interaksi.html>. Downloaded on March 19, 2017 at 08.00 WIB.

5. Circle form; every student has a chance to convey his/her idea or answer. They are not allowed to speak twice before every student got his/her turn.¹⁰⁶

3. Listening Teams Strategy

a. Definition of Strategy

Douglas Brown stated that if style is general characteristic that distinguish someone from others, strategy is specific “offensive” which we address to some specific problems and highly varied inside of any individual. It is a technique of moment per moment that we use to solve “problems” presenting of input and output of second language.¹⁰⁷

Chamot stated the definition of strategy in broadly enough as “procedures that facilitating a teaching-learning process...Strategy is often doing consciously and actuated by aims”.¹⁰⁸

The two definitions above inform us that strategy is some procedures or techniques that used to solve learning-teaching problems and these activities, in strategy, are done consciously and actuated by what purpose the teaching-learning process is.

¹⁰⁶ Miftahul Huda, (2008), *Interaksi Pendidikan; 10 Cara ur'an Mendidik Anak (1st Edition)*, p. 33.

¹⁰⁷ H. Douglas Brown, (2007), *Prinsip Pembelajaran dan Pengajaran Bahasa (5th Ed.)*. Pearson Education. P 141.

¹⁰⁸ Ibid. p 141.

b. Definition of Listening Team Strategy

Silberman states Listening Team Strategy is a strategy that helps participants stay focussed and alert during a lecture.¹⁰⁹ Students will be divided into four teamwork and each group has their own task that must be solved by listening to teacher's lecturing first and then group cooperation.

This strategy is an easy strategy to encourage students to listen critically and to encourage discussion afterward because listening team is a strategy that deals with not just listening. There are taking notes, asking questions, and summarize at result of revolving students with teaching issue and materials.¹¹⁰

Listening teams is most effective for those times when the teacher needs to use direct teaching, like a lecture approach, to get a certain body of material across. At the same time, the need for student involvement is still a priority.¹¹¹

According to Agus Suprijono, listening team model has four main steps, each of team has their own tasks as stating on tabel below.¹¹²

¹⁰⁹ Melvin L. Siberman, (2010), *Active learning: 101 cara belajar siswa aktif*. p. 121.

¹¹⁰ Mohsen Sharifirad (2016). <https://www.slideshare.net/mohsen650/active-learning-listening-team>. Accessed on June 21, 2018 at 04.19 p.m.

¹¹¹ Linda Schwart Green, (2011), *40 Active Strategies for the Inclusive classroom; Grades K-5*. Corwin A SAGE Company. p. 86.

¹¹² Ida Mafikha Sari, (2015), *Penggunaan Model Listening Team Sebagai Sarana Meningkatkan Kemampuan Bertanya Pada Pembelajaran IPA Siswa Kelas X SMK YP 17-2 Madiun*. Journal. Pdf.

Team	Role	Task
A	Questioner	Formulating questions
B	Pro-side	Answering questions based on compromised points (helping and explaining why agreeing a point)
C	Con-side	Delivering disagreed or unuseful points and explaining why disagreeing a point
D	Making conclusion	Concluding the result of discussion

Table 2.2. Model steps of listening teams

c. The Overplus of Listening Team Strategy

There are some advantages of this strategyas follow:

1. Doesn't require compicated communicative skill, in many cases the students are able to do many things by simple instructions from the teacher.
2. Interactions among the students enable creating solidarity.
3. This strategy gives positive response for inactive, incapable, and less motivated students.
4. Listening teams trains the students to be able thinking critically.
5. The students don't reckon to much on the teachers, but then be able to increase the students' confidence in thinking ablity autonomously.

6. Developing the students' ability in giving idea/concept.
7. Helping the students in responding others.
8. Pushing the students to be more responsible in learning.
9. Developing the students' ability in examining their own ideas and understandings as well as receiving feedback.
10. Increasing motivation and giving stimulations for thinking.¹¹³

d. The Weakness of Listening Team Strategy

1. The effectiveness in helping forward learning-teaching process has not proven yet by research.
2. In applying this strategy, important elements are often not engage in.
3. Spending too much time.
4. If deliberacy in learning process is not optimal, the purpose of what is being learned will not be achieved.
5. Assessing on group performances is able to ignore individual performances if the teacher's not to be careful in applying the strategy.
6. Developing group awareness needs long time.¹¹⁴

¹¹³ Rahmadanni Pohan, dkk (2016). <http://rahmadannipohan.blogspot.co.id/2012/05/strategi-pembelajaran-listening-team.html>. Accessed on January 15, 2017 at 08:00 p.m.

¹¹⁴ Ibid.

4. Opinion

a. Definition of Opinion

An opinion is the way you feel or think about something. Our opinion about something or someone is based on our perspective. Whenever we give or express our opinion it is important to give reasoning or an example to support our opinion.¹¹⁵

In general, an opinion is a subjective belief, and is the result of emotion or interpretation of facts. An opinion may be supported by an argument, although people may draw opposing opinions from the same set of facts. Opinions are never right or wrong, they are merely a figment of what someone believes. However it can be reasoned that one opinion is better supported by the facts than another by analyzing the supporting arguments. In casual use, the term *opinion* may be the result of a person's perspective, understanding, particular feelings, beliefs, and desires.¹¹⁶

b. Asking Opinion

People usually have opinions about something. To remind you on how you ask for someone's opinion, please look at the following examples.¹¹⁷

¹¹⁵ Kementerian Pendidikan dan Kebudayaan (2014). *Bahasa Inggris*. Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. (1st Edition). p. 32.

¹¹⁶ Riri Toberry (2016). https://www.academia.edu/15093137/Definition_Of_Asking_for_And_Giving_Opinion. Accessed on January 16, 2017 at 08:15 WIB p.m.

¹¹⁷ F. A. Soeprapto & Mariana Darwis (2007). *Linked to The World 2: English for Senior High School Grade XI*. Cet II (revisi). Yudhistira. P. 19.

Asking for opinion
<ul style="list-style-type: none"> • How do you feel about...? • How do you like...? • What do you think about...? • What's your opinion of...? • What do you think of/if...? • Do you think...? • How do you like...? • What's your opinion about...? • What's your idea about the case...? • What do you assume...?

Tabel 2.3. Expression of asking for opinion

c. Sentence Structure of Expressing Opinion

Giving opinion is a structural oral activity, because it is done in purpose of conveying our point of views about something. If someone express his/her opinion abusively, can be ensured that his/her opinion will be difficult to understand.

To make students more understand about how to express opinion in good structure, students can learn the structure below.

Let's look at the sentence structure to express opinions.

Subject	Verb	Object
I	agree	with what you are saying.
We	believe	this is not the right way to handle things.
I	reckon	this could be right considering the reasons you have provided.
I	agree	that I didn't look at it from this perspective.
I	doubt	that this is possible.
We	assume	you are biased on this issue.
I	don't agree	with you.
I	think	you are mistaken.
I	think	so too.

Picture 2.1. Sentence structure to express opinion¹¹⁸

d. Expression of Giving opinion

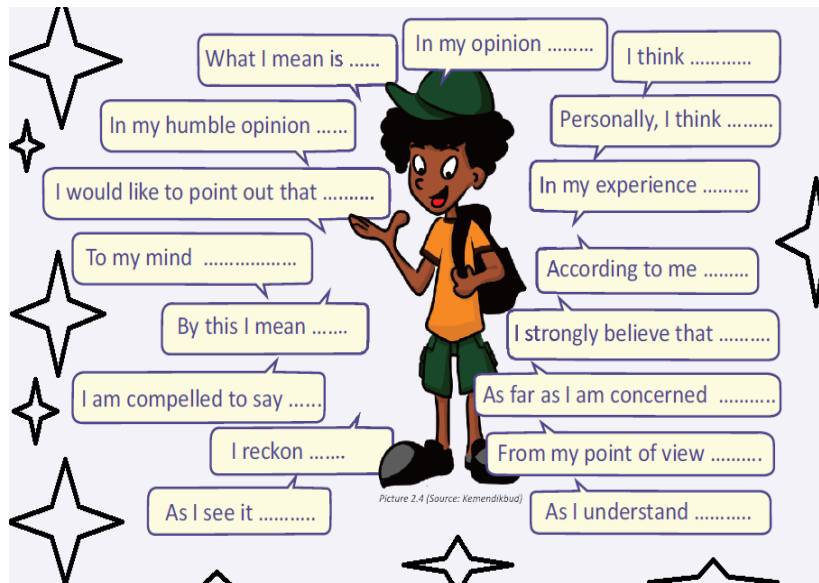
There are many ways of expressing opinion/poin of view. These expressions are divided into two kinds, personal poin of view and general poin of view. In spite of giving opinion, we also can agree or disagree with someone opinion.

Opinions can be expressed using mental verbs like believe, think, doubt, assume, and so on. Below are some ways that can be used to express them:

1. Personal Point of View

These expressions are used to show personal point of view.

¹¹⁸ Kementerian Pendidikan dan Kebudayaan Indonesia (2014). *Bahasa Inggris*. p. 33.



Picture 2.2. Expression of showing personal point of view.¹¹⁹

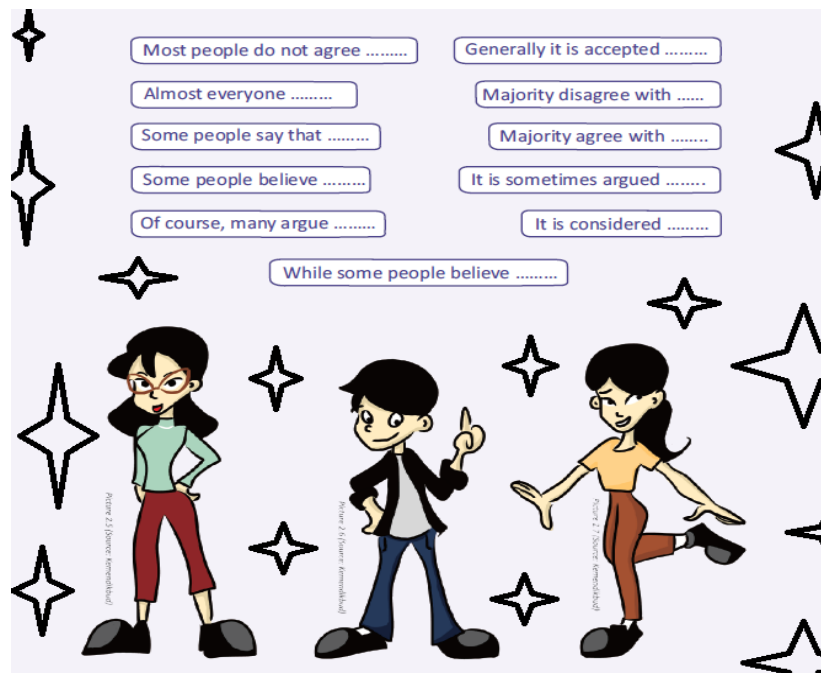
Example:

- According to me, smoking is really dangerous for our health. Because based on recent research, every cigarette consists poison.
- From my point of view, young people should respect the old people. Because respecting others makes us different with animals.
- In my humble opinion, peace doesn't have any price. Because Middle East has great oil sources but the people live in war until now.

2. General Point of View

These expressions are used to show general point of view. General point of view creates a balance in writing and helps to avoid absolute statements.

¹¹⁹ Ibid. p. 33.



Picture 2.3. Expression of showing general point of view.¹²⁰

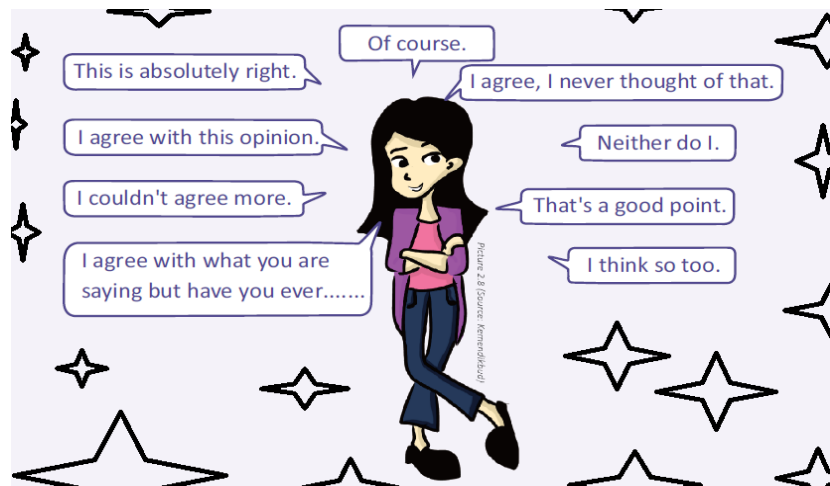
Example:

- while some people believe natural disaster is caused by human evil.
- Of course, many urge to execute corruptor in purpose of saving government existence.
- Majority disagree with human trafficking because it breaks human right.

3. Agreeing with an Opinion

These are some of the expressions used to express agreement with an opinion.

¹²⁰ Ibid. P. 34.



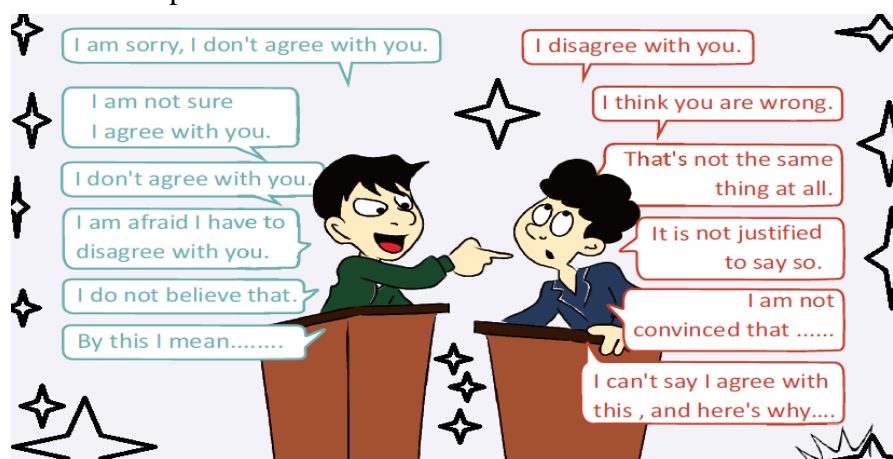
Picture 2.4. Expression of agreeing with an opinion. ¹²¹

Example:

- I agree with what you are saying but have you ever seen any country executing corruptor?
- I agree with this opinion. Smoking must be avoided.
- Of course. I agree with your opinion about respecting others.

4. Disagreeing with an Opinion

These are the expression used to express disagreement with an opinion.



Picture 2.5. Expression of disagreeing with an opinion. ¹²²

¹²¹ Ibid. p. 35.

Example:

- I am afraid I have to disagree with you because in my opinion execution for corruptor is inhuman because they still have chance to change to be better person.
- I do not believe that throwing buffalo's head to the sea is a kind of thankfulness because many people out there have less food to eat.

5. Cooperative Learning

a. Definition of Cooperative Learning

Before going further in talking about cooperative learning or even trying to apply it in teaching process, it is important first to establish exactly what we mean by cooperative learning. Wendy Jolliffe describes that in essence cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others.¹²³ This means that each member of group has same goals and those goals must be achieved in only by one way, working cooperatively.

In the same purpose, May and Doob observed that individuals cooperate when they strive to achieve the same or complementary goals, are required to achieve the goal in

¹²² Ibid. p. 35

¹²³ Wendy Jolliffe (2007). *Cooperative Learning In The Classroom*. London: Paul Chapman Publishing. p. 3.

equitable amounts, and when they are in close contact with one another.¹²⁴ Thus, same goal, goal in equitable amounts, and close social contact are needed when someone works in a group. Because without these all, the purpose of working together in achieving same goals will be impossible to realize.

Co-operative learning was designed and implemented to develop social strategies and acceptable social attitudes in students, and to improve social relations within and between groups.

b. Elements of Cooperative Learning

There are several elements that must be taken into account in cooperative learning. Joliffe proposes two key elements that should be included in cooperative learning. The first element is positive interdependence. It means that in cooperative learning, each pupil in a small group requires to contribute to the learning of the group. Pupils are required to work in a way so that each member of the group needs the others to complete the task. This situation creates a feeling of ‘one for all and all for one’. The second key element of cooperative learning is individual accountability. Each member of the group is accountable for completing his or her part of the work. It requires each pupil in the group to develop a sense of personal responsibility to learn

¹²⁴ Robyn M. Gillies and Adrian F. Ashman, (2003), *Co-operative Learning: The Social and Intellectual Outcomes of Learning in Groups*. London: RoutledgeFalmer. p. 3.

and to help the rest of the group to learn also, so no one can ‘hitchhike’ on the work of other members of the group.¹²⁵

Further, Arends proposes that the cooperative learning model requires student cooperation and interdependence in its task, goal, and reward structures.¹²⁶

- 1) Task structures involve the way lessons are organized and the kind of work students are asked to do. They encompass whether the teacher is working with the whole class or small groups, what students are expected to accomplish, and the cognitive and social demands placed on students as they work to accomplish assigned learning tasks. Task structures differ according to the activities involved in particular lessons.
- 2) A lesson’s goal structure refers to the amount of interdependence required of students as they perform their work. Three types of goal structures have been identified: individualistic (if achievement of the instructional goal requires no interaction with others and is unrelated to how well others do), competitive (when students perceive they can obtain their goals if the other students fail to obtain theirs), cooperative (when students

¹²⁵ Wendy Jolliffe. *Cooperative Learning In The Classroom*. p. 3.

¹²⁶ Richard I. Arends, (2012), *Learning to Teach*, New York: McGraw-Hill Companies, Inc.. (9th ed.). p. 360.

can obtain their goal only when the other students with whom they are linked can obtain theirs.)

- 3) Reward structure for various instructional models can also vary. Individualistic reward structures exist when a reward can be achieved independently from what anyone else does. Competitive reward structures are those which rewards are obtained for individual effort in comparison to others. In contrast, situations in which individual effort helps others to be rewarded use cooperative reward structures.

Students in cooperative learning situations are encouraged and/or required to work together on a common task, and they must coordinate their efforts to complete the task. Cooperative learning lessons can be characterized by the following features:

- 1) Students work in teams to master learning goals.
- 2) Teams are made up of high-, average-, and low-achieving students.
- 3) Whenever possible, teams include a racial, cultural, and gender mix.
- 4) Reward systems are oriented to the group as well as the individual.¹²⁷

Kagan proposes the PIES (Positive Interdependence Individual Accountability Equal Participation Simultaneous

¹²⁷ Ibid. p. 361.

Interaction) principles to distinguish cooperative learning from group work. The PIES principles stand for positive interdependence, individual accountability, equal participation, and simultaneous interaction.¹²⁸ The first principle from cooperative learning is positive interdependence. Positive interdependence refers to two distinct conditions that promote cooperation, they are:

1) Positive Correlation

The word positive in the term “positive interdependence” refers to “a positive correlation among outcomes”. A positive correlation occurs when outcomes go up or down together when they are positively linked. When there is a positive correlation among outcomes, the participants of the group almost certainly work together. They cooperate, help each other, and encourage each other since the participants of the group would sense “one’s success is others’ success”. The opposite of positive correlation is negative correlation. This is the case that likely happens in competitive classrooms where their success depends on the failure of another. They are on opposite sides, and therefore they do not co-operate each other.

¹²⁸ Spencer Kagan and Miguel Kagan, (2009), *Kagan Cooperative Learning*. San Clemente: Kagan Publishing. p. 326-344.

2) Interdependence

The word interdependence refers to how the task is structured. It means the tasks need to be done together, and then the members of the group become interdependent. If the tasks structured, it would dramatically increase the probability of cooperation.

In different ways, both components of positive interdependence increase the probability of cooperation. A “positive correlation of outcomes” structures outcomes so students hope and work for positive outcomes for each other, while “interdependence” structures the task so students need to work together. When both conditions are in place, students become helpful and encourage each other’s academic success.

The second principle of cooperative learning is individual accountability. The aphorism “There is no ‘I’ in team” motivates individuals to work as a team and sacrifices for the sake of the team. Individual accountability is created by putting in place three components:

- 1) *Individual*. Each student is accountable for his or her individual contribution and his or her learning. Teamwork is the process by which learning is enhanced, but team projects and products are not a yardstick for individual achievement since learning happens between the learners themselves.

- 2) *Public.* Accountability is strengthened by public performance. If the students have to share their personal contribution publicly, they would make a concerted effort.
- 3) *Required.* The final component of individual accountability is making the individual public performance required. The individual contribution is not voluntary but compulsory. Realizing this compulsory, the students need to pay attention and prepare their contribution.

The third principle of cooperative learning is equal participation. This principle is the simplest of the four principles. The tasks are structured so that each member of the group could participate equally.

The last principle of cooperative learning is simultaneous interaction. Simultaneous interaction actively engages a high percent of students at once. By applying effective cooperative learning, it would increase the amount of active engagement because effective cooperative learning produces simultaneous engagement.

c. Advantages of Cooperative Learning

Cooperative learning model was developed to achieve at least three important instructional goals: academic achievement,

tolerance and acceptance of diversity, and social skill development.¹²⁹

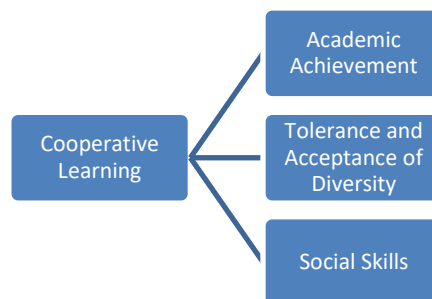


Figure 2.1. Learners outcome for Cooperative Learning

Although cooperative learning encompasses a variety of social objectives, it also aims at improving student performance on important academic tasks. Cooperative learning can benefit both low- and high- achieving students who work together on academic tasks. Higher achievers tutor lower achievers, thus providing special help from peers who share youth-oriented interests and language. In the process, higher achievers gain academically because serving as a tutor requires thinking more deeply about the relationships of ideas within a particular subject. A second important effect of cooperative learning is wider tolerance and acceptance of people who are different by virtue of their race, culture, social class, or ability. Cooperative learning presents opportunities for students of varying backgrounds and conditions to work interdependently on common tasks and,

¹²⁹ Richard I. Arends. *Learning to Teach*. p. 361.

through the use of cooperative reward structures, to learn to appreciate each other. A third and important goal for cooperative learning is to teach students skills of cooperation and collaboration. These are critical skills in a society in which much adult work is carried out in large, interdependent organizations and communities are becoming more culturally diverse and global in their orientations. Cooperative learning promotes cooperation because it values and promotes the development of interpersonal intelligence.¹³⁰

Joliffe proposes the two main reasons why cooperative learning works; the first is motivational and the second is cognitive.¹³¹ Cooperative learning structures create a situation where the tasks could be done only when the whole group does complete the tasks. Therefore, each member of the group should help others to succeed. In other words, this kind of situation makes the students motivated to learn and work hard to support their team. The second reason is cognitive. By working cooperatively, it would help the students to promote intellectual growth because they are able to support each other's next step in their learning.

In addition, Kagan indicates that the positive benefits of cooperative learning flow from all of the following variables:

- 1) Immediate and frequent reinforcement

¹³⁰ Ibid. p. 361-362.

¹³¹ Wendy Joliffe. *Cooperative Learning in the Classroom*. p. 44-46.

- 2) Powerful and desirable rewards
- 3) Supportive, peer-based feedback
- 4) Feedback during performance
- 5) Increased time on task
- 6) Frequent practice recalling and verbalizing
- 7) Peer praise, tutoring, observational learning and modeling
- 8) Instruction in the Zone of Proximal Development
- 9) Greater opportunities to construct meaning
- 10) Reduced transference gap
- 11) Equal student participation
- 12) Greater brain nourishment
- 13) Reduced stress
- 14) Multi-modal input
- 15) Creation of episodic memories
- 16) Balance of novelty and predictability
- 17) Instruction oriented to the needs of individual learners
- 18) Higher expectations
- 19) Improved self-esteem and self-image
- 20) Cultural compatibility
- 21) Increased student choice
- 22) Enhanced motivation
- 23) Greater engagement and retention
- 24) Interaction of different points of view
- 25) Shift in teacher attitudes and behaviors
- 26) Releasing the power of situations ¹³²

B. Related Studies

1. Sari, Ida Mafikha. The Using Listening Teams Model as medium to improve asking question ability in learning mathematical and natural sciences (IPA) at tenth grade student of SMK YP 17-2 Madiun. The population of this research was the first year students of SMK YP 17-2 Madiun. The aims of this research is to improve the students' ability in asking at learning Mathematical and natural sciences (IPA). The subject included 23 students. Collecting data was done by using observation sheets to

¹³² Spencer Kagan and Miguel Kagan. *Kagan Cooperative Learning*. p. 103.

determine the ability in asking, student activities, and the quality of learning. This research is a classroom action research (PTK) consisting of two cycles. In cycle 1, the percentage of students ability in asking was 50%, but in the cycle 2 increased into 69.56%. Student activity in cycle 1 was 62% and in cycle 2 was 73.91%. the quality of learning was 71% in cycle 1 and increased to be 80% in cycle 2. The researcher concluded that the use of Listening Team Model can improve the ability in asking. Based on these data, Listening Teams Model could be said worked well in improving the students ability, especially the ability of asking.

2. Muflikhah, Linna Marngatun. Improving Student's Speaking Skill Through Discussion in Grade XI of SMA Muhammadiyah 5 Jaten 2012/2013 Academic Year. This research was written by a student of Muhammadiyah University of Surakarta, School of Teacher Training and Education. The researcher used collaborative research and the subject of this research consist of 26 students. The data were analyzed using both qualitative and quantitative analysis. Qualitative data were gotten based on the process of teaching and learning. Then the qualitative data were gotten based on the scores of pre-test ad post-test. The result of this research shows that the everage score of pre-test was 37.6, post-test one was 5.6, post-test two was 2.53, post-test three was 66.15, and final test was 63. During the research, the researcher also mentioned some weaknesses of discussion such as; (1) Just

problematic material could be used, (2) Some of them depend on with clever students, (3) Many students may dominated the discussion, (4) Subjective scoring, (5) Moves slowly the class, and (6) takes long time. Even there were many weaknesses that found during applying discussion in increasing students' speaking skill, the researcher, based on the found data, concluded that discussion was succesful in improving students' speaking ability in SMA M 5 Jaten.

C. Conceptual Framework

Speaking is one of four important skills in learning English. As a medium of conveying thought, feeling, and so on, speaking has different part than writing. While writing uses appeared symbols such as alphabet in delivering somebody's thought and feeling, speaking uses sounds to represent its.

Most of human being interactions are done through oral ways or speaking. It can be said that, as what stated by Scoot Thornburny, speaking is much a part of daily life that we take it for granted.¹³³

For small number of people, speaking is not too difficult to master. But generally, speaking needs a very complex skill to be mastered, including vocabulary, grammar, pronunciation, an fluency. These skill must always be faced by learners of speaking, especially English learners.

¹³³ Scoot Thornburny, (2005), *How to Teach Speaking*. p. 1

There are many things that done in speaking in English, such as giving information, inviting someone, offering something, asking assistance, asking for and giving opinion, etc. All these things must be mastered by every human being especially in the era of global community.

Nowdays, Giving opinion is one of many topics in speaking that really important. Learners will not be able to convey their opinion successfully without having good understanding about appropriate ways of giving opinion in English itself. Actually, English is taught in junior and senior high school in every Indonesian school and implicitly has been one of compulsory lesson as stating in government No. 19/2005 articles 6 verse one about the scope of subject in every level of education in the curriculum.¹³⁴

Based on the fact above, the researcher tries to find out how is students' ability in giving opinion at eleventh grade at SMA Cerdas Murni. The researcher found that students' ability in giving opinion was still low and needed to improve.

This reality brings the researcher to a conclusion that there must be something can be done to improve students' ability in giving opinion. Finally, the researcher found an interesting cooperative strategy called Listening Teams Strategy.

Listening Teams Strategy is a coopertive learning that involved students in task divisions. They will be divided into four groups; questioner, pro-side, con-side, and conclusion maker. Lecturing is the main method that

¹³⁴ State University Of Makassar Site, (2016),
<https://www.unm.ac.id/files/surat/pp-19-tahun-2005-ttg-snp.pdf>. Downloaded on January 15, 2017 at 08:23 p.m.

used by teacher to explain his/her matery. After giving a lecture, teacher gives the teams an opportunity to prepare their own group tasks and then present its. There will be alive interactions among the teams that never be imagined by teacher.

After learning this strategy more deeply, researcher assumes that this strategy will stimulate students to be brave in speaking and gradually improve the student's ability in giving opinion.

D. Hypothesis of Action

Based on the explanation of the theoretical review above, the hypothesis of this research is the students' ability in giving opinion can be improved by using Listening Teams strategy.

CHAPTER III

METHOD OF RESEARCH

3.1 The Design of Research

After seeing many definitions about classroom action research, or sometimes just called as action research, and as Anne Burns stated that there are some common features which can be considered to characterise action research:

1. Action research is contextual, small scale, and localised. It identifies and investigates problem within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and improvement to practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners, and researchers.
4. Changes the practice are based on the collection of information or data which provides the imperus for change¹³⁵

Based on Anne's common features of action research above, this research occurred in a classroom involving four steps, namely: planning, action, observation, and reflection. These four steps involve in one cycle. There was no limitation of applying cycle in this research. It was based on the satisfactory of researcher him/herself. Nevertheless, Chandra Wijaya and Syahrur suggested that it should not less than two cycles".¹³⁶

¹³⁵ Anne Burns, (1999), *Collaborative Action Research for English Language Teachers*, Cambridge: Cambridge University Press, p. 21.

¹³⁶ Chandra Wijaya and Syahrur, (2013), *Penelitian Tindakan Kelas*, Bandung: Citapustaka Media Perintis, p. 61.

3.2 The Subject of Study

The subject of this study was the Eleventh grade students of SMA Cerdas Murni in second semester at 2017-2018 academic year in which the number of students consisted of 31 students; they were 8 boys and 22 girls. This class was chosen because there was giving opinion material in their syllabus.

Other individuals who provided information on the subject of this research were classified as informant. These included the English teacher, observer, collaborator, and principle of SMA Cerdas Murni.

3.3 The Location of Research

This study conducted at eleventh grade of SMA Cerdas Murni in 2017-2018 academic year. SMA (Senior High School) of Cerdas Murni Foundation is located on Beringin street number 33 Tembung. The reasons of the writer choosing this school because there was no similar research conducted before and while doing observation the writer also found that most of the students were still having many problems in speaking, especially in giving opinion.

3.4 The Procedure for Collecting Data

The procedure of doing this study was based on the principle of classroom action research. According to Anne Burns, Action Research (AR) is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as

researcher'. AR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts.¹³⁷

According to Kemmis and McTaggart , who are major authors in this field, in Anne Burns' book stated that AR typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or *iterative*, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.¹³⁸ It means that if the result failed, the writer should continue the research by going to the next cycles until the aim of implementing strategy achieved.

Coher and Manion in Anne Burns' book offer a similar set of characteristics. They argue that Action Research is first and foremost situational, being concerned with the identification and the solution of the problems in a specific context.¹³⁹

The four broad phases are as follow:

1. Planning
2. Action
3. Observation
4. Reflection¹⁴⁰

¹³⁷ Anne Burns, (1999), *Collaborative Action Research for English Language Teachers*. p. 2.

¹³⁸ Ibid. P. 7.

¹³⁹ David Nunan, (1992), *Research Methods in Language Learning*. Cambridge University Press. P. 18.

¹⁴⁰ Anne Burns, (1999), *Collaborative Action Research for English Language Teachers*. p. 8.

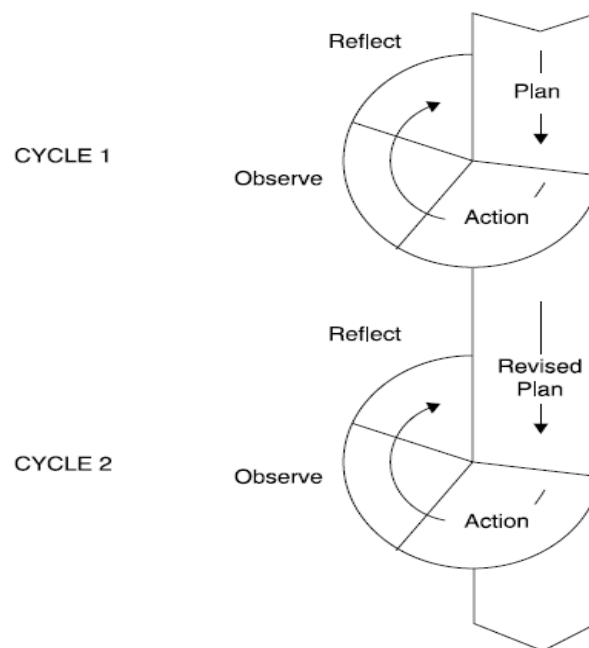


Figure 3.1. cyclical AR model on Kemmis and Mc Taggart (1998)

The application of the four phases above can be explained as follow:

a) The first cycle

In this cycle, students' ability at giving opinion were measured and their problem of giving opinion were identified. The steps of this cycle can be explained as follow:

1. Planning

In this phase, researcher had an interview with English teacher talking about what researcher should prepare and anticipate before implementing the strategy.

After interviewing the teacher, researcher interviewed the students to identify and measure students' problem and difficulties in giving opinion. After that, researcher arranged everything that

needed while implementating listening team strategy for the first time in the classroom such as lesson plan, media, and so on.

2. Action

In this phase, researcher applied the planning and inform the students about the strategy that was going to apply during learning process.

All actions in this phase had to be noted clearly. In the end of learning process, researcher gave some open questions about given material that had been taught. The result of this test was used as reflection in next cycle.

3. Observation

In teaching process, researcher position was as an English teacher who applied listening team strategy and the English teacher as collaborator who observed the implementation from the beginning till the end of teaching process.

During the class, the collaborator observed about the teaching process. Thus, the collaborator would be given observation sheets which had been prepared before. This observation was done from the first time the teacher came to class till the end of the class during the research.

4. Reflection

After implementing the strategy and getting observation result of implementation process, researcher analyzed and found out the problems and then formulate new cycle.

In this phase, the researcher also discussed with observer, asking suggestion and opinion about the previous learning strategy. This aimed to help researcher to rearrange the next steps that should be taken.

b) The Second Cycle

In this cycle, the researcher rearranged the new lesson plan, media, and so on as a response to the first cycle. The researcher did activities that had been designed based on the result of the reflection in cycle 1. The researcher would try to narrow weakness and wrongness that found in cycle 1 and hoped the students' ability in giving opinion would be improved in this cycle.

1. Plan

The researcher designed the material related to giving opinion and the application of listening team strategy. In this phase, the researcher used all informations which had gained in the first cycle to arrange new planning such as media, time allocation, and so on.

2. Action

In this phase, researcher reminded the students how to give and how to deny opinion. Then researcher applied the listening team strategy and asked students to involve in group actively. After the students did their task, the researcher gave the student some open questions. This aimed to analyze the students' improvement in giving opinion during the second cycle.

3. Observation

In this phase, there were some activities by the observer and collaborator such as:

- Observing the teacher's steps during the teaching-learning process.
- Observing the students' activities and participation during teaching-learning process.
- Taking note and documentation on the students' participation in the activity and on language used during the activity.

3.5 Technique for Collecting Data

The techniques that used in collecting the data for this research were as follow:

1. Qualitative data

Qualitative data describe the implementation of listening teams strategy and the responses of students during teaching-learning process. In collecting these data, the researcher used:

- a. Interview, Interview was conducted to get information about students' feeling at giving opinion before and after implementing the strategy. The researcher also interviewed the English teacher before and after implementing the strategy in the classroom.

Recorder was used to record the interview, the pre-test, and the post-test and to take video of learning process. Pre-test was given before cycle 1. Post-test 1 was given after implemented the strategy in cycle 1 as additional information in doing reflection. The last, post-test 2 was given after cycle 2 as measurement the effectiveness of cycle 2. The recording was transcribed into written form and attached to become report in the thesis as the proof that the interview, pre-test, and post-test were done.

- b. Observation, this data were gained from observation sheet which arranged before the research was began. In this research, the english teacher was the observer who filled all items in the observation sheet during the research.
- c. Documents, In this research, documents were taken as instrument of data to analyze about students' activities, behaviour, and so on. These were included attendance list and documentation (photograph).
- d. Diary notes, this was a kind of small note which explained the research process during each cycles briefly.

2. Quantitative data

In collecting quantitative data, the researcher used two techniques as follow:

a. Test

Basically, test is an instrument or tool of measuring behaviour, performance of somebody. That tool of measurement is a collection of questions that proposed to every subject demanding to find cognitive tasks.¹⁴¹

In collecting quantitative data, the researcher conducted speaking ability test (determining as the main data). The tests were given three times; before implementing the strategy which called as pre-test, after cycle one which called as post-test I, and after cycle two which called as post-test II.

Before and after teaching by implementing listening team strategy, the researcher asked some questions to the students to know the students' ability in giving opinion. Responses and answers given by subject to the questions were converted into number as a representative of subject characteristic.

In this research, the students were given 4 questions that had to be answered orally. These 4 questions were not given in one time, but given in three times. Two questions were before and after the cycle 1 (pre-test and post-test 1) and two questions were in the cycle 2 (post-test 2). In total, the number of all questions

¹⁴¹ Syahrurum and Salim, (2016), *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media, p. 141.

were 4 open questions. The answers were recorded and converted into transcription.

b. Speaking Rubrics

The speaking rubrics contained scores of students' speaking performances. The scores were gained through the participation of students during the pre-test, post-test I, and post-test II. In the end, the scores accumulated and showed the result whether the listening team strategy improved students' ability in giving opinion or not.

3.6 The Technique of Analyzing the Data

To analyze the qualitative data, the researcher referred to some steps proposes by Burns. The first step was assembling the data. In this step, the researcher collected all data that had been obtained, reviewed the initial or revised questions, and started to look for broad patterns, ideas, or trends that seem to answer the questions. The second step was coding the data. In this step, the data grouped into more specific patterns or categories and identified the data sources that might be coded as qualitative or quantitative. The third step was comparing the data where the researcher compared the data to see whether the data said the same thing or contradiction. The next step was building meaning and interpretations. Here, the researcher analyzed the data several times to pose questions, rethought to connections, and developed explanation of the situation. Finally, the last step was reporting the outcomes.

In this step, the researcher described the context of the research, outlined the findings, and how the researcher organized the whole research.¹⁴²

To analyze quantitative data, the researcher compared the results scores of the pre-test and post-test. The researcher then compared the means of the scores in order to find the improvement in the students' speaking ability. From the comparisons, the researcher made conclusions in the form of descriptions whether the students' speaking ability of the second grade students' class of SMA Cerdas Murni improved by the use of Listening Teams strategy or not.

To find the mean score in each cycle, the following formula was used:

$$\bar{X} = \frac{\sum X}{N}$$

Where: \bar{X} = Class of mean score

$\sum X$ = Total Score

N = Total number of students

The categories of numbers of the students who mastering, counted by the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where: P = Percentage of student getting score ≥ 75

R = Number of students getting score ≥ 75

T = Total number of students taking test

Then, to know the different of the test success after using Listening Teams strategy, the writers apply the following t-test formula:

¹⁴² Anne Burns, (2010), *Doing Action Research in English Language Teaching: A Guide for Practitioners*, New York: Routledge. p. 104-105.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where: T = coefficient of t-test calculation

\bar{D} = Mean of difference of post-test 1 and post-test 2

D = Difference

N = Subject of Students¹⁴³

3.7 Research Validity and Reliability/Trustworthiness

A research data must be valid and reliable. To make the data valid, the researcher used five kinds of validity proposes by Anderson in Burns' book "*Collaborative Action Research for English Language Teachers*". They are explained as follows:

- 1) *Democratic Validity*. Democratic validity is related to the extent in which the research is truly conducted collaboratively and includes multiple voices. The researcher fulfilled this validity by asking the English teacher, collaborator, and students to share their opinions and suggestions about the actions implemented to improve the next actions.
- 2) *Outcome Validity*. Outcome validity is related to the outcome of the research. In order to fulfill this validity, the researcher and the collaborator analyzed the outcome of the research to find out whether the actions implemented were successful or not.

¹⁴³ Chandra Wijaya & Syahrur, (2013), *Penelitian Tindakan Kelas*. p. 134.

- 3) *Process Validity*. Process validity is closely related to the dependability and competency of the research itself. In order to get this validity, the researcher observed the teaching and learning process by using observation sheet, vignettes/daily notes, recording, documentation or photograph and interviewing the students and the teacher.
- 4) *Catalytic Validity*. Catalytic validity is related to the extent in which the research could allow the participants to understand the social realities of the context and how they can make changes within it. The researcher interviewed the teacher and the students regarding the implementation of the actions to fulfill the catalytic validity.
- 5) *Dialogic Validity*. Dialogic validity parallels the processes of peer review to monitor the value of the research. It is obtained by conducting dialogues with the English teacher and the collaborator. The dialogue is used to get the comments about the implementation of the technique in every meeting. The results of the dialogue is used to find out the strengths and weaknesses of the action to make a better action in the next meeting.¹⁴⁴

Meanwhile, it is important to enhance trustworthiness in research. There are techniques drawn from qualitative approaches for providing validity checks on action research data. The purpose of these techniques is to test out the reliability/trustworthiness of the data and to encourage ongoing

¹⁴⁴ Anne Burns. *Collaborative Action Research for English Language Teachers*. p. 161-162.

reflections on them as part of the process of data analysis. One of which is triangulation. The aim of triangulation is to gather multiple perspectives on the situation being studied. Burns also proposes four forms of triangulations as follows:

- 1) *Time Triangulation*. It means that the data are collected over period of time. It is done to get a sense of what factors are involved in change processes. In order to fulfill the time triangulation, the researcher interviewed the students and the English teacher before the implementation of the cycles, during the implementation of the cycles, and after the implementation of the cycles.
- 2) *Space Triangulation*. It means the data are collected across different subgroups of people, to avoid the limitations of studies conducted within one group.
- 3) *Investigator Triangulation*. Investigator triangulation means that more than one observer is used in the same research setting. To fulfill the investigator triangulation, the researcher asked the English teacher and the collaborator to help the researcher during the action in the classroom. The purpose of this triangulation is to avoid bias or subjective observations.
- 4) *Theoretical Triangulation*. It means that the data were analyzed from more than one perspective from some theoretical reviews. The researcher reviewed theories from some books to obtain this form of triangulation.¹⁴⁵

¹⁴⁵ Ibid. p. 164.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

ON RESEARCH FINDING

A. Data Analysis

This research involved quantitative and qualitative data. The quantitative data were obtained from all the scores of the tests given to the students during this research. The tests consisted of three kinds, they were pre-test, post-test I, and post-test II. Afterwards, the qualitative data were obtained from diary notes, observation sheets, and interview. All these data were taken from a class which consists of 31 students. The class was eleventh grade of natural science program 2 of SMA CERDAS MURNI.

The research was accomplished in two cycles in which every cycle consisted of four components of classroom action research, they are planning, action, observation, and reflection; and was conducted in two meetings. Thus, this research consisted of four meetings; two meetings in cycle I and two meetings in cycle II.

1. Quantitative Data

The quantitative data were taken from the speaking score which carried out in the second meetings of every cycle by interviewing students. The interview was done after implementing the Listening Teams Strategy in cycle I and cycle II. However, the researcher also did the interview before implementing the strategy which called as

pre-test but the data were put in appendix of this research because the data were done just for knowing the basic understanding of students as consideration for the researcher to make actions in cycle I. The students' scores in every interview in each speaking test are as follow:

Table 4.1

Students' Score in Speaking Ability at Giving Opinion

NO	Initial name of student	Post-test I	Post-test II
1	AS	50	55
2	AD	65	75
3	APN	80	85
4	AWH	60	80
5	ASA	75	95
6	CR	65	95
7	DPI	90	95
8	DP	75	90
9	DPM	55	80
10	FAP	60	80
11	IH	80	95
12	KA	60	65
13	LN	75	80
14	ML	85	90
15	MS	70	90
16	MH	60	70

17	MFA	70	85
18	MR	75	80
19	MA	85	95
20	MC	65	80
21	RW	65	90
22	RLH	90	95
23	RA	60	75
24	RAH	75	80
25	SHC	80	95
26	SZ	85	95
27	TC	50	70
28	USW	70	85
29	VL	65	75
30	WA	55	60
31	WM	55	70
Total		$\Sigma X = 2150$	$\Sigma X = 2550$
Mean		$\bar{X} = 69.4$	$\bar{X} = 82.3$

Note: - Highlightened scores (yellow) means successful.

- Highlightened scores (red) means unsuccessful.

From the table above, the researcher found that there was increasing of the students' scores when conducting the test in post-test I in the first cycle and test in post-test II in the second cycle. It was found that the students' score in post-test I was 2150 with the

students' mean was 69.4 and the students' score in post-test II was 2550 with the students' mean was 82.3.

2. Qualitative data

The qualitative data were obtained from some sources as follow:

a. Diary notes

Since the first time the researcher came to the school until the end of the research, the research wrote anything which considered worth to support the successfulness of the research. The complete data of diary notes were pun in appendix of this research. Below are some points which considered important:

- In the first meeting, the researcher found some obtacles
Firstly, there was not enough time for discussion because not all group got a turn to present their group task during the discussion. Secondly, they still found it difficult to organize sentences in english because they had less in grammar, pronunciation and vocabulary. This caused the discussion took long time and students were less confident to present their own team task.
- In the second meeting, the researcher tried to minimize the lack of first meeeting making some improvements such as; revising the learning implementation plan, giving the students more time to discuss the topic given, giving the students more time for asking and answering questions, and motivating the students to be more confident and

active in discussing the topic and presenting their own team tasks. The researcher also made sure that all student were enjoying the teaching learning process.

- In the third meeting, the researcher found that the students' braveries in conveying their opinion had increased. But there still problems in vocabulary and pronunciation which could be seen from frequency of students who asked, "what is English 'kenyataannya' sir?" or other vocabularies and students who mispronounced words, such as the word "period" was pronounced "period" as what it's written while the correct one is "piried" , etc. In this meeting, the researcher corrected the mispronounced words directly.
- In the last meeting, the researcher tried to be more active, more attractive, more caring, and make sure that all students enjoyed the learning process, understood the materials well, and more active in asking and responding to the topic being discussed by the four teams based on each team own tasks. The students looked more active and serious because they enjoy the group activities and had known the strategy well. At this time, the activities run well, the researcher explained the material clearly and gave students more time to asked about the material.

b. Observation sheets

During the teaching and learning process, the researcher made an observation checklist which both of observation checklists in the first and second cycles had differences because some improvements as responding to the current problems found during the activities. In this research, there were four observation checklists.

c. Interview

Interview was applied for both the students and the English teacher. For the students, it was aimed to know the students' opinion about English lesson, their interest of it, their problem while learning it, and how the way they like teacher teaches it. In the other hand, the interview for the English teacher was aimed to know the teacher's problems of teaching English, the strategy which was often used, the teacher's understanding about the strategy was going to be implemented by the researcher, and the teacher's opinion and suggestion after implementing the strategy.

B. Treatment and Research Finding in Cycle I

1. Treatment in cycle I

According to the data which the researcher found from the observation and the interview, it can be concluded that the students had low ability at giving opinion. This problem was caused by many things, such as lack of vocabularies, lack of grammar understanding,

afraid of making mistake while pronouncing words, unconfident while speaking, and low motivation in learning.

The problems above brought the researcher to make a plan which consisted of four steps, they were planning, action, observation, and reflection. These four steps were explained in the following description:

a. Planning I

After doing the pre-test, observation, and interview with the students and english teacher, the researcher arranged planning which hoped this would be able to solve the students' problem at giving opinion at the same time also increasing their score while the had any test related to this ability.

This planning was arranged considering the problems mentioned before and set before the researcher applied the Listening Teams Strategy in the first meeting of cycle I. Below are some activities which conducted:

- a. After holding pre-test as the instrument to know the student's ability at giving opinion, the researcher arranged the treatment using Listening Teams Strategy to improve their abilities.
- b. The researcher made a handout to help students in learning the material through written guidance. This was also aimed to help researcher to do not write which

would spend much time, so the researcher would be able more focusing on the class activities.

- c. The researcher prepared the observation sheet to know the lack of activities during the learning process as consideration for the next meeting.
- d. The researcher also prepared a list of questions which would use to interview the students to know their problems in learning and the english teacher's advise for the next meeting.
- e. The researcher also made the test after the speaking activities in Listening Teams Strategy. The test in based on the certain topics which would be discussed. The topic were "Dating or Coutship" and "English Language".

b. Action I

After arranging the palanning for cycle I, the next step was to conduct the action I in teaching giving opinion using Listening Teams Strategy. In this case, the researcher was the english teacher and the english teacher became the observer. In this step, there were some activities conducted by the english teacher, they were:

- a. The teacher greeted the sudents, asked the students' conditions, led the students to say a prayer, checked the attendance of students.

- b. The teacher gave motivation to the students by telling them the benefit of learning English and the role of English in continuing their studies.
- c. The teacher explained the strategy briefly to the students including the students' activities and task. After that, the teacher divided the students into 4 teams based on the strategy (1st team as questioner, 2nd as pro-side, 3rd as con-side, 4th as conclusion maker).
- d. The teacher explained the material to the students clearly. During this section, the students were asked to listen carefully and to ask some questions which they did not understand during teacher's lecturing.
- e. The teacher gives the students a topic to be discussed in group activities.
- f. The teacher informs the students that they are given 10 minutes to finish their teams' tasks and after ten minutes, the teacher would stop the students' discussion.
- g. The students present their task except to last team (conclusion maker). The last team would present their task in the end of the discussion as a conclusion.
- h. The teacher helped the students to solve their problems in making sentences grammatically, sometimes correcting their pronunciation, confirming the students' understanding about the material, affirming the students'

conclusion about the topic which have been just discussed.

- i. The teacher gave the students test after the treatment by interviewing them one by one related to the material which had been studied.

c. Observation I

The observation was conducted to observe the activities of teacher and students during teaching and learning process. This observation data were used as a basic data for doing reflection. In this research, the researcher was the english teacher in the class and the english teacher was the observer who observed the activities during teaching and learning process.

The observation sheet was prepared for teacher and students in a list of points which would be observed. The observer observed the teacher's activities and the students' activities in cycle I which the aspects of the observation can be seen in the table below:

Table 4.2

The result of teacher and students observation sheet in cycle I

(first meeting)

No	Teaching Learning Activity	Yes	No	Note
1	The teacher greets the students	√		

2	The teacher asks the students conditions.	√		
3	The teacher leads the students to say a prayer	√		
4	The teacher checks the attendance of students.	√		
5	The teacher gives motivation to the students.	√		
6	The teacher explains the strategy briefly to the students including the students' activities and task.	√		Some students are confused because they can't understand a full english communication
7	The teacher divides the students into 4 teams based on the the strategy (1 st team as questioner, 2 nd as pro-side, 3 rd as con-side, 4 th as conclusion maker)	√		
8	The teacher explains the material to the students clearly.		√	Improv the class management, somee students talk to others
9	The students listen to the teacher's explanation during lecturing seriously.		√	There are students who play

				smartphone during the activity
10	The teacher gives the students a topic to be discussed in group activities.	√		
11	The teacher informs the students that they are given 10 minutes to finish their teams' tasks.	√		
12	The teacher stops the students' discussion after 10 minutes.	√		
13	The students present their task except to last team (conclusion maker).	√		
14	The teacher gives opportunities to the other students to convey their opinions.	√		
15	The teacher asks the last team to present their task or the conclusion of the discussion.	√		
16	The teacher confirms the students' understanding about the material.	√		
17	The teacher affirms the students' conclusion about the topic which have been just discussed.	√		
18	The teacher closes learning activities by giving an assignment to the students as a part of remedial or enrichment.	√		

Based on the data in the tabel above, generally all the observed points had done well. Eventhough there was one point which not done well and two points had to be fixed. The observer wrote some notes to the points which needed to be fixed. These note were really important for the researcher as consideration to make better action in the next meeting.

Table 4.3

The Result of Teacher and Students Observation Sheet in Cycle I

(Second Meeting)

No.	Teaching Learning Activity	Yes	No	Note
1	The teacher greets the sudents	√		
2	The teacher asks the students conditions.	√		
3	The teacher leads the students to say a prayer	√		
4	The teacher checks the attendance of students.	√		
5	The teacher gives motivation to the students.	√		
6	The teacher explains the strategy briefly to the students including the students' activities and task.	√		
7	The teacher make sure that the students understand the instruction given by explaining combining both Indonesian and English.	√		

8	The teacher divides the students into 4 teams based on the the strategy (1 st team as questioner, 2 nd as pro-side, 3 rd as con-side, 4 th as conclusion maker)	√		
9	The teacher explains the material to the students clearly.	√		
10	The teacher asks the students to do not talk with their friends during the lecturing and remains them if they do it.	√		
11	The students listen to the teacher's explanation during lecturing seriously.	√		
12	The teacher insructs the students to not using smartphone during the lecturing but they can use it as dictionary to find difficult words.	√		
13	The teacher gives the students a topic to be discussed in group activities.	√		
14	The teacher informs the students that they are given 10 minutes to finish their teams' tasks.	√		
15	The teacher stops the students' discussion after 10 minutes.	√		
16	The students present their task except to last team (conclusion maker).	√		
17	The teacher gives opportunities to the other students to convey their opinions.	√		

18	The teacher asks the last team to present their task or the conclusion of the discussion.	√		
19	The teacher confirms the students' understanding about the material.	√		
20	The teacher affirms the students' conclusion about the topic which have been just discussed.	√		
21	The teacher closes learning activities by giving an assignment to the students as a part of remedial or enrichment.	√		

Based on the data on the tabel of the observation sheet for the second meeting in cycle I above, it can be seen that the teacher added some points as solutions for the problems which had happened in the first meeting, such as using both English and Indonesian while explaining the material, asking sudents to do not talk with their friends during lecturing and reminding the students to do not use smartphone during lecturing except as dictionary to find difficult words. All these addition made the class more comfortable and the teacher could be more focuss in explaining the material while the students also enjoyed the teaching and learning process.

The tabel also showed us that all the observed points were done well or it can be said that all the activities were completely done well. Thus, the activities in the second meeting of first cycle ware successful.

d. Reflection

The researcher evaluated the teaching and learning process in the end of second meeting in cycle I. The evaluation were done by collecting some new data such as interviewing students and english teacher after implementing the strategy in cycle I. These new data would be combined with the data from first and scnd meetings (result test, diary notes, observation sheet) which had gained before as consideration for making the next cycle, cycle II.

Cycle II was held because the resarcher believed that the students' ability at giving opinion still could be improved. In the same time, this improvement would also increase the students' scores while having a speaking test related to this material. By considering all these data, the researcher decided to continue cycle two in order to get the better result.

2. Research Finding in Cycle I

After giving the treatment, at the end of learning process in the second meeting of cycle I, the students were given the post-test I. This was aimed to know the students' ability at giving opinion after the treatment. The test was same with the pre-test, because the researcher wanted to know whether their ability be improved or not.

In post test I, the student asked 2 questions related to a certain topic which had informed before. The test was like interview, the students were called one by one where the teacher recorded their

answer and assessed the scores. These interview data would be converted into written data. The students' score for post-test I can be seen in the following table:

Table 4.4

The Students' Score in Post-Test I of First Cycle for Each Aspect

NO	INITIAL NAME	POST-TEST I							
		PRONUNCIATION AND INTONATION	FLUENCY	ACCURACY	VOCABULARY	INTERACTION	TOTAL OF SCORE	SCORE OF STUDENTS	CRITERIA
1	AS	2	2	2	2	2	10	50	Poor
2	AD	2	2	3	3	3	13	65	Fair
3	APN	2	3	4	4	3	16	80	Excellent
4	AWH	2	2	2	2	3	12	60	Fair
5	ASA	3	3	4	2	3	15	75	Good
6	CR	2	3	3	3	2	13	65	Fair
7	DPI	4	3	4	3	4	18	90	Excellent
8	DP	3	3	3	3	3	15	75	Good
9	DPM	2	2	2	2	3	11	55	Poor
10	FAP	2	2	3	2	3	12	60	Fair
11	IH	3	3	3	4	3	16	80	Excellent
12	KA	2	2	3	3	2	12	60	Fair
13	LN	3	2	2	4	4	15	75	Good
14	ML	4	3	3	4	3	17	85	Excellent
15	MS	3	3	1	4	3	14	70	Fair

16	MH	2	3	1	3	3	12	60	Fair
17	MFA	3	2	3	3	3	14	70	Fair
18	MR	3	3	3	3	3	15	75	Good
19	MA	3	3	3	4	4	17	85	Excellent
20	MC	3	2	3	2	3	13	65	Fair
21	RW	3	2	2	3	3	13	65	Fair
22	RLH	3	3	4	4	4	18	90	Excellent
23	RA	2	2	3	2	3	12	60	Fair
24	RAH	3	2	4	4	2	15	75	Good
25	SHC	4	3	2	3	3	16	80	Excellent
26	SZ	4	3	3	4	3	17	85	Excellent
27	TC	1	2	3	2	2	10	50	Poor
28	USW	2	3	3	3	3	14	70	Fair
29	VL	2	3	2	3	3	13	65	Fair
30	WA	2	3	1	2	3	11	55	Poor
31	WM	1	1	3	3	3	11	55	Poor
TOTAL		$\Sigma = 81$	$\Sigma = 78$	$\Sigma = 85$	$\Sigma = 91$	$\Sigma = 92$	$\Sigma = 430$	$\Sigma = 2150$	
MEAN		2.6	2.5	2.7	2.9	3	14	69.4	

Note: - Highlightened scores (yellow) means successful.

- Highlightened scores (red) means unsuccessful.

From the table above, the result of the students' achievement at giving opinion can be stated as follow:

- a. The number of students who passed the test : 13 students

- b. The number of students who did not pass the test : 18 students
- c. The percentage of students who passed the test:

$$\frac{13}{31} \times 100\% = 41.1\%$$

- d. The percentage of students who did not pass the test:

$$\frac{18}{31} \times 100\% = 58.1\%$$

- e. The mean of students' score:

$$M_x = \frac{\sum x}{N} = \frac{2150}{31} = 69.4$$

Table 4.5

The Percentage of Students' Score in Post-Test I

No	Minimum criteria of students' score	Criteria of students' completeness	Number of students	Percentage of students' number
1	≤ 75	Not passed	18	58.1%
2	≥ 75	Passed	13	41.9%
Total			31	100%

Based on the table above, it was found that the students who passed the test in cycle I were 13 students with the percentage was 41.9%, and the students who did not pass the test were 18 students with the percentage was 58.1%. The increasing of students' scores in Post-test I made the researcher believe that the new treatment was needed as continuance of cycle I to increase the number of students who passed the test and got higher scores than the previous test.

C. Treatment and Research Finding in Cycle II

1. Treatment in Cycle II

After implementing the strategy in cycle I which consisted of two meetings, the researcher also implemented the strategy in two meetings for cycle II. In this cycle, the researcher expected that the result would be better than in cycle I. Thus, the researcher would use the the informations which gained from cycle I to help in considering the best planning for the next meeting. Similar to the first cycle, the researcher conducted cycle II wwith the same steps as follow:

a. Planning

Based on the reflection in cycle I, the researcher rearrange the plan by adding some things to the activities. This plan also designed to tend more to the students' need. The activities which were rearranged and added in this phase as follow:

- a. After holding post-test as the instrument to know the increasing of student's ability at giving opinion, the researcher rearranged the treatment using Listening Teams Strategy to improve their abilities.
- b. Researcher prepared an English learner's successful story to boost the students motivation in learning English.
- c. The researcher made a handout to help students in learning the material through written guidance. This was

also aimed to help researcher to do not write which would spend much time, so the researcher would be able more focusing on the class activities.

- d. The researcher prepared an ice breaking to make students be happy and enjoyable in the beginning of teaching learning process.
- e. The researcher prepared the observation sheet to know the lack of activities during the learning process as consideration for the next meeting.
- f. The researcher also prepared a list of questions which would use to interview the students and the english teacher to know their opinion about the strategy which had been implemented during the teaching and learning process.
- g. The researcher also prepared pieces of papers which consisted of general explanation of the topics would be discussed by students.
- h. The researcher also made the test after the speaking activities in Listening Teams Strategy. The test in based on the certain topics which would be discussed. The topic were “Cars should be banned from City” and “Student Orientation Period (MOS)”.

b. Action II

After rearranging the planning for cycle II, the next step was to conduct the action II in teaching giving opinion using Listening Teams Strategy. In this step, there were some activities conducted by the english teacher, they were:

- a. The teacher greeted the students, asked the students' conditions, led the students to say a prayer, checked the attendance of students.
- b. The teacher gave motivation to the students by telling them the benefit of learning English and the role of English in continuing their studies.
- c. The teacher explained the strategy briefly to the students including the students' activities and task. After that, the teacher divided the students into 4 teams based on the the strategy (1st team as questioner, 2nd as pro-side, 3rd as con-side, 4th as conclusion maker).
- d. The researcher gave chance for the students to ask about the procedure of the strategy if they did not understand yet.
- e. The teacher explained the material to the students clearly. During this section, the students were asked to listen carefully and to ask some questions which they did not understand during teacher's lecturing.

- f. The researcher gave the students time for asking questions relate to giving opinion in english if there was unclear explanation.
- g. The teacher gives the students a topic to be discussed in group activities. The teacher also gave the students some pieces of paper (based on the total of students) which consisted the general explanation of the topic being discussed.
- h. The teacher informs the students that they are given 10 minutes to finish their teams' tasks and after ten minutes, the teacher would stop the students' discussion.
- i. The students present their task except to last team (conclusion maker). The last team would present their task in the end of the discussion as a conclusion.
- j. The teacher helped the students to solve their problems in making sentences grammatically, sometimes correcting their pronunciation, confirming the students' understanding about the material, affirming the students' conclusion about the topic which have been just discussed.

c. Observation II

In cycle II, there were many points which observed. Some of them are:

- a. The students were not confused using listening teams strategy during the teaching and learning process, especially about doing their own team tasks.
- b. The students were more active in presenting their team tasks and many of them were more confident during the presentation.
- c. The students listened to the teacher's explanation more seriously; even some of them still made noisy.

Table 4.6

The Result of Teacher's and Students' Observation Sheet in Cycle II

(Third meeting)

No.	Teaching Learning Activity	Yes	No	Note
1	The teacher greets the students	√		
2	The researcher did an ice breaking to make students be happy and enjoyable in the beginning of teaching learning process.	√		
3	The teacher asks the students conditions.	√		
4	The teacher leads the students to say a prayer	√		
5	The teacher checks the attendance of students.	√		
6	The teacher gives motivation to the students.	√		
7	The teacher explains the strategy briefly to the	√		

	students including the students' activities and task.			
8	The teacher make sure that the students understand the instruction given by explaining combining both Indonesian and English.	√		
9	The researcher gave chance for the students to ask about the procedure of the startegy if they did not understannd yet.			
10	The teacher divides the students into 4 teams based on the the strategy (1 st team as questioner, 2 nd as pro-side, 3 rd as con-side, 4 th as conclusion maker)	√		
11	The teacher explains the material to the students clearly.	√		
12	The teacher asks the students to do not talk with their friends during the lecturing and remainds them if they do it.		√	The teacher have to be firmer to make sudents be silent.
13	The students listen to the teacher's explanation during lecturing seriously.	√		
14	The researcher gave the students time for asking questions relate to giving opinion in english if there was unclear explanation.	√		

15	The teacher instructs the students to not using smartphone during the lecturing but they can use it as dictionary to find difficult words.	√		
16	The teacher gives the students a topic to be discussed in group activities.	√		
17	The teacher informs the students that they are given 10 minutes to finish their teams' tasks.	√		
18	The teacher stops the students' discussion after 10 minutes.	√		
19	The students present their task except to last team (conclusion maker).	√		
20	The teacher gives opportunities to the other students to convey their opinions.		√	The teacher should manage adequate time for the students to convey their opinion.
21	The teacher asks the last team to present their task or the conclusion of the discussion.	√		
22	The teacher confirms the students' understanding about the material.	√		
23	The teacher affirms the students' conclusion	√		

	about the topic which have been just discussed.			
24	The teacher closes learning activities by giving an assignment to the students as a part of remedial or enrichment.	√		

The tabel above showed that there were some additions of activities if we compared with the first cycle, they are: making ice breaking before starting the lesson and giving students more time to ask after the teacher explained about the strategy and the material if the students did not understand yet.

It can also be seen that almost all the observed points in the observation sheet were done well except two acivities, such as controlling the students to do not make noisy and time management for giving the students more time to convey their opinion after the teams' presentation. Though, the observer had gave some notes related to the points which still needed to be fixed again. Thus, the researcher would try to perform better treatment for the next meeting, second meteing.

Table 4.7**The Result of Teacher's and Students' Observation Sheet in Cycle II****(Fourth Meeting)**

No.	Teaching Learning Activity	Yes	No	Note
1	The teacher greets the students	√		
2	The researcher did an ice breaking to make students be happy and enjoyable in the beginning of teaching learning process.	√		
3	The teacher asks the students conditions.	√		
4	The teacher leads the students to say a prayer	√		
5	The teacher checks the attendance of students.	√		
6	The teacher gives motivation to the students.	√		
7	The teacher explains the strategy briefly to the students including the students' activities and task.	√		
8	The teacher make sure that the students understand the instruction given by explaining combining both Indonesian and English.	√		
9	The researcher gave chance for the students to ask about the procedure of the startegy if they did not understand yet.	√		
10	The teacher divides the students into 4 teams	√		

	based on the the strategy (1 st team as questioner, 2 nd as pro-side, 3 rd as con-side, 4 th as conclusion maker)			
11	The teacher explains the material to the students clearly.	√		
12	The teacher asks the students to do not talk with their friends during the lecturing and remains them if they do it.	√		
13	The students listen to the teacher's explanation during lecturing seriously.	√		
14	The researcher gave the students time for asking questions relate to giving opinion in english if there was unclear explanation.	√		
15	The teacher insructs the students to not using smartphone during the lecturing but they can use it as dictionary to find difficult words.	√		
16	The teacher gives the students a topic to be discussed in group activities.	√		
17	The teacher informs the students that they are given 10 minutes to finish their teams' tasks.	√		
18	The teacher stops the students' discussion after 10 minutes.	√		
19	The students present their task except to last team (conclusion maker).	√		

20	The teacher gives opportunities to the other students to convey their opinions.	√		
21	The teacher asks the last team to present their task or the conclusion of the discussion.	√		
22	The teacher confirms the students' understanding about the material.	√		
23	The teacher affirms the students' conclusion about the topic which have been just discussed.	√		
24	The teacher closes learning activities by giving an assignment to the students as a part of remedial or enrichment.	√		

The tabel above showed that all the activities were all done well.

Nevertheless, the researcher did not mean to say that all the activities were done 100% well but the researcher had tried to control and apply the points in the observation sheet more effective and efficient than the treatment before.

2. Research Finding in Cycle II

After giving the treatment, at the end of learning process in the second meeting of cycle I, the students were given the post-test I. This was aimed to know the students' ability at giving opinion after the treatment. The test was same with the pre-test, because the researcher wanted to know whether their ability be improved or not.

In post test I, the student asked 2 questions related to a certain topic which had informed before. The test was like interview, the students were called one by one where the teacher recorded their answer and assessed the scores. These interview data would be converted into written data. The students' score for post-test I can be seen in the following table:

Table 4.8

The Students' Score in Post-Test II of Second Cycle for Each Aspect

NO	INITIAL NAME	POST-TEST II							
		PRONUNCIATION AND INTONATION	FLUENCY	ACCURACY	VOCABULARY	INTERACTION	TOTAL OF SCORE	SCORE	CRITERIA
1	AS	2	2	2	2	3	11	55	Poor
2	AD	3	3	3	3	3	15	75	Good
3	APN	3	3	4	4	3	17	85	Excellent
4	AWH	3	3	3	3	4	16	80	Excellent
5	ASA	3	4	4	4	4	19	95	Excellent
6	CR	3	4	4	4	4	19	95	Excellent
7	DPI	4	3	4	4	4	19	95	Excellent
8	DP	3	4	3	4	4	18	90	Excellent
9	DPM	3	4	3	3	3	16	80	Excellent
10	FAP	3	3	3	3	4	16	80	Excellent
11	IH	4	4	4	4	3	19	95	Excellent
12	KA	2	2	3	3	3	13	65	Fair

13	LN	3	2	3	4	4	16	80	Excellent
14	ML	4	3	3	4	4	18	90	Excellent
15	MS	3	4	3	4	4	18	90	Excellent
16	MH	3	3	2	3	3	14	70	Fair
17	MFA	3	3	4	3	4	17	85	Excellent
18	MR	3	4	3	3	3	16	80	Excellent
19	MA	4	3	4	4	4	19	95	Excellent
20	MC	3	4	3	3	3	16	80	Excellent
21	RW	3	3	4	4	4	18	90	Excellent
22	RLH	4	3	4	4	4	19	95	Excellent
23	RA	3	3	3	3	3	15	75	Good
24	RAH	3	2	4	4	3	16	80	Excellent
25	SHC	4	4	3	4	4	19	95	Excellent
26	SZ	4	4	3	4	4	19	95	Excellent
27	TC	3	2	3	3	3	14	70	Fair
28	USW	3	3	4	3	4	17	85	Excellent
29	VL	3	3	3	3	3	15	75	Good
30	WA	2	3	2	2	3	12	60	Fair
31	WM	2	3	3	3	3	14	70	Fair
TOTAL		$\Sigma = 96$	$\Sigma = 98$	$\Sigma = 98$	$\Sigma = 103$	$\Sigma = 109$	$\Sigma = 510$	$\Sigma = 2550$	
MEAN		3.1	3.2	3.2	3.3	3.5	16.5	82.3	

Note: - Highlighted scores (yellow) means successful.

- Highlighted scores (red) means unsuccessful.

From the table above, the result of the students' achievement at giving opinion can be stated as follow:

- a. The number of students who passed the test : 25 students.
- b. The number of students who did not pass the test : 6 students.
- c. The percentage of students who passed the test:

$$\frac{25}{31} \times 100\% = 80.6\%$$

- d. The percentage of students who did not pass the test:

$$\frac{6}{31} \times 100\% = 19.4\%$$

- e. The mean of students' score:

$$M_x = \frac{\sum x}{N} = \frac{2550}{31} = 82.3$$

Table 4.9

The Percentage of Students' Score in Post-Test II

No	Minimum criteria of students' score	Criteria of students' completeness	Number of students	Percentage of students' number
1	≤ 75	Not passed	6	19.4%
2	≥ 75	Passed	25	80.6%
Total			31	100%

The students' score in post-test II showed the improvement significantly. There were only 6 students who did not pass the test or only 19.4% of the class population. These improvements of students'

ability at giving opinion increased every time the strategy implemented.

The table below will show the improvements:

Table 4.10

The Percentage of the Students Who Got ≥ 75 Scores

Meeting			Students who got ≥ 75	percentage
Cycle I	1	Post-test I	13	41.1%
Cycle II	2	Post-test II	25	80.6%

Based on the table above, the result showed the improvement of the students' score from the post-test I to post-test II. In the post-test of cycle I, students who got ≥ 75 , there were only 13 students of 31 students (41.1%). It means there was improvement about 25%. In the post-test of cycle II, students who got ≥ 75 , there were 25 students of 31 students (80.6%). It means that the improvement of students' ability from cycle I to cycle II was about 39.5%.

D. Discussion

Based on the research finding above, the researcher found that the implementation of Listening Teams Strategy had been able to improve the students' ability at giving opinion at XI IPA-2 of Cerdas Murni.

This improvement was gained by applying the strategy during the learning process well. As what Chamot stated the definition of strategy in

broadly enough as “ procedures that facilitating a teaching-learning process...Strategy is often doing consciously and actuated by aims”.¹⁴⁶ So, this strategy facilitated the teacher to his aim; making the students to be able giving opinion correctly and appropriately in English.

Silberman states Listening Teams Strategy is a strategy that helps participants (students) stay focused and alert during a lecture.¹⁴⁷ The use of Listening Teams Strategy in this research was aimed to attract the students to speak more because the activities brought them to a debate situation discussing a certain topics. Students were divided into four teamworks and each group had their own task that must be solved by listening to teacher's lecturing and group cooperation.

The group cooperation also helped the students to do their task because they had a team to share and ask to. Because cooperative learning model was developed to achieve at least three important instructional goals: academic achievement, tolerance and acceptance of diversity, and social skill development.¹⁴⁸ By working cooperatively, the students were able passing the test, working in diversity, and of course their social skill was also developed.

In addition, the researcher also did some additional actions as a solution to solve the other problems which appeared during the teaching-learning process such as; giving a brief written explanation about the topic

¹⁴⁶ H. Douglas Brown, (2007), *Prinsip Pembelajaran dan Pengajaran Bahasa*. p. 141.

¹⁴⁷ Melvin L. Siberman, (2010), *Active learning: 101 cara belajar siswa aktif*. p. 121.

¹⁴⁸ Richard I. Arends. *Learning to Teach*. p. 361.

which was going to be discussed., giving motivation by telling successful story about english learner., giving an ice-breaker to make students felt more enjoyable and happy during learning process and give the students more time to presenting their tasks (allocated more time).

Giving a brief written explanation about the topic which was going to be discussed was a medium to help the researcher explaining the material without having any obstacles or spent much time for only writing the material on the whiteboard. As what written by Ahmad Rohani on his book, “media are any things which can be felt by five human senses and has function as mediator/medium/tool for communication process.”¹⁴⁹ This helped the student to be easier to understand the topic and saved more time discussing the topic rather than using much time looking for the explanation of the topic. It was a good idea to allow students to practice their speaking in their groups first in more much time. This would allow them to get a feel for what they are going to say.

Giving motivation by telling successful story about English learner was really helpful to boost the students’ eagerness to learn English. Motivation is a process which bestowes spirit, direction, and persistence of behaviour.¹⁵⁰ By this explanantion, the researcher tried to motivate students in learning English more seriously and diligently. The researcher did this in the second cycle and obviously it worked. The students followed the teacher’s

¹⁴⁹ Ahmad Rohani, (2014), *Media Instruksional Edukatif*, Jakarta: PT Rineka Cipta. (2nd ed.). p. 3.

¹⁵⁰ John W. Santrock, (2015), *Psikologi pendidikan*, (Translated by Tri Wibowo BS.) Jakarta: PRENADA MEDIA GROUP. (2nd Ed.). p. 510.

instructions and were being more serious and enthusiastic during the teaching-learning process. The result could be seen from the increasing of students who passed the post-test II.

Giving an ice-breaker was also the researcher's idea because the students looked very bored and clumsy in learning English. The first time of his coming to the classroom, the researcher felt that the class was like robotic class. That is why giving an ice-breaker was chosen to be an activity in the second cycle. The students enjoyed it and felt happier than in the previous cycle.

The last additional activity was allocating the students more time to discuss the topic with their own teams. Adding the time for the students to discuss was done by some ways, such as; the teacher explained the material more briefly and clearly and giving the students a brief written explanation about the topic. This problem related to time management in the classroom. Thus, the researcher tried to use the time in the class carefully and appropriately. This could be proven by completing all the activities on the observation sheet in the second cycle well.

By implementing the strategy and adding some activities to help students in learning, it had been proved that this strategy was effective to improve the students' ability at giving opinion. This can be seen from the result of the students' score in post-test I and post-test II. The mean of each aspect in speaking rubric indicated that the students made improvement on their speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding of this research, the researcher concluded this research as follow:

1. The hyphothesis of this research was accepted because the Listening Team Strategy was able to improve the students' ability at giving opinion. It could be seen from the improvement of students' score in post-test I and post-test II which all the aspect on those speaking rubrics had improved.
2. The researcher did this research in only two cycles because the researcher had solved the problems proposed in this research. Listening Teams Strategy is a suitable strategy to improve the students' ability in speaking, especially at giving opinion. It could be seen when this strategy was implemented at XI IPA-2 of SMA Cerdas Murni, the students' ability increased in both cycle I and cycle II. Thus, the researcher considered there were not any action needed to do again.

B. Suggestions

This research showed that the implementation of Listening Team Strategy had improved the students' ability at giving opinion at the second

grade students of SMA Cerdas Murni. Thereby, the researcher gave several suggestions for the English teacher, students and other researchers as follow:

1. For the English teacher

The researcher suggests the teacher to solve the problems in learning speaking by implementing Listening Team Strategy. The purpose is to encourage all students to speak more in English during learning process. When the students encourage defending their opinions, spontaneously they will be confident to speak in front of their friends and in front of the class.

2. For the students of Senior High School

Every student has a chance to speak during learning process. Through the implementation of Listening Team Strategy, every team has to discuss their own task with their own team. So, this cooperative activity will build their confidence and togetherness. In addition, the students will encourage to speak more and more because they have to defend their opinion about recent topic.

3. For the other researchers

For the other researchers who were interested in conducting research in the same strategy, the researcher proposes the other researchers to find out the other modifications for the Listening Teams Strategy. So, it will make the strategy more applicable for all skills in English.

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APPENDIX I

LESSON PLAN ON CYCLE II

(First Meeting)

School	: SMA Cerdas Murni
Subject	: English
Class/ Semester	: XI/ 1
Academic Year	: 2017/ 2018
Topic	: Asking and Giving Opinion
Skill	: Speaking
Time Allocation	: 2 x 45 minutes (1 meetings)

A. Standard of Competence

Speaking

9. Expressing the meaning of formal and sustained transactional and interpersonal conversational texts in the daily life context.

B. Basic Competency

- 9.1 Expressing the meaning of the formal and sustained transactional (to get things done) and interpersonal conversation (in socialization) accurately, fluently, and appropriately in the daily life contexts that involve the expression of stance, love, and sadness.

C. Indicators

Students are expected to be able to:

1. Pronounce words related in the topic correctly.
2. Expressing opinion using the expression of giving opinion about personal and general point of view.
3. Asking and giving opinion related to the topic given correctly and appropriately.
4. Use the expression agree or disagree about an opinion appropriately.
5. Use the expression of giving opinion in performing group.

D. Learning Objective

At the end of the lesson, students are able to use the expressions of asking and giving opinion accurately and fluently in the daily life context.

E. Lesson Materials

An opinion is the way you feel or think about something. Our opinion about something or someone is based on our perspective. Whenever we give or express our opinion it is important to give reasoning or an example to support our opinion.

Asking for opinion
<ul style="list-style-type: none"> • How do you feel about...? • How do you like...? • What do you think about...? • What's your opinion of...? • What do you think of/if...? • Do you think...? • How do you like...? • What's your opinion about...? • What's your idea about the case...? • What do you assume...?

Expression of giving opinion (personal point of view)
<ul style="list-style-type: none"> • What I mean is • In my humble opinion • I would like to point out that • Personally, I think • In my opinion • According to me • Etc.

Expression of giving opinion (general point of view)
<ul style="list-style-type: none"> • Most people do not agree ... • Almost everyone ... • Some people say that ... • Some people believe ... • Of course, many argue ... • Generally it is accepted ... • Majority disagree with ... • Etc.

Topic: CARS SHOULD BE BANNED FROM CITIES

Individual task.

- What's your opinion about the topic above? Give your reasons to support your opinion!

Group task.

- First group: Please make 5 questions that relate to the topic (use the expression of asking opinion)!
- Second group: please write as many reasons as possible that support the topic (use expression of giving opinion)!
- Third group: please write as many reasons as possible to deny the statements of whom supporting the topic (use expression of giving opinion)!

Fourth group: please write as many as possible the positive and negative examples of using cars in the town and make a conclusion of this discussion (use expression of giving opinion)!

F. Teaching Method

- Listening teams strategy
- Lecturing

G. Media

- a. English book published by The Indonesian ministry of education and culture in 2014. Curriculum and book centre, Kemdikbud. 1st Edition.
- b. White Board
- c. Camera-Video

H. Teaching Learning Activities

Phase	Teaching Learning Activities by Teacher and Students	Time Allocation
Opening	<ul style="list-style-type: none"> ➤ Pre-activity <ul style="list-style-type: none"> • The teacher greets the students. • The teacher leads the students to say a prayer. • The teacher asks the students' conditions. • The teacher checks students' attendance. ➤ Apperception <ul style="list-style-type: none"> • The teacher motivates the students for learning English hard. • The teacher reminds the students about the previous lesson. 	10 minutes
Main Activities	<ul style="list-style-type: none"> ➤ Exploration <ul style="list-style-type: none"> • The teacher tells the students that they are going to have listening teams activities. • The teacher divides the students into 4 teams, each group consists of 9-10 students. • The teacher explains the rules and tasks for each team (first team as questioner, second team as pro-side, third team as con-side, and the fourth team as conclusion maker). ➤ Elaboration. <ul style="list-style-type: none"> • The teacher tells the students that after lecturing they are given time (10 minutes) to 	70 minutes

	<p>discuss and finish their team tasks.</p> <ul style="list-style-type: none"> • After finishing discussion, the teacher asks the students to present their own tasks as what have been explain before (except one team; conclusion maker). ➤ Confirmation • Teacher gives an opportunity to the students to convey their opinion or share their ideas. • As the end of teams' activities, the teacher ask the fourth team (conclusion maker) to present their task. • Teacher asks to the students how far they understand about the materials that have been taught. 	
Closing	<ul style="list-style-type: none"> • Teacher adds and strengthens the conclusion that has been given by students in teams presentation. • Teacher leads the students to make summary and give a task to students as follow-up for next meeting. • The teacher leads the students to say a prayer. • The teacher ends the activities. 	10 minutes

I. Assessment

a. Technique: Oral Test

b. Form: Performance

Speaking Assessment

No	Name	Assessment Aspects					Score	Mark
		Pronunciation (1-4)	Fluency (1-4)	Grammar (1-4)	Vocabulary (1-4)	Interaction (1-4)		

Maximum score: $4 \times 5 = 20$

The Students' Mark: maximum score $\times 5$

Tembung, September 15th, 2017

Known by,

The principal of SMA Cerdas Murni

English Teacher

Ibrahim Arbi, S. Ag., S. Pd. I.

Ahmad Rifai Ritonga, S. Pd.

Researcher

Rahmat Martua Simatupang

NIM. 34. 13. 4. 174

APPENDIX II

LESSON PLAN ON CYCLE I

(Second Meeting)

School	: SMA Cerdas Murni
Subject	: English
Class/ Semester	: XI/ 1
Academic Year	: 2017/ 2018
Topic	: Asking and Giving Opinion
Skill	: Speaking
Time Allocation	: 2 x 45 minutes (1 meetings)

A. Standard of Competence

Speaking

9. Expressing the meaning of formal and sustained transactional and interpersonal conversational texts in the daily life context.

B. Basic Competency

- 9.1 Expressing the meaning of the formal and sustained transactional (to get things done) and interpersonal conversation (in socialization) accurately, fluently, and appropriately in the daily life contexts that involve the expression of stance, love, and sadness.

C. Indicators

Students are expected to be able to:

6. Pronounce words related in the topic correctly.
7. Expressing opinion using the expression of giving opinion about personal and general point of view.
8. Asking and giving opinion related to the topic given correctly and appropriately.
9. Use the expression agree or disagree about an opinion appropriately.
10. Use the expression of giving opinion in performing group.

D. Learning Objective

At the end of the lesson, students are able to express the expressions of asking and giving opinion accurately and fluently in the daily life context.

E. Lesson Materials

Expression of agreeing with an opinion
<ul style="list-style-type: none"> • Of course. • This is absolutely right. • I agree with this opinion. • I couldn't agree more. • I agree with what you are. • I agree, I never thought of that. • Neither do I. • Etc.

Expression of disagreeing with an opinion
<ul style="list-style-type: none"> • I am sorry, I don't agree with you. • I am not sure I agree with you. • I don't agree with you. • I am afraid I have to disagree with you. • I do not believe that. • By this I mean • Etc.

Topic: English language

Individual task.

- Write your opinion about English language? Give your reasons to support your opinion!

Group task.

- First group: Please make 5 questions that relate to the topic (use the expression of asking opinion)!

- Second group: please write as many reasons as possible that support the topic (use expression of giving opinion)!
- Third group: please write as many reasons as possible to deny the statements of whom supporting the topic (use expression of giving opinion)!
- Fourth group: please write as many as possible the positive and negative examples of using English and make a conclusion of this discussion (use expression of giving opinion)!

F. Teaching Method

- Listening teams strategy
- Lecturing

G. Media

- d. English Book entitled “*Interlanguage: English for Senior High School Students Grade XI*” Pusat Perbukuan, Departemen Pendidikan Nasional.
- e. White Board
- f. Camera-Video
- g. LCD/Projector

H. Teaching Learning Activities

Phase	Teaching Learning Activities by Teacher and Students	Time Allocation
Opening	<ul style="list-style-type: none"> ➤ Pre-activity <ul style="list-style-type: none"> • The teacher greets the students. • The teacher leads the students to say a prayer. • The teacher asks the students’ conditions. • The teacher checks students’ attendance. ➤ Apperception <ul style="list-style-type: none"> • The teacher reminds the students about the previous lesson. 	10 minutes

Main Activities	<ul style="list-style-type: none"> • The teacher explains the rules and tasks for each team (first team as questioner, second team as pro-side, third team as con-side, and the fourth team as conclusion maker). ➤ Elaboration. • The teacher tells the students that after lecturing they are given time (10 minutes) to discuss and finish their team tasks. • After finishing discussion, the teacher asks the students to present their own tasks as what have been explain before (except one team; conclusion maker). ➤ Confirmation • Teacher gives an opportunity to the students to convey their opinion or share their ideas. • As the end of teams' activities, the teacher ask the fourth team (conclusion maker) to present their task. • Teacher asks to the students how far they understand about the materials that have been taught. 	70 minutes
Closing	<ul style="list-style-type: none"> • Teacher adds and strengthens the conclusion that has been given by students in teams presentation. • Teacher leads the students to make summary and give a task to students as follow-up for next meeting. • The teacher leads the students to say a prayer. • The teacher ends the activities. 	10 minutes

I. Assessment

c. Technique: Oral Test

d. Form: Performance

Speaking Assessment

No	Name	Assessment Aspects					Score	Mark
		Pronunciation (1-4)	Fluency (1-4)	Grammar (1-4)	Vocabulary (1-4)	Interaction (1-4)		

Maximum score: $4 \times 5 = 20$

The Students' Mark: maximum score x 5

Tembung, September 20th, 2017

Known by,

The principal of SMA Cerdas Murni

English Teacher

Ibrahim Arbi, S. Ag., S. Pd. I.

Ahmad Rifai Ritonga, S. Pd.

Researcher

Rahmat Martua Simatupang

NIM. 34. 13. 4. 174

APPENDIX III

LESSON PLAN ON CYCLE II

(Third Meeting)

School	: SMA Cerdas Murni
Subject	: English
Class/ Semester	: XI/ 1
Academic Year	: 2017/ 2018
Topic	: Asking and Giving Opinion
Skill	: Speaking
Time Allocation	: 2 x 45 minutes (1 meetings)

A. Standard of Competence

Speaking

9. Expressing the meaning of formal and sustained transactional and interpersonal conversational texts in the daily life context.

B. Basic Competency

- 9.1 Expressing the meaning of the formal and sustained transactional (to get things done) and interpersonal conversation (in socialization) accurately, fluently, and appropriately in the daily life contexts that involve the expression of stance, love, and sadness.

C. Indicators

Students are expected to be able to:

11. Pronounce words related in the topic correctly.
12. Expressing opinion using the expression of giving opinion about personal and general point of view.
13. Asking and giving opinion related to the topic given correctly and appropriately.
14. Use the expression agree or disagree about an opinion appropriately.
15. Use the expression of giving opinion in performing group.

D. Learning Objective

At the end of the lesson, students are able to express the expressions of asking and giving opinion accurately and fluently in the daily life context.

E. Lesson Materials

An opinion is the way you feel or think about something. Our opinion about something or someone is based on our perspective. Whenever we give or express our opinion it is important to give reasoning or an example to support our opinion.

Asking for opinion
<ul style="list-style-type: none"> • How do you feel about...? • How do you like...? • What do you think about...? • What's your opinion of...? • What do you think of/if...? • Do you think...? • How do you like...? • What's your opinion about...? • What's your idea about the case...? • What do you assume...?

Expression of giving opinion (personal point of view)
<ul style="list-style-type: none"> • What I mean is • In my humble opinion • I would like to point out that • Personally, I think • In my opinion • According to me • Etc.
Expression of giving opinion (general point of view)

- Most people do not agree ...
- Almost everyone ...
- Some people say that ...
- Some people believe ...
- Of course, many argue ...
- Generally it is accepted ...
- Majority disagree with ...
- Etc.

Topic: Courtship or Dating

Courtship or Dating is a term that used to show an activity of two people that called as boyfriend and girlfriend.

According to Indonesian dictionary boyfriend/girlfriend is a lover or friend of the opposite sex who remains and has a relationship based on love. Boyfriend is defined as a special person in the heart besides parents, family and friends. However, the phenomenon is happening in today's society, a boyfriend/girlfriend is not just a special person in heart, more than that going on these days they are like a halal (legal) couple.

Individual task.

- Write your opinion about courtship in today's society? Give your reasons to support your opinion!

Group task.

- First group: Please make 5 questions that relate to the topic courtship (use the expression of asking opinion)!
- Second group: please write as many reasons as possible that support courtship in today's society (use expression of giving opinion)!
- Third group: please write as many reasons as possible to deny the statements of whom supporting the courtship (use expression of giving opinion)!

Fourth group: please write as many as possible the positive and negative examples of courtship and make a conclusion of this discussion (use expression of giving opinion)!

F. Teaching Method

- Listening teams strategy
- Lecturing

G. Media

- h. English Book entitled “*Interlanguage: English for Senior High School Students Grade XI*” Pusat Perbukuan, Departemen Pendidikan Nasional.
- i. White Board
- j. Camera-Video
- k. LCD/Projector

H. Teaching Learning Activities

Phase	Teaching Learning Activities by Teacher and Students	Time Allocation
Opening	<ul style="list-style-type: none"> ➤ Pre-activity <ul style="list-style-type: none"> • The teacher greets the students. • The teacher leads the students to say a prayer. • The teacher asks the students’ conditions. • The teacher checks students’ attendance. • The researcher did an ice breaking to make students be happy and enjoyable in the beginning of teaching learning process. ➤ Apperception <ul style="list-style-type: none"> • The teacher reminds the students about the previous lesson. 	10 minutes

Main Activities	<ul style="list-style-type: none"> • The teacher explains the rules and tasks for each team (first team as questioner, second team as pro-side, third team as con-side, and the fourth team as conclusion maker). <ul style="list-style-type: none"> ➤ Elaboration. • The teacher tells the students that after lecturing they are given time (10 minutes) to discuss and finish their team tasks. • After finishing discussion, the teacher asks the students to present their own tasks as what have been explain before (except one team; conclusion maker). <ul style="list-style-type: none"> ➤ Confirmation • Teacher gives an opportunity to the students to convey their opinion or share their ideas. • As the end of teams' activities, the teacher ask the fourth team (conclusion maker) to present their task. • Teacher asks to the students how far they understand about the materials that have been taught. 	70 minutes
Closing	<ul style="list-style-type: none"> • Teacher adds and strengthens the conclusion that has been given by students in teams presentation. • Teacher leads the students to make summary and give a task to students as follow-up for next meeting. • The teacher leads the students to say a prayer. • The teacher ends the activities. 	10 minutes

I. Assessment

- e. Technique: Oral Test
- f. Form: Performance

Speaking Assessment

No	Name	Assessment Aspects					Score	Mark
		Pronunciation (1-4)	Fluency (1-4)	Grammar (1-4)	Vocabulary (1-4)	Interaction (1-4)		

Maximum score: $4 \times 5 = 20$

The Students' Mark: maximum score x 5

Tembung, September 22nd, 2017

Known by,

The principal of SMA Cerdas Murni

English Teacher

Ibrahim Arbi, S. Ag., S. Pd. I.

Ahmad Rifai Ritonga, S. Pd.

Researcher

Rahmat Martua Simatupang

NIM. 34. 13. 4. 174

APPENDIX IV

LESSON PLAN ON CYCLE II (Fourth Meeting)

School	: SMA Cerdas Murni
Subject	: English
Class/ Semester	: XI/ 1
Academic Year	: 2017/ 2018
Topic	: Asking and Giving Opinion
Skill	: Speaking
Time Allocation	: 2 x 45 minutes (1 meetings)

A. Standard of Competence

Speaking

9. Expressing the meaning of formal and sustained transactional and interpersonal conversational texts in the daily life context.

B. Basic Competency

- 9.1 Expressing the meaning of the formal and sustained transactional (to get things done) and interpersonal conversation (in socialization) accurately, fluently, and appropriately in the daily life contexts that involve the expression of stance, love, and sadness.

C. Indicators

Students are expected to be able to:

1. Pronounce words related in the topic correctly.
2. Expressing opinion using personal and general point of view.
3. Asking and giving opinion related to the topic given correctly and appropriately.
4. Use the expression agree or disagree about an opinion appropriately.
5. Use the expression of giving opinion in performing group.

D. Learning Objective

At the end of the lesson, students are able to express the expressions of asking and giving opinion accurately and fluently in the daily life context.

E. Lesson Materials

Expression of agreeing with an opinion
<ul style="list-style-type: none"> • Of course. • This is absolutely right. • I agree with this opinion. • I couldn't agree more. • I agree with what you are. • I agree, I never thought of that. • Neither do I. • Etc.

Expression of disagreeing with an opinion
<ul style="list-style-type: none"> • I am sorry, I don't agree with you. • I am not sure I agree with you. • I don't agree with you. • I am afraid I have to disagree with you. • I do not believe that. • By this I mean • Etc.

Topic: Student Orientation Period (MOS)

MOS activities have existed since the Dutch colonial era. Physician education in schools (STOVIA) in the period from 1898 to 1927, new students become "men" seniors, for example, was assigned to clean up the room seniors.

Nowdays, student orientation period (MOS) takes the attention of many people after many violence which happen during MOS.

Individual task.

- Write your opinion about applying Student Orientation Period (MOS)?
Give your reasons to support your opinion!

Group task.

- First group: Please make 5 questions that relate to the topic MOS (use the expression of asking opinion)!
- Second group: please write as many reasons as possible that support MOS (use expression of giving opinion)!
- Third group: please write as many reasons as possible to deny the statements of whom supporting MOS (use expression of giving opinion)!
- Fourth group: please write as many as possible the positive and negative examples of MOS and make a conclusion of this discussion (use expression of giving opinion)!

F. Teaching Method

- lecturing
- listening teams strategy

G. Media

- a. English Book entitled “*Bahasa Inggris (for SMA/MA/SMK/MAK first semester: 2014)*” Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.
- b. White Board
- c. Printed pictures
- d. LCD

H. Teaching Learning Activities

Phase	Teaching Learning Activities by Teacher and Students	Time Allocation
Opening	<ul style="list-style-type: none"> ➤ Pre-activity • The teacher greets the students. 	10 minutes

	<ul style="list-style-type: none"> • The teacher leads the students to say a prayer. • The teacher asks the students' conditions. • The teacher checks students' attendance. • The researcher did an ice breaking to make students be happy and enjoyable in the beginning of teaching learning process. <ul style="list-style-type: none"> ➤ Apperception • The teacher reminds the students about the previous lesson. 	
Main Activities	<ul style="list-style-type: none"> • The teacher explains the rules and tasks for each team (first team as questioner, second team as pro-side, third team as con-side, and the fourth team as conclusion maker). <ul style="list-style-type: none"> ➤ Elaboration. • The teacher tells the students that after lecturing they are given time (10 minutes) to discuss and finish their team tasks. • After finishing discussion, the teacher asks the students to present their own tasks as what have been explain before (except one team; conclusion maker). <ul style="list-style-type: none"> ➤ Confirmation • Teacher gives an opportunity to the students to convey their opinion or share their ideas. • As the end of teams' activities, the teacher ask the fourth team (conclusion maker) to present their task. • Teacher asks to the students how far they understand about the materials that have been taught. 	70 minutes
Closing	<ul style="list-style-type: none"> • Teacher adds and strengthens the conclusion that has been given by students in teams presentation. • Teacher leads the students to make summary and give a task to students as follow-up for next meeting. 	10 minutes

	<ul style="list-style-type: none"> • The teacher leads the students to say a prayer. • The teacher ends the activities. 	
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I. Assessment

a. Technique: Oral Test

b. Form: Performance

Speaking Assessment

No	Name	Assessment Aspects					Score	Mark
		Pronunciation (1-4)	Fluency (1-4)	Grammar (1-4)	Vocabulary (1-4)	Interaction (1-4)		

Maximum score: $4 \times 5 = 20$

The Students' Mark: maximum score x 5

Tembung, September 27th, 2017

Known by,

The principal of SMA Cerdas Murni

English Teacher

Ibrahim Arbi, S. Ag., S. Pd. I.

Ahmad Rifai Ritonga, S. Pd.

Researcher

Rahmat Martua Simatupang

NIM. 34. 13. 4. 174

APPENDIX V

OBSERVATION CHECKLIST

(Cycle I)

School : SMA Cerdas Murni

Academic Year : 2017/2018

Class/Semester : XI IPA-2/1

Skill : Speaking

Meeting : 1

No.	Teaching Learning Activity	Yes	No	Note
1	The teacher greets the students			
2	The teacher asks the students conditions.			
3	The teacher leads the students to say a prayer			
4	The teacher checks the attendance of students.			
5	The teacher gives motivation to the students.			
6	The teacher explains the strategy briefly to the students including the students' activities and task.			
7	The teacher divides the students into 4 teams based on the strategy (1 st team as questioner, 2 nd as pro-side, 3 rd as con-side, 4 th as conclusion maker)			
8	The teacher explains the material to the students clearly.			
9	The students listen to the teacher's explanation during lecturing seriously.			
10	The teacher gives the students a topic to be discussed in group activities.			
11	The teacher informs the students that they are			

	given 10 minutes to finish their teams' tasks.			
12	The teacher stops the students' discussion after 10 minutes.			
13	The students present their task except to last team (conclusion maker).			
14	The teacher gives opportunities to the other students to convey their opinions.			
15	The teacher asks the last team to present their task or the conclusion of the discussion.			
16	The teacher confirms the students' understanding about the material.			
17	The teacher affirms the students' conclusion about the topic which have been just discussed.			
18	The teacher closes learning activities by giving an assignment to the students as a part of remedial or enrichment.			

Tembung, September 15th , 2017

The observer

Ahmad Rifai Ritonga, S. Pd.

APPENDIX VI

OBSERVATION CHECKLIST

(Cycle I)

School : SMA Cerdas Murni

Academic Year : 2017/2018

Class/Semester : XI IPA-2/1

Skill : Speaking

Meeting : 2

No.	Teaching Learning Activity	Yes	No	Note
1	The teacher greets the students			
2	The teacher asks the students conditions.			
3	The teacher leads the students to say a prayer			
4	The teacher checks the attendance of students.			
5	The teacher gives motivation to the students.			
6	The teacher explains the strategy briefly to the students including the students' activities and task.			
7	The teacher make sure that the students understand the instruction given by explaining combining both Indonesian and English.			
8	The teacher divides the students into 4 teams based on the the strategy (1 st team as			

	questioner, 2 nd as pro-side, 3 rd as con-side, 4 th as conclusion maker)			
9	The teacher explains the material to the students clearly.			
10	The teacher asks the students to do not talk with their friends during the lecturing and remains them if they do it.			
11	The students listen to the teacher's explanation during lecturing seriously.			
12	The teacher insructs the students to not using smartphone during the lecturing but they can use it as dictionary to find difficult words.			
13	The teacher gives the students a topic to be discussed in group activities.			
14	The teacher informs the students that they are given 10 minutes to finish their teams' tasks.			
15	The teacher stops the students' discussion after 10 minutes.			
16	The students present their task except to last team (conclusion maker).			
17	The teacher gives opportunities to the other students to convey their opinions.			
18	The teacher asks the last team to present their task or the conclusion of the discussion.			

19	The teacher confirms the students' understanding about the material.			
20	The teacher affirms the students' conclusion about the topic which have been just discussed.			
21	The teacher closes learning activities by giving an assignment to the students as a part of remedial or enrichment.			

Tembung, September 20th , 2017

The observer

Ahmad Rifai Ritonga, S. Pd.

APPENDIX VII

OBSERVATION CHECKLIST

(Cycle II)

School : SMA Cerdas Murni

Academic Year : 2017/2018

Class/Semester : XI IPA-2/1

Skill : Speaking

Meeting : 3

No.	Teaching Learning Activity	Yes	No	Note
1	The teacher greets the students			
2	The researcher did an ice breaking to make students be happy and enjoyable in the beginning of teaching learning process.			
3	The teacher asks the students conditions.			
4	The teacher leads the students to say a prayer			
5	The teacher checks the attendance of students.			
6	The teacher gives motivation to the students.			
7	The teacher explains the strategy briefly to the students including the students' activities and task.			
8	The teacher make sure that the students understand the instruction given by explaining combining both Indonesian and English.			

9	The researcher gave chance for the students to ask about the procedure of the strategy if they did not understand yet.			
10	The teacher divides the students into 4 teams based on the strategy (1 st team as questioner, 2 nd as pro-side, 3 rd as con-side, 4 th as conclusion maker)			
11	The teacher explains the material to the students clearly.			
12	The teacher asks the students to do not talk with their friends during the lecturing and reminds them if they do it.			
13	The students listen to the teacher's explanation during lecturing seriously.			
14	The researcher gave the students time for asking questions relate to giving opinion in english if there was unclear explanation.			
15	The teacher insructs the students to not using smartphone during the lecturing but they can use it as dictionary to find difficult words.			
16	The teacher gives the students a topic to be discussed in group activities.			
17	The teacher informs the students that they are given 10 minutes to finish their teams' tasks.			

18	The teacher stops the students' discussion after 10 minutes.			
19	The students present their task except to last team (conclusion maker).			
20	The teacher gives opportunities to the other students to convey their opinions.			
21	The teacher asks the last team to present their task or the conclusion of the discussion.			
22	The teacher confirms the students' understanding about the material.			
23	The teacher affirms the students' conclusion about the topic which have been just discussed.			
24	The teacher closes learning activities by giving an assignment to the students as a part of remedial or enrichment.			

Tembung, September 22th , 2017

The observer

Ahmad Rifai Ritonga, S. Pd.

APPENDIX VIII

OBSERVATION CHECKLIST

(Cycle II)

School : SMA Cerdas Murni

Academic Year : 2017/2018

Class/Semester : XI IPA-2/1

Skill : Speaking

Meeting : 4

No.	Teaching Learning Activity	Yes	No	Note
1	The teacher greets the students			
2	The researcher did an ice breaking to make students be happy and enjoyable in the beginning of teaching learning process.			
3	The teacher asks the students conditions.			
4	The teacher leads the students to say a prayer			
5	The teacher checks the attendance of students.			
6	The teacher gives motivation to the students.			
7	The teacher explains the strategy briefly to the students including the students' activities and task.			
8	The teacher make sure that the students understand the instruction given by explaining			

	combining both Indonesian and English.			
9	The researcher gave chance for the students to ask about the procedure of the strategy if they did not understand yet.			
10	The teacher divides the students into 4 teams based on the strategy (1 st team as questioner, 2 nd as pro-side, 3 rd as con-side, 4 th as conclusion maker)			
11	The teacher explains the material to the students clearly.			
12	The teacher asks the students to do not talk with their friends during the lecturing and reminds them if they do it.			
13	The students listen to the teacher's explanation during lecturing seriously.			
14	The researcher gave the students time for asking questions relate to giving opinion in English if there was unclear explanation.			
15	The teacher instructs the students to not use smartphone during the lecturing but they can use it as dictionary to find difficult words.			
16	The teacher gives the students a topic to be discussed in group activities.			
17	The teacher informs the students that they are			

	given 10 minutes to finish their teams' tasks.			
18	The teacher stops the students' discussion after 10 minutes.			
19	The students present their task except to last team (conclusion maker).			
20	The teacher gives opportunities to the other students to convey their opinions.			
21	The teacher asks the last team to present their task or the conclusion of the discussion.			
22	The teacher confirms the students' understanding about the material.			
23	The teacher affirms the students' conclusion about the topic which have been just discussed.			
24	The teacher closes learning activities by giving an assignment to the students as a part of remedial or enrichment.			

Tembung, September 27th , 2017

The observer

Ahmad Rifai Ritonga, S. Pd.

APPENDIX IX

Pre-test and Post-test I

Topic: English language



1. What do you think about English language?
2. Do you agree if English uses as a second language in Indonesia? Why?

Students' answers

Pre-test

Student 1 :

1. I think English is an international language. And many people all over, and many people.... spoken by many people of over the world.
2. I do not use the English language. Because the second language is after the....

Student 2 :

1. I think English is an international language and I think it very useful to live.
2. Yes. Because English is an international language and should be able to speak that language.

Post-test 1

Student 1 :

1. In my humble opinion, English language is an important language and English language also use in the world.
2. I agree if English language use the second language in Indonesia. Because English language can to bring cooperation between many countries in the world and English language very need of school of Indonesia for the students' learn. And English language is an international language. So, the problem is English language use as a second language in Indonesia.

Student 2 :

1. In my opinion, English is a language used by many people and has many vocabularies.
2. I don't agree because English very difficult to understand.

(In post test I, all the students joined the test and some of them had used the expression of giving, agreeing, and disagreeing to opinion)

APPENDIX X

Post-test II

Topic: Student orientation period (MOS)



1. What do you think about MOS?
2. Do you agree if MOS is still implemented by student council (OSIS)?
Why?

Students' answers

Post-test II

Student 1 :

1. To my mind, MOS is an introduction when the first students enter the school. In this MOS students will be introduced to the teacher, how to learn, class, and school environment.
2. I agree. Because, make it it easier to the students to get to know their school and get to know their new friends and they are not have to a tired.

Student 2 :

1. In my view, MOS is an activity commonly held in school to welcome new learner.
2. I agree. Because MOS aims to introduce students all of component school along with the rulers, norms, culture, and rules applicable in it.

(All the students joined the test and most them used the expressions of giving, agreeing, and disagreeing wwith an opinion)

APPENDIX XI

The Key Answer

Pre-test and Post-test I

1. What do you think about English language?

Answer: English language is an international language which is used by many countries. It is spoken by many people all over the world, either as a first or second language. English is also the key which opens doors to scientific and technical knowledge, which is needed for the economic and politics development of many countries in the world. Then, English is a top requirement of those seeking jobs.

2. Do you agree if English uses as a second language in Indonesia? Why?

Agreeing

Answer: of course (or other expressions) I agree. Because like what I've said before English is used by many people around the world, we can communicate with them well and cooperate in many sectors such as politics, culture, education, economic, science, etc. That will give a great benefit for our country. We also can communicate easily using English in our daily activities, because everyone in this country will be able to speak English, even a pedicab driver.

Disagreeing

Answer: I am not sure I agree with this (or other expressions). As an independent country, we have our own national language, Indonesian. So we have to be proud of it and show to the world that our language has higher position than English in this country. By using English as our second language, I'm afraid our national language and local language slow but sure will be extinct.

Post-test II

1. What do you think about MOS?

Answer: I would like to point out that MOS is Student Orientation period which is aimed to introduce school environment to new students. Ideally, the purposes of doing MOS are to introduce new students to the school's physical environment, including rules-school component-cultural norms-school rules as well as all activities at the school, including extracurricular activities.

MOS is also intended be an exercise of discipline, mental endurance, strengthen kinship, and introducing everyone in the school environment, such as teachers, seniors, and staff.

2. Do you agree if MOS is still Implemented by student council (OSIS)?**Why?****Agreeing**

Answer: I agree if MOS is still implemented by student council (OSIS). Because this is a kind of training for them of how to treat their young brother and sister in good manner but all of this must be done under teachers' monitoring. If this is done well, I believe it will strengthen kinship among the students.

Disagreeing

Answer: I am afraid I have to disagree with this. Because based on my experience, there are many violence during MOS, divided into two; physical and psychological. MOS Physical violence is slapping, beating, until kicking. While psychological violence includes barking, I underestimate the dignity of the new students.

APPENDIX XII

DIARY NOTES

FIRST DAY ON MONDAY, SEPTEMBER 11th, 2017

At 09.00 - 11.30 the researcher met the English teacher Mr. Ahmad Rifa'i Ritonga on the second floor of Junior high school building at teachers' room. In this time, the researcher explained the purpose of his coming, asking permission for doing research in his class XI IPA 2, asking the schedule, students' attendance list, and also the english teacher's advice about the appropriate time for starting his research which was aimed to not disturbing the current teaching and learning process. After all the needed information for doing the research was gained, the researcher shook hands and aksed permission to the english teacher to go home and preparing for pre-test on next Wednesday.

SECOND DAY ON WEDNESDAY, SEPTEMBER 13th, 2017

On this day, the researcher came to the school for submitting research lettter to school administration division. The process is not difficult, it took about 15 minutes, the administrator gave two printed permission letter to the researcher and instructed to meet the principal for asking his signature.

At 08.30 – 08.50 In the office, after showing the permission letter and explaining the purpose of researcher's coming. the principal of SMA CERDAS MURNI, Mr. Ibrahim Arby, S. Ag., allowed the researcher to do the research as long as needed and informed that after doing the research to come again for taking

replied letter from the school. After talking a while, the researcher thanked and shook hands with the principal.

At 09.00 – 10.30 the research met the english teacher and interviewed him based on the interview sheets to know more about the condition of the students, their problem in learning english; especially in speaking, the strategy which is often used, teacher's understanding about the strategy which would be implemented, and teacher's challenging while applying group activities in learning english.

At 11.55 – 13.30 the researcher entered to the class accompanied by english teacher to introduce himself and to explain the purpose of his coming. At this time, the researcher also informed to the students that the students would have a speaking test. During english lesson time, the researcher did pre-test to all students. This test was aimed to know their comprehension in understanding the material about giving opinion. Before closing the class, the researcher also gave assignment to the students to find out and printed the negativity and positivity of the first topic in first meeting of cycle I (the topic is about Dating).

At 13.45 – 14.00 the researcher interviewed some students. This was aimed to get informations about students' need while learning english; especially speaking, and about their interests in learning english.

All these data, would become consideration for the researcher to prepare additional materials and steps needed while implementing the strategy in the first cycle on next Friday.

THIRD DAY ON FRIDAY, SEPTEMBER 15th, 2017

In this day, the researcher began cycle I by implementing listening teams strategy during teaching-learning process based on learning implementation plan which had been arranged by the reseacher before.

In the first of his coming, the researcher found a mispronounced word while asking “What day is today?”. A student answered spontaneously “Friday” (as what it’s writtten). So, the researcher corrected this mispronounced word which is the word “*Friday*” actually must be pronounced as “*fraider*”.

There were also some obstacles found in cycle I learning. Firstly, there was not enough time for discussion because not all group got a turn to present their group task during the discussion. Secondly, they still found it difficult to organize sentences in english because they had less in grammar, pronunciation and vocabulary. This caused the discussion took long time and students were less confident to present their own team task. At the end, the researcher gave the student one question about giving opinion to stimulate their mind and asked them to collect it in a piece of paper. Before closing the class, the researcher also gave assignment to the students to find out and printed the negativity and positivity of the next topic (next topic is about English Language).

FOURTH DAY ON WEDNESDAY, SEPTEMBER 20th, 2017

In this meeting, the researcher applied the listening teams strategy as usual. The researcher divided the students into group of four, lecturing the material, and giving student a brief explanation on a piece of paper about the topic being discussed.

By looking about some obstacles which happened in the first meeting, the researcher had made some improvements such as; revising the learning implementation plan, giving the students more time to discuss the topic given, giving the students more time for asking and answering questions, and motivating the students to be more confident and active in discussing the topic and presenting their own team tasks. The researcher also made sure that all student were enjoying the teaching learning process.

Before closing the class, the researcher also gave assignment to the students to find out and printed the negativity and positivity of the next topic (next topic is about Car Should be Banned from City).

FIFTH DAY ON FRIDAY, SEPTEMBER 22nd, 2017

The researcher began cycle II learning by implementing listening teams strategy during teaching learning process based on the learning implementation plan which had arranged and revised before.

In cycle II, the students looked more confident to give responses during discussion and asked some questions related to the material and the topic being discussed. But there still problems in vocabulary and pronunciation which could be seen from frequency of students who asked, “what is English ‘kenyataannya’ sir?” or other vocabularies and students who mispronounced words, such as the word “*period*” was pronounced “period” as what it’s written while the correct one is “*ˈpɪəriəd*”, etc.

Before closing the class, the researcher also gave assignment to the students to find out and printed the negativity and positivity of the next topic (next topic is about Student Orientation Period (MOS)).

SIXTH DAY ON WEDNESDAY, SEPTEMBER 27th, 2017

In this meeting, the researcher applied the strategy and the lesson planning which had been improved before. The researcher also considered the obstacles in first cycle (first and second meeting) and in the second cycle (first meeting) in purpose of trying to minimize them. So in this meeting, the researcher tried to be more active, more attractive, more caring, and make sure that all students enjoyed the learning process, understood the materials well, and more active in asking and responding to the topic being discussed by the four teams based on each team own tasks.

The students looked more active and serious because they enjoy the group activities and had known the strategy well. At this time, the activities run well, the researcher explained the material clearly and gave students more time to asked about the material.

In the end of the class, the researcher told to the students that this was the last day of his research in their class. The researcher asked forgiveness to the students and the english teacher as well if during this research, he made any mistakes. The students and the teacher also did the same in closing the class, the researcher, the english teacher, and the students shook hands.

APPENDIX XIII

LIST OF INITIAL NAMES

NO	NAME OF STUDENT	INITIAL OF STUDENT
1	Alan Suhendri	AS
2	Alpina Damayanti	AD
3	Amelia Putri Nasuha	APN
4	Anisa Wanda Hadfizah	AWH
5	Artika Sita Afrah	ASA
6	Cindy Rahayu	CR
7	Dara Puspa Indah	DPI
8	Desni Pasaribu	DP
9	Dinda Putri Mentari	DPM
10	Fachri Ananda Putra	FAP
11	Indah Humairoh	IH
12	Kelvin Alamsyah	KA
13	Laila Najmi	LN
14	Mardiana Lestari	ML
15	Maya Saskia	MS
16	Melia Hasibuan	MH
17	Muhammad Fahmi Ansorullah	MFA
18	Muhammad Razwin	MR
19	Mutia Azhari	MA
20	Mutiara Citra	MC
21	Ridha Widya	RW
22	Rifdah Luthfiyah Hasibuan	RLH
23	Rini Andriani	RA
24	Rizky Amaliyah	RAH
25	Sadam Husain Chaniago	SHC
26	Sylva Zahra	SZ
27	Tya Cantika	TC

28	Ulfa Surya Mawaddah	USW
29	Vivi Lestari	VL
30	Wahyu Ardiansyah	WA
31	Wahyu Mulianto	WM

APPENDIX XIV

THE FIRST INTERVIEW BEFORE IMPLEMENTATION

WITH THE ENGLISH TEACHER

Researcher : Excuse me sir, may I ask you some questions?

Teacher : Okay, ya.

Researcher : What are the problems that occur during English teaching and learning process especially in eleventh grade of SMA Natural Science Program 2?

Teacher : Based on my experience teaching at this school, there are some problems happen during the classroom activity. For example... the students do not like English. They do not like English because English is difficult. Ya and then the student also has a low activity and... ya their experience in the past about learn in a bad way, I mean the student learn in the classroom they do not concentration and also focus to the teacher's explanation. They are playing in the class and they have done this for years and I think in the senior high school, they keep doing that and yeah that's the problem. That's the big problem in the classroom. I think that's all.

Researcher : What are the difficulties of the students in speaking ability?

Teacher : Okay, talking about speaking, we're talking about the activity in the classroom. The student should be active also in the classroom. So, the problem for the teacher improve the students' ability in speaking is many students have a low ability in vocabulary. So they have no... list less words... that the words should be used when they are speaking about and also they have no experience to speak up, because ya, some teacher, some English teacher speak Indonesian language when they are giving the explanation to the students. It means that they... the students.. a.. the students' experience in having...a.. in having the English language as a communication in the classroom will be lost. And then, a... the students also are afraid with grammar. They are afraid if they a.. their speaking is wrong a.. according to the grammar rule. And then... ya the students have not confident to speak up. I think that's all about the problem a... happen in the classroom.

Researcher : What strategies that you often use during teaching in the class?

- Teacher : Actually for the strategy that we will apply in the classroom, depend on the material. A.... we have to consider an appropriate a.... an appropriate strategy to appropriate topic or material. But if we talk about teaching English we have make student be active in the classroom, whatever the skill, although the skill is about listening, writing, speaking, or reading. You have make a... students to be active in the class. The strategy is we have to make, the strategy is active...learning... a.. an active learning strategy in the classroom, we have to apply it. Yah.
- Researcher : ee... do you ever use Listening Teams Strategy in teaching process?
- Teacher : Yah.. a.. applying Listening Teams Strategies in teaching proocess. Aa... if we read about the.. the explanation about Listening Teams Strategy, there are.. should be four group, right? A... for me, I never use four group in the class that I have more group, I have big group. But anyway, I think the principle of a.. this strategy is quite same with what I have done, but the difference here is about the total of group we have in the classroom. I think that.
- Researcher : What kind of activities do you think will be suitable to solve the difficulties of the students in speaking ability, sir?
- Teacher : Iyah.. we have to make the student confidence to be better, that is. It can make the student to be a.. have a good motivation and a good confidence. I think their speaking, it's not a problem anymore in the class. So the teacher is about.. the confident, the.. the confident and the motivation of the student itself.
- Researcher : Okay, thank you for answering all my questions. Thank you for your answer.
- Teacher : My pleasure.

APPENDIX XV

THE SECOND INTERVIEW AFTER CYCLE I

WITH THE ENGLISH TEACHER

Researcher : okay Sir, excuse me, may I ask you some questions?

Teacher : Okay, yeah.

Researcher : Ok my first question is what is your opinion about the implementation of the Listening Teams Strategy today?

Teacher : Well, the implementation of Listening strategy, aa.. Listening Teams Strateg today is running well. I see the students more active when they're doing the discussion in the group, and also they try to think aa.. critically according to their...according to their aa.. perform. For example a.. one, every group has their own functions. So they work according to their function. So, although they, aa.. they , they are confused about..about a topic, but they try to think critically to find the answer and do to share the result to another group, to the other groups. I think aa... the implementation of Listening Teams Strategy today's running well.

Researcher : Okay sir, aa... what do you think about the activity?

Teacher : The activities today, yah, aa... the students are look so motivated. Look so motivated by the teacher because aa... because the students.... because the student ehmm... feel they are guided by the teacher. Because in this activity from this activity today aa... I think the teacher aa.. is aa.. is guide, is being a guide aa.. to the student, aa... to guide them about the topic aa.. that they are discuss in this meeting and also some questions also arise in the meeting and it's mean that the teach aa... the student aa... hence their own interaction by giving their question according to the topic given by the teacher. Yeah, I think the activities aa.. for the meeting today is good.

Researcher : Aa... what do you think about the interaction between the teacher and the students during the teaching and learning process?

Teacher : Very closer, very closer. I see the teacher in the classroom when teacher explained the material, they come to every group one by one explain if there are some questions coming from the students,

giving the solutions and explanations. And it makes the situation and atmosphere in the classroom aa.. to be better because the students feel the teacher will guide them one by one closely and privately, interest, aa... it increase the students' motivation to do aa.. the activity aa.. as.. as aa.. suitable with the interaction given by the teacher.

Researcher : aa... do you think the students more motivated and confident in speaking English Sir?

Teacher : aa... of course yes, because aa.. it can be seen by the..by the... performance of students in group by giving the questions, many quai... aa.. many questions coming from students. It become active class, active student and it is good for the activity in the classroom today.

Researcher : Okay well thanks you Sir, aa.. this is the last question, aa.. what is your sugestion for the next implementation?

Teacher : Yeah, I see some, I saw some students still aa.. they still shy because of the confident is not enough to speak up in the group, to speak up in front of their friend. So may be the suggestion for the next implementation is the teacher should be find the solution how to make the student to be aa.. motivated and have a good motivation and confidence to speak up in front of the students, in front of their friend and also in the classroom. I think that is the suggestion, how to make the student, a shy student to be a brave student. Yes, I think that is.

Researcher : Okay Sir, thank you for your suggestion.

Teacher : Ya, you're welcome.

APPENDIX XVI

THE THIRD INTERVIEW AFTER CYCLE II

WITH THE ENGLISH TEACHER

Researcher : Okay Sir, aa.. I have some questions. May I ask you some questions Sir?

Teacher : Okay yes.

Researcher : Okay, what is your opinion about the implementation of the Listening Teams Strategy today?

Teacher : The, aa.. the implementation of the Listening Teams Strategy today is quite good in the classroom aa.. based on my, based on the activity that I see, that I see today aa... the implementation of Listening Strategy make the student aa.. to be motivated by the teacher, because aa.. the strategy the class good atmosphere between teacher and students. Aa.. I see there are also aa.. closer between teacher and student, and it make student feel comfort, especially when the teacher aa... make recording with the students like interview to the student. Aa.. the student felt comfortable, I think yes aa.. the strategy is good in the classroom today.

Researcher : aa... what do you think about aa.. the activity?

Teacher : The activity goo aa... make student brave to speak up aa.. to speak up in the classroom, especially in front of the.. with the teacher. They are not afraid anymore with the teacher. And I think there is aa.. it's not a problem, but maybe aa.. we have to find the solution between the teacher and the other students with aa.. still sit in their chair. Aa.. because the students will aa.. sit in front of aa.. the teacher and another student, the other students will make arbitration, but some students just aa... talking to their friends not prepare the material to having the interview with the teacher to make a recording. And then the discussion between all groups with their own function is very good. Because they can create their own opinion based on their own function aa.. after the teacher aa... after the teacher gave their own aa.... to give their own assignment function about the topic or material. Ya, I think the activity in aa.. in the classroom today is make the student to

be closer to the teacher and be brave and having experience to speak up with aa.. recording aa.. strategy. Ya.

Researcher : Okay sir, aa... what do you think about the interaction between the teacher and the students during the teaching and learning process?

Teacher : As I said before the teacher, aa... create the intimate atmosphere with the student in group or individual. Because in this strategy, there are group activity and individual activity. When the group activity happen, the teacher will go to, go around the classroom inviting every group by giving aa... asking or question aa... to the teacher aa.. to the students' problem and also when the interview session aa... the student be brave, the student be brave to speak up about their opinion aa... based on the question of the teacher. Ya.

Researcher : Okay sir, aa... do you think the students are motivated and confident to speak English?

Teacher : Some students are motivated and confident to speak English, but maybe some others still have aa... treatment to increase their motivation. Because ya speaking, speaking ability special speak English is aa... problem for the students in the classroom. So, maybe by using this strategy, some students will have the advantages b applying this strategy and they have aa.. good motivation, thay have a good motivation by this strategy and also maybe just one of the students aa.. still have not their, aa.. didn't find their motivation, but I think this strategy is running well to improve the speaking ability in the classroom aa... as one of aa... appropriate strategy in aa.. in speaking skill in English. Yes.

Researcher : Okay sir, my last question is, aa.. is the Listening Teams Strategy effective to improve the students' speaking ability?

Teacher : Yah, aa.. if we make aa.. the average of the students in the classroom, we can, I can say that the aa... after I saw, after I saw the.. the strategy implemented by the teacher. In my opinion, the strategy is aa... quite effective to apply aa.. to apply in the classroom, especially to teach the students aa.. speaking ability in the class. Because the first is this strategy make the students comfort by aa... comfort to the material and the second is aa... the teacher should be able to make the intimate atmosphere and situation to be closer to the students and they have a good motivation. And the third is the students to be brave, aa... the

students to be brave, be brave to speak up in front of the classroom, in front of the teacher and they are brave to record their sounds after they have a.. discuss in the group. I think the strategy is good to solve the speaking problem in our school in our classroom.

Researcher : Okay, thank you Sir, that's all my question.

Teacher : Okay, thank you very much.

APPENDIX XVII

THE FIRST INTERVIEW BEFORE IMPLEMENTATION

WITH THE REPRESENTATIVE OF THE STUDENTS

- Researcher : Okay, Assalamualaikum warohmatullahi abarokatuh.
- Students : Waalaikumussalam..
- Researcher : Selamat siang semuanya.
- Students : Siang sir.
- Researcher : Oke sir ada pertanyaan ini, pertama kepada Saddam. Apakah Saddam suka bahasa Inggris?
- Student 1 : aa... iya sir. Aa.. tapi tidak bisa, jarang suka sir. bagus vocab nya.
- Researcher : What about you?
- Student 2 : aa.. dibilang suka, kalau dibilang suka sih suka, tapi kalau disuruh belajarnya malas.
- Researcher : Aaa.. Wahyu.
- Student 3 : Saya sir, saya jujur sir. Saya dari SMP ini sir ini ya, pertama kenal bahasa inggris ini sir. Iya saya sih suka banget sir, suka sih suka iya kan.
- Researcher : Keren nih.
- Student 3 : aa.. saya tu, kurang mau, kurang mau aja Sir. Kurang itu kurang vocab nya gitu kan. Kurang, kurang, kurang mengerti apa itu yang dibilangkan ama guru kan. Kadang-kadang guru ini, sewaktu-waktu kayak ntah apa jadi kami ngak ngeh gitu.
- Researcher : Oke, oke. Ah, sekarang, kira-kira waktu belajar itu kesulitannya apa aja, Saddam?
- Student 1 : aa... biasanya sih saat menerjemahkan Sir. Karna kan, berbeda itu kan, dalam bahasa inggris berbeda.
- Researcher : Bagaimana dengan speaking, berbicara?

- Student 1 : Speaking... perkaranya paling... aa... kata-kata sulitnya Sir, sering salah atau ya.. kurang jelas gitu.
- Researcher : Gimana Puspa?
- Student 2 : Paling ya yang susah, aa... kalau buat kalimat positif, negatif itu kan ada kata kerja kedua...
- Researcher : Berarti di grammar ya?
- Student 2 : Haa
- Researcher : Ngak di speaking berarti?
- Student 2 : Speaking pun, aa... gak suka lah.
- Researcher : Apa aja?
- Student 2 : Kata-kata yang biasa, dengarkan, susah gitu ngartikannya. Tapi kalo yang susah.
- Researcher : Wahyu, apa kira-kira kesulitan Wahyu di kelas belajar bahasa Inggris?
- Student 3 : Kalo saya Sir, itu Sir. Itu karna belum mengerti itu artinya, arti dalam kata itu, kurang dimengerti Sir. Seperti satu lagi, yang tentang subject-subject itu, gimana letak apanya, kayak how to.. does-does gitulah....
- Researcher : oo... berarti grammar juga ya. aa.. berarti skill, skill itu kan keahlian, dalam bahasa Inggris ada empat skill. There are four skills, yang pertama, ada speaking, listening, reading, sama writing. Ha, ada yang nambah satu lagi, jadi translating, menerjemahkan. Sebagian orang membedakannya. Kalau menurut Dinda, dari empat itu, empat skill dalam bahasa Inggris yang paling susah yang mana?
- Student 4 : Semua Sir.
- Researcher : Semua!! (laugh) kalau Saddam?
- Student 1 : Writing sama listening.
- Researcher : Kalau Puspa?
- Student 2 : Speaking sama writing.
- Researcher : Writing?

- Student 2 : Haa..
- Researcher : Yang lain? Speaking sama grammar.
- The others : (Nodded)
- Researcher : oo.... oke, tadi Dinda semuanya, Sir mau tanya ini. Kesulitan Dinda dalam berbicara bahasa Inggris itu apa?
- Student 4 : aa.... apa? Bahasanya itu... tulisan.
- Researcher : Baru?
- Student 4 : Menyusun kata-katanya.
- Researcher : Menyusun kata-kata.. Sudah, kalau Saddam kira-kira yang susah itu di speaking ...?
- Student 1 : Aaa... speaking itu biasanya kayak kata-katanya itu sama, jadi sulit membedakannya.
- Researcher : Karna kadang ada persamaan suara gitu?
- Student 1 : Ya.
- Researcher : Kalau puspa?
- Student 2 : Iyalah, karna sama. Jadi ginilah.
- Student 3 : Semua sama Sir, kami-kami begitu dia.
- Researcher : Oalah sama..... akhirnya jadi sama-sama bingung (laugh). Oke, pertanyaan berikutnya ini, ada dua lagi ya. Dinda suka ngak belajar berkelompok?
- Student 4 : Suka
- Researcher : Saddam?
- Student 1 : Suka.
- Researcher : Puspa?
- Student 2 : Suka
- Student 3 : Suka Sir.
- Researcher : Suka, oke ya. Oke, ini pertanyaan yang terakhir. Menurut adek-adek semua ini, kegiatan apa kira-kira yang bisa meningkatkan kemampuan berbicara bahasa Inggris di kelas?

- Student 2 : contohnya?
- Researcher : Kira-kira gurunya ngapainlah gitu, supaya kita bisa, aa.. kemampuan berbicara itu lebih meningkat dalam bahasa Inggris?
- Student 2 : Dicontohin lah Sir.
- Researcher : Dikasih contoh ya? Kalau Saddam?
- Student 1 : aa... praktek sama buat pelajaran itu lebih fun Sir.
- Researcher : Jadi ngak merasa bosan gitu.
- Student 2 : Sering dengeri gurunya berbahasa Inggris, trus dibuat kata yang sederhana.
- Researcher : Kata yang sederhana.
- Student 3 : aa.. bilang apalah ya Sir, dibilang harus, kekmana ya? Guru nya ini harus ngulang. Kekmanalah dibilang ya, biar kita itu tau gimana cara baca-baca gitu, harus banyak-banyak dibuat vocab lah kalo gitu Sir, vocabulary. Satu lagi, ngajar nya itu, jangan terlalu dipaksakan kali, toh sama anak-anak muridnya, yang belum tau itu, dipaksakan. Belum tau, ditahan. Nah dia dari awal itu kan, belum tau pelajaran itu kayak mana dia langsung masuk ke bab ini jadi janggan langsung masuk chapter apakah itu udah ngerti gitu kan. Tanya dulu kan.
- Researcher : Chapter ya?
- Student 3 : Chapter, chapter kayak kemarin tu kan belajar chapter 1, oke udah ngerti. Masuk chapter 2, Cuma Sir saya belum ngerti Sir, setelah itu, coba kan lah, Sir itu kan ujian, buat apa. Kan namanya belum mengerti. Orang itu dipahami betul-betul.
- Researcher : (laugh) oke, oke. Thank you ya. Oke. Untuk sementara itu dulu pertanyaan Sir ya. Oke thank you for your answer. Makasih.

APPENDIX XVIII

THE SECOND INTERVIEW AFTER CYCLE I

WITH THE REPRESENTATIVE OF THE STUDENTS

Researcher : Oke, Sir ulangi sekali lagi ya (salam). Assalamu'alaikum Warahmatullahi Wabarakatuh.

Students : Waalaikum Salam Warahmatullahi Wabarakatuh.

Researcher : Sir ada beberapa pertanyaan ini. Yang pertama itu, aa.. Cindy, apa pendapat Cindy tentang aktivitas belajar hari ini?

Student 1 : Aktivitas belajar hari ini berlangsung kondusif. Murid-murid banyak yang mengerti tentang pelajaran hari ini.

Researcher : Rifdah?

Student 2 : Menurut Rifdah, (laugh).

Researcher : Maya?

Student 3 : Menurut Maya, pembelajarannya sih.. lumayan sulit, tapi masih bisa dimengerti, sehingga siswa pun.. mulai, mulai bisa belajar berbahasa inggris dengan benar.

Researcher : Oke, apakah Rifdah menikmati aktivitas belajar dengan Listening Teams Strategy?

Student 2 : Ya, Rifdah aa....

Researcher : Menyenangkan nggak atau?

Student 2 : Menyenangkan, karna dengan aa... (laugh) Listening Teams Strategy (together with the researcher) belajarnya bisa memudahkan para siswa untuk mudah lebih mengerti dalam belajar bahasa Inggris.

Researcher : Kalau Cindy? Menurut Cindy gimana itu, strategy yang Sir terapkan di kelas.

Student 1 : Belajarnya efektif, karna kan aa.. belajarnya itu berkelompok. Jadi setiap orang bisa bekerja sesuai ininya, apanya itu, sesuai... ininya loh Sir, sesuai tugasnya masing-masing (together with the researcher). Jadi Cuma itu Sir.

- Researcher : Kalau Maya?
- Student 3 : aa... saya sih, Listening....
- Researcher : Listening Teams Strategy.
- Student 3 : aa.. karna berkelompok itu, aa... teman-teman atau sisa-siswa lebih memahami atau bekerjasama dan berbagi pendapat, dan menerima pendapat-pendapat teman-temannya, sehingga menjadi suatu pemikiran.
- Researcher : Oke, terimakasih jawabannya. Oke Sir mau nanya lagi nih. Apakah, apa pendapat klen sama kegiatan hari ini?
- Student 1 : Pendapat kami belajar hari ini, lebih sulit dari yang semalam. Karena, aa.. karna kan jam belajar itu makin lama makin sulit. Jadi belajarnya sulit.
- Researcher : Kalau Rifdah?
- Student 2 : Kalau menurut Rifdah, belajar.... (laugh) bela ini belajar yang hari
- Researcher : Hari ini.
- Student 2 : oo... ya memang sih sedikit sulit untuk memahaminya. Tapi karna emm... cara Sir untuk mengajarnya bolak balik mengulang. Jadi aa.. kami jadi lebih mudah untuk me... mudah memahami pelajaran yang
- Researcher : Pelajaran yang?
- Student 2 : Yang
- Researcher : Dipelajari?
- Student 2 : aa... dipelajari.
- Researcher : Oke yah. Aa.. ini sekarang, apakah kegiatan-kegiatan yangg kita lakukan di kelas itu, mampu mengembangkan kepercayaan dirian dalam berbicara bahasa Inggris?
- Student 1 : Menurut Cindy iya, karena kan kita aa... belajar untuk meberikan pendapat. Jadi kita aa... memberikan pendapat sesuai pendapat kita. jadi kita itu belajar, aa... me kepercayaan dirian juga.
- Researcher : Gimana kalau Rifdah, lebih percaya diri bicara bahasa Inggris?

- Student 2 : Iya, lebih percaya diri. Karna setiap hari nya kita bolak balik disuruh untuk aa... berpendapat tentang sesuatu yangg dibahas, tapi dalam menggunakan bahasa Inggris. Awalnya pertama kita sulit, tapi karna belajar, itu belajar, bela... beelajar terus-terusan untuk memberi pendapat menggunakan bahasa Inggris, jadi lebih, bisa.
- Researcher : Oke. aa... menurut Maya, apa ini kekurangan dari aktivitas kegiatan kita selama ini, a hari ini?
- Student 3 : Kekurangannya, kekurangan pembelajaran hari ini. Yang pertama, siswa karna, karna... sibuk masing-masing. Siswa pun tidak, tidak dapat menerima dengan baik. Yang kedua, karna aa... konsentrasinya kurang karna Cindy ribut aa... siswa lebih sulit untuk memahaminya lagi, sehingga siswa pun, siswa pun kurang mengerti.
- Researcher : oo... oke terimakasih atas jawabannya ya.
- Students : (laugh)

APPENDIX XIX

THE THIRD INTERVIEW AFTER CYCLE II

WITH THE REPRESENTATIVE OF THE STUDENTS

Researcher : Oke Assalamu'alaikum Warahmatullahi Wabarakatuh.

Students : Waalaikum salam waroh matullahi wa barakatuh.

Researcher : Oke, Sir ada pertanyaan juga ini. Aa... kepada adek-adek semuanya. Aa.. pertama itu, apa pendapat aa... adek-adek ini tentang proses pembelajaran hari ini?

Student 1 : Menurut Cindy, proses pembelajaran hari ini lebih baik karna kertas yan dibagikan tentang pelajaran hari ini. Jadi murid-murid lebih mengerti tentang pelajarannya.

Researcher : Kalau Rifdah?

Student 2 : Kalau menurut Rifdah pelajaran hari ini, lebih, lebih.. menarik dari pada pelajaran sebelumnya. Karna, ba.. ehm.. belajar hari ini tu, semuanya, semuanya bekerja, berpendapat masing-masing setiap orang agar em... bisa me.. lebih memahami belajar pelajarannya.

Researcher : Kalau menurut Maya gimana?

Student 3 : Menurut Maya. Yang pertama, lebih memahami, karna siswwa lebih menggertti apa yang diberikan oleh Sir, dengan sebaran ini... dengan sebaran ini. Kedua, siswa lebih....

Researcher : Handout ya, namanya handout.

Student 3 : Siswa lebih... tertarik dengan adanya aa... sistem pembelajaran berkelompok. Yang pertama, siswa lebih berkelompok dengan pembelajaran yang berkelompok. Aa... dapat bekerjasama dan dapat memberi pendapat masing-masing.

Researcher : Oke terimakasih. Apakah adek-adek ini menikmati. Apakah pembelajaran di kelas itu menyenangkan atau tidak?

Student 1 : Kalau menurut Cindy, aa... ya menyenangkan karena kita tu belajar ngak Cuma mendengarkan, tapi juga membaca. Trus pun kalau misalnya belajar yangg lain lagi, masih bisa dibaca. Jadi lebih menyenangkan.

- Student 2 : Ya lebih menyenangkan kalau menurut Rifdah, karna aa... bolak balik diu, aa.. bolak balik diulang. Di, mengulangi dan me... mempelajarinya.
- Researcher : Oke, apakah strategi ini, strategi pembelajaran ini membantu aa... memantu adek-adek dalam mengembangkan kemampuan berbicara?
- Student 3 : Menurut Maya iya, karna berba e berba, berbahasa dengan bahasa Inggris ini sih pertamanya sangat sulit. Dengan adanya pembelajaran seperti ini, aa... siswa-siswa atau teman-teman lebih mudah untuk mengucapkan atau berbahasa Inggris dengan baik.
- Researcher : Menurut pendapat adek-adek ini, apa kekurangan selama pelaksanaan strategy ini di kelas?
- Student 1 : Kekurangannya, aa... Sir nya jelaskannya cepat-cepat kali, jadinya kurang mengerti. Trus, pelajarannya itu, pengertiannya masih kurang. Penggertian-pengertian dari opininya itu. Trus juga a.. karna situasinya ribut, jadi yang lain-lainnya itu kurang ngerti.
- Student 2 : Kalau menurut Rifdah, kekurangannya hanya teman-teman Rifdah itu kurang bisa menghargai, setiap kalau Sir, kalau Sir mau menggajar di depan. Karna e karna ribut mereka jadi, e yang lainnya terganggu.\
- Student 3 : Menurut Maya kekurangannya, kekurangannya sih hanya... karna kericuhan yang itu Sir.
- Researcher : Ricuh? Ricuh itu macam..?
- Student 3 : Ribut atau keributan itu, sehingga siswa-siswa sulit untuk mengontris, mengon..
- Researcher : Berkonsentrasi?
- Student 3 : Berkonsentrasi untuk memahami apa yang diberikan Sir.
- Researcher : Oke. Lebih pede ngak berbicara bahasa Inggris?
- Student 1 : Jauh lebih pede karna kan belajar bahasa Inggrisnya disuruh nggomong sendiri, karna kan biasanya gurunya aja yang ngomong. Ini muridnya juga disuruh berbicara, jadi lebih pede.
- Researcher : Lebih pede?
- Student 2 : Iya lebih pede. Cuman..

- Researcher : Cuman?
- Student 2 : (laugh) sulit, cuman kesulitannya hanya di banyak vocab yang belum aa.. yang belum aa.. banyak tau jadinya, kurang pede nya (laugh) sulet.
- Students : Sulit (laugh).
- Researcher : Sulit berbicara, karna vocabulary yang kurang?
- Student 2 : He e... tapi, udah pede sih Sir.
- Researcher : Kalau Maya?
- Student 3 : Pede sih pede karna bahasa Inggris itu kan, kayaknya wow gitu ya kan. Apalagi kalau di dunia, kalau di dunia ini kan, kalau yang namanya bahasa Inggris itu kan semua, udah pasti tau gitu Sir.
- Researcher : Oke, pertanyaan terakhir, a apakah adek-adek ini lebih termotivasi untuk lebih aktif dalam pembelajaran?
- Student 1 : Termotivasi juga Sir. Karena, kan dari bahasa Inggris itu jadi lebih pede, jadi ngomong aa.. ngomong depan orang jadi leih pede. Trus juga termotivasi untuk belajar bahasa Inggris lebih lagi, karna kan masih kurang.
- Researcher : Nanti lepas ini, belajar lagi ya, aktif di kelas.
- Student 1 : Belajar lagi, he e.
- Student 2 : Ya termotivasi untuk lebih giat a mempelajari banyak vocab supaya lebih pede untuk berbahasa Inggris dan bisa berbahasa Inggris tanpa, tanpa.. ada kebingungan atau sulit lagi untuk mengucapkan.
- Researcher : Maya lebih pede juga?
- Student 3 : Iyalah Sir, lebih pede.
- Researcher : Habis ini ya aktif di kelas.
- Student 3 : InsyaAllah iya.
- Researcher : Oke. Terimakasih atas jawabannya semua. Asslamu'alaikum Warahmatullah.
- Students : Wa'alaikumsalam Warahmatllahi Wabarakatuh

APPENDIX XX

THE STUDENTS' ATTENDANCE LIST DURING THE RESESEARCH AT XI IPA-2 GRADE OF SMA CERDAS MURNI

NO	INITIAL OF STUDENT	Meeting I (Septem ber 13 rd)	Meeting II (Septem ber 15 th)	Meeting III (Septem ber 20 th)	Meeting IV (Septem ber 22 nd)	Meeting V (Septem ber 27 th)
1	AS	√	√	√	√	√
2	AD	√	√	√	√	√
3	APN	√	√	√	√	√
4	AWH	√	√	√	√	√
5	ASA	√	√	√	√	√
6	CR	√	√	√	√	√
7	DPI	√	√	√	√	√
8	DP	√	√	√	√	√
9	DPM	√	√	√	√	√
10	FAP	√	√	√	√	√
11	IH	√	√	√	√	√
12	KA	√	√	√	√	√
13	LN	√	√	√	√	√
14	ML	√	√	√	√	√
15	MS	√	√	√	√	√
16	MH	√	√	√	√	√
17	MFA	√	√	√	√	√
18	MR	√	√	√	√	√
19	MA	√	√	√	√	√
20	MC	√	√	√	√	√
21	RW	√	√	√	√	√
22	RLH	√	√	√	√	√
23	RA	√	√	√	√	√

24	RAH	√	√	√	√	√
25	SHC	√	√	√	√	√
26	SZ	√	√	√	√	√
27	TC	√	√	√	√	√
28	USW	√	√	√	√	√
29	VL	√	√	√	√	√
30	WA	√	√	√	√	√
31	WM	√	√	√	√	√

Appendix XXI

THE SCHEDULE OF MEETING

MEETING	TEST	
I	PRE-TEST	
II	CYCLE I	POST-TEST I
III		
IV	CYCLE II	POST-TEST II
V		

APPENDIX XXII

SPEAKING RUBRICS

(Scoring guidance of student's speaking skill)

Aspects	Score	Criteria	Indicator
Pronunciation and intonation	1	Poor	Frequent problem with pronunciation and intonation
	2	Fair	Pronunciation and intonation errors sometimes make it difficult to understand the students.
	3	Good	Pronunciation and intonation are usually clear or accurate with a few problems areas.
	4	Excellent	Pronunciation and intonation are almost always very clear or accurate.
Fluency	1	Poor	Hesitates too often when speaking, which often interferes with communication.
	2	Fair	Speaks with some hesitation, which often interferes with communication.
	3	Good	Speaks with some hesitation, but it does not usually interfere with communication.
	4	Excellent	Speaks smoothly, with little hesitation that does not interfere with communication.
Accuracy	1	Poor	Uses basic structures, makes frequent errors.
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures with occasional errors.
	3	Good	Uses a variety of grammatical structures, but make some errors.
	4	Excellent	Uses a variety of grammatical structures with only occasional grammatical errors.
Vocabulary	1	Poor	Uses only basic vocabulary and expressions.

	2	Fair	Uses limited vocabulary and expressions.
	3	Good	Uses a variety of vocabulary and expressions, but makes some errors in word choice.
	4	Excellent	Uses a variety of vocabulary and expressions.
Interaction	1	Poor	Purposes are not clear; needs a lot of help communicating; usually does not respond appropriately or clearly.
	2	Fair	Tries to communicate, but sometimes does not respond appropriately or clearly.
	3	Good	Communicates effectively; generally responds appropriately and keeps trying to develop the interaction.
	4	Excellent	Almost always responds appropriately and always tries to develop the interaction.

APPENDIX XXIII

THE RESULT OF STUDENTS' SCORE IN PRE-TEST, POST-TEST I, AND POST-TEST II

No	Initial	Pre-test		Cycle I		Cycle II	
		Score	Criteria of completeness (≤ 75)	Score	Criteria of completeness (≤ 75)	Score	Criteria of completeness (≤ 75)
1	AS	40	Incomplete	50	Incomplete	55	Incomplete
2	AD	55	Incomplete	65	Incomplete	75	Complete
3	APN	50	Incomplete	80	Complete	85	Complete
4	AWH	60	Incomplete	60	Incomplete	80	Complete
5	ASA	50	Incomplete	75	Complete	95	Complete
6	CR	65	Incomplete	65	Incomplete	95	Complete
7	DPI	55	Incomplete	90	Complete	95	Complete
8	DP	70	Incomplete	75	Complete	90	Complete
9	DPM	55	Incomplete	55	Incomplete	80	Complete
10	FAP	30	Incomplete	60	Incomplete	80	Complete
11	IH	75	Complete	80	Complete	95	Complete
12	KA	55	Incomplete	60	Incomplete	65	Incomplete
13	LN	55	Incomplete	75	Complete	80	Complete
14	ML	70	Incomplete	85	Complete	90	Complete
15	MS	45	Incomplete	70	Incomplete	90	Complete
16	MH	50	Incomplete	60	Incomplete	70	Incomplete
17	MFA	65	Incomplete	70	Incomplete	85	Complete

18	MR	70	Incomplete	75	Complete	80	Complete
19	MA	80	Complete	85	Complete	95	Complete
20	MC	70	Incomplete	65	Incomplete	80	Complete
21	RW	60	Incomplete	65	Incomplete	90	Complete
22	RLH	85	Complete	90	Complete	95	Complete
23	RA	55	Incomplete	60	Incomplete	75	Complete
24	RAH	70	Incomplete	75	Complete	80	Complete
25	SHC	75	Complete	80	Complete	95	Complete
26	SZ	75	Complete	85	Complete	95	Complete
27	TC	45	Incomplete	50	Incomplete	70	Incomplete
28	USW	60	Incomplete	70	Incomplete	85	Complete
29	VL	55	Incomplete	65	Incomplete	75	Complete
30	WA	55	Incomplete	55	Incomplete	60	Incomplete
31	WM	45	Incomplete	55	Incomplete	70	Incomplete
Total (Σ)		1845		2150		2550	
Mean (X)		59,52		69.4		82.3	

APPENDIX XXIV

DOCUMENTATION



Picture 1: the researcher took a photo at the location of the research.



Picture 2: The researcher took picture with the English teacher, Mr. Ahmad Rifai Ritonga, S. Pd.



Picture 3: The students did pre-test. In this session, the researcher interviewed the students one by one.



Picture 4: The researcher interviewed the English teacher before implementation, after cycle I, and after cycle II.



Picture 5: The researcher was in the classroom checking the students' attendance list before implementing the strategy.



Picture 6: The researcher implemented the strategy, giving lecturing and walking around the classroom.



Picture 7: The students presented their teams' tasks.



Picture 8: The researcher interviewed the students in pre-test, post-test I, and post-test II.