

**Improving Students' Speaking Skill Using Tgt
(Teams-Game-Tournament)
Nurul Fajriya, Abdul Asib, Gunarso Susilohadi
Teacher Training and Education Faculty
Sebelas Maret University
Email: nur_alwayshines@rocketmail.com**

ABSTRACT

This article is aimed at reporting the research findings of using TGT (Teams-Game-Tournament) to improve the students' speaking skill. The subject of this research is the eighth grade of SMP N 1 Kartasura in the academic year of 2013/2014 which consisted of 32 students. The research method used is action research. Each cycle consists of four essential moments: planning, implementing the action, observing, and reflecting. The data are collected through observation, interview, field notes, questionnaire, and tests (pre-test and post-test). The qualitative data were analyzed by reducing the data, displaying the data, and drawing conclusion/verifying. While the quantitative data were analyzed through descriptive statistics by calculating and then comparing the mean scores of pre-test and post-test. The research findings prove that using TGT can improve the students' speaking skill. The students' mean score increases from pre-test of 4.4 to post-test 1 of 5.9, and post-test 2 of 6.8. Using TGT can improve the effectiveness of speaking activity in teaching and learning process as well. The students got more opportunities to practice speaking because the speaking activities were not dominated by the talkative students only.

Keywords: *students' speaking skill, TGT (Teams-Games-Tournament)*

ABSTRAK

Artikel ini bertujuan untuk melaporkan hasil penelitian dari penggunaan TGT (*Teams-Game-Tournament*) untuk meningkatkan kemampuan berbicara siswa. Subjek dari penelitian ini adalah siswa kelas VIII SMP N 1 Kartasura tahun ajaran 2013/2014 yang terdiri dari 32 siswa. Metode penelitian yang digunakan adalah penelitian tindakan kelas. Setiap siklus terdiri dari empat momen penting: perencanaan, pelaksanaan, pengamatan, perrefleksian. Data dikumpulkan melalui pengamatan, wawancara, catatan lapangan, kuesioner dan tes (*pre-test* dan *post-test*). Data kualitatif dianalisa melalui pengurangan data, penampilan data, dan penarikan kesimpulan/verifikasi. Sedangkan data kuantitatif dianalisa melalui *descriptive statistics* dengan menghitung dan membandingkan nilai rata-rata siswa dari hasil *pre-test* dan *post-test*. Hasil penelitian membuktikan bahwa TGT dapat meningkatkan kemampuan berbicara siswa. Nilai rata-rata siswa meningkat dari nilai *pre-test*: 4.4, *post-test* 1: 5.9, dan *post-test* 2: 6.8. Menggunakan TGT juga meningkatkan keefektifitasan dari kegiatan berbicara dalam proses belajar mengajar. Seluruh siswa mendapat kesempatan lebih banyak untuk berbicara karena kegiatan-kegiatan berbicara tidak didominasi oleh siswa-siswa yang aktif berbicara saja.

Kata kunci: *kemampuan berbicara siswa, TGT (Teams-Games-Tournament)*

People learn foreign language for some reasons. From the reasons they have in learning foreign language, it will come out the motivation from them which can determine their progress in learning language. Harmer (1991:3) said that the motivation that students bring to class is the biggest single factor affecting their success. Similar to Harmer, Edge (1993: 15) has an idea that the key to learning is motivation. Because, the result of the students who have high motivation in learning foreign language rather than the students who have low motivation in learning foreign language will be different. The students who have high motivation are probably easier to teach than those who have low motivation.

Harmer stated (1991:3) that there are two main categories of motivation: extrinsic motivation; and intrinsic motivation. The extrinsic motivation is concerned with factors outside the classroom. The teacher can develop the extrinsic motivation by supporting and encouraging to the students rather than critical and destructive them. While the intrinsic motivation is concerned with what takes place inside the classroom. In order to develop the students' intrinsic motivation, the teacher can use the method by which students are taught must have some effect on their motivation. Besides, the role of the teacher in taking that method is also important. It can be concluded that the teacher's role and the method applied by the teacher in teaching and learning process take an important role in the students' motivation to achieve the goal of learning foreign language.

In learning English, people should learn what a native speaker knows. They should learn: pronunciation, grammar, vocabulary, discourse, and the skills. All of them should be integrated in order to achieve the goal of learning English. The skills in English are differentiated into two which are productive skills and receptive skills. Speaking and writing are referred to as productive skills. Listening and reading are referred to as receptive skills. Meanwhile, Bailey and Savage in Celce-Murcia (2001:103) states that speaking in a second or foreign language has often been viewed as the most demanding of the four skills. Because when people want to speak English, they must know the words that express their meanings and how to put those words in the right grammar so that it can be understood. The function of what they are saying should be appropriate and the pronunciation should be clear and also should be appropriate in their discourse with other people. Those aspects: words, grammar, functions, pronunciation and discourse should be integrated so that people can send the message properly. The fundamental function of learning a language is the ability

of using the language to communicate. Hence, the learners should use the language that they have learned in the class to the world outside.

In fact, the learners have lack opportunity to use English to communicate because the position of English as a foreign language in Indonesia. By having lack of opportunity to practice English, the learners may make many mistakes when producing oral or written form of English. The researcher found the problem encountered during teaching and learning process related to the students' performance while producing oral form, especially in speaking accuracy and fluency. The result of the pre-research and the data obtained through observation, interviewing, questionnaire, and pre-test showed that the students used inappropriate grammar, their pronunciation wasn't intelligible, and their vocabulary mastery was still poor. The students also produced brief language and spoke hesitantly. It can be seen from the mean score of the pre-test result which was 4.4 from the maximum score of 10. In addition, the researcher found out that the students got less model of speaking practice, they also were not motivated to participate actively in the speaking activity and they got less opportunity to practice a lot.

Applying the cooperative learning is a solution to improve the students' speaking skill and also the effectiveness of speaking activity in the teaching and learning process. Jolliffe (2007: 31) says that cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others. Similar to Jolliffe's idea, Ornstein and Lasley, II (2000:323) defines that cooperative learning is an instructional approach gaining in popularity, whereby students work together in small groups instead of competing for recognition or grades.

One of the cooperative learning techniques used by the researcher was TGT (Teams-Games-Tournament). TGT provides the motivating activities by composing the students into teams then the students compete on the tournament tables in relaxing and fun atmosphere. The students can participate actively in speaking activity as well.

According to Slavin (2005:166) TGT has five main components which are class presentation, team, quiz, tournament, and team recognition. In class presentation, the researcher gives the model of speaking practice for the students so that they can acquire the material presented by the researcher well. Then, they are formed into teams where each teams consisted of the students whose high, middle and low achievement. In the team, they work together in solving the problem and correct a miscomprehension made by other teammates. After that, they compete with other

teams on the tournament table in fun and relaxing situation. The students who represent their own team on the tournament table are motivated to contribute the points in order to get the recognition as an achievement for their work. This activity is not dominated by the talkative students only. All of the students get the opportunity to practice speaking. In answering the questions, they have to produce language orally by using the correct grammar; producing adequate and appropriate vocabulary; pronouncing the words clearly; and speaking without too much hesitation. If the students make mistake in producing the language, they will be corrected directly by their opponents on the tournament table, so that they know the mistakes they made.

Based on the above explanation about the problems found in teaching and learning process and the solution to overcome the problem, this article is directed to report the research findings of using TGT (Teams-Game-Tournament) to improve the students' speaking skill.

RESEARCH METHOD

The objectives of the research are to find out whether applying TGT (Teams-Games-Tournament) in teaching and learning process can improve the students' speaking skill or not and to identify whether applying TGT (Teams-Games-Tournament) in the speaking activity is effective or not. The research method used in this research is action research. Kemmis and Mc Targgart in Burns (1999:32) explain that action research occurs through a dynamic and complementary process, which consists of four essential "moments": planning, action, observation and reflection. The researcher applied the four essential "moments" of action research as follows:

1. Planning

In this step, researcher did some activities related to the research, such as: observed the teaching and learning process to identify the problems then selected and developed the technique used to solve the problem; prepared the materials needed in applying TGT (Teams-Games-Tournament).

2. Implementing the Action

The researcher implemented the action based on the lesson plan. In this step, the researcher applied TGT in teaching and learning process especially in teaching speaking.

3. Observing

The researcher observed the students' activities in teaching and learning process by recording the students' activities in teaching and learning process.

4. Reflecting

The researcher did the reflection after carrying the teaching and learning process. The researcher evaluated the process and the result in implementing the action used TGT.

The research was carried out in SMP N 1 Kartasura which was conducted from 29 August to 26 September 2013. The subject of this research was the VIII E grade students of SMP N 1 Kartasura in the academic year of 2013/2014 which is consisted of 32 students, 10 boys and 22 girls. This class was chosen as a subject of the research because the condition in this class was more conducive than other classes based on the researcher's pre-observation. The students in VIII E are cooperative and interested when participating in teaching and learning process.

After conducting the research, the students' speaking skill showed the satisfying improvement. One of the cooperative leaning, TGT, was successfully created fun and relaxing situation which motivated the students to learn language. Motivation is very important in determining the students' progress in learning language. Harmer (1991:3) said that the motivation that students bring to class is the biggest single factor affecting their success. Edge (1993: 15) also has an idea that the key to learning is motivation. Thus the motivation takes an important part in the students' success in learning foreign language.

Harmer (1991:3) says that there are two main categories of motivation: extrinsic motivation and the intrinsic motivation. The teacher can develop the extrinsic motivation by supporting and encouraging the students. The intrinsic motivation of students can be developed by the teacher by using the method which must give some effect on the students' motivation. If they get bored, they will probably become demotivated, whereas if they have confidence in the method they will find it motivating.

TGT is one the cooperative learning consisted of motivating and productive activities in a fun and relaxing situation. TGT was consisted of four activities: teaching and learning process, teamwork, tournament, and team recognition. In teaching and learning process, the teacher presented the material for the students. Then, the students were arranged into teams to learn together with their teammates. The relaxing atmosphere was built in this teamwork activity because the students learned and discussed the worksheet with their teammate. The teacher just monitored

and guided the students' activity. The students worked together with their teammate in solving the problems that they found in the worksheet. They also compared their answers with their teammate in doing the worksheet and corrected a miscomprehension made by other teammate.

After that, the students competed on the tournament table with other teams in a fun and relaxing situation. In the tournament activity, the students were given the opportunities to speak English by competing with their opponents in answering some questions correctly. The students were motivated to answer the questions correctly in order to contribute the points for their team as much as possible to get the recognition team. In answering the questions on the game sheet, the students produced the language orally by using the correct grammar; producing appropriate vocabulary; pronouncing the words clearly. The mistake made by the students in producing the language was corrected directly by their opponents on the tournament table during the competition so that they knew and then corrected the mistakes that they made. By competing in the fun and relaxing situation, the students were motivated to participate actively in speaking practice and acquired English speaking skill.

As Harmer's statement (1991:3), the motivation that students bring to class is the biggest single factor affecting their success. TGT provided the activities which motivate the students to participate actively in speaking practice. As the result, the students' speaking skill improved. The improvement of the students' speaking skill can be seen below:

The mean score of pre-test	The mean score of 1 st post test	The mean score of 2 nd post test
4.4	5.9	6.8

Table 4.9 The mean scores of speaking tests

Based on the result of the tests above, the students' speaking skill improved even the improvement was not significant because the scores that the students got in speaking tests are lower than the passing grade (7.5). However, the improvement of the students' speaking skill included: the using of appropriate grammar in forming the sentences; the students' pronunciation was slight of mother-tongue accent; some of them had good range of vocabulary in arranging the sentences. Even the others still had adequate vocabulary in forming the sentences; all of the students could get

information across. They were more confidence to practice speaking without bringing their note. They practiced speaking more naturally.

Beside the improvement of the students' speaking skill, applying TGT could improve the effectiveness of speaking activity. According to Ur (2009: 120), there are four characteristics of a successful speaking activity: learners talk a lot, participation is even, motivation is high, and language is of an acceptable level. TGT provided the activities which could fulfil those characteristics of a successful speaking activity. TGT could encourage the students to be more active during teaching and learning process, especially in speaking activities by providing the productive activities for all of the students to participate actively and creating the motivating activity in fun and relaxing atmosphere.

Moreover, the students got more opportunities to talk a lot in the speaking activities. The speaking activities were not dominated by the talkative students. In the tournament activity, the students competed on the tournament table with other teams in a fun and relaxing situation. All of the students were given the opportunities to produce the language orally by using the correct grammar, producing the appropriate vocabulary, and pronouncing the word clearly.

Their motivation to join the speaking activities also improved. It could be seen by their participation in the speaking activities enthusiastically. The students were also more confidence to practice speaking without bringing their note. The learners could get information across using relevant utterances and an acceptable level of language accuracy so that it was easily comprehensible to each other.

Meanwhile, the obstacles occurred in the process of teaching speaking skill using TGT and the solutions done by the researcher are described as follows:

1. The researcher got the difficulties in explaining the rules of tournament. For the students who were treated by using TGT for the first time, did the tournament like that was so confusing. In explaining the rules, the researcher asked two students to be the model in doing the tournament. Then, the researcher came to their tables and explained the rules one more time. It took much time because the researcher came from one table to other tables. But for the next tournament, the students had understood the rules well so that the researcher just emphasized the important parts of the tournament rules.
2. In TGT, there was no activity which accustoms the students to practice speaking communicatively so that the researcher designed a communicative activity to

accustom the students' speaking skill. The researcher used role play and surveys as the solution.

3. Based on the guidebook of TGT, the teacher had to give the worksheets and possible answers in teamwork activity. The researcher did what was written on that guidebook. The situation in the classroom was so noisy. Most of the students did not learn the worksheet and the possible answers given. They talked to each other and joked around. Then, for the next teamwork activity the researcher gave the worksheet first and did not give the possible answers yet. The researcher also told them to submit the worksheet after they had finished doing the worksheet so that the students were motivated to answer the worksheet given. The situation in the class was more conducive than before.

CONCLUSION AND SUGGESTION

Based on the research findings, the researcher concludes that using TGT (Teams-Games-Tournament) in teaching and learning process could improve the students' speaking skills. TGT (Teams-Games-Tournament) has some positive sides that could improve the students' speaking skills for instance: (1) TGT provides the activities which motivate all of the students to participate actively so that the speaking activities are not dominated by the talkative student. All of the students get a chance to accustom their speaking skills; (2) the activities in TGT bring the enjoyable, fun, and relax situation. That situation makes the students feel happy in joining English lesson so that they can acquire English speaking skills well; (3) in tournament activity, every student is given the opportunity to speak English. The students must speak in English by using correct grammar, choosing the appropriate vocabularies and pronouncing some words correctly. If they make mistake, they will be corrected directly by their opponents on the tournament table during the competition, so that they know the mistakes they made.

The researcher would like to give the suggestions for those who are closely related to the English teaching and learning. The suggestions given are expected to be useful for the teachers, institutions, and other researchers.

1. For the teachers

In teaching English to the students, the teacher should consider the students' needs and the students' problems before choosing the appropriate technique, method, and media used to teach speaking skills. Providing the productive

speaking practice which is closed to the students' daily life is important for the students to acquire the English speaking skills well. It could be better if the teacher use one of the cooperative learning techniques to achieve the goal of teaching speaking. TGT which is one of the cooperative learning techniques provides the activities which motivate the students to participate in speaking practice actively so that the students' motivation and achievement in teaching and learning process could be optimized. In applying TGT in teaching and learning process, the teacher should be more creative and have many references in adding the individual activities for the students in order to improve the students' speaking skill maximally.

2. For the institutions

The institution should provide the facilities that support the students to acquire English skills well, such as: laboratory, books, internet access, etc. The students need to accustom their English skill as well. The institution can hold an English speaking day around it.

3. For other researchers

The result of this research is expected to be a measuring rod for other researchers to conduct a further research by applying TGT (Teams-Games-Tournament) in teaching and learning process in order to improve the students' speaking skills.

REFERENCES

- Burns, Anne. 1999. *Collaborative Action Research for English Language Teacher*. United Kingdom: Cambridge University.
- Celce-Murcia, Marianne. 2001. *Teaching English as a Second or Foreign Language, Third Edition*. Heinle & Heinle: Thomson Learning, Inc.
- Edge, Julian. 1993. *Essentials of English Language Teaching*. Longman Group UK Limited
- Harmer, Jeremy. 1991. *The Practice of English Language Teaching: New Edition*. Longman Group UK Limited
- Jolliffe, Wendy. 2007. *Cooperative Learning in the Classroom: Putting It Into Practice*. Paul Chapman Publishing
- Ornstein, Allan C. and Thomas J. Lasley II. 2000. *Strategies for Effective Teaching*. The McGraw-Hill Companies, Inc.
- Slavin, Robert E.. 2005. *Cooperative Learning: Teori, Riset dan Praktik*. Penerbit Nusa Media: Bandung
- Ur, Penny. 2009. *A Course in Language Teaching: Practice and Theory*. Cambridge University Press