The Effect of Team Game Tournament to Improve Students' Speaking Ability at the Second Grade of SMPN 2 Padang

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Abstract. The problems of this research were students' lack of vocabulary, lack of pronunciation, lost confident, a fear of making mistakes, and speaking English is difficult to learn. This research aimed to find out how the TGT method improves students' speaking ability and the significant factors in using the TGT method at SMPN 2 Padang. This research used purposive sampling and VIII.5 as sample in the classroom. This research used qualitative research design and Classroom Action Research approach that consisted 2 cycles, and has four stages, namely; planning, action, observation, and reflection. The instrument of this research was test; pre-test and post-test, observation sheet, and questionnaire. The research results showed a significant increase in students' speaking ability, the improvement of percentage was 18.75% from pre-test to post-test II. The questionnaire revealed that 88.12% of students preferred learning with intrinsic motivation, which showed that the importance of motivation in the learning process.

Keywords: Team Game Tournament Method, Speaking Ability, Cooperative Learning, Improvement.

1. INTRODUCTION

Speaking is one of English language skills which allow people to communicate effectively. By speaking, people can interact with two or more people in English language to share some informations, ideas, opinions and feelings through verbally. Speaking needs listeners and speakers to give and receive each other to create understanding. Having a good speaking, it will help people learn useful language for everyday communication. Rayhan (2014) claims that speaking is also the most natural way to communicate. The phenomena that the researcher sees in pre-observation that conducted on 23rd July – 06th August 2023, some of students do not want to speak English. Because, the students already thought that speaking English is difficult to learn, get afraid or anxiety first to share their felt, ideas, or opinions to people. The most difficult aspects of learning to speak were a lack of vocabulary, a lack of pronunciation, a lack of confidence to speak, and a fear of making mistakes when speaking. Furthermore, some students understand the English language very well but then feel difficult and uncomfortable when students have to speak English. Because, students are too shy to speak English and share students' thoughts and ideas because students are worry of pronouncing words incorrectly. As a result, students lost confidence and realize that the students of the class lacked motivation in speaking English.

Therefore, the teachers need to provide classroom activities to stimulate the use of English as much as possible not only inside but also outside classroom where students have real-life communication, authentic activities, and meaningful tasks that promote verbal

language. Fatika (2022) states that the English teachers should use a variety of appropriate methods to improve students' speaking ability, improve students understanding of English and make learning in the classroom interesting so that students are not bored as well as students are more interested in learning English. Several activities which can be implemented in teaching speaking, such as by role play, jigsaw, think-pair-share (TPR), team game tournament (TGT), so on. These activities make students more active in the learning process and at the same time make students learning more meaningful and fun for students.

2. REVIEW OF RELATED LITERATURE

Definition of Speaking Ability

Speaking is one of productive skills, which is considered important in communication. According to Nunan cited in Sari, C. P., & Dania, R. (2023), speaking ability is a crucial component of any curriculum meant to teach students learning English. It means that speaking as the primary mode of communication is an important component of the curriculum in every school, and students instruct to learn English to develop pronunciation and make sounds that match the pronunciation. Through speaking, students can convey information, share ideas, and maintain social relationship. In English learning as foreign language, there are four basic language skills: listening, speaking, reading and writing. Therefore, teaching speaking is one of the most important things that teachers need to have creativity to be a good performing teacher and to help the learners easily understand the given material in the classroom. Setiawan et al., (2019) claims that teaching speaking skills in English as a foreign language needs good treatments to give good results for the learners. On the contrary, the teachers do not have good treatment in teaching speaking, which will influence the bad result in the speaking performance of the learners. In this case, teachers will always be challenged to create a good treatment in teaching speaking.

On the other hand, Sholihah (2016) states that the goal of teaching speaking skills is communicative efficiency. This means that students should be able to make themselves easily understood, using their current proficiency to the fullest. Students should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and observe the social and culture rules that apply communication situation. Therefore, students need to build a motivation in themselves. Motivation is a basic factor in language learning so that no teacher can avoid paying attention to the students' motivation. Therefore, teachers and students also pay more attention to motivations, which can encourage students to actively learn English (Long et al. cited in Novia, Y., Rozimela, Y., & Zaim, M. (2022). By getting motivation students will be

spirited in learning, so students will be motivated to students English well. Because, motivation those students bring into students' life is the biggest single factor affecting students' success in learning English, especially in speaking ability.

According to Harmer (1991) expresses that motivation can be divided into two main categories: extrinsic and intrinsic. Extrinsic motivation involves factors external to the classroom, while intrinsic motivation focuses on what happens within the classroom. To enhance extrinsic motivation, teachers should provide support and encouragement to students rather than criticize them. On the other hand, developing intrinsic motivation requires teachers to consider how their teaching methods impact students' motivation. Therefore, the teacher's role and the methods used in the teaching and learning process play a crucial role in students' motivation to succeed in learning a foreign language especially in speaking English.

Assessment plays an important role in the process of learning. The types of assessment is asking the students to do determine how students will approach the learning task and what study behaviors they will use. Masruria, W. W. (2021) suggests that the main focus in this research is how teachers can assess students speaking ability skill. Therefore, Masruria, W. W. (2021) tells that speaking must develop grammar, vocabulary, pronunciation, fluency, and comprehension. Wood (2022) claims that assessment then becomes a lens for understanding student learning, identifying invisible barriers, and helping us to improve our teaching approaches.

Based on the explanation above, teaching speaking means teach the students to produce or create a word or sentence through English language as verbally. It can be seen through how to pronounce a word well, also about grammar, or vocabulary that students be able to produce the words or sentences as naturally. Teaching speaking should give the students some of good treatments who makes the students be able to do conversation by people around without felt nervous or anxiety to express the students' ideas also to build motivation in students' life to be brave to speak English.

Cooperative Learning

Cooperative learning is an educational learning strategy based on developing a practice in small groups focused on achieving a common goal. The cooperative learning aims at improvement academic achievement, increased sense of tolerance and respect for differences, and builds students' social skills. Arend in Wisudawanti and Sulistyowati (2014) mention that cooperative learning is a learning model that can improve students' academic achievement and social attitudes through collaboration among them. According to Widhiastuti, R., & Fachrurrozie, F. (2014), learning with this model will stimulate the activeness of students,

because in the TGT method, there are no students who do not actively voice their opinions, students with the ability of lower groups or higher groups to work together to solve the problems given in learning.

From the explanation above, cooperative learning involves structuring classes around small groups that work together in such a way that each group member's success is dependent on the group's success. And wants the students can learn in groups with their friends by respecting each other's opinions and providing opportunities for other people to express their opinions as a group. It is a method of instruction that has students working together in groups, usually with the goal of completing a specific task.

Definition of Team Game Tournament

Team game tournament is the type of cooperative learning which is easy to implement. According to Jaya et al., (2016), TGT method is a cooperative learning model that places students in study group consisting of 5 to 6 students who have different abilities, gender, and ethnicity or race. Learning activities with game design in the TGT model of cooperative learning allows students to learn more relax in addition to fostering responsibility, honesty, cooperation, healthy competition, and learning involvement.

Moreover, TGT method is one of learning model that package into fun game cooperation which can enhance students' learning activities both cognitive and psychomotor, enhance students' understanding of the material and increase learning motivation. TGT method technique is useful for improving students' achievement, involvement, and motivation. It is in accordance with what Slavin cited in Rahmawati (2017) has stated that the positive interdependence created by groups help to improve the motivation in the group.

Implementing TGT method not only enhances students' speaking ability but also increases the effectiveness of speaking activities. According Ur cited in Fajriya, N., Asib, A., & Susilohadi, G. (2017), four key elements of a successful speaking activity include: learners talk a lot, participation is even, motivation is high, and language is of an acceptable level. TGT method provides the activities which could fulfil those characteristics of a successful speaking activity. TGT method has the potential to inspire students to become more actively in the teaching and learning process, especially during 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.

According to Slavin E cited in Hilmi, A. T., & Etika Rachmawati, M. (2018) that there are four stages in TGT type cooperative learning. First, introductory class presentation; the teacher gives explanation about the materials included about TGT technique to the students.

Second, team division; the students work in groups of 4 to 5 people in different academic ability, gender, race, or ethic. Third, games: the students do a game based on the teacher's explanation. Fourth, tournament; this game helps the students to compete to each other because competition among teams needed to develop students' team work. Fifth, team awards group; the team with the highest score would receive a reward.

3. RESEARCH METHOD

Research Design

In this research, the researcher used qualitative method design. Qualitative method is an action based on quality. Therefore, qualitative research was a research that emphasizes more on the quality of identity. According to Moleong (2017), qualitative research is research that intends to understand the phenomenon of what the research subject such as behavior, perception, motivation, action, and others holistically and by way of description in the form of words and language in a special natural context by utilizing various natural methods. Therefore, to carried out further research, an approach needed with the aimed of helping made research easier and smoother. The researcher used Classroom Action Research approach. Madya (2013) expressed that Classroom Action Research is a kind of intervention done to teaching and learning process based on real problems found and faced by the teachers in teachers' classroom. Classroom Action Research was one of the efforts that teachers can make to improve the quality of teachers' roles and responsibilities, especially in managing learning. Riadi (2019) stated that Classroom Action Research is the form of research that occurs in the classroom is in the form of certain actions taken to improve the teaching and learning process in order to improve learning outcomes that are better than before.

Population and Sample

In this research, the researcher chose the second grade students of SMPN 2 Padang as the population. Population can be defined an aggregate or totality of objects or individuals regarding which inferences were made in a sampling study. According to Kindy, et al (2016), population meant the total number of units (individuals, organizations, events, object, or items) from which samples selected for measurement. In this research, the researcher chose the second grade students of SMPN 2 Padang as the population. The total number of the population was 256 students who consisted of 8 classes.

In this research, the researcher was using purposive sampling to determine the sample of this research. According to Kusmayadi and Sugiarto (2000), purposive sampling was that the researcher as a research instrument determined informants who can provided information

related to the problem studied. From the table above, the researcher chose 8.5 as the sample for the research. That consist of 32 students, there are 16 female students and 16 male students.

Instrument

The instruments in this research were speaking test, observation sheet, and questionnaire. Sugiharto (2018) says that instrument is a tool used to measure observed natural and social phenomena. The goal was to collect data or information and analyzed data that was useful to answer research problems. The researcher was using test, observing, and questionnaire; test to find out the students' score, observation uses observation paper to observe students' activities in learning process speaking, and questionnaire to find out the response of the students toward the effect of Team Game Tournament method.

4. FINDINGS AND DISCUSSION

Result

This research carried out at SMPN 2 Padang in the 2024/2025 academic year. This research was Classroom Action Research design, which focused on VIII.5 who has 32 students that consisted 16 male students and 16 female students. This research focused on improving students' speaking ability through TGT method. This kind of data analyzed by using qualitative research.

This research consisted of five meetings who included 1st meeting for pre-test. Then, continue 4th meetings for implementing TGT method. There were two cycles in this research, each cycle has four stages namely; planning, action, observation, and reflection. Then, each cycle has two meetings and every cycle has a post-test result. The researcher applied pre-test and post-test to collect data. Researcher provided a picture in question form. Each test consisted of five questions and assessment by rubric scoring of speaking ability.

This research aimed to improve students' speaking ability and students' motivation through TGT method for class VIII.5 of SMPN 2 Padang for the 2024/2025 academic year. This research was a qualitative data research with the classroom action research approach. Sample of data was done by using purposive sampling technique.

Data Analysis

Results and Interpretation of Pre-test, Post-Test cycle I, and Post-Test cycle II

This research was in pre-test, post-test cycle I, and post-test cycle II. This research has proven that TGT method is effective for improving students' speaking ability and also to see the average comparison of students in improving students' speaking ability through the TGT

method. It can be seen in the table below of increasing students' scores from pre-test, post-test cycle I, and post-test cycle II:

Table 1

Students' Score of Pre-Test, Post-Test Cycle I, and Post-Test Cycle II

No.	Students' Name	Pre-Test	Post-Test I	Post-Test II
1	AFK	50	75	90
2	ASM	50	80	90
3	AQF	75	90	100
4	APC	50	70	90
5	ASY	50	70	90
6	AA	60	70	95
7	DZ	50	65	70
8	DNP	50	70	80
9	FHH	75	75	90
10	FAG	40	80	95
11	FM	50	70	85
12	HJ	40	70	70
13	KJN	50	65	85
14	KKA	60	65	80
15	MAA	50	75	90
16	MFK	40	70	90
17	MRK	60	75	80
18	MN	75	70	80
19	MPR	50	80	90
20	MS	40	65	90
21	NSD	50	75	90
22	PN	40	80	85
23	QH	50	80	90
24	QED	50	80	90
25	RFK	50	75	90
26	RAS	50	75	85
27	RHA	50	75	80
28	RN	60	90	100
29	RRA	75	85	95
30	RRA	65	75	95
31	SR	50	80	85
32	YA	60	85	90
	Total	1715	2405	2805

| Average | 53.59 | 75.15 | 87.65 |

According to the Minimum Completeness Criteria Standard (KKM) for English subject at the school was 75. The researcher was using the mean by Jamhar & Dkk., (2018), formula as follows:

$$\bar{x} = \frac{\sum X}{N}$$

Where:

$\bar{x}$: mean

$\sum X$: the total score of all students

N   : number of participants

Here was how to calculated the formula to find out the percentage of students success through TGT method to improve students' speaking ability, it can seen in below:

Table 2

Percentage of Pre-Test, Post-Test I, and Post-Test II

Formula of Percentage	Pre-Test	Post-Test I	Post-Test II
$P = \frac{f}{N} \times 100\%$	$P1 = \frac{4}{32} = 0,125 \times$ 100% =12,5%	$P2 = \frac{20}{32} = 0,625 \times$ 100% =62,5%	$P3 = \frac{30}{32} = 93,75 \times$ 100% =93,75%

From pre-test to post-test I and post-test II, it increased by around 18,75%. From the explanation above, the researcher can see that the value of cycle II is greater that pre-test and post-test I. it can be concluded that the using of TGT method can improve students' speaking ability of class VIII.5 of SMPN 2 Padang and also target achievement of indicator success has achieved which is 90-100%.

Observation Sheet Result

After the action stage, the next stage is direct observation using the observation format that has been prepared and conducting research on the results of the action. This observation is based on students' learning motivation in using the TGT method. This observation was carried out by the researcher who was the teacher in the class.

Table 3

Observation Sheet

No	Indicators	Note
1.	TGT method used by teacher can help students' speaking ability.	The TGT method can help students with their speaking ability without students feeling awkward anymore.
2.	TGT method has a good impact to the students in English learning.	The TGT method can reduce debated between group friends, so that students can respect each other.
3.	TGT method is an interesting and fun method in learning process.	The students were enthusiastic about learning English and students can participate in improving students' speaking skills in class.
4.	TGT method can build positive vibes in circle of friends.	The students can better practice their cooperation, cohesiveness, and help in the learning process.
5.	TGT method can make students collaborate with other friends in learning process.	The students can uphold togetherness where students collaborate, unite one thought/opinion.
6.	TGT method encourage students to be more courageous in having conversation in English.	The TGT method can encourage students' courage in speaking, where students have their own responsibility to answer the questions that have been given.
7.	TGT method can improve speaking ability in English learning process.	The TGT method can improve students' abilities well than before, because the students more relax to speaks English in the classroom.
8.	English lesson is very fun, especially in speaking aspect.	The majority of students were happy and comfortable learning English. Students wanted to try to learn to speak English.
9.	TGT method can avoid anxiety in speaking ability.	The TGT method can overcome students' anxiety in speaking English, where their group friends can help and provided support to their friends, so that students can overcome anxiety in speaking English.
10.	TGT method is easier to implement.	The application of the TGT method was easy to apply, students can slowly accept their group friends well, although there was still a small possibility that students will not be able to accept/socialize with their group friends.

This observation sheet was a record of the results of observations observed by the researcher as a teacher and also as an observer. This observation sheet contained records of the learning process that was observed as it was according to what happened in the action process which included student activities and environmental conditions in the learning process by

using TGT method to improve students' speaking ability.

Result and Interpretation of the Questionnaires

There was a slight difference between intrinsic motivation and extrinsic motivation. Class VIII.5 students tend to have intrinsic motivation, where these students want to learn and understand English of students' own accord without any element of forced, and the students want to learn and want to improve their speaking ability through the TGT method. However, it cannot be denied that students have extrinsic motivation, where students want to do something based on support or direction from around them. Students want to do this without any unfavorable criticism which can affect the learning process in the classroom.

Table 4

Percentage of Factors

Factors	Statements	Percentage	Mean
Extrinsic	1	86.71%	86,71%
	2	87.5%	
	3	85.93%	
	4	83.59%	
	5	89.84%	
Intrinsic	6	89.84%	88,12%
	7	89.06%	
	8	87.5%	
	9	88.28%	
	10	85.93%	

Therefore, it showed that statement number 1 until 5 reached 86,71% by using TGT method in the classroom. Meanwhile, statement number 6 until 10 reached 88,12% by using TGT method in the classroom. From the two motivations above, intrinsic motivation is higher than extrinsic motivation.

Discussion

The data was shown in Research Finding will be discussed in this part. The data have been shown in previous part were obtained from students of VIII.5 of SMPN 2 Padang. The data were taken from 24th July 2024 – 07th August 2024. The discussion deals with the answers of research questions about the how TGT method improve the students' speaking ability and any significant factors of using TGT method to improve students' speaking ability at the second grade of SMPN 2 Padang. The discussion will begin with a discussion of how TGT method improve the students' speaking ability. After the first research question was discussed, the question will be continued by discussion of any significant factors of using TGT method

to improve students' speaking ability at the second grade of SMPN 2 Padang.

Researcher conducted research without subject-teacher supervision, because the researcher in the class as an English teacher also as an observer in this research. The first step taken by researcher was to ask the students whether they had studied degree of comparison before. Then, the researcher began to explain the material; definition, types, patterns, and moving from understanding to examples of degree comparison. The researcher explained that the material came from teaching materials that had been made before. Following the explanation of the material, the researcher asked to the students if students understood the explanation of material and invited them to ask questions. After the researcher was explaining the material, the next step is took a pre-test by giving a piece of paper that has some pictures to describe as orally in degree comparison; positive, comparative, and superlative. Individually, students create a degree comparison sentences in English as directly, but if the students difficult to say as directly, the researcher allowed to the students to write on students' sheet first, then the students have to answer as orally.

The result obtained by the researcher on the pre-test showed that the majority of the 28 students get low scores. The highest score of pre-test is 75, and the lowest score of pre-test is 40. In terms of percentage, there were 23 students (71,87%) get under score 75, 4 students (12,5%) get above score 75, and 5 students (15,62%) get under score 50. Besides that, in pre-test the researcher founds some problems and weakness, the researcher wanted to improve students' speaking ability on VIII.5 of SMPN 2 Padang.

Continuing at the last learning meeting was giving a post-test. The purpose of this test was measure students' achievement after researcher tried to improve students' speaking ability. The special method that researcher used Team Game Tournament method. The result of the study showed that more than half of the capacity of VIII.5 students' score above 75. In the post-test, the researcher found that the highest score was 100 and the lowest score is 70. In terms of percentage, there were 3 students (87,5%) get score above 75 which is 85-100, 2 students (6,25%) get score 75-84, and 2 students (6,25%) get score under 75 which is 56-74. Then, classified as "excellent", "good", "fair", and "poor" based on the students' score achievement.

A comparison of the percentage between the pre-test and post-test is also a reference to determine whether the overall students' achievement has increased or not. Judging from pre-test, only 4 students (12,5%) get score 75-84, while in the post-test there were 30 students (93,75%), so it can be seen which one is higher. In this way, the speaking ability of class VIII.5 students of SMPN 2 Padang as a whole has increased after using TGT method.

In addition, the increase in students' speaking ability was also evidenced by the higher average score that the researcher found. The pre-test is 53,59%, meanwhile post-test is 87,65%. So, the post-test has shown that a higher score that the pre-test. So, the average analysis score increased.

Based on the research results found in the data above, the researcher concluded that students' speaking ability have improved by using TGT method well. According to Ur (1991) states that four key elements of a successful speaking activity include; learners talk a lot, participation is even, motivation is high, and language is of an acceptable level. TGT method provides the activities which could fulfil those characteristics of a successful speaking activity.

This is what Widhiastuti, R., & Fachrurrozie, F. (2014) state that learning with this model will stimulate the activeness of students, because in TGT method, there are no students who do not actively voice students' opinions, students with the ability of lower group or higher group to work together to solve the problems given in learning.

Continued for the second research questions, which was about any significant factors of using TGT method to improve students' speaking ability. The researcher has used questionnaires to gathering data that consist 10 statements, and 4 options answer choices, there were strongly agree (4), agree (3), disagree (2), and strongly disagree (1). The questionnaires prefer about students' motivation in learning process. The motivation itself has two types, there are; extrinsic and intrinsic. The researcher has given the questionnaires after conducted cycle I and cycle II to saw all students' activities, improvement, and factors that students prefer when learning process by using TGT method. The result of questionnaires were 86,71% students prefer learn in extrinsic motivation, and 88,12% students prefer learn in intrinsic motivation. There is a slight difference between intrinsic motivation and extrinsic motivation. But from the two motivations, intrinsic motivation is higher than extrinsic motivation. It can be concluded that the importance of motivation in learning can influence the student's learning process by using TGT method. TGT (Team Game Tournament) technique is useful for improving students' achievement, involvement, and motivation. It is in accordance with what Slavin cited in Rahmawati (2017) has stated that the positive interdependence created by groups help to improve the motivation in the group.

5. CONCLUSION AND SUGGESTION

Conclusion

From pre-test to post-test I and post-test II, it increased by around 18,75%. From the explanation above, the researcher can see that the value of cycle II is greater that pre-test and

post-test I. It can be concluded that the using of TGT method can improve students' speaking ability of class VIII.5 of SMPN 2 Padang and also target achievement of indicator success has achieved which is 90-100%.

On the other hand, which was about any significant factors of using TGT method to improve students' speaking ability. The researcher uses questionnaires to gathering data that consist 10 statements, and 4 options answer choices, there were strongly agree (4), agree (3), disagree (2), and strongly disagree (1). The questionnaires prefer about students' motivation in learning process. The motivation itself has two types, there are; extrinsic and intrinsic. The researcher has given the questionnaires after conducted cycle I and cycle II to saw all students' activities, improvement, and factors that students prefer when learning process by using TGT method. The result of questionnaires were 86,71% students prefer learn in extrinsic motivation, and 88,12% students prefer learn in intrinsic motivation. There is a slight difference between intrinsic motivation and extrinsic motivation. But from the two motivations, intrinsic motivation is higher than extrinsic motivation.

Suggestion

Based on the research conclusions above, some suggestions will be directed to English teachers and other researchers.

1. For English teachers

This study suggested that the teacher has used the TGT method as a method to improve students' speaking ability. In addition, the TGT method can also make learning fun, enjoy, and can help students learn English well.

2. To other researchers

This research focused on improving students' speaking ability by using TGT method. There are still many activities that can be used to teach speaking lessons. For other researchers, it is necessary to find and try other activities so that learning activities are more variety. Furthermore, in conducting similar research, materials and assignments can be modified based on students' learning abilities and interests.

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