

The Implementation of Listening Team Model (LTM) to Improve Students' Speaking Skill

Menerapkan Listening Team Model (LTM) untuk Meningkatkan Kemampuan Berbicara Siswa

Arnida Ritonga^{a,1}, Ashari P. Swondo^{b,2}

^{a,b}Program Studi Pendidikan Bahasa Inggris UPU, Jl. K.L. Yos Sudarso KM 6.5 Tj. Mulia, Medan, 20241, Indonesia

arnidaritonga2018@gmail.com¹, arieswondo770809@gmail.com²

ABSTRACT

The purpose of this take a look at is to analyze whether using LTM (Listening group version) substantially improves the students ability on speaking. This observe was carried out by the usage of classroom action research. The difficulty of this research changed into the eleventh grade college students of Madrasah Aliyah Swasta Al-Washliyah 22 Tembung which consisted of 27 students. This research changed into conducted in two cycles. The first cycle consisted of three meetings and The second cycle consisted of 3 meetinga. The tool for collecting the quantitative information turned into oral test or talking take a look at and the tool for collecting the qualitative facts were diary notes, observation sheets, interview sheets, and documentation. primarily based on the evaluation, college students skill became progressed in each take a look at. In pre-test, the mean score was 56.25. In submit take a look at I in cycle I, the mean rating was 70.74, and inside the submit take a look at II in cycle II, the imply score was 83.77. Primarily based at the statement sheets, diary notes, and interview sheets, it become determined that the coaching learning method run nicely. the scholars have been extra energetic and enthusiastic working in organization. It changed into concluded that LTM (Listening Team Model) ought to enhance the students skill in speaking.

Keywords : Speaking skill, Listening Team Model (LTM)

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1. INTRODUCTION

In this era of Globalization, English Language is critical for our lives. In reality, it's miles the second one maximum spoken language inside the international. Globalization made using English language more widen. The capacity to talk and to write down English has been one crucial benchmark skill within the expert world. getting to know English in Senior high school is vital given apart from us a training of the globalization manner but because the provision of Senior excessive college students to retain to higher education level of the hooked up English teaching as a lesson that have to be managed with the aid of college students.

As one of the simple competencies of English, speaking has an critical role in language learning process. in line with Fulcher (2003: 24) talking is the verbal use of language to communicate with others. Maxom (2009: 183) states that talking is the most critical skill in English language coaching to be mastered in school. Thru speaking, college students specific their ideas, feelings and desires to others. In school, students learns how to speak English simpler because there are teachers and buddies who can be their facilitator and pair to exercise English. So, speaking is capability of humans to speak with other people by way of the usage of verbal language.

In this case, students must look at tough to grasp it and instructor have to create a good ecosystem in class. however, it's miles contrary to the real scenario in magnificence. Speaking sports do no longer work in magnificence due to the fact many elements prevent college students from speaking English with their buddies. they're now not confidence of their capacity. the scholars additionally assume that learning English isn't always interesting, that is due to the fact the

approach or method this is used less appealing students getting to know has cognizance at the instructor and put the listener.

Speaking is an activity used by someone to talk with other. It takes vicinity every wherein and has come to be part of our day by day activities. When someones speak, the interact and use the language to express their thoughts, feeling and idea. They also proportion information to different via verbal exchange. In a few scenario, Speaking is used to offer commands or to get matters completed, for instance, to explain things or someone, to bitch approximately people behavior, asking and giving offerings and others. inside the coaching and getting to know manner, the academics supply less interest to talking. consequently, if college students do no longer find out how to speak or do now not get any possibilities to talk in the language school room. They'll quickly lose their hobby in learning. students who do no longer increase robust oral abilities throughout this time, will find it problem hold face with their friends in later years.

Primarily based on the characteristics of the problem, they may be solved by giving suitable technique. The researcher offers technique to applying the method in speaking English, particularly listening team model. Listening team is an attempt to benefit an information of the character of a concept or precept or positive abilities thru a method of activities or training a procedure of activities or training that involves the experience of hearing. (Hendarwan, 2011: 2). Listening team technique is a cooperative learning model that requires college students to think critically, wherein each institution has a unique project. So, students can play an lively function in expressing their reviews. starts offevolved with the presentation of getting to know cloth by the instructor. Listening team is protected inside the complete class gaining knowledge of shape of mastering. Basically, this activity is a manner to help students stay targeted and alert in diverse getting to know conditions that are happening. in this activity, the Listening team bureaucracy small companies which are accountable for explaining studying fabric, almost the same as the Jigsaw version, but in the Listening team there's no alternate of crew participants. This Listening team method goals to form agencies which have unique obligations or obligations related to issue count number so that energetic participation of students might be obtained all through the gaining knowledge of manner. Which begins with the presentation of learning by way of the teacher. Then the teacher divides the magnificence into organizations. each group has its personal role.

2. LITERATURE REVIEW

A. *Definition of Speaking*

In line with Harmer (2007: 284), amongst them, speakme is the ability to talk fluently and no longer just language expertise characteristic, but the potential to technique immediate facts and language even as speakme is defined as a method. in keeping with Quianthy (1990: 7) that verbally transfers ideas and facts in different conditions.

B. *Definition of Listening Team Model (LTM)*

The operational know-how of the Listening team is an attempt to advantage an understanding of the essence of a idea or principle or a specific ability through a process of activities or sports that involve the feel of hearing. Using Listening crew in mastering that locations extra emphasis on optimizing students listening to senses (except different senses), is predicted to be able to inspire students to stay centered and alert throughout the learning system.

According to Silberman, (2009: 106) The Listening team approach. this will assist college students to stay centered and concentrate on know-how the ideas in the fabric being taught. Listening team are small groups which might be chargeable for clarifying the subject remember that is being offered by the instructor.

In keeping with Suherman, et al. (2001: 217). The Listening team model approach is one of the gaining knowledge of strategies wherein students are actively worried and there's a dynamic and jointly supportive relationship between one student and every other. This interest is a way to assist students stay centered and alert during the lesson given.

C. Steps of Applying Listening Team Model (LTM)

The Listening Team learning method has several steps that according to Agus Suprijono (2010) the teacher must divide students into four teams, and give the teams the following tasks :

Table 1. Listening Team Model (LTM) Steps

Team	Roles	Task
A	Questioner	Formulate Questions
B	Responder	Answer questions based on agreed points (explains)
C	Opponents	State points that are disagreeable or unhelpful and explain why that is or add suggestions.
D	Conclusion Puller	Summing up results

D. Application of Listening Team Model (LTM)

In gaining knowledge of Citizenship training not best does the trainer provide an explanation for using the lecture method in the front of the magnificence, dialogue and students are requested to memorize much like that, but in the technique they have to also be capable of create amusing, innovative, important studying and mutual interaction between teachers and college students, fellow college students in order that the gaining knowledge of system be lively. The Listening team is a shape of cooperative studying approach which emphasizes the participation and interest of students to find their personal problem be counted (information) to be studied thru to be had substances, as an example from textbooks or college students can search through the net. college students are worried since making plans, each in determining the topic and the manner to examine it through research. This kind requires college students to have precise competencies in communicate and organization processing abilities, Listening team cooperative learning can train students to develop the potential to suppose independently. lively pupil involvement may be seen starting from the first level to the very last level of learning. therefore, efforts are needed which could assist college students maximize the achievement of getting to know objectives and ultimately improve their learning effects which are a degree of the achievement of formal training. The scheme of applying the Listening crew cooperative gaining knowledge of approach can be seen in discern 1. It may be seen inside the scheme that the Listening team cooperative getting to know approach consists of small companies, every organization which includes four group . After college students talk in small agencies the instructor groups students into massive agencies consistent with the role of every student.

E. The Advantages of Listening Team Model (LTM)

Rusman (2013: 223) one of the benefits of the Listening team cooperative getting to know version is that students look for partness whilst getting to know about a idea or topic in a pleasing scenario. Isjoni (2013: 112) the benefits of the listening crew cooperative mastering model is that it is able to be used for all training and for all age stages.

F. Several Related Previous Study

Rahmat Martua Simatupang (2018) “The implementation of listening team method to enhance the students ability at giving opinion at eleventh grade of SMA Cerdas Murni in 2018/2019 instructional year”. It turned into aimed to find out the development of the students potential at giving opinion after enforcing the starategy. The difficulty of this studies was eleventh

grade college students of SMA Cerdas Murni Tembung. eleventh grade of science software of SMA Cerdas Murni became consisted of instructions, whilst the magnificence chosen for this studies turned into 11th grade of technology software 2 which consisted of 31 students as respondents. The facts of this research were supplied thru qualitative and quantitative information. The qualitative facts had been taken from observation tick list, interview, diary word, and documentation. at the same time as the quantitative statistics have been taken from the oral tests which were accomplished in two cycles and cycles had been consisted of 5 conferences. The oral tests had been given to the scholars in form of pre-test, put up-check I within the first cycle, and submit-check II in the 2nd cycle. The end result of the analyzed records showed that there is an improvement of the students capability at giving opinion from each cycle. It changed into proved from the imply of college students ratings in pre-test which were only 56.52. After implementing the approach in cycle I, there was an development of college students rating in which the suggest of college students score in put up-test i was 69.4. After doing mirrored image on cyle I, the studies became endured to the second cycle. There have been additionally an improvement on the students score wherein the mean of college students score in post-take a look at II become 82.3. based on a majority of these information, the scholars capacity at giving opinion become improved and the method was effective.

3. RESEARCH METHOD

The researcher used the classroom action research (CAR). Action research is any systematic inquiry performed by using trainer researchers, principals, college counselors, or other stakeholders inside the coaching/studying surroundings to collect information approximately how their specific faculties perform, how they teach, and how well their college students research. It means that CAR is aimed to conquer issues in coaching getting to know system so that you can improve instructional exercise.

In step with Kember (2000 : 20-23) who said that action studies has numerous primary characteristics; (1) action research is concerned with social exercise which it includes direct interaction of teacher and group of college students (2) action research is aimed closer to improvement (3) action research is a cyclical process which entails a few phases of planning, appearing, gazing, and reflecting (4) action research is pursued through systematic inquiry (5) movement studies is participative.

From the ones statements, classroom action research is a problem-primarily based studies which its aims are to solve the troubles that rise up within the elegance and to make an improvement in coaching getting to know activity thru cyclical procedure which involves a few phases of making plannig, acting,observing, and reflecting. In addition, motion studies is portrayed as a cyclical system related to steps of planning, appearing, staring at and reflecting, it is everyday for a mission to go through two or greater cycles in an interactive technique.

The researcher used the classroom action research processes based totally on Kurt Lewins design. It consisted of two cycles wherein each cycle incorporates 4 levels; planning, acting, observing, and reflecting.

The classroom action research using Lewins design includes four stages; planning, acting, observing, and reflecting within one cycle. If the first cycle finished however nonetheless located any problem, it is essential to retain to the second one cycle with the same concept of the first cycle. the ones are planning, acting, observing, and reflecting. Similarly, before getting into the cycle of classroom action research, the author conducts the preliminary have a look at. in keeping with turbines (2003, 26) initial information amassing is taking time to reflect on your own beliefs and to recognize the character and context of your wellknown concept. it's miles goals to gain facts about problems faces by using teacher and college students in coaching-gaining knowledge of sports and needs to be solves. Beside, the researcher conducts interview to the English trainer in terms of the strategies and activities employes in teaching speakme and deliver the take a look at to the students in phrases of gaining knowledge of English. There were as follows :

- a. Planning is arrangement for doing something. In planning, the researcher preparing everything need in teaching learning process.
- b. Action is the process of doing things. In action, the researcher implementing all point that planning. In this step, all of the things planning are done in class. The students are teach how and what should be speak in conversation through listening team and they also are teach the indicator of speaking.
- c. The observation is done in classroom while the teaching learning process runs. The researcher observing the situation occurring during the teaching learning process. From the observation sheet and interview, the researcher is able to see whether the atmosphere is good or not. The researcher see the overall condition occurring during the instruction, including the obstacles and the students' responds.
- d. Reflection is the feedback process from the action that have done. It is very necessary to help the researcher to make decision what to do or to revise. Reflection have evaluative aspects to effect of spacious issues and suggesting to handle it. The researcher take the feedback of this teaching and learning process from the result of the observation. Dealing with the purpose of the researcher to improve students' achievement in speaking, the researcher reflecting on everything that she have done and make conclusion. After reflection, the writer make a decision whether she need to continue the research into cycle II or not.

The researcher applied the model of this action research as follow :

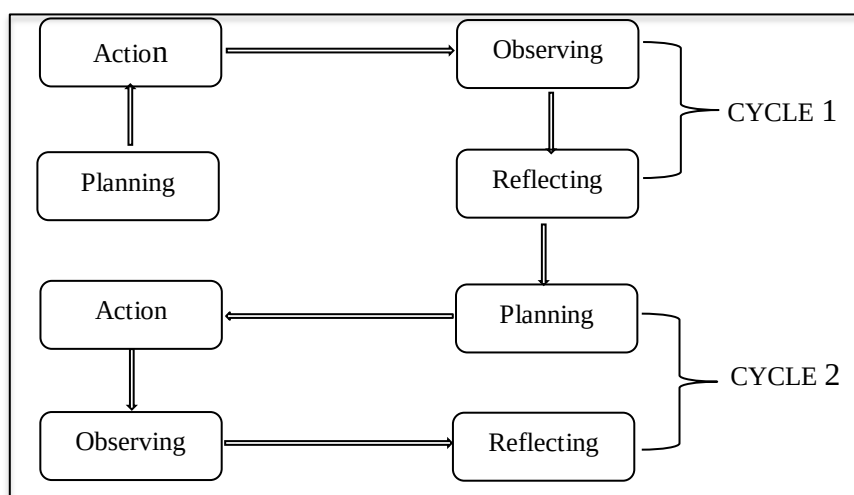


Figure 1. Kurt Lewin's Action Research Design

This research used the quantitative and qualitative data. The quantitative data was used to analyze the score of the students and the qualitative data was used to describe the situation or condition on the teaching and learning process. By adjusting this data, it was assumed to get the result of the improving students' speaking skill through listening team model (LTM). The qualitative data is used to analyze the instrument. And the quantitative data is used to see the improvement of students' speaking skill in the class.

The research seeked the average of each post-test from every cycle. And the researcher used the following formula:

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

Where :

X = The mean of the students score

$\sum x$ = The total score

N = The member of the students

In order to categories the member of master students of the lesson, the researcher uses the following formula:

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

Where:

P = The percentage of students who get the point 75

R = The number of students who get point up to 75 above

T = The total of students who do the test

4. RESULT AND DISCUSSIONS

Pretest has been done before CAR (Classroom Action Research). It was carried on Saturday, July 29th 2023. Starting at 09.40 WIB. Initial test used to measure students' skill to speak conversation that have been given by researcher. Based on the results of the pre-test obtained average data pretest was 56.25. There were only two students who obtained the minimum competences criteria (KKM). Another 25 students fall under the criteria. Lowest achievement obtained a score of 27 students. From this analysis it can be seen that almost all students' speaking skill in conversation are still low. The implementation of CAR (Classroom Action Research), as follow :

A. *The First Cycle of CAR (Classroom Action Research)*

The researcher also have done some steps in the first cycle, they were planning, acting, observing, and reflecting. The first cycle was conducted into two meetings. It was done on Thursday and Saturday, August 3rd and August 5th 2023. Here the activities that have done in every steps :

1. Planning

Planning within the making plans steps, the researcher organized the coaching gaining knowledge of manner resources, along with the cloth, remark sheets, and attendance listing in an effort to recognise college students activity in joining teaching getting to know method. The researcher additionally prepared a take a look at to measure students speaking skill.

2. Acting

In this step, the researcher performed sports according to the schedule that became arranged in the planning stage. As performing, the researcher applied listening group model. The researcher additionally defined about the blessings of listening team model in getting to know method. The researcher started out the magnificence through asking the students to take seat properly and asking them to recognition on researchers rationalization, then giving a few explanation that associated with the material for you to carry them to go into to the subject matter might take delivery of.

3. Observing

Observation sheet was used to measure the extent of the students skill at some stage in teaching mastering technique. The statement became focused on scenario of teaching gaining knowledge of method wherein listening team model was applied college students skill and behavior students speaking skill and interplay among trainer and college students. based totally on the statement sheet, the researcher recommended the students to be

courageous in expressing their thoughts. the scholars listened and paid interest to the researchers rationalization and instruction.

4. Reflecting

The researcher evaluated the coaching studying manner ultimately of the assembly. The researcher requested the scholars how the students felt whilst gaining knowledge of by way of the usage of listening crew version, the students problems and got some issues while mastering process. It might be asked by teacher ultimately of the assembly. via the reflecting, the researcher knew the issues and the end result of the scholars while did take a look at. From the students response and the students rankings, the researcher persevered within the cycle two in hoping it could be better than earlier than. Second cycle become held to enhance score of the students speaking skill.

B. The Second Cycle of CAR (Classroom Action Research)

The cycle II was done based on the result of cycle I. If the result from observation told that the quality was still low, so it was needed another action in order the next cycle made some improvement of the quality. The cycle II was done on Thursday and Saturday, August 10th and August 12th 2023. The steps that were done by the researcher in the cycle II were :

1. Planning

In the making plans, the researcher organized lesson plan based at the coaching cloth, stepped forward the teaching media, organized the coaching useful resource, and organized the observation sheet.

2. Acting

In this step, the researcher organized all of the things better than the first cycle. The researcher had correct motivation to conduct the second cycle changed into achieved in two conferences. in this step, there were some sports that have been completed through the researcher. First, the researcher defined about the fabric, and provide a few instance to make the scholars greater understood it. when they have been know and the language features of fabric, the researcher was carried out listening group version to improving the students talking ability.

3. Observing

The previous assembly, on this level the researcher also found the learning technique that become helped with the aid of the English trainer as the collaborator. based totally on the remark sheet, the researcher should manipulate the lecture room correctly. The researcher turned into severe in teaching gaining knowledge of system. The students interest at some point of teaching and getting to know process had been discovered.

4. Reflecting

In this cycle, the researcher prompted the scholars before coaching the students skill in mastering procedure had been maximum enough, they had been greater interesting and enthusiastic in mastering manner. on this cycle many college students asked to the researcher approximately the which means of difficult words.

C. Data Analysis

The research involved quantitative and qualitative data. The quantitative data was obtained from the mean score of students' test result. The qualitative data was obtained from the observation sheet, diary notes, interview, and documentation. The data was taken from a class which consist of 27 students. The class was eleventh grade MIPA – 2. It was accomplished in two cycle. Every cycle consist of four steps of action research like planning, acting, abserving, and reflecting. The first and second cycle were gathered in six meeting. The first cycle including pre – test and post – test 1 which which conducting in three meetings. The second cycle was conducted in three meetings also in the last of second cycle the students were taken the test as post – test 2. So, there were six meetings in this research.

1) Quantitative Data

The quantitative data were taken from the result which were carried out into two cycle. In two cycle, researcher conducted 6 meetings. Researcher gave test at the end of each cycle. The students' score increase from the first speaking test to the last speaking test. It can be seen at table below:

Table 2. The Students' Score in Speaking Test

No.	The Initial of Students' Name	Scores		
		Pre-Test	Post-Test I	Post-Test II
1.	AM	45	68	81
2.	AFP	49	75	90
3.	AM	50	65	80
4.	AQ	55	69	82
5.	DS	50	75	90
6.	FS	48	63	80
7.	FY	50	65	80
8.	HZ	49	74	88
9.	KS	53	66	80
10.	KC	50	65	80
11.	LA	47	72	80
12.	MA	60	75	90
13.	NS	65	69	80
14.	NA	75	77	90
15.	ND	54	62	73
16.	NAN	56	63	74
17.	NFA	64	75	90
18.	NH	50	73	80
19.	RSA	60	75	90
20.	RA	66	75	90
21.	SA	61	70	80
22.	SF	50	65	74
23.	SS	60	75	90
24.	SA	59	73	83
25.	SF	60	75	90
26.	TH	58	74	87
27.	ZKA	75	77	90
TOTAL		$\sum X = 1.519$	$\sum X = 1.910$	$\sum X = 2.262$
		$X = 56,25$	$X = 70,74$	$X = 83,77$

Researcher gave a conversation test to the students in the end of each cycle. It was found that the means of students' score was kept improving from the pre – test until post – test second cycle. To know the mean of students' score can be seen in the following formula:

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

In the pre-test, the total score of the students was 1.519 and the number of the students who took the test was 27 students, so the mean of the students score was:

$$X = \frac{1.519}{27} = 56.25$$

In the post-test of the first cycle, the students score was 1.910 and the number of the students who took the test was 27, so the mean of the students score was:

$$X = \frac{1.910}{27} = 70.74$$

In the post-test of the second cycle, the students score was 2.262 and the number of the students who took the test was 27, so the mean of the students score was:

$$X = \frac{2.262}{27} = 83.77$$

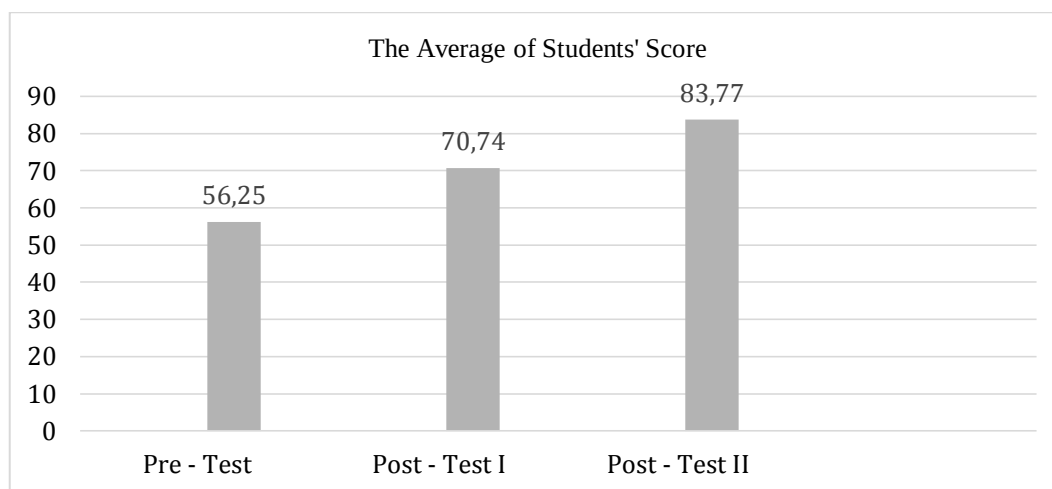


Figure 2. The Graphic of the Students' Score

The number of pass students was calculated by formula:

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

In the pre-test, the students who got point up to 75 consisted 2 students, so the percentage was:

$$P1 = \frac{2}{27} \times 100\% = 7.40\%$$

In the post-test I the students who got point up to 75 consisted of 10 students, so the percentage was:

$$P2 = \frac{10}{27} \times 100\% = 37.03\%$$

In the post-test II, the students who got point up to 75 consisted of 24 students, so the percentage was:

$$P3 = \frac{24}{27} \times 100\% = 88.88\%$$

Table 3. The Percentage of The Improving Students' in Speaking Skill of Conversation

Test	Students who got up to 75	Percentage
Pre – Test	2	7.40%
Post – Test I	10	37.03%
Post – Test II	24	88.88%

In the table above showed the improvement of the students' score of the pre – test to the second post – test. In the pre – test, there was 7.40% from 2 students who got points up to 75. The first post – test was 37.03% from 10 students who got points up to 75. The second

post – test was 88.88% from 24 students. The improvement was about 44.45%. It meant during the test, there was improvement in reading comprehension of conversation.

2) Qualitative Data

The qualitative data was taken from the 4 sources, namely from observation sheets, interview, diary notes, and documentation.

a) The Observation Sheet

Researcher observe students, situations, conditions, and what problem found during the teaching and learning process at each meeting. That the researcher filled out the observation sheet to determine student activity. During the teaching and learning process the Listening Team Model (LTM) was applied to improve students' speaking skill in conversation. This is also done to find out how the interaction between researcher and students. From observation, the researcher noted that these students were active and enthusiastic in learning conversation using the Listening Team Model (LTM).

b) Interview

The interview was done before conducting the first cycle. It was found out that the teachers problem in teaching speaking were lack of model in teaching speaking skill.

The teacher said *"I asked them to make a group presentation and give them the material for the presenting in front of class, and the other students listened the explanation from their friends, after that I asked them to give the questions from member of presentation, in the end of class I also explaining the material, so they understand better."* It's mean the model the teacher used uninterested for the students.

The interview also found the students' difficulties at speaking skill of conversation. Some students said *"I like miss, but sometimes I don't know the meaning of the word"*. It's mean not all the students did not like English, but they are lack in vocabulary, and got confused how to says the word because felt difficult to pronounce the word.

The interview also done after implemented the model, it was found that the teacher agreed to use the model because she said that the model is good to use, and the students also gave positive input, she said that using the model could help them to understand the meaning of word that they have speak. When we were interviewing she said *"Yes, of course, it's very motivated. Because the model can help the students to says the word easier. As we know that speaking is one of skill in English, so it's very important. With this strategy, can help them to understand how to speaking the word, and the strategy that use is not monotonous."*

The students also said *"Yes miss, because this is the first time learn use this model, and I enjoy miss, and help me to understand how to speaking the word easier use the model. (iya miss, karena saya baru kali ini belajar menggunakan model ini, dan saya menikmati miss, dan membantu saya memahami cara mengucapkan kata dengan lebih mudah dengan cara miss mengajar yang seperti ini)"*. It's mean the students felt interested in learning speaking used Listening Team Model (LTM) and help them to understand the speaking skill easier.

c) Diary Notes

Diary note was written by the researcher during conducting the research in each meetings. The researcher did pre – test on Thursday and Saturday, July 27th and July 29th 2023. The researcher gave them the questions. The students seemed very difficult to answer the questions. Some of them just keep silent, but other student just tried their best answer the question seriously.

The post – test of first cycle in two meetings. First meeting on Thursday, August 3rd 2023 and the second meeting on Saturday, August 5th 2023. In the first meeting of cycle one, the students were not really active. There were some students made noisy in the classroom and disturbed their friends. In this meeting, the students, were still not confident to express their opinion. While the second meeting of cycle one, half of the students already active and enjoyed the class, but half of the students still afraid to give their ideas and reluctant to say their opinion. The students were interested but the situation of classroom was still crowded.

In the post test of second cycle, the researcher did it two meetings that on Thursday and Saturday, August 10th and August 12th 2023. In the first meeting of cycle two, researcher motivated the students to speak in English. Therefore, almost of the students seemed active

in the class and enjoyed the discussion. While the second meeting in the cycle two, seemed that the students speaking skills was improved. The students enjoyed the discussion, the students expressed their opinion, the students were more active and serious than before and the class was quiet and peace.

From the result of diary notes that conducted in two cycle, it can be concluded that teaching learning process was run well and listening team model created a good learning environment. Therefore, students could active and enjoy the class. The situation of teaching learning process was comfort, lively, and enjoyable.

d) Documentation

The researcher used a camera to collect the data. Camera used to take a picture of the students and the researcher while teaching and learning process.

D. Findings

Based on the data analysis, it was found that using the Listening Team Model (LTM) was able to improve students' speaking skill. Students' ability increased significantly as shown in pre – test of 56.25, in the first cycle of 70.74 and in the second cycle of 83.77. The high score obtained was based on activities designed to make the teaching and learning process more enthusiastic, active, and eager to participate in the teaching and learning process by using the Listening Team Model (LTM) in conversation.

E. Discussion

Based on the quantitative data gathered from the students' score, it was found that the students made improvement during teaching learning process. The mean of the students in the second test were higher than the score in the first test and the third score was the higher. The students were understand the conversation about and could speak the conversation well, they were could answered some question given by the researcher. The mean the students happy in learning speaking skill by using Listening Team Model.

The research was conducted to find out the increasing of the students' speaking skill in conversation by using Listening Team Model. Listening Team Model. Listening Team Model is one of model that could be used the teacher in teaching English to improve the students' speaking skill in conversation. The result of research indicated that there was an improvement on the students' in speaking skill by using Listening Team Model. It was proved by the data, which showed the progression mean of the students.

Based on qualitative data gathered from observation sheets, interview, diary notes, and documentation during cycle I and II, it was found that the students also made improvement while teaching – learning process. Observation sheet, interview, diary notes, and documentation result showed that the students were more active during the teaching – learning process. In the beginning, not all the students were interested in studying. There were found some students clucted during the lesson. Besides that, they were still shy when they were given chances to ask questions about unclear points, but in the next meetings, the students showed their enthusiastic other in asking and answering questions. The interview showed that the students strongly agreed that the use of Listening Team Model had helped them in skills the conversation. These all qualitative data supported the research findings which were based on the quantitative data. Based on the result of quantitative and qualitative data, it was found that the use of Listening Team Model had been successfully improved the students' skill in speaking skill.

Based on the quantitative data. The mean of the students' score in the second cycle (83.77) was higher than the mean of the students' score in the first cycle (70.74) and the mean of pre – test (56.25). The percentage of the students who got point up to 75 also grew up. In the pre – test, the students who got up 75 were only 2 students of 27 students (7.40%), in the post test 1 of cycle 1, the students who got up 75 there were 10 of 27 students (37.03%), in the post test II, students who got up 75 there were 24 students of 27 students (88.89%). In order words, there was improvement of the students became better in the first meeting to the next meeting.

As already explained in the previous chapters that the Listening Team Model (LTM) has some benefits for students not only for speaking but can make students active, students will not be bored when learning English with this model and interested to do the learning process. The comparison with previous research from Putriyani Samsul Suparman (2021) entitled "Application of Listening Team Model in Improving Sociological Learning Outcomes", the comparison is that the insignificant variable is found in the sociological learning outcomes. So, researchers use this variable on different objects and different years too, this is also in accordance with the recommendations of previous studies. The students are interested and enthusiastic when they find out that they are doing learning the Listening Team Model. It means that the students' motivation to study English especially study about speaking skill of conversational improved.

5. CONCLUSION

Based on the research conducted on the eleventh grade MIPA – 2 students at Madrasah Aliyah Swasta Al – Washliyah 22 Tembung, it can be concluded that Listening Team Model can improve students' speaking skill. It can be proved from the students' test that collected based on the quantitative data. In the pre – test, there are two students (7.40%) who passed the completed Minimum Criteria of Mastery and the average for pre – test score was 56.25. In the cycle 1, there are 10 students (37.03%) who passed the completed Minimum Criteria of Mastery, considering the average the test score obtained was 70.74. And for cycle 2, there are 24 students (88.88%) who completed minimum criteria of Mastery, which the average value of the second cycle post – test was 83.77. This data is also supported by qualitative data through observation sheet and interview result. The use of Listening Team Model makes the students enjoy the teaching and learning process and the learning material an easily to be understood.

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Finally she hopes this scientific papers can give a bit contribution to the language education especially English major and further pedagogical research and also she hopes it can be useful for researcher, readers and the next researchers.

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