



THE IMPLEMENTATION OF LISTENING TEAMS STRATEGY TO IMPROVE THE
STUDENTS' SPEAKING SKILLS AT MAS AL-WASHLIYAH TEMBUNG

THESIS

*Submitted to the Faculty of Tarbiyah and Teacher Training State Islamic
University of North Sumatera Medan as a Partial Fullfillment of the Requirements
for the Degree of Sarjana Pendidikan*

By :

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

2019



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2019



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21 Rabi'ull Awwal 1441 H

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara. Demikianlah kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

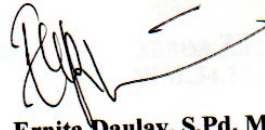
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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

Medan, 04 November 2019

Yang membuat pernyataan

A green and yellow postage stamp with the text "METERAI TEMPEL" at the top, "6000" in large numbers, and "ENAM RIBURUPIAH" at the bottom. The stamp features a small emblem of Indonesia and a serial number "B0C5FAHF138571794". A handwritten signature in black ink is written over the stamp.

Annisa Zikriyah Hasibuan
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ABSTRACT

The Implementation of Listening Teams Strategy to Improve the Students' Speaking Skills at MAS Al-Washliyah Tembung

Annisa Zikriyah Hasibuan (34153074)

This research aimed to improve students' speaking ability by using listening teams strategy. The background of the study in this research was based on the students' difficulties in speaking English. In order to solve this problem, the teacher should have creative strategy. Listening teams can be an alternative way as a learning strategy that will make students enjoy and easy to speak English in front of the class. In this research, the researcher conducted a classroom action research as the methodology. The subject of this research was eleventh grade students of MAS Al-Washliyah Tembung. The class chosen for this research was eleventh grade which consisted of 28 students. The data of this research were presented through qualitative and quantitative data. The qualitative data were taken from observation checklist, interview, diary note, and documentation. The quantitative data were taken from the oral tests which were carried out in two cycles and two cycles were consisted of four meetings. The oral tests were given to the students in form of pre-test, post-test I in the first cycle, and post-test II in the second cycle. The result of this research showed that there is an improvement of the students' ability at giving opinion from each cycle. It was proved from the mean of students' scores in pre-test which were only 55,71. After implementing the strategy in cycle I, there was an improvement of students' score in which the mean of students' score in post-test I was 64,5. After doing reflection on cycle I, the research was continued to the second cycle. There were also an improvement on the students' score in which the mean of students' score in post-test II was 78,6. Based on the findings, it can be concluded that the implementation of listening teams can improve the students' speaking ability at giving opinion.

Keywords : Listening teams strategy, Speaking, ability

ACKNOWLEDGEMENT

Bismillahirrahmaanirrahim

Thanks to Allah SWT who has given love, blessing, led and showed me a beautiful way to the completion of my thesis so I could learn a lot about patience and humility. Praise and His blessing, mercy is onto beloved and our dear the holly prophet Muhammad Saw who has been my figure to serve Allah SWT.

Then, I would like to thank to my beloved parents, ALI MESTER HASIBUAN and DRA. ROSLAINI HARAHAAP for their sincere prayers, love and supports in moral and material during my academic year in completing my study.

The thesis: "The Implementation of Listening Teams Strategy to Improve the Students' Speaking Skills at MAS Al-Washliyah Tembung" is written to fulfill one of the requirements for S-1 Program at English Education Department of Tarbiyah Science and Teacher Training Faculty, State Islamic University of North Sumatera 2019.

In the process of completing this thesis, the researcher has received many supports and help from many people. Therefore, the writer would like to thanks for :

1. Dr. Amiruddin Siahaan, M.Pd., as the Dean of Tarbiyah Faculty and Teachers' Training at State Islamic University of North Sumatera.
2. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum., the Head of English Educational Department.
3. Dr. Abdillah, M.Pd., as my advisor I who has given me advice, motivation and suggestion in completing of this thesis.
4. Ernita Daulay, S.Pd, M.Hum., as my advisor II who has given me advice,

motivation and suggestion in completing of this thesis.

5. All lectures of Educational English Department State Islamic University of North Sumatera Utara. Thank for the knowledge and everything that you have given to me.
6. My lovely family, for my brother (Auliya Hafiz Hsb) and my sister (Audiwa Rahmah Hsb) and all of my family who always support me and motivate me.
7. Zuraidah S.H, the head master of MAS Al-Washliyah Tembung.
8. My lovely friends, especially Gusriandi Tanjung and Nurhamida Tanjung who have given me support, motivation, and entertain when the researcher felt bored in doing this thesis.
9. My second family, (Ayu Safitri Nst, Jumrina Siregar, Siti Rahma Mtd) who have given me supports and guide me to find the right way, and always make me laugh. Thanks for accompanying me.
10. My best friend, (Annisa Fitriani Srg, Sajidah Chairi, Neni May Aida, Revi Andriana, Mey Putri Nalia) who always push me to finish this thesis.
11. All of my friends in English Educational Department, especially PBI-1 2015 who always give me information about thesis and helped me to finishing this thesis.
12. Last, but not least, to all people who help me whose name cannot be mentioned one by one, I can only say thanks a million. Hopefully, Allah always gives the blessing to all of you.

The writer realizes this thesis still has some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this thesis better. The writer hopes that this thesis will be useful for the readers,

especially the students of English Education department who want to conduct similar research. May Allah the almighty bless of us.

Medan, 04 November 2019

Annisa Zikriyah Hasibuan

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Everybody knows that language cannot be apart from human life. People need language for communication with each other. By using language, people can express their ideas and feeling. Therefore, language has a central role in students' social and emotional development. It can support them in learning all subject matters. English has been the most important language in international communication. The people all over the world speak the language when they meet one another in every international meeting, workshop, or conference.

In the area of education with English as a foreign language, the students especially senior high school students are required to be able to communicate in both spoken and written language. In English language there are four major skills, these are listening, speaking, reading and writing. According to Charles Barber a language is something which is spoken: the written language is secondary and derivative.¹ In the history of each individual, speech is learned before writing. Rahman argued that speaking is a tool of communication in conveying ideas, information, and feeling to others.² It is the most important way for a speaker to express himself through a language. Therefore, speaking is not only uttering ideas in mind, but also delivering and presenting new information to other people.

¹Charles Barber, (2005), *The English Language A Historical Introduction*, (4th ed.), Cambridge: Cambridge University Press. (4th ed.) p. 2

²Rahman, A., (2007), *Improving Speaking Skill by Using Jigsaw Technique*. Retrieveddesember10,2015,fromacademia.edu:https://www.academia.edu/5611079/Improving_speaking_skillbyjigsaw

Speaking is one of the four basic language skills used by people in communicating with one another. Students are encouraged to use the words in English after listening to some words. The goals of teaching speaking competencies are to encourage among the students to communicate in English fluently. Students should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural practices that apply in each communicative situation.

In the process of teaching speaking, students think that speaking is very difficult to practice. When the teacher asks the students to express their opinions or their ideas, orally, most of them are afraid and ashamed. Therefore, this is one of the reasons why the students become lazy to take part in speaking and then they get low score. It has shown that the students get some trouble in studying English mainly in performing their speaking competence although they have been studying English for some years.

As transactional function, the students as language learners can tell or convey their information or problems from their mind ideas through speaking. They also can give opinions and denying someone opinions through speaking. By mastering speaking skill, hopefully students will be able to give or to deny someone's statement or point of view in appropriate way in English.

Based on the researcher's experiences through observation in Grade XI at MAS Al-Washliyah Tembung, among the four skills speaking is the hardest skill for the students. There were many students still felt difficult to give their opinion in English. Although they had studied English since primary school, their ability in giving opinion is still low. When the teacher asked the students' opinion about

something, the students were just silent and they did not want to speak. The students were shy and afraid to speak because of mispronouncing words and not confidence. Then, the students were lack of vocabularies; made grammatical mistakes and stuck in speaking pausing, so they could not express their ideas.

In fact, they know what they wanted to say in their mind by using their mother tongue in bahasa, but they do not know how to say a word or sentence in English. It is proven by their low competence in arranging sentences or translating English words into Indonesian and vice versa. But, when they were asked to explain something, they just kept silent and they don't have the confident to speak. They became too aware of the grammatical rules of their sentences and of their friends' or teachers' comments on their speaking competencies. Then the teacher did not give more scope enough for students to increase their ability in giving opinion and less motivation from the teacher about the lesson.

However, based on the English syllabus for XI Senior High School students, the speaking ability is one of the genres in speaking that must be well mastered by the students. They must be able to present speaking in their daily life communication. To solve the problem between the curriculum expetations and students' low speaking competence in reporting speaking ability, there are many ways that can be done. Strategy is one of the tools that can be applied. A teacher should have the right strategy to present the topics to the students. This study choose Listening Teams Strategy as a strategy to improve students' speaking ability.

Listening teams strategy is one of the strategies in cooperative learning could be applied to vary the activities during the learning process. In this strategy, students will be divided into four groups with different tasks and give

opportunity to each student involving in learning activity. This strategy can help the teacher to give each student opportunity to practice their speaking ability during the learning process, each student is required to participate and give contribution during the discussion process. Silberman states Listening Teams Strategy is a strategy that helps participants stay focused and alert during a lecture.³ It means that, listening teams strategy is a strategy that help students can focused in learning process and concentrate with the material that teacher gives. This strategy needs the participation of every students in each teams and will give space for every student to involve.

In line with the previous explanation and in order to achieve the speaking competence in speaking ability in the context of daily life, the reasecher is very much intrested in conducting a study on students' speaking ability by choosing listening teams as a strategy of instruction to improve the students' speaking skills. Therefore the researcher may use listening teams strategy in speaking English class and will be conducted the research entitled **"THE IMPLEMENTATION OF LISTENING TEAMS STRATEGY TO IMPROVE THE STUDENTS' SPEAKING SKILL AT MAS AL-WASHLIYAH TEMBUNG"**

B. Identification of the Problem

In line with background, it can be identified the problem as follows:

1. The students felt difficult to give their opinion in English.
2. The students were shy and afraid to speak because of misproncing words and not confidence to speak.

³ Melvin L. Siberman, (2010), *Active learning: 101 cara belajar siswa aktif*, Fourth Edition, Nusamedia and Nuansa Publisher, Page. 121. Translated from melvin L. Siberman, *active learning: 101 strategies to teach any subjects* (allyn and Bacon, Boston, 1996). Translator: raisulmuttaqien.

3. The teacher did not give more scope enough for students to increase their ability in giving opinion and less motivation from the teacher.

C. Limitation of the Problem

Based on the identification of the study above, many factors can influence the students' ability in speaking. So, the writer limits the students' problems on the implementation of listening teams strategy to improve speaking skills at MAS AL-Wasliyah Tembung.

D. Formulation of the Problem

Based on the background above, the problem can be formulated as follows:

1. What are the students' responses in learning English through Listening Teams Strategy at MAS AL-Washliyah Tembung?
2. How can the implementation of Listening Teams Strategy improve students' speaking skills at MAS AL-Washliyah Tembung?

E. Objective of the Problem

Based on the research problem above, the researcher formulates the study as follows:

1. To find out the students' responses to Listening Teams Strategy that used by teacher in teaching speaking at MAS AL-Washliyah Tembung.
2. To find out the process of the implementation of Listening Teams Strategy can improving the students' speaking skill at MAS AL-Washliyah Tembung.

F. Significance of the Problem

The researcher expects this study can overcome the students' problem in

speaking. This study is expected to give some benefits as follows:

1. *Theoretical Significance*

This research can be useful to enrich knowledge in learning speaking English.

2. *Practical Significance*

a. For the teacher, hopefully to develop their materials through listening teams which are interesting to the students so that the teachers will be more creative in teaching English.

b. For the students, hopefully this research will improve their speaking skills in English whether in the learning process or in other occasions.

c. For other researchers, hopefully can be a reference in the next study and can improve knowledge about English teaching in Indonesia.

d. For the principal, the result of this research as a contribution to improve teachers' competence in teaching English.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Framework

This chapter presents the theoretical review and the conceptual framework. In the theoretical review, the researcher examines some theories that become the working frame of thoughts of the study. In the conceptual framework, the researcher relates the theories to the study.

A.1 Speaking

Many definitions about speaking have been proposed by language. Speaking is the most natural way to communicate. For most people, the ability to speak a language is the same with knowing a language since the speech is the most basic means of human communication. When we speak, a great deal more than just mouth is involved such as nose, pharynx, epiglottis, trachea, lungs and more. According to Sandra Cornbleet and Ronald Carter, speaking is not just making sound. Birds, animals, babies make sound and though it may be communication of sorts, it is not speaking.⁴

In additional, Brown defined speaking is a skill which is simply needed more one person as speaker and listener.⁵

From the statement above, the researcher can conclude that speaking is the way of extending information or message from someone that called as a speaker to other that called as listener, is not just about making sound.

We as humans can only dig our potential in speaking. Allah SWT also says in

⁴Sandra Cornbleet and Ronald Carter, (2006), *The Language of Speech and Writing*, (3rd ed.) London: Routledge Publisher, p. 17

⁵Brown, H. Douglas, (2004), *Language Assessment: Principles and Classroom Practices*, New York: Pearson Education, p. 140

Q.S Al-Mujadilah: 9

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا تَنَجَّيْتُمْ فَلَا تَنَجَّوْا بِالْآثِمِ وَالْعَدُوِّنَ وَمَعْصِيَتِ الرَّسُولِ وَتَنَجَّوْا بِالْبِرِّ وَالتَّقْوَىٰ ۗ وَاتَّقُوا اللَّهَ الَّذِي إِلَيْهِ تُحْشَرُونَ ﴿٩﴾

The meaning: O you who have believed, when you converse privately, do not converse about sin and aggression and disobedience to the Messenger but converse about righteousness and piety. And fear Allah SWT , to whom you will be gathered.⁶

In this verse, Allah swt. exhorts to the believers not to talk about the making of sin, hostility and disobedience to the Messenger. Allah SWT told us to talk about making a virtue and piety. Then it can be inferred that, according to the teachings of Islam, speaking is to deliver a message to someone with a good road, with a gentle word, don't talk about sin and always talks about the good things. That's the attributes of the believers if seen from the way he speaks.

From the discussion above, the writer can conclude that speaking is the ability of human being to deliver the message to the listener by the good way in some context, and the listener understand about the message.

Learn speaking as foreign language is also allowed in Hadist. From Bukhari in his Sahih, hadith no.10; from Abdullah bin Umar radhiyallahu 'anhu that the Prophet sallallahu alayhiwasallam said,

وَيَدْرُ لِسَانِهِ مِنْ الْمُسْلِمُونَ سَلِمَ مَنْ الْمُسْلِمِ

The meaning: A Muslim is someone who is a Muslim who survived verbal interference and his hands.

From the meaning above, The purpse of this hadist is that we are told to

⁶ Departemen Agama RI. (2004). *Al-Qur'an dan Terjemahannya*. Bandung: Jumanatul 'Ali-Art. p. 550

keep our speech from insulting or talking about the ugliness of others. Silence is far better than us talking about vain things. In addition, keep our hands away from rude acts that physically harm others, from fraudulent acts, immoral acts, taking what is not our right, and all acts that are heinous and evil.

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

According to Flutcher, speaking is the verbal use of language to communicate with other.⁷ Moreover, Mariah summarized speaking is an oral skill that plays essential human interaction and communication when people communication their minds and feelings to other.⁸ Nurjannah defined that speaking is one of the skills of language that important role beside writing, reading and listening.⁹

From those statement above, the writer can conclude that speaking is a activity of a person to express her/his ideas, or something in her/his mind to get response from other person by spoken language. And it is important to express what people feelings to other.

Learn speaking as foreign language is also allowed. Allah said in holy Qur'an (Ibrahim : 4)

⁷Flutcher,Glenn. (2005). *Testing Second Language Speaking* (2nd ed.), Great Britain: Pearson Education, p. 23

⁸ Mariah, (2006), *Improving Speaking Ability of Senior High School through Retelling Stories*, Unpublished Thesis FBM UNM, p.65

⁹ Nurjannah, (2000), *Improving Speaking Ability of Senior High School Student through Retelling Stories*, Unpublished Thesis FBS UNM, p.45

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي
مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ) ٤

The meaning: And we did not send any messenger except [speaking] in the language of his people to state clearly for them, and Allah send sastray [thereby] whom he will send guides whom he wills. And he is the exalted in might, the wise.¹⁰

From the meaning above it can be infer that everybody allowed to learn and master a foreign language such as English or the other foreign languages.

As we can see, there are many reasons why people speak to each other. One primay use of language is to establish and maintain social relationship. We say "hello" to people when we meet them, exchange small talk about the weather, work, sport and family relationships. As part of this social use of language we also try to entertain each other by making jokes and telling anecdotes and stories. We may also share views and opinions on a variety of subjects. When we chat to friends there is no agenda of what we should cover. Those involved in the conversation can introduce a variety of subjects.

Learn speaking as foreign language is also allowed in Hadist. From Abu Hurairah that the Prophet sallallaahu 'alayhi wasallam said,

وَمَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُتْ

The meaning: Whoever believes in Allah and the last day, let him say that which is good or silent. "[HR Bukhari]

From the meaning above that if you believe in Allah and the last day you

¹⁰ Kementerian Agama RI, (2010) *Syamil Al-Qur'an Terjemah Tafsir per-kata*, Bandung: Sygma Publishing cetakan ke-1, p.110

should say good or silent. If you do not believe please say that is not good.

Cameron states that it is also important to organize the discourse so that the interlocutor understands what the speaker says. Speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.¹¹

Brown cites five stages of speaking performance. They are imitative, intensive, responsive, interactive, and extensive. The explanation about those categories is stated as follows:¹²

1) Imitative: the ability to simply imitate a word or phrase or possibly a sentence. In this stage, the teacher focuses only on students' pronunciation than the ability to understand or convey meaning.

2) Intensive: the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship. The speaker is aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal as best.

3) Responsive: this performance includes interaction and test comprehension, but at the somewhat limited level of very short conversation, standard greetings, small talk, simple request, and comments.

4) Interactive: in this stage, the length and complexity of the conversation is more than responsive stage, which sometimes includes multiple exchange and/or multiple participants.

¹¹Cameron, Lynne. (2005). *Teaching Languages to Young Learners* (3rd ed.), Cambridge: Cambridge University Press, p.41

¹²Brown, H. Douglas. (2005). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education, p. 141

5) Extensive: extensive oral production includes speeches, oral presentations, and story telling. In this stage, the students should be able to produce their own language with their own idea.

A teacher should know that speaking is not only about the use of the right sounds but also the choice of words so that someone can communicate with others. The stage of students' performance also becomes part of consideration to design English teaching activities. The goals of our teaching will influence the activities in the class.

A.1.1 The Function of Speaking Skill

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. 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 performance¹³

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:

¹³ Jack C. Richards, (2008), *Teaching Listening and Speaking: From Theory to Practice*, p. 21.

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.¹⁴

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.¹⁵

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.¹⁶

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

¹⁴Ibid. p. 22.

¹⁵Ibid. p. 23.

¹⁶Ibid. p. 26.

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 monologic¹⁷

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.

A.1.2 The Aspects of Speaking

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process:

a. Pronunciation

As stated by Harmer, if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.¹⁸ The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word, pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in language they already know.

b. Grammar

It is obvious that in order to be able to speak foreign language, it is

¹⁷Ibid, p. 28.

¹⁸Jeremy Harmer, (2007), *The Practice of English Language Teaching: Fourth Edition*, Harlow: Pearson Education Limited, p.343

necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, she/he cannot speak English well.

c. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms.¹⁹ It is clear that limited vocabulary mastery makes conversation virtually impossible.

d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating.²⁰ Meanwhile, according to Gower et-al, fluency can be thought of as 'the ability to keep going when speaking spontaneously'. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes

e. Comprehension

The last speaking aspect is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

A.1.3 The Difficulties of Speaking

According to Brown, there are eight factors in speaking that could make

¹⁹Keith S. Folse, (2005), *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*, Michigan: University of Michigan, p.2

²⁰David Riddel, (2005), *Teach English as a Second Language*, (4th ed.) Chicago: McGraw-Hill Companies, p.118

EFL learners difficult to produce good English in oral communication.²¹ They are as follows:

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

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

3. *Reduced forms*. Contractions, elisions, reduced vowels, etc., could create special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4. *Performance variables*. In spoken language, the process of thinking as the speaker speaks allows the speaker to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. In English, the "thinking time" is not silent, rather "fillers" such as *uh, um, well, you know, I mean, like, etc.*

5. *Colloquial language*. This factor could make the students difficult to speak. It is often found that the students are not well acquainted with the words, idioms, and phrases of colloquial language, so they often make mistakes in producing these forms.

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

7. *Stress, rhythm, and intonation*. They are the most important characteristic of English pronunciation. Different stress, rhythm, and intonation could convey

²¹ H. Douglas Brown, (2007), *Teaching by Principles: An Interactive Approach to Language Pedagogy* (5th ed.), p. 270 - 271.

different meaning. Those characteristics also the factor that make speaking difficult for the students.

8. *Interaction.* Interaction needs the creativity of conversational negotiation. Learning to produce waves of language in a vacuum, without interlocutors, could rob the creativity of conversational negotiation in speaking.

A.1.4 The Classroom Speaking Activities

Many of the classroom speaking activities which are currently in use fall or near the communicative end of the communication continuum. In this section we will look at some of the most widely-used.

1. Acting from a Script

We can ask our students to act out scenes from plays and/or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

2. Communication Games

Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.

3. Discussion

Some discussions just happen in the middle of lessons; they are unprepared for by the teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes. Their success will depend upon our ability to prompt and encourage and, perhaps, to change our attitude to errors and

mistakes from one minute to the next pre-planned discussions, on the other hand, depend for their success upon the way we ask students to approach the task in hand.

4. Prepared Talks

A popular kind of activity is the prepared talk where students make 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. However, if possible, students should speak from notes rather than from a script. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener. Just as in process writing the development of the talk, from original ideas to finished work, will be of vital importance.

5. 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.

6. Simulation and Role-Play

Many students derive great benefit from simulation and role-play. Simulation and role-play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP.²²

²²Jeremy Harmer, (2007), *The Practice of English Language Teaching*, Edinburgh: Pearson Education Limited, p. 271-274

A.1.5 The Strategies in Speaking Activities

Many problems arise in speaking, we have to solve those problems. Improving the speaking skills of the students may be difficult, but the added benefit is building confidence in students for speaking skills and strategies. There are some suggestions proposed by Penny Ur in order to overcome the problems in the speaking class.²³ The strategies are explained in the following term:

a. Use the group work

Using group work will increase the amount of learners to talk going on in limited period of time and also reduce the inhibitions of learners who are unwilling to speak in front of the full class. By using group work, the use of oral practice is more than in the full class set up.

b. Base the activity on easy language

Language should be easily produced by participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to review the essential vocabulary before the activities sets. The level of language needed for a discussion should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation.

c. Make a careful choice of topic and task to stimulate interest.

The clearer purpose of the discussion will make the participants more motivated in doing the task.

d. Give some instructions or training in discussion skills

The participants should give the contribution to the discussion; appoint a chairperson to each group who will regulate the participation.

e. Keep students to speak the target language

²³ Ur, Penny. (2006). *A Course in Language Teaching* (4th ed.). Cambridge: Cambridge University Press, p.130

The best ways to keep students in speaking the target language are: (1) try to be model from them by using the target language; (2) remind them to always use the language. The teacher is reminding participants to use the target language. Also, the important thing is about the monitoring activities of the students.

A.2 Listening Teams Strategy

A.2.1 Definition of Listening Teams Strategy

Silberman states Listening Teams Strategy is a strategy that helps participants stay focused and alert during a lecture.²⁴ Students will be divided into four team work 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.²⁵

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.²⁶ According to Agus Suprijono, listening team model has four main steps, each of team has their own tasks as stating on table below.²⁷

²⁴ Melvin L. Silberman, (2010), *Active Learning: 101 carabelajarsiswaaktif*. p. 121.

²⁵ Mohsen Sharifirad (2016). <https://www.slideshare.net/mohsen650/active-learning-listening-team>. Accessed on June 21, 2018 at 04.19 p.m.

²⁶ Linda Schwart Green, (2011), *40 Active Strategies for the Inclusive classroom; Grades K-5*, Corwin A SAGE Company, p. 86.

²⁷ Ida Mafikha Sari, (2015), *Penggunaan Model Listening Team Sebagai Sarana Meningkatkan Kemampuan Bertanya Pada Pembelajaran IPA Siswa Kelas X SMK YP*

Table 2.1
Model steps of Listening teams

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

A.2.2 The Advantage and Disadvantage of Listening Team Strategy

There are some advantages of this strategy as follow:

1. Doesn't require complicated 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 too much on the teachers, but then be able to increase the students' confidence in thinking ability autonomously.
6. Developing the students' ability in giving idea/concept.
7. Helping the students in responding others.
8. Pushing the students to be more responsible in learning.
9. Developing the students' ability in examining their own ideas and understandings as well as receiving feedback.
10. Increasing motivation and giving stimulations for thinking.²⁸

There are some disadvantages of listening team strategy as follow :

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. Assesting 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.²⁹

²⁸RahmadanniPohan, dkk (2016). <http://rahmadannipohan.blogspot.co.id/2012/05/strategi-pembelajaran-listening-team.html>. Accessed on January 15, 2017 at 08:00 p.m

²⁹Ibid.

B. Related Studies

1. Sari, Ida Mafikha.³⁰ *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 subject included 23 students. Collecting data was done by using observation sheets to 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.³¹ *Improving Student's Speaking Skill Through Discussion in Grade XI of SMA Muhammadiyah 5 Jaten 2012/2013 Academic Year.* The researcher used collaborative research and the subject of this research consist of 26 students. 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

³⁰ Sari, Ida Mafikha (2015). *Penggunaan Model Listening Team Sebagai Sarana Meningkatkan Kemampuan Bertanya Pada Pembelajaran IPA Siswa Kelas X SMK YP 17-2 Madiun.* Journal. Pdf.

³¹ Muflikhah, Linna Marngatun (2016). *Improving Student's Speaking Skill Through Discussion in Grade XI of SMA Muhammadiyah 5 Jaten 2012/2013 Academic Year.* Journal. Pdf.

dominated the discussion, (4) Subjective scoring, (5) Moves slowly the class, and (6) takes long time. Even there were many weaknesses that found during applying discussion in increasing students' speaking skill, the researcher, based on the found data, concluded that discussion was succesful in improving students' speaking ability in SMA N 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.³² 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. Thesee skill must always be faced by learners of speaking, especially English learners.

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. Actually, English is taught in junior and senior high school in every Indonesian school and implicitly has been one of compulsory lesson as stating in government No. 19/2005 articles 6 verse one about

³²Scoot Thornburny, (2005), *How to Teach Speaking*. Longman Kanisius: Kesainc Blanc, p. 1

the scope of subject in every level of education in the curriculum,³³

Based on the fact above, the researcher tries to find out how is students' speaking ability at tenth grade at MAS Al-Washliyah Tembung. The researcher found that students' speaking ability was still low and needed to improve. Finally, the researcher found an interesting cooperative strategy called Listening Teams Strategy.

Listening Teams Strategy is a cooperative 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 used by teacher to explain his/her materiy. 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

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

³³ StateUniversityOf 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

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology and data analysis. It covered place and time of the research, method, and design of the research, data and data source, technique of collecting data, the technique of analyzing data.

A. Research Setting

This researcher conducted the research in Oktober 2019. The subject of this research was the Eleventh Grade Students in MAS Al-Washliyah Tembung which is located on Jl. Besar Tembung No. 78, Tembung, Sumatera Utara.

B. Data and Data Source

The data of the study consisted of qualitative and quantitative data. The data source of this research were the students of MAS Al-Washliyah Tembung. The data source of this research were the students of XI which consisted of 35 students. The reason for choosing this class because the researcher found problems on students' speaking ability.

The data of this research consisted of quantitative data and qualitative data. Data obtained by researcher from: (1) interview transcript (result of interview with English teacher), (2) field notes, (3) observation, (4) documentation.

These data were important aspect in conducting the qualitative research. On the other side, the quantitative data used pre-test and post-test. The data source of the study would be taken from students and the teacher.

C. Research Method

This research would be conducted by applying classroom action research. This classroom action research conducted to develop students' ability in speaking skill through listening team strategy. Classroom action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process.³⁴

In this classroom action research, the researcher collected the data by conducting several cycles. Each cycle will contain four steps: they were planning, action, observation, and reflection. The scheme of this research was based on Kemmis and Mc Taggart:

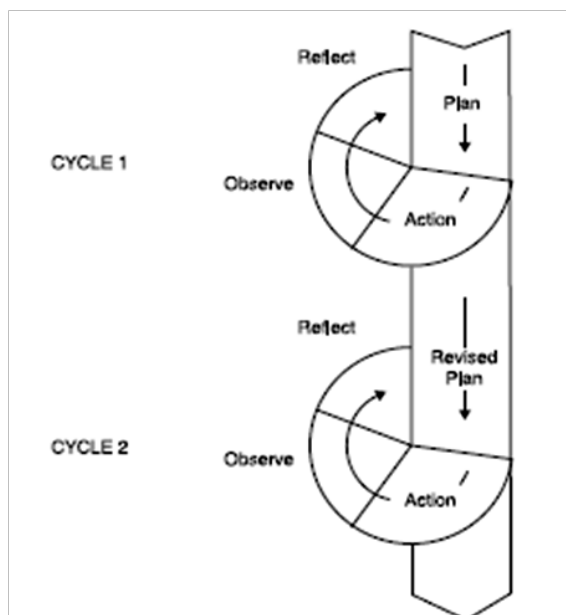


Figure 3.1

³⁴Suharsimi Arikunto, et. Al, (2017), *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, p.4

Model Action Research by Kemmis

The Classroom Action Research using Kemmis and Mc Taggart design consists of four phases within one cycle. Those are planning, action, observation, and reflection. After accomplishing the first cycle, it will be probably found a new problem or the previous unfinished problems yet. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle.

To make clear what happens in every phase, here are the explanations:

Cycle I

1) Planning

This phase was the first step of research procedure. This is the most important step in conducting Action Research as by knowing the problems, the researcher and the teacher could find a good solution to solve the problem arose. In planning describes about what, why, when, where, who, and how the action to do.³⁵ The specific planning will be formed into lesson planning based on the current used syllabus. The lesson plan has been prepared to be implemented in XI class of MAS Al-Washliyah Tembung.

2) Action

The acting phase would be implemented at least two cycles continuously; and the time period for each cycle depends on the material needs that existed in the semester or annual program designed by the teacher.³⁶ Related to the condition of limited teaching learning period, the researcher and the teacher take the

³⁵Suharsimi Arikunto, 2010, *Prosedur Penelitian*, Jakarta: Rineka Cipta, p.138

³⁶ *Ibid* p.139

action phase during two weeks within two cycles in which each cycle consists of two meetings in action. In this phase, the researcher and the teacher collaborate to carry out the planned action. The teacher uses the determined strategy as she is teaching while the researcher observes the class condition during teaching and learning activity.

3) Observation

Implementation of observation by observers. Actually a little has appropriate if these observations separated by the implementation of measures for observation should be done at the time the action is being carried out.³⁷ Observation is aimed to find out the information that is used to be evaluated and it will be the basic of reflection. In this level, the researcher will observe all the situations or conditions that happen during the process of teaching and learning, the attitudes of the students while doing their task in group, the contribution of all students in their group whether they are active or not and their attitude in doing evaluation. The result of the observation will be noted in observation sheet.

4) Reflection

After collecting the data, the researcher analyzed the data of teaching learning process. Then, the researcher reflects herself by seeing the result of the observation, whether the teaching learning process of speaking using collaborative learning is good to imply in teaching and learning process at eleventh grade students of MAS Al-Washliyah Tembung or not.

³⁷ Ibid p.139

Cycle II

Based on reflection in cycle one, the researcher decided to apply this strategy in teaching and learning process for the next cycle, exactly in cycle II. The cycle focused in solving the problems that is found in cycle one.

1) Planning

The detail procedures of cycle as follows:

- a. Revise the scenario of teaching and learning in speaking
- b. Revise lesson plans
- c. Prepare the suitable for the test
- d. Prepared research instrument, such as observation formal to observe the teaching and learning process

2) Action

In this phase, everything that had been planned and arranged is done. They are many activities in action, they are:

- a. Reviewed students' achievement in cycle I and giving the motivation to the students to study more in cycle I
- b. Asked the students to give comment about what had they learned and the difficulties they might find in cycle I

3) Observation

From the observation, the observer observed when the teaching and learning process go on in the class.

4) Reflection

After the second cycle had been done, the researcher gave the test to know the progress of the students and interviewed to know their comment about the teaching and learning process.

D. Technique of Collecting Data

There are two kinds of data collection gathered in this study, there were qualitative and quantitative data.

1. Quantitative data

The quantitative data of the research were collected by using test.

a. Test

Test was sequence of practice which using to measure skills, intelligence, ability, and attitude own by individual or group. In quantitative, data were collected by speaking test. Test in this research was divided into two kinds : pre-test and post-test. Pre-test was did before doing treatment to the students. This test used to know the basic skill and knowledge of students about giving opinion. Post-test was did after the implementation actions to the students. In this research, post-test was did twice in cycle I and cycle II. Post-test I used to measure the improvement of students' score after implementation the actions and post-test II used to know the movement of students' score from post-test I to post-test II. The form of this test was essay test.

To take the scoring of the data in speaking test, the Researcher would be used the category that evaluates the criterion. The students' speaking performances were assessed using a scoring rubric adapted from J. Michael O'Malley and Pierce L. Vandez as it is cited in Hertati Mukadimah in 2014. The rubric is shown in the following table:³⁸

Tabel 3.1

Speaking Rubric

Aspects	Score	Criteria	Indicator
Pronunciation	1	Poor	Frequent problem with pronunciation
	2	Fair	Pronunciation errors sometimes make it difficult to understand the students
	3	Good	Pronunciation is usually clear or accurate with a few problems areas
	4	Excellent	Pronunciation is almost always very clear or accurate
	1	Poor	Hesitates too often when

³⁸ 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.

Fluency			speaking, which often interferes with communication
	2	Fair	Speaks with some hesitation, which often interferes with communication
	3	Good	Speaks with some hesitation, but does not usually interfere with communication.
	4	Excellent	Speaks smoothly, with little hesitation that does not interfere with communication
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 make some errors in word choice
	4	Excellent	Uses a variety of vocabulary and expression
	1	Poor	Uses basic structures, makes frequent errors

Accuracy/Grammar	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
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

1. Qualitative data

The qualitative data described the condition, situation and responses of the students during teaching-learning process.

1) Observation Checklist

This instrument is going to be used by the researcher to interact with the students of the tenth at MAS AL-Washliyah Tembung, because they are going to support her. It is done by the researcher by filling the observation checklist and adding some important notes while the inside-outside circle strategy is done.

2) Interview

The question of interview are about the students' ability in English class, especially in speaking. The next question about how the teaching strategies of

speaking applied in the class, how the students' response of the teaching strategies during the class was. Whether they feel interested, enjoyable or even bored and so on.

3) Field notes

Field notes not only used to know the students' behavior and teacher's performance in the teaching learning process. The use of field notes, hopefully, would help the writer to observe the class situation and know the school situation. Because in the teaching learning process the situation of class or school place were gave the influence of the students' result.

4) Documentation

Documentation is anything written that contains information serving as proof. According to Syahrums and Salim in their book, documentation is all of data are collected and interpreted by researcher and they also was supported by some media such as photos, and video which will be related to research focusing.³⁹

E. Technique of Analyzing Data

To analyze the qualitative data, the researcher referred to some steps proposes by Burns. The first step was assembling the data. In this step, the researcher collected all data that had been obtained, reviewed the initial or revised questions, and started to look for broad patterns, ideas, or trends that seem to answer the questions. The second step was coding the data. In this step, the data grouped into more specific patterns or categories and identified the data sources that might be coded as qualitative or quantitative. The third step was

³⁹Syahrums & Salim, (2014), *Metodology Penelitian Kualitatif*, Bandung : Cipta Pustaka Media, p.146

comparing the data where the researcher compared the data to see whether the data said the same thing or contradiction. The next step was building meaning and interpretations. Here, the researcher analyzed the data several times to pose questions, rethought to connections, and developed explanation of the situation. Finally, the last step was reporting the outcomes.

In this step, the researcher described the context of the research, outlined the findings, and how the researcher organized the whole research.⁴⁰

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

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

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

Where: = Class of mean score

$\sum X$ = Total Score

N = Total number of students

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

⁴⁰ Anne Burns, (2010), *Doing Action Research in English Language Teaching: A Guide for Practitioners*, New York: Routledge, p. 104-105.

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

Where: P = Percentage of student getting score ≥ 75

R = Number of students getting score ≥ 75

T = Total number of students taking test

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

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

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

D = Difference

N = Subject of Students

F. Trustworthiness of Study Establishing

In qualitative research, the data must be auditable. To be auditable, the researchers checked the transcription in order to be credible, transferable, and dependable. The following are further explanation on these three terms:

1. Credibility

Credibility is one method used by qualitative researchers to establish trustworthiness by examining the data, data analysis, and conclusions to see whether or not the study is correct and accurate. For qualitative researchers, credibility is

a method that includes researchers taking on activities that increase probability qualitative researchers can use to increase credibility in qualitative studies. The researchers verify the findings of the research through informants such as subject of the study (Speech teachers) as well as the students.

2. Transferable

Transferability is another method used by qualitative researchers to establish trustworthiness. In qualitative studies, transferability means applying research results to other contexts and settings in order to get at general ability.

Qualitative researchers used this method to provide a detailed description of the study site, participants, and procedures used to collect data in order for other researchers to assess whether or not applying the results of one study is a good match, and makes sense to generalize. To be transferable, this research was achieved through deep description of the research process and findings.

3. Dependable

Dependability is a method of qualitative research used to show consistency of findings. Qualitative researchers describe in detail the exact methods of data collection, analysis, and interpretation. This is so the study could be auditable to describe the situation, and for other researchers to follow the study. The following are ways to show dependability. It establishes the research study's findings as consistent and repeatable. Researchers aim to verify that their findings are consistent with the raw data they collected.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Data Description

This research was analyzed qualitative and quantitative data. The qualitative data were taken from interview, observation checklist, diary notes and documentation. The quantitative data was taken from the students' score in taking test through scoring of speaking rubrics. . The Standard Minimum Score-Kriteria Ketuntasan Minimum (KKM) for English subject in the school was 75. The tests consisted of three kinds, they were pre-test, post-test I, and post-test II. The researcher applied in one class with 28 students. It was accomplished in two cycles. Each cycles consisted of four step of action research (plan, action, observation and reflection).

The research was accomplished in two cycles. Each cycles consisted of four step of action research (plan, 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

No.	Initial name of student	Post-test I	Post-test II
1.	AMH	45*	50*
2.	AK	75	75
3.	AYS	40*	75
4.	AS	75	85
5.	AZ	65*	75
6.	AA	75	80
7.	DAP	75	85

8.	FA	80	90
9.	FK	50*	75
10.	FMA	75	85
11.	HA	80	85
12.	ISP	55*	75
13.	KS	75	85
14.	K	65*	75
15.	LH	50*	65*
16.	MA	50*	75
17.	MF	75	80
18.	MIA	75	75
19.	MNAZ	75	85
20.	MR	75	85
21.	MNAA	65*	75
22.	MRA	60*	80
23.	RR	50*	85
24.	R	70*	90
25.	RDP	75	80

26.	RY	80	90
27.	SAL	75	85
28.	WPS	80	90
Total		$\Sigma X = 1885$	$\Sigma X = 2235$
Mean		$\bar{x} = 67,3$	$\bar{x} = 79,9$

Note: *) the students who not passed the Minimum Mastery Criterion - Kriteria Ketuntasan Minimal KKM (75)

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 1885 with the students' mean was 67,3 and the students' score in post-test II was 2200 with the students' mean was 78,6.

2. Qualitative Data

The quantitative data was strengthen by the qualitative data that gotten from the result of interview with the teacher. 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. Secondly, they still found it difficult to organize sentences in English. They had less in grammar, pronunciation and vocabulary. This caused the discussion took long time and students were less confident to present their own team task.

In the second meeting, the researcher tried to minimize the lack of first meeting 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.

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. 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 checklist

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.

1. Treatment and Findings in Cycle I

Based on the researchers' observation and 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

The planning was arranged before the researcher conduct the research. In this phase, the researcher prepared the lesson plan based on the teaching material. Beside that, the researcher also prepared observation checklist to observe the students and teacher performance during the teaching learning process. The researcher also prepared question of interview and the post test I to collect the data to know whether there are some students' improvement scores from pre-test to post-test I.

b) Action

In this step, the researcher did some action. In the introduction, the researcher as the teacher greeted the students, asked the students' conditions, led the students to say a prayer, checked the attendance of students. The researcher also introduced the topic that studied and informed the learning objective of the topic. The teacher also gave motivation to the students by telling them the benefit of learning English and the role of English in continuing their studies.

In the core activities of first meeting, 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). 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. The teacher gives the students a topic to be discussed in group activities. 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. 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.

In the core activities of second meeting, the teacher explained about asking and giving opinion. The teacher divided students into some group and gave them topic from last meeting. The teacher asked students to give opinions of the topic that have been given to them. After that, all of students with the teacher discussed together. 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.

In the closing activities, the teacher concluded the material together with the students. The students and teachers provided feedback on the process and learning outcomes. The meeting was closed by delivering the next topic and praying together.

c) Observation

In this phase, 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. The observation included the behavior of the students, the response, the attitude of the students and other activities in the action process. The observation can be seen from observation sheet, field note and the students' score in speaking of asking and giving opinion.

In this phase, there were two kinds of observation results, they are collected quantitatively and qualitatively. After being given post-test in cycle I, the score of the students in asking and giving opinion was increased when they were taught by using Listening Teams Strategy. The researcher could improve the

students' speaking ability but there were still some students who were not active in the learning process. Some of them did not pay attention to the teacher teaching and they were not interested in learning speaking. Eventhough, they paid attention when the researcher gave them explanation and instruction. In this cycle, there were 13 students who had reached the minimum score, and 15 students got the score below 75.

Quantitatively, after being given the post-test I, the number of the students who passed the standard minimum score (KKM) was 15 from 28 students. The total of the students score was 1885. So, the mean of the students' score was 67.3. From the result, it can be seen that students' score in post-test I was increased higher than the students' score in the pre-test. The percentage of the students' score of the test who passed the standard minimum score (75) was 53%. So, the post-test of the first cycle was categorized successful.

From the students' response and the students' score above, the researcher stated to continue in cycle two in hoping to be the best. Second cycle was held to achieve the improvement score of the students.

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 second 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 researcher 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. Treatment and Findings in Cycle II

After implementing the strategy in cycle I, the researcher was conducted the cycle II in one meeting. The researcher expected that the cycle II of action research would get better than cycle I. Similar to the first cycle, the researcher conducted cycle II with the same steps as follow:

a) Planning

Based on the reflection in cycle I, the researcher rearranged 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:

In this phase, the researcher prepared the new material that relate to the topic as stated in the lesson plan. The researcher rearranged the treatment using Listening Teams Strategy to improve their abilities. The researcher also prepared the observation sheet to know the lack of activities during the learning process. The researcher also made the test after the speaking activities in Listening Teams Strategy. The test is 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

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:

In the introduction, the researcher as the teacher greeted the students, asked the students' conditions, led the students to say a prayer, checked the attendance of students. The researcher also introduced the topic that studied and informed the learning objective of the topic.

In the core activities, 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). 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. The teacher gives the students a topic to be discussed in group activities. 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. 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.

In the closing activities, the teacher concluded the material together with the students. The students and teachers provided feedback on the process and learning outcomes. The meeting was closed by delivering the next topic and praying together.

c) Reflection

In cycle II, there were many points which observed. The students were not confused using listening teams strategy during the teaching and learning process, especially about doing their own team tasks. The students were more active in presenting their team tasks and many of them were more confident during the presentation. The students listened to the teacher's explanation more seriously; even some of them still made noisy. The students looked enjoying and interesting during the learning process.

Observation was used to find out the students response, behavior, attitude, and other activities that happened in the action step. In the cycle II, there were two result found by the researcher. They were quantitative and qualitative result. From the qualitative result that had been explained above, it can be seen that listening teams could help the learning process become more enjoyable and interesting.

Quantitatively, the score of students' score in the post-test II was increased. There were 26 students passed the standard minimum score (KKM) and 2 students that failed the test. The total of the score of the students' score was 2235. So, the mean score was 79.9. By the total and the mean score, it can be concluded that the score of the students' increased higher than the pre-test and the post-test I, the percentage of the students who passed the standard minimum score was 92% (26 students). So, the post-test of the second cycle was categorized successful.

From the data above, the results show the improvement of students score in speaking. In the pre-test, the number of students who passed the standard minimum score was 13 from 28 students (46%). In the post-test I, there were 15 students

of 28 students who passed the standard minimum score (53%). While in the post-test II, there were 26 of 28 students who passed the test (92%). The improvement of the students' score from pre-test and post-test II was about 46%. While the improvement of the students' score from post-test I and post-test II was about 39%.

In this also used to test the hypothesis in the research, from the compilation, it could be seen that the coefficient of t_{count} (7.39) > t_{table} (1.706). Thus, the alternative hypothesis (H_a) saying that listening teams strategy could improve students' ability in speaking.

d) Reflection

In this phase, the researcher could conclude as follows: (1) having checked the students' test, the researcher found that the students' score showed the improvement. Based on the observation sheet, the teacher' ability in teaching speaking showed the improvement too. The teacher could motivate the students' score showed the improvement. It can be seen from the mean of the students' scores that was getting increased. So the researcher states to leave off in this cycle. The students' score in the cycle II had improved than the cycle I.

B. Discussion

Based on the research finding above, the resarcher found that the implementation of Listening Teams Strategy can improve the students' speaking ability at giving opinion at MAS Al-Washliyah eleventh grade. This improvement was gained by applying the strategy during the learning process well. Silberman

states Listening Teams Strategy is a strategy that helps participants (students) stay focused and alert during a lecture.⁴¹ 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. 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 which was going to be discussed., giving motivation, 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."⁴² This helped the student to be easier to understand the topic and saved more time discussing the topic rather than using much time

⁴¹ Melvin L. Siberman, (2010), *Active Learning: 101 cara belajar siswa aktif*, p. 121

⁴² Ahmad Rohani, (2014), *Media Instruksional Edukatif*, Jakarta: PT Rineka Cipta. (2nd ed.), p. 3.

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 was really helpful to boost the students' eagerness to learn English. Motivation is a process which bestowes spirit, direction, and persistence of behaviour. 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 instructions and were being more serious and enthusiastic during the teaching-learning process. The result could be seen from the increasing of students who passed the post-test II.

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

The last additional activity was allocating the students more time to discuss the topic with their own teams. Adding the time for the students to discuss was done by some ways, such as; the teacher explained the material more briefly and clearly and giving the students a brief written explanation about the topic. This problem related to time management in the classroom. Thus, the researcher tried to use the time in the class carefully and appropriately. This could be proven by completing all the activities on the observation sheet in the second cycle well. By implementing the strategy and adding some activities to help students in learning, it had been proved that this strategy was effective to improve the students' ability at giving opinion. This can be seen from the result of the students'

score in post-test I and post-test II. The mean of each aspect in speaking rubric indicated that the students made improvement on their speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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

1. The result of the study showed that the students' responses in learning speaking was good. They enjoyed the activities using Listening Teams Strategy in class by having a discussion, sharing, and cooperating well. The students' improvement was proved by their speaking test results which increased from test to test. In the cycle one test, all of students final scores were under 75. From the cycle two test, most of the students got final score more than 75.
2. Based on the result above, Listening Teams Strategy can be used as an alternative teaching strategy to improve students' speaking skill. It could be seen from the improvement of students' score in post-test I and post-test II which all the aspect on those speaking rubrics had improved.

B. Suggestions

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

at MAS Al-Washliyah. Thereby, the researcher gave several suggestions for the English teacher, students, other researchers and principal as follow:

1. For the English teacher

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

2. For the students of Senior High School

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

3. For the other researchers

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

4. For the principal

The result of this research as a contribution to improve teachers' competence in teaching English.

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APPENDIX I

LESSON PLAN

(CYCLE I)

School : MAS Al- Washliyah Tembung

Subject : English

Class/ Semester : XI/ 1

Topic : Asking and Giving Opinion

Skill : Speaking

Time Allocation : 4 x 45 minutes (2 meetings)

A. Core Competence

1. Appreciate and live the religious teachings he embraces.
2. Respect and live honest, discipline, responsibility, caring (tolerance, mutual help) behavior, courage, confidence, and interact effectively with the social and natural environment within the reach of society and its existence.
3. Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
4. Trying, processing, and serving in the concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as studied in schools and other similar

source in perspective /theory.

B. Basic Competencies

1. Grateful chance could learn language English as language introduction communication internationally.
2. Appreciate behavior well-mannered and care in doing communication between personal with teacher and friends.
3. Shows behavior honesty, discipline, trust themselves, and responsible answer in doing communication transactional with teachers and friends.
4. Shows behavior responsibility responsible, caring, cooperation, and love peace, in doing communication functional.
5. Expressing the meaning of the formal and sustained transactional (to get things done) and interpersonal conversation (in socialization) accurately, fluently, and appropriately in the daily life contexts that involve the expression of stance, love, and sadness.

C. Indicators of Competence Achievement

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

D. Learning Objective

1. The students are able to speak English accurately, fluently, and appropriately in the daily life
2. The students are able to use the expressions of asking and giving opinion accurately and fluently in the daily life context.

E. Learning Material

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

Asking for opinion

- How do you feel about...?
- How do you like...?
- What do you think about...?
- What's your opinion of...?
- What do you think of/if...?
- Do you think...?
- How do you like...?
- What's your opinion about...?
- What's your idea about the case...?
- What do you assume...?

Expression of giving opinion (personal point of view)

- What I mean is
- In my humble opinion
- I would like to point out that
- Personally, I think
- In my opinion
- According to me
- Etc.

Expression of giving opinion (general point of view)

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

- | |
|--------|
| • Etc. |
|--------|

Topic: English Language

Individual task.

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

Group task.

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

- Second group: please write as many reasons as possible that support the topic (use expression of giving opinion)!

- Third group: please write as many reasons as possible to deny the statements of whom supporting the topic (use expression of giving opinion)!

F. Teaching Method

- Listening teams strategy
- Lecturing

G. Learning Activities

- The First Meeting

Activities	Description	Time Allocation
Opening	<ol style="list-style-type: none"> 1. The teacher greets the students. 2. The teacher leads the students to say a prayer. 3. The teacher asks the students' conditions. 4. The teacher checks students' attendance. 5. The teacher motivates the students for 	10 minutes

	<p>Learning English hard.</p> <p>6. The teacher reminds the students about the previous lesson.</p>	
Core Activity	<p>➤ Exploration</p> <ol style="list-style-type: none"> 1. The teacher tells the students that they are going to have listening teams activities. 2. The teacher divides the students into 4 teams, each group consists of 9-10 students. 3. The teacher explains the rules and tasks for each team (first team as questioner, second team as pro-side, third team as con-side, and the fourth team as conclusion maker). <p>➤ Elaboration</p> <ol style="list-style-type: none"> 1. The teacher tells the students that after lecturing they are given time (10 minutes) to discuss and finish their team tasks. 2. After finishing discussion, the teacher asks the students to present their own tasks as what have been explain before (except one team; conclusion maker). <p>➤ Collecting Information and Trying</p> <ol style="list-style-type: none"> 1. Teacher gives an opportunity to the students to convey their 	70 minutes

	<p>opinion or share their ideas.</p> <ol style="list-style-type: none"> 2. As the end of teams' activities, the teacher ask the fourth team (conclusion maker) to present their task. 3. Teacher asks to the students how far they understand about the materials that have been taught. 	
Closing	<ol style="list-style-type: none"> 1. The students and teachers provide feedback on the process and learning outcomes. 2. The teacher tells the students the next material that will be learned 3. The students and teachers say the closing greetings.. 	10 minutes

- **The Second Meeting**

Activities	Description	Time Allocation
Opening	<ol style="list-style-type: none"> 1. The teacher greets the students. 2. The teacher leads the students to say a prayer. 3. The teacher asks the students' conditions. 4. The teacher checks students' attendance. 5. The teacher motivates the students for learning English hard. 6. The teacher reminds the students about the previous lesson. 	10 minutes

Core Activity	<p>➤ Exploration</p> <ol style="list-style-type: none"> 1. The teacher tells the students that they are going to have listening teams activities. 2. The teacher divides the students into 4 teams, each group consists of 9-10 students. 3. The teacher explains the rules and tasks for each team (first team as questioner, second team as pro-side, third team as con-side, and the fourth team as conclusion maker). <p>➤ Elaboration</p> <ol style="list-style-type: none"> 1. The teacher tells the students that after lecturing they are given time (10 minutes) to discuss and finish their team tasks. 2. After finishing discussion, the teacher asks the students to present their own tasks as what have been explain before (except one team; conclusion maker). <p>➤ Collecting Information and Trying</p> <ol style="list-style-type: none"> 1. Teacher gives an opportunity to the students to convey their opinion or share their ideas. 2. As the end of teams' activities, the 	70 minutes

Maximum score: $4 \times 5 = 20$

The Students' Mark: maximum score \times 5

Known by :

Head Master of MAS Al-Washliyah Tembung

English teacher

Zuraidah, Sh

Marni Rama, S.Pd

Researcher

Annisa Zikriyah Hsb

NIM : 34153074

APPENDIX II

LESSON PLAN (CYCLE II)

School : MAS Al- Washliyah Tembung

Subject : English

Class/ Semester : XI/ 1

Topic : Asking and Giving Opinion

Skill : Speaking

Time Allocation : 4 x 45 minutes (2 meetings)

A. Core Competence

1. Appreciate and live the religious teachings he embraces.
2. Respect and live honest, discipline, responsibility, caring (tolerance, mutual help) behavior, courage, confidence, and interact effectively with the social and natural environment within the reach of society and its existence.
3. Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
4. Trying, processing, and serving in the concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as studied in schools and other similar source in perspective /theory.

B. Basic Competencies

1. Grateful chance could learn language English as language introduction communication internationally.
2. Appreciate behavior well-mannered and care in doing communication between personal with teacher and friends.
3. Shows behavior honesty, discipline, trust themselves, and responsible answer in doing communication transactional with teachers and friends.

4. Shows behavior responsibility responsible, caring, cooperation, and love peace, in doing communication functional.
5. Expressing the meaning of the formal and sustained transactional (to get things done) and interpersonal conversation (in socialization) accurately, fluently, and appropriately in the daily life contexts that involve the expression of stance, love, and sadness.

C. Indicators of Competence Achievement

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

D. Learning Objective

1. The students are able to speak English accurately, fluently, and appropriately in the daily life
2. The students are able to use the expressions of asking and giving opinion accurately and fluently in the daily life context.

E. Learning Material

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.

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

- *What do you think of/if...?*
- *Do you think...?*
- *How do you like...?*
- *What's your opinion about...?*
- *What's your idea about the case...?*
- *What do you assume...?*

Expression of agreeing with an opinion

- *Of course.*
- *This is absolutely right.*
- *I agree with this opinion.*
- *I couldn't agree more.*
- *I agree with what you are.*
- *I agree, I never thought of that.*
- *Neither do I.*
- *Etc.*

Expression of disagreeing with an opinion

- *I am sorry, I don't agree with you.*
- *I am not sure I agree with you.*
- *I don't agree with you.*
- *I am afraid I have to disagree with you.*
- *I do not believe that.*
- *By this I mean*
- *Etc.*

Topic: Student Orientation Period (MOS)

MOS activities have existed since the Dutch colonial era. Physician education in schools (STOVIA) in the period from 1898 to 1927, new students become "men" seniors, for example, was assigned to clean up the room seniors. Nowadays, student orientation period (MOS) takes the attention of many people after many violence which happen during MOS.

Individual task.

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

Group task.

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

- Second group: please write as many reasons as possible that support MOS (use expression of giving opinion)!

- Third group: please write as many reasons as possible to deny the statements of whom supporting MOS (use expression of giving opinion)!

F. Teaching Method

- Lecturing
- Listening teams strategy

G. Learning Activities

- **The First Meeting**

Activities	Description	Time Allocation
Opening	7. The teacher greets the students. 8. The teacher leads the students to say a prayer. 9. The teacher asks the students' conditions. 10. The teacher checks students' attendance. 11. The teacher motivates the students for learning English hard. 12. The teacher reminds the students about the previous lesson.	10 minutes
Core	➤ Exploration	70 minutes

Activity	<ol style="list-style-type: none"> 1. The teacher tells the students that they are going to have listening teams activities. 2. The teacher divides the students into 4 teams, each group consists of 9-10 students. 3. The teacher explains the rules and tasks for each team (first team as questioner, second team as pro-side, third team as con-side, and the fourth team as conclusion maker). <p>➤ Elaboration</p> <ol style="list-style-type: none"> 1. The teacher tells the students that after lecturing they are given time (10 minutes) to discuss and finish their team tasks. 2. After finishing discussion, the teacher asks the students to present their own tasks as what have been explain before (except one team; conclusion maker). <p>➤ Collecting Information and Trying</p> <ol style="list-style-type: none"> 1. Teacher gives an opportunity to the students to convey their opinion or share their ideas. 2. As the end of teams' activities, the teacher ask the fourth team (conclusion maker) to present their task. 3. Teacher asks to the students how far they understand about the materials that have been taught. 	
Closing	1. The students and teachers provide	10 minutes

	<p>feedback on the process and learning outcomes.</p> <p>2. The teacher tells the students the next material that will be learned.</p> <p>3. The students and teachers say the closing greetings..</p>	
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- **The Second Meeting**

Activities	Description	Time Allocation
Opening	<ol style="list-style-type: none"> 1. The teacher greets the students. 2. The teacher leads the students to say a prayer. 3. The teacher asks the students' conditions. 4. The teacher checks students' attendance. 5. The teacher motivates the students for learning English hard. 6. The teacher reminds the students about the previous lesson. 	10 minutes
Core Activity	<p>➤ Exploration</p> <ol style="list-style-type: none"> 1. The teacher tells the students that they are going to have listening teams activities. 2. The teacher divides the students into 4 teams, each group consists of 9-10 students. 3. The teacher explains the rules and tasks for each team (first team as questioner, second team as pro-side, 	70 minutes

	<p>third team as con-side, and the fourth team as conclusion maker).</p> <p>➤ Elaboration</p> <ol style="list-style-type: none"> 1. The teacher tells the students that after lecturing they are given time (10 minutes) to discuss and finish their team tasks. 2. After finishing discussion, the teacher asks the students to present their own tasks as what have been explain before (except one team; conclusion maker). <p>➤ Collecting Information and Trying</p> <ol style="list-style-type: none"> 1. Teacher gives an opportunity to the students to convey their opinion or share their ideas. 2. As the end of teams' activities, the teacher ask the fourth team (conclusion maker) to present their task. 3. Teacher asks to the students how far they understand about the materials that have been taught. 	
Closing	<ol style="list-style-type: none"> 1. The students and teachers provide feedback on the process and learning outcomes. 2. The teacher tells the students the next material that will be learned. 	10 minutes

	3. The students and teachers say the closing greetings..	
--	--	--

H. Learning Source, Media, and Tools

1. Learning source : Textbook
2. Media : Tutorial video.
3. Tools : Infocus, speaker, laptop, markers.

I. Assessment

1. Technique : Oral Test
2. Form: Performance
Speaking Assessment

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

Maximum score: $4 \times 5 = 20$

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

Known by :

Head Master of MAS Al-Washliyah Tembung

English teacher

Zuraidah, Sh

Marni Rama, S.Pd

Researcher

Annisa Zikriyah Hsb

NIM : 34153074

APPENDIX III

Pre-test

Topic: *English language*

ENGLISH IS ONE OF
INTERNATIONAL LANGUAGE AND
HAS BEEN USED IN MANY
COUNTRIES AS SECOND

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

Students's answer :

Student 1 :

1. I think English is a challenging subject and I am very curious because I think this language is very important.
2. I am agree. Because English is a challenging language for the future. And if English is applied we will definitely go abroad and talk to them.

Student 2 :

1. I think English is a learning that is often done in a place and wherever we do learning. And English is an international language.
2. I do not agree. Because Indonesian is our first language and the second language is Arabic because we are Muslims and the third is English as a foreign language.

APPENDIX IV

Post-test (CYCLE I)

Topic: Student orientation period (MOS)

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

Students' answer :

Student 1 :

1. In my opinion, Mos is the stage of introduction to the school and all students.
2. I agree because with the supervision of the school so that there is no bullying.

Student 2 :

1. In my view, Mos is an organization that can exercises patience and honesty.
2. I don't believe that. Because Mos is not benefit and only make students tired.

APPENDIX V

Post-test (CYCLE II)

Topic : *demo*

1. What do you think about *demo*?
2. Do you agree if the *demo* is conducted by students in Indonesia? Why?

Students' answer :

Student 1 :

1. In my humble opinion, demo is an issue that wants to ask for justice in a state or government.
2. I agree with this opinion, because menegakkan justice to a mistake must be justified but I do not agree if students take part in the demonstration because student's task is study.

Student 2 :

1. According to me, demo is to express opinion to the goverment to defend the truth. #saverakyat #tolakrkuhp
2. I don't agree. With the demonstration damaging the environment around and the task of students is study hard.

APPENDIX VI

OBSERVATION CHECKLIST

(Cycle I, First Meeting)

No.	Teaching Learning Activity	Yes	No
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 divides 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)		
8	The teacher explains the material to the students clearly.		
9	The students listen to the teacher's explanation during lecturing seriously.		
10	The teacher gives the students a topic to be discussed in group activities.		
11	The teacher informs the students that they are given 10 minutes to finish their teams' tasks		
12	The teacher stops the students' discussion after 10 minutes.		
13	The students present their task except to last team (conclusion maker).		
14	The teacher gives opportunities to the other students to convey their opinions		
15	The teacher asks the last team to present their task or the conclusion of the discussion.		
16	The teacher confirms the students' understanding about the material.		
17	The teacher affirms the students' conclusion about the topic which have been just discussed		
18	The teacher closes learning activities by giving an assignment to the students as a part of remedial or enrichment.		

Tembung, Oktober 2019

Observer

APPENDIX VII

OBSERVATION CHECKLIST

(Cycle I, Second Meeting)

No.	Teaching Learning Activity	Yes	No
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1	The teacher greets the students		
2	The teacher asks the students conditions		
3	The teacher leads the students to say a prayer		
4	The teacher checks the attendance of students		
5	The teacher gives motivation to the students		
6	The teacher explains the strategy briefly to the students including the students' activities and task		
7	The teacher divides the students into 4 teams based on the the strategy (1st team as questioner, 2nd as pro-side, 3rd as con-side, 4th as conclusion maker)		
8	The teacher explains the material to the students clearly.		
9	The students listen to the teacher's explanation during lecturing seriously.		
10	The teacher asks the students to do not talk with their friends during the lecturing and reminds them if they do it.		
11	The students listen to the teacher's explanation during lecturing seriously.		
12	The teacher insructs the students to not using smartphone during the lecturing but they can use it as dictionary to find difficult words		
13	The teacher gives the students a topic to be discussed in group activities		
14	The teacher informs the students that they are given 10 minutes to finish their teams' tasks.		
15	The teacher stops the students' discussion after 10 minutes.		
16	The students present their task except to last team (conclusion maker).		
17	The teacher gives opportunities to the other students		

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

Tembung, Oktober 2019

Observer

OBSERVATION CHECKLIST

(Cycle II)

No.	Teaching Learning Activity	Yes	No
1	The teacher greets the students		
2	The teacher asks the students conditions		
3	The teacher leads the students to say a prayer		
4	The teacher checks the attendance of students		
5	The teacher gives motivation to the students		
6	The teacher explains the strategy briefly to the students including the students' activities and task		
7	The teacher make sure that the students understand the instruction given by explaining combining both Indonesian and English.		
8	The researcher gave chance for the students to ask about the procedure of the startegy if they did not understand yet.		
9	The teacher divides the students into 4 teams based on the the strategy		
10	The teacher explains the material to the students clearly.		
11	The teacher asks the students to do not talk with their friends during the lecturing and remains them if they do it.		
12	The students listen to the teacher's explanation during lecturing seriously		
13	The researcher gave the students time for asking questions relate to giving opinion in english if there was unclear explanation.		
14	The teacher insructs the students to not using		

	smartphone during the lecturing but they can use it as dictionary to find difficult words.		
15	The teacher gives the students a topic to be discussed in group activities		
16	The teacher informs the students that they are given 10 minutes to finish their teams' tasks.		
17	The teacher stops the students' discussion after 10 minutes.		
18	The students present their task except to last team (conclusion maker).		
19	The teacher gives opportunities to the other students to convey their opinions.		
20	The teacher asks the last team to present their task or the conclusion of the discussion		
21	The teacher confirms the students' understanding about the material.		
22	The teacher affirms the students' conclusion about the topic which have been just discussed		
23	The teacher closes learning activities by giving an assignment to the students as a part of remedial or enrichment.		

Tembung, Oktober 2019

Observer

APPENDIX IX

INTERVIEW WITH THE STUDENTS BEFORE IMPLEMENTING CLASSROOM ACTION RESEARCH

R : Researcher

S1 : Student 1

S2 : Student 2

S3 : Student 3

R : Hai, apakah miss boleh gabung sama kalian?

S1 : Oh iya miss, silahkan duduk..

S2 : Ada apa tuh miss?

R : Mbb, miss mau interview kalian bertiga. Boleh?

S3 : Iya miss gapapa.

R : Nah, jadi miss mau bertanya kalian suka bahasa inggris?

S2 : kalo saya kurang suka miss, karna saya susah ngomongnya apalagi saya orang batak jadi logatnya masih terbawa-bawa miss

S1 : saya lumayan suka miss karna kalau dengar orang berbicara bahasa inggris itu enakya aja gitu miss dengarnya apalagi kalau lancar speakingnya

S3 : kalo saya gak suka miss karna susah belajarnya miss banyak kali aturannya kayak grammar gitu miss

R : Oh gitu, miss pun dulu sama kayak kalian tidak suka juga. Lalu, apa saja kesulitan kalian selama belajar bahasa inggris?

S2 : nah itu dia miss,, aa,, kalo saya ya miss itu susah speakingnya miss, Kan kalo misalnya mau speaking harus tau banyak vocabulary kan miss, saya susah ngafalnya miss hehee

S3 : Saya semuanya miss karna saya gak suka jadi semuanya sulit

S2 : kalo saya susah translate miss sama bacanya juga susah miss, kadang lidah saya berbelit-belit ngucapinnya

R : Oh begitu. Jadi bagaimana cara mengajar guru bahasa inggrisnya dikelas?

S1 : oh kalau mam marni kan miss dia ngajarnya ya sesuai dengan buku miss

S2 : iya miss, terus ya gitu-gitu aja, ngerjakan soal yaudah belajar lagi.

S3 : mam itu terlalu ikutin buku lah miss, kadang kami pun bosan miss

R : Oh gitu. Apakah mam pernah pakai metode yang lain? Misalnya game?

S2 : enggak mam, paling kalau bercanda-canda gitu pernah juga lah mam biar gak tegang kali

R : Oh iyaiya.. Dan pertanyaan terakhir, kan dalam bahasa inggris itu ada menulis, mendengar, berbicara, membaca, yang mana menurut kalian yang susah?

S1 : kalau saya berbicara sama mendengar miss apalagi kayak dengerin di youtube yang orang luar negeri bicara susah saya nangkapnya miss apa yang di bilang mereka

S2 : saya sih menulis suka miss, yang susah itu membaca dan berbicara miss

S3 : kalau saya semuanya sulit miss karna saya tidak suka, jadi susah semuanya miss hehee

R : ok,terimakasih yaa untuk waktunya.

S1, S2, S3 : Baik miss

APPENDIX X

INTERVIEW WITH THE STUDENTS AFTER IMPLEMENTING CLASSROOM ACTION RESEARCH

R : Researcher

S1 : Student 1

S2 : Student 2

S3 : Student 3

R : *Halo.. miss boleh minta waktunya lagi sebentar..*

S2 : *ohiyaiya miss gapapa*

S3 : *tentang apa miss?*

R : *sama seputaran bahasa inggris juga*

S1 : *oh oke miss*

R : *nah, kan kita sudah belajar bahasa inggris dengan menggunakan strategi baru yaitu listening teams strategy. Jadi bagaimana pendapat kalian?*

S2 : *enak miss, karna kan biasanya belajar fokus sama buku tapi kalau ini dia berkelompok jadi bisa diskusi sama-sama miss kalau ada yang gak tau*

S3 : Iya miss, menarik lagi belajarnya. Saya yang awalnya gak suka bahasa inggris jadi suka setelah pakai strategi ini miss

S1 : kalau saya miss, enjoy. Kita bisa sharing sama teman yang lainnya, berbagi ilmu lah miss

R : wah, jadi semangat semuanya ya. Apakah belajar dengan menggunakan listening teams strategi membuat kalian jadi berani speaking di depan kelas?

S2 : inya miss, karna kan sebelumnya kita udah diskusi dengan teman jadi pas mau maju ke depan udah gak malu lagi

S1 : kalau belajarnya seperti ini, kita jadi bisa percaya diri kalo mau speaking dengan yang lain miss

S3 : bener tuh miss, jadi gak takut-takut speaking apalagi bersalahan ntar jadi di ketawain hehee

R : oh iyayaa.. Adakah kesulitan yang kamu dapatkan selama belajar speaking melalui strategi ini?

S3 : ada miss, kayak misalnya mau bicara paling lupa-lupa ingat kosakatanya

S2 : iya miss paling itu aja yang sulit.. sama logat inggrisnya miss hehee

S1 : dan untuk mulai bacanya juga susah di ucapkan miss

R : oke.. Apakah setelah diajarkan dengan strategi ini, kamu jadi tertarik untuk menguasai bahasa inggris?

S1 : sangat tertarik miss. Ternyata belajar bahasa inggris itu tidak sesulit yang saya pikir selama ini miss

S2 : lumayan miss hehee

S3 : tertarik miss, awalnya saya tidak suka jadi suka miss apalagi kalau gurunya ngajar pakai berbagai macam strategi jadi tidak bosan dan mudah dimengerti miss

R : baiklah.. terimakasih ya ananda..

S1, S2, S3 : Sama-sama miss

APPENDIX XI

INTERVIEW WITH THE TEACHER

R : *Researcher*

T : *Teacher*

R : *Assalamualaikum mam.. permisi mam*

T : *waalaikumsalam*

R : *bolehkah saya meminta waktu mam beberapa menit, saya ingin mengajukan beberapa pertanyaan mam*

T : *baik, silahkan..*

R : *apa saja masalah yang terjadi selama mam mengajar bahasa inggris khususnya di kelas XI IIS 2 ini?*

T : *kalau masalah selama mam mengajar mereka itu, contohnya ada beberapa siswa yang tidak suka bahasa inggris jadi ketika saya menjelaskan materi, mereka kurang fokus. Bahkan siswa yang di belakang itu cenderung bercerita dan melakukan aktifitas lain. Mereka juga sulit untuk memahami bahasa inggris jadi harus pelan-pelan mengajarnya sampai mereka bisa.*

R : apa saja kesulitan siswa dalam belajar speaking?

T : Oke.. berbicara tentang speaking, banyak siswa memiliki kemampuan rendah dalam kosa kata. Jadi mereka tidak memiliki banyak daftar kata. Kemudian mereka juga tidak memiliki pengalaman untuk berbicara, karena ya, beberapa guru hanya memberikan penjelasan kepada siswa dan tidak memberikan kesempatan untuk mengutarakan pendapatnya. Ini berarti bahwa pengalaman siswa dalam berbicara bahasa Inggris sebagai komunikasi di kelas akan hilang. Dan kemudian, para siswa juga takut dengan tata bahasa. Mereka takut jika mereka berbicara dengan salah menurut aturan tata bahasa. Siswa juga belum percaya diri untuk berbicara. Saya pikir itu semua tentang kesulitan siswa selama belajar speaking yangm terjadi di kelas.

R : Strategi apa yang sering mam gunakan selama mengajar di kelas?

T : Sebenarnya untuk strategi yang akan kita terapkan di kelas, tergantung bahannya. Saya harus mempertimbangkan strategi yang tepat untuk topik atau bahan yang sesuai. Tetapi jika kita berbicara tentang mengajar bahasa Inggris, kita harus membuat siswa aktif di kelas, apa pun keterampilannya, meskipun keterampilannya adalah mendengarkan, menulis, berbicara, atau membaca.

R : apakah mam pernah menggunakan listening teams strategy dalam proses pengajaran?

T : bagi saya, saya tidak pernah menggunakan strategy ini. Biasanya saya mengajar dengan materi di buku setelah itu saya melakukan tanya jawab dan diskusi dengan siswa.

R : setelah melihat siswa belajar speaking dengan listening teams strategy, bagaimana menurut mam kemampuan siswa setelah itu?

T : bagus ya, mereka jadi cepat paham dan percaya diri untuk berbicara di depan kelas. Mam perhatikan mereka juga enjoy. Padahal biasanya mereka itu susah memahami pelajaran.

R : menurut mam, apakah listening teams ini cocok untuk digunakan sebagai media dalam memberikan pendapat ketika berbicara?

T : bagi mam listening teams ini cocok untuk media dalam speaking khususnya

memberikan pendapat. Awalnya mam berfikir bagaimana cara menggunakannya? Apakah bisa? Dan ternyata terbukti bisa. Kamu hebat bisa menerapkan media ini dan membantu siswa dalam speaking.

R : apakah mam termotivasi untuk menggunakan strategi ini kedepannya dalam mengajarkan speaking kepada siswa?

T : Sangat termotivasi, Karena dengan strategi ini siswa lebih terlihat enjoy dalam belajar bahasa inggris. Kemudian mereka juga terlihat lebih semangat lagi dalam belajar khususnya dengan diskusi. Dan mereka lebih percaya diri lagi untuk mengutarakan suatu pendapat di depan umum.

R : baiklah, terimakasih untuk jawaban dan sudah meluangkan waktunya mam

T : Iya sama-sama.

APPENDIX XII

FIELD NOTE

Date : Wednesday, 16th October 2019

The researcher came to the school. Then, met the English teacher at teachers' room. In this time, the researcher explained the purpose of her coming, asking permission for doing research in her class and asking the schedule. After all the needed information for doing the research was gained, the researcher shook hands and aksed permission to the english teacher to go home and preparing for pre-test on next day.

Friday, 18th October 2019

Today was the first meeting. It was so tired because I had known the class. The students were noisy. The researcher entered to the class and introduce herself and to explain the purpose of her coming. At this time, the researcher also

informed to the students that the students would have a speaking test. During English lesson time, the researcher did pre-test to all students. This test was aimed to know their comprehension in understanding the material about giving opinion. And the result of evaluation was still low. The students were shy and still confused to work in group of listening team strategy.

Wednesday, 23th October 2019

This was second meeting and I want to make better than before. I give more motivation to the students and guide them together with the collaborator to help them work in group. The researcher began cycle I by implementing listening teams strategy during teaching-learning process based on learning implementation plan which had been arranged by the researcher before.

In this meeting, the researcher applied the listening teams strategy. The researcher divided the students into group of four, lecturing the material, and giving student a brief explanation on a piece of paper about the topic being discussed. By looking about some obstacles which happened in the first meeting, the researcher had made some improvements such as; revising the learning implementation plan, giving the students more time to discuss the topic given, giving the students more time for asking and answering questions, and motivating the students to be more confident and active in discussing the topic and presenting their own team tasks. The researcher also made sure that all student were enjoying the teaching learning process. The students has been better to do listening team strategy than before. They become more understand.

Friday, 25th October 2019

In the third meeting, I come to the school early than before. The researcher began cycle II learning by implementing listening teams strategy during teaching learning process based on the learning implementation plan which had arranged and revised before. I try to explain more about giving opinion. I motivate them to be more active because I will choose the best group in this meeting. And

there will be test also for the post-test I. I am happy that the students become more active and the result of evaluation improved.

Wednesday, 30th October 2019

Today was the last meeting. The students become more familiar with listening team strategy. They sit in group. They are very happy. They performance and the award for the best group. I am happy because the students' score was better than before. Because this is the last meeting, I interview some of them about listening team strategy.

APPENDIX XIII

THE STUDENTS' ATTENDANCE LIST DURING THE RESEARCH

NAME OF STUDENTS	MEETINGS			
	1	2	3	4
1. Abdul Muarip Hrp	✓	✓	✓	✓
2. Abi Khurairah	✓	✓	✓	✓
3. Ahmad Yunus Srg	✓	✓	✓	✓
4. Alifya Salsabila	✓	✓	✓	✓

5. Ananda Zahwa	✓	✓	✓	✓
6. Adawiyah Alsy	✓	✓	✓	✓
7. Devita Aulia Putri	✓	✓	✓	✓
8. Fajar Abdillahadi	✓	✓	✓	✓
9. Farhan Khairurrahman	✓	✓	✓	✓
10. Fathul Munawir Arda	✓	✓	✓	✓
11. Habib Ardana	✓	✓	✓	✓
12. Ifan Surya Perdana	✓	✓	✓	✓
13. Khairunnisa Salsabila	✓	✓	✓	✓
14. Kurniawan	✓	✓	✓	✓
15. Luthfi Haviz	✓	✓	✓	✓
16. M. Akhsay	✓	✓	✓	✓
17. M. Fathurrahman	✓	-	✓	✓
18. M. Ilham Anugrah	✓	✓	✓	✓
19. M. Naufal Aulia Zein	✓	✓	✓	✓
20.M. Redho	✓	-	✓	✓
21. Mhd. Nur Afif Aziz	✓	✓	✓	✓
22.Mhd. Rizky Ananda	✓	✓	✓	✓
23.Rahmat Rizky	✓	✓	✓	✓
24.Rahmi	✓	✓	✓	✓
25.Rendi Dwi Pratama	✓	✓	✓	✓
26.Retno Yuwitra	✓	✓	✓	✓

27. Siti Aisyah Lbs	✓	✓	✓	✓
28. Widya Puspita Sari	✓	✓	✓	✓

APPENDIX XIV

STUDENTS' NAME AND INITIAL

No	Name of Students	Initial of Students
1	Abdul Muarip Hrp	AMH
2	Abi Khurairah	AK
3	Ahmad Yunus Srg	AYS
4	Alifya Salsabila	AS
5	Anada Zahwa	AZ
6	Adawiyah Alsy	AA
7	Devita Aulia Putri	DAP
8	Fajar Abdillahadi	FA
9	Farhan Khairurrahman	FK
10	Fathul Munawir Arda	FMA
11	Habib Ardana	HA
12	Ifan Surya Perdana	ISP
13	Khairunnisa Salsabila	KS
14	Kurniawan	K
15	Luthfi Haviz	LH
16	M. Akhsay	MA
17	M. Fathurrahman	MF
18	M. Ilham Anugrah	MIA
19	M. Naufal Aulia Zein	MNAZ

20	M. Redho	MR
21	Mhd. Nur Afif Aziz	MNAA
22	Mhd. Rizky Ananda	MRA
23	Rahmat Rizky	RR
24	Rahmi	R
25	Rendi Dwi Pratama	RDP
26	Retno Yuwitra	RY
27	Siti Aisyah Lbs	SAL
28	Widya Puspita Sari	WPS

APPENDIX XV

DOCUMENTATION





The researcher give a test
students *discussion with the group*

The



The researcher interview the students



The researcher explain the material



The students performance in front of the class



The Students' Activity Learning



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

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Nomor : B-12608/ITK/ITK.V.3/PP.00.9/ 10/2019
 Lampiran : -
 Hal : Izin Riset

Medan, 14 Oktober 2019

Yth. Ka. MAS Al Washliyah Tembung
Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : ANNISA ZIKRIYAH HASIBUAN
 Tempat/Tanggal Lahir : Medan, 05 Juli 1997
 NIM : 34153074
 Semester/Jurusan : IX/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MAS Al Washliyah Tembung, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE IMPLEMENTATION OF LISTENING TEAMS STRATEGY TO IMPROVE STUDENTS' SPEAKING SKILL AT MAS AL WASHLIYAH TEMBUNG

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam

a.n. Dekan
 Ketua Jurusan PBI



Dr. Sholihatul Hamidah Dly, M.Hum.
 NIP. 19750622 200312 2 002

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



MAJELIS PENDIDIKAN AL-WASHLIYAH MADRASAH ALIYAH SWASTA AL-WASHLIYAH 22 TEMBUNG

Alamat : Jl. Besar Tembung No. 78 Telp. (061) 7382871 Desa Tembung Kec. Percut Sei Tuan Kab. Deli Serdang Kode Pos 20371 email : masawtembung@yahoo.co.id

Tembung, 07 November 2019

Nomor : 036 /SK/MAS-AW/TB/XI/2019

Lamp : -

Perihal : Balasan Permohonan Penelitian

Kepada Yth :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan (FITK)
Universitas Islam Negeri Sumatera Utara (UIN-SU)

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Saya yang bertanda tangan di bawah ini :

Nama : Zuraidah, S.H
Jabatan : Kepala MAS Al-Washliyah 22 Tembung

Menerangkan bahwa :

Nama : Annisa Zikriyah Hasibuan
NIM : 34153074
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan : Pendidikan Bahasa Inggris

Telah kami setuju untuk melaksanakan penelitian di MAS Al-Washliyah 22 Tembung dari tanggal 16 Oktober 2019 s/d 31 Oktober 2019 sebagai syarat penyusunan skripsi dengan judul **"The Implementation of Listening Team Strategy to Improve Students' Speaking Skill at MAS Al-Washliyah 22 Tembung"**

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum, Wr. Wb.

Kepala MAS Al-Washliyah 22 Tembung

Zuraidah, S.H

BIOGRAPHY

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Thesis Title : The Implementation of Listening Teams Strategy to Improve Students' Speaking Skill at MAS Al-Washliyah Tembung

Advisors : 1. Dr. Abdillah, M.Pd
2. Ernita Daulay, S.Pd, M.Hum

Motto : Be yourself

