

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		$\sum X = 2150$	$\sum X = 2550$
Mean		$\bar{X} = 69.4$	$\bar{X} = 82.3$

Note: - Highlighted scores (yellow) means successful.

- Highlighted 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 researcher wrote anything which considered worth to support the successfulness of the research. The complete data of diary notes were put in appendix of this research. Below are some points which considered important:

- In the first meeting, the researcher found some obstacles. 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 to take 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 meeting by 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 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 hich 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							SCORE OF STUDENTS	CRITERIA
		PRONUNCIATION AND INTONATION	FLUENCY	ACCURACY	VOCABULARY	INTERACTION	TOTAL OF SCORE			
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: - 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 : 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:

$$\frac{18}{31} \times 100\% = 58.9\%$$

- 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 a continuation 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 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 reminds 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 strategy 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							SCORE	CRITERIA
		PRONUNCIATION AND INTONATION	FLUENCY	ACCURACY	VOCABULARY	INTERACTION	TOTAL OF SCORE			
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:

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

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

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

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

- 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”.⁶⁷ 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.⁶⁸ 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.⁶⁹ 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

⁶⁷ H. Douglas Brown, (2007), *Prinsip Pembelajaran dan Pengajaran Bahasa*. p. 141.

⁶⁸ Melvin L. Siberman, (2010), *Active learning: 101 cara belajar siswa aktif*. p. 121.

⁶⁹ Richard I. Arends. *Learning to Teach*. p. 361.

which was going to be discussed., giving motivation by telling successful story about eenglish 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.”⁷⁰ 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.⁷¹ 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

⁷⁰ Ahmad Rohani, (2014), *Media Instruksional Edukatif*, Jakarta: PT Rineka Cipta. (2nd ed.). p. 3.

⁷¹ John W. Santrock, (2015), *Psikologi pendidikan*,(Translated byTri 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.