

Using Team Technique to Improve Students' English Speaking Skills

THESIS

Submitted by:

Saffana Nafisa

NIM. 180203065

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2022 M/ 1442 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh* in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education on English Language Teaching

By:

SAFFANA NAFISA

NIM. 180203065

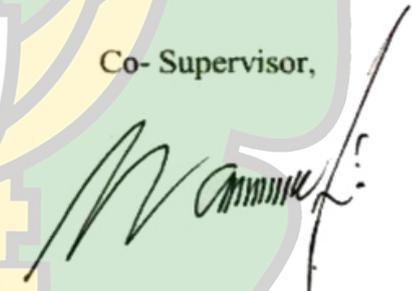
Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by

Main Supervisor,

Co-Supervisor,


Khairiah Syahabuddin,
MHSc.ESL.,M. TESOL,
Ph.D.


Nidawati, M. Ag.

Date: 5-7-2022

Date: 5-7-2022

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education on English Language Teaching

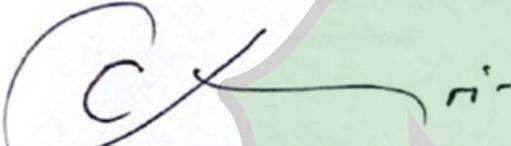
On: 19 July 2022
Tuesday, 20 Dzulhijjah 1443 H

In Darussalam, Banda Aceh

Board Examiner,

Chairperson,

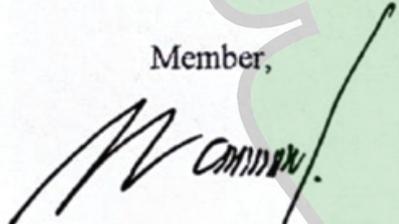
Secretary,


Khairiah Syahabuddin, M.HSc,ESL.,
M.TESOL., Ph.D.


Sofini Vita Dewi, S. T., M. Eng.

Member,

Member,


Nidawati, M. Ag.


Faishal, S.Pd.I., M.A., PhD

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Saffana Nafisa
NIM : 180203065
Tempat/Tanggal Lahir : Reudeup, 01 Juni 2000
Alamat : Desa Peunyeurat, Kec. Banda Raya, Banda Aceh.

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Using Team Technique to Improve Students' English Speaking Skill

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 4 Juli 2022

Saya yang membuat surat pernyataan,

معلة الرانرى

A R - R A N I R Y



Saffana Nafisa

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise be to Allah SWT who always gives grace, sustenance, happiness, health, and all the conveniences, so that the researcher can complete this thesis very well. Blessings and greetings to our beloved prophet, Muhammad SAW, who has brought us from an age of darkness and ignorance to an age of light and knowledge like this era. In writing this thesis, the researcher had the best support systems that provided support, motivation, and enthusiasm, so that the researcher was able to complete this thesis to the end. On this occasion, the writer would like to express the deepest gratitude to all parties who had become the best support system for the writer.

First, the writer would like to express the deepest gratitude to beloved parents, Noviana and Zalfikri, and for writers' human diary, to the beloved sister Farah Diffa. Thank you for giving the love, support, motivation, and prayers that never stop given to the writer. Second, the researcher gave thanks and respect to the main supervisor, Ms. Khairiah Syahabuddin, MHSsc.ESL., M. TESOL, Ph.D. who always gave time, direction, guidance, advice, and motivation to the writer to be able to finish this thesis until it reached the final stage. The researcher also expressed deep gratitude to the co-supervisor, Ms. Nidawati, M. Ag. who always provided the best time, guidance, advice, and motivation for the writer in completing this thesis.

Furthermore, thanks were also conveyed to the principal of SMAN 1 Montasik, Mrs. Dra. Yusniar, who has given permission and also the opportunity

so that the writer could conduct the research at SMAN 1 Montasik. Also to Mrs. Maria Ulfa, A.Md and Mrs. Purnama Rajali, S.Pd who always helped the writer during the research. The writer also expressed the deepest gratitude to all students of SMAN 1 Montasik class X IPA 1 who were respondents that have participated in this research.

In addition, the writers' deepest gratitude was also conveyed to all beloved friends who had become the best support system for the writer. So thankful to the dearest Salsabila Humaira, Aura Nabila, Maulyatul Zahra, Mutiara Sakinah, Kaamilia Zahroh Assalwa, and all other friends who have provided great support and motivation, endless enthusiasm, good prayers that are always given, ears that are always there for the writer's stories, and also the time that is always devoted sincerely to the writer. Hopefully, this thesis can provide benefits for further researchers and can be reading material that provides knowledge to all readers.

Banda Aceh, July 4th, 2022
Writer,

جامعة الرانيري
A R - R A N I R Y Saffana Nafisa

Name : Saffana Nafisa
Reg. No : 180203065
Faculty : Education and Teacher Faculty
Major : English Language Education Department
Thesis Working : Using Team Technique to Improve Students' English Speaking Skills
Main Supervisor : Khairiah Syahabuddin, MHSc.ESL., M. TESOL, Ph.D.
Co-Supervisor : Nidawati, M. Ag.
Keywords : English Speaking Skill, Senior High School Student, Team Technique

ABSTRACT

This research aimed to find out how the use of Team Technique in improving English students' speaking skills was, and also to find out students' perceptions of using Team Technique in learning English speaking for students in one of Senior High School in Montasik. This research used a pre-experimental research design to get the accurate research results. The population consisted of grade X students was 149 students. The researcher used purposive sampling technique to select the sample. The sample taken by the researcher was 29 students from X IPA 1. This research used pre-test and post-test as instruments to see the accurate results from students, and also questionnaires as a reinforcement of research results to see students' perceptions. The result of this research indicated that there was an improvement in learning speaking English after the researcher gave the treatment by using Team Technique for students. The hypothesis proved that T score was higher than T table. It meant the hypothesis was accepted. In conclusion, using Team Technique could improve English speaking skills for students of class X IPA 1. Therefore, the use of Team Techniques in the learning process and in improving English students' speaking skills is highly recommended to be implemented in any other classrooms.

TABLE OF CONTENT

APPROVAL LETTER	i
DECLARATION OF ORIGINALITY	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	vi
TABLE OF CONTENT	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF GRAPHICS	xi
LIST OF APPENDICES.....	xii
CHAPTER I INTRODUCTION.....	1
A. Background of Study	1
B. Research Question.....	4
C. The Aim of Research	4
D. Significance of Study	5
E. Terminology.....	5
F. Hypothesis.....	6
CHAPTER II LITERATURE REVIEW	8
A. Speaking	8
1. The Definition of Speaking	8
2. The Five Speaking Skills.....	9
3. The Problems in Speaking that Faced by Students	11
4. The Solution to Face the Problems of Students' English Speaking Skill	13
5. The Aims of Speaking.....	13
B. Team Technique	14
1. The Definition of Team Technique.....	14
2. Concept of Team Technique	16
3. Procedure in Applying Team Technique	16
4. The Advantages of Team Technique	18

5. The Weaknesses of Team Technique.....	20
C. Previous Studies	20
CHAPTER III RESEARCH METHODOLOGY	24
A. Research Design.....	24
B. Research Site and Participant.....	25
C. Method of Data Collection.....	26
D. Method of Data Analysis	30
CHAPTER IV FINDINGS & DISCUSSION	40
A. Findings.....	40
1. Pre-tests' score of students' speaking test without using Team Technique.....	40
2. Post-tests' score of students' speaking by using Team Technique.....	44
3. Improvement between pre-test and post-test score of students by using Team Technique in learning speaking skills	49
4. Students' perceptions of using Team Technique in improving students' speaking skills.....	50
5. Examine the Hypothesis.....	61
B. Discussions	65
1. How does the use of Team Technique in improving speaking skills for Senior High School students?	65
2. How are students' perceptions about using Team Technique in improving speaking skills?	68
CHAPTER V CONCLUSION & RECOMMENDATION	70
A. Conclusion.....	70
B. Recommendation	71
REFERENCES.....	72

APPENDICES	78
AUTOBIOGRAPHY.....	107

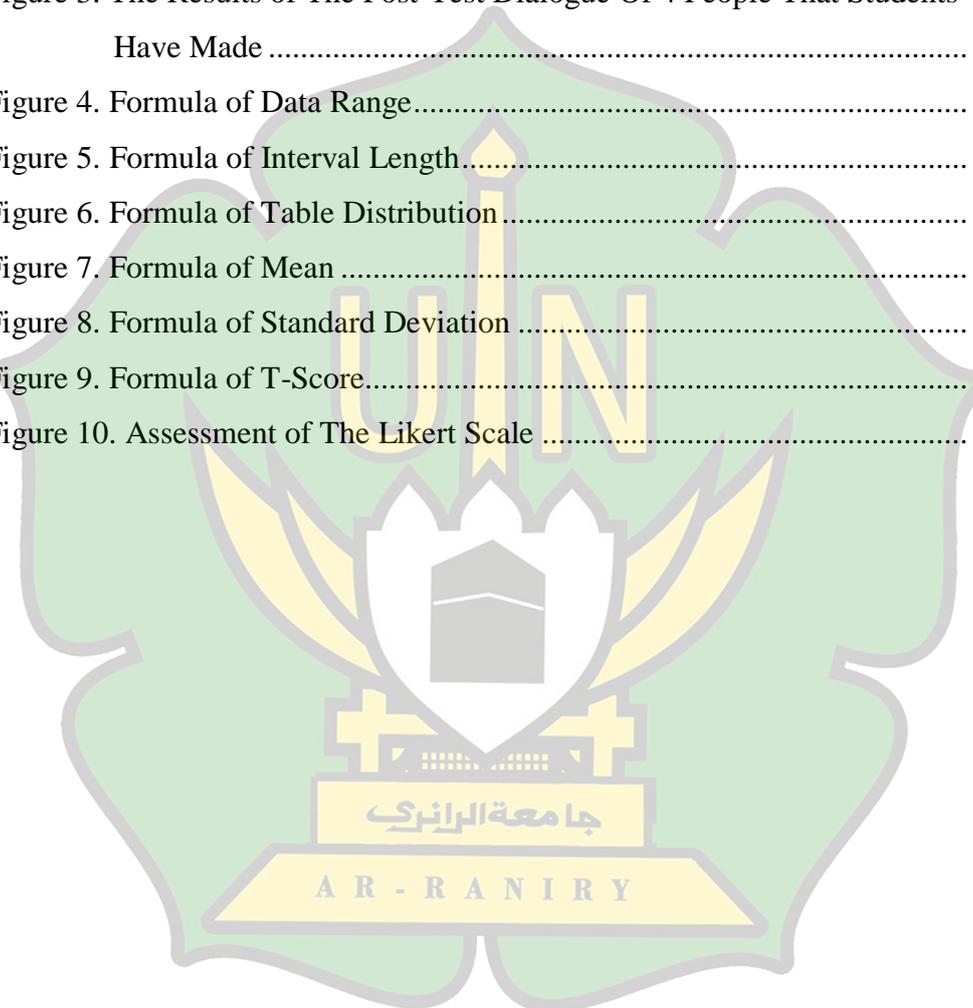


LIST OF TABLES

Table 1. Rubric Assessment by David P. Harris	34
Table 2. Interval Score of Speaking Mastery Scale	36
Table 3. Questionnaire of This Research	38
Table 4. Students' Score on Pre-Test.....	40
Table 5. Frequency Distribution of Pre-Test.....	42
Table 6. The Average of Pre-Test Score in Speaking Skills	43
Table 7. Students' Scores of Post-tests	45
Table 8. Frequency Distribution of Post-Test.....	46
Table 9. The Average of Post-Test Score in Speaking Skills	48
Table 10. The Improvement Between Pre-Test and Post-Test by Using Team Technique in Learning Speaking Skill.....	49
Table 11. Percentage Distributions of Students' Perceptions in Using Team Technique.....	51
Table 12. Percentage Distribution of Students' Perceptions on Their Work in Using Team Technique	54
Table 13. Percentage Distribution of Students' Perceptions on Their Goals of Their Participations	56
Table 14. Percentage of Students' Perceptions on Their Development That They Felt After Using Team Technique	57
Table 15. The Overall Deviation Scores of The Students' Pre-Test and Post-Test.....	62

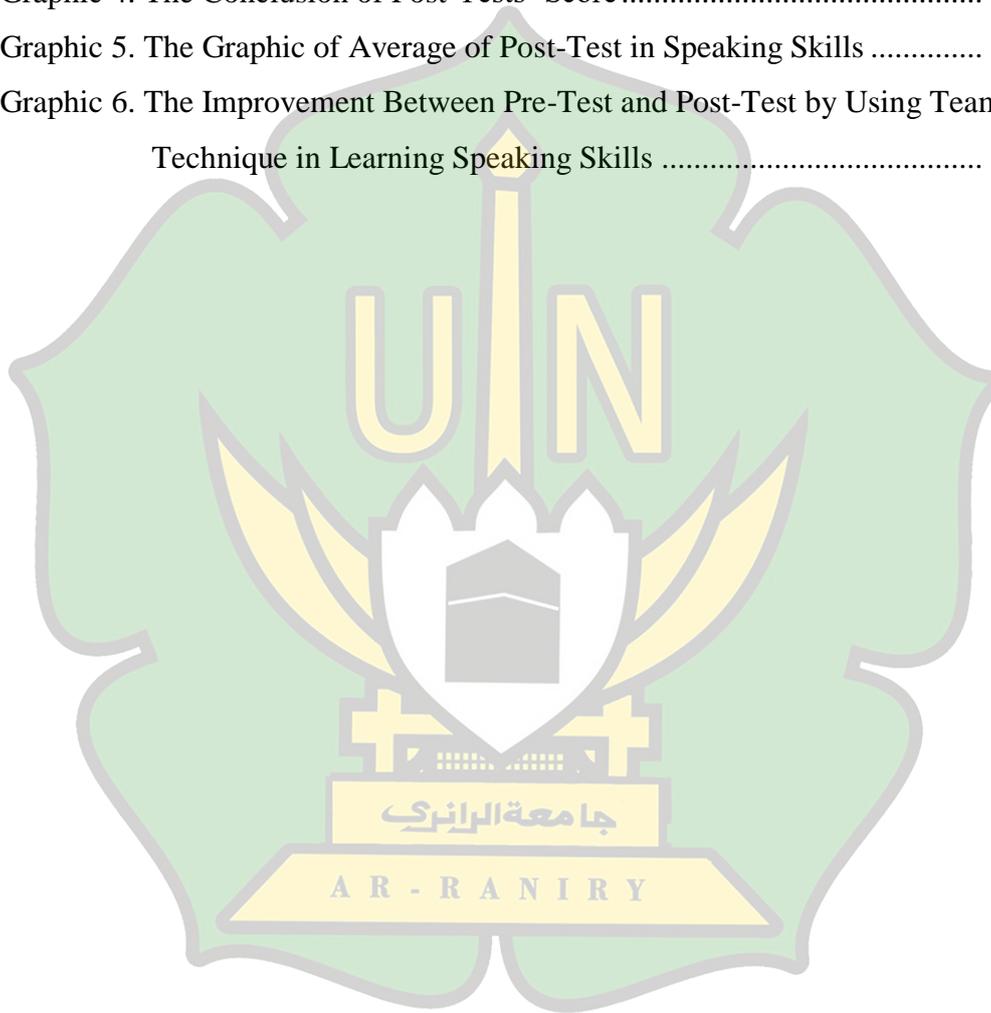
LIST OF FIGURES

Figure 1. Sample Pre-Test Dialogue for 2 People.....	28
Figure 2. Sample Post-Test Dialogue for 4 People by Using Team Technique.....	29
Figure 3. The Results of The Post-Test Dialogue Of 4 People That Students Have Made	30
Figure 4. Formula of Data Range.....	31
Figure 5. Formula of Interval Length.....	32
Figure 6. Formula of Table Distribution.....	32
Figure 7. Formula of Mean	32
Figure 8. Formula of Standard Deviation	33
Figure 9. Formula of T-Score.....	33
Figure 10. Assessment of The Likert Scale	38



LIST OF GRAPHICS

Graphic 1. The Procedure of Teaching and Learning Process.....	28
Graphic 2. The Conclusion of Pre-Tests' Score.....	42
Graphic 3. The Graphic of Average of Pre-Test in Speaking Skills.....	43
Graphic 4. The Conclusion of Post-Tests' Score.....	47
Graphic 5. The Graphic of Average of Post-Test in Speaking Skills	48
Graphic 6. The Improvement Between Pre-Test and Post-Test by Using Team Technique in Learning Speaking Skills	50



LIST OF APPENDICES

- Appendix 1: Research Letter from the English Education Department of UIN Ar-Raniry
- Appendix 2: Research Recommendation Letter from the Regional Education Office of Kota Banda Aceh and Kabupaten Aceh Besar
- Appendix 3: Letter After Doing Research from the School of SMAN 1 Montasik
- Appendix 4: Rubric Assessment by David & Harris
- Appendix 5: Interval Score of Speaking Mastery Scale
- Appendix 6: Sample of Pre-Test Dialogue for 2 People
- Appendix 7: Students' Pre-Test Worksheet Results
- Appendix 8: Students' Score on Pre-Test
- Appendix 9: Frequency Distributions of Pre-Test
- Appendix 10: The Average of Pre-Test Score in Speaking Skills
- Appendix 11: Sample of Post-Test Dialogue for 4 People by Using Team Technique
- Appendix 12: Students' Post-Test Worksheet Result
- Appendix 13: Students' Score on Post-Test
- Appendix 14: Frequency Distributions of Post-Test
- Appendix 15: The Average of Post-Test Score in Speaking Skills
- Appendix 16: Improvement Between Pre-Test and Post-Test of Students' Speaking Skill
- Appendix 17: The Pilot Questionnaire Blue Print
- Appendix 18: The Pilot Questionnaire

Appendix 19: Data of Students' Perceptions

Appendix 20: The Overall Results of The Students' Perceptions

Appendix 21: Percentage Distributions of Students' Perceptions in Using Team Technique

Appendix 22: The Overall Deviation Scores of The Students' Pre-Test and Post-Test

Appendix 23: Documentation



CHAPTER I

INTRODUCTION

This chapter contains about background of study, research question, the aim of research, significance of study, terminology, and hypothesis of the study.

A. Background of Study

In learning English, we must know and learn about the skills first. There are four skills that we have to know in learning English. We have to listen first, then we have to read, then we can speak, and the last we have to write. These four steps are what students must learn in learning English. In other words, these four steps are also four skills that students must have in learning English. Four skills in learning English are Listening, then Reading, Speaking, and the last is Writing. According to Tarigan (2013), in language skills, there are four components that people should know, namely skills in listening, skills in speaking, skills in reading, and skills in Writing. With all these skills, it can help students in learning English well.

Speaking is one of the essential skills in learning English. Tarigan (2013) defines speaking is a skill in language that can change and develop someone's life. This speaking skill can be obtained through the ability to listen. When people are listening and doing other things at the same time, they will learn speaking skills. Speaking ability in English has a vital role in communicating. Nunan (1991) also defines speaking as the ability to express oneself. Speaking is also referred to as reporting through spoken words with the ability to speak. Speaking English is

related to what is seen, felt, heard, and expressed in the form of words. If more than one person does speaking, it will lead to a conversation or interaction. Speaking also help people to communicate with other easily. Also, speaking English can increase a person's confidence, because students have to practice their speaking a lot to make their speaking good. So, speaking is one of the important things for students in learning the language.

As we know, some students still feel difficulty in speaking English. According to Ur (1996), there are several reasons students still have difficulty in speaking, including; they get so many challenges in speaking, they don't know what to say, and they feel bad in confidence to talk. Swary (2014) states that there are several mistakes and problems that faced by students during the learning English process, such as common vocabulary, grammatical errors, wrong pronunciation, shyness, etc. Another previous study is from Yolanda (2015). She explained that there are some reasons why students still have the difficulty in speaking English, such as: they cannot understand the meaning of the word, they cannot pronounce the word well, they have grammatical errors, and they feel nervous. Also, in previous research from Riadil (2020). He stated that Indonesian students still found it difficult to practice their English skills. The main reason students still struggle to speak English is mother tongue use. And for the three researchers explained the way to solve students' speaking problems. Teaching technique is one of the promising solutions to solve that problem.

One of the teaching techniques that teacher can use is Team Technique. Team technique has the same step as Group Work Activities. One of the research

projects is from Bohari (2019). He described how the use of small group discussions could positively impact students learning to speak English. The other previous study explained that group discussion helps students learn English, and students can increase their speaking using this technique (Marfuah & Sulistyaningsih, 2018). Researchers used the qualitative method in their research. The other previous research is from Ratih (2020). She provided a qualitative description in her research. She proved that applying this Analytic Team Technique in speaking learning improves Student's Speaking skills that will be very useful for students. On the other hand, another technique that has the same steps and teaching process is the Jigsaw Teaching Model. Research using the Jigsaw Teaching Model that has the same step in collaboration with Team Technique (Arif, 2009). He proved that the learning model applied during the learning process influences motivation in teaching reading for 1st grade students in SMPN 2 Tanjung Nganjuk, East Java. Although there has been a lot of research that use the team technique and other techniques that has the same steps with this team technique, but there are some studies that do not use quantitative methods in processing and analyzing the data. In fact, with this method it is more precise and can be tested statistically. The reason researcher uses this method is because researcher want to look for the relationship between these variables. And the relationship between variables can be known if using quantitative method. And this study focuses on students in X grade of senior high school. This study wants to see how effective team technique works in learning process. The other difference is

about the location. The researcher does the research in one of Senior High School in Montasik. The researcher choose this school because, the location of the school which can be said is slightly in the hinterland, and it is not many research activities had been carried out, so that the researcher can directly compare students' performance in learning speaking English before and after using the Team technique during the learning process. It gives something new and something better and also a good impact for the students. In addition, speaking is really important for students and the researcher took this topic to solve and give solutions in speaking problems faced by students. Also, the Team Technique will change the situation in the classroom during the process of learning speaking. This research focus on tenth grade at SMAN 1 Montasik. It is hoped that Team Technique can be an effective technique to be implemented in classroom during the process of learning speaking. Also, for students can increase their English speaking skills well.

B. Research Question

Based on what is in the Background of Study, this research has some research questions:

1. How does the use of Team Technique in improving speaking skills for Senior High School Students?
2. How are students' perceptions about the use of Team Technique in improving speaking skills?

C. The Aim of Research

Based on the existing problem, it can be known about the purposes of this

research are:

- a. To find out how the use of Team Technique to improve the speaking skills for Senior High School Students.
- b. To find out students' perceptions of the use of Team Technique in improving the speaking skills of high school students.

D. Significance of Study

a. Student

The good impact expected for students is they can improve their intellectual abilities in learning, especially in speaking English. Using the Team Technique can improve students' learning abilities and foster a high enthusiasm for learning so that the students can speak English properly.

b. Teacher

This research's findings are expected to benefit teachers in all subjects, especially in English lessons. Because with this technique, teachers can increase their creativity in teaching more interestingly and make it easier for students to speak English easily. Teachers can make the classroom more active and livelier by using Team Technique. The Team Technique can help teachers create a class that is fun and not boring

E. Terminology

To avoid readers misinterpretation, the researcher writes down the terms used in this research:

a. Definition of English Speaking Skill

Speaking skill for most people is still something difficult to learn.

According to Yanto (2015), speaking skill is still difficult because it has many components of English language skills. However, to speak English well, we need brave and significant motivation. According to Nunan (1991), speaking is the ability to express oneself. Speaking is also referred to as reporting through spoken words with the ability to speak. Speaking in English is related to what is seen, felt, heard, and expressed in the form of words. If more than one person says, it will lead to a conversation or interaction.

b. Team Technique

Team technique is one part of the collaborative teaching technique. According to Barkley and Elizabeth (2016), Collaborative Learning Techniques are a technique that should make a group in working and learning. Using the Team Technique, students based on their respective teams or groups take on a role and do specific tasks when reading critical assignments, listening to teacher explanations, or watching learning videos. Barkley also said that this Team Technique greatly assist students in improving their speaking skill. Because this technique has a concept, the concept is to work with group members where each member has a different task, and for the result, they can discuss the results of their group.

F. Hypothesis

According to Kerlinger (2006), the hypothesis is a provisional assumption that has the basis on two or more variables. According to Danim and Darwis (2003), sometimes scientists formulate hypotheses using symbols H1 (Ha) or Ho for a research topic. The abbreviation symbol indicates the H1 (Ha) symbol is for

the hypothesis to be accepted, while the H_0 is for hypothesis to be rejected.

H_a : There is a significant difference after using the Team Technique for students in improving students' speaking skills.

H_0 : There is no significant difference after using the Team Technique for students in improving students' speaking skills.



CHAPTER II

LITERATURE REVIEW

This chapter reviews several theories related to research. The focuses for this research are speaking skill, and Team Technique.

A. Speaking Skills

1. The Definition of Speaking Skills

Speaking is one of the essential skills in Learning English. Tarigan (2013) defines that speaking as a skill in language that can change and develop someone's life. This speaking skill can be obtained through the ability to listen. When people are listening and doing other things simultaneously, they will learn speaking skills. Speaking ability in English has an essential role in communicating. Nunan (1991) also defines that speaking as the ability to express oneself. Lewis and Hill (1993) say that speaking is not only concerned with pronunciation but also all things such as vocabulary, understanding, and so on. Speaking is also referred to as reporting through spoken words with the ability to speak. Speaking English is related to what is seen, felt, heard, and expressed in the form of words. If more than one person speaks, it will lead to a conversation or interaction. Speaking also certainly help people to communicate with other easily.

Speaking is a skill that needs to be learned. According to Brown (2004), he defines that speaking is a skill that can be assessed and also observed by everyone directly and accurately, and the results that have been

observed can be said to be accurate. Therefore, speaking can be said to be a very productive skill. According to Mackey (2007), speaking is an activity to channel messages through sound, seen not only from the correct pronunciation but also the sentence patterns that are easy for listeners to understand. Clark and Clark (1997) say that, in speaking, someone sends messages in the form of feelings and thoughts to others through words and sentences. Furthermore, Thornbury (2005) states that speaking is a process or activity with two or more people and requires a good way of managing time or turns in talking to the other person. Meanwhile, Brown (2007) defines that speaking as a process or activity that creates and also produces a sound that makes people can understand the message conveyed. Speaking also channels information for listeners (Burns & Joyce, 1997). In the end, speaking can be said as a way to express our feeling and whatever we want to express, and it manifested in the form of spoken language processes between two or more people and also to communicate with other people to send a message or something else.

2. The Five Speaking Skills

In speaking, we must have some crucial things and abilities. Burkart (1998) states that speaking involves many components such as fluency, vocabulary, pronunciation, grammar, and comprehension. According to Harris (1974), there are five aspects of speaking that will help students in communicating with others using the English language that can later be understood by others easily, including:

1. Fluency: Fluency is about someone who can make a situation comfortable and confident in the language expressed. Richards (2006) says that fluency occurs naturally by the speaker without being artificial. According to Fillmore (1979, as cited in Nation 1989), a good speaker understands how to speak fluently and correctly without pauses to understand the meaning conveyed. If you have good fluency, then this will make it easier for listeners to understand more about what you are saying
2. Vocabulary: Vocabulary is one of the important things that someone must own because, without vocabulary, speakers will not be able to convey their purpose or message. Richard & Willy (2002) state that vocabulary is the basis and foundation of a language in speaking, reading, writing, and listening. Using good vocabulary will allow you to develop your speaking ability.
3. Grammar: Grammar is also one of the most important skills in speaking. Chang (2011) says that grammar is a guideline for speakers to be able to talk well and quickly understand by listeners. Widodo (2006) also perceives that grammar is a guide for students, and it's not only for speaking skills but also for writing, reading, and listening skills.
4. Pronunciation: A good speaker is a speaker who has a good pronunciation. Several things must be considered in pronunciation; namely, the speaker must understand the sentence being spoken as well as the listener, must be able to understand the intent of the speaker, and

must also be able to increase self-confidence (Goodwin, 2001). Goodwin (2001) also says that pronunciation is also not the only goal that is considered in speaking.

5. **Comprehension:** Comprehension is anything that can be understood. Every listener is expected to understand well about the meaning conveyed by the speaker. Comprehension is really important in learning speaking because if speakers can get the message in a good way and other people can easily understand the meaning, it means the speaker has a good comprehension of speaking.

With the five skills above, it is very helpful for someone to speak English. With those five skills, it makes easier for listeners to understand the intent and message that conveyed by the speaker.

3. The Problems in Speaking Faced by students

Some students still feel difficulty speaking English. There are several reasons students still have difficulty speaking, including; so many challenges in speaking, students don't know what to say, and low vocabulary. According to Ruffeino (1978), one of the difficulties of teachers in teaching and learning is teaching students to speak English until the students' goals in good and correct language are achieved. Based on previous research, there are several reasons why people still have difficulty speaking (Zulfitri & Nurlali, 2020). The explanation is provided as the following:

- a. Psychological

Students use English in their daily communication. If you have a friend or

someone in English, they will be discouraged if they laugh. Some students still have a high level of shyness when they speak English with their partners. Because their friends do not have the same vision, it is difficult to be invited to work together in dealing with this problem in speaking.

b. Poor Vocabulary

Many students still find it challenging to find suitable words to use when they speak English. To enrich vocabulary, students can read books, listen to songs, podcasts, and so on. Guarantee, it will help them to improve their vocabulary well.

c. Good Partner

Finding like-minded friends and having the same vision for improving English speaking skills is one thing that makes students lazy to learn speaking. Because there are no friends who can be invited to practice speaking activities, they do not have high enthusiasm for learning speaking.

d. Bad in Pronunciation

Lots of students still have problems in pronounce the word. Pronunciations that may be rarely heard by them make it difficult for them to speak in English.

e. Motivation

Most of students still feel less confident to practice speaking English in their environment. This low self-confidence makes students afraid and embarrassed to practice speaking. So, they cannot improve their speaking skills.

4. The Solution to Face The Problems of Students' English Speaking Skills

The best solution the teacher can do is to use the best teaching technique or method in the learning process. According to Amri (2013), teaching and learning methods can be interpreted as ways that are carried out to convey or impart knowledge to student subjects or children through a teaching and learning activity, both at school, home, campus, cottage, and others. So, if the teacher uses the best technique in learning speaking skills, students will enjoy their learning. One of the techniques that teachers can use is Team Technique. Tiberious (1999) says that several things must be considered in a discussion team: interaction between groups, the structure of the division of responsibilities of each member, unity among group members, whether group members give each other's opinions, and lastly, the goals of the group. In conclusion, Team Technique can solve students' problems, especially speaking, if implemented very effectively.

5. The Aims of Speaking

A language is a communication tool everyone uses to convey a message to others quickly. And English is now a worldwide international language used to communicate with many people worldwide. According to Rao (2019), there are several benefits when someone especially students who can speak English, including:

1. Dare to speak in public

Speaking English can foster the mental courage of public speaking in

any form. Fear, lack of confidence, shame, and so on is a reason someone does not want to learn to speak English. In fact, it will all be resolved if a person has a high sense of willingness to learn.

2. Increase knowledge

When you can speak English, you will certainly be more aggressive in speaking. You can tell which ones are efficient, which are inefficient. And with increasing knowledge you will become a master speaking in English.

3. Expand communication networks

Everyone wants to have an extensive communication network, one of the reasons he wants to advance his business. And if someone has good English skills, it will help them communicate with other countries, both in the fields of business, friendship, education, and so on.

4. Improve your job or career

For anyone who is already proficient in English language will greatly help them in getting a job, such as teaching, foreign business, can even get a scholarship from the government.

B. Team Technique

1. The Definition of Team Technique

Team technique is a part of the collaborative teaching technique. Teaching using the Team Technique has been proposed and offered as a perfect learning model to be applied in the learning process (Cook, 1995). Bailey, Dale, and Squire (1992) say that the most important thing in teaching using Team Technique is how team members can share their respective

responsibilities and roles. Barkley (2016) also says that this Team Technique greatly assist students in improving their speaking skill. Because this technique has a concept, the concept is to work with group members where each member has a different task, and for the result, they can discuss the results of their group. According to Barkley and Elizabeth (2016), there are some steps and processes that teachers can use in the learning process by using Team Technique:

- a. Students are divided into several groups, and 1 group consists of 4 or 5 group members. and each member in the group has their own duties, roles, and responsibilities.
- b. The teacher explains the material by showing a video, or explaining the tasks that students have to do.
- c. The teacher gives time for each group member to discuss with group members about the analysis of tasks that must be collected both in writing and orally.
- d. Consider a closing strategy that emphasizes the roles and duties of components. Standing and sharing would be best suited for fairly short activities, while Poster sessions would be preferred for more complex tasks.

Team technique has the same step as Group Discussion. According to Davis (1997), learning using teams or groups allows everyone to unite efforts in their teams so that learning objectives are achieved. The team technique can express the students into the tasks given by the teacher in groups. Chadbourne

(2004) says that learning using a team or group will work well if it is considered and implemented as effectively as possible.

2. The Concept of Team Technique

Team Technique is part of the Collaborative Teaching Technique. Team Technique shares different roles and responsibilities to each group member that has been divided by the teacher. Barkley and Elizabeth (2016) state that this Team Technique greatly assist students in improving their speaking skill. Because this technique has a concept, the concept is to work with group members where each member has a different task, and for the result, they can discuss the results of their group. For example, when students are tasked with creating a long dialogue about the material found at the beginning by the teacher. Then, the teacher will divide the students into groups, and 1 group consisted of 3 or 4 people. Their job is to create a dialogue, which will be presented in front of the class. By using Team Technique, teachers can analyze if there is an improvement in speaking skills if they discuss it with the team. And each team member will give his opinion on the theme taken, the vocabulary used, the fluency of each member, and what pronunciation and grammar are used. Hopefully, students can improve their skills in speaking by using this Team Technique during the learning process.

3. Procedure in Applying Team Technique

Team Technique is a technique that is included in the collaborative teaching technique. According to Harmer (2007), the procedure for using

groups and teams in learning is to involve several students in one group, each of which has its own roles and responsibilities. To ensure that the use of learning teams and groups is effective is to create activities in which there must be a fair distribution of responsibilities to each member, so that all members take part during the learning process by using teams or groups (Connery, 1988). According to Banny, Mart, and Lois (1964), the use of groups or teams in learning must have the same goal in groups, be done face-to-face, and have good communication between members. In this way, the group's goals will be achieved. According to Hoover (1964), each member or student must have different responsibilities in completing assignments so that they are completed perfectly.

According to Barkley and Elizabeth (2016), there are some steps and processes that teacher can use in learning process by using Team Technique:

- a. Students are divided into several groups, and 1 group consists of 4 or 5 group members. and each member in the group has their own duties, roles, and responsibilities.
- b. The teacher explains the material by showing a video, or explaining the tasks that students have to do.
- c. The teacher gives time for each group member to discuss with group members about the analysis of tasks that must be collected both in writing and orally.
- d. Consider a closing strategy that emphasizes the roles and duties of components. Standing and sharing would be best suited for fairly short

activities, while Poster sessions would be preferred for more complex tasks.

Based on the steps and processes above, researchers will implement the teaching procedure of Team Technique based on Barkley (2016) above and will be use in teaching speaking.

- a. Teacher asks students to do brainstorm about the material that is given by the teacher.
- b. Teacher explains the material.
- c. Next, teacher will divide the students into several group. And 1 group consists 4 or 5 members.
- d. Each student has their own duties, roles, and responsibilities in his or her team.
- e. Teacher gives the students time to discuss about their assignment, and prepare their performance.
- f. After the discussion is over, the next assignment that students must do is they must practice their work in front of the class.
- g. Teacher will give a score for their group, and teacher will give a different score of each member in accordance with the ability and results given.
- h. The last, teacher give suggestion and conclusion of the material.

4. The Advantages of The Team Technique

Based on previous research from Jawad and Abosnan (2020), they say that the advantages students get from using this Team Technique are: they

can solve their problems, especially in speaking, and they can also share their opinions with members in their team regarding the task given. With the team, they can correct each other about the mistakes that exist so they can quickly improve. Such as the problem of incorrect pronunciation, grammar, how to use the correct vocabulary, and other problems that exist as long as they learn speaking. Springer (1973) also uses a team in learning. He says that with a team, students can learn a language much more accessible, so it makes students trained in using a new language. Also, according to the previous research by Fikrina, Arifmiboy, Reflinda, and Roza, (2021), they say on their journal that teaching technique that uses team or group in the learning process will be effective and can help students more in their learning especially in learning speaking.

Bailey (1992) shows that learning using teams and groups provides many advantages for teachers and students. According to Anderson and Speck (1998), students who use groups or teams in the learning process will be more active in involving themselves in their teams. Owen (2015) states that using Team Techniques in the teaching and learning process will make students much more creative, independent, and active in participating during learning and can also increase students' self-confidence. Also, Cottrell (1999) says that the use of teams and groups in learning must be appropriately managed to benefit each group member. According to Nation (1988), learning activities using teams can make participants learn other languages with other team members, learn good communication strategies, and improve students'

skills. In conclusion, using Team Technique in learning is effective for students.

5. The Weaknesses of The Team Technique

The Team Technique also has weaknesses. A previous study by Hartati (2012) said that the Team Technique's defects would occur if the task is not complex enough, one or more team members will feel bored and cannot actively participate in the learning process. Furthermore, Harmer (2007) also states that the weakness of using Team Technique or Group Discussion in learning is that sometimes students are challenging to control. They are in a group with interlocutors to create a bit of a commotion. Some students prefer working alone because they feel more focused than having to join a team, not all students are active in using teams during the learning process, some are passive. Using teams is also a waste of time when dividing students into each group.

C. Previous Studies

Team Technique is a technique that students can express themselves in the tasks given by the teacher in groups. Several previous studies used this technique in their research. One of the research projects had done by Hartati (2012). He described the comparison between the use of the Analytic Teams Technique and Grammar Translation in learning reading comprehension. And the result was that the use of the Analytical Team Technique in the learning process was more effective than the use of Grammar Translation for learning Reading Comprehension for eighth graders students. The other previous research that had

the same research was from Ratih (2020). She discussed the use of Analytic Team Technique for tenth grade students. She provided qualitative description, and the result was applying this Analytic Team Technique in speaking learning improved students' speaking skills effectively.

The use of Team Technique could not only be implemented for students, but teachers could also implement Team Techniques in the teaching process. Another previous research that had a teacher as a subject was from Lee (2011). He proved that using Team Teaching Methods is really effective, especially for Japanese and Native-Speaking instructors. Also, previous research from Charless and Walker (2008), focused on collaboration between local and native English teachers. Their research proved that using Team Teaching in learning EFL students was really effective to be implemented. Research by Rao and Chen (2019) also had the same topic. They explained about perceptions of Local and Native-English Teachers about the difficulties of Team-Teaching.

Team Technique was effective in helping students in their learning. Many previous studies have proven that using Team Technique was beneficial for students. One of them was from Vani (2016). She stated that this team teaching gave so many chances for students to improve their speaking skills during the learning process. There was also previous research from Akbar (2019). The subject of this research was college students. He proved that using this parallel-team teaching helped increase students' English speaking skills. Team Technique also could improve students' motivation to learn English speaking.

Team Technique had the same step as Group Discussion. That two techniques

are used in groups or teams in the learning process. Another research that used Group Discussion in learning was from Marfuah and Sulistyaningsih (2018). They used the qualitative method in their research, proving that this technique was helpful for students in learning speaking. With this group discussion, students could be active during the learning process. Purwanti (2022) also showed that students benefited greatly from group discussions during the learning process. Students could share their opinions and ideas and also they could communicate with other people well. So, Purwanti proved that team technique could help students learn English speaking skills.

Team Techniques could be used at various levels in school, especially for the eleventh grade in Senior High School, because the use of Team Technique provides many benefits for students. One of the previous research project was conducted by Bohari (2019). Bohari said that this small group discussion was really helpful for students, especially eleventh-grade students. Another previous research was from Hamzah and Ting (2010). They took students in eleventh grade in SMK Damai Jaya as a sample of this research. Here, they focused on students' perceptions and the final result of their improvement in their English speaking skills. Fauzi (2017) also used group discussion in his research. He took eleventh-grade students at Senior High School as his research sample. He stated that this technique was really useful to be implemented in the learning process. Kaharuddin and Rahmadana (2020) used the same technique in teaching speaking. The researchers focused on how to improve students' transactional speaking skills in vocational high school students.

Team Technique or Group Discussion was not only could be used by students but also by college students. In using Team Technique, the teacher could implement by using another media as a media learning in the classroom. In his research, Antoni (2014) described the factors that influenced the students' English speaking skills. And he also said that Team Technique was really helpful for students to increase their English speaking skills. Another previous research was conducted by Hussin, Gani, and Muslem (2020). They used YouTube as a media learning in their research. They proved that using YouTube as a media learning in group discussion was really effective in learning English Speaking skills.

Based on the previous research, they had some similarities and differences with the present study. The similarities were: that the previous studies used the same teaching technique to improve students' English speaking skill. So, the previous and present studies had the same purpose: to see how effective team technique is in improving the English skill of students. This research also had differences from previous research. The first was about the subject. Some researchers used this technique in reading comprehension even though the researcher in this study used this technique to improve students' speaking skill. Then, it had a difference with the method. The researcher in this study used a quantitative method, but other previous researchers mostly used the qualitative method of their research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents all about methodology. It contains research design, research site and participant, method of data collection, and method of data analysis of the study.

A. Research Design

Research design is a design in research that uses a method framework chosen directly by the researcher. According to Sekaran (2017), the research design is a plan for collecting, measuring, and analyzing data. This study aimed to see how effectively the teacher implemented the Team Technique in the speaking learning process. Here, the researcher used the quantitative method to see the real results of the students regarding the use of this technique. According to Sugiyono (2016), a quantitative approach is an approach in which a researcher conducts research using populations and samples that have been taken randomly and obtaining data by using instruments that have been determined by the researcher, with statistically analyzed data by the formula.

Here, the researcher chose and used the structure of the quantitative method, namely pre-experimental research, to get accurate research results. Sugiyono (2016) says that the experimental research method aims to see, observe and know the final results of the effect of a particular treatment on other treatments. The conditions must be under controlled conditions. Meanwhile, according to Arikunto (2006), the experimental method is a method to see and find a causal relationship between two factors that researcher deliberately made.

B. Research Site and Participant

1. Location

The present of the study was conducted at SMAN 1 Montasik, which is located in Lampaseh Lhok, Kecamatan Montasik, Kabupaten Aceh Besar. This school was chosen by the researcher as location research, and in this school the researcher collected and analyzed the data.

2. Population

Population is individuals with the same characteristics and living in the same place. According to Best, Jhon & Kahn, and James (2006), population is association of individuals so as to form a group that makes the researcher interested in them with the same or different characteristics and traits. The population of this study were first grade at the Senior High School level at SMAN 1 Montasik, which amounted to 5 classes, namely: X IPA 1, X IPA 2, X IPA 3, X IPS 1, and X IPS 2, where in 1 class consisted of 29-30 students. Thus, it can be concluded that the population in the study is 149 students.

3. Sample

The sample is a part of the population that is taken as an object in observation or research. A sample is considered capable of representing the population. According to Sugiyono (2016), the sample is a part of the whole and a population's characteristics. There are two types of quantitative sampling techniques: random and non-random (Darmawan & Deni, 2014). Here, the researcher used purposive sampling, which is part of non-random

sampling, where the researcher directly selected students as participants to become members to be studied, and the researcher chose based on his considerations. According to Sugiyono (2016), purposive sampling is one of the techniques for taking samples. The sample taken by the researcher was 29 students with a population of 5 classes, namely: X IPA 1, X IPA 2, X IPA 3, X IPS 1, and X IPS 2, where in 1 class consisted of 29 to 30 students. The researcher only took samples from class X IPA1.

C Method of Data Collection

There are three ways to get and to collect the data. First way is test, then the teaching presentation, and the third is questionnaire.

1. Test

A test is an assessment carried out by someone, perhaps a teacher, instructor, or others. The test aims to see, measure, and assess someone based on their knowledge, skills, talents and interests, test results, and so on. The test is a method used as a measuring tool for student work (Arikunto, 2012). In this study, the researcher used tests or exercises in front of the class given to students with two types of tests to measure students' speaking skills. The researcher will use the pre-test as the first test and the post-test as the second test. For the first test, the researcher asked the students to make dialogue with their own chair mates. For the second test, the researcher asked the students to make several teams, creating a long dialogue with their group. At the end of the final result, the researcher saw their speaking skills in front of the class.

2. The Teaching Presentation

For the first meeting, the researcher explained the material. Then, the researcher gave a pre-test to students, and students were required to be able to make a short dialogue with the chairperson about the material given. And in this first test, the researcher still had not used the Team Technique. When the work has been completed, each student and their partner practiced the work on their own chair, and the researcher gave a first score for them.

At the second meeting, the researcher introduced the Team Technique to the students, how to do it by providing an overview and explanation with a video or other example, and the researcher explained the roles and tasks of each group member later. After introducing the Team Technique and how it worked, the researcher divided all the students into groups. Each group should have duties, roles, and responsibilities for the tasks the researcher gives. In the second meeting, the researcher divided the members based on the pre-test score. The researcher put 1 or 2 students that got the highest score, and then 1 or 2 students that got not too low score, and 1 or 2 students that got the lowest score in 1 group. So, all the groups have in common with the selection of group members.

At the third meeting, the researcher asked each group to be able to practice the results of their work in front of the class. Then, the researchers provided feedback and also directions regarding the results of the practice they had done. And at the third meeting, a post-test or second test was demonstrated. That way, researchers can compare the results of the first test that has not been applied to the Team Technique and the second test that has used the technique, whether it has increased or not. With this teaching presentation as an actual happening for

research observation, the researcher could observe how the use of Team Technique during the learning English speaking skill in the classroom. And for the last activities in the second meeting, the researcher got the final result from the students' work.

Graphic 1. The Procedure of Teaching and Learning Process

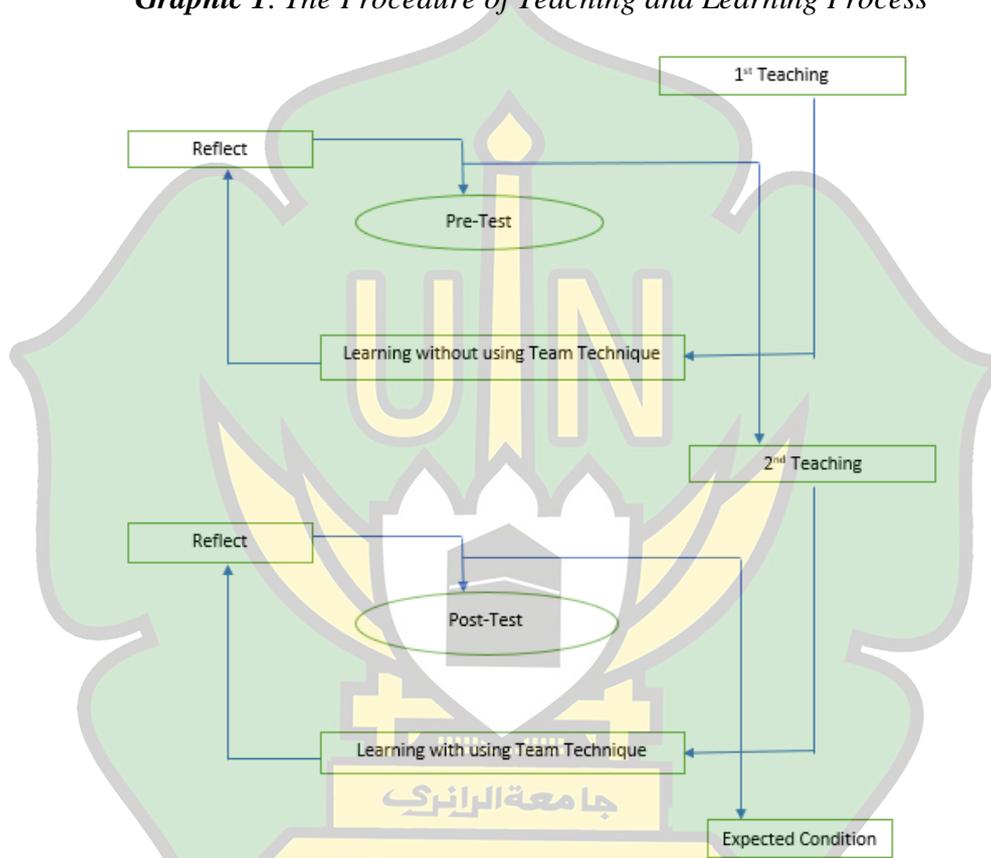


Figure 1. Sample Pre-Test Dialogue for 2 People

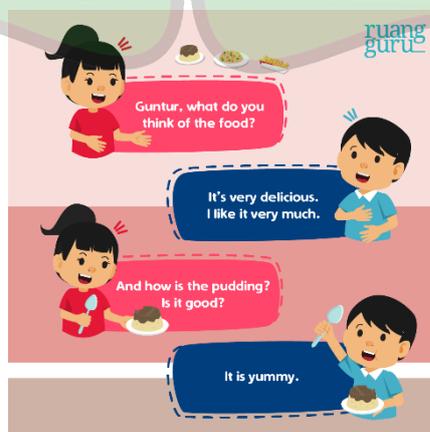


Figure 2. Sample Post-Test Dialogue for 4 People by Using Team Technique

A: Hi B! Look at my dress. What do you think?
 B: it's really beautiful. I like your dress.
 C: Is that your new dress?
 A: Yes, it's my new dress. How about your opinion?
 C: I think it doesn't match for you
 A: Why?
 C: You look so fat when you wear that dress.
 D: I agree with C, the dress doesn't match for your body
 What is your own feeling about this dress?
 A: Yeah, I don't feel comfortable of it.
 Thank you for your opinions and suggestions guys.

3. Questionnaire

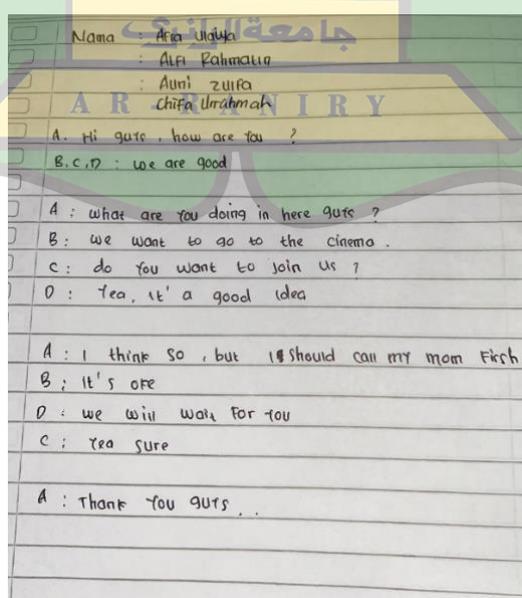
The questionnaire is a research instrument that is also a technique used to collect data so that data analysis can be carried out by distributing several questions related to the research topic to the respondents. According to Sugiyono (2016), questionnaires are very effectively used for researchers who want to find accurate data directly. At the third meeting, the researcher distributed a closed questionnaire and already had the choice of the alternative answer to all students in class X Science 1 who are respondents in this study. The questionnaire served to get the answer and information about the students' perception of using Team Technique in improving students' speaking skills. In this study, the researcher used a Likert scale intrusion with response levels of Strongly Agree (SA), Agree (A), Disagree (D, and Strongly Disagree (SD).

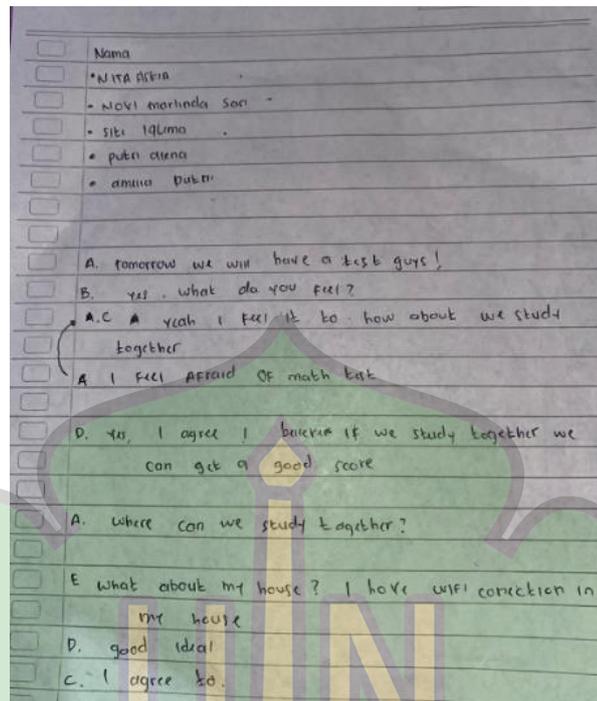
D Method of Data Analysis

1. Test

For the first and second test were given to students as an instrument in analyzing research in order to obtain the data needed with the aim of seeing how the students' speaking skills improved by using the Team Technique. This research was aimed to improve English speaking skills at students of SMAN 1 Montasik. Then, two tests were given, namely the first test which aimed to find out how the students' speaking skills were without using Team Technique, and the second test was given to see if there was a significant improvement in students' speaking skill after the Team Technique was applied in the teaching and learning process. Also, it aimed to find out how effective the technique was in improving students' speaking skills. Here, the sample of post-test results that student have made:

Figure 3. *The Results of The Post-Test Dialogue Of 4 People That Students Have Made*





The way to analyze data with statistical formulas is as follows:

a. The range of data

According to Anto (1986), Range is the result of subtracting the middle value of the last class with the middle value of the first class.

Figure 4. Formula of Data Range

$$R = H - L$$

R: the range of the score

H: the higher score

L: the lowest score

b. The length of interval

In determining the length of interval used the formula of Sturges, namely:

Figure 5. Formula of Interval Length

$$P = \frac{R}{K}$$

P : interval space

R : the range of scores

K : the amount of interval class

c. Table Distribution of Test

In presenting the frequency distribution table taken from Sugiyono (2016).

Figure 6. Formula of Table Distribution

Data/Score	Fi	Xi	FiXi
Total			

Fi : refers to frequency

Xi : refers to middle score interval class

FiXi : the amount of multiplication between the frequencies and the middle scores of interval class

d. Mean

The mean is the middle value of the data that has been collected (Harinaldi, 2005)

Figure 7. Formula of Mean

$$X = \frac{\sum fx}{\sum f}$$

x : the mean score

$\sum fx$: total of the mean score

$\sum f$: total of frequency

e. Standard Deviation

The standard deviation is the data value, most of which tend to be within one standard deviation of the average value of the data (Harinaldi, 2005):

Figure 8. Formula of Standard Deviation

$$SD^2 = \frac{\sum f(X - \bar{X})^2}{N - 1}$$

SD : standard deviation

$\sum f$: the sum of the frequency

N : the number of students

f. T-Score

The T-score is a very important part of the analysis in this study. The T-score aims to see a significant difference between the Pre-test as the first test and the Post-Test as the second test with the aim of comparing data, scores and also the effectiveness results obtained from the study. The formula is as follows by the figure above (Sudjana, 1989):

Figure 9. Formula of T-Score

$$t - \text{score} = \frac{\bar{X}^1 - \bar{X}^2}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}}$$

\bar{X}^1 : mean of the post-test

\bar{X}^2 : mean of the pre-test

SD₁ : standard deviation of post-test

SD₂ : standard deviation of pre-test

N : total students

To analyze the data collected and used by the formula above, the researcher used

the pre-test and post-test results that student have carried out. The researcher used the results to see the improvement of students' speaking skills using this Team Technique. The researcher used the average results that have been obtained from the students' pre-test and post-test. In assessing students' speaking skills, the researcher used a rubric Assessment from Harris and David (1969) and also interval score of the speaking mastery scale:

Table 1. Rubric Assessment by David P. Harris

No.	Components of Speaking Skills	Score	Explanation
1.	Fluency	5	Nothing hesitation, speak fluently
		4	Minim hesitation
		3	Not very smooth and start a lot of hesitation
		2	Not smooth and too much hesitation
		1	Conversation stopped and cannot continue at all
2.	Vocabulary	5	Use the same vocabulary same with native speaker
		4	Sometimes the vocabulary used is not quite right
		3	The vocabulary used is often wrong and inaccurate
		2	Wrong in using vocabulary
		1	Limitation in vocabulary and cannot continue the conversation
3.	Grammar	5	Errors in the use of grammar not found
		4	Found a little error in grammar but still

understandable

3 The meaning in the conversation changes due to frequent mistakes in grammar

2 Many errors in grammar are found, so listeners cannot understand the meaning of the conversation

1 The meaning of the sentence cannot be understood because the grammar spoken is very bad

4. Pronunciation

5 Very easy to understand the accent

4 Different accent but still understandable

3 It's quite difficult to understand and sometimes listeners can't understand what is being said

2 Very difficult to understand and required to repeat the conversation

1 Cannot understand about the accent and listener cannot understand the conversation

5. Comprehension

5 The meaning and content of the conversation can be understood very well

4 Found a little confusion but still understandable in its entirety

3 The speaker must repeat the conversation and set the speed slower for listeners to understand

2 Have to repeat the conversation often because it is difficult to be able to follow what you want to convey

1 Cannot understand the content and intent of

the conversation even though the conversation is relatively easy

It has a maximal score, that is 25 points

$$\text{Student's mark} = \frac{\text{Obtained score}}{\text{The maximal score}} \times 100$$

Table 2. Interval Score of Speaking Mastery Scale

No.	Interval Score	Level
1.	91-100	Excellent
2.	76-90	Very Good
3.	51-75	Good
4.	35-50	Average
5.	>35	Poor

2. Students' Observation

During the learning process, the researcher observed the students to monitor them in their group. Based on the observation, the students were active and they felt free to share their ideas to other friends in their group when the Team Technique was conducted. They also had good confidence to talk with other. Also, students could share their opinions and responsibilities to other friends. From the observation, the researcher conclude that the students could be more active during the learning when the Team Technique was conducted in the classroom. It helped students in the learning especially in learning English speaking, because they could deliver and discuss about the material easily.

3. Questionnaire

The questionnaire used in this study was a closed questionnaire, which was prepared by providing the choice, so that respondents only chose one of the available answers. The questionnaire instrument was used to determine whether the use of the Team Technique could improve speaking skills in class X IPA 1. The question or statement used a Likert Scale model. This scale used four alternative answers, they were: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). So, the data obtained was quantitative data, each alternative answer has its own score. Here was the weight assessment of the Likert Scale of positive and negative perceptions ([Arikunto, 2012](#)):

Figure 10. Assessment of The Likert Scale

Choice of Answers	Code	Score	
		+	-
Strongly Agree	SA	4	1
Agree	A	3	2
Disagree	D	2	3
Strongly Disagree	SD	1	4

Here, the researcher put the sample of the questionnaire as the instrument to collect the data that would be shared to the students:

Table 3. Questionnaire of This Research

No.	Pernyataan	Seberapa Setuju			
		SS	S	TS	STS
		4	3	2	1
1.	Dengan adanya penggunaan Team Technique ini, saya bisa meningkatkan kemampuan saya dalam berbicara Bahasa Inggris.				
2.	Team Technique ini merupakan Teknik pengajaran yang sangat efektif untuk diaplikasikan kedalam proses pembelajaran untuk meningkatkan keterlibatan saya sebagai siswa dalam pembelajaran Speaking.				
3.	Team Technique merupakan teknik pengajaran yang sangat menarik yang digunakan dalam proses pembelajaran Speaking.				
4.	Saya jarang menggunakan Team Technique ini dalam proses dan kegiatan pembelajaran.				
5.	Penggunaan Team Technique ini tidak bisa memotivasi saya untuk bisa aktif berpartisipasi dalam kegiatan pembelajaran Speaking.				
6.	Team Technique merupakan Teknik pengajaran yang sangat tidak efektif untuk diaplikasikan kedalam proses pembelajaran				

Questionnaire above was provided by the researcher. And the researcher collected the result of the questionnaire. The value of the data obtained, calculated by statistical percentage with the formula (Arikunto, 2012):

$$P = \frac{F}{N} \times 100\%$$

P : Percentage value of student's answers

F : Frequency of student's answers

N : Number of students



CHAPTER IV

FINDINGS & DISCUSSION

This chapter presents about the explorations of thematic progression in students' English speaking skills by using Team Technique. It provided the result of pre-test, post-test and questionnaire by students. The findings of the analysis were discussed further as an attempt to answer the research questions that have been proposed in the first chapter.

A. Findings

To analyze the data that has been collected, the researcher used the results of the pre-test, post-test, and also students' perceptions that have been carried out by students. The results were used by the researcher to see the improvement of students in their speaking skills using this Team technique, the researcher used the average results that have been obtained from the students' pre-test and post-test.

1. Pre-tests' score of students' speaking test without using Team Technique

The score from the pre-test that has been done by all students before applying the Team Technique in the learning process and also it has been given the conclusion of the average result in the form of a table.

Table 4. Students' Score on Pre-Test

Students	Score
1	32
2	32
3	32
4	32
5	32
6	32
7	48
8	40
9	40

10	48
11	32
12	32
13	48
14	32
15	28
16	48
17	32
18	32
19	36
20	40
21	40
22	56
23	24
24	28
25	24
26	36
27	40
28	52
29	44

To analyze the data that had been obtained by the researcher, it could calculate by using the formula below:

1) Range

$$R = H - L$$

$$R = 56 - 24 = 32$$

2) Class Interval

$$I = 1 + (3,3) \log n$$

$$= 1 + (3,3) \log 29$$

$$= 1 + (4,82)$$

$$= 5,82 = 6$$

3) Interval Class's Range

$$P = \frac{R}{I}$$

$$= \frac{32}{6}$$

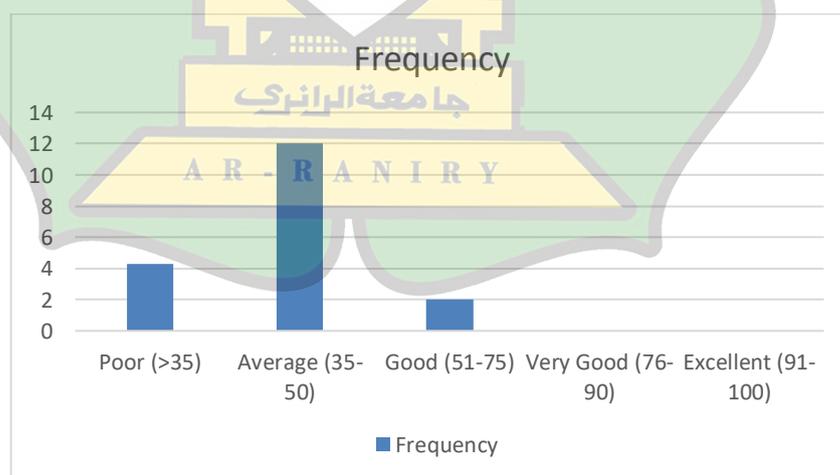
$$= 5,3 = 5$$

4) Distribution of Frequency

Table 5. Frequency Distribution of Pre-Test

Interval	Fi	Xi	FiXi
24-28	4	26	104
29-33	11	31	341
34-38	2	36	72
39-43	5	41	205
44-48	5	46	230
49-53	1	51	51
54-58	1	56	56
	= 29		= 1059

Graphic 2. The Conclusion of Pre-Tests' Score



5) Mean of Pre-Test Score

The researcher calculated about the mean of data based on the graphic

above:

$$X = \frac{\sum fx}{\sum f}$$

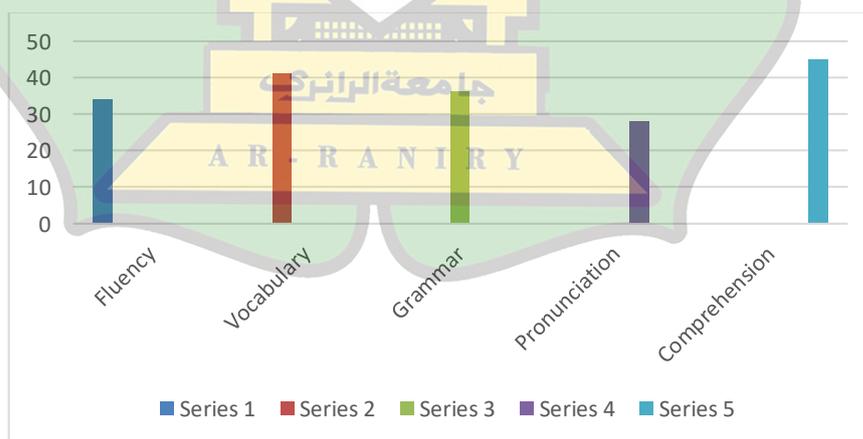
$$= \frac{\sum 1059}{\sum 29}$$

$$= 36,51$$

Table 6. The Average of Pre-Test Score in Speaking Skills

No.	Skills of Speaking	Score	Score Conversion
1.	Fluency	1,68	33,6 = 34
2.	Vocabulary	2,03	40,6 = 41
3.	Grammar	1,79	35,8 = 36
4.	Pronunciation	1,41	28,2 = 28
5.	Comprehension	2,27	45,4 = 45

Graphic 3. The Graphic of Average of Pre-Test in Speaking Skills



From the table and graphic above, the researcher assessed and calculated the mean of a pre-test as we could see that the mean in the pre-test is 36,51. Also, the researcher estimated the average of each skill the students had done in the pre-

test: Fluency 34, Vocabulary 41, Grammar 36, Pronunciation 28, and Comprehension 45. So, the researcher concluded, based on the intervals score, that English students' speaking skills are still good and also in the average or almost poor interval. The conclusion is that the average interval for speaking skills in students who are still relatively low and required to find solutions to solve existing problems. The researcher decided to implement Team Technique in learning English speaking skills to improve students' English speaking skills.

2. Post-tests' score of students' speaking test by using Team Technique

After the pre-test was done by the students and the average was obtained, the next treatment was the researcher explaining the use of the team technique to the students. The researcher divided the students into groups of 4 to 5. And after the researcher knew about the students' skills, the researcher divided the groups. In each group, the researcher included 1 or 2 students who had high pre-test scores, 1 or 2 students who had not too low scores and 1 or 2 students who had low scores. This way could help students each other. That way, it was easier for students to discuss and share their responsibilities, with the ultimate goal of getting a post-test score much higher than the score on the pre-test. The researcher conducted a post-test for the students by instructing them to make a dialogue about the material that had been taught by using the Team Technique. The results obtained by each student's score and also the average of each skill that had assessed from students in the form of table below:

Table 7. Students' Scores of Post-tests

Students	Score of Post-Test
1	64
2	52
3	60
4	64
5	64
6	52
7	88
8	68
9	68
10	80
11	68
12	64
13	84
14	64
15	76
16	92
17	72
18	72
19	80
20	88
21	60
22	92
23	76
24	64
25	76
26	76
27	84

28	80
29	60

To analyze the data that had been obtained by the researcher, it could calculate by using the formula below:

1) Range

$$R = H - L$$

$$R = 92 - 52 = 40$$

2) Class Interval

$$I = 1 + (3,3) \log n$$

$$= 1 + (3,3) \log 29$$

$$= 1 + (4,82)$$

$$= 5,82 = 6$$

3) Range of Interval Class

$$P = \frac{R}{I}$$

$$= \frac{40}{6}$$

$$= 6,67 = 7$$

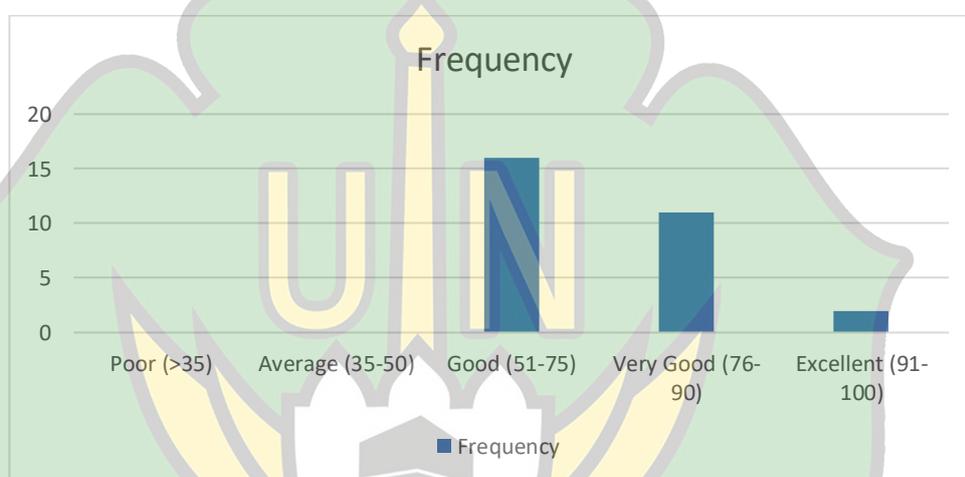
4) Distribution of Frequency

Table 8. *Frequency Distribution of Post-Test*

Interval	Fi	Xi	FiXi
52-58	2	55	110
59-65	9	62	558
66-72	5	69	345

73-79	4	76	304
80-86	5	83	415
87-93	4	90	360
	= 29		= 2092

Graphic 4. The Conclusion of Post-Tests' Score



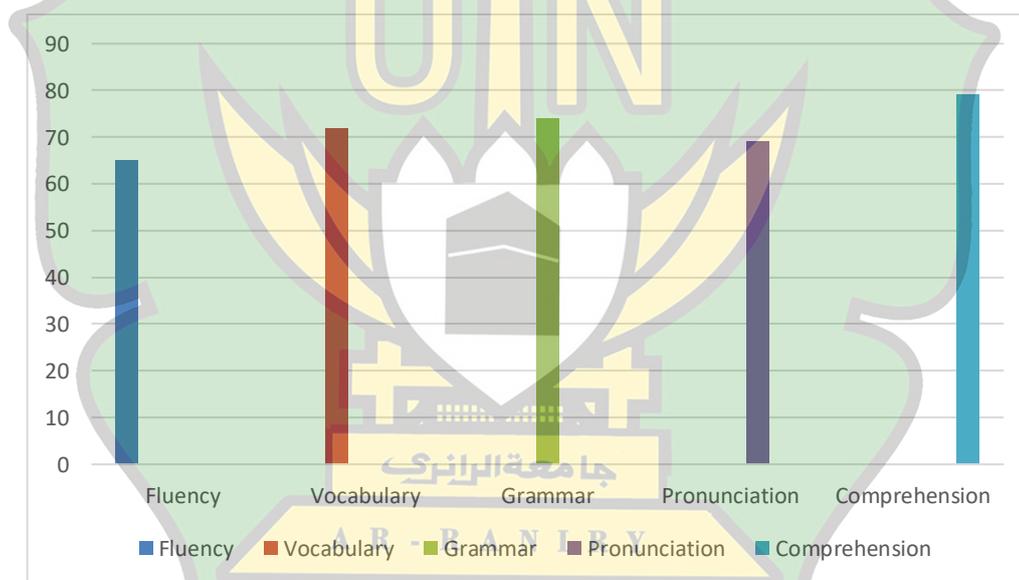
5) Mean of Pre-Test Score

The researcher could calculate about the mean of data based on the graphic above:

$$\begin{aligned}
 X &= \frac{\sum fx}{\sum f} \\
 &= \frac{\sum 2092}{\sum 29} \\
 &= 72,13
 \end{aligned}$$

Table 9. *The Average of Post-Test Score in Speaking Skills*

No.	Skills of Speaking	Score	Score Conversion
1.	Fluency	3,24	64,8 = 65
2.	Vocabulary	3,58	71,6 = 72
3.	Grammar	3,68	73,6 = 74
4.	Pronunciation	3,45	69
5.	Comprehension	3,93	78,6 = 79

Graphic 5. *The Graphic of Average of Post-Test in Speaking Skills*

From the graphic above, the researcher succeeded in assessing and calculating the mean of post-test that is 72,13. This mean experienced a fairly great improvement compared to the pre-test. Also, the researcher assessed and calculated the average of each skill that the students had done: Fluency 65, Vocabulary 72, Grammar 74, Pronunciation 69, and Comprehension 79. Based on the tables and graphs above, we can see that the average interval of students'

speaking skills is in the good interval, average, or even Excellent. And the results of this post-test look much improved than the results of the pre-test before using Team Technique. Thus, the researcher can conclude that implementing the Team Technique in learning speaking is very effective to improve students' English speaking skills. Because, with a team, students can discuss and share opinions and help each other in learning speaking. It will have a big impact on their speaking skills.

3. Improvement between pre-test and post-test score of students by using Team Technique in learning speaking skills

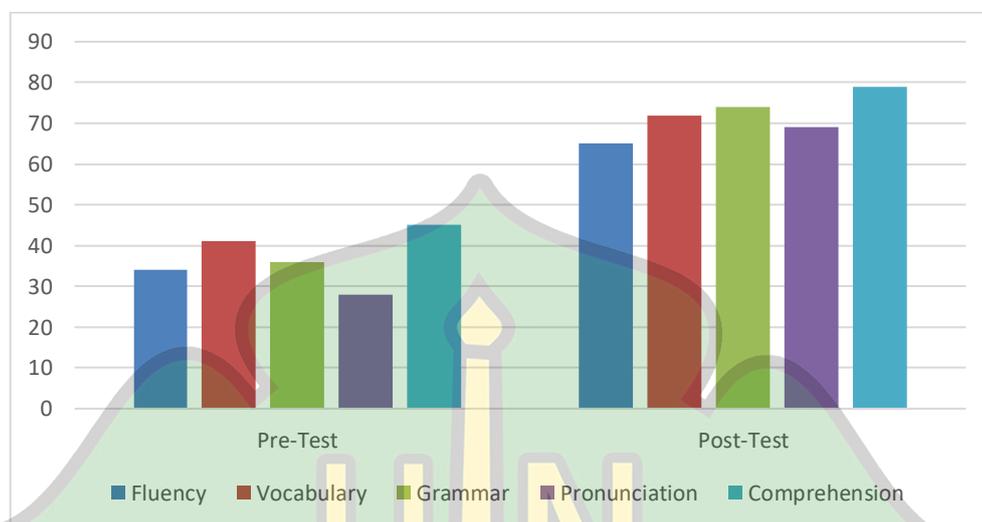
There was an improvement between pre-test and post-test that had been done by the students. We could see from the table below.

Table 10. The Improvement Between Pre-Test and Post-Test by Using Team Technique in Learning Speaking Skills

No.	Components of Speaking Skills	The Average of Pre-Test	The Average of Post-Test
1.	Fluency	34	65
2.	Vocabulary	41	72
3.	Grammar	36	74
4.	Pronunciation	28	69
5.	Comprehension	45	79

From the results of the table above, we can see and we conclude that the improvement of English Students' speaking skills through the graphic below.

Graphic 6. *The Improvement Between Pre-Test and Post-Test by Using Team Technique in Learning Speaking Skills*



From the graphic above, it can be concluded that all the components of speaking skills have improved very well in the post-test results. In fluency, students got an increase from 34 to 65. In vocabulary, students got an increase in score from 41 to 72. Also, in grammar, students got an increase from 36 to 74. In pronunciation, the students also got an increase from 28 to 69. Last in comprehension, the students also got an increase from 45 to 79. Thus, it can be concluded that students' skills have improved very well by using Team Technique in learning English speaking.

4. Students' perceptions of using Team Technique in improving English students' speaking skills

1) Perceptions of Students in Using Team Technique to Improve Their Speaking Skills

The researcher used this type in the questionnaire to know about the improvement that students felt after using the Team Technique in learning

English speaking skills. Here, the researcher provided the table of percentage distributions of students' perceptions in using Team Technique.

Table 11. *Percentage Distributions of Students' Perceptions in Using Team Technique*

Statements	Distributions of Percentage			
	SA	A	D	SD
1	65,5%	34,48%	-	-
2	58,62%	41,37%	-	-
3	62,06%	34,48%	-	3,45%
4	-	51,72%	41,37%	6,89%
5	-	3,45%	44,82%	51,72%
6	-	-	27,58%	72,41%

Based on the table of distribution percentages above, the researcher could see the result. The first description or statement result was 65,5% (19 students) strongly agreed, and 34,48% (10 students) agreed with the statement. There are no students who chose to disagree or strongly disagree for the first statement. Here, the researcher concluded for the first statement that most of the students agreed that using Team Technique could improve their English speaking skills. And from the first statement, the researcher concluded that using Team Technique could increase and improve students' English speaking skills.

The result of the second statement was 58,62% (17 students) strongly agreed, and 41,37% (12 students) agreed that Team Technique was effective in

learning speaking. And for the second statement, there was nothing students chose to disagree and strongly disagree. So, the researcher concluded that students could improve their English speaking skills with Team Technique. Also, in the second statement, the researcher proved that Team Technique was an effective technique to be implemented in learning English speaking skills.

The third statement about Team Technique was an interesting technique to implement in learning speaking. The result of the third statement was 62,06% (18 students) strongly agreed, and 34,48% (10 students) agreed with the statement that stated Team Technique was an interesting technique in learning speaking. Only 3,45% (1 student) that strongly disagreed with the third statement. It can be concluded that the students believe, using Team Technique was an interesting technique to be implemented in learning English speaking skills.

For the fourth statement, the result was 51,72% (15 students) agreed with the statement. Meanwhile, 41,37% (12 students) disagreed with the statement. And also, there was 6,89% (2 students) strongly disagreed with the statement. Here, the researcher can be concluded that there were half of student as respondents often-used Team Technique in the learning process, and the other half of the students rarely used Team Technique in the learning process.

The fifth statement stated that the Team Technique couldn't give motivation to students. And the result was only 3,45% (1 student) agreed with the statement. And there was 44,82% (13 students) disagreed with that statement. And also, there was 51,72% (15 students) strongly disagreed with that statement. So, it can be concluded that 96,54% (28 students) and almost all students disagreed that

Team Technique couldn't give motivation in learning English speaking skills. In other words, Team Technique was really good for increasing students' motivation in learning English speaking skills.

The last statement in this type stated that Team Technique was inadequate to be implemented in learning speaking skills. The result was 27,58% (8 students) disagreed with that statement. There was 72,41% (21 students) who strongly disagreed with that statement. Thus, the researcher concluded that all students disagreed that using the Team Technique was ineffective for students. In other words, Team Technique was really effective to be implemented for students in learning speaking skills.

In conclusion, the researcher saw that students had good perceptions in using Team Technique in learning speaking skills. And also, the students believed that using the Team Technique was really effective and really interesting to use in learning process. They had positive points of view and perceptions in each statement, even though some students still felt this technique was not effective and exciting in learning speaking. At the end, the first type of this questionnaire proved that using Team Technique was really effective for students. And also, Team Technique could improve students' English speaking skills.

2) Perceptions Of Students About Their Participation on Their Own Group in Learning Speaking Skills

Students' participation can make students more active during the learning process. Barkley (2016) said that students' participation can give motivation and can be an active learning. Here, the students should answer the questionnaire

about their participation during the learning process by using Team Technique.

a) Perceptions of students on their work in using Team Technique

Students' work in learning is really important. In other words, effort of students is really influential of their learning. It will give a good impact if they work hard and they have a big effort of their learning. Davis (1983) said that a person has high confidence after he is able to achieve his goals.

Table 12. *Percentage Distribution of Students' Perceptions on Their Work in Using Team Technique*

Statements	Distribution of Percentage			
	SA	A	D	SD
7	-	3,45%	44,82%	51,72%
8	68,96%	31,03%	-	-
9	51,72%	37,93%	6,89%	3,45%
10	65,51%	34,48%	-	-

Based on the distribution of the percentage above, the table explained about students' perceptions on their work in using Team Technique. The researcher provided four statements that connected to the topic. In the seventh statement, only 3,45% (1 student) agreed that he worked alone in his group. Other students, about 44,82% disagreed with that statement. Also, 51,72% (15 students) strongly disagreed about that statement. Thus, the researcher concluded that only one student agreed with the statement that he worked alone by himself to finish the task because he felt that there was nobody who understood the lesson or the

task. Meanwhile, there was 28 students disagreed with that statement. In conclusion, Team Technique could help students in their speaking skills by each other.

In the eighth statement showed that none of students disagreed and strongly disagreed with the statement. Meanwhile, 68,96% (20 students) strongly agreed and 31,03% (9 students) agreed with the statement that stated every student who participated in learning speaking skills in a team would get benefit. So, the researcher concluded that all of students in class X IPA 1 agreed about participated in a team would give them benefit. It meant, Team Technique gave them benefits in learning English speaking skills.

For the ninth statement, the result was three students disagreed with the statement, 6,89% (2 students) disagreed, and 3,45% (1 student) strongly disagreed about student interest in participating in the learning process using Team Technique. However, there were 51,72% (15 students) strongly agreed with that statement. Also, 37,93% (11 students) agreed with that statement. It can be a conclusion that most of students agreed with the statement. It proved that Team Technique was an interesting technique to be applied in a classroom.

The last statement gave a result that 65,51% (19 students) strongly agreed with the statement that stated the students had already followed the instruction in their own team. About 34,48% (10 students) also agreed with the statement. There were nothing students that disagreed, even strongly disagreed with the statement. This meant all students agreed that Team Technique could give responsibilities to each member in a group. And the researcher concluded that Team Technique was

a good technique to teach students, especially in teaching speaking skills.

b) Perceptions of students on their goals of their participation

Participating in the learning process will make students more active and will experience an increase in learning outcomes. Coates (2005) explained that the progress of a lesson is influenced by how students can actively participate in a team during the learning process.

Table 13. Percentage Distribution of Students' Perceptions on Their Goals of Their Participations

Statements	Distribution of Percentage			
	SA	A	D	SD
11	62,06%	37,93%	-	-
12	41,37%	58,62%	-	-

Table 10 explained the percentage of students' perceptions on their goals of their participation in learning. The researcher provided two statements that connected to the topic. The eleventh statement showed that 62,06% (18 students) strongly agreed with the statement that stated students could participate in a good way in learning English speaking skills. Also, 37,93% (11 students) agreed with the statement. In this statement, there was nothing students disagreed or strongly disagreed. The researcher concluded that all students agreed with the statement, which meant that all students could enjoy the learning using Team Technique.

Moreover, in the twelfth statement stated students had high confidence to share their ideas and opinions about the material to each member. It showed that

41,37% (12 students) strongly agreed with the statement. For the 58,62% (17 students) agreed with the statement. Here, none of the students disagreed or strongly disagreed with the twelfth statement. In conclusion, the students believed that Team Technique was a technique that could help students to understand about the material with a team easily. It also proved that in this type, students could enjoy the learning and understand easily about the material by using Team Technique. It meant the goals of learning could be reached perfectly by the students.

c) Perceptions of students on their development that they felt after using Team Technique

In this type, the researcher discussed about students' feelings and perceptions of using Team Technique in learning speaking skills. Altman (1985) said that a self-concept is something where a person can judge and feel himself about something. So, this type of statement discusses more about the feelings and perceptions of students about themselves after the implementation of Team Technique in learning speaking skills.

Table 14. Percentage of Students' Perceptions on Their Development That They Felt After Using Team Technique

Statements	Distribution of Percentage			
	SA	A	D	SD
13	62,06%	37,93%	-	-
14	58,62%	41,37%	-	-
15	-	6,89%	34,48%	58,62%

16	-	6,89%	34,48%	58,62%
17	-	3,45%	51,72%	44,82%
18	-	6,89%	27,58%	65,51%
19	-	6,89%	37,93%	55,17%
20	-	3,45%	41,37%	55,17%

Based on table 11, it explained about the percentage of students' perceptions on students' development that they felt after using the Team Technique. Here, the researcher provided eight statements that related with the topic. The result of thirteenth statement was 62,06% (18 students) strongly agreed with the statement that stated they got motivation when they were learning speaking using Team Technique, because each member of the team could share their own opinions. About 37,93% (11 students) agreed with that statement. For this statement, there was nothing students disagreed even strongly disagreed with the statement. It could be concluded, all of students in this statement agreed that they got motivation when they were learning speaking using Team technique. It meant that using Team Technique could give students so many benefits.

For the fourteenth statement, 58,62% (17 students) strongly agreed with the statement that stated the students felt really happy when they participated in a team. Also, 41,37% (12 students) agreed with the fourteenth statement. Which meant, this statement could prove that Team Technique was an interesting technique and could make the students enjoyed the learning. In this statement, there were nobody students disagreed or even strongly disagreed about the topic

of this statement. The researcher concluded, students' feelings were really happy of using this technique.

The fifteenth statement also had a result. Only 6,89% (2 students) agreed with the statement. The statement was about how their team underestimated students when they were learning English speaking skills. Meanwhile, 34,48% (10 students) disagreed, and 58,62% (17 students) strongly disagreed with the statement. Here, the researcher concluded that in 27 students it was about 93,1% disagreed with this statement. Therefore, the students never felt the other students underestimated them on their own team. And it meant that they enjoyed the learning with the team.

For the sixteenth statement, it showed that only 6,89% (2 students) agreed with the statement. The statement stated that the students got a bad feelings when other students in their own team couldn't accept their opinions. 34,48% (10 students) disagreed, and 58,62% (17 students) strongly disagreed with the sixteenth statement. It meant that there were 27 students, and it was about 93,1% disagreed with the statement. It proved that most students could accept their friends' opinions and still felt good feelings in learning speaking with a team.

Then, the seventeenth statement showed that only 3,45% (1 student) agreed with the statement that stated the students had so many difficulties in using Team Technique. Therefore, 51,72% (15 students) disagreed and 44,82% (13 students) strongly disagreed with that statement. In conclusion, it was 28 students, and it was about 96,54%, and almost all the students disagreed with the statement. It could be an improvement that there were not many difficulties that students

were faced in using Team Technique. It also meant that students could still face problems or little difficulties in learning speaking using Team Technique.

The eighteenth statement also stated that students felt so lazy and in a lousy mood to join and participate in a team in learning English speaking skills. Only 6,89% (2 students) agreed with the statement, 27,58% (8 students) disagreed, and 65,51% (19 students) strongly disagreed with that statement. Thus, the researcher could conclude that there were 27 students, and about 93,09% disagreed with the statement. It meant most students didn't feel lazy in learning English speaking skills. And they were still in a good mood to do their task in their own team.

For the nineteenth statement, it showed that only 6,89% (2 students) agreed with the statement that stated the students were not confident in participating during the process of learning to speak. Moreover, 37,93% (11 students) agreed and 55,17% (16 students) strongly agreed about the nineteenth statement. It can be concluded that 27 students and it was about 93,1% disagreed with the statement. It meant some of the students still felt like they had good confidence in learning speaking skills by using Team Technique. And the students also proved that they really enjoyed in participating on their own team.

The last was the twentieth statement. It stated that the students felt so bored when they learnt English speaking skills by using Team Technique. From the table above, the researcher saw that 6,89% (2 students) only felt bored in learning speaking using Team Technique. In other words, the two students agreed with the statement. In another student, 41,37% (12 students) and 55,17% (16

students) didn't feel bored when they learned using this technique. It meant that 28 students and about 96,54% disagreed with the statement. They enjoyed the learning, and still were active during the learning process. Also, they proved that they were satisfied with the work of Team Technique.

In the end, the researcher could give a conclusion about the students' perceptions and their feelings. The students had a good feeling, positive things in their perceptions, and good responses, and they could enjoy the learning by using Team Technique. With this technique, students also proved their improvement and also their happiness. They could improve their speaking well, and they were really happy because with a team, the students had good confidence to talk. Also, the students could share their opinions and their ideas without feeling afraid to express what they wanted to speak.

Nevertheless, there still were students that didn't enjoy the learning. They were bored, afraid, underestimated, couldn't be active, and also felt lazy to participate in the team. Here, the researcher's responsibility, or maybe for a teacher, is to make a good relationship between teacher and students. It made them comfortable sharing their problem in learning and made them feel closer with the teacher. Then, the students would feel comfortable with the teacher and have a brave talk. It would be a solution to this problem to face that kind of students.

5. Examine the Hypothesis

In examining the hypothesis, the researcher used the formula from the T-Score. According to Sudjana (2008), a t-test is needed to be able to find and see

the results of research hypotheses. The T-score was a very important part of the analysis in this study. The T-score aimed to see a significant difference between the Pre-test as the first test and the Post-Test as the second test with the aim of comparing data, scores and also the effectiveness results obtained from the study. After finding the calculation results from the t-test, the researcher compared the results of the t-test that had been obtained with the t-table value. Here, the researcher could see if the value and results of the t-test were higher than the t-table (alpha: 5%), it can be concluded that there are very striking and significant changes and differences in the results obtained by students when studying.

Table 15. *The Overall Deviation Scores of The Students' Pre-Test and Post-Test*

Students	Pre-Test	Pre-Test ²	Post-Test	Post-Test ²
1	32	1024	64	4096
2	32	1024	52	2704
3	32	1024	60	3600
4	32	1024	64	4096
5	32	1024	64	4096
6	32	1024	52	2704
7	48	2304	88	7744
8	40	1600	68	4624
9	40	1600	68	4624
10	48	2304	80	6400
11	32	1024	68	4624
12	32	1024	64	4096

13	48	2304	84	7056
14	32	1024	64	4096
15	28	784	76	5776
16	48	2304	92	8464
17	32	1024	72	5184
18	32	1024	72	5184
19	36	1296	80	6400
20	40	1600	88	7744
21	40	1600	60	3600
22	56	3136	92	8464
23	24	576	76	5776
24	28	784	64	4096
25	24	576	76	5776
26	36	1296	76	5776
27	40	1600	84	7056
28	52	2704	80	6400
29	44	1936	60	3600
$\Sigma = 1072$		$\Sigma = 41568$	$\Sigma = 2088$	$\Sigma = 153856$
$\Sigma^2 = 1149184$		$\Sigma^2 = 4359744$		

a. Calculating the Standard Deviation of Post-Test

$$\Sigma SD1 = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

$$= 153856 - \frac{4359744}{29}$$

$$= 3520$$

b. Calculating the Standard Deviation of Pre-Test

$$\Sigma SD2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{N}$$

$$= 41568 - \frac{1149184}{29}$$

$$= 1940,9$$

$$S_{X-Y} = \sqrt{\frac{\Sigma SD1 + \Sigma SD2}{N + N - 2} - \left[\frac{1}{N} + \frac{1}{N} \right]}$$

$$= \sqrt{\frac{3520 + 1940,9}{56} - \left[\frac{1}{29} + \frac{1}{29} \right]}$$

$$= \sqrt{6,725} = 2,593$$

c. Calculating the T-Score

$$t \text{ - score} = \frac{\bar{X}^1 - \bar{X}^2}{\sqrt{\frac{\Sigma SD1 + \Sigma SD2}{N + N - 2} - \left[\frac{1}{N} + \frac{1}{N} \right]}}$$

$$= \frac{72,13 - 36,51}{2,59}$$

$$= \frac{35,62}{2,59} = 13,75$$

d. Calculating T-Table used level 5% with df:

$$df = N + N - 2$$

$$= 29 + 29 - 2$$

$$= 56$$

In the significance in t-table the level of 5% that showed the score with df

56 is 1,67. The final result of t-score is 13,75 which was higher than t_{table} (13,75 > 1,67). It means hypothesis (H_a) that stated there is a significant difference after using Team Technique for students during learning process in improving students' speaking skills was accepted based on the evidence of the comparison of t score and t table. Of course, for H_0 that stated there is no significant difference after using Teams Technique for students during learning process in improving students' speaking skills definitely rejected.

There were also the results of the questionnaire described above that could make the hypothesis more accurate and concrete. Because, it was not only the hypothesis accepted regarding the improvement of students' speaking, but it was also strengthened by the results of the questionnaire regarding the opinions, perceptions, and feelings of students which almost all of students have perceptions and also good results in improving their English speaking skills. It proved that using Team Technique in improving students' English speaking skills was really effective to be implemented in the teaching and learning process.

B. Discussion

In this discussion, the researcher discussed about the research question that was mentioned in chapter 1. Here, the researcher explained about the findings that related with this research. For a discussion of the research question in chapter 1, it will be discussed below:

1. How does the use of Team Technique in improving speaking skills for Senior High School Students?

This present study is about improving students' English speaking skills

using Team Technique. The researcher conducted two tests, namely pre-tests and post-tests. For both of the tests, the researcher instructed the students to make a dialogue about the material to the students. But in the pre-test, students did not use the Team Technique, and in the post-tests, students used the Team Technique in making the dialogue. Through the two tests, researchers get real results of students' improvement in speaking skills using Team Technique. In the pre-test, students got low scores in every skill of speaking. The researcher calculated the average score obtained by the students after the pre-test results were analyzed. The result was that the average score of students on skills of fluency was 34, in vocabulary was 41, in grammar was 36, and in pronunciation got the lowest score, it was only 28 the average value obtained by students. The last was comprehension which reached 45. The mean of the pre-test was 36,51. We know that many students could not pronounce words properly and correctly. Likewise, in grammar, they still find difficulties.

Through the problems the researcher saw in the pre-test, the Team Technique was applied in the learning process. Before that, the researcher explained the rules and the ways in using Team Technique to the students. In the end, the researcher divided students into several groups. Each group has 4-5 students. In each group, the researcher arranged each group which contains students with the highest, low, and lowest scores in a balanced number. It aimed to make students share their responsibilities fairly, and it could help students with the lowest score. Here, the researcher also took part in learning, provided direction, and helped each group member. In the end, the researcher saw an

improvement in students' speaking skills. According to the findings above, the researcher obtained the result that students got a really good improvement in speaking skills. In fluency, the average student reached a score of 65. In vocabulary, it was 72. In grammar was 74, in pronunciation was 69, and in comprehension was 79. Most of the students got a good score in speaking skills. And the mean of the post-test was 72,31. It proved the hypothesis that H_a was accepted. Because after the researcher had already calculated the t-score and t-table, it showed that the t-score was higher than the t-table ($13,75 > 1,67$). In the end, the final result was that students improved in post-test and after the researcher gave treatment for them in English speaking skills.

There were a lot of previous studies that had similarities with this present study, such as from Antoni (2014). He stated that students still had difficulty in speaking, and he applied this group and Team Technique to learning speaking. He proved that this technique was really effective in the classroom in improving students' speaking skills. Mazizah, Suwandi, and Hartono (2021) also proved the same result that Team Teaching was more effective than Blended Learning in improving students' English speaking skills. Another previous study was from Vani (2016), she also found that Team Technique gave so many chances for students to improve their speaking skills. Because they could work together and share their opinion with their own team. With another similarity of a previous study by Purwanti (2022), she showed that students got so many benefits from learning by team or group in the classroom. She proved that this technique could help students in learning English speaking skills.

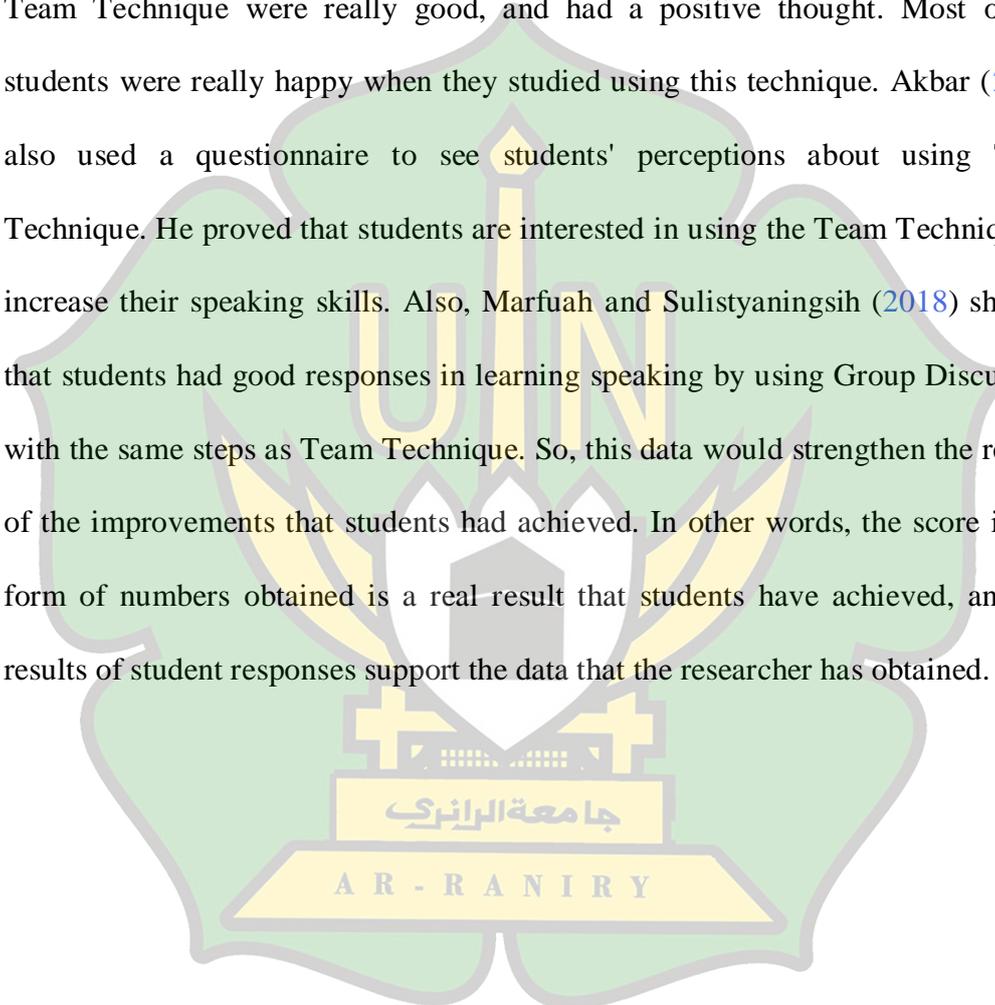
According to Cook (1995), teaching using Team Technique has been proposed and offered as a perfect learning model to be applied in the learning process. Barkley (2016) also said that Team Technique greatly assists students in improving their speaking skills because this technique has a good concept in the teaching process. Springer (1973) also used this technique in learning. He said that with the team, students could learn a language much easier. So, it makes students train in using a new language. Based on Anderson and Speck (1998), students who use groups or team in the learning process will be more active in involving themselves in their teams. With the evidence from the results of previous studies, the statements of experts, and also from the result of the present study, it could be concluded that using Team Technique in learning process to improve speaking skills was really effective for students.

2. How are students' perceptions about the use of Team Technique in improving speaking skills?

This present study also used another instrument to collect the data. The researcher used a questionnaire to see about students' feelings and perceptions in using Team Technique. So, the researcher would get the data in detail. After the researcher gave the questionnaires for students and got a result, the researcher used frequency distribution and percentage distribution to see the frequency and percentage in each statement in that questionnaire to analyze the data. In each statement, most students chose the same degree of agreement related to the statement. But it still was a student who chose a different degree of agreement with others. According to the findings above, it could be concluded that students

had good perceptions, positive thoughts, and good feelings when they learned and participated in learning speaking using Team Technique.

Similar findings to this present study were also found in the previous research from Yanse (2016). He discovered that students' perceptions of using Team Technique were really good, and had a positive thought. Most of the students were really happy when they studied using this technique. Akbar (2019) also used a questionnaire to see students' perceptions about using Team Technique. He proved that students are interested in using the Team Technique to increase their speaking skills. Also, Marfuah and Sulistyaningsih (2018) showed that students had good responses in learning speaking by using Group Discussion with the same steps as Team Technique. So, this data would strengthen the results of the improvements that students had achieved. In other words, the score in the form of numbers obtained is a real result that students have achieved, and the results of student responses support the data that the researcher has obtained.



CHAPTER V

CONCLUSION & RECOMMENDATION

In this chapter, the researcher explained about two major parts. It contains about conclusion and recommendation of this research.

A. Conclusion

After the researcher had done the research, it could be concluded that Team Technique was really effective to be implemented in learning English speaking skills. It made students could enjoy their learning. The students also could be active during the learning process because they could discuss the material with their friends. It would help them to talk and deliver their opinions efficiently. From the result that the researcher got, this technique gave a good result for students. Based on the findings, the teaching technique gave a good improvement in their English speaking skills.

For the second conclusion, this research also collected data about students' perceptions and feelings of their participation and their work in using the Team Technique in learning English speaking skills. Most of the students agreed that Team Technique was an interesting technique. They also agreed that they enjoyed learning by using Team Technique. They also felt satisfied when they could share and deliver their opinions to their own team. Students also were happy in learning and got a good spirit by using Team Technique during the learning process. It would make students could participate actively in the learning process. They also got a good motivation, so it would have a good impact on their improvement of students' speaking skills.

B. Recommendation

This study provided evidence that the use of Team Techniques in improving students' speaking skills greatly affected the final results that students achieved. But it still has some recommendations for teachers, students, and especially for the next researchers that will take the same topic with this study. The first is for the teacher. This technique is a good technique to be implemented in the teaching process. But if the teacher always uses this technique, it will make students bored when they are learning. At this time, the teacher could find new ways to make class situations livelier. The second is for students that have to know about the advantages that students can get by using Team Technique in learning. The students must open their minds to see how effectively this technique improves their English speaking skills. It will help them learn because they can easily deliver their opinions with their team. The last is for the next researcher who will research the same topic with this study. The next researcher must develop the scope of this research. It can explain deeply about students' motivation in learning speaking skills using this technique and the difficulties faced by students in learning speaking using Team Technique. Also, the next researcher can use or add another instrument to collect the data, so the data's final result can be more detailed.

REFERENCES

- Akbar, M. (2019). The implementation of parallel-team teaching in teaching speaking at English education program of Makassar State University. *Jurnal Penelitian Hukum dan Pendidikan*, 16(1), 287-303. <https://doi.org/10.30863/ekspose.v16i1.87>
- Amri, S. (2013). *Pengembangan dan model pembelajaran dalam kurikulum 2013*. Jakarta: Prestasi Pustakarya.
- Amy, L. (2007). *Group discussions skills: Teaching English*. India: British Council.
- Anderson, R. S., & Speck, B. W. (1998). Oh what a difference a team makes: Why team teaching makes a difference. *Teaching and Teacher Education*, 14(7), 671-686. doi: 10.1016/S0742-051X(98)00021-3
- Anto, D. (1986). *Pengantar metode statistik jilid I*. Jakarta: LP3ES.
- Antoni, R. (2014). Teaching speaking skill through small group discussion technique at the accounting study program. *Journal Education and Islamic Studies*, 5(1), 55-64. doi: <http://dx.doi.org/10.24014/al-manar.v5i1.4115>
- Arif, M. (2009). *The effectiveness of Jigsaw to teach speaking viewed from students' motivation*. Surakarta: Sebelas Maret University
- Arikunto. (2012). *Prosedur penelitian suatu pendekatan praktik*. Jakarta: PT Rineka Cipta.
- Arikunto, S. (2006). *Metode penelitian kualitatif*. Jakarta: Bumi Aksara.
- Bailey, K. M., Dale, T., & Squire, B. (1992). *Collaborative language learning and teaching*. England: Cambridge University Press.
- Banny, Mart, A., & Lois, V. (1964). *Classroom group behaviour: Group dynamic education*. New York: The MacmillanCompany.
- Barkley, & Elizabeth, E. (2016). *Collaborative learning techniques*. Bandung: Nusa Media.
- Best, Jhon, & Kahn, & James. (2006). *Research in Education*. USA: Pearson.
- Bohari. L. (2020). Improving speaking skills through small group discussion at eleventh grade students of SMA Plus Munirul Arifin NW Praya. *Journal of Languages and Language Teaching*, 7(1), 68-81.

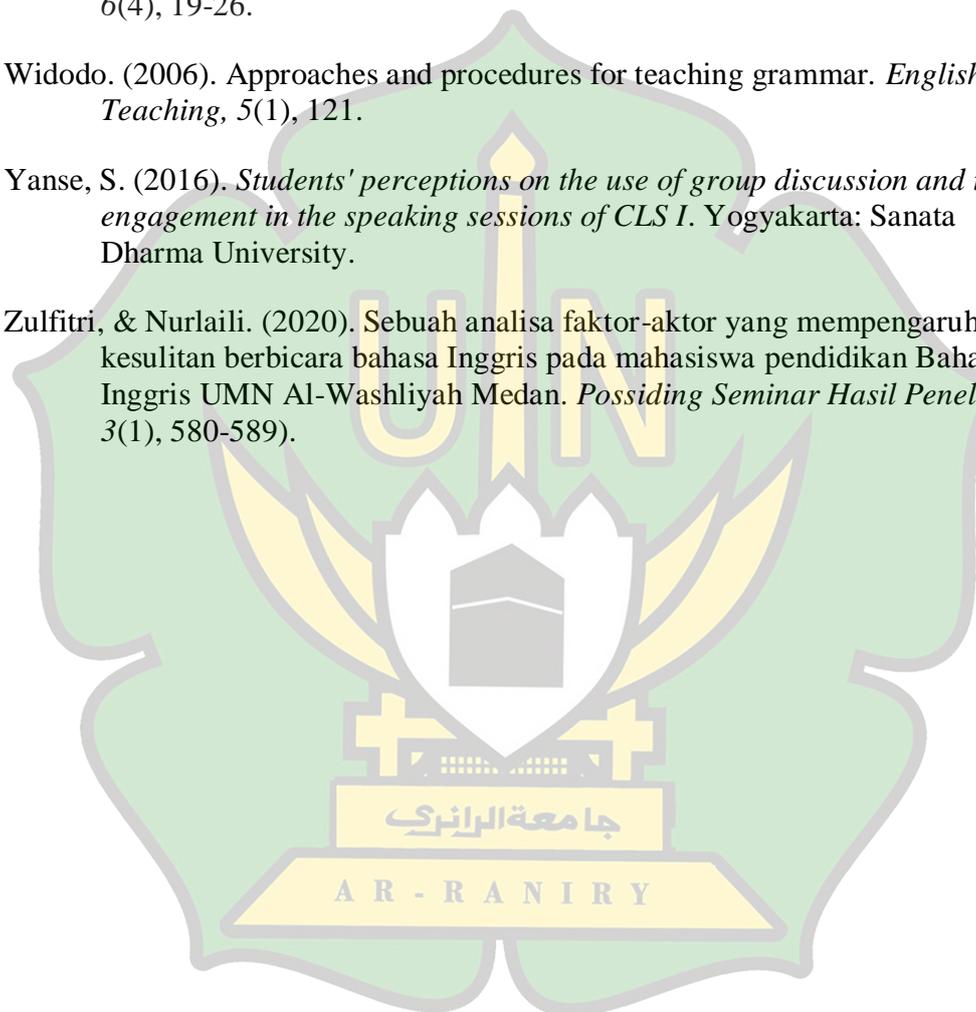
- Bong, M. (2004). Academic motivation in self-efficiency, task value, achievement goal orientations and attributional beliefs. *The Journal of Educational Research*, 97(6), 287-298. Retrieved from <https://doi.org/10.3200/JOER.97.6.287-298>
- Brown. (2004). *Language assessment: Principle and classroom practices*. New York: Pearson Education.
- Brown. (2007). *Teaching by principles an interactive approach to language pedagogy*. San Fransisco: Pearson Education.
- Burkart, G. S. (1998). *Spoken language what it is and how to teach it*. Washington DC: Center for Applied Linguistics. Retrieved from <https://eric.ed.gov/?id=ED433716>
- Burns, A., & Joyce, H. (1997). *Focus on speaking*. Australia: Macquarie University. Retrieved from <https://eric.ed.gov/?id=ED411709>
- Chadbourne, R. (2004). A typology of teacher collaboration in middle schools. *Australian Journal of Middle Schooling*, 4(1) 9–16. Retrieved from <https://search.informit.org/doi/10.3316/aeipt.137866>
- Chang, S. C. (2011). A contrastive study of grammar-translation method an communicative approach in teaching english grammar. *English language teaching*, 4(2), 13.
- Charless, D., & Walker, E. (2008). Effective team-teaching between local and native-speaking English teachers. *Education Journal*. doi:10.5539/elt.v4n2p13
- Clark, H., & Clark, V. E. (1997). *Psychology and language*. Hartcourt: Hartcourt Bracec.
- Coates, H. (2005). The value of students engagement for higher education quality assurance. *Quality in Higher Education*, 11(1), 25-36.
- Connery, J. (1988). *Teaching students to learn*. Milton Keynes: Open University Press.
- Cottrell, S. (1999). *The study skill*. Palgrave: Basingstoke.
- Danim, S., & Darwis. (2003). *Metode penelitian kebidanan: Prosedur kebijakan dan etik*. Jakarta: Kedokteran EGC.
- Darmawan, & Deni. (2014). *Metode penelitian kuantitatif*. Bandung: Remaja Rosdakarya.

- Davis, J. H., Schoorman, F. D., & Donaldson, L. (1997). Toward a stewardship theory of management. *Academy of Management Review*, 22 (1), 20-47.
- Davis, M. H. (1983). Measuring individual differences in empathy: Evidence for a multidimensional approach. *Journal of Personality and Social Psychology*, 44(1), 113.
- Fauzi, I. (2017). Improving students' speaking ability through small-group discussion. *Journal of ELT Research*, 130-138. doi: 10.22236/JER_Vol2Issue2
- Fikrina, A., Arifmiboy, A., Reflinda, R., & Roza, V. (2021). The students' perception on the advantages of group discussion technique in teaching speaking at the eleventh grade in SMAN 1 moto sungai sarik. *International Journal of Language and Literature*, 5(3), 158-164. Retrieved from <https://doi.org/10.23887/ijll.v5i3.45767>
- Goodwin. (2001). *Teaching English as a second or foreign language*. Boston: Heinle and Heinle.
- Hamzah, M. H., & Ting, L. Y. (2010). Teaching speaking skills through group work activities: A case Study in SMK Damai Jaya. *A Case Study*.
- Harinaldi. (2005). *Prinsip-prinsip statistik untuk teknik dan sains*. Jakarta: Erlangga.
- Harmer, J. (2007). *The practice of English language teaching (4th Edition)*. New York: Longman Ltd.
- Harris. (1974). *Testing English as a second language*. New York: Hill Book Company.
- Hartati, S. (2013). The effectiveness of analytic teams technique to teach reading viewed from students intelligence an experimental study at the eighth grade students of MTSN Ponorogo in the academic year of 2011/2012. Semarang: Sebelas Maret University.
- Hoover. (1964). *Learning teaching in the secondary school*. Boston: Allyn and Bacon.
- Hussin, R. A., Gani, S. A., & Muslem, A. (2020). The use of YouTube media through group discussion in teaching speaking. *English Education Journal*, 11(1), 19-33.

- Jawad, A. S. H., & Abosnan, S. H. (2020). The impact of using small group discussion technique of enhancing students' performance in speaking skill: A case study of Benghazi University. *International Journal of Linguistics, Literature and Translation*, 3(7), 189-198. Retrieved from <https://doi.org/10.32996/ijllt.2020.3.7.21>
- Kaharuddin, K., & Rahmadana, A. (2020). Problem-based group discussion: An effective ELT technique to improve vocational High School students' transactional speaking skills. *Jurnal Ilmu Budaya*, 8(2), 247-258.
- Katzell, R., & Thompshon, D. (1990). Work motivation: Theory and practice. *American Psychologist*, 45(2), 144.
- Kerlinger. (2006). *Asas-asas penelitian behaviour*. Yogyakarta: Gadjah Mada University Press.
- Lewis, M. &. (1993). *English language teaching*. London: Heineman.
- Mackey, W. F. (2007). *Language teaching analysis*. London: Indiana University Press. Retrieved from <https://eric.ed.gov/?id=ED021493>
- Marfuah, I., & Sulistyarningsih, S. (2018). Teaching speaking by using group discussing for ten graders. *Repository STKIP PGRI Sidoarjo*. Retrieved from <https://repository.stkip PGRI-sidoarjo.ac.id/268/>
- Mazizah, C., Suwandi, . & Hartono, R. (2021). The effectiveness of team teaching and blended learning strategies in speaking class to students with different personalities. *English Education Journal*, 11(1), 17-26.
- Nunan. (1991). *Research methods in language learning*. Cambridge: Cambridge University Press.
- Owen, S. M. (2015). Teacher professional learning communities in innovative contexts: 'Ah-hah moments,' 'passion' and 'making a difference' for student learning. *Professional Development in Education*, 41(1), 57-74. doi: <https://doi.org/10.1080/19415257.2013.869504>
- Patrick, H., Ryan, A., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environments, motivational beliefs, and engagement. *Journal of Educational Psychology*, 99(1),83. doi: <https://doi.org/10.1037/0022-0663.99.1.83>
- Purwanti , E. (2022). Group discussion as a technique for teaching speaking for the tenth grade students in MAN Pinrang. *Journal of Applied Linguistics*, 2(1), 30-36.
- Rao, P. S. (2019). The important of speaking skills in English classrooms. *Alford Council of International English & Literature Journal*, 2(2), 6-18.

- Rao, Z., & Chen, H. (2019). Teachers' perceptions of difficulties in Team Teaching between local and native-English speaking teachers in EFL teaching . *Journal of Multilingual and Multicultural Development*, 41(4), 333-347. doi: <https://doi.org/10.1080/01434632.2019.1620753>
- Ratih. (2020). Teaching speaking using analytic team technique to the senior high school. *Jurnal Pengembangan Teknologi Informasi dan Ilmu Komputer* .
- Riadil, I. G. (2020). A study of students' perception: Identifying EFL learners' problems in speaking skill. *International Journal of Education, Language, and Religion*, 2(1), 31-38.
- Richards, & Rodgers. (1986). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Richards, & Willy (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.
- Richards, J. C. (2006). *Communicative language teaching*. Cambridge: Cambridge University Press.
- Ruffeino, J. (1978). *Group Project Approach to free communication*. Washington: D.C.N.S.A.
- Saepudin. (2014). *An introduction to English learning and teaching methodology*. Yogyakarta: TrustMedia.
- Sekaran. (2017). *Metode penelitian untuk bisnis*. Jakarta: Salemba Empat.
- Slavin, R. E. (1995). *Cooperative learning: Theory, Research, and Practice*. Boston, MA: Allyn & Bacon
- Springer, A. (1973). *Group work in language learning*. Washington: D.C.N.S.A.
- Sudjana, N. (1989). *Prinsip-prinsip statistik untuk teknik dan sains*. Bandung: Sinarbaru.
- Sudjana, N. 2008. *Penilaian hasil proses belajar mengajar*. Bandung: PT Remaja Rosdakarya.
- Sugiyono. (2016). *Metode penelitian kuantitatif, kualitatif dan R&D*. Bandung: PT Alfabet.
- Tarigan. (2013). *Berbicara sebagai suatu keterampilan berbahasa*. Bandung: Angkasa.
- Thornbury. (2005). *How to teach speaking*. England: Longman.

- Tiberious. (1999). *Small group teaching arrouble shooting guide*. Washington: Oise Press.
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- Vani, V. (2016). Enhancing students' speaking skills through peer team teaching: A student centered approach. *Journal on English Language Teaching*, 6(4), 19-26.
- Widodo. (2006). Approaches and procedures for teaching grammar. *English Teaching*, 5(1), 121.
- Yanse, S. (2016). *Students' perceptions on the use of group discussion and their engagement in the speaking sessions of CLS I*. Yogyakarta: Sanata Dharma University.
- Zulfitri, & Nurlaili. (2020). Sebuah analisa faktor-aktor yang mempengaruhi kesulitan berbicara bahasa Inggris pada mahasiswa pendidikan Bahasa Inggris UMN Al-Washliyah Medan. *Possiding Seminar Hasil Penelitian*, 3(1), 580-589).



APPENDICES

Appendix 1: Research Letter from the English Education Department of UIN Ar-Raniry

5/31/22, 12:20 PM Document



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-6355/Un.08/FTK.1/TL.00/05/2022
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Kepala Sekolah SMAN 1 Montasik

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SAFFANA NAFISA / 180203065**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Dusun Keuchik Nain, Gampoeng Peunyeurat Kec. Banda Raya Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Using Team Technique to Improve Students' English Speaking Skill**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.
Banda Aceh, 31 Mei 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 30 Juni 2022 Dr. M. Chalis, M.Ag.



<https://siakad.ar-raniry.ac.id/e-mahasiswa/akademik/penelitian/cetak> 1/1

Appendix 2: Research Recommendation Letter from the Regional Education Office of Kota Banda Aceh and Kabupaten Aceh Besar


PEMERINTAH ACEH
DINAS PENDIDIKAN
CABANG DINAS WILAYAH KOTA BANDA ACEH
DAN KABUPATEN ACEH BESAR
Alamat: Jalan Geuchik H. Abd. Jalil No. 1 Gampong Lamlagang, Kec. Banda Raya, Kota Banda Aceh. KodePos: 23239
 Telepon: (0651) 7559512, Takainile: (0651) 7559513 7559513, E-mail: cabang.disdik1@gmail.com

REKOMENDASI
 Nomor: 421.3/G.1/1319/2022

Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar dengan ini memberikan Rekomendasi kepada :

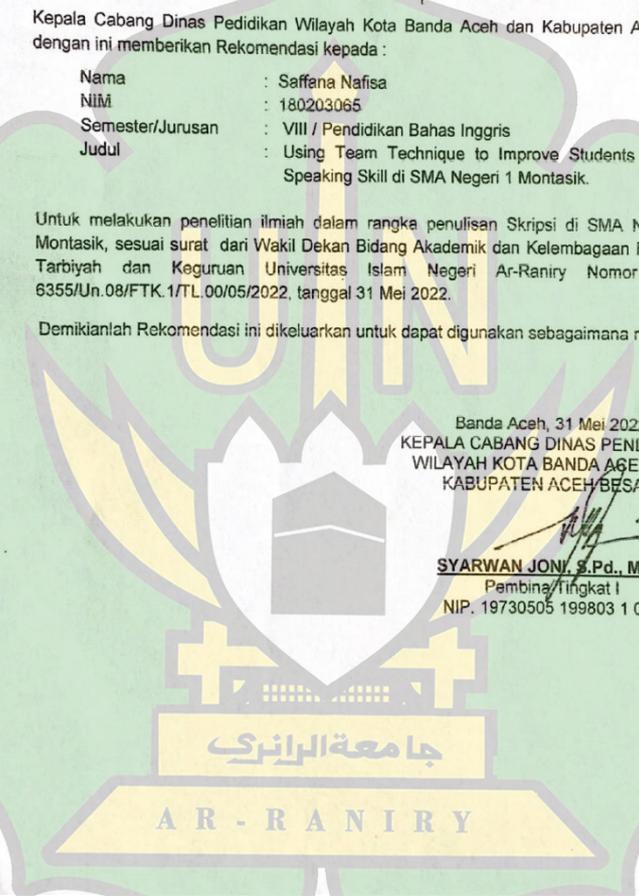
Nama	: Saffana Nafisa
NIM	: 180203065
Semester/Jurusan	: VIII / Pendidikan Bahas Inggris
Judul	: Using Team Technique to Improve Students English Speaking Skill di SMA Negeri 1 Montasik.

Untuk melakukan penelitian ilmiah dalam rangka penulisan Skripsi di SMA Negeri 1 Montasik, sesuai surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Nomor : B-6355/Un.08/FTK.1/TL.00/05/2022, tanggal 31 Mei 2022.

Demikianlah Rekomendasi ini dikeluarkan untuk dapat digunakan sebagaimana mestinya.

Banda Aceh, 31 Mei 2022
 KEPALA CABANG DINAS PENDIDIKAN
 WILAYAH KOTA BANDA ACEH DAN
 KABUPATEN ACEH BESAR,

SYARWAN JONI, S.Pd., M.Pd
 Pembina/Tingkat I
 NIP. 19730505 199803 1 008


 جامعة الرانيري
 A R - R A N I R Y

Appendix 3: Letter After Doing Research from the School of SMAN 1 Montasik



Appendix 4: Rubric Assessment by David & Harris

No.	Components of Speaking Skills	Score	Explanation
1.	Fluency	5	Nothing hesitation, speak fluently
		4	Minim hesitation
		3	Not very smooth and start a lot of hesitation
		2	Not smooth and too much hesitation
		1	Conversation stopped and cannot continue at all
2.	Vocabulary	5	Use the same vocabulary same with native speaker
		4	Sometimes the vocabulary used is not quite right
		3	The vocabulary used is often wrong and inaccurate
		2	Wrong in using vocabulary
		1	Limitation in vocabulary and cannot continue the conversation
3.	Grammar	5	Errors in the use of grammar not found
		4	Found a little error in grammar but still understandable
		3	The meaning in the conversation changes due to frequent mistakes in grammar
		2	Many errors in grammar are found, so listeners cannot understand the meaning of the conversation
		1	The meaning of the sentence cannot be understood because the grammar spoken is very bad

4. Pronunciation
- 5 Very easy to understand the accent
 - 4 Different accent but still understandable
 - 3 It's quite difficult to understand and sometimes listeners can't understand what is being said
 - 2 Very difficult to understand and required to repeat the conversation
 - 1 Cannot understand about the accent and listener cannot understand the conversation
5. Comprehension
- 5 The meaning and content of the conversation can be understood very well
 - 4 Found a little confusion but still understandable in its entirety
 - 3 The speaker must repeat the conversation and set the speed slower for listeners to understand
 - 2 Have to repeat the conversation often because it is difficult to be able to follow what you want to convey
 - 1 Cannot understand the content and intent of the conversation even though the conversation is relatively easy
-

Appendix 5: Interval Score of Speaking Mastery Scale

No.	Interval Score	Level
1.	91-100	Excellent
2.	76-90	Very Good
3.	51-75	Good
4.	35-50	Average
5.	>35	Poor

Appendix 6: Sample of Pre-Test Dialogue for 2 People



ruang guru

Guntur, what do you think of the food?

It's very delicious. I like it very much.

And how is the pudding? Is it good?

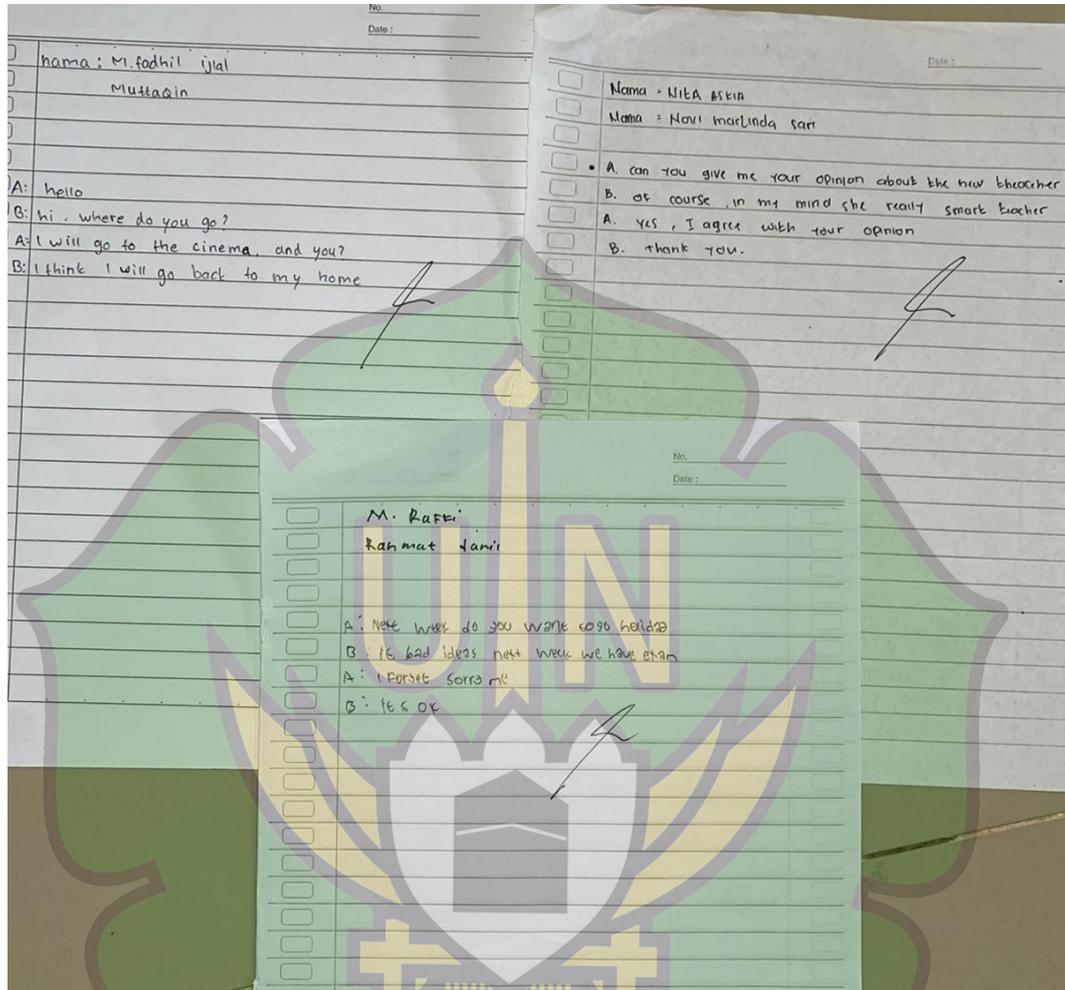
It is yummy.

unacademy

This paper really fed me up. I don't know how to solve it. Do you have any idea?

I think we should find some books to answer those question.

Appendix 7: Students' Pre-Test Worksheet Results



Appendix 8: Students' Score on Pre-Test

Students	Score
----------	-------

1	32
2	32
3	32
4	32
5	32
6	32
7	48
8	40
9	40
10	48
11	32
12	32
13	48
14	32

15	28
16	48
17	32
18	32
19	36
20	40
21	40
22	56
23	24
24	28
25	24
26	36
27	40
28	52
29	44

Appendix 9: Frequency Distributions of Pre-Test

1) Range

$$R = H - L$$

$$R = 56 - 24 = 32$$

2) Class Interval

$$I = 1 + (3,3) \log n$$

$$= 1 + (3,3) \log 29$$

$$= 1 + (4,82)$$

$$= 5,82 = 6$$

3) Interval Class's Range

$$P = \frac{R}{I}$$

$$= \frac{32}{6}$$

$$= 5,3 = 5$$

4) Distribution of Frequency

Interval	Fi	Xi	FiXi
24-28	4	26	104
29-33	11	31	341
34-38	2	36	72
39-43	5	41	205
44-48	5	46	230
49-53	1	51	51
54-58	1	56	56
	= 29		= 1059

Appendix 10: The Average of Pre-Test Score in Speaking Skills

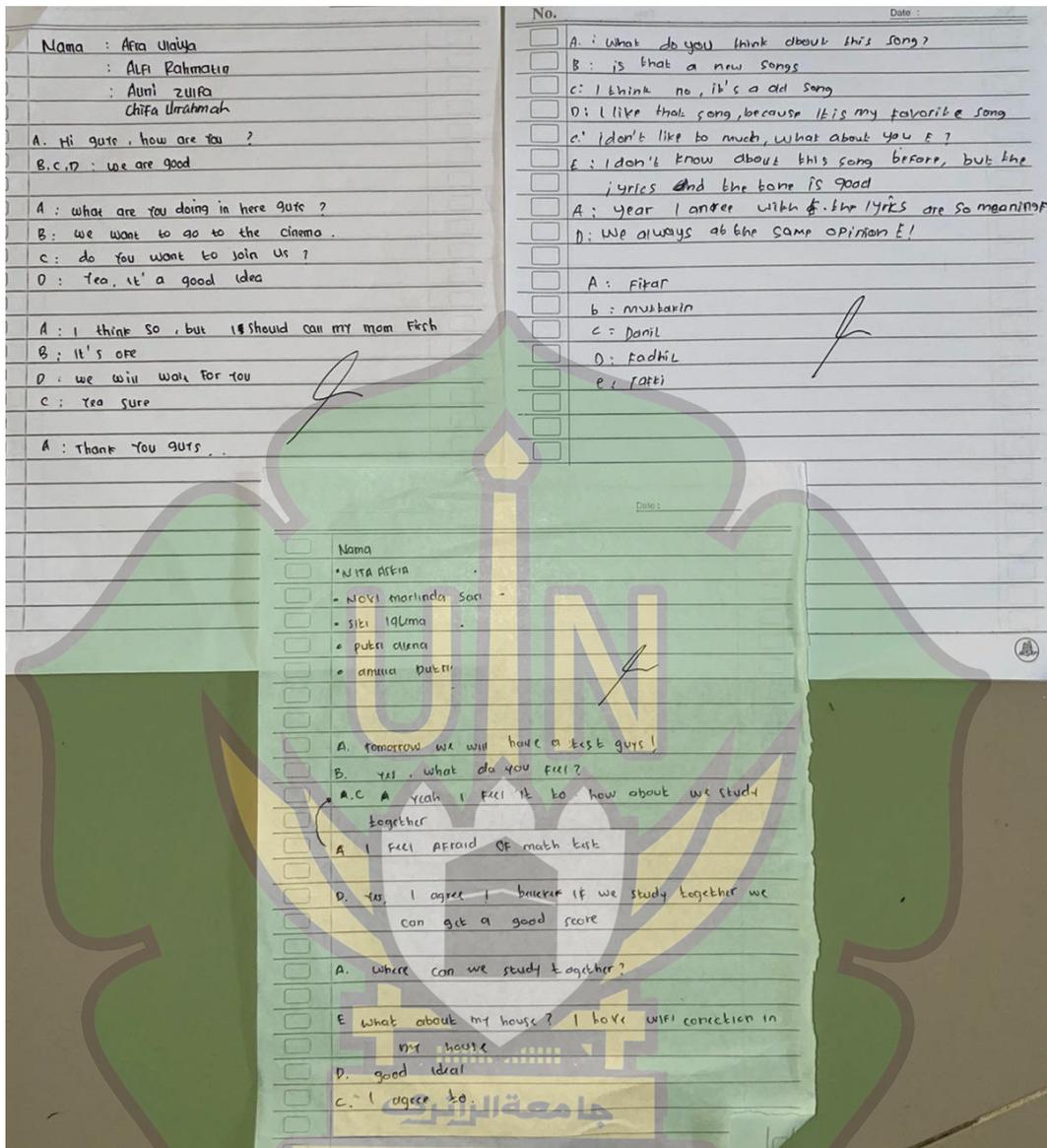
No.	Skills of Speaking	Score	Score Conversion
1.	Fluency	1,68	33,6 = 34
2.	Vocabulary	2,03	40,6 = 41
3.	Grammar	1,79	35,8 = 36
4.	Pronunciation	1,41	28,2 = 28
5.	Comprehension	2,27	45,4 = 45

Appendix 11: Sample of Post-Test Dialogue for 4 People by Using Team Technique

A: Hi B! Look at my dress. What do you think?
 B: it's really beautiful. I like your dress.
 C: Is that your new dress?
 A: Yes, it's my new dress. How about your opinion?
 C: I think it doesn't match for you
 A: Why?
 C: You look so fat when you wear that dress.
 D: I agree with C, the dress doesn't match for your body
 What is your own feeling about this dress?
 A: Yeah, I don't feel comfortable of it.
 Thank you for your opinions and suggestions guys.

A: Hai guys, I cook rendang for you
 Please taste it, and give me your opinion
 B: Let me first.. mm I think it's not bad
 What about you guys?
 C: Mm, in my opinion this rendang is nice
 But maybe, you have to put much salt
 D: I agree with you. If you add much salt this food will be
 Better.
 A: Ya guys, this time is my first time in cooking
 I'm sorry if the taste its not good
 B: It's okey, no problem
 C: Yea, you can learn and cook again later
 A: Thank you guys..

Appendix 12: Students' Post-Test Worksheet Result



AR-RANIRY

Appendix 13: Students' Score on Post-Test

Students	Score of Post-Test
1	64
2	52
3	60
4	64
5	64
6	52

7	88
8	68
9	68
10	80
11	68
12	64
13	84
14	64
15	76
16	92
17	72
18	72
19	80
20	88
21	60
22	92
23	76
24	64
25	76
26	76
27	84
28	80
29	60

Appendix 14: Frequency Distributions of Post-Test

1) Range

$$R = H - L$$

$$R = 92 - 52 = 40$$

2) Class Interval

$$\begin{aligned}
 I &= 1 + (3,3) \log n \\
 &= 1 + (3,3) \log 29 \\
 &= 1 + (4,82) \\
 &= 5,82 = 6
 \end{aligned}$$

3) Range of Interval Class

$$\begin{aligned}
 P &= \frac{R}{I} \\
 &= \frac{40}{6} \\
 &= 6,67 = 7
 \end{aligned}$$

4) Distribution of Frequency

Interval	Fi	Xi	FiXi
52-58	2	55	110
59-65	9	62	558
66-72	5	69	345
73-79	4	76	304
80-86	5	83	415
87-93	4	90	360
	= 29		= 2092

Appendix 15: The Average of Post-Test Score in Speaking Skills

No.	Skills of Speaking	Score	Score Conversion
1.	Fluency	3,24	64,8 = 65
2.	Vocabulary	3,58	71,6 = 72

3.	Grammar	3,68	73,6 = 74
4.	Pronunciation	3,45	69
5.	Comprehension	3,93	78,6 = 79

Appendix 16: Improvement Between Pre-Test and Post-Test of Students' Speaking Skill

No.	Components of Speaking Skills	The Average of Pre-Test	The Average of Post-Test
1.	Fluency	34	65
2.	Vocabulary	41	72
3.	Grammar	36	74
4.	Pronunciation	28	69
5.	Comprehension	45	79

Appendix 17: The Pilot Questionnaire Blue Print

Types	Theories of Experts	No	Sentences of Statements
Perceptions of students in using Team Technique to improve their English speaking skills			
Perceptions of students in using Team Technique	Slavin (1995) & Amy (2007)	1	Through this Team Technique, I could improve my ability and skills in speaking English.
		2	This Team Technique is a very effective teaching technique to be applied in the learning process to improve my involvement as a student in learning Speaking.
		3	Team Technique was a very interesting

teaching technique that could implemented in the learning of speaking skills.

- 4 The frequency when I use this Team Technique in the learning process is very rare.
- 5 The use of this Team Technique could not give a high motivation to me to be an active learner in learning speaking.
- 6 Team Technique is a very ineffective teaching technique to be applied in speaking learning process.

Perceptions of students about their own participation in their own team

Perceptions of students on their work in using Team Technique	Katzell & Thompson (1990)	7	I work and study alone in my team because my friends didn't understand about the topics explained.
		8	Participating in the team gave me many benefits during the speaking learning process.
		9	Before I learned about learning procedures using Team Technique, I was already interested in involving myself in a team.
		10	I have participated in all activities in the team during the Speaking learning activity.
Perceptions of students on their goals of their participation	Coates (2005)	11	I can participate in a good way in my Team during the process of learning Speaking in the classroom to increase my Speaking ability.
		12	I have a good confidence to convey my ideas and opinions to my team members to develop my Speaking skills.

Perceptions of students on their development that they felt after using Team Technique	Bong (2004) & Patrick (2007)	13	I felt very motivated when I studied by forming a team because the team and I could both share our opinions.
		14	I felt happy and very satisfied with my involvement in my Team.
		15	I felt underestimated and humiliated in my team when the Speaking learning process takes place.
		16	I felt disappointed when the ideas that I give to my team is not used and not accepted.
		17	Using Team Technique in improving speaking skills was really difficult for me.
		18	I didn't have spirit and felt so lazy to participate in learning speaking using Team Technique.
		19	I felt very embarrassed in my team to participate in my team during the Speaking learning activity.
		20	I felt really bored and didn't enjoy the learning Speaking using this Team Technique.

Appendix 18: The Pilot Questionnaire

The Questionnaire

This questionnaire is a research instrument used by researcher to find accurate data about students' perceptions of the use of Team Technique to Improve Students' English-Speaking Skill in accordance with the title of the research,

namely "Using Team Technique to Improve Students' English-Speaking Skill". The students' answers will be strictly confidential. So, it is hoped that the students can answer this questionnaire very honestly. Give a check mark (√) to the degree of agreement which corresponds to the statement that has been given. Thank you for the time, cooperation, and kindness to the students to answer this questionnaire.

SS : Sangat Setuju (4)

S : Setuju (3)

TS : Tidak Setuju (2)

STS : Sangat Tidak Setuju (1)

Name :

Student Number :

No.	Pernyataan	Seberapa Setuju			
		SS	S	TS	STS
		4	3	2	1
1.	Dengan adanya penggunaan Team Technique ini, saya bisa meningkatkan kemampuan saya dalam berbicara Bahasa Inggris.				
2.	Team Technique ini merupakan Teknik pengajaran yang sangat efektif untuk diaplikasikan kedalam proses pembelajaran untuk meningkatkan keterlibatan saya sebagai siswa dalam pembelajaran Speaking.				
3.	Team Technique merupakan teknik pengajaran yang sangat menarik yang digunakan dalam proses pembelajaran Speaking.				
4.	Saya jarang menggunakan Team Technique ini dalam proses dan kegiatan pembelajaran.				
5.	Penggunaan Team Technique ini tidak bisa memotivasi saya untuk bisa aktif berpartisipasi dalam kegiatan pembelajaran				

Speaking.

6. Team Technique merupakan Teknik pengajaran yang sangat tidak efektif untuk diaplikasikan kedalam proses pembelajaran Speaking.
7. Saya bekerja dan belajar sendiri di dalam tim saya dikarenakan teman-teman saya tidak mengerti mengenai topik yang dijelaskan.
8. Berpartisipasi di dalam tim memberikan banyak manfaat kepada saya selama proses kegiatan pembelajaran Speaking berlangsung.
9. Sebelum saya mempelajari tentang tata cara pembelajaran menggunakan Team Techhniqe ini, saya sudah tertarik untuk melibatkan diri saya dalam sebuah kelompok.
10. Saya telah mengikuti semua kegiatan di dalam tim selama kegiatan pembelajaran Speaking berlangsung.
11. Saya bisa berpartisipasi dengan baik di dalam Tim saya dalam pembelajaran Speaking di dalam kelas untuk mengembangkan kemampuan Speaking saya.
12. Saya memiliki kepercayaan diri yang cukup untuk menyampaikan ide dan pendapat saya kepada anggota tim saya untuk mengembangkan kemampuan Speaking saya.
13. Saya merasa sangat termotivasi Ketika belajar dengan membentuk Tim karna saya dan tim bisa sama-sama memberikan pendapat masing-masing.
14. Saya merasa sanagt puas dengan keterlibatan saya di dalam Tim saya.
15. Saya merasa diremehkan dan direndahkan di tim saya Ketika proses pembelajaran Speaking berlangsung.

16. Saya merasa kecewa jika ide yang saya berikan kepada tim saya tidak digunakan dan tidak diterima.
17. Saya menemukan kesulitan Ketika pembelajaran Speaking menggunakan Team Technique ini.
18. Saya merasa sangat malas untuk ikut berpartisipasi dalam Tim selama kegiatan pembelajaran Speaking berlangsung.
19. Saya merasa sangat malu dalam berpartisipasi di Tim saya selama kegiatan pembelajaran Speaking berlangsung.
20. Saya merasa sangat bosan belajar Speaking dengan menggunakan Team Technique ini.

Appendix 19: Data of Students' Perceptions

Responde nts	Statements																				
	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	2		
	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	3	3	4	2	1	1	2	4	2	4	4	3	4	4	2	1	1	1	1	1	
2	4	4	4	1	1	1	1	4	4	4	4	4	4	4	1	1	1	1	1	1	
3	4	4	4	3	1	1	1	4	3	4	4	3	4	4	1	1	2	1	1	1	
4	4	4	4	3	1	1	1	4	4	4	4	4	4	3	1	2	1	1	1	1	
5	4	4	4	3	2	3	2	3	4	4	4	4	3	3	1	1	1	1	1	2	
6	3	3	3	2	3	1	1	4	4	4	3	3	3	3	1	1	1	1	1	1	
7	4	4	4	3	2	3	2	4	4	4	4	4	3	4	2	1	2	2	2	2	
8	3	3	3	3	2	1	1	4	3	3	3	3	3	3	1	1	1	1	1	1	

9	4	4	4	3	1	1	1	3	4	3	3	3	4	4	1	1	2	1	1	1
10	4	4	4	3	1	1	1	4	4	4	4	3	3	3	1	1	1	1	1	1
11	4	4	4	2	1	1	1	4	3	3	3	3	3	4	1	1	2	1	1	1
12	4	3	1	2	2	3	2	4	1	4	4	4	3	3	3	1	2	2	3	2
13	3	3	3	1	1	1	1	3	4	4	3	3	4	4	1	1	1	1	1	1
14	4	4	4	3	1	1	1	3	3	3	3	4	4	3	2	2	2	1	1	1
15	4	4	4	2	2	1	1	4	4	3	4	4	4	4	1	1	2	1	1	2
16	3	4	4	3	1	1	1	4	4	4	3	3	4	4	1	1	1	1	2	2
17	4	4	3	3	1	3	2	4	4	3	3	3	4	3	2	2	2	2	2	1
18	3	3	4	3	2	2	1	3	3	3	3	3	3	3	3	2	1	3	3	3
19	3	4	3	3	2	2	2	4	3	4	4	3	4	4	2	2	2	2	2	2
20	4	3	3	2	2	2	2	4	4	4	4	4	4	4	2	2	2	2	2	2
21	4	3	3	2	2	3	2	3	3	3	3	3	3	3	1	3	3	2	2	2
22	3	3	3	2	2	2	2	3	3	3	3	3	3	3	2	3	2	1	1	1
23	3	3	3	2	1	1	2	3	3	3	4	3	4	3	1	2	2	1	2	1
24	4	4	4	2	1	1	1	4	4	4	4	4	4	4	1	1	1	1	1	1
25	4	4	4	3	1	3	2	3	3	4	4	4	4	4	2	2	2	2	2	2
26	4	4	4	3	1	1	1	4	4	4	4	4	4	4	1	1	1	1	2	1
27	3	3	4	2	2	1	2	4	2	4	4	3	4	4	2	2	2	3	2	2
28	4	4	4	2	1	1	1	4	3	4	4	3	3	4	1	1	1	1	1	1
29	4	3	3	2	2	2	2	4	4	4	4	4	4	3	1	2	2	2	2	2

Appendix 20: The Overall Results of The Students' Perceptions

Statements	Distributions of Percentage			
	SA	A	D	SD
1	19	10	-	-
2	17	12	-	-
3	18	10	-	1
4	-	15	12	2
5	-	1	13	15
6	-	-	8	21
7	-	1	13	15
8	20	9	-	-
9	15	11	2	1
10	19	10	-	-
11	18	11	-	-
12	12	17	-	-
13	18	11	-	-
14	17	12	-	-
15	-	2	10	17
16	-	2	10	17
17	-	11	15	13
18	-	2	8	19
19	-	2	11	16
20	-	1	12	16

Appendix 21: Percentage Distributions of Students' Perceptions in Using Team Technique

Statements	Distributions of Percentage			
	SA	A	D	SD
1	65,5%	34,48%	-	-
2	58,62%	41,37%	-	-
3	62,06%	34,48%	-	3,45%
4	-	51,72%	41,37%	6,89%
5	-	3,45%	44,82%	51,72%
6	-	-	27,58%	72,41%
7	-	3,45%	44,82%	51,72%
8	68,96%	31,03%	-	-
9	51,72%	37,93%	6,89%	3,45%
10	65,51%	34,48%	-	-
11	62,06%	37,93%	-	-
12	41,37%	58,62%	-	-
13	62,06%	37,93%	-	-
14	58,62%	41,37%	-	-
15	-	6,89%	34,48%	58,62%
16	-	6,89%	34,48%	58,62%
17	-	3,45%	51,72%	44,82%
18	-	6,89%	27,58%	65,51%

19	-	6,89%	37,93%	55,17%
20	-	3,45%	41,37%	55,17%

Appendix 22: The Overall Deviation Scores of The Students' Pre-Test and Post-Test

Students	Pre-Test	Pre-Test ²	Post-Test	Post-Test ²
1	32	1024	64	4096
2	32	1024	52	2704
3	32	1024	60	3600
4	32	1024	64	4096
5	32	1024	64	4096
6	32	1024	52	2704
7	48	2304	88	7744
8	40	1600	68	4624
9	40	1600	68	4624
10	48	2304	80	6400
11	32	1024	68	4624
12	32	1024	64	4096
13	48	2304	84	7056
14	32	1024	64	4096
15	28	784	76	5776
16	48	2304	92	8464
17	32	1024	72	5184

18	32	1024	72	5184
19	36	1296	80	6400
20	40	1600	88	7744
21	40	1600	60	3600
22	56	3136	92	8464
23	24	576	76	5776
24	28	784	64	4096
25	24	576	76	5776
26	36	1296	76	5776
27	40	1600	84	7056
28	52	2704	80	6400
29	44	1936	60	3600
$\Sigma = 1072$		$\Sigma = 41568$	$\Sigma = 2088$	$\Sigma = 153856$
$\Sigma^2 = 1149184$			$\Sigma^2 = 4359744$	

a. Calculating the Standard Deviation of Post-Test

$$\begin{aligned}\Sigma SD1 &= \Sigma X^2 - \frac{(\Sigma X)^2}{N} \\ &= 153856 - \frac{4359744}{29} \\ &= 3520\end{aligned}$$

b. Calculating the Standard Deviation of Pre-Test

$$\begin{aligned}\Sigma SD2 &= \Sigma Y^2 - \frac{(\Sigma Y)^2}{N} \\ &= 41568 - \frac{1149184}{29} \\ &= 1940,9\end{aligned}$$

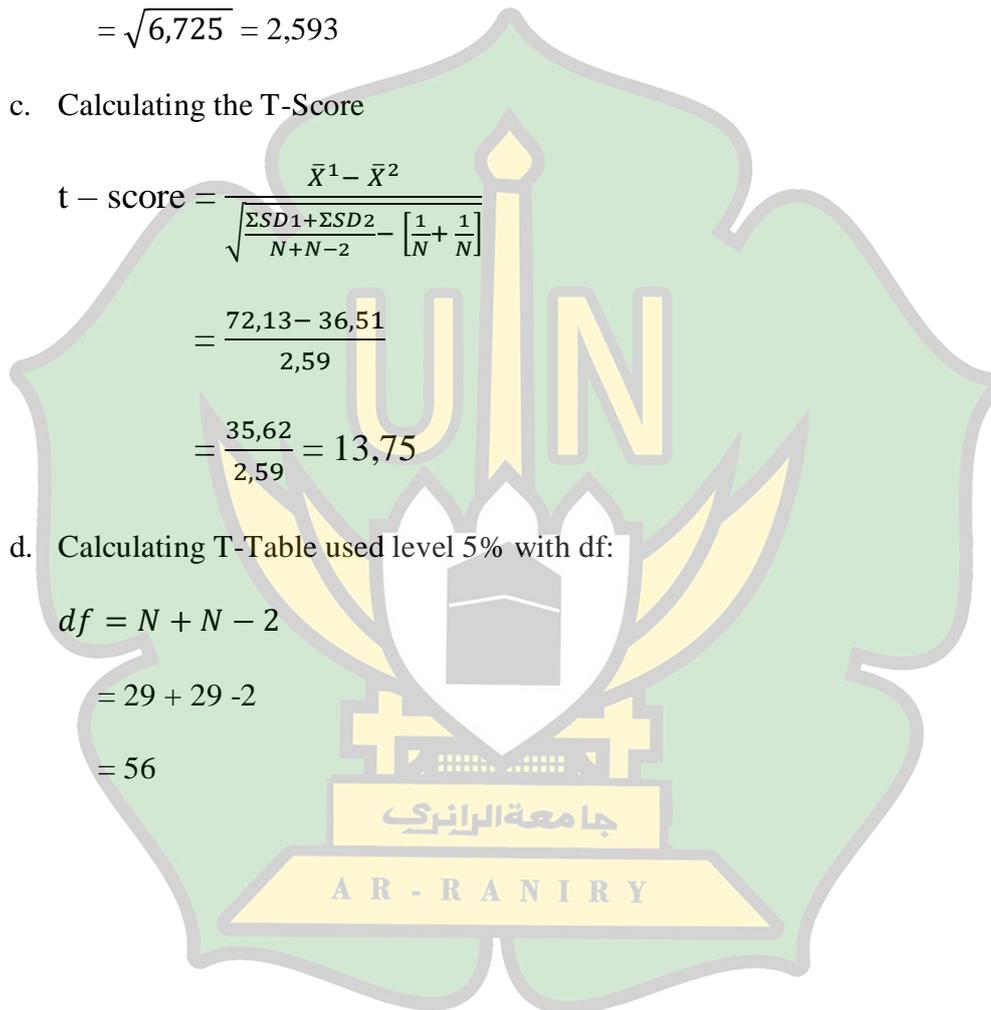
$$\begin{aligned}
 S_{X-Y} &= \sqrt{\frac{\Sigma SD1 + \Sigma SD2}{N + N - 2} - \left[\frac{1}{N} + \frac{1}{N} \right]} \\
 &= \sqrt{\frac{3520 + 1940,9}{56} - \left[\frac{1}{29} + \frac{1}{29} \right]} \\
 &= \sqrt{6,725} = 2,593
 \end{aligned}$$

c. Calculating the T-Score

$$\begin{aligned}
 t - \text{score} &= \frac{\bar{X}^1 - \bar{X}^2}{\sqrt{\frac{\Sigma SD1 + \Sigma SD2}{N + N - 2} - \left[\frac{1}{N} + \frac{1}{N} \right]}} \\
 &= \frac{72,13 - 36,51}{2,59} \\
 &= \frac{35,62}{2,59} = 13,75
 \end{aligned}$$

d. Calculating T-Table used level 5% with df:

$$\begin{aligned}
 df &= N + N - 2 \\
 &= 29 + 29 - 2 \\
 &= 56
 \end{aligned}$$

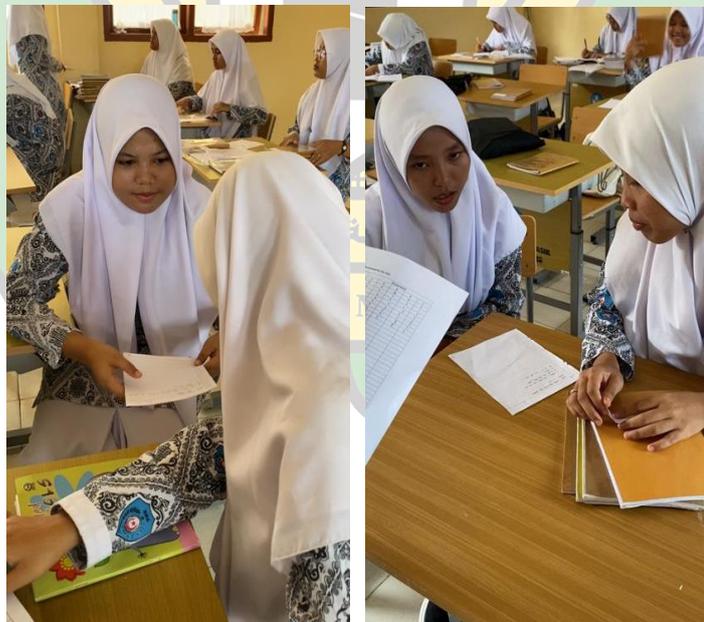


Appendix 23: Documentation

The Researcher Explained about The Material



Students Practice the Pre-Test





The Researcher Introduced The Team Technique to The Students



The Students Practice The Post-Test by Using Team Technique



The Researcher Distributed The Questionnaires to The Students



جامعة الرانيري

AR - RANIRY

AUTOBIOGRAPHY

Name : Saffana Nafisa
Place/Date of Birth : Reudeup, 01st June 2000
Nationality/Ethnic : Indonesia
Religion : Islam
Sex : Female
Marital Status : Single
Occupation : Student
Address : Dusun Keuchik Nain Desa Peunyeurat Kec. Banda Raya,
Kota Banda Aceh
Email : 180203065@student.ar-raniry.ac.id

Educational Background

1. Elementary School : SDS YPPI Tualang
2. Junior High School : SMPN 1 Tualang
3. Senior High School : SMAN 11 Banda Aceh
4. University : Uin Ar-Raniry Banda Aceh

Parents' Bio

Father's Name : Zalfikri (Alm) جامعة
Mother's Name : Noviana
Address : Dusun Keuchik Nain Desa Peunyeurat Kec. Banda Raya,
Kota Banda Aceh