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. [6] 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,

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[6] Scoot Thornbury, (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.[7]

Speaking is draw 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.[8] 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 represents 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.[9] 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.[10]

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

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[7] MirostawPawlak, EwaWaniek-Klimczak and JuaMajer, (2011), *Speaking and Instructed Foreign Language Acquisition,* Great Britain: MPG Books Library, p. 149.

[8] Ibid. p. 5.

[9] Ibid. p. 117-118.

[10] Ibid. p. 132.

voice sounds, gestures, or written symbols."[11] 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.[12]

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.[13]

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.[14]

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

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

[12] 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.

[13] Sholihatul Hamidah Daulay. *Introduction to General Linguistics.* p. 16.

[14] 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 delegeted 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 قَالُوا۟ نَعْبُدُ أَصْنَامًا فَنَظَلُّ لَهَا عَٰكِفِينَ ٧١

قَالَ هَلْ يَسْمَعُونَكُمْ إِذْ تَدْعُونَ ٧٢ أَوْ يَنفَعُونَكُمْ أَوْ يَضُرُّونَ ٧٣

قَالُوا۟ بَلْ وَجَدْنَآ ءَابَآءَنَا كَذَٰلِكَ يَفْعَلُونَ ٧٤ قَالَ أَفَرَءَيْتُم مَّا كُنتُمْ تَعْبُدُونَ ٧٥

أَنتُمْ وَءَابَآؤُكُمُ ٱلْأَقْدَمُونَ ٧٦ فَإِنَّهُمْ عَدُوٌّ لِّى إِلَّا رَبَّ ٱلْعَٰلَمِينَ ٧٧ ٱلَّذِى خَلَقَنِى فَهُوَ يَهْدِينِ ٧٨

وَٱلَّذِى هُوَ يُطْعِمُنِى 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. [15]

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.

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[15] 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:

وَٱقْصِدْ فِي مَشْيِكَ وَٱغْضُضْ مِن صَوْتِكَ إِنَّ أَنكَرَ ٱلْأَصْوَٰتِ لَصَوْتُ ٱلْحَمِيرِ ١٩

Meaning: And be moderate in your pace and lower your voice. Indeed, the harshest of all sounds is surely the voice of donkeys.[16]

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:

أَفَرَءَيْتَ إِن مَّتَّعْنَٰهُمْ سِنِينَ ٢٠٥

Meaning: Then have you considered if We let them enjoy for years.[17]

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.

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[16] Ibid. P. 575-576.
[17] 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.[18]

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 constructed [19]

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[18] Jack C. Richards, (2008), *Teaching Listening and Speaking: From Theory to Practice,* p. 21.
[19] 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.[20]

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.[21]

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

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[20] Ibid. P. 23.
[21] Ibid. p. 26.

9) Making comparisons
10) Agreeing and disagreeing. [22]

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.[23]

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 closing [24]

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

[22] Ibid. p. 26.
[23] Ibid. p. 28.
[24] 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. [25] 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

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[25] 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.[26]

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. [27] They are as follows:

a. *Clustering*. Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. *Redundancy*. The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. *Reduced forms*. Contractions, elisions, reduced vowels, etc., could create special problems in teaching spoken English. Students who do not learn colloquial

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[26] Jack C. Richards, (1990), *The Language Teaching Matrix.* Cambridge: Cambridge University Press. p. 75-76.
[27] 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.

d. *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.

e. *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.

f. *Rate of delivery*. In this factor the teacher needs to help the students to achieve an acceptable speed along with other attributes of fluency.

g. *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.

h. *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.[28]

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."[29]

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.

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[28] Jeremy Harmer, (2001), *The Practice of English Language Teaching.* England: Longman, (4th ed.). p. 348-353.
[29] 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 or 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." [30]

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

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[30] 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. [31]

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.[32]

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

3) Big groups, small groups

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

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[31] Jeremy Harmer, (2001), *The Practice of English Language Teaching.* England: Longman, (4th ed.). p. 345.
[32] 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.[33] 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.

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[33] 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.[34]

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

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[34] 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.[35] The students' speaking performances were assessed using a scoring rubric adapted from J. Michael O'Malley and Pierce L. Vendez as it is cited in Hertati Mukadimah in 2014. The rubric is shown in the following table.[36]

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.

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

[36] 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. [37] Thus, based on this defenition, 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.[38]

As a conclusion of two defenitions 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

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[37] 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.

[38] 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.[39]

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).

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[39] 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.[40]

3. Listening Teams Strategy

a. Definition of Strategy

Doughlas Brown stated that if style is general characteristic that distinguish someone from others, srategy 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.[41]

Chamot stated the defenition of strategy in broadly enough as " procedures that facilitating a teaching-learning process...Strategy is often doing consciously and actuated by aims".[42]

The two defenitions 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.

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[40] Miftahul Huda, (2008), *Interaksi Pendidikan; 10 Cara ur'an Mendidik Anak (1st Edition),* p. 33.
[41] H. Douglas Brown, (2007), *Prinsip Pembelajaran dan Pengajaran Bahasa* (5th Ed.). Pearson Education. P 141.
[42] 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.[43] 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.[44]

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.[45]

According to Agus Suprijono, listening team model has four main steps, each of team has their own tasks as stating on tabel below.[46]

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

[44] Mohsen Sharifirad (2016). Https://www.slideshare.net/mohsen650/active-learning-listening-team. Accessed on June 21 2017, 201 at 04.19 p.m.

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

[46] 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. Devoloping the students' ability in examining their own ideas and understandings as well as receiving feedback.

10. Increasing motivation and giving stimulations for thinking.[47]

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.[48]

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[47] 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.
[48] Ibid.

4. **Opinion**

    a. **Definition of Opinion**

    An opinion is the way you fell 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.[49]

    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.[50]

    b. **Asking Opinion**

    People ususaly have opinions about something. To remind you on how you ask for someone's opinion, please look at the following examples.[51]

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

[50] 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.

[51] 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
• 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.

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 opinion[52]

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.

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[52] Kementerian Pendidikan dan Kebudayaan Indonesia (2014). *Bahasa Inggris.* p. 33.
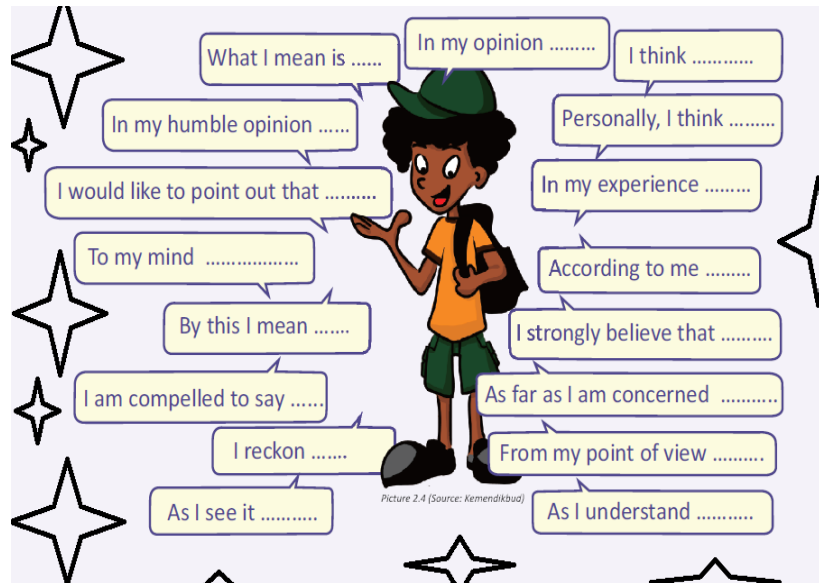
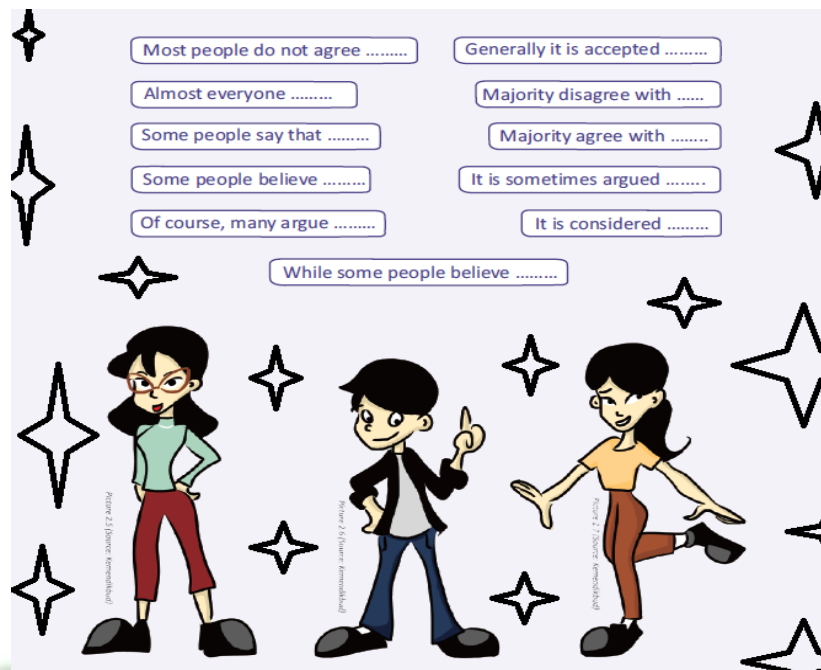Picture 2.2. Expression of showing personal point of view. [53]

Example:

➢ <u>According to me,</u> smoking is really dangerous for our health. Because based on recent research, every cigarette consists poison.

➢ <u>From my point of view,</u> young people should respect the old people. Because respecting others makes us different with animals.

➢ <u>In my humble opinion</u>, 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 poin of view creates a balance in writing and helps to avoid absolute statements.

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[53] Ibid. p. 33.

Picture 2.3. Expression of showing general poin of view.[54]

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 expression used to express agreement with an opinion.

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[54] Ibid. P. 34.
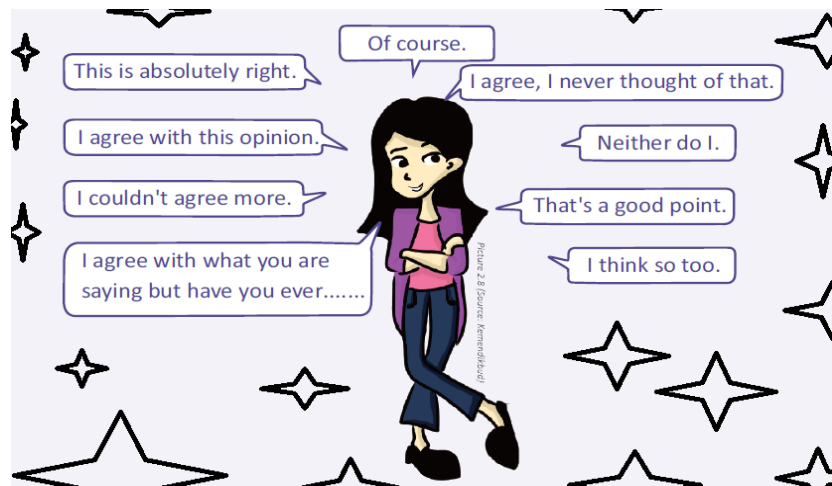
Picture 2.4. Expression of agreeing with an opinion. [55]

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.
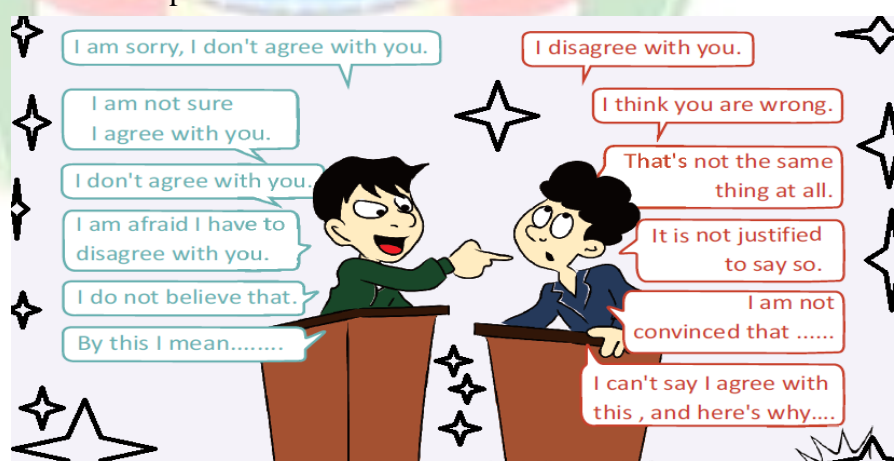
Picture 2.5. Expression of disagreeing with an opinon. [56]

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[55] 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 thankfulnes 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 Jollife 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.[57] 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

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[56] Ibid. p. 35

[57] Wendy Jollife (2007). *Cooperative Learning In The Classroom.* London: Paul Chapman Publishing. p. 3.

equitable amounts, and when they are in close contact with one another.[58] 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 imposible 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

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[58] 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.[59]

Further, Arends proposes that the cooperative learning model requires student cooperation and interdependence in its task, goal, and reward structures. [60]

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

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[59] Wendy Jollife. *Cooperative Learning In The Classroom.* p. 3.
[60] 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.[61]

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

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[61] 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.[62] 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.

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[62] 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.[63]

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,

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[63] 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.[64]

Joliffe proposes the two main reasons why cooperative learning works; the first is motivational and the second is cognitive. [65] 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

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[64] Ibid. p. 361-362.
[65] 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 talk
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 [66]

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

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[66] 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 slowwly 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.[67]

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.

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[67] 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 compulsary 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.[68]

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

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[68] 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.