

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study employed a quasi-experimental research design in order to obtain empirical evidence regarding the effectiveness of the Teams Games Tournament (TGT) technique in improving students' speaking skills. A quasi-experimental design was considered appropriate for this study because it allowed the researcher to examine the cause-and-effect relationship between the implementation of the TGT technique and students' speaking achievement in a real classroom setting. The research was conducted at the tenth grade of SMAN 17 Padang in the academic year 2025–2026. The selection of this school and grade level was based on the researcher's preliminary observation, which indicated that many students still faced difficulties in expressing their ideas orally, lacked confidence when speaking English, and showed limited participation during speaking activities.

Speaking is one of the most important language skills that students must master in learning English. It plays a crucial role in enabling students to communicate their thoughts, opinions, and feelings effectively. However, in many classroom situations, students often feel anxious, shy, or afraid of making mistakes when speaking English. These problems may be caused by limited vocabulary, lack of practice, low motivation, or the use of less engaging teaching

techniques. Therefore, teachers need to apply appropriate and interactive teaching techniques that can encourage students to actively participate in speaking activities.

The Teams Games Tournament (TGT) technique is one of the cooperative learning strategies that promotes student interaction, teamwork, and active participation. In TGT, students are divided into small heterogeneous groups consisting of members with different levels of ability. They work together to understand the material, discuss topics, and prepare for academic games or tournaments. Through games and friendly competitions, students are motivated to contribute to their teams by improving their individual performance. This technique not only enhances academic achievement but also fosters cooperation, responsibility, and self-confidence among students.

In this study, the researcher applied the TGT technique during the teaching and learning process of speaking. The students were given opportunities to discuss speaking topics in their groups, practice dialogues, and participate in tournaments where they demonstrated their speaking performance. The competitive yet collaborative atmosphere created by TGT was expected to reduce students' anxiety and increase their motivation to speak English. By working in teams, students could support each other, share vocabulary, and practice pronunciation together before performing individually.

To measure the effectiveness of the TGT technique, the researcher collected quantitative data through speaking tests administered before and after

the treatment. The data were analyzed using the t-test formula to determine whether there was a significant difference in students' speaking achievement after being taught using the TGT technique. The statistical analysis showed that the Sig. (2-tailed) value was 0.039. This value was lower than the level of significance (α) 0.05. It indicates that $p < \alpha$ ($0.039 < 0.05$). Therefore, the null hypothesis (H_0), which stated that the TGT technique does not significantly affect students' speaking skills, was rejected. Meanwhile, the alternative hypothesis (H_1), which stated that the TGT technique significantly affects students' speaking skills, was accepted.

The result of this study demonstrates that there was a statistically significant improvement in students' speaking achievement after the implementation of the Teams Games Tournament technique. The improvement can be seen from students' better fluency, pronunciation, vocabulary use, and confidence during speaking activities. Although the level of effectiveness was categorized as moderate, the findings clearly indicate that the TGT technique contributed positively to the development of students' speaking skills.

In conclusion, the implementation of the Teams Games Tournament (TGT) technique was proven to be moderately effective in improving the speaking skills of tenth-grade students at SMAN 17 Padang in the academic year 2025–2026. The use of cooperative learning combined with games and tournaments created a more engaging and motivating learning environment. Therefore, it is recommended that English teachers consider applying the TGT technique as an

alternative strategy to enhance students' speaking ability and classroom participation. Future researchers are also encouraged to conduct further studies with different variables, larger samples, or longer treatment periods to obtain more comprehensive results regarding the effectiveness of this technique.

B. Suggestion

Based on the conclusion above, it can be delivered that technique team games tournament is appropriate and applicable in teaching speaking especially for foreign language students. Therefore, the researcher would like to give some suggestions as follows:

1. For students teams games tournament is expected can be used in order to help students in building their self-confidence to speak English in front of the class so they can reduce their shy or afraid of being mistaken. Further, the students are supposed to be more active in teaching and learning proses because they have same opportunities in speaking activities.
2. For English Teacher teams games tournament is able to help students increasing their speaking skill Thus, the teacher can apply this activity in teaching English language especially in speaking skill By applying this activity, the teacher should more prepare in choosing the best procedures which appropriate for the students. It is also important for the teacher to think the duration time that the teacher has in order to make the learning activity runs effectively. Therefore, the students can follow the rules in pair work activity as well as the students can be easier to understand the lesson and be more interactive each other in the classroom.

3. For other Researcher It is hoped that the result of this study can be used as additional information or reference about team games tournament for the next researcher in conducting similar study In addition, the imperfection found in this study can be covered trough the innovation of the use of team games tournament in another skill or another level of participants.



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