

## IMPROVING THE STUDENTS' PARTICIPATION IN SPEAKING BY USING TEAMS GAMES TOURNAMENT

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**Abstract:** This study is conducted based on the situation of the tenth-grade students of one of state schools in Surakarta which found by the researcher in the classroom. They are: 1) Students do not focus on giving attention to the lesson. 2) They do not give response to the teacher's questions and they rarely asked questions. 3) Most of them are afraid to share ideas or give an opinion to the lesson. 4) They do not actively participate in a group discussion. Their speaking score result is still low and under the standard passing grade. All problems found by the researcher shows that the students' participation is low and it has an impact on their participation in speaking. This research tries to use Teams Games Tournament to improve students' participation in speaking. This study use classroom action research in implementing TGT. This research finds out that the students' participation in speaking improved after the implementation of Teams Games Tournament in the classroom.

**Keywords:** *Speaking, Participation, Teams-Games-Tournament, Classroom Action Research*

### INTRODUCTION

The main goal of the learning process is the process when learners can communicate effectively using the target language. As the goal of language learning that the learners are able to communicate. The students' participation in speaking is the crucial thing in the language learning. One of the points states by Ur (1996: 121), the successful speaking activity indicates by the students' participation in the classroom. From the pre-research activity, the researcher found some problems faced by the students at one of state schools in Surakarta. The main problem is their participation in language learning especially speaking. The researcher found that the students' participation in speaking English is still low. During the pre-observation, the

researcher noted some indicators of the problem, namely: 1) Students did not focus on giving attention to the lesson. 2) They did not give response to the teacher's questions and they rarely asked questions. 3) Most of them were afraid to share ideas or give an opinion to the lesson. 4) They did not actively participate in a group discussion. Teachers are expected to use a suitable technique which is effective to solve the students' problems on speaking. The researcher chooses Teams Games Tournaments as technique on the classroom because it provides an activity for students to get involved in the speaking process.

Teams Games Tournament is cooperative learning models originally developed by David De Vries and Keith Edwards and supported by Slavin (2014). In

TGT, students are formed in the heterogeneous group to discuss some topics together and experiencing the speaking activity through games to arouse their motivation. TGT also provide a tournament at the end of the lesson in order to give rewards for students with good achievement in the learning process. The reward can be used effectively to attain the purpose in learning process. Eventually, it will improve students' motivation on learning speaking and help them to increase their achievement in the academic process by learning together in groups.

Based on the explanation above, the researcher conducts this research in order to arouse students' participation in speaking by implementing the cooperative learning model in the classroom. The researcher conducts an action research dealing with the improvement on the participation in speaking of the tenth grade of senior high school students by using Teams Games Tournaments.

## LITERATURE REVIEW

Street and Herts (2005: 5) state that participation refers to young people taking an active part in a project or process. The active participation in learning is shown in the contribution of the learners during the learning process or activities in the class. As Mustapha (2010) says that active participation showed in class when students give contribution to the lesson and being fully involved in the class activities. As it stated by Abdullah et al (2012) that effective learning process occurred when both lecturers and students interact and actively participate in the learning activities. In short, the researcher concludes that participation is the active involvement of the students in the class activities.

According to Lee (2005), he states that the involvement of the students includes

answering and asking questions or comments, giving opinion, and taking part in the classroom discussions. Moreover, Mustapha (2010) states the interactions of the students in the class activities are the students give respond and actively involved in the lesson, for example asking and answering questions, sharing ideas, and participate in group activities. In addition, Abdullah (2012) defines that the involvement of the students in participation indicates by asking questions, give opinions, and discuss the related topic lectured. It can be concluded that the indicators of the active participation indicated by the students' involvement in asking and answering questions, share ideas/ give opinions, and participate in a group discussion.

Tsui's study (1995:82) defines the factors of the low students' participation in speaking, namely students' unwillingness to speak English, the notion of feeling confident and the intolerance of silence. Kebira (2015) also explains the cause of the low participation of the students. They are fear, nature of classroom interaction, classroom environment, and English language proficiency.

Diana Larsen-Freeman (2007: 164) states that the essential aspect of learning in cooperative way is learning that involves students and teachers to work together. In addition, Jolliffe (2007: 3) explains in essence cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others. Teams Games Tournament is one of the teaching methods in the cooperative learning that are applicable in the classroom (Slavin 1995: 71). Sharan (1980) in Ashman & Gillies (2003: 7) classifies the teams games tournaments as peer tutoring because the tasks were limited and well defined, communication was primarily unilateral or

bilateral, and rewards for achievement of set tasks were extrinsic. Moreover, Sharan states it has effects on achievement, attitudes and ethnic relations. Slavin (1995) says that TGT technique consists of five steps, namely class presentation, team formation, games, tournaments, and group recognition.

In TGT, students are formed in the heterogeneous group to discuss some topics together and experiencing the speaking activity through games to arouse their motivation. TGT also provides a tournament in the end of the lesson in order to give rewards for students with good achievement in the learning process. The reward can be used effectively to attain the purpose in learning process.

## **RESEARCH METHOD**

In conducting the research, the researcher uses action research as a method of this study. Hopkins (2008:47) states that action research is action disciplined by inquiry, a personal attempt at understanding while engaged in a process of improvement and reform. Burns (2010:2) sees the central idea of the part of Action Research is to intervene in a deliberate way in the problematic situation in order to changes and, even better, improvement in practice.

According to Kemmis and McTaggart in Burns (2010:7-8), there are four procedure of action research as follows: 1) planning, 2) action, 3) observation, and 4) reflection. This research is conducted at one of state schools in Surakarta. The subject of this research is the X grade of nursing student in the academic year of 2016/2017. The class consists of 16 students, 14 girls, and 2 boys. The researcher conducts the action research in April - Mei 2017.

As it is stated by Burns (2010:56), he explains that there are two techniques of collecting data in action research. It is divided into observation and non-

observation. In this research, the techniques of collecting data are explained as follows: 1) observation. The researcher conducts observation twice, the first is pre-observation in order to find the problem, and the second is the action research in order to know the improvement in the result. The observation was written in the field notes in order to describe the students' attitude toward their participation in the lesson. Photograph is used to document all activities in the action research. 2) Non-observation techniques, namely interview, questionnaire, and speaking test. The research interviewed some students and English teacher to enrich more information which is to support the result of the observation in the class. The researcher also distributed questionnaire to the students in order to know the students' response toward the implementation of Team Games Tournaments in the learning process. This research also used speaking test in two different times. The aim of the test is to know whether the students' speaking comprehension can be improved or not by the improvement on the students' participation in speaking using the Teams Games Tournaments.

## **RESEARCH FINDINGS AND DISCUSSION**

From the pre-observation, the researcher identified some problem which caused the low students' participation. During the lesson, students were likely to talk with their friend or doing non-academic activity. The teacher often gave extra attention to handle the class. Students did not active during the speaking process. They tended to keep silent even they know the answer because they are afraid to answer or ask questions. Most of the students did not have motivation to speak using English. Most of them were passive to share ideas/give opinion because they were afraid and

not confident to speak up. They automatically used Bahasa to deliver their ideas or combine English with Indonesian words. The students with low motivation and low English mastery did not contribute to the discussion. They just kept silent and the discussion was dominated by the active and smart students only. Others seemed lazy to participate in the learning process. From the problem finding above, the researcher summarized the problem indicators in this research. Those are; 1) Students did not focus on giving attention to the lesson; 2) Students did not give response to the teacher's questions and they rarely asked questions; 3) Most of the students were afraid to share ideas or give an opinion to the lesson; 4) Students did not actively participate in a group discussion.

In the cycle 1, the observation's result shows a good process of the improvement toward their attitude to participate in the learning process. Students seemed to get more chance to participate in the speaking process. The improvement of their participation in speaking also caused by their active involvement in the collaborative and competitive situation from the teams games tournament. However, researcher still found some problems in the cycle 1. Those are: 1) Some students did not focus on the lesson during the class presentation stage. 2) In the early meeting, there were some students who had an internal problem with their team and they did not want to cooperate with their team. 3) In the game tournament, there were some teams in the tournament tables which were unable to finish the entire question card on time. Therefore, the researcher revised the plan in the cycle 2 in order to solve the problems which still found in the first cycle. The researcher prepared more interactive PPT to attract students' attention, added role-play to improve students' pronunciation

and grammar, and changed the time management for tournament stage.

The problem was solved in the cycle 2. In the cycle 2, the improvements of the students' participation are as follows: 1) Students looked more focus on the lesson during the explanation stage; 2) The group study could enhance students' participation in the speaking process. It aroused their interaction with each other and they could cooperate well in the learning process, especially in tournament stage; 3) They were more confident to answer the question and gave response during the learning stages by actively asking, answering question and giving opinion in the discussion; 4) Students could understand the lesson better after they work in team; 5) The test result showed that their speaking ability improved in line with the good improvement on their participation in the speaking activity. Yet, there was a weakness found in this research. It was the time allocation for the application of TGT in the English class.

Teams Games Tournaments can improve students' participation in speaking. The result finding of this research showed that the participation of the students in speaking improves by the implementation of Teams Games Tournaments. After all, the majority of students actively participate in speaking during the sixth meetings of this action research. As the four problem indicators found in the pre observation stage, they are: 1) Students did not focus in giving attention to the lesson, 2) Students did not give response to the teacher's questions and they rarely asked questions, 3) Most of the students were afraid to share ideas or give opinion to the lesson, and 4) Students did not actively participate in a group discussion. By using TGT, it helps to promote the students to participate more actively in speaking process. Most of the students were fully participate in the

speaking process. There were students that confident to use English when answering the teacher's question, asking for something, and share their ideas in the class discussion or in a group discussion. Their speaking skill also improved as the improvement on the students' participation in speaking activity.

Students get involved in the learning process well. Their attention on the lesson also improved because they realize that their understanding of the lesson could help their team to win the academic game. Students were active in answering the question and asking something throughout the class activities. In a group discussion, all members of the group participated fairly in the discussion. It showed that they were active to participate in the class activities as Abdullah (2012) states that participation is the acts of involvement in the class activities. Students were active to answer and ask question during the learning process. In the other hand, students were active to ask something if they got difficulties in understanding the lesson to the researcher bravely. In the study group, it helps all members of the group to actively participate in a discussion and cooperates each other to master the material. Abdullah (2012) states that lecturers are encouraged to adopt various methods of active interactive teaching techniques such as study group to stimulate active involvement from the students.

Students participation improved by the cooperative situation when students work together in a group study and play the game. Besides the group study, students were involved in a game. They were enjoyed to play the game and tried their best to win the game. The conducive class and enjoyable situation in the learning process stimulates the improvement on the students' participation.

“Conducive class environment in the classroom stimulates students participation. The participative environment in the classroom stimulates learning and create an enjoyable situation between the students, teacher and lesson” (Davis 1993 and Abdullah, 2012).

Diana (2008) explains that the cooperative and collaborative learning in group study helps the students to master the lesson more effectively. Furthermore, the heterogeneous group members could stimulate the less capable students to understand the lesson better by helping each other. Students' involvement in a group discussion improved as well. It showed from their involvement in helping other members of their group to master the subject matter during the learning process.

Overall, students' participation in speaking improved in the five learning steps of TGT. As Slavin (1995:83) said that TGT has five component of learning steps namely, class presentation, team, games, tournament, and group recognition. Based on the finding from this research, students actively participated in the speaking process at almost all of the components of TGT. In class presentation, the use of PPT slides to explain the material could help the students to promote their interest and attention to the English lesson. In team or group study, the cooperative atmosphere of the team could train them to share their ideas or opinion within their group or the teacher. In the games and tournament, they were actively answered and asked a question during the game. They were stimulated to win the game. The last but not least the team recognition also build the conducive classroom situation in which students motivated, attracted, and enjoyed to participate during the learning process.

Besides the benefits of the Teams Games Tournament in solving the problem,

the researcher found difficulties in several aspects during the implementation of Teams Games Tournaments. The first problem is the time management. To conduct the whole stages, teachers should manage the time allotment to conduct the four teaching steps. In this research, the implementation of TGT is divided into three meetings to conduct the rest of the stages in TGT. In addition, TGT teams consist of games and tournaments in which teams are formed with the students of same achievement level. To know the students level in achieving the lesson, the researcher or the teacher should conduct the speaking test first for gathering the students score achievement. In short, teachers have to manage the time well to prepare all the things before conduct this technique in the classroom.

The second problem is the class condition. Because of this technique is something new to the students, they have to understand the rule well before playing the game. So the researcher should explain the rule of how this game work and what things the students should prepare. In the first meeting, almost all students were confused about the rule and it makes the class so noisy. Moreover, in tournament stage, the game played by the students in the tournament table at the same time. So the researcher should anticipate of the noisy situation that might happen during the tournament.

## IMPLICATIONS

Teams Games Tournament seems to be an effective way to improve students' participation in speaking. This technique use games as an important learning activity which allows the students to actively participate and co-operate to other, teacher, or lesson. Besides the fun atmosphere, the competitive situation of the game and tournament is a natural way for them to

participate more in speaking process and develop their speaking skill. During the group study and game, they are not only playing the game, but also they ask question, answer question, and interact each other by sharing ideas or opinion in the discussion.

Game is fun and interesting activity for the students to learn language and participate more in the speaking process. The cooperative way of learning in group study also gives a powerful support for the students in a way to make a better interaction with other students, teacher, and English lesson. Perhaps there are some difficulties found in the learning process. But this technique is effective for allowing the students become more interactive, cooperative, and have high ability in speaking.

## CONCLUSION AND SUGGESTION

The researcher draws two conclusions based on the result of the research. The first conclusion is Teams Games Tournaments (TGT) can improve students' participation in speaking. The cooperative situation in the TGT stimulates the students to make a good contribution and cooperation to the lesson. Almost all students answer question, ask question, and share ideas confidently. TGT also provides the learning technique which trains their speaking skill. In the game and tournament, they should read dialogue, make some expression, and answer questions orally in fun way.

The second conclusion is about the difficulty in applying teams games tournament in the classroom. There are some problems in conducting TGT in the classroom. The first is the problems in managing the time. This game consists of five steps and each step spends more than 45 minutes or one meeting. The teacher should arrange the allocation time to make all the

activities run well. Second, if TGT is a new technique implemented in the class, so the teacher should explain clearly about the rule of the game and the things should prepare by the students. When implementing the game at the first time, teacher should anticipate the noisy situation of the class that might happen during the game or tournament.

The suggestions for other participants related to the research in implementing Teams Games Tournament in order to improve students' participation in speaking. Teacher has to choose the most suitable teaching technique. He should manage well the allocation time for implementing all the teaching steps by observing another factor such as the amount of the class, the students' problems and needs that encourage the students' participation, such as Teams Games Tournament (TGT). In addition, teacher should stimulate the students to take charge in learning by helping the students participate more in speaking. The teacher should help them to develop their motivation and self-awareness in speaking by choosing the suitable and interesting technique.

The students are suggested to be active in speaking activity and focus in the teaching learning process. Hopefully, this research could help other researchers to find more benefit of Teams Games Tournament to improve another area in the teaching and learning process.

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