

ARTICLE

THE EFFECT OF TGT (TEAMS-GAMES-TOURNAMENT) IN SPEAKING SKILL TO THE TWELFTH GRADE SMAN 6 KEDIRI IN THE ACADEMIC YEAR OF 2018/2019



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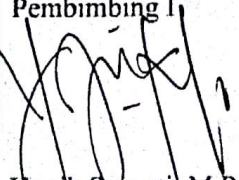

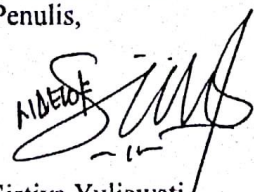
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**THE EFFECT OF TGT (TEAMS-GAMES-TOURNAMENT) IN
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ABSTRACT

This study was designed to investigate the effect of Teams-Games-Tournament technique on students' speaking skill to the twelfth grade SMAN 6 Kediri. The subjects of the research were 33 students that consist of 10 males and 23 females of class XII IA of SMAN 6 Kediri in the academic year 2018/2019. This is pre-experimental quantitative research which one group pre-test post-test design. The data collected by using spoken test. The result of pre-test and post-test with the mean score was 22,545 and standard deviation 9,840, and then the data analyzed using Paired Sample T-test on IBM SPSS Statistic version 23. The result showed that t-score 13,162 with the significance (2-tailed) value was higher than t-table at the level of significance 0.01 which was 2,162. It can be concluded that Teams-Games-Tournament technique has significant effect on students' speaking skill of SMAN 6 Kediri in the aspect of pronunciation, fluency, and especially in the vocabulary aspect. For the teacher who wanted in applying Teams-Games-Tournament technique, it is suggested to apply the procedures of TGT technique appropriately. And for next researcher should analyze another aspect of speaking, it is to know that TGT technique increases all of the aspects of speaking.

KEYWORDS: Cooperative Learning, Speaking Skill, Teaching Speaking, Teams-Games-Tournament Technique.

I. INTRODUCTION

Speaking is an important skill to be mastered by learners in order to communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. Bailey (2004) says speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. From that statement, students have to learn about

aspects of speaking and elements of speaking. There are many students that have not mastered in speaking English. As Rahmawati (2017) found in her research that the students learn all the grammatical items of English, but they cannot use them to express their ideas, feelings, and experiences to others in oral communication. So that, students get low score because of they only speak English in class but not in society, so they are not

accustomed to speaking English. This make fluency in speaking English difficult for them. They also usually lack vocabulary and do not get enough practice in intonation, pronunciation, tone of voice, and stress.

Students always nervous or unconfident when standing in front of the class, because they forgot about vocabulary which relate with the topic that they discussed. It is supported by Nasution & Gurning (2013) study that found most of students said that they have problem in speaking English. They have difficulties in using grammar, diction, and pronunciation. They were also afraid to be laughed if they speak in front of the class and they do not want to embarrass themselves. Another factor was because teacher teaches them by asking the students to read the dialogue in front of the class. These activities do not give any opportunity to the students to express their ideas or opinion directly or it cannot give any contribution to make the students speak fluently, therefore students cannot improve their speaking ability and be passive in teaching learning process.

Those problems also faced by twelfth students of SMAN 6 Kediri. The English teachers taught by using traditional technique, so that the students asked to make a group, then every group was given 5-7 sentences by the teacher, then they

should memorize those sentences in front of the class. Those activities made students not confident with their pronunciation, because teacher did not show how to pronounce well, so that students did not speak fluently. Even though students learned all the grammatical items of English they still did not use them to express their feelings, opinions, ideas, and so on. Here, the researcher did pre-test which students should choose one topic from topics that researcher's given. Students should pass the standard score of English object. The result of pre-test showed every student failed. They did not reach the standard score of English object.

To solve the problem, teachers should find out the suitable teaching technique to be applied in teaching speaking. As stated by Brown (2000, p.16), a technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. So, technique is a structured system that contains an exercise, activity, or task that can be applied in the classroom.

As suggested from Larsen (2011) in cooperative learning teachers teach students collaborative or social skills, so that they can work together more effectively. Moreover, Prasetyo & Sansisca (2013) cooperative learning is an approach that makes maximum use of cooperative

activities involving pairs and small groups of learners in the classroom. It means cooperative learning has an activity that can be used in the class which is students work in group. Cooperative learning has some techniques that can be applied by teacher such as:

1. Students-Teams-Achievement-Division (STAD)
2. Teams-Games-Tournaments (TGT)
3. Team-Assisted-Individualization (TAI)
4. Cooperative-Integrated-Reading and Composition (CIRC)
5. Jigsaw II

Teams-Games-Tournament technique is one technique that can change the atmosphere to be better based on relevant theory and adjusted with the developments in the society, as well as gives contribution to the principle that education should be learner-centered, and it is chosen because it has a unique thing inside it that is the tournament. The concept of tournament may be useful for reviewing the material that is given by the teacher. Colon-Vila (1997) agreed that the Teams-Games-Tournament technique helps EFL learners become more self-confident to express themselves spontaneously and creatively. From that statement, it can be concluded the application of Teams-Games-Tournament can help in students' speaking skill. In this

technique students have to do some stages, Slavin (1985) mentioned there are 5 stages in TGT technique such as:

1. Introductory Class Presentation
2. Team Division
3. Games
4. Tournament
5. Awards Group

II. METHOD

This study used quantitative as the research approach. Donrnyei (2007, p.24) said that quantitative research involves data collection procedures that result primarily in numerical data which is analyzed primarily by statistical methods. The technique of this study was pre-experimental research with one-group pre-test post-test design. The data was collected through spoken test on pre-test and post-test.

This research was carried out at SMAN 6 Kediri which located on Jl. Ngasinan No. 52, Rejomulyo, Kediri, Jawa Timur. The total 33 students consisted of 10 males and 23 females of XII IA 3 class participated in this research. the spoken test was used to measure students' speaking skill. The students had to describe about tourism places. Every student come in front of the class one by one. In this test, the aspects of speaking which being concerned was pronunciation, fluency, and

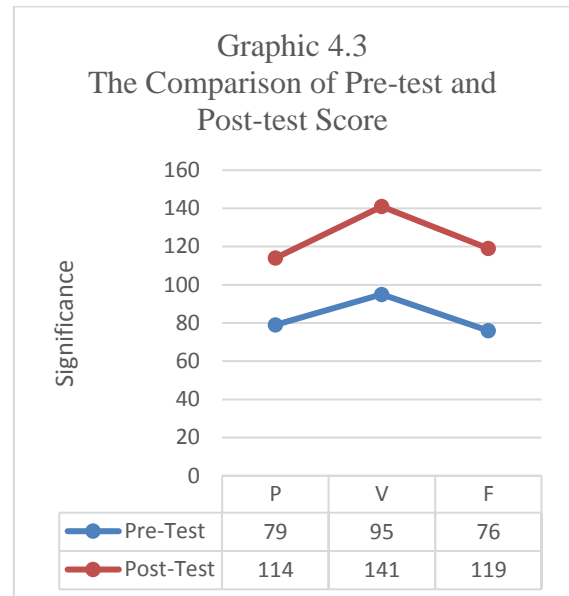
vocabulary. Those aspect are in the range of 1 up to 5 with the maximum score 15.

There were three processes on collecting the data in this research that were pre-test, treatment, and post-test. Firstly, in the pre-test, the students did the spoken test. They had to describe one by one about one title of the topic which researcher's given that is tourism places in front of the class. After the pre-test score collected, the treatment in which Teams-Games-Tournament technique was used as the technique in teaching speaking and it was done in two treatments. The first treatment was done by doing class presentation, team division, and games. This treatment focused on pronunciation and vocabulary aspects. Then, it continued with second treatment which is done by doing tournament and awards group, and the aspect focused on vocabulary, pronunciation, and fluency. The last, post-test was held after all the treatment to measure student's speaking skill after being taught using Teams-Games-Tournament technique.

Finally, the result of the test was analyzed statistically using Paired Sample T-test on IBM SPSS Statistic version 23. It is used to find out whether the mean differences between pre-test and post-test are significant or not in students' spoken test.

III. FINDING AND CONCLUSION

After all the data were collected, it was found that the students' scores were improved. Their scores were improved in the aspect of fluency, pronunciation, and especially in vocabulary. It can be seen in the diagram below.



From the diagram above, it can be seen that there is some increase of each aspects in speaking. The pronunciation aspect increased 35 points after were taught by using TGT technique. The vocabulary aspect increased 46 points in the post-test. The fluency aspect increased 43 points sfter were taught by using TGT technique.

Table 4.5
The Mean Score of Pre-Test and Post-Test
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Paired Sample 1	Posttest	66.91	33	7.954	1.385
	Pretest	44.36	33	9.239	1.608

After the students were taught by using TGT technique, their scores increased. It can be seen from the mean score in the table above. It shows that in the pre-test, the mean score is 44,36. The mean score increased in the post-test which become 66,91. Therefore, the mean score increased 22, 55 points.

To know the effect of TGT technique on twelfth grade students' speaking skill, the data from pre-test and post-test were analyzed using Paired Sample T-test on IBM SPSS Statistic version 23. The result of SPSS calculation can be seen in the table below.

Table 4.7
The T-score of Pre-Test and Post-Test
Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired Samples 1	22.545	9.840	1.713	19.056	26.034	13.162	32	.000

From the Paired Sample Test table above, I can be seen that t-score from pre-test and post-test is 13,162 with degree of freedom

32 in the significance (2 tailed) 0,00. To know the significance rate of TGT technique on twelfth-grade students' speaking skill, see the table below.

Table 4.8
Table of T-test based on Significant 1% and 5%

Df	T-score	T-table 1%	T-table 5%	Significant Ha	Ho
32	13.162	2.738	2.037	Very significant	Rejected

The table above shows that t-score is higher than t-table 1% and 5% in the degree of freedom 32. It means that the significance of Ha is very significant. In the other word, TGT technique gave very significant effect on twelfth-grade students' speaking skill.

IV. CLOSING

From this research, it was known that TGT technique gave very significant effect to twelfth grade students' speaking skill. However, in applying this technique on students' speaking skill, the English teacher must follow certain procedures which are a bit complex. If the teacher does not apply these procedures appropriately, the result may not be satisfactory. The students also can use this to improve their speaking skill in group work. So, they can help each other to correct the vocabulary, how to pronounce, so they can get fluency in speaking. Not only in group work, but also in outside classroom.

Furthermore, researcher suggests to other researcher conduct similar studies with another aspect of speaking skill such as grammar and comprehension, because students not only improve in vocabulary, fluency, and pronunciation, but also, they should comprehend and speak with proper structure. So that, students use proper vocabulary, speak grammatically, pronounce better, and they speak fluently. Other researcher may do with more treatment, because tournament usually in final chapter of material, so in the game stage should do in every week to practice the students' speaking skill. The samples should also involve students with different levels of ability, gender and social backgrounds to get their result. This technique also increases self-confidence, social interaction, group skills and individual responsibility of students even though they are learning in groups.

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