

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

Based on the discussion in chapter I, in this chapter, the researcher describes some theories related to the speaking skill and listening team model.

2.1.1 The Definition of Speaking

Many definition about speaking have been proposed by language. Speaking derives from the word “Speak”. According to experts, there are many views about speaking. According to Harmer (2007: 284), among them, speaking is the ability to speak fluently and not just language knowledge Feature, but the ability to process “on the spot” information and language while speaking is described as a process. According to Quianthy (1990: 7) that verbally transfers ideas and information in different situations. Whereas, according to Nunan (Kayi, 2006: 1), with some unnatural pauses, which is known as fluency, speaking as the use of language is very easily and confidently established.

In different way, speaking is the process of creating and sharing meaning through the use of verbal and nonverbal symbol. Therefore researcher believe that speaking is the capacity to generate language and exchange ideas (Chaney, 1998: 13).

2.1.2 The Elements of Speaking

Based on Iwashita (2010: 33) in speaking proficiency, there are many components but the researcher only discuss accuracy and fluency.

1. Accuracy

Accuracy in speaking is remote of people speaks to using suitable vocabulary and pronunciation. Accuracy is the circumstance of being correct or exact and without error, especially as result of careful effort. In this case accuracy is divided into three elements, namely vocabulary and pronunciation.

a. Vocabulary

Vocabulary is one of the main aspects of communicating is teaching and learning. In some cases, it is necessary for language learners to choose suitable words in order to make their speech meaningful. According to Gardner in Dewi (2014: 13), vocabulary has some meaning, namely, vocabulary is supplanting the reader of a book in a foreign language with the English equivalent of the words used in it, believing that all are obscure, and also having the meaning of some group of individuals or an individuals, entire stock of words.

b. Pronunciation

According to Nordquist (2016) pronunciation is manner to produce the sounds of word. There are many English words that different in pronunciation and in the way they are spelled, because some of the sounds can be represented by more than one combination of letters. There are some components of speech which are combined together to form the pronunciation of language, such as sound, syllable, words and intonation. Those are :

- Sound

According to ba'dulu (2011: 8) base on the phonetic properties, the basic classification among English sounds are consonants and vowels. It can be distinguished on the basis of differences in articulator. Consonant produce with a narrow or complete closure of the vocal tract, while vowels are produce with little obstruction in the vocal tract.

- **Syllable**

According to Nordquist (2017) A syllable is letter that representing a unit of spoken language consist of a single uninterrupted sound. It made by a single vowel sound or a combination of vowel and consonant. A syllable that stands alone is called a monosyllable, and a word that has two or more syllables is called a polysyllable.

- **Stress**

According to Ampa (2014: 95) stress may divide in several function those are to give the emphasis to a word that make a word contrast to another, and to identify the syntactic relationship between the words.

- **Intonation**

According to Ampa (2014: 99) intonation is th term that refers to the patterns of sound which are evident in every utterance. Every language has its standard set of intonation patterns, in English, linguistic chart intonation patterns by using a system of marks to suggest the rising and falling of the voice tone.

c. Fluency

Fluency is the ability to speak naturally and fluently and also applies to speaking smoothly and fluency can not be distinguished from precision. In order to speak fluently, in our speech, we must have both rhythm and absence of non-fluency in our speech and absence of non-fluency in our words.

2.1.3 Speaking Skill

Speaking skill is a skill of using language to communicate using verbal or non-verbal symbols orally in different context that can be improved through learning language. As a skill, speaking is part of the four language skills (reading, writing, listening, and speaking) and also known as a productive skill where the main point of speaking skills is to communicate orally (productive skill).

The definition of speaking skill never be separated from the definition of speaking itself. According to Bailey in Puspitasari (2011), “Speaking is a productive oral skill consists of producing systematic verbal utterances to convey meaning.” It means, speaking is a productive skill of conveying meaning through utterances. Moreover, according to Chaney (1998) in Rahimy, R., & Safarpour, S. (2012), speaking is the process building and sharing meaning through the use of verbal and non-verbal symbols which is important in language learning and teaching because learner need to learn to speak in different communicative circumstances. It means, speaking is the process while speaking skill is the ability of speaking that important and can be improved through language teaching and learning.

On the same hand, Theodore Huebner in Mevada S, & Gurjar, C. (2015) says “Language is essentially speech, and speech is basically communication by sounds.” So, on the basic of above given definition it can be said that speaking is a productive skill of building and sharing meaning through verbal and non-verbal symbols by using sounds.

2.1.4 The Function of Speaking Skill

The mastery of English speaking skill is a priority for many learners of second and foreign languages. Several language specialists have tried to categorize the human interaction roles of speaking. There roles of speaking occur, according to Brown and Yule.

Brown and Yule's three-part version of the system talks as interaction, talks as transaction, talks as results. In terms of form and function, each of these speech operations is very different and involves different approaches to teaching.

1. Speaking as interaction

Speaking as interaction refers to an interaction that serves a social purpose in particular. They exchange greetings, participate in small talk and chit chat when people meet, recount recent encounters because they want to be polite and create a safe zone of contact with others.

2. Speaking as performance

Speaking as performance refers to public speaking, it is expression that convey before and audience knowledge such as public announcement and speeches. Speaking as success appears to be in the form of monologue rather than dialogue, frequently follows a familiar structure and is closer to written language than to the language of conversation.

3. Speaking as transaction

Speaking as a transaction refers to a situation where the emphasis is on the message of what is said or done in order to make it transparent and accurate for people to understand.

2.1.5 Teaching Speaking

2.1.5.1 The Principle of Teaching Speaking

We all already know that English is a foreign language, so there are certain concepts that teachers need to know and appreciate in order to make learners learn English more easily. There are several rules of language teaching through listening to students, according to Finocchiaro (1974: 18). As follows:

- a. In contexts that clarify their meaning, language elements must be taught to students. The tone, structure, phrases, and their arrangement in the proper and simple speech of the language, so that it is easy to understand, are the essential characteristics that must be understood.
- b. Good pronunciation must be properly and clearly demonstrated to each student, so that when they generate language in their voice, students can discern each word and its meaning well.
- c. In addition to the sound system, the structure of the language system must also be taught to students. It can be used by providing several examples of practice, then an understanding of word order, inflection, derivation, and other meaningful features in English must be given to students. The instructor, for example, will provide examples such as multiple sentences that use the same root but use different patterns, and then students are supposed to know about the significance that can be found by studying, asking questions, and eventually receiving their own understanding and answers.
- d. Training students to always ask what is not understood, then answer questions from the instructor, make comments and respond appropriately is the essence of language learning by speaking. Talking is different from writing, so there would also be a different way of reacting to questions. Finocchiaro (1974: 20) notes that when writing using full sequence sentences, how to respond to questions in speaking is generally very easy, clearly right in answering questions.

2.1.5.2 The Concept of Teaching Speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. According to Nunan (2003:54) there are five principles for teaching speaking:

- a. Be aware of difference between second language and foreign language
- b. in learning context.
- c. Give students chance to practice with both fluency and accuracy.
- d. Provide opportunities for students to talk by using group work or pair
- e. work.
- f. Plan speaking task that involve negotiation for meaning.
- g. Design classroom activities that involve guidance and practice in both
- h. transactional and interactional and interaction speaking.

2.1.5.3 The Role of Teaching Speaking

Good speaking activities should extremely engage for the students. If they are all participating fully, and if the teacher has set up the activity properly, give sympathetic and useful feedback, they will get tremendous satisfaction from it. Therefore, in the teaching and learning process teacher must be able to adopt several roles in the classroom. This is the best part of the teacher when they can have a 'role' depending on what the student's need. This is for a successful purpose of the learning. However, there are three particular relevance if we are trying to get the learners to speak fluently :

- a. Prompter. Students sometimes get lost for words, cannot think of what to say next on.

When this situation happened, the teacher can keep encouraging the students to think

creatively rather than have them hang on our every word. If this can be done supportively without disrupting the discussion or forcing students out of role it will stop the sense of frustration that some students feel when they have no idea to say.

- b. Participants. It is good to have time when the teacher wants to join in students' activities not only having to prompt or organize from outside the group, but also as a participant in our own right.
- c. Feedback provider. Helping students to evaluate their performance and telling students how well they have done or given them a grade, is need to get students out of their difficult. The teacher's roles in teaching English speaking as a prompter and feedback provider which the teacher can keep to encourage the students to think creatively rather than have them hang on our every word and helping students to evaluate their performance or telling students how well they have done or given them a grade.

2.1.5.4 Speaking Test

A speaking or oral test is defined as a test in which a person is encouraged to speak, and then assessed on the basis of that speech. It can be used alone or combined with tests of other skills (Underhill 1997: 1 & 7).

Although testing language has traditionally taken the form of testing knowledge about language, the idea of testing communicative competence is becoming recognized as being of great importance in second language learning. In testing communicative competence, speaking

and listening tasks are commonly used. Those require tasks such as the completion of an information gap and role play (Kitao & Kitao, 1996).

As language teachers, it is important for us to enhance the students' delivery skills, increase their confidence, and develop their methods of organization and critical thinking skills. On the other hand, as language testers, it is necessary to establish a careful research design and conduct a precise measurement to determine if these goals have been met. The oral communication field needs a clear-cut method of evaluation as can be found in discrete language skill classes such as listening comprehension (Nakamura & Valens, 2001). Language teachers and language testers need a method which takes subjective qualitative observations and then transforms them into objective quantitative measures.

A critical issue in the assessment is the selection of criteria for evaluating performance. Stiggins (as cited in Butler & Stevens, 1997) points out that the selection of these criteria should be one of the first steps in designing performance assessments. Students should understand ahead of time what is expected of them and whenever possible, actually help them determine on what basis their performance will be judged. When students are actively involved in establishing assessment criteria for tasks, they do not only have a better understanding of what is expected of them when they perform the tasks, but they will be able to more fully appreciate why the criteria are important (Butler & Stevens, 1997).

2.1.5.5 The Difficulties of Speaking Test

Speaking is probably the most difficult skill to test. It involves a combination of skills that may have no correlation with each other, and which do not lend themselves well to objective testing. In (Kitao & Kitao, 1996), it was mentioned that there are not yet good answers to questions about the criteria for testing these skills and the weighing of these factors.

It is possible to find people who can produce the different sounds of a foreign language appropriately; hence they lack the ability to communicate their ideas correctly. This is one of

the difficulties that testers encounter when testing the oral production of learners. However, the opposite situation could occur as well; some people do have the ability of expressing their ideas clearly, but at the same time they can not pronounce all the sounds correctly.

Another difficulty is the administration of speaking skills testing. That is because it is hard to test large numbers of learners in a relatively short time. Therefore, the examiner of an oral production is put under great pressure (Heaton, 1988).

The next difficulty discussed here is that speaking and listening skills are very much related to each other; it is difficult to separate them. In most cases, there is an interchange between listening and speaking, and speaking appropriately depends on comprehending spoken input. Therefore, this has an impact on testing speaking because the testers will not know whether they are testing purely speaking or speaking and listening together.

Finally, the assessment and scoring of speaking skills is one of its biggest problems. If possible, it is better to record the examinees' performance and the scoring will be done upon listening to the tape.

The aspects of speaking that are considered part of its assessment include grammar, pronunciation, fluency, content, organization, and vocabulary. (Kitao & Kitao, 1996).

2.1.6 Listening Team Model (LTM)

Listening Team Model is a learning model that uses the listening team method or method, which is a method used to gain an understanding of a particular concept or skill through activities that highlight the sense of hearing as the main tool. Based on the discussion above, the researcher describes some theories related listening team model.

2.1.6.1 Definition of Listening Team Model (LTM)

The operational understanding of the Listening Team is an attempt to gain an understanding of the essence of a concept or principle or a particular skill through a process of

activities or exercises that involve the sense of hearing. The use of Listening Team in learning that places more emphasis on optimizing students' hearing senses (besides other senses), is expected to be able to encourage students to stay focused and alert during the learning process.

According to Suherman, et al. (2001: 217). The Listening Team learning method is one of the learning methods where students are actively involved and there is a dynamic and mutually supportive relationship between one student and another. This activity is a way to help students stay focused and alert during the lesson given.

According to Silberman, (2009: 106) "The Listening Team Method. This can help students to stay focused and concentrate on understanding the concepts in the material being taught. Listening Team are small groups that are responsible for clarifying the subject matter that is being presented by the teacher. Students will be more active if they exchange ideas with their team members in answering questions given by the teacher on the subject matter being explained for the success of the team.

According to Wina Sanjaya (2007: 145) through the listening team method it can help students to stay concentrated and focused in lessons that use the lecture method. The lecture method can be interpreted as a way of presenting lesson through oral narratives or direct explanations to a group of students.

2.1.6.2 Steps of Applying Listening Team Model (LTM)

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

Table 2.1 Listening Team Model (LTM) Steps

Team	Roles	Task
A	Questioner	Formulate Questions

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

In selection the role of students in the Listening Team cooperative learning, the researcher does not have specific criteria. Students are given the opportunity to be questioners, answerer, opponents, and draw conclusions because at each meeting students get different opportunities or turns. Sometimes the first meeting students become questioners but the next meeting may be the students become answerer. Likewise with opponents and draw conclusions. Unlike the case with students will tend to get bored quickly. Therefore, researchers do not have specific criteria to determine the role of students in this listening team cooperative learning.

2.1.6.3 Application of the Listening Team Model (LTM)

In learning Citizenship Education not only does the teacher explain using the lecture method in front of the class, discussion and students are asked to memorize just like that, but in the process they must also be able to create fun, innovative, critical learning and mutual interaction between teachers and students, fellow students so that the learning process be active.

The Listening Team is a form of cooperative learning method which emphasizes the participation and activity of students to find their own subject matter (information) to be studied through available materials, for example from textbooks or students can search via the internet. Students are involved since planning, both in determining the topic and the way to study it through investigation. This type requires students to have good skills in communication and group processing skills, Listening Team cooperative learning can train students to grow the

ability to think independently. Active student involvement can be seen starting from the first stage to the final stage of learning. Therefore, efforts are needed that can help students maximize the achievement of learning objectives and ultimately improve their learning outcomes which are a measure of the success of formal education. The scheme of applying the Listening Team cooperative learning method can be seen in Figure 1. It can be seen in the scheme that the Listening Team cooperative learning method consists of small groups, each group consisting of four group . After students discuss in small groups the teacher groups students into large groups according to the role of each student. The following is the Listening Team scheme :

LISTENING TEAM MODEL SCHEME

The work steps for implementing the Listening Team Model are as follows :

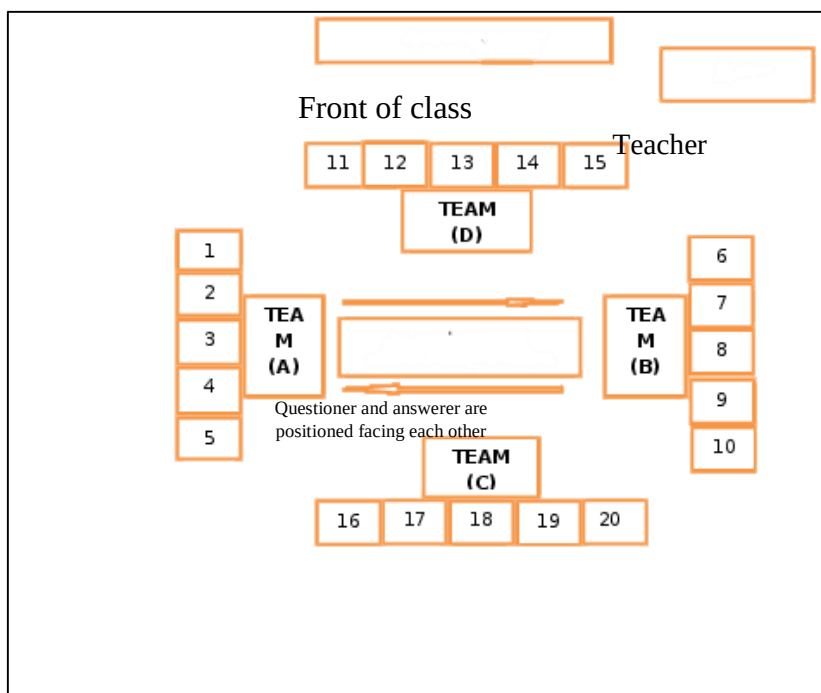


Figure 2.1 Listening Team Model Scheme

- a. The teacher divides students into several groups, each group has four members. Each group member has a different task or role as questioner, answerer, disputer and conclusion drawer.
- b. The teacher gives the Material Sheet
- c. The teacher explains the main material to be taught
- d. The teacher instructs students to discuss the worksheets in groups and prepare their respective roles.
- e. The teacher regroups students according to predetermined roles into four teams :
 - 1) Questioning Team : each questioning team is required to ask questions about the material being studied
 - 2) Answering team : in charge of answering questions from the questioning group.
 - 3) The debating team : tasked with commenting on which points they disagree with and explaining why this is the case, expressing their opinion on questions from the questioning team or adding suggestions.

- 4) The team for drawing conclusions : tasked with concluding the results of the discussion.
- f. The teacher appoints students randomly to carry out their roles and tasks.
 - g. The teacher and students conclude the material.
 - h. The teacher gives an evaluation in the form of a description test.

According to Agus Suprijono (2012: 96) Listening Team learning begins with the presentation of the subject matter, then the teacher divides students into four groups with different roles or tasks (askers, answerer, arguers, and draw conclusions). According to Trianto (2009: 115) the first task is as a questioner whose job is to ask questions about the material that has been delivered by the teacher. By asking students to dig up information, find out how far students are curious, generate responses to students, focus students' attention on something they want, and check students understanding.

In the Listening Team the second group is a collection of students who answer questions from the questioning group. The answer is in accordance with the material presented or agrees with the material. This allows students to express their opinions. (Agus Suprijono, 2012: 115)

The third group is a collection of students who answer with a different perspective from the second team. This task in the Listening Team makes students critical in collecting every statement from the answering team for the answers given by the groups that agrees with the material presented. The difference in the division of tasks in the listening team learning model is expected to lead to active discussions (Agus Suprijono, 2012: 115).

The task of making conclusions makes students review the material that has been taught, Silberman argues that by reviewing the subject matter together, the material tends to stick five times more than material that is not reviewed.

Listening Team Cooperative Learning, students are required to be responsible for tasks in groups and make students more motivated to find the right answer to solve problems in

finding ways to complete learning activities. If learning activities take place actively, it will affect the achievement of learning outcomes so that the application of the Listening Team Cooperative Learning Model is expected to improve learning outcomes.

2.1.6.4 The Strengthnesses and Weaknesses of Listening Team Model (LTM)

No model is superior to the other models, each learning model has advantages and disadvantages, as well as the Listening Team Cooperative Learning model which also has advantages and disadvantages. Rusman (2013: 223) one of the advantages of the Listening Team cooperative learning model is that students look for partness while learning about a concept or topic in a pleasant situation. Isjoni (2013: 112) the advantages of the listening team cooperative learning model is that it can be used for all lessons and for all age levels. The strengths and weaknesses of the Listening Team lesson accessed from <http://academic.blogspot.Com/2012/01/method-listening-team.html> dated March 24, 2013 namely :

1. Strengthnesses

The strengths in Listening Team Model (LTM) are as follows :

- a. Interaction between students allows the emergence of familiarity
- b. This strategy creates a positive response for students who are slow, less proficient, and less motivated
- c. Listening Team trains students to be able to think critically
- d. Student are not too dependent on the teacher, but can add confidence in their own thinking abilities
- e. Can develop the ability to express ideas/ ideas
- f. Can develop students' ability to test their own ideas and understanding and receive feedback.
- g. Can increase motivation and provide stimulation to think

2. Weaknesses

The Weaknesses in Listening Team Model (LTM) are as follows :

- a. Its effectiveness in advancing the teaching and learning process has not been proven by research.
- b. In its implementation, important elements are often not involved
- c. The time spent is quite long
- d. With the flexibility of learning, if that flexibility is not optimal then the purpose of what is learned will not be achieved.
- e. Group assesment can blind individual assesments if the teacher is not observant in its implementation.
- f. Developing group awareness takes a long time.

2.2 Previous Study

Listening team model is one of learning model that used to improve the students' achievement in the class. There are some similar research studies that had been conducted before. The result of the research is described as follows.

1. Rahmat Martua Simatupang (2018) "The implementation of listening team strategy to improve the students' abilities at giving opinion at eleventh grade of SMA Cerdas Murni in 2018/2019 academic year". This research aimed to find out the improvement of the students ' ability at giving opinion after implementing the starategy . Based on all these data , the students ' ability at giving opinion was improved and the strategy was effective .
2. NW Utami and E Nurlaelah (2021) "Application of listening team learning model in improving middle school students' mathematical reasoning ability". This study uses classroom action research conducted in Al-Mashum Middle School in Cianjur, West Java. It aims to determine the effectiveness of the listening team method toward students mathematical reasoning ability. The data is obtained by using a test instrument which gained in two cycles implementation, students interview and teachers observation.

3. Putriyani Samsul Suparman (2021) “Application of Listening Team Learning Models in improving sociological learning outcomes”. The main problem of research is whether the application of the listening team learning model can improve the sociology learning outcomes of the material values and social norms in class X students of Madrasah Aliyah Muhammadiyah Enrekang. The result of the qualitative analysis show that there are changes that occur in students’ attitudes during the learning process by the result of observations, namely the application of the listening team learning model on material values and social norms can improve student learning outcomes, student interest in learning and can increase student attendance.
4. Rina Arliyani (2020) “the use of listening team strategy in teaching listening”. The results of the study by observation and interview showed that (1) the use of team’s listening strategy in the classroom that is active, critical thinking, easy to understand the lesson, and focused all components of the use of the team’s listening strategy has used the teacher and in the learning process in class, all the steps of use the team listening strategy used by teacher N (2) the problem found from the use of the team listening strategy in learning to listen is the implementation time, focus and critical thinking. Because in the critical thinking not all students can apply it.
5. Cahyati Khasani and Ahmad Ma’ruf (2020) “Listening team method Melvin L. Silberman in Islam Education learning”. The use of methods that are too monotonous and less varied will affect student learning outcomes. Conversely, when a teacher uses a varied and fun method. It is able develop students knowledge optimally.
6. Feni Meilina Anggraeni, Farida Nur Kumala, and Arnelia Dwi Yasa (2019) “Application of the listening team learning model to improving students’ science applicative thinking”. The study aims to describe the results of the application of the listening team learning

model in improving applicative thinking in the 5th grade science subjects at MIT Ar-Roihan Lawang.

7. Dilla Fadhilah (2020) “Listening team method and auditory intellectually repetition model in teaching listening in elementary schools”. The result of study is listening team method and Auditory intellectually repetition model can stimulates focusing students’ attention and sharpening critical thinking skills of elementary school students.
8. Trisnawati, Agus Sastrawan Noor, and Ika Rahmatika Chalimi (2018) “The effect of the use listening team learning model on students learning outcomes on the subjects of history class X Madrasah Aliyah”. The results of this research concluded that there is effect of using listening team learning model. On the calculation of the effect size (ES) obtaining 1,41 (high criterion). This means the listening team learning model used has a high effect on the students learning outcomes on the class X Madrasah Aliyah Darul Ulum Kuala Dua Districk Kubu Raya.
9. Abdul Bashith and Ali Nasith (2022) “Listening team and team quiz learning model implementation towards student’s study results on social science subject in Islamic junior high school”. This article is about improving learning through listening teams and quizzes. Therefore, we need a solution in teaching and learning activities to overcome the problems above, namely by using the listening team and team quiz methods as an alternative offer because it can arouse students’ enthusiasm and develop children’s potential optimally.
10. Widya Ayu Epriliani (2021) “Increasing learning activities and outcomes through cooperative learning type of listening team with audiovisual media in students of SDN DUKUHSETI 01”. The results problems were found in learning outcomes. The conclusion of the learning outcomes shows that the cooperative learning model of listening team type with audiovisual media can improve the activities and learning outcomes of students.

With these related studies, the researcher can consider that the research entitled “Improving students’ speaking skill by using listening team model at Madrasah Aliyah Swasta Al-Washliyah 22 Tembung” has not been conducted before. Besides that, by findings of studies that used listening team model always showed improvement, it will gives the research a hope that the research can be a successfully as the previous studies.

2.3 Conceptual Framework

In this Era of Globalization, English Language is important for our lives. In fact, it is the second most spoken language in the world. Globalization made the use of English language more widen. The ability to speak and to write English has been one of essential benchmark skill in the professional world. Learning English in Senior High School is not only important to be given as a preparation of the globalization process but also as the provision of Senior High School students to continue to higher education level.

English has become an international language. That has been integrated to secondary school for a long time. The conceptual framework underlying in this research is given in the following diagram.

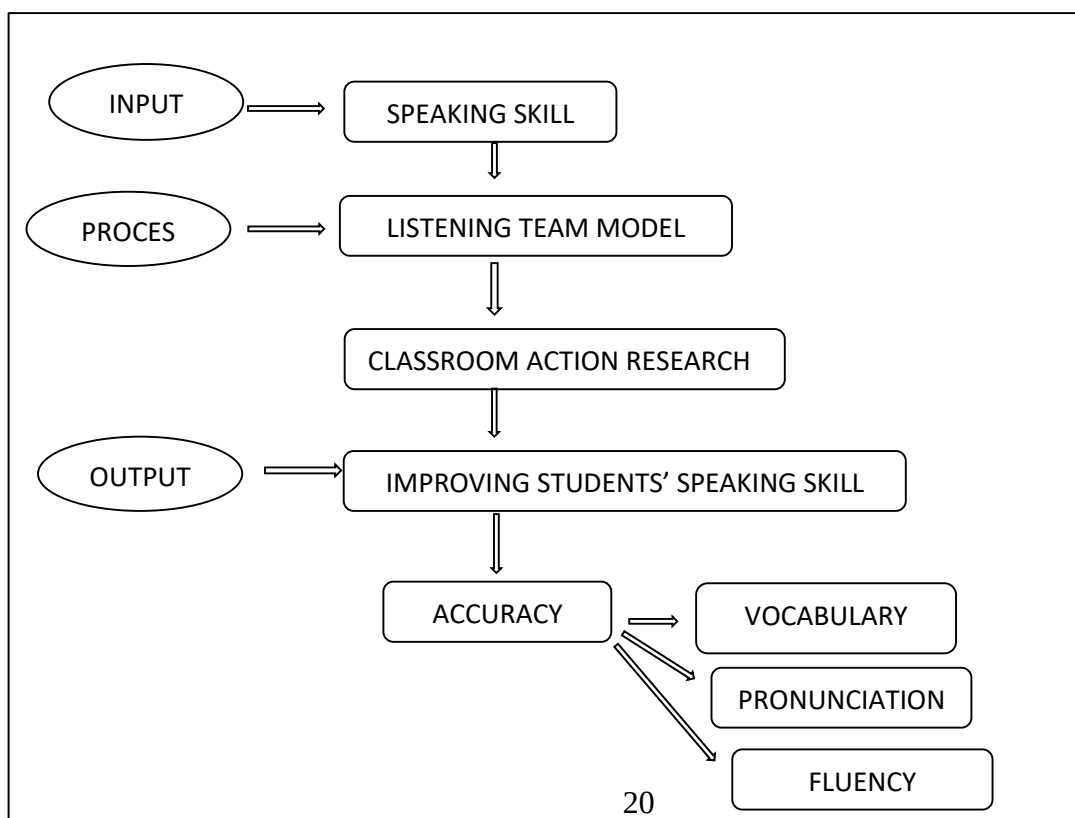


Figure 2.2 Conceptual Framework

One of the ways to communicate with other people is by speaking. As stated in the previous chapter, speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.

However, as mentioned in the previous chapter, the students at Madrasah Aliyah Swasta Al – Washliyah 22 Tembung faced several problem related to their speaking ability. They are afraid of making mistakes, or being laughed at by his or her friends and not confidence in their ability. The students also think that learning English is not interesting, this is because the method or strategy that is used less attractive. It make the students unfocus to the teachers during teaching and learning process. Therefore, the researcher wanted to overcome the problem by using Listening Team Model in the speaking class. Listening team model is one way that can be used to improve students speaking skill. Listening team model is presented in an interesting way which can stimulate students and to develop ideas of thinking and speaking skills by doing conversation activity.

Listening team model was chosen because it was fun and interesting. It could be applied in the practice and production phase. The students would get more opportunity to explore their speaking skill. They had to speak with their friends in pairs, groups or teams. This activity provide natural drilling for them and helps them to improve their fluency. They also got opportunity to practice speaking in a meaningful way. So, it would help them to improve their communicative competence. Besides that, this method also could motivate them to be more engaged during the teaching and learning process. So, all of them got the same opportunity to practice speaking. This method is expected to be able to overcome the problems and give a positive change in the teaching and learning process after applying this method.

