

IMPROVING THE STUDENTS ACHIEVEMENT IN SPEAKING THROUGH TEAMS-GAMES-TOURNAMENT TECHNIQUE

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Abstract

The objective of this study was to investigate whether the application of Teams-Games-Tournament Technique improve the students achievement in Speaking. This study was an classroom action research. The subject of this study was class XI IPA 3 SMA Muhammadiyah 8 Kisaran which consists of 35 students. The study was conducted in two cycles, cycle I consisted of three meetings and cycle II was consisted of three meetings. The instruments for collecting data were quantitative (oral speaking test) and qualitative data (observation sheet and diary note). Based on speaking scores, students' score kept improving in every evaluation and based on observation sheet and diary note, it was found that teaching and learning process ran well. Students could enlarge their thinking process. The result of this study showed that Teams-Games-Tournament improved students' achievement in speaking.

Keywords: *Speaking, Teams-Games-Tournament Technique, Test, Data, Classroom Action Research.*

Introduction

Background of the Study

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The area of English has always become a special interest. It's because of the importance of English in any scope of our lives. Burn and Joyce (1997:54-55)

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state that one of the aims of the most language program is develop spoken language skills and most program aim to integrate both spoken and written language.

In the international relationship, English speaking ability is very important to be able to participate in the wider world of work. The speaking skill is measured in terms of the ability to carry out a conversation in the language. This reality makes teachers and parents think that speaking ability should be mastered by their students and children.

To speak English is not easy because speaker should be able to master a lot of rules in speaking English such as, pronunciation, intonation, fluency, tone of voice, stress, vocabulary, grammatical structure, coherence, using of body language, and effectiveness of communication. Picollo (2010) on his article "Teaching Speaking to English Second Language Students" state that one speaking problem faced by students occurred because they worried about making mistakes, receiving critic or losing face in front of the rest of the class. As prove, based on the writer's observation and interview in SMA 8 Muhammadiyah Kisaran, there are two problems found. First, most of students said that they have problem in speaking English. They have difficulties in using grammar, diction, and pronunciation. Second, some of students are afraid to be laughed if they speak in front of the class and they do not want to embarrass themselves.

Nowadays, in teaching speaking, usually the teacher orients to the student's English book. Teacher teaches them by asking the students to read the dialogue in

front of the class. This problem also happened in the school where the writer doing the observation. 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 English fluently; therefore, students cannot improve their speaking ability and be passive in teaching learning process. Based on the students' mean score, in first and second semester of tenth grade also show that there is a problem in students' speaking skill. The students are said mastering the lesson if they got score up to 70. But there were more students who got the score under 70. It shows that the students' have to improve their speaking achievement. The students mean score can be seen in the table 1.1 below.

Table 1.1 Students Mean Score in the First and Second Semester of Tenth Grade

| Semester | Mean score |
|-----------------|------------|
| 1 st | 63,45 |
| 2 nd | 68,9 |

To solve the problem, the writer tries to find out the suitable teaching technique to be applied in teaching speaking based on the principle for designing speaking technique that in teaching speaking the students should give students opportunities to initiate oral communication and also providing intrinsically motivating technique (Brown, 2001: 275). So the writer is interested to use Teams-Games-Tournament in this research.

Teams-Games-Tournament is one of technique to teach speaking skill to the students. TGT provide an English-speaking environment where the students can develop their speaking skills in a relaxing and interesting way. Through the

Teams-Games-Tournament technique, students' speaking skill develop by doing games and tournaments, students learn not asking and answering questions mechanically, but interacting with the others and applying what they have learnt to ask and answer questions intelligibly responding to the audience's needs. Games were chosen as the students expressed that they enjoyed playing games very much; therefore, the speaking activities in TGT were designed in a way that the students get to speak up and exchange their ideas in order to play the games/tournaments. TGT also allows the teacher to use competition in a constructive/positive atmosphere. Competition is something students deal with all the time, and TGT gives them rules and strategies to compete as individuals after receiving help from their teammates. They will develop dependence or trust in their home team that allows them to feel confident when they compete in the tournament.

Eunice Kit-Lam Tang (2001) writes in his article "Developing Speaking Skills with Games: Towards A Co-Operative Learning Approach" learning speaking through games seems to be an effective way to develop speaking skills for young learners. Not only are games an important part of their everyday life, the game setting also allows students to co-operate and interact, a natural way for developing speaking skills. When the students speak to prepare and run the games, they are not just answering questions or asking questions, but interacting with the others by making suggestions, responding to others' suggestions, asking questions and evaluating the answers from the others. The researcher believes that

Teams-Games-Tournament is effective and interesting for students to improve their speaking skill.

This research conducted to investigate how the Teams-Games-Tournament can significantly improve the student's speaking skill, particularly to find out an empirical evidence of applying Teams-Games-Tournaments in teaching speaking by conducting treatment. In this research, the researcher will choose Expressing Opinion as the lesson topic. Expressing opinion in English is very important for every time we want to express our idea.

Research Question

In relation to the background of the study, it is necessary to formulate the problem of this research as the following "Does Teams-Games-Tournaments Technique improve students' speaking achievement on Expressing Opinion?"

Conceptual Framework

Speaking is one of communication tools where the speakers talk in order to have some effects on their listeners, what they say and what they listen as the result of sharing information, intention, feeling, and idea. Speaking not only deals with producing the words but also deals with paralinguistic elements of speech such as pronunciation, vocabulary, structure, and fluency and feeling interactively with other speaker of language.

The goal of teaching speaking skill is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest, but in fact there are many students speak hesitatingly, inactive, and

even choose to be silent. So, teacher should use a new way to solve the problem in order that the students enjoy and understand the speaking teaching and learning activity.

In applying Teams-Games-Tournament, the researcher use Expression Opinion as the topic. For the first activity the teacher presents a lesson, students then work within their teams. During team study, team member's tasks are to master the material teacher presented and help their teammates master the material. The teacher then organizes the games. Then students play the games. The Games are played at tables of three students, each of whom represents a different learning team. The students attempt to give their opinion about some topics in the games. Students who can deliver their opinion get score. Then, students who win the game play tournament, the tournament played at the end of the week after games1 and games 2. The team who get the highest score is given a reward by the teacher.

Teams-Games-Tournament as one of technique in teaching learning activity is an interesting way to learn English. Teams-Games-Tournament can change the dynamic of class and rejuvenate students and help them to learn more effective, fun, and enjoyable.

Learning speaking through games seems to be an effective way to develop speaking skills for young learners. Not only are games an important part of their everyday life, the game setting also allows children to co-operate and interact, a natural way for developing speaking skills. When the children speak to prepare

and run the games, they are not just answering questions or asking questions, but interacting with the others by making suggestions, responding to others' suggestions, asking questions and evaluating the answers from the others.

The use of TGT model in teaching learning process is more effective than the others because by using this technique, the students more active and they can show their ability to defend their group. So, they can focus on the subject and do not feel bored. So it is expected that the use of TGT model in teaching speaking significantly improve students' skill in speaking.

Research Method

This research was Classroom Action Research. Classroom action research (CAR) was very effective to help teacher to reflect on their teaching and to come up with their own alternative to improve their practice. It was aimed at improving students' learning result and the outcomes of teaching process.

The reason for performing action research felled into three categories: to promote personal and professional growth, to improve practice to enhance students learning, and to advance the teaching profession.

In this research, each cycle was done in four steps, namely planning, action, observation, and reflection. This research applied two cycles.

The subjects of this research were the second grade students of SMA Muhammadiyah 8 Kisaran. There were six parallel classes. Each class had different number of students. The class chosen as the object of this research was IX-IPA 3 and it consisted of 35 students.

This study applied quantitative and qualitative data. The quantitative data were taken from the mean of students' score in taking oral test. The qualitative data were taken from diary notes and observation sheet

Result and Discussion

This study applied quantitative and qualitative data. The quantitative data were taken from the mean of students' score in taking oral test. The students were asked to do oral test in games/tournament by giving their opinions about some topics. The qualitative data were taken from diary notes and observation sheet. Thus research was conducted in one class with 35 samples. The class was XI IPA-3. The research was accomplished in two cycles. Every cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle and second cycle was conducted in three meetings, so there were six meetings altogether.

They were tested seven times; namely test I in the first meeting of cycle I, test II in the third meeting of cycle I, and test III in the third meeting of cycle II. From the entire test and the teaching process conducted, it was found that the students' score kept improving from the test I to the test II and III. The students' score in the test I was lower than test II, the test II was lower than post-test III. Students' speaking was scored by calculating five component scales: pronunciation, grammar, vocabulary, fluency, and comprehension.

The students were said mastering the lesson if they got score up to 70. The percentage of the students who got the points up to 70 can be seen in the table 4.2 below.

Table 4.2 The Percentage of the Students Who Got Points Up To 70

| Oral Test | Percentage |
|-----------|------------|
| Test I | 0 % |
| Test II | 8,57 % |
| Test III | 65,71% |

In the Pre-Test I, there was no student who master the speaking well. In the test II, there were 3 students who got the scores up to 70. In the test III, there were 23 students who got the scores up to 70.

The students' achievement in the three tests had variation. In pre-test the lowest score was 44 and the highest one was 57. In test II, the lowest score was 49 the highest one was 71. In test III, the lowest score was 58 and the highest one was 83. The comparison of the students' score in speaking test can be seen in the table 4.1 below.

Table 4.7: The Comparison of the Students' Score in the Three Competence Test

| Name of Test | Test I | Test II | Test III |
|---------------|--------|---------|----------|
| Lowest Score | 44 | 49 | 58 |
| Highest Score | 57 | 71 | 83 |
| \bar{x} | 49,6 | 59,94 | 69,85 |
| N | 35 | 35 | 35 |

Where : \bar{x} = mean

N = Number of Students

The mean of students' score in the last meeting showed that the highest scores were achieved by the students. Furthermore, by considering that the students' score have been achieved in the highest point when the students had been thought after two cycles of TGT.

The result of this research, it was found that that Teams-Games-Tournament Technique was able to improve the students' achievement in speaking. By applying this technique, the the students' speaking score kept increase from pre test to the last test of cycle II. we can see the improvement of the score from the mean of students score, where in pre test the mean was 49,6, in cycle I was 58,74 , in cycle II was 66,97. The obtaining higher score was based on the activities designed to make the teaching process more excited, active, and enthusiastic to follow the teaching process by doing games and tournament. The qualitative data were taken from diary note and observation sheet also showed the students' interest in speaking increase because they could share their knowledge and express their opinion each other in their team and games.

Conclusion and Suggestion

Conclusion

After analyzing the data, it was found that the students' speaking scores increased from the test I to the test II and the test III. It means that there was an improvement on the students' achievement in speaking by applying Teams-Games-Tournament Technique. The analysis of quantitative data stated that the scores improved from the test I until the test III. Moreover, it was also proved

through the diary note and observation sheet which indicate that there was an improvement in learning result after applying Teams-Games-Tournament Technique in the class. Therefore, Teams-Games-Tournament Technique significantly can improve the students' achievement in speaking.

Suggestion

Related to the conclusions above, some points are suggested for English teacher, students, and readers.

- a. For English teacher : It is suggested to use Teams-Games-Tournament Technique in teaching speaking because these activities help the teachers in monitoring and make the teaching learning process more interesting.
- b. For the students : It is suggested to be more confident to speak and excited to learn speaking. They should not be worried and afraid to make mistakes in speaking. The students should practice more to speak and Teams-Games-Tournament Technique can help them practice their speaking in fun way.
- c. For all the readers : It is expected that this research can contribute a good understanding on how to improve the students' achievement in speaking through Teams-Games-Tournament Technique.

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