

CHAPTER 1

INTRODUCTION

A. Background of the Study

In a learning process, there are several components of learning, including those that cannot be separated, namely teachers and students. Because learning is essentially also a process of interaction between teachers and students, both direct interaction. Therefore, every teacher needs to understand well the role and function of methods and strategies for implementing the learning process in order to attract students' interest and attention in learning. Therefore, it is necessary to develop a cooperative learning model in order to create a communicative learning atmosphere is Teams Games Tournament (TGT) learning, which is a learning model where students learn and work in small groups collaboratively whose members consist of four to six people, with a heterogeneous group structure. Heterogeneous groups consist of a mixture of student abilities and gender. They learn together, helping each other learn or complete group tasks.

Teachers are expected to come up with many variations of learning models that are considered more effective and efficient than conventional learning models, one of which is the cooperative learning model. Cooperative learning is an old idea in education, which has experienced a substantial revival in educational research and practice in the past few years. The term refers to classroom techniques in which students work on learning activities

in small groups and receive rewards or recognition based on their group's performance. Laboratory research on the effects of cooperation on performance and other variables was already under way in the 1920's (Maller, 1929), but only recently have the principles of cooperation been made into practical programs for use in schools and evaluated as such. This paper presents a general theory and typology of cooperative learning, reviews the research on practical cooperative learning programs, and draws implications from this research for a new model of classroom instruction based on cooperation as a dominant instructional mode.

Teams Game Tournament (TGT) is built around two major components: 4- to 5 member student teams, and instructional tournaments. The teams are the cooperative element of TGT. Students are assigned to teams according to a procedure that maximizes heterogeneity of ability levels, sex, and race. The primary function of the team is to prepare its members to do well in the tournament. Following an initial class presentation by the teacher, the teams are given worksheets covering academic material similar to that to be included in the tournament. Teammates study together and quiz each other to be sure that all team members are prepared.

After the team practice session, team members must demonstrate their learning in the tournament, which is usually held once each week. For the tournament, students are assigned to three person "tournament tables." The assignment is done so that competition at each table will be fair-the highest three students in past performance are assigned to Table 1, the next three to

Table 2, and so on. At the tables, the students compete at simple academic games covering content that has been presented in class by the teacher and on the worksheets. Students at the tournament tables are competing as representatives of their teams, and the score each student earns at his or her tournament table is added into an overall team score. Because students are assigned to ability-homogeneous tournament tables, each student has an equal chance of contributing a maximum score to his or her team, as the first place scorer at every table brings the same number of points to his or her team. Following the tournament, the teacher prepares a newsletter which recognizes successful teams and first place scorers. While team assignments always remain the same, tournament table assignments are changed for every tournament according to a system that maintains equality of past performance at each table.

Teams-Games-Tournaments was originally developed by David De Vries and Keith Edwards at the Johns Hopkins University as a cooperative learning method (DeVries et al. 1975). It uses the same teacher presentations and team work as in STAD, but replaces the quizzes with weekly tournaments, in which students play academic games with members of other teams to contribute points to their team scores.

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.

According to Slavin (1995), cooperative learning is a learning model, while TGT is one of the techniques or types used to implement that model in classroom practice. TGT provides clear operational procedures, including team work, academic games, and structured tournaments. Therefore, TGT functions as a practical learning technique rather than a learning model itself.

This perspective is reinforced by Isjoni (2010), who explains that TGT is a cooperative learning technique that emphasizes teamwork, healthy competition, and game-based learning to improve students' motivation and academic achievement. In this sense, TGT serves as a technical method that guides teachers in organizing cooperative classroom activities.

Furthermore, Huda (2014) states that TGT is a learning technique characterized by systematic instructional steps, such as material presentation, team discussion, games, tournaments, and group rewards. These structured steps indicate that TGT is procedural and technical in nature, supporting its classification as a learning technique.

Based on experts' theories, it can be concluded that Team Games Tournament (TGT) is a learning technique within the cooperative learning model. TGT acts as an operational approach that helps teachers implement cooperative learning in an engaging, interactive, and motivating way.

Brown (2004) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. Speaking in a classroom involves the interaction. between teachers and students or among the students which depends on how classroom activities are organized. Compared with writing and reading skill (commonly assumed as written language, receptive skills), speaking has some distinctive characteristics. In speaking, speakers do not typically speak complete sentences; use less specific vocabulary than in written language.

Hughes (2002) Speaking is the ability to speak in the target language in order to communicate effectively. This involves not only the knowledge of language features but also the ability to process information and language on the spot.

Speaking was not only an activity to speak something easily but the students should know that there were some components in speaking. The components are pronunciation, grammar, vocabulary, fluency and comprehension. As a foreign language that has different pronunciation with

our native language, pronunciation is very important to learn because different pronunciation will indicate different meaning. Second component is vocabulary, to deliver message to the receiver should have enough vocabularies in order the receiver understand what did we say. The third component is grammar, Indonesian language structure and English is very different. There are some tenses we should master in English. So grammar also have important role to indicate someone good or not in English. The next component is fluency, Fluency is the speed and ease which the use of the language and decode and encode messages. Then, next is comprehension, is the lowest level of understanding and may involve changing the form of previously learned, material of making simple interpretations. Abilities include translating material and estimating future trends to create a good communication is spoken language, a speaker should master all of them.

There are several problems in learning speaking that often occur in schools, especially in Tenth grade SMAN 17 Padang. First, the majority of students admitted to having difficulties with grammar and pronunciation when speaking English. Second, some of them feel anxious about being ridiculed by their friends when speaking in front of the class, so they feel shy and afraid of making mistakes. Third, teachers tend to only direct students to read dialogs or materials from English books in front of the class. This method is less effective in encouraging students to speak actively, because they are not given the opportunity to express ideas or opinions freely. As a

result, students become passive and do not get used to speaking English fluently.

To find out the speaking ability of grade X students in English subject, an assessment has been made on a number of criteria such as pronunciation, vocabulary, grammar, ideas, and fluency. The results of these assessments were then averaged to get an overview of each student's speaking ability.

The result of reascher from Amrin. K. (2022) at MA 1 Lombok Barat for class Tenth grade students, Alfinah. S. S. (2023) at SMAN 1 Baturraden for class Eleventh grade Students And Mahmud. M & Faruk. A. (2019) at SMAN Darussalam Blok agung for class Eleventh grade Students of Science, found that the use of Teams Games Tournament (TGT) was positive, motivating and effective in improving students' speaking skills in learning English.

Based on the explanation above, researchers are interested in using Teams Games Tournament (TGT) learning model on students speaking skill. So the researcher conducted a study entitled “The Effect Of Team Games Tournament (Tgt) Technique On The Speaking Skills Of Tenth-Grade Students At Sman 17 Padang”.

B. Identification of the Problem

Learning is the process of acquiring knowledge, skills, attitudes or values through experience, study or teaching. Learning can take place formally or informally, and involves various factors such as motivation, environment, learning strategies, and individual learning styles.

English language learning is the process of understanding and mastering this international language, including aspects of grammar, vocabulary, pronunciation, and other communication skills. The problems identified are students' difficulty in mastering grammar structures, limited vocabulary which leads to low communication skills, fear or lack of confidence when speaking in English, lack of real practice in using English outside the classroom.

Cooperative learning is a learning approach that emphasizes cooperation between students in small groups to achieve a common goal. This model can improve social skills, sense of responsibility, and understanding of the material. One of the learning models of cooperative learning is Teams Games Tournament. Researchers are interested in using the Teams Games Tournament learning model to improve students' speaking skills.

English has four main skills that must be mastered, namely: Listening, Speaking, Reading, Writing. Problems identified: Difficulty in understanding conversations in English (listening), Low speaking ability due to lack of practice or shyness (speaking), Limited understanding of reading texts (reading), Errors in sentence structure and vocabulary when writing (writing), Imbalance in mastering the four skills (for example only focusing on grammar without speaking practice).

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C. Limitation Of The Problem

Based on the problem identification mentioned above, the researcher focused this study on speaking skills. The researcher examines the effect of the Teams Games Tournament (TGT) Technique to find out whether it has an influence on students' speaking ability. The researcher will conduct the research in the Tenth grade of SMAN 17 Padang.

D. Formulation Of The Problem

The research question is as follows: “Is there a difference in learning outcomes of speaking skill between students teaching using Teams Games Tournament (TGT) Technique and students teaching using conventional Technique?”

E. Purpose Of The Study

This study aims to investigate the difference in speaking skill outcomes between students taught through the TGT technique and those taught through conventional technique at SMAN 17 Padang.

F. Significance Of The Study

This research is expected to make an important contribution to the world of education, especially in improving students' speaking skills. The significance of this research includes the following:

1. Theoretical Significance:

The findings of this study are expected to enrich the theoretical understanding of cooperative learning, particularly the Teams Games Tournament (TGT) technique, and its impact on students' speaking skills. It may also serve as a reference for further research in the field of language teaching methodologies.

2. Practical Significance:

- a. For Teachers: The results of this study may provide insights for language teachers on how to implement more engaging and effective teaching strategies that foster students' speaking abilities.

- b. For Students: The implementation of TGT is expected to create a more interactive and enjoyable learning environment that encourages students to actively participate in speaking activities.
- c. For Schools and Educational Institutions: This study can be used as a reference in improving the quality of teaching practices and developing curriculum strategies that support active learning through cooperative models.

G. Definition Of The Key Terms

The key terms of this research are defined as follows:

1. Teams Games Tournament: According to Slavin (1995), cooperative learning is a learning model, while TGT is one of the techniques or types used to implement that model in classroom practice. TGT provides clear operational procedures, including team work, academic games, and structured tournaments.

Therefore, TGT functions as a practical learning technique rather than a learning model itself.

2. Speaking: Brown (2004) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. Speaking in a classroom involves the interaction.

3. Speaking: Hughes (2002) state that is the ability to speak in the target language in order to communicate effectively. This involves not only the knowledge of language features but also the ability to process information and language on the spot.



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