THE IMPLEMENTATION OF TEAMS-GAMES TOURNAMENTS (TGT) TO ENHANCE STUDENTS' PARTICIPATION IN SPEAKING

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Abstract: This classroom action research aims to find out (1) whether the use of Teams-Games Tournaments can enhance students' participation in speaking; (2) the classroom situation when Teams-Games Tournaments is applied; (3) how the speaking skills improve; and (4) the advantages and drawbacks of implementing Teams-Games Tournaments in the classroom practice. The research was conducted in two cycles at the tenth grade of Garment students of SMK N 3 Surakarta from February to May 2013. The data were collected using observation, video recording, photograph, interview, questionnaire and test. The qualitative data were analyzed using five steps as follows: assembling the data, coding the daqta, comparing the data, buliding interpretation and reporting the outcomes. The quantitative data were analyzed by comparing the mean scores of the pre-test and post-test. The research findings show that the use of Teams-Games Tournaments can enhance students' participation in speaking and make the classroom situation conducive during the teaching learning process.

Keywords: *participation, speaking, classroom situation, teams-games tournaments*

INTRODUCTION

The ability to speak English is very crucial because almost all people from different countries use English as an international language to communicate with each other. There are four language skills that have to be mastered, namely reading, listening, speaking and writing. Among the four skills, speaking skill is the priority and being focused. Speaking is a speech production or two-way process of speaker and listener which involves the ability in using the words in correct order, correct pronunciation, right grammatical form and meaningful context (fluency) and choosing the diction to interact with each other as a means of communication (Mackey, in Nurkasih, 2010: 8). Especially in vocational schools, English learning is more focused on speaking because vocational school graduates are expected to be able to communicate their personal and have professional skills in the industrial global market.

To speak well, students have to fulfill some characteristics of successful speaking activity. One of those characteristics is participation (Ur, 1996: 120). Participation is very important because when students respond to the teacher's or their fellow student's questions, raise queries and give comments, they are actively involved in the comprehensible learning

communication which is essential to language acquisition. When students produce the target language and try to understand it, in fact they are learning to test out the hypotheses they are forming about language (Tsui, 1995: 81). Students who actively participate in class discussions are likely to learn more than students who do not (Weaver and Qi, 2005). It means students will learn more when they are active in discussion or learning process, for instance asking or answering questions and also giving comments. Therefore, active participation is necessary to increase the students' ability in speaking and of course increase their intensity to interact with each other.

There are many causes that make students do not participate in learning process. Several of them are: 1) lack of preparation; 2) shyness; 3) fear of making mistakes and being laughed at; 4) lack of confidence and interest; 5) lack of vocabulary; 6) poor pronunciation and grammar (Hamouda, 2012). All of those causes come from the students themselves. They feel afraid if they look unintelligent to their classmates or the teacher and because of feeling intimidated, it makes students become less inclined to participate.

After conducting the pre-research during PPL, the researcher found but most of students in X Garment 2 had little participation in speaking when learning English. When they should have actively participated in speaking, most of students in class did not feel confident to say something. They were seldom actively involved in speaking. Even if they had question, they seldom asked their teacher, and when the teacher asked a question, they did not answer it quickly; they waited to be pointed first by the teacher. These conditions were worsened by the materials used by the teacher which only came from course books/modules. Teacher used modules as materials and tasks. The media and technique being used in teaching did not challenge the students to speak up so that it did not promote active learning in the classroom.

The researcher identified some causes from the students which led to the low level of students' participation in the classroom activity. Students were afraid of making mistakes and being laughed at by their friends; students did not have enough vocabulary to answer and participated in speaking; and students were afraid of teacher's response/comment when he or she spoke in class.

In this case, the low level of students' participation made their ability especially in speaking decrease too. It can be seen from the result of teacher's interview and students' score that many students could not reach the KKM that is 75. The researcher also found the problems related to the classroom situation during the teaching learning process. The problems are: 1) students often talked with their seat friends, 2) some students looked sleepy during the lesson, and 3) students did not pay attention to the teacher's explanation.

To enhance the students' participation, the researcher used Teams-Games Tournaments (TGT) that belongs to Cooperative Learning Technique. Cooperative Learning is part of a group of teaching/teaching techniques where students interact with others to acquire, practice the elements of a subject matter and meet common learning goals (Macpherson, 2000: 1) and it is used increasingly for teaching children how to

interact effectively (Friend and Cook, 1996: 13).

that places the students in groups so they need to work together (Slavin, 2005: 13).Class was divided into several groups that consist of four or five students with different gender, academic performance, race and ethnicity in order honesty, cooperation, good competition and of course students' participation in language learning process.

Further, Slavin points out that implementing this technique has many advantages, such as: 1) increase the students' attendance in school; 2) increase students' perception that the result is based on their hard work, not from their fortune; 3) make students cooperate with each other, especially in their team; 4) increase the students' participation and students' self-esteem in their social life in the classroom.

The researcher believed that Teams-Games Tournaments is the appropriate method to enhance students' participation in speaking and make the classroom situation conducive during the

Team-Games Tournaments is a type of Cooperative Language Learning that students can work together without any gap and different status. Teams-Games Tournaments also contains game and reinforcement so the learning process can be more relaxing and interesting. It can improve students' responsibility, teaching learning process. Therefore, a classroom action research focusing to solve the problem of lack of participation was conducted with the following objectives: 1) to identify the improvements of students' participation when the researcher implements Teams-Games Tournaments; 2) to analyze what happens to the classroom situation when Teams-Games Tournaments method is applied to enhance students' participation in speaking; 3) to investigate the improvements of students' speaking when Teams-Games Tournaments is applied in learning process; and 4) to describe the advantages and drawbacks of implementing Teams-Games Tournaments method in the classroom practice.

RESEARCH METHODS

This research was conducted from February to May 2013 for doing pre-research, pre-test, implementing the action, doing post-test and post-research.It was carried out at the tenth grade of Garment students of SMK N 3 Surakarta of academic year 2012/2013.

In this research, the researcher used action research method. Action research is a research usually conducted by teacher, administrators, or other educational professionals for solving a specific problem or for providing information for decision making at the local level (Wiersma, 2000: 11) and

subsequently improve the ways their particular school operates, how they teach, and how students learn (Mills, 2000: 5).

Moreover O'Brien (1998) states that action research is "learning by doing" – a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again.

The procedure in classroom action research as defined by Kemmis and Taggart (in Hopkins, 1993: 48) conducted by the researcher were: 1) identifying problems and planning. In this step, the reseacher identified the problems, made a plan and prepared its requirements; 2)

implementing. The researcher carried out the lesson plan and conducted the teaching activities appropriate with the chosen method; 3) observing. In this step, the reseacher observed the students' activities while teaching learning process occured; 4) reflecting. The researcher recited the occurrence in the classroom as the reflection.

In this research, the researcher collectedthe data of students' participation and students' speaking skill by using observation, interview, questionnaire, field notes, photograph, video recording, pre-test and post-test. In analyzing the data, the researcher used descriptive statistic method to analyze the quantitative data by comparing the students' mean scores from pre-test and post-test score. The qualitative data were analyzed by using constant comparative method consisting of five steps: 1) assembling the data; 2) coding the data; 3) comparing the data; 4) building interpretation; 5) reporting the outcomes (Burns, 1999: 166).

FINDINGS AND DISCUSSION

This research was conducted in the tenth grade of SMK N 3 Surakarta. It consisted of two cycles: three meetings for cycle 1 and two meetings for cycle 2.

In cycle 1, the researcher implemented Teams-Games Tournaments technique to improve students' participation in speaking. There are some steps of Teams-Games Tournaments: 1) presentation.In presentation step, teacher explained about the material and students paid attention to the teacher's explanation; 2) teams. Teacher divided class into several teams whichconsists of four or five members in each team with different gender, academic performance, race and ethnicity; 3) games. In this step, students should cooperate with their team to answer the questions given by the teacher; 4) tournaments. Teacher placed the students on the tournament table based on their achievements and they should compete to make their team win; 5) team recognition. In this step, each team got certificate based on their achievement, for example super team, good team, etc.

From the observation result, the researcher found the improvement of students' participation: 1) the students became more enthusiastic and participated more in answering the question, especially in tournament stage. It could be seen from their spirit to raise their hands in order to get a chance to answer the question although it was not their turn; 2) some students asked question to the researcher; 3) in their team, they cooperated to help their friends answering the question and understanding the material; 4) students' speaking ability in pronunciation and vocabulary increased. The improvements of students' participation could be seen in table 1.

From that table, the researcher found the number of students who got score 1, 2, 3 decreased. It means that students who did not participate and tended to be disruptive, and gave negative effect on the participation of others had decreased. Likewise, it happened tothe students who did not voluntarily contribute in discussion and gave only minimal answers when called upon.

The improvement of students' speaking abilityis described in table 2. From that table, the researcher foundthe score improvement from all of the speaking aspects especially in grammar.

After cycle 1, the classroom situation of teaching learning process showed positive result. They are: 1) many

students paid attention to the lesson; 2) the students' willingness to sit in the front desk increased. Formerly, they always let the front desk empty, especially when many students were absent that day; 3) students seldom talked to their friends during teaching learning process; 4) the classroom was noisy because of students' participation, rather than non-academic activity.

In the implementation of cycle 2, the researcher focused more on the game and gave rewards to the more motivated students. Students were more enthusiastic, and their tendency to participate increased. It could be seen from the increased number of students who raised hands to answer questions.

Table 1. The Improvements of Students' Participation

Score	Pre-research (Number of students)	Cycle 1 (Number of students)	Cycle 2 (Number of students)
1	1	-	-
2	11	2	-
3	16	11	7
4	-	15	12
5	-	-	9
Mean Score	2.56	3.46	4.07

In table 1 above, the researcher found the improvements of students participation: no students getting score 1 and 2. Then the students who got score 4 and 5 increased. It means they actively participated in answering question voluntarily.

And the score of students' speaking skill also showed the improvement. It could be seen on table 2, the students' score gradually improved in all of the speaking aspects although many of them still got the scores below the KKM.

Table 2. The Score Improvement of Speaking Aspect

Speaking skill	Pre-research mean	Post-test 1 Mean	Post-test 2 mean
Fluency	15.3	15.5	16
Vocabulary	14.8	15.7	15.9
Grammar	13.8	15.3	16.1
Pronunciation	15.9	16.1	17.9

Table 3. The Improvements of Speaking Score

Points	Pre-research	Post-test 1	Post-test 2
Lowest	40	49	54
Highest	78	77	80

Mean score	59.7	63.5	64.6

The classroom situation in the cycle 2 also showed the improvements: 1) students were more enthusiastic to win the tournaments and get the reward. They competedeach other to answer the questions which were given by the researcher so the classroom situation became noisy because of students' participation; 2) students paid attention to the lesson; 3) students seldom talked to their friends when teaching learning process.

After the action of cycle 1 and 2, the researcher found the strengths and weaknesses of implementing Teams-Games Tournaments to improve students' participation in speaking. The strengths were: 1) Teams-Games Tournaments made them cooperate with each other especially in their team; 2) Teams-Games Tournaments increased the students' participation in the classroom; 3) Teams-Games Tournaments increased the students' confidence and self-esteem. The weaknesses of implementing Teams-Games Tournaments are: 1) it was difficult to divide team based on the intelligence level and the heterogeneous ability; 2) there was a gap between the students who understood the material better and those who did not. Because each student had different ability in mastering the material, the faster one dominated the participation; 3) the implementation of Teams-Games Tournaments spent a lot of lesson time. It was proved that in the end of each meeting the researcher did not have sufficient time to make summary of the lesson.

Teams-Games Tournaments could improve students' participation because this method offered the students' involvement in the class. The students' participation was very important to reach the learning goal. Active classroom participation played an important role in the success of education and students' personal development in the future (Tatar, in Mustapha. S. M&Abd Rahman, 2011: 145). In this technique, students were involved in team-work activity (answering the question) so they could cooperate each other to understand the material and win the game. They could easily understand if they worked or studied with their friends. In addition, the use of game could make students more relax and enjoy in the learning process. This step helped students to understand the material being taught.

Speaking ability is very important for English communication. Moreover in vocational school, English learning is more focused on speaking. Besides improving students' participation, this research was also to improve the students' speaking ability, especially in asking and answering the question.When delivering the question and asking the question, automatically students had to use the words in correct order, correct pronunciation, right grammatical form and meaningful context and choosing the diction or vocabulary so that the students could improve their speaking skill along with the learning process.

Teams-Games Tournaments created good atmosphere in the classroom by conducting an interesting and challenging learning activity. Students were interested to take a part in answering question. They were challenged to win the tournament. In games and tournaments, students were so enthusiastic to answer the question. The implementation of this method made the students attracted, more

relaxed and happy so the classroom situation was livelier.

CONCLUSIONS AND SUGGESTIONS

The result of this action research shows improvements in the students' participation in speaking and the classroom situation. The use of Teams-Games Tournamentsmethod has the strengths and weaknesses when implemented in speaking class.

First, the use of Teams-Games Tournaments could improve students' participation. The students participated in answering questions voluntarily. They competedto raise their hands and answered the questions given by the researcher. The mean score of students' participation increased in each cycle, from 2.56 in the pre-research to 3.46 in cycle 1, to 4.07 in cycle 2. It means that Teams-Games Tournaments could enhance students' participation by its interesting and challenging technique.

Second, Teams-Games Tournaments could improve students' ability in speaking especially in asking and answering the question. In line with the improvement of students' participation, the students' ability in speaking also increased. It could be seen from the mean score of pre-test and post-test from each cycle, which increased from 59.7 to 63.5 to 64.6.

Third, the implementation of Teams-Games Tournaments could make good atmosphere and the class situation livelier. The classroom situation when Teams-Games Tournaments were implemented is: 1) students paid attention to the lesson and often talked to their friend; 2) the students' willingness to sit in front of desk increased; 3) Sometimes classroom was noisy because of students' participation. The implementation of this interesting and challenging method could successfully make the class situation more alive because of the students' enthusiasm.

Fourth, Teams-Games Tournaments method has some advantages and disadvantages. The advantages are: 1) Teams-Games Tournaments made the students cooperate with their team member; 2) Teams-Games Tournaments increased the students' confidence, self-esteem and participation; 3) Teams-Games Tournaments could create the class situation more alive. Meanwhile, the disadvantages of Teams-Games Tournaments are: 1) the difficulty in dividing the team; 2) the limited amount of time in planning and implementing the method; 3) a gap between the students who understand the material better and those who do not.

After the research implementation, the researcher suggests to the following. First, English teachers should find appropriate techniques in order to improve students' participation especially in speaking. One of the techniques that can be chosen is Teams-Games Tournaments. They should be more active and creative in teaching so the students do not feel bored and keep enthusiastic.

Second, students should participate actively and be creative in the learning activity so this method can successfully improve students' participation in speaking.

Third, it is expected that the schools give more attention to the students' participation problems because it is very basic and important to reach the learning goal. Moreover, it is better for the

schools to provide more facilities for the implementation of new teaching technique.

This study is just one effort to enhance students' participation in speaking and to make the classroom situation conducive in learning process. The findings of this research are expected to help other researches, especially the implementation of Teams-Games Tournaments in other skills or area.

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