

**THE EFFECTIVENESS OF TEAM GAMES TOURNAMENT (TGT)
TECHNIQUE IN TEACHING MONOLOGUE SPEAKING ABILITY TO
THE EIGHTH GRADE STUDENTS OF SMPN 5 PADANG
THESIS**

*Submitted in Partial Fulfilment of One of Requirements for Undergraduate
Program in English Education Strata One (S1) Degree*



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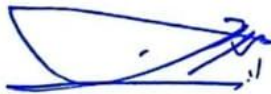
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APPROVAL PAGE

The thesis entitled "*The Effectiveness of Team Games Tournament (TGT) Technique in Teaching Monologue Speaking Ability to the Eighth Grade Students of SMPN 5 Padang*" and by Faradilla Putri Amelia, NIM. 2014050047, has met the scientific requirements and has been approved to be submitted to the Munaqasyah examination.

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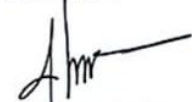

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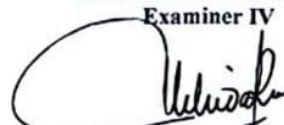
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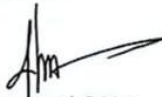
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ABSTRACT

Faradilla Putri Amelia, 2026: The Effectiveness of Team Games Tournament (TGT) Technique in Teaching Monologue Speaking Ability to the Eighth Grade Students of SMPN 5 Padang

The purpose of this study was to determine the effectiveness of using the Team Games Tournament (TGT) technique in teaching monologue ability to Eighth-grade students at SMPN 5 Padang. A quantitative pre-experimental design (one-group pre-test post-test design) was used in this study. The sample consisted of 25 students in one experimental class.

The research instrument was a speaking test conducted before the treatment (pre-test) and after the treatment (post-test). The students' speaking performances were analyzed using the assessment rubric by Hughes (2003), covering pronunciation, grammar, vocabulary, fluency, and comprehension. The data were analyzed using SPSS. The results showed a significant difference in student score distribution. In the pre-test, the majority of students (11 students) were in the 43–52 score range (Poor). After the treatment, the post-test results showed that the majority of students (16 students) achieved the 63–72 score range (Good).

The conclusion is that the Team Games Tournament (TGT) technique is effective in teaching monologue ability to the Eighth-grade students of SMPN 5 Padang.

Keywords: Team Games Tournament (TGT), Speaking Skills, Monologue Ability.

ABSTRAK

Faradilla Putri Amelia, 2026: Efektivitas Teknik Team Games Tournament dalam Mengajar Kemampuan Monolog Siswa Kelas Delapan di SMPN 5 Padang.

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas penggunaan teknik Team Games Tournament (TGT) dalam mengajar kemampuan monolog pada siswa kelas delapan di SMPN 5 Padang. Desain penelitian yang digunakan adalah kuantitatif pre-experimental (one-group pre-test post-test design). Sampel penelitian terdiri dari 25 siswa pada satu kelas eksperimen.

Instrumen penelitian berupa tes berbicara yang dilakukan sebelum perlakuan (pre-test) dan setelah perlakuan (post-test). Kemampuan berbicara siswa dianalisis menggunakan rubrik penilaian Hughes (2003) yang meliputi pengucapan, tata bahasa, kosakata, kelancaran, dan pemahaman. Data dianalisis menggunakan SPSS. Hasil penelitian menunjukkan perbedaan sebaran nilai siswa yang signifikan. Pada pre-test, mayoritas siswa (11 siswa) berada pada rentang nilai 43–52 (Kurang). Setelah diberikan perlakuan, hasil post-test menunjukkan mayoritas siswa (16 siswa) mencapai rentang nilai 63–72 (Baik).

Kesimpulannya adalah teknik Team Games Tournament (TGT) efektif dalam mengajar kemampuan monolog pada siswa kelas VIII di SMPN 5 Padang.

Kata Kunci: Team Games Tournament (TGT), Kemampuan Berbicara, Kemampuan Monolog.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

“In the Name of Allah, the Most Gracious, the Most Merciful”

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Padang, 2 Februari 2026

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Faradilla Putri Amelia

MOTTO

“Indeed, with hardship comes ease.”
(Q.S. Al-Insyirah: 6)

Trust in Allah’s plan, work hard, and never underestimate your own journey.

TABLE OF CONTENTS

APPROVAL PAGE	i
THESIS ACCEPTANCE	ii
PENGESAHAN TIM PENGUJI	ii
DECLARATION PAGE.....	iv
ABSTRACT	i
ABSTRAK	i
ACKNOWLEDGEMENT	ii
MOTTO	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	viii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION.....	1
A. Background of the Problem	1
B. Identification of the Problem	6
C. Limitation of the Problem	6
D. Formulation of the Problem	6
E. Purpose of the Research	7
F. Definition of Key Terms	7
G. The Significance of Study	8
CHAPTER II REVIEW OF RELATED LITERATURE	11
A. Theories	11
1. The Nature of Speaking	11
2. Teaching Speaking	12
3. Speaking Monologue Ability.....	14
4. The Components of Speaking Monologue	16
5. The Team Games Tournament (TGT) Technique	18
6. The Procedural of TGT in Monologue Instruction.....	20
7. The Implementation of TGT In This Research.....	23
8. Advantages of the Team Games Tournament in the Context of Monologue Speaking.....	29
9. The Integration of TGT and "Healthy and Creative Generation" Material	31

10.	TGT and the Five Components of Speaking Monologue	32
B.	Relevant Studies.....	34
C.	Conceptual Framework.....	37
D.	Hypothesis	37
CHAPTER III RESEARCH METHOD		38
A.	Research Design.....	38
B.	Population and Sample	39
C.	Data Collection and Instrument	42
D.	Data Analysis Technique	47
CHAPTER VI FINDING AND DISCUSSION		51
A.	Finding.....	51
B.	Discussion.....	71
CHAPTER V CONCLUSION AND SUGGESTION		76
A.	Conclusion	76
B.	Suggestion.....	77
BILBIOGRAPHY		79

LIST OF TABLES

Table 3. 1 Population of The Research	39
Table 3. 2 Research Schedule	41
Table 3. 3 Speaking Assessment Rubric Adapted from Hughes (2003).....	45
Table 3. 4 The Scoring	46
Table 4. 1 Student's speaking score in Pre-Test.....	52
Table 4. 2 The score of students in pre-test	53
Table 4. 3 The conversion table	54
Table 4. 4 Pre-test value diagram	55
Table 4. 5 Pre-Test Score VIII 6	56
Table 4. 6 Pre-Test Score VIII 6	57
Table 4. 7 The Score of Student in Post-Test.....	58
Table 4. 8 The Score of Student in Post-Test.....	59
Table 4. 9 Table value diagram.....	61
Table 4. 10 Post-Test Score VIII 6.....	62
Table 4. 11 Description of pre-test and post-test scores at class VIII 6.....	63
Table 4. 12 Tests of Normality	66
Table 4. 13 Paired Samples Statistics	67
Table 4. 14 Paired Samples Test	69

LIST OF APPENDICES

Appendix 1 Students' speaking score in Pre-Test.....	79
Appendix 2 Students' speaking score in Post-Test	84
Appendix 3 Student's pre-test and post-test transcription	85
Appendix 4 Research Instrument	93
Appendix 5 Modul Ajar	94
Appendix 6 Lembar Kerja Siswa.....	124
Appendix 7 Validasi Instrument	141
Appendix 8 Speaking Assessment.....	142
Appendix 9 SK Pembimbing	144
Appendix 10 Surat Izin Penelitian.....	145
Appendix 11 Surat izin penelitian dinas pendidikan dan kebudayaan.....	146
Appendix 12 Surat izin penelitian SMPN 5 Padang	147
Appendix 13 Documentation	148

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking plays a pivotal role in language acquisition as it enables learners to convey ideas, thoughts, and experiences in a direct manner. As stated by Rao (2019), speaking serves as the primary instrument for communication in the contemporary globalized world, and proficiency in this ability is frequently employed to assess a learner's achievement in mastering a second language. Through speaking, students can engage with others and apply language in authentic contexts, rather than treating it merely as written symbols. In classroom interactions, speaking requires active involvement from both the speaker and the listener to exchange meanings effectively. Without this mutual participation, communication fails to operate properly (Ikramuddin in Sukriyanto, 2017).

In the realm of English as a foreign language, speaking proficiency denotes students' ability to articulate ideas orally in a comprehensible and significant fashion. This proficiency is evident in students' speaking performance, which demonstrates their skill in structuring thoughts, selecting suitable vocabulary, and delivering messages with clarity. O'Grady et al. (Fernanda, 2015) highlight that speaking proficiency is intimately linked to students' oral expression of ideas, particularly within academic and classroom environments.

Speaking activities typically manifest in two primary forms: dialogue and monologue. Dialogue entails interaction among two or more speakers, whereas monologue demands that an individual speaks continuously without immediate feedback from others. Zuhri (2020) observes that monologue speaking poses significant difficulties, as it demands learners to sustain an uninterrupted stream of speech without the immediate assistance of a dialogue partner, frequently resulting in anxiety related to performance. Monologue is especially crucial as it fosters independent idea organization and coherent message delivery. In monologue exercises, students are prompted to draw on their personal linguistic resources, encompassing grammar, pronunciation, vocabulary, and fluency (Karpovich, 2021).

A monologue represents a form of spoken discourse that allows speakers to narrate experiences, events, or viewpoints in an organized fashion. To execute a monologue successfully, students require adequate linguistic knowledge alongside the self-assurance to speak uninterrupted. Wahjoeni (2018) explains that proficient monologue delivery mirrors students' comprehensive speaking competence, incorporating precision, smoothness, and semantic clarity. Consequently, monologue speaking serves as a key measure of students' English speaking abilities.

Notwithstanding its significance, numerous students encounter challenges in executing monologue speaking tasks. Typical issues encompass restricted vocabulary, diminished self-confidence, and struggles in forming grammatically accurate sentences. Students frequently hesitate to speak due to

fears of errors or unfavorable peer reactions. Consequently, they often adopt a passive stance during speaking exercises. According to Taly and Singh (2021), insufficient confidence in speaking frequently arises from the apprehension of peer evaluation, thereby necessitating an encouraging and participatory classroom method such as TGT. Ur (1996) observes that insufficient opportunities for substantive speaking practice can hinder students' fluency and coherence in verbal communication.

Classroom dynamics also shape students' speaking outcomes. Teacher-dominated instruction, primarily centered on grammatical drills and written assignments, seldom allocates space for speaking practice. Moreover, the absence of interactive elements may diminish students' enthusiasm and heighten anxiety during solo speaking demands. In the absence of adequate feedback and nurturing learning settings, students may struggle to cultivate confidence in English speaking (Pauliková, 2017).

Given these obstacles, students' capacity for monologue speaking warrants reinforcement via suitable instructional approaches. Monologue speaking holds importance not solely in academic scenarios, such as presentations and speeches, but also in everyday interactions where individuals must articulate ideas autonomously. Thus, educators should foster learning environments that promote active and assured participation.

One instructional method that can tackle these issues is the Team Games Tournament (TGT). TGT, a cooperative learning strategy devised by DeVries and Edwards (1973) and further elaborated by Slavin (1995),

integrates teamwork, games, and academic rivalry to foster an engaging educational atmosphere. Lestari (2021) contends that TGT proves to be highly effective, as it converts the educational process into an enjoyable endeavor, allowing learners to acquire knowledge from their group members in a relaxed setting. Students collaborate in diverse small groups, deliberate on learning content, and partake in tournaments that spur improved performance.

In speaking lessons, TGT can serve as a preparatory phase prior to individual presentations. Group deliberations and games afford students chances to rehearse vocabulary, pronunciation, and idea structuring in a supportive setting. The collaborative essence of TGT facilitates peer learning and alleviates pre-performance anxiety. Hamsia (2018) states that cooperative learning via TGT not only enhances academic achievement but also fosters learners' interpersonal abilities and collective accountability for their team's successes. Slavin (1995) and Jalilifar (2010) affirm that cooperative learning methods promote constructive engagement and boost students' willingness to join classroom tasks.

Speaking performance is generally evaluated based on elements such as pronunciation, grammar, vocabulary, fluency, and comprehension (Harris, 1974). When implemented suitably, TGT exposes students to recurrent speaking drills via interactions and games, potentially enhancing their overall speaking abilities. The cooperative milieu also aids students in feeling at ease with English usage during speaking activities. In addition, Nugroho (2019) indicates that the competitive aspect of TGT fosters positive rivalry, which

substantially elevates learners' motivation to engage more intensively in practicing their monologues.

Aligned with the Merdeka Curriculum, English instruction prioritizes communicative skills through contextual and purposeful tasks. Students are motivated to express concepts tied to real-world situations to build practical language competencies. In accordance with this curriculum, the theme of a Healthy and Creative Generation was selected for this study, as it resonates with students' everyday lives and facilitates meaningful speaking exercises.

Prior research has investigated the application of the Team Games Tournament (TGT) technique in teaching speaking skills. Broadly, these studies reveal that TGT boosts student involvement and drive in speaking tasks. However, most focus on dialogue-oriented speaking or group interactions. Conversely, this study centers on monologue speaking proficiency, requiring solo performances without direct engagement.

Additionally, this research assesses the impact of the Team Games Tournament (TGT) technique through statistical analysis, comparing students' pre-test and post-test scores. Rather than merely describing score changes, this research focuses on identifying whether TGT has a significant effect on students' monologue speaking ability. In this context, TGT is positioned as a preparatory teaching technique that supports students before performing individual monologues.

Therefore, this study presents novelty by applying TGT in monologue speaking activities within the Merdeka Curriculum framework and the topic

Healthy and Creative Generation. Based on the problems and explanations above, the researcher is interested in conducting a study entitled “The Effectiveness of Team Games Tournament (TGT) Technique in Teaching Monologue Speaking Ability to the Eighth Grade Students of SMPN 5 Padang”

B. Identification of the Problem

1. Limited vocabulary and minimal use of interesting and effective techniques to improve students' speaking performance.
2. Lack of understanding of speaking material and limited ability in performing monologues, which is caused by low self-confidence.
3. Lack of individual speaking practice, so students are not accustomed to conveying ideas coherently, fluently, and confidently.
4. Learning is still teacher-centered, making students passive and less motivated to participate actively in speaking activities.
5. The absence of the Team Games Tournament (TGT) technique in learning, which can make speaking activities more interactive, cooperative, and enjoyable for students.

C. Limitation of the Problem

The scope of this study is limited to prevent the problem from spreading. This study focuses on monologue speaking with five components, namely vocabulary, grammar, pronunciation, fluency, and comprehension. In addition, the material used in this study is *Healthy and Creative Generation*.

D. Formulation of the Problem

Based on the background of the problem and identification above, the formulation of the problem in this study is:

“Is there a significant effect of the Team Games Tournament (TGT) technique on the Eighth-grade students’ monologue speaking ability at SMPN 5 Padang?”

E. Purpose of the Research

Based on the formulation of the problem, the purpose of this study is: To find out whether the use of the Team Games Tournament (TGT) technique is effective in teaching students’ monologue speaking ability to the Eighth-grade students of SMPN 5 Padang.

F. Definition of Key Terms

1. Team Games Tournament (TGT)

The Team Games Tournament (TGT) represents a cooperative learning approach introduced by DeVries and Edwards (1973) and further developed by Slavin (1995). This method integrates collaborative work, recreational activities, and academic contests into the educational experience. Learners are grouped into diverse small teams to explore subject matter, participate in instructional games, and engage in competitive events. In the context of this research, TGT is applied to foster a stimulating, participatory, and rivalry-driven setting that aids students in advancing their English monologue proficiency.

2. Monologue ability

Monologue ability describes students' competence in verbally conveying their ideas, opinions, and personal experiences in a continuous and logical fashion without immediate feedback from others. Drawing from William O'Grady et al. in Fernanda (2015), speaking proficiency is defined as learners' aptitude for articulating thoughts orally, as reflected in their performance. Within this study, monologue ability encompasses key elements such as pronunciation, grammar, vocabulary, fluency, and comprehension, which are employed to gauge the quality of students' English monologue delivery.

3. Effectiveness

Effectiveness denotes the degree to which a given strategy fulfills its planned educational objectives. In this investigation, effectiveness evaluates whether the Team Games Tournament (TGT) method leads to a substantial enhancement in students' monologue speaking skills, measured by comparing their abilities prior to and following the technique's application.

G. The Significance of Study

1. Theoretical

The findings of this research are anticipated to contribute to the theoretical framework of teaching speaking, particularly in enhancing monologue proficiency via the Team Games Tournament (TGT) method. They may also offer insights for advancing cooperative learning theories that encourage student engagement, self-assurance, and eloquence in

English communication. Moreover, this investigation aims to bolster evidence supporting the efficacy of cooperative learning approaches like TGT in improving students' speaking outcomes, especially in monologue-based tasks.

2. Practical

a. For English Teachers

This research can equip English educators with an additional strategy for effectively instructing monologue skills. By utilizing the TGT method, teachers can establish a more stimulating and participatory classroom environment, thereby increasing students' enthusiasm and self-confidence in articulating ideas verbally.

b. For Students

Through the application of the Team Games Tournament, learners are likely to exhibit greater participation, assurance, and collaboration in the educational process. This approach enables them to engage in enjoyable speaking exercises, thereby refining their vocabulary, grammatical accuracy, and fluency through hands-on practice.

c. For Future Researchers

This study may serve as a valuable resource for subsequent scholars exploring monologue speaking capabilities or cooperative learning strategies. It is intended to motivate additional

investigations that examine various competencies or settings, employing TGT to optimize language acquisition results.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theories

1. The Nature of Speaking

Speaking represents a core competency in English language acquisition, as it empowers learners to articulate ideas, emotions, and viewpoints verbally. By engaging in speaking, individuals can connect with peers and transmit information directly in genuine interactions. As emphasized by Richards (2008), speaking in a second language constitutes a multifaceted endeavor, as it encompasses "talk as interaction," "talk as transaction," and "talk as performance." Brown (2001) describes speaking as an interactive mechanism for building meaning, which entails generating, receiving, and interpreting data. This underscores that speaking extends beyond mere sound production to encompass message interpretation and suitable responses. Moreover, Thornbury (2005) contends that speaking represents an instantaneous activity, necessitating learners to handle cognitive demands amidst time constraints.

For learners acquiring English as a second language, speaking frequently emerges as the most demanding proficiency. This stems from its requirement to blend various aspects, including lexicon, syntax, articulation, smoothness, and self-assurance. Cameron (2001) asserts that speaking involves the dynamic application of language to convey significance in ways comprehensible to others. Moreover, Thornbury (2005) contends that

speaking represents an instantaneous activity, necessitating learners to handle cognitive demands amidst time constraints. Thus, speaking proficiency mirrors not just linguistic expertise but also adeptness in deploying language across diverse scenarios.

In educational settings, speaking exercises should transcend rote repetition or scripted exchanges. Rather, they ought to facilitate purposeful language application. Harmer (2001) stresses that speaking tasks must enable learners to mobilize their full linguistic repertoire to fulfill communicative objectives. According to Nunan (2003), the primary aim of teaching speaking skills is to enhance students' oral proficiency by utilizing communicative activities that offer chances for "meaningful negotiation." Consequently, instructors should devise activities that are collaborative, situationally relevant, and pleasurable to nurture speaking growth.

In essence, speaking holds a vital position in language education by bridging theoretical knowledge with practical discourse. Through sustained practice and suitable pedagogical methods, learners can progressively enhance their speaking skills and gain greater assurance in English usage.

2. Teaching Speaking

Teaching speaking involves guiding learners to communicate orally in English effectively, focusing not just on producing words but also on structuring thoughts, using suitable grammar and vocabulary, and delivering ideas with fluency and assurance.

As noted by Jeremy Harmer (2007), effective speaking instruction should offer authentic chances for students to apply language in real communication, rather than simply memorizing scripted dialogues. Learners require opportunities to articulate their personal thoughts, making the process purposeful instead of rote.

Likewise, Jack C. Richards (2008) emphasizes that successful speaking lessons must balance input and output. Students benefit from ample exposure to words, phrases, and sentence patterns before attempting independent speech. Teachers play a key role by providing clear demonstrations and explanations to prepare learners adequately.

Furthermore, Scott Thornbury (2005) highlights that speaking demands immediate language processing, where learners must think and talk simultaneously—a task that can be particularly demanding for junior high school students. Thus, educators should create activities that promote progressive practice, beginning with guided tasks and advancing to freer expression.

In practical classroom settings, teaching speaking typically unfolds in three phases: pre-speaking, while-speaking, and post-speaking. During the pre-speaking phase, learners are introduced to pertinent vocabulary and phrases. The while-speaking phase involves practicing through organized tasks. Lastly, the post-speaking phase includes feedback to enhance precision and smoothness.

An essential element is minimizing learner anxiety. Numerous students fear errors and feel self-conscious when speaking English. A nurturing and engaging classroom atmosphere can foster confidence and encourage greater participation.

In this study, speaking instruction was implemented via the Team Games Tournament (TGT) method. Structured worksheets, group discussions, games, and tournament rounds enabled students to practice incrementally before performing individual monologues. This strategy facilitated the development of pronunciation, vocabulary, grammar, fluency, and comprehension, evaluated using a rubric adapted from Arthur Hughes (2003).

3. Speaking Monologue Ability

Speaking monologue ability denotes learners' proficiency in verbally presenting ideas, emotions, and personal encounters in an uninterrupted flow without reciprocal engagement from others. In monologue delivery, the presenter conveys content autonomously while the audience remains receptive. Luoma (2004) defines monologue as a type of "extended speaking" in which the speaker alone is accountable for sustaining the discourse's flow and organization. Brown and Yule (1983) characterize monologue as a spoken discourse form where a single individual delivers extended remarks, with others serving as recipients. Such exercises aid students in structuring thoughts, refining linguistic frameworks, and communicating messages distinctly (Goh & Burns, 2012).

As per William O'Grady et al. (cited in Fernanda, 2015), speaking proficiency is learners' aptitude for oral expression, observable via their performance. In monologue contexts, students must uphold continuity and logical progression throughout their delivery. Unlike conversational exchanges, monologues necessitate heightened readiness and poise, as presenters lack instant audience input. Bailey (2005) highlights that monologues are especially useful for rehearsing "talk as performance," a skill essential for achieving success in academic and professional contexts.

Monologue exercises are valuable in language education for cultivating independent expression. Karpovich (2021) indicates that these activities bolster learners' linguistic mastery alongside their self-reliance and analytical abilities. Via assignments like narratives, personal reflections, or brief orations, students practice integrating syntax, lexicon, articulation, and modulation in a more systematic manner.

Nonetheless, numerous learners encounter hurdles in monologue execution. Issues such as restricted word stock, diminished confidence, and challenges in seamlessly linking concepts are prevalent. Pauliková (2017) attributes these to inadequate rehearsal or substantive exposure to speaking tasks in class. Hence, educators must select fitting strategies to bolster monologue proficiency.

In this investigation, learners' monologue skills are nurtured through themes tied to a Healthy and Creative Generation, encompassing wellness routines, physical endeavors, and inventive daily practices. These

subjects align with students' lived experiences, enabling more authentic and purposeful expression in monologue performances.

Within the realm of teaching speaking skills, cooperative learning methods like the Team Games Tournament (TGT) offer students chances to hone their verbal abilities in an encouraging setting. Slavin (1995) explains that such collaborative approaches can alleviate learners' stress and build their self-assurance, as participants engage in group work rather than solitary tasks. This nurturing environment proves especially advantageous for monologue delivery, where individuals must present autonomously before an audience.

4. The Components of Speaking Monologue

Speaking proficiency, particularly in monologue delivery, comprises several key elements that influence the caliber of learners' utterances. Brown (2004) elucidates that speaking is a multifaceted ability integrating linguistic and extra-linguistic factors to foster significant interaction. In monologues, these elements assist students in arranging thoughts coherently and conveying messages efficiently.

a. Pronunciation

Pronunciation pertains to the precise articulation of sounds, encompassing emphasis, cadence, and pitch. Kelly (2000) notes that distinct pronunciation aids audience comprehension, whereas flawed articulation may lead to misinterpretations despite accurate syntax and lexicon. Fraser (2001) emphasizes that pronunciation serves as the most essential sub-skill,

as it directly influences the clarity and comprehensibility of the speaker's communication. In monologues, strong pronunciation bolsters presenter confidence and sustains listener focus.

b. Grammar

Grammar concerns the principles governing word arrangement into coherent statements. Harmer (2001) explains that proper grammar enables clear idea expression and prevents ambiguity. Purpura (2004) underscores that precise grammar in monologues enables listeners to navigate intricate logical progressions without encountering any disruptions or misunderstandings.

c. Vocabulary

Vocabulary denotes the breadth of terms employed to convey intent. Thornbury (2002) emphasizes that ample lexicon facilitates more potent communication. Read (2000) points out that "vocabulary depth," which refers to the understanding of how words interconnect, plays a vital role in sustaining a monologue.

d. Fluency

Fluency signifies the capacity to speak effortlessly with few interruptions or forced breaks. Nation (2009) clarifies that fluency implies assured, unbroken delivery rather than rapid speech. Taly and Singh (2021) discovered that the application of metacognitive strategies markedly enhances learners' speech fluency through more efficient planning of their utterances.

e. Comprehension

Comprehension involves the skill to grasp and express intent lucidly. In monologues, it manifests in the logical structuring of ideas for easy audience tracking. Hughes (2003) identifies comprehension as essential for successful interaction.

In summary, pronunciation, grammar, vocabulary, fluency, and comprehension are interdependent facets in evaluating monologue performance. Their synergy enables learners to produce utterances that are lucid, substantive, and communicative.

5. The Team Games Tournament (TGT) Technique

The Team Games Tournament (TGT) constitutes a cooperative learning strategy pioneered by Slavin (1995), prioritizing collaboration, rivalry, and learner involvement. In this approach, students collaborate in small teams to assimilate content and partake in scholastic contests within a congenial competitive framework. The Team Games Tournament (TGT) represents a cooperative learning approach initially created by DeVries and Edwards in 1973, with further systematic refinement by Slavin in 1995. Slavin categorizes TGT as a methodical cooperative learning framework that merges group collaboration, educational contests, and tournament-style rivalry to boost learners' participation and educational achievements. DeVries and Slavin (1978), as pioneering advocates, contended that Team Games Tournament (TGT) stands out for its effectiveness by substituting conventional classroom rivalry with "equal competition," enabling students

across varying ability levels to actively participate in boosting their team's performance.

Slavin (2008) outlines TGT's elements, including team assembly, recreational activities, contests, personal advancement metrics, and collective accolades. Teams are formed diversely to ensure each member contributes to group triumph. This setup fosters solidarity and mitigates apprehension, notably in speaking exercises. Wyras and Tsui (1991) reinforce this view by asserting that the collaborative aspect of Team Games Tournament (TGT) diminishes the "affective filter," which refers to the anxiety that frequently impedes spoken language output.

In monologue instruction, TGT serves as an introductory pedagogical tool. Group deliberations, games, and tournaments provide avenues for rehearsing concepts and language prior to solo performances. Veloo and Eachambadi (2015) discovered in their study that Team Games Tournament (TGT) proves exceptionally effective in language learning environments, as it promotes repeated practice via engaging games while preventing learners from experiencing monotony. Applied to themes like a Healthy and Creative Generation, TGT assists students in brainstorming notions about wellness habits, exercise, and inventive daily routines drawn from personal experiences.

The competitive facet of TGT spurs superior performance, while teamwork offers backing and inspiration. Consequently, learners grow more assured and eager to express themselves. Slavin (1995) remarks that

cooperative rivalry empowers students to take chances and articulate thoughts more openly, as achievements are communal. Nuryadi and Setyawan (2018) highlight that the "Tournament" stage in Team Games Tournament (TGT) serves as a strong motivator for learners to acquire the necessary vocabulary and grammatical structures required for their culminating monologue presentation. Additionally, HaNIM (2017) proposes that TGT offers a well-organized "safety net" that allows students to rectify one another's pronunciation and grammatical errors prior to their solo performances.

Overall, the Team Games Tournament technique presents an appealing method for monologue teaching. By merging cooperation and contest, TGT establishes a nurturing environment that equips students for confident and proficient individual monologues. According to Tran (2014), cooperative learning methods, such as Teams-Games-Tournament (TGT), demonstrate considerable effectiveness in improving students' communicative abilities, primarily due to their ability to encourage extensive peer-to-peer interactions.

6. The Procedural of TGT in Monologue Instruction

To assess the impact of the Teams-Games-Tournament (TGT) method, the teaching process must be carefully organized to meet the objectives of monologue creation. Based on Slavin (2008), TGT includes five core phases, which have been adjusted in this research to fit the

"Healthy and Creative Generation" content and the assessment elements from Hughes (2003).

a. Class Presentation

The sequence starts with an instructor-guided overview centered on the themes of "Healthy and Creative Generation." In this part, the educator presents crucial language elements for monologues, including connecting phrases and targeted terms associated with exercise and imaginative daily activities. Richards (2008) highlights the necessity of delivering clear "input" before requiring "output" from learners. This phase provides students with a basic grasp of the Grammar and Vocabulary elements (Hughes, 2003) required for their talks.

b. Teams (Team Study)

Participants are placed in mixed-ability groups to work jointly on understanding the lesson content. For monologue instruction, this stage functions as a group ideation session where learners support each other in generating thoughts on wellness routines. Goh and Burns (2012) contend that collaborative efforts in the preparation stage markedly enhance the clarity and coherence of a learner's presentation. In these groups, students rehearse their monologues and exchange feedback on enunciation and smoothness, thereby easing the personal challenge of mastering the material.

c. Games

The games involve questions meant to evaluate the information learned from the class overview and group study. In this study, the games are customized to feature word exercises and sentence-building activities centered on innovative wellness practices. Veloo and Eachambadi (2015) observe that the "Games" aspect in TGT shifts mechanical memorization into an enjoyable exercise, helping learners adopt language structures without the unease often tied to conventional speaking classes. This practice is essential for making Grammar and Vocabulary application instinctive in their upcoming monologues.

d. Tournaments

The tournament phase involves individual competition against peers from other groups with comparable prior academic records, promoting "fair rivalry" (DeVries & Slavin, 1978). In a TGT model emphasizing speaking, challenges might include brief unscripted monologues or quick answers on topics like healthy living. This stage is vital for assessing smoothness and understanding in a gentle competitive setting, reflecting the instant cognitive demands of oral expression as outlined by Thornbury (2005).

e. Team Recognition

The last phase calculates group points from individual tournament results. Groups meeting predefined standards receive acknowledgment via certificates or minor prizes. Slavin (1995) states that collective incentives linked to personal responsibility are

fundamental to the success of cooperative education. This acknowledgment builds a favorable emotional atmosphere, which Horwitz (2001) sees as essential for effective spoken delivery. By the post-test, the TGT approach has guided learners through practice in all five aspects of Hughes's speaking evaluation in an encouraging yet demanding context.

In essence, the methodical combination of these five phases in the TGT structure creates a strong educational process that tackles the complex aspects of speaking. By progressing from instructor-provided input (Class Presentation) to peer-supported preparation (Teams) and interactive practice (Games and Tournaments), the method helps learners not just memorize lines but truly absorb the language skills for self-reliant communication. This organized training is especially important for the culminating individual monologue, offering multiple chances to polish their articulation, grammar, vocabulary, fluency, and comprehension in a stress-free setting (Slavin, 2008; Hughes, 2003). In the end, the blend of cooperative education with the "Healthy and Creative Generation" theme is anticipated to prove TGT's value in connecting abstract knowledge to real-world oral skills within a one-session experimental framework.

7. The Implementation of TGT In This Research

To assess the impact of the Teams-Games-Tournament (TGT) method, the teaching process must be organized carefully so that it

supports the objective of improving students' monologue speaking ability. Based on Slavin (2008), TGT consists of five main phases. In this research, those phases were adapted to suit the material "Healthy and Creative Generation" and the speaking assessment criteria proposed by Hughes (2003). The implementation of these phases in the Eighth grade of SMPN 5 Padang is described as follows:

a. Class Presentation

The teaching process began with a class presentation conducted by the researcher. In this phase, the researcher explained the material related to the topic "Healthy and Creative Generation." The explanation included important language components needed in delivering a monologue, such as relevant vocabulary, simple grammatical structures, and linking words.

As stated by Jack C. Richards (2008), students need sufficient input before they are expected to produce spoken output. Therefore, this phase aimed to give students a clear understanding of the language elements, especially grammar and vocabulary, as suggested by Arthur Hughes (2003).

b. Teams (Team Study)

After the class presentation, the students were divided into heterogeneous groups consisting of mixed abilities. In this phase, the researcher provided a worksheet prepared by the researcher (see Appendix).

The worksheet contained guiding questions and structured tasks related to the topic “Healthy and Creative Generation.” Through this worksheet, students were asked to generate ideas about healthy routines and creative activities in daily life. The worksheet also helped students organize their monologue structure, including the opening, main ideas, and closing statements.

Working in groups, students discussed their answers, developed their ideas together, and practiced delivering their monologues. The use of the worksheet supported students in arranging their thoughts more clearly before speaking. As stated by Christine Goh and Anne Burns (2012), collaborative preparation can improve clarity and coherence in speaking performance.

In addition, students gave simple peer feedback regarding pronunciation and fluency during the practice session. This collaborative process helped reduce anxiety and increased students’ confidence before entering the tournament phase.

c. Games

The Games phase was conducted using the worksheets prepared by the researcher (see Appendix). The games were not random activities, but structured tasks designed in the LKS to reinforce students’ understanding of vocabulary, sentence structure, and simple present tense related to the topic.

In Meeting 1 and Meeting 2, the games included activities such as Vocabulary Guess, Simple Sentence Race, Picture Talk, and Mini Monologue preparation. Students worked in groups to complete the tasks in the worksheet before sending a representative to answer.

The worksheet functioned as guided practice. For example, in the “Simple Sentence Race,” students were asked to arrange words into correct sentences, such as “I drink water every morning.” This activity strengthened their understanding of sentence structure before speaking independently.

Similarly, in activities like Sound Guessing and Emoji Story (Meeting 3 and 4), the worksheet guided students to connect sounds or visual cues with meaningful sentences. These structured games helped students practice grammar and vocabulary in a fun and interactive way. Through these worksheet-based games, students became more familiar with the language forms needed for their monologue performance.

d. Tournaments

The Tournament phase was conducted after students completed the game tasks in their groups. In this stage, representatives from each group were invited to sit in the tournament seat and answer questions or perform speaking tasks based on the worksheet activities.

The tournament questions were directly taken from the LKS tasks, such as answering comprehension questions, describing pictures,

completing sentences, or delivering short monologues using the provided framework.

For example, in the Mini Monologue task, students used the monologue frame in the worksheet (opening, reason, activity, feeling, and closing) to perform a short individual speech. This ensured that students had structured preparation before speaking.

The researcher applied a clear scoring system during the tournament phase, which included aspects such as participation, understanding, pronunciation, vocabulary, grammar, and fluency, as stated in the speaking rubric attached in the appendix.

The tournament system encouraged fair competition among students while still maintaining cooperative learning principles. Students were motivated not only to perform well individually but also to contribute to their team's total score.

e. Team Recognition

In the final phase, the researcher calculated the total scores obtained by each team during the tournament sessions. The scores were accumulated from each round in the worksheet activities, including vocabulary tasks, sentence construction, picture description, mini monologue performance, and quick quizzes.

The scoring system followed the rubric prepared by the researcher, which assessed aspects such as participation, understanding, pronunciation, vocabulary, grammar, fluency, and content (see

Appendix). Individual scores contributed to the overall team score, reflecting the cooperative learning principle emphasized by Robert E. Slavin that group rewards should be connected to individual accountability.

At the end of the session, the researcher announced the winning team and, in some meetings, also selected the “Best Speaker” based on speaking performance. The winning team received simple recognition such as verbal appreciation and certificates.

This recognition aimed to build students’ motivation and confidence in speaking. By combining competition and cooperation, students were encouraged to support each other while still striving to perform well individually.

Overall, the implementation of TGT in this research was conducted systematically through five structured phases: class presentation, team study, games, tournament, and team recognition. The use of researcher-designed worksheets functioned as scaffolding to guide students in preparing their monologues step by step.

Through repeated exposure to vocabulary practice, sentence construction, guided monologue frames, and individual performance in tournament sessions, students gradually developed better speaking ability. The structured yet enjoyable learning environment helped reduce anxiety and increased students’ confidence in delivering monologues independently.

Thus, the adaptation of TGT in this research was not only aligned with Slavin's cooperative learning framework but also specifically designed to support the development of students' speaking skills in the context of "Healthy and Creative Generation."

8. Advantages of the Team Games Tournament in the Context of Monologue Speaking

The Team Games Tournament (TGT) method provides numerous educational benefits that are especially effective for assessing speaking proficiency. Drawing from the implemented module, these benefits emerge in two main domains:

a. Mitigating Foreign Language Anxiety

Speaking, particularly in a monologue setting, frequently induces considerable stress in learners. Horwitz (2001) describes "Foreign Language Anxiety" as a major psychological obstacle that hinders oral expression. TGT counters this by transforming the classroom from a rigid assessment scenario into a "fun" and encouraging atmosphere. In the module, tasks like "Activity 3: Mystery Sound Guess" and "Activity 1: Emoji Story" exemplify this benefit. Since participants approach these exercises as games, they view them as "recreation" rather than "evaluation." This reduction in emotional barriers enables freer speech production. As learners gain comfort through these playful stages, their self-assurance increases, which is crucial for the culminating monologue delivery.

b. Peer Support and the Zone of Proximal Development (ZPD)

TGT draws heavily from Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD), positing that learners achieve greater progress with guidance from more skilled peers. During the "Teams" and "Tournament" stages of the module, peer assistance happens organically. For example, in "Activity 4: Minute Speak Picture," advanced students can offer instant corrections or word recommendations to teammates prior to competition. This cooperative practice ensures that less capable learners are not overlooked; instead, they receive "support" from peers to enhance their grammar and vocabulary, aligned with Hughes's (2003) standards.

Overall, the strengths of the TGT approach extend beyond intellectual gains to include managing the emotional dimensions of student speech. By incorporating Vygotsky's (1978) ideas on peer support and Horwitz's (2001) insights on alleviating language anxiety, this method fosters an ideal setting for autonomous practice. Through the progressive tasks in the module—such as Mystery Sound Guess and Teacher Mini Interview—participants are methodically equipped for more demanding monologue challenges. Thus, the combination of peer encouragement and an engaging competitive environment in TGT plays a pivotal role in enhancing its impact on learners' monologue skills, particularly in conveying "Healthy and Creative Generation" themes, as evaluated by Hughes's (2003) five assessment criteria.

9. The Integration of TGT and "Healthy and Creative Generation"

Material

The success of the Team Games Tournament (TGT) in this research is greatly enhanced by the instructional content titled "Healthy and Creative Generation." This material is developed according to the principles of Contextual Teaching and Learning (CTL). As explained by Johnson (2002), CTL represents an educational approach that enables learners to grasp the relevance of academic content by linking it to their everyday experiences. Through discussions on subjects like nutritious eating, physical activity, and imaginative pastimes, students can readily connect classroom lessons to their personal lives.

When these real-world topics are incorporated into the TGT method, they markedly boost learner involvement. As seen in the teaching module, exercises such as "Activity 2: Teacher Mini Interview" and "Activity 5: True or False"—which explore everyday routines like running and consuming balanced meals—motivate students to engage more enthusiastically. Lestari (2021) points out that when learners perceive the subject matter as pertinent to their lives, their drive to communicate verbally rises, resulting in improved knowledge retention and quicker language development.

In the realm of monologue speaking, the fusion of TGT and CTL empowers students to generate ideas more efficiently during the "Teams" phase. Rather than grappling with vague concepts, participants

can draw inspiration from their actual creative pursuits and health practices. This collaboration transforms the monologue delivery from a mechanical recitation into a purposeful act of communication. Therefore, employing contextual content within the TGT structure is anticipated to play a crucial role in the overall success of the intervention, especially in elevating students' performance across the five criteria outlined by Hughes (2003).

10. TGT and the Five Components of Speaking Monologue

The success of the Team Games Tournament (TGT) in this research is evaluated based on its capacity to foster and enhance the five aspects of speaking outlined by Hughes (2003): pronunciation, grammar, vocabulary, fluency, and comprehension. The organized framework of TGT guarantees that each aspect is practiced through targeted exercises in the teaching module.

a. Pronunciation and Fluency

These elements are refined during the dynamic stages of the "Games" and "Tournaments." In tasks like "Activity 3: Mystery Sound Guess" and "Activity 4: Minute Speak Picture," learners are prompted to generate language on the spot. The competitive element of the tournament pushes participants to articulate words distinctly and sustain a steady rhythm to earn team points. As highlighted by Thornbury (2005), the urgency of live performance in a gaming environment motivates students to streamline their speech, thereby improving their

fluency and pronunciation accuracy to ensure their ideas are clear to listeners.

b. Grammar and Vocabulary

These linguistic features are strengthened mainly in the "Class Presentation" and "Team Study" phases. During these segments, students concentrate on vocabulary related to "Healthy and Creative Generation," including terms about fitness routines and imaginative equilibrium. In group interactions, teammates serve as reviewers, refining each other's sentence construction and word selection (Nuryadi & Setyawan, 2018). For example, in "Activity 1: Emoji Story," participants must choose appropriate words and grammatical structures to explain health-themed icons, building a strong linguistic base ahead of the final monologue.

c. Comprehension

In monologue speaking, comprehension involves the speaker's skill in arranging thoughts logically for the audience to grasp the purpose. This is cultivated through the tournament's challenges and "Activity 5: True or False," where students need to justify their responses with sound reasoning. To excel, learners must grasp the context of "Healthy Lifestyle" topics and structure their ideas coherently. Hughes (2003) emphasizes this logical organization as vital for effective interaction. The TGT approach allows repeated practice of this

structuring, resulting in a monologue that is meaningful and straightforward to follow.

In this way, TGT functions as a thorough educational strategy for assessing monologue speaking instruction. By blending competitive gaming with the detailed benchmarks of Hughes (2003), the method offers a complete pathway to language growth. Every task in the module—from sound identification to timed delivery—is intentionally crafted to enable students to exhibit well-rounded proficiency in all five speaking elements within a single experimental session.

B. Relevant Studies

Numerous scholars have explored the efficacy of the Team Games Tournament (TGT) technique in elevating learners' speaking competencies. These investigations typically demonstrate that TGT is a potent and pleasurable strategy that augments participation, drive, and assurance in English acquisition, especially in speaking tasks.

Septi and Yeni Rusmawan (2020) conducted a study titled “The Influence of Using Team Games Tournament towards Students’ Speaking Ability of the Seventh Grade of SMP Al-Huda South Lampung in Academic Year 2019/2020.” The outcomes indicated a Sig. (P-value) of 0.003, below $\alpha = 0.05$, signifying a notable impact of TGT on speaking proficiency. This affirmed that TGT-taught students excelled in speaking compared to others.

Similarly, Ignasius Priyanto (2018) performed research entitled “Improving the Seventh Year Students’ Ability in Character-Based Speaking

through Team-Game-Tournament of Cooperative Learning Technique at SMPN 1 Ngawen Klaten in Academic Year 2017/2018.” Results showed TGT enhanced character-oriented speaking, evidenced by score gains from cycle I to II. This suggested TGT fostered a conducive atmosphere for active speaking involvement.

In another inquiry, Ahmad Taofiq Hilmi (2018) investigated “Teaching Speaking through Team Games Tournament in Senior High School.” The study examined TGT implementation, learner perceptions, and encountered obstacles. Findings revealed most students favored TGT for promoting collaboration and enlivening speaking tasks, though some grappled with lexicon constraints and time allocation in contests.

Noor Mardiyah (2020), in “Team Games Tournament Learning Model to Improve Students’ Speaking Achievement,” observed enhancements in instructor delivery and learner engagement post-TGT. Participation rates rose from 66.67% in the initial cycle to 93.33% in the subsequent one, indicating TGT's effectiveness in boosting speaking outcomes and classroom interaction.

Zulhan Mukmin Hsb (2023) researched “The Effect of Team Games Tournament on Students’ Speaking Skill in Class X at MAS NU Paringgonan.” Pretest averages were 62.10 in the experimental group (rising to 77.80 posttest) versus 53.10 to 72.20 in controls, showing TGT's superior gains over conventional methods.

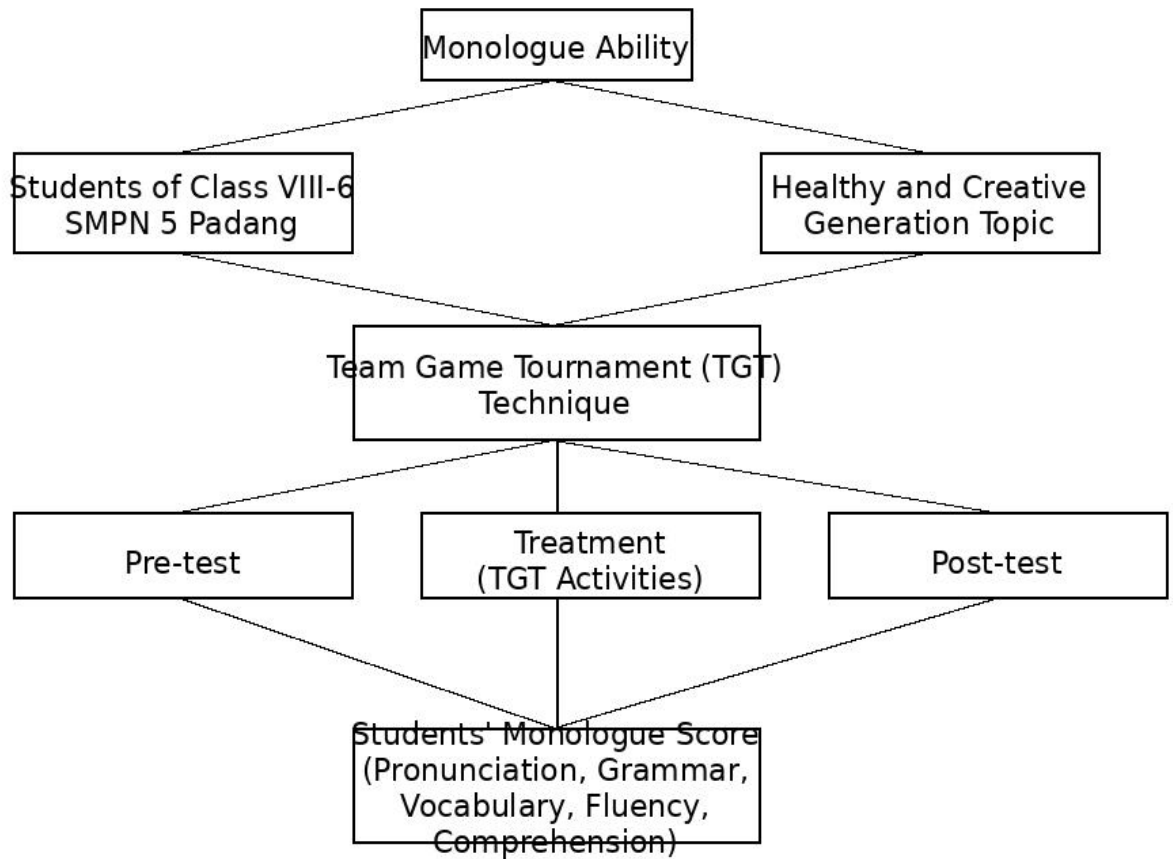
Maghfira and Khikmah (2023), in “Effectiveness of Implementing the Team Games Tournament (TGT) Learning Model on the Communication Ability of Students,” found TGT enhanced communicative skills. Its cooperative and competitive elements activated learners in idea expression and responses, reinforcing English speaking.

Vera Yuli Andini (2022) analyzed “The Implementation of Teaching Speaking Skill through TGT (Team Games Tournament) Learning Method at the Tenth Grade of SMAN 1 Tenggara Bondowoso.” Outcomes indicated TGT increased classroom activity, with students gaining confidence in discussions, improving fluency and understanding.

Lastly, Sela Sepfa Alfinah (2023) studied “The Use of Team Games Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMA Negeri 1 Baturraden.” Findings confirmed adherence to TGT's five phases—class introduction, group tasks, games, contests, and rewards—boosting enthusiasm and speaking participation.

Collectively, these studies affirm the Team Games Tournament (TGT) technique's positive influence on speaking skills. It cultivates teamwork, rivalry, and motivation, fostering an environment for lively communication. Yet, prior works largely addressed general speaking or interactive settings. This research diverges by targeting monologue proficiency, where learners practice solo but benefit from group dynamics and contests. Additionally, it employs a pre-experimental design to assess TGT's impact via pretest-posttest comparisons.

C. Conceptual Framework



D. Hypothesis

Based on the research questions and theoretical review, the hypotheses of this research are formulated as follows:

1. H_a (Alternative Hypothesis): There is a significant effect of Team Games Tournament (TGT) on Eighth-grade students' monologue speaking ability at SMPN 5 Padang.
2. H_o (Null Hypothesis): There is no significant effect of Team Games Tournament (TGT) on Eighth-grade students' monologue speaking ability at SMPN 5 Padang.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed a pre-experimental research design, specifically a one-group pretest–posttest design. According to Sugiyono (2016:74), a pre-experimental design involves a single group without a control group, in which a pretest is administered before the treatment and a posttest is given after the treatment. This design is used to examine whether a particular treatment produces an effect on the observed variable.

In this investigation, the intervention involved applying the Team Games Tournament (TGT) method to instruct monologue speaking skills. A pretest was administered to assess learners' baseline monologue proficiency before introducing the TGT approach, whereas a posttest was conducted following the intervention to evaluate their speaking competencies after the educational activities.

The analysis of pretest and posttest outcomes was performed to ascertain if the Team Games Tournament yielded a notable impact on students' monologue speaking capabilities. As outlined by Arikunto (2010:124), the pretest-posttest framework enables investigators to detect the influence of an intervention by tracking modifications that emerge subsequent to its implementation.

Hence, this research framework is deemed suitable for exploring the impact of the Team Games Tournament (TGT) technique on the monologue speaking proficiency of Eighth-grade learners at SMPN 5 Padang.

B. Population and Sample

1. Population

The population of this research was all Eighth-grade students of SMPN 5 Padang in the academic year 2025/2026. The population of class VIII students was 219 students divided into Eighth classes, class VIII.1 to VIII.8. These students had relatively similar characteristics in terms of age, curriculum, and English learning background.

The distribution of the population is presented in Table 3.1 below.

Table 3. 1 Population of The Research

Class	Number of The Students
VIII.1	30
VIII.2	30
VIII.3	30
VIII.4	29
VIII.5	25
VIII.6	25
VIII.7	25
VIII.8	25
Total	219

This research was conducted at SMPN 5 Padang, located in Komp. Perumka Sawahan, Jati, Kec. Padang Timur, Padang city, West Sumatera. This study is conducted from November to December 2025. The researcher conducted an experiment using Team Games Tournament regarding student monologues. In addition, the learning process was carried out for 4 meetings.

The study focused on students' speaking monologue ability as part of English learning. The research activities were carried out during the English teaching and learning process according to the school schedule.

2. Sample

The sample is a part of the population that represents the whole group and describes its characteristics optimally. According to Siregar Syofian (2013:32), a sample is a data collection procedure in which only a portion of the population is taken to represent the characteristics of the entire population.

In determining the research sample, several sampling techniques can be applied. Based on the total population described previously, the population is considered large enough to be taken as a research sample. Since the population of this study has relatively similar characteristics, this research employs the Cluster Random Sampling Technique to select one class as the research sample.

Cluster random sampling is a sampling technique in which the researcher selects entire groups or clusters rather than individual members of the population. In this research, each Eighth-grade class is considered one cluster. To select the sample, the researcher wrote numbers 1 to 8 on small pieces of paper representing each class, and one number was chosen randomly through a lottery system.

Based on the result of the random selection, class VIII.6 was chosen as the research sample. This class consists of 25 students, and all students in the selected class participated in the research. Therefore, the sample of this study was obtained using the Cluster Random Sampling technique. As stated by Gay (2012:131), cluster random sampling is a probability sampling method in which the population is divided into groups or clusters, and one or more clusters are randomly selected to represent the population.

The research activities were carried out in several meetings, starting from the pre-test, followed by four treatment meetings using the Team Games Tournament (TGT) technique, and ending with the post-test. The research schedule is presented in the following table.

Table 3. 2 Research Schedule

No	Date	Class	Time	Activity
1	Thursday, 13/November/2025	VIII 6	10.20-12.20	Pre-Test & Treatment
2	Thursday, 20/November/2025	VIII 6	10.20-12.20	Treatment
3	Thursday, 27/November/2025	VIII 6	10.20-12.20	Treatment

4	Thursday, 04/DecceMBER/2025	VIII 6	10.20-12.20	Treatment & Post Test
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C. Data Collection and Instrument

a. Data Collection

In this research, the data were collected through a speaking test in the form of monologue. The data collection was conducted in two stages, namely pre-test and post-test. The pre-test was administered before the treatment to identify students' initial monologue speaking ability, while the post-test was conducted after the treatment to examine the effectiveness of the Team Games Tournament (TGT) technique.

The procedures of data collection are described as follows:

1. Pre-test

The pre-test comprised an oral speaking evaluation. During this phase, the investigator distributed multiple visuals pertaining to the Healthy and Creative Generation theme, including illustrations of youths consuming nutritious items (e.g., fruits), engaging in bodily exercises (such as running or athletics), and participating in imaginative tasks (like sketching).

Participants were instructed to pick one image aligned with their interests. Following selection, they delivered a concise monologue outlining their routine practices, engagements, or recollections tied to the image. For example, a learner might detail

their practice of consuming fruit at dawn or exercising alongside companions.

Each individual received about 1–3 minutes for solo monologue presentation. The researcher documented performances via mobile device recordings, which were subsequently analyzed against specified evaluation standards.

2. Post-test

The post-test occurred subsequent to the intervention with the Team Games Tournament (TGT) technique. Its format replicated the pre-test for comparability. The investigator reintroduced visuals connected to a Healthy and Creative Generation, featuring nutritious consumption, physical pursuits, and inventive endeavors.

Learners selected one image and performed a monologue derived from it. They were motivated to express themselves openly and genuinely, based on personal anecdotes, routines, or choices. Each participant had roughly 1–3 minutes for delivery.

The post-test sought to evaluate the success of the Team Games Tournament technique in fostering students' monologue speaking skills.

b. Instrument

The assessment tool utilized was a visual-prompted monologue speaking examination. This was formulated to quantify learners'

monologue speaking competencies both prior to and following the Team Games Tournament (TGT) technique's application.

Within the test, participants viewed assorted images linked to a Healthy and Creative Generation, such as depictions of children enjoying fruits, performing workouts, and indulging in creative pursuits like drawing. These visuals acted as cues to stimulate ideation and lessen speaking apprehension.

Each learner chose an image and produced a monologue centered on their daily routines or individual stories related to it. Illustrations included narratives of dietary patterns, typical physical activities, or enjoyable creative outlets. Each monologue spanned approximately 1–2 minutes.

To guarantee impartial and uniform appraisal, the researcher archived all monologue outputs. Speaking proficiencies were then judged via a rubric modified from Hughes (2003), incorporating five dimensions: pronunciation, grammar, vocabulary, fluency, and comprehension. This facilitated methodical and precise evaluation of monologue speaking abilities.

For impartial assessment of learners' speaking results, the investigator applied a speaking evaluation rubric drawn from Hughes (2003). This rubric was used to appraise students' monologue speaking skills in an organized fashion. It features five elements—pronunciation,

grammar, vocabulary, fluency, and comprehension—each representing vital aspects of speaking execution and influencing the total score.

Table 3. 3 Speaking Assessment Rubric Adapted from Hughes (2003)

Scoring of Speaking Test	Indicators
Pronunciation	1. Pronunciation frequently unintelligible 2. Frequent gross errors and a very heavy accent make understanding difficult, requiring frequent repetition. 3. “Foreign accent” requires concentrated listening, and miss pronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary 4. Marked “foreign accent and occasional mispronunciations which do not interfere with understanding 5. No conspicuous mispronunciations, but would not be taken for a native speaker. 6. Native pronunciation, with no trace of “foreign accent”
Grammar	1. Grammar is almost entirely inaccurate except in stock phrases. 2. Constant errors showing control of very few major patterns and frequently preventing communication. 3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding. 5. Few errors, with no patterns of failure. 6. No more than two errors during the interview.
Vocabulary	1. Vocabulary inadequate for even the simplest conversation. 2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.) 3. Choice of words is sometimes inaccurate; limitations of vocabulary prevent discussion of some common professional and social topics. 4. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.

	5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations. 6. Vocabulary is apparently as accurate and extensive as that of an educated native speaker.
Fluency	1. Speech is so halting and fragmentary that conversation is virtually impossible. 2. Speech is very slow and uneven except for short or routine sentences. 3. Speech is frequently hesitant and jerky; sentences may be left uncompleted. 4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words. 5. Speech is effortless and smooth, but perceptively nonnative in speed and evenness. 6. Speech on all professional and general topics as effortless and smooth as a native speaker's
Comprehension	1. Understands too little for the simple type of conversation. 2. Understands only show very simple speech on common social and touristic topics, requiring constant repetition and rephrasing. 3. Understands careful, somewhat simplified speech when engaged in a dialogue, but many require occasional repetition and rephrasing. 4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing. 5. Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech. 6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

Table 3. 4 The Scoring

Aspect	Weight Table						Total
	1	2	3	4	5	6	
Pronunciation	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	

Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23

Each speaking component was scored on a scale from 1 to 6, where score 1 represents the lowest level of performance and score 6 represents the highest level. The total speaking score was obtained by summing the scores of the five components.

Before being used in the research, the speaking test instrument was validated by an expert to ensure its content validity and suitability for measuring students' monologue speaking ability. The validation process focused on the clarity of instructions, the relevance of the pictures to the learning topic, and the appropriateness of the assessment criteria. Based on the expert's suggestions, several revisions were made, such as adjusting the number of prompts and adding clear labels to each picture. After revision, the instrument was considered appropriate and feasible to be used in this research. After the instrument was validated and considered appropriate, it was used to collect the data in this research. The data obtained from the students' pre-test and post-test scores were then analyzed using appropriate statistical techniques.

D. Data Analysis Technique

The data in this study were analyzed using the Statistical Product and Service Solution (SPSS) version 29. The data were obtained from the

students' pre-test and post-test scores. Based on the research objectives, the researcher applied several data analysis techniques as follows:

1. Descriptive Analysis

Descriptive analysis was used to describe the students' speaking monologue scores in terms of number of samples, minimum score, maximum score, mean, and standard deviation. The descriptive data were obtained from the students' pre-test and post-test scores. All descriptive and inferential statistical analyses were calculated using SPSS version 29, and no manual calculation was conducted.

The researcher used the Paired Sample T-Test in SPSS 29 to analyze the data. This statistical test was applied to determine whether there was a significant difference between students' speaking monologue scores before and after the implementation of the Team Games Tournament (TGT) technique.

The procedure began with administering a pre-test to measure students' initial monologue speaking ability. After that, the researcher conducted several treatment sessions using the Team Games Tournament (TGT) technique in teaching speaking monologue with the topic Healthy and Creative Generation. At the end of the treatment, a post-test was administered to examine whether there was a significant difference between the pre-test and post-test scores. The comparison of the mean scores was used as an initial description before conducting

hypothesis testing to examine the effect of the Team Games Tournament (TGT) technique.

2. Normality Test

Before conducting inferential statistical analysis, a normality test was carried out to determine whether the pre-test and post-test data were normally distributed. According to Baswori (2017), if the significance value (p-value) is greater than 0.05, the data are considered to be normally distributed.

The participants in this study consisted of 25 students from class VIII.6 of SMPN 5 Padang. The researcher used the Shapiro–Wilk test in SPSS version 29 to examine the normality of the students' pre-test and post-test speaking scores.

If the data were normally distributed, a parametric test was applied. If the data were not normally distributed, a non-parametric test, namely the Wilcoxon Signed Rank Test, would be used.

3. T-Test

To test the research hypothesis, the researcher employed a Paired Sample T-Test. This test was used to determine whether there was a significant effect of the Team Games Tournament (TGT) technique on students' monologue speaking ability

The data were analyzed using SPSS version 29, and the hypothesis testing was based on the following criteria:

1. If the Sig. (2-tailed) value is greater than 0.05, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected.
2. If the Sig. (2-tailed) value is less than 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, which indicates that there is a significant effect of the Team Games Tournament (TGT) technique



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research conducted by researchers on Eighth grade students of junior high school 5 Padang to answer the previously mentioned research questions about effectiveness of using "Team Games Tournament (TGT)" on developing students' monologue ability at junior high school 5 Padang. The research was carried out from 13 November 2025 to 04 December 2025. The research began with a pre-test and post-test given to the experimental class at the end of the research. Based on this data, it can be found out whether students' monologue ability has an effect or not. The findings include data from oral tests. The discussion includes an explanation of the findings related to the results of data analysis.

A. Finding

1. Description of the Data

After conducting the research, two data types were acquired: the pre– test and post-test scores. Four meetings were conducted using this method. The pupils were given a pre-test before beginning their investigation this approach was taken during four meetings. The pupils were handed the posttest after the meeting.

The speaking test evaluates five aspects: pronunciation, grammar, vocabulary, fluency, and comprehension. Students' speaking scores were evaluated by considering Huges (2003) criteria for scoring speaking. Then,

all of the dates or scores were analyzed to determine the maximum and minimum score, mean score ($\bar{x}$), and standard deviation of the pretest and posttest scores.

a. Pre-Test

The following is a table of students' pretest scores for the 5 components of the speaking assessment, namely pronunciation, grammar, vocabulary, fluency, and comprehension;

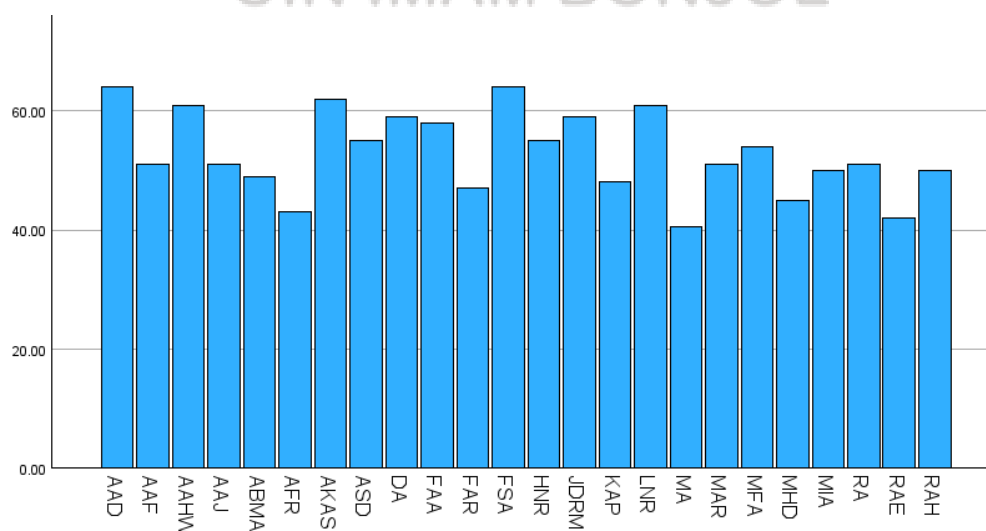
Table 4. 1 Student's speaking score in Pre-Test

No	Nama Siswa	Aspek Penilaian					Total
		P	G	V	F	C	
1	AFR	3	12	12	8	8	43
2	ASD	3	18	16	8	10	55
3	AKAS	4	18	16	12	12	62
4	AAHW	3	18	16	12	12	61
5	AAF	3	12	16	8	12	51
6	ABMA	3	12	12	10	12	49
7	AAJ	3	12	16	8	12	51
8	AAD	4	18	16	12	14	64
9	DA	3	18	16	10	12	59
10	FAR	3	12	12	8	12	47
11	FAA	3	12	16	12	15	58
12	FSA	3	18	16	12	15	64
13	HNR	3	12	16	12	12	55
14	JDRM	3	18	16	10	12	59
15	KAP	2	12	12	10	12	48
16	LNR	3	18	16	12	12	61
17	MAR	3	12	12	12	12	51
18	MA	2	12	12	6	8	40

19	MFA	2	16	16	8	12	54
20	MHD	3	12	16	6	8	45
21	MIA	2	12	16	8	12	50
22	MA	3	12	12	6	8	41
23	RAH	2	16	16	8	8	50
24	RA	3	16	16	8	8	51
25	RAE	2	12	12	8	8	42

Following the administration of the pre-test, the researcher examined the students' speaking scores by applying descriptive statistics, which included the lowest score, highest score, average, and standard deviation. The researcher received the data in an able format, and SPSS 29 was used to compute the score. To offer a more transparent view of the distribution of students' pre-test scores, the data is illustrated in the accompanying diagram.

Table 4. 2 The score of students in pre-test



The chart displays the spread of pre-test scores among students in class VIII-6. The findings reveal that the students' speaking proficiency prior to the intervention remained generally modest, with a considerable number of them achieving average or below-average marks. Students of SMPN 5 Padang. The graph shows students' speaking skills are still far from what is expected. Some students still get low scores and only a few students can achieve the highest scores. Next, the data will be converted into a table form; To evaluate the level of students' speaking proficiency, the pre-test scores were transformed into a rating scale using Hughes' criteria for speaking ability.

Table 4. 3 The conversion table

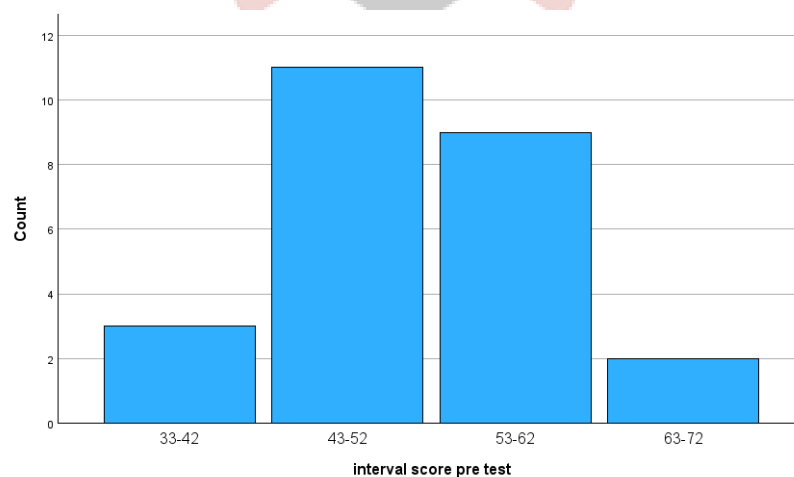
NO.	Score	Rating	Number of students
1	16-25	0+	0
2	26-32	1	0
3	33-42	1+	3
4	43-52	2	11
5	53-62	2+	9
6	63-72	3	2
7	73-82	3+	0
8	83-92	4	0
9	93-99	4+	0
Total			25

The table provided above displays the transformed data obtained from the pre-test scores according to Hughes' rating scale. The data

reveals that the majority of students fell within the 43–52 range, which is classified as Rating 2 (Poor), consisting of 11 students. Additionally, 9 students were placed in the 53–62 category (Rating 2+ / Fair), while 3 students were rated as 33–42 (Rating 1+ / Very Poor). Furthermore, 2 students achieved a score in the 63–72 range (Rating 3 / Good).

Overall, these outcomes suggest that the students' speaking skills prior to the intervention were generally at a low to moderate level. The prevalence of learners in the Very Poor and Poor classifications highlights challenges in executing monologue speaking tasks, underscoring the necessity for a robust instructional strategy to enhance their oral communication skills. Following the acquisition of pre-test scores, the data are aggregated and depicted in the subsequent diagram.

Table 4. 4 Pre-test value diagram



The graph shows the number of students who showed the pre-test answer scores to measure the speaking skills of the students. The students' speaking skills are still far from what is expected. Some

students still get low scores, and only a few students are able to achieve the higher scores.

Table 4. 5 Pre-Test Score VIII 6

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Error
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
pre_test	25	24	40	64	52.44	1.448
Valid N (listwise)	25					

Descriptive Statistics	
	Std. Deviation
	Statistic
pre_test	7.240

In Class VIII-6, the pre-test outcomes indicate that the maximum score attained by learners was 64, whereas the minimum was 40. The class's mean score stood at 52.44, mirroring the collective speaking proficiency prior to the intervention. The standard deviation measured 7.24, suggesting a moderate dispersion in students' speaking results across the group. The score span was 24, demonstrating a discernible gap between the top and bottom performances before the treatment's introduction.

Drawing from the preceding details, it is evident that students' speaking competencies remained comparatively modest to intermediate before the intervention. Certain learners secured low marks, while others achieved elevated ones, yet the general speaking execution fell short of anticipated standards. As per the conversion chart, the bulk of students resided in the 43–52 bracket, signifying that most possessed speaking abilities rated as poor prior to the treatment.

Upon data examination, the investigator derived a mean of 52.44 and a standard deviation of 7.24 for the pre-test findings. These metrics reveal individual variances in speaking outcomes but an overall moderate proficiency.

Subsequently, the researcher introduces the post-test data collected following the intervention to assess the efficacy of the Team Games Tournament (TGT) technique on learners' speaking skills.

b. Post Test

After giving treatment, the following is a table for the 5 components of speaking assessment, the post-test scores of class VIII 6 students can be seen below;

Table 4. 6 Pre-Test Score VIII 6

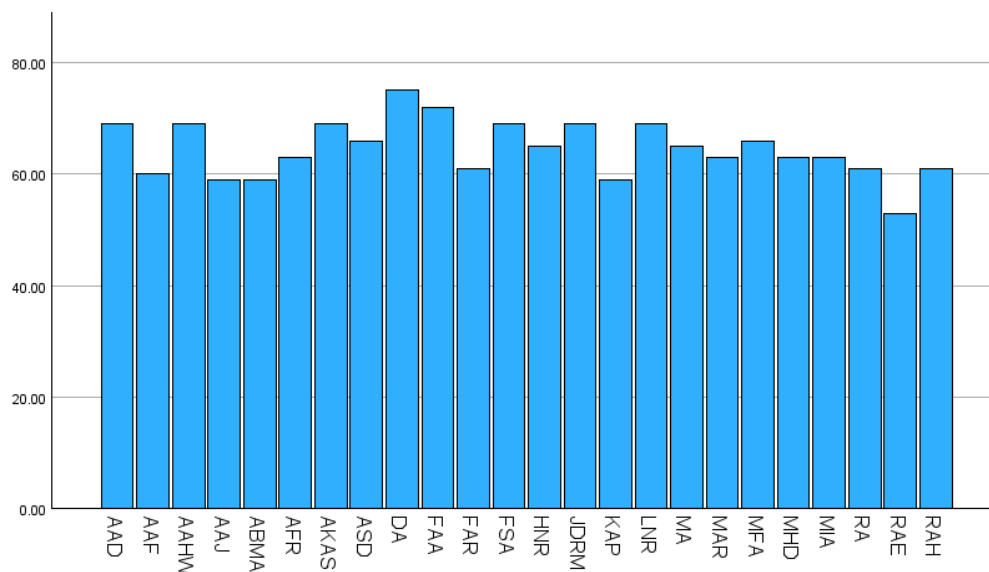
No	Nama Siswa	Aspek Penilaian					Total
		P	G	V	F	C	
1	AFR	3	12	12	8	8	63
2	ASD	3	18	16	8	10	66
3	AKAS	4	18	16	12	12	69

4	AAHW	3	18	16	12	12	69
5	AAF	3	12	16	8	12	60
6	ABMA	3	12	12	10	12	59
7	AAJ	3	12	16	8	12	59
8	AAD	4	18	16	12	14	69
9	DA	3	18	16	10	12	75
10	FAR	3	12	12	8	12	61
11	FAA	3	12	16	12	15	72
12	FSA	3	18	16	12	15	69
13	HNR	3	12	16	12	12	65
14	JDRM	3	18	16	10	12	69
15	KAP	2	12	12	10	12	59
16	LNR	3	18	16	12	12	69
17	MAR	3	12	12	12	12	63
18	MA	2	12	12	6	8	64
19	MFA	2	16	16	8	12	66
20	MHD	3	12	16	6	8	63
21	MIA	2	12	16	8	12	63
22	MA	3	12	12	6	8	66
23	RAH	2	16	16	8	8	61
24	RA	3	16	16	8	8	61
25	RAE	2	12	12	8	8	53

The researcher gave a post-test to the class, the post-test scores of class

VIII 6 students can be seen in the diagram below;

Table 4. 7 The Score of Student in Post Test



The graph shows the number of students who showed the post-test answer scores to measure the speaking skills of the students. The graph shows that the speaking ability of the students has increased after the treatment was given. Most students obtained higher scores in the post-test compared to the pre-test results. Next, the data will be converted into a table form;

Table 4. 8 The Score of Student in Post Test

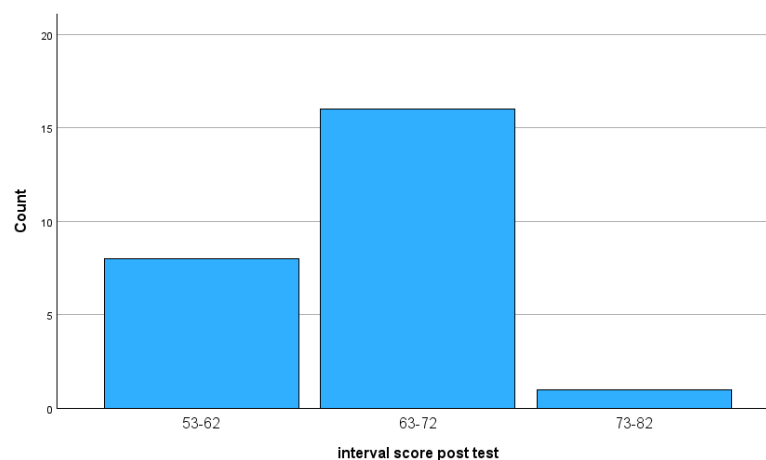
NO.	Score	Rating	Number of students
1	16-25	0+	0
2	26-32	1	0
3	33-42	1+	0
4	43-52	2	0
5	53-62	2+	8
6	63-72	3	16
7	73-82	3+	1
8	83-92	4	0

9	93-99	4+	0
Total			25

The table presented categorizes the students' post-test scores based on Hughes' rating scale, indicating a marked improvement in their performance. Specifically, the majority of students—16 in number—achieved scores ranging from 63 to 72, which aligns with Rating 3 (Good). Additionally, 8 students obtained marks between 53 and 62, corresponding to Rating 2+ (Fair). On the other hand, just 1 student scored within the 73–82 range, classified as Rating 3+ (Fairly Good). Notably, no students were found in the lower brackets below 52 or the higher ones above 82.

These results underscore a considerable enhancement in the students' speaking skills following the intervention. The transition of most learners from the Poor and Fair categories in the pre-test to the good category in the post-test points to the effectiveness of the instructional method in boosting their oral communication abilities.

Upon acquiring the post-test scores, the data are aggregated and illustrated in the subsequent diagram.

Table 4. 9 Table value diagram

The graph shows the number of students who showed the post-test answer scores to measure the speaking skills of class VIII 6 students. From the graph, it can be seen that the students' speaking ability increased after the treatment was given. Most students achieved scores in the range of 53–62, 63–72, and 73–82. This indicates that the students' speaking performance improved after the implementation of the Team Games Tournament (TGT) technique.

Table 4. 10 Post Test Score VIII 6**Descriptive Statistics**

	N	Range	Minimum	Maximum	Mean	Std. Error
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
post_test	25	22	53	75	64.52	.987

Std. Deviation

Statistic

post_test	4.934
-----------	-------

In class VIII 6, the post-test results showed an improvement compared to the pre-test. The highest score achieved by the students increased to 75, while the lowest score increased to 53. The average score (mean) also increased to 64.52, reflecting an overall improvement in students' speaking monologue ability. The standard deviation of 6.93 shows less variation in students' scores compared to the pre-test, indicating a more consistent students' performance after the treatment. The range of the post-test scores was 22, which shows a wider distribution of students' speaking scores after the treatment, indicating improvement across different ability levels.

c. The result of pre-test and post-test of experimental class

Based on the pre-test and post-test at class VIII 6, it was found the distribution of students' pre-test and post-test scores, the would be seen in the table below:

Table 4. 11 Description of pre-test and post-test scores at class VIII 6

	Pre-test	Post-test
Total students	25	25
Highest score	64	75
Lowest scores	40	53
Sum of score	1311	1613
Mean score	52.44	64.52
Standard deviation	7.24	4.93

The table above presents a comparative analysis of the pre-test and post-test scores of the students in class VIII.6. The data include important statistical information such as the highest score, lowest score, sum of scores, mean score, and standard deviation, which are used to describe the students' overall speaking performance before and after the treatment.

The highest score in the pre-test was 64, while the highest score in the post-test increased to 75. This increase indicates that the students' speaking performance improved after the treatment. Regarding the lowest score, the pre-test score was 40, and it increased to 53 in the

post-test. This result shows that even the students with the lowest performance were able to improve their speaking ability.

The sum of the students' scores also increased from 1311 in the pre-test to 1613 in the post-test, indicating an overall improvement in students' speaking achievement. Furthermore, the mean score increased from 52.44 in the pre-test to 64.52 in the post-test. This increase in the average score shows that the students' speaking monologue ability improved after the implementation of the Team Games Tournament (TGT) technique.

In addition, the standard deviation decreased from 7.24 in the pre-test to 4.93 in the post-test, indicating that the students' speaking scores became more consistent after the treatment, although some variation still existed. These results confirm that the treatment had a positive effect on the students' speaking monologue ability.

2. Data Analysis

After analyzing descriptive statistics, researcher analyzed inferential statistics using SPSS 26 version. Researcher analyzed the normality test, and t-test (paired sample test), the result are bellow;

a. Normality Test

Before statistical analysis, a normality test was performed to quality. Normality tests play a very important role in statistical analysis, especially in ensuring that the data used meets the assumption of normal distribution. Many parametric statistical methods, such as t-test,

ANOVA, and regression, require data to be normally distributed for the analysis results to be reliable and valid. Therefore, normality tests are used to test whether the collected data follows a normal distribution pattern or not. If the data is not normally distributed, the results of these parametric tests may not be reliable, and researchers may consider using non-parametric methods as an alternative. Thus, normality tests are very useful in choosing the right analysis technique and increasing the accuracy and validity of research results.

There are two ways to perform a normality test: Kolmogorov Smirnov or Shapiro Wilk. The distinction between those normality tests in research samples. If there are more than 50 samples in the research sample, Kormologrov-Smirnov is used. Shapiro Wilk is used when the sample is 50 or less. The research in this study consisted of 25 students from the experimental class. In conclusion, the research chose the Shapiro Wilk as a normality test. To find out the normality of the data is significant value > 0.05 then the data is normal, and if significant value < 0.05 it can be said the data is not normal. The results are as follow:

Table 4. 12 Tests of Normality

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest	.956	25	.340
Posttest	.969	25	.615

As shown in the table above, the significant value of the pre-test data using the Shapiro–Wilk test is > 0.05 , and the significant value of the post-test data is also > 0.05 . Since all significance values are greater than 0.05, it can be concluded that both pre-test and post-test data are normally distributed. Therefore, parametric statistical analysis can be applied in this study.

b. Paired Sample T-Test

Paired sample T-Test is used to determine the difference in the mean of two related samples (groups). The paired sample T-test is part of the parametric analysis, before conducting the paired test, it necessary to determine whether the data is distributed normally or not. As a result, the normality test needs to be conducted first. While the homogeneity test is not necessary is paired sample test can be done because the data is distributed normally and homogeneous.

According to Gay, Mills, and Airasian (2012), they emphasize that homogeneity testing is important in experimental designs with more

than one group, but is not necessary in research that only uses one class as a single sample. Homogeneity testing is necessary if the research involves more than one group. If there is only one class (without a comparison group), then this test is not necessary.

Table 4. 13 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	52.44	25	7.240	1.448
	Posttest	64.52	25	4.934	.987

Table 4.13 presents the paired sample statistics for the pre-test and post-test scores, which are essential in evaluating the effectiveness of the Team Games Tournament (TGT) technique in teaching students' monologue ability at the Eighth grade of SMPN 5 Padang. The mean score for the pre-test was 52.44, with a standard deviation of 7.24, reflecting a moderate level of variability in the students' initial monologue ability. The standard error of the mean (SEM) for the pre-test was 1.44, indicating the reliability of the sample mean as an estimate of the true population mean for this group of students. With 25 participants, this sample size provides sufficient confidence in the statistical analysis.

In contrast, the post-test mean score increased to 64.52, accompanied by a standard deviation of 4.93, suggesting that although there was still some variation in the students' post-test performance, the overall monologue ability improved after the implementation of the Team Games Tournament (TGT) technique. The SEM for the post-test was 0.98, indicating a precise estimate of the mean post-test score compared to the pre-test. This improvement in the post-test scores underscores the positive effect of the Team Games Tournament (TGT) technique in teaching students' monologue ability. These findings contribute to the overall evidence supporting the effectiveness of the technique at the Eighth grade of SMPN 5 Padang.

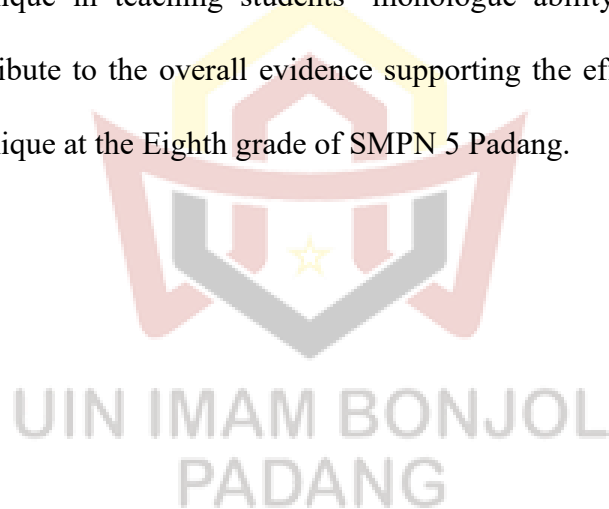


Table 4. 14 Paired Samples Test

		Paired Differences			95% Confidence Interval of the Difference	
		Mean	Std. Deviation	Std. Error Mean	Lower	
Pair 1	pretest – posttest	-12.080	5.155	1.031	-14.208	

		Paired Differences			Significance	
		95% Confidence Interval of the Difference			One-Sided p	Two-Sided p
		Upper	T	df		
Pair 1	pretest - posttest	-9.952	-11.716	24	<.001	<.001

Based on the paired sample t-test result shown in Table 4.14, the significance value (Sig. 2-tailed) is 0.000, which is lower than the significance level of 0.05. This result indicates that there is a significant difference between the students' pre-test and post-test scores. Therefore, the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected.

7. Hypothesis Testing

Hypothesis testing was conducted to determine whether the Team Games Tournament (TGT) technique had a significant effect on teaching

students' monologue ability at the Eighth grade of SMPN 5 Padang. The statistical analysis used in this study was the paired sample t-test, which was applied to compare the students' pre-test and post-test scores.

The level of significance used in this study was $\alpha = 0.05$. The degree of freedom (df) was calculated using the formula $(n - 1)$, where n represents the number of students. Since the total number of students involved in this study was 25, the degree of freedom was 24.

Based on the statistical calculation using SPSS, the result of the paired sample t-test showed that the t-count value was 11.716, while the t-table value was 2.064. Since the t-count value was higher than the t-table value ($11.716 > 2.064$), it indicates that there is a significant difference between the students' pre-test and post-test scores.

Furthermore, the significance value (Sig. 2-tailed) obtained was 0.000, which is lower than the level of significance (0.05). Therefore, it can be concluded that the alternative hypothesis (H_a) is accepted.

In conclusion, the Team Games Tournament (TGT) technique has a significant effect on students' monologue ability. This result indicates that there is a significant difference in the monologue ability of students at the Eighth grade of SMPN 5 Padang before and after the implementation of the Team Games Tournament (TGT) technique.

B. Discussion

This research introduces an innovative application of the Team Games Tournament (TGT) method as a pedagogical approach for enhancing English speaking skills, with a specific focus on developing students' monologue proficiency. Unlike prior investigations that typically employed TGT in collaborative tasks such as group discussions, dialogues, or interactive exchanges, this study explored its impact on solitary oral presentations. This distinctive implementation offers fresh perspectives on the utility of the Team Games Tournament in speaking instruction, extending beyond group communication to encompass individual verbal delivery.

The outcomes of the study revealed that implementing the Team Games Tournament (TGT) method yielded positive results in fostering students' monologue skills. This success is demonstrated by the notable disparity between pre-test and post-test scores. Statistical evaluation indicated that post-test results surpassed pre-test figures, suggesting that educational achievements following TGT application were markedly different from those prior to the intervention. Nonetheless, the emphasis here lies not solely on progress but on validating TGT's efficacy as an instructional strategy through empirical data.

Teaching speaking involves guiding learners to articulate thoughts and express ideas verbally. As per Hughes, the aim is to cultivate students' capacity to generate language purposefully, encompassing both understanding and output. Educators must therefore employ suitable methods and foster interactive learning settings that bolster speaking abilities. In this context, the

Team Games Tournament technique facilitated such an atmosphere by involving participants in organized tasks that demanded planning, involvement, and solo monologue delivery.

The primary objective of this investigation was to assess the efficacy of the Team Games Tournament (TGT) method in improving monologue skills among Eighth-grade students. The evidence confirmed TGT's value as a viable strategy for this purpose. Hypothesis validation via a paired sample t-test accepted the alternative hypothesis (H_a), revealing a statistically meaningful contrast in students' monologue competencies before and after TGT implementation.

The impact of the Team Games Tournament on the monologue abilities of Eighth-grade students at SMPN 5 Padang is evident in key facets of speaking performance. A prominent improvement was in students' capacity to structure thoughts and present information more logically. Prior to TGT, several learners struggled with coherent idea presentation, impacting monologue clarity. Post-implementation, participants exhibited greater concentration during speaking exercises, as the tournament format promoted readiness and accountability in individual deliveries.

Furthermore, descriptive statistics bolstered TGT's effectiveness. The maximum score rose from pre-test to post-test, showing that high-achieving students excelled further after the treatment. Likewise, the elevation in the minimum score signified that initially lower-performing students attained superior results through participation. The overall rise in total and average

scores from pre-test to post-test highlights TGT's successful role in monologue instruction.

Throughout TGT application, the classroom environment became livelier and more stimulating. Learners displayed eagerness and drive to engage in speaking tasks. The competitive learning framework motivated them to formulate ideas, rehearse delivery, and execute monologues with increased assurance. This was aided by preparatory steps, including outlining tournament guidelines, clarifying speaking themes, and clarifying participants' duties.

From a theoretical standpoint in teaching speaking, the advancements observed in this study can be pedagogically justified. Effective speaking instruction necessitates organized phases, encompassing preparation, guided rehearsal, and autonomous expression. In the application of the Team Games Tournament (TGT), learners were not required to deliver complete monologues right away. Rather, they initially received exposure to vocabulary and sentence structures via classroom presentations and worksheet exercises. This approach aligns with Jack C. Richards' assertion that students require ample input prior to generating spoken responses.

Moreover, the group discussion segment served as a preparatory phase leading up to individual presentations. As Jeremy Harmer suggests, speaking tasks should offer chances for planning, allowing learners to arrange their thoughts before verbalizing them. In this investigation, the structured worksheets provided scaffolding, assisting students in constructing their monologues progressively instead of improvising without support.

The tournament phase further aided the enhancement of fluency. Scott Thornbury points out that speaking demands instantaneous cognitive processing, where individuals must conceptualize and articulate ideas concurrently. The competitive yet encouraging environment fostered by TGT motivated students to engage more assuredly and with heightened concentration. This incremental progression from directed preparation to self-reliant performance corresponds with established principles of proficient speaking pedagogy.

Additionally, the collaborative elements of TGT helped alleviate learners' anxiety about speaking. Numerous participants initially felt reluctant to speak solo; nevertheless, team-based activities offered emotional backing before the tournament challenges. This demonstrates that well-structured cooperative learning can cultivate a supportive setting that boosts both self-assurance and oral proficiency.

The study's findings align with Jones' (2000) notion that organized activities and simulations enable valuable language practice. By repeatedly engaging in speaking exercises within a nurturing setting, students enhanced their performance, despite occasional minor inaccuracies.

In summary, the results affirm that the Team Games Tournament (TGT) method is impactful for cultivating monologue skills in Eighth-grade students at SMPN 5 Padang. This is backed by statistical proof from hypothesis testing and observations of classroom dynamics. Consequently, TGT is endorsed as a

potent instructional tool for advancing monologue proficiency in junior high school contexts.

These conclusions are reinforced by earlier research on cooperative and game-oriented learning in language education. Past studies have indicated that engaging and systematic techniques can favorably affect speaking outcomes. While previous work emphasized group dynamics and conversational speaking, this research broadens the evidence by proving TGT's benefits for solo monologue development.

Addressing the research question—Does the Team Games Tournament (TGT) method effectively teach monologue skills to Eighth-grade students at SMPN 5 Padang? the study provides a clear affirmative response. The data illustrate TGT's effectiveness, supported by the significant pre-test to post-test score differences and the acceptance of the alternative hypothesis. Slavin (2008) contends that integrating collaboration and rivalry within the Team Games Tournament (TGT) fosters an exceptionally stimulating educational setting. Learners are motivated to participate energetically in their group efforts while engaging in equitable competition against other teams, which can lead to improved academic results and greater involvement in classroom activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis discussed in the preceding chapter, it is evident that the Team Games Tournament (TGT) method proves effective in enhancing students' monologue skills. This efficacy is demonstrated by the notable disparity in students' speaking proficiency prior to and following the implementation of the TGT approach.

The findings reveal that students' speaking competencies, encompassing elements such as pronunciation, grammar, vocabulary, fluency, and comprehension, exhibited superior results after the intervention compared to before. These outcomes reinforce the notion that the Team Games Tournament technique serves as a viable instructional strategy for developing monologue abilities.

Moreover, the descriptive statistics indicate that the mean score for students' speaking skills in the pre-test was 52.44, which rose to 64.52 in the post-test. This improvement underscores that educational achievements following the application of the Team Games Tournament method were more favorable than those preceding the treatment.

In line with the statistical computations conducted using SPSS, as detailed in Table 4.14, the obtained significance value was 0.000 at a significance level of 0.05. The t-table value stood at 2.064, whereas the

calculated t-value was 11.716. Given that the t-value exceeded the t-table value ($11.716 > 2.064$), the Alternative Hypothesis (H_a) is accepted, and the Null Hypothesis (H_0) is rejected. Consequently, the Team Games Tournament (TGT) method is statistically validated as effective for teaching monologue skills among Eighth-grade students at SMPN 5 Padang, specifically in Class VIII 6.

B. Suggestion

Based on the conclusions above, the researcher proposes several suggestions related to the results of this study.

1. For Teachers

English teachers are encouraged to apply the Team Games Tournament (TGT) technique as an alternative teaching technique in speaking classes, especially for teaching monologue ability. This technique can help create an engaging learning atmosphere and support students in performing speaking tasks more effectively across the five components of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension.

2. For Students

Students are encouraged to actively participate in speaking activities using the Team Games Tournament technique. This technique can help increase students' motivation, confidence, and responsibility in speaking English, as well as encourage them to express ideas, opinions, and information more confidently in monologue form.

3. For Future Researchers

It is suggested that future researchers explore the use of the Team Games Tournament technique in different contexts, grade levels, or language skills. The findings of this study can be used as a reference for further research related to teaching speaking or other English language skills using cooperative and game-based learning techniques.



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Appendix 1 Students' speaking score in Pre-Test

No	Nama Siswa	Aspek Penilaian					Total
		P	G	V	F	C	
1	AFR	3	12	12	8	8	43
2	ASD	3	18	16	8	10	55
3	AKAS	4	18	16	12	12	62
4	AAHW	3	18	16	12	12	61
5	AAF	3	12	16	8	12	51
6	ABMA	3	12	12	10	12	49
7	AAJ	3	12	16	8	12	51
8	AAD	4	18	16	12	14	64
9	DA	3	18	16	10	12	59
10	FAR	3	12	12	8	12	47
11	FAA	3	12	16	12	15	58
12	FSA	3	18	16	12	15	64
13	HNR	3	12	16	12	12	55
14	JDRM	3	18	16	10	12	59
15	KAP	2	12	12	10	12	48
16	LNR	3	18	16	12	12	61
17	MAR	3	12	12	12	12	51
18	MA	2	12	12	6	8	40
19	MFA	2	16	16	8	12	54
20	MHD	3	12	16	6	8	45
21	MIA	2	12	16	8	12	50
22	MA	3	12	12	6	8	41
23	RAH	2	16	16	8	8	50
24	RA	3	16	16	8	8	51
25	RAE	2	12	12	8	8	42

Appendix 2 Students' speaking score in Post-Test

No	Nama Siswa	Aspek Penilaian					Total
		P	G	V	F	C	
1	AFR	3	12	12	8	8	63
2	ASD	3	18	16	8	10	66
3	AKAS	4	18	16	12	12	69
4	AAHW	3	18	16	12	12	69
5	AAF	3	12	16	8	12	60
6	ABMA	3	12	12	10	12	59
7	AAJ	3	12	16	8	12	59
8	AAD	4	18	16	12	14	69
9	DA	3	18	16	10	12	75
10	FAR	3	12	12	8	12	61
11	FAA	3	12	16	12	15	72
12	FSA	3	18	16	12	15	69
13	HNR	3	12	16	12	12	65
14	JDRM	3	18	16	10	12	69
15	KAP	2	12	12	10	12	59
16	LNR	3	18	16	12	12	69
17	MAR	3	12	12	12	12	63
18	MA	2	12	12	6	8	64
19	MFA	2	16	16	8	12	66
20	MHD	3	12	16	6	8	63
21	MIA	2	12	16	8	12	63
22	MA	3	12	12	6	8	66
23	RAH	2	16	16	8	8	61
24	RA	3	16	16	8	8	61
25	RAE	2	12	12	8	8	53

Appendix 3 Student's pretest and posttest transcription

This appendix presents the transcripts of students' speaking performances obtained from the pre-test and post-test conducted in the experimental class. The speaking tasks were designed based on the topic "Healthy and Creative Generation", which required students to deliver a monologue related to healthy lifestyles, creativity, and positive behaviors among young generations.

The pre-test transcripts represent students' initial speaking ability before the implementation of the Team Games Tournament (TGT) technique. Meanwhile, the post-test transcripts describe students' speaking performances after the treatment was given using the Team Games Tournament.

These transcripts are provided as supporting data to illustrate students' speaking performance in terms of pronunciation, grammar, vocabulary, fluency, and comprehension. They also serve as qualitative evidence to support the quantitative results presented in the data analysis chapter.

1. Abbil Fajri Reflin

I like jogging in the morning, makes me fresh a little.

2. Alvaro Salvito Dias

Eating vegetables, I try, I like carrot maybe, not too much, but healthy.

3. Aprilia Khansa Anindya Sukma

My name is April, i want to talk about healthy life, i like eat vegetable every day and fruit

4. Arsyad Al Hamidi Wanza

Every Sunday I jog, sama teman, not long, but fun.

5. Arya Aidil Ahmad Fikri

Drawing is my hobby, tapi masih jelek, but it makes me happy.

6. Arya Brilliant Muhammad Althaf

Every Sunday I jog, sama teman, not long, but fun.

7. Aurellita Amaira Jasmin

I eat fruits, sometimes only, apple or banana, it gives me energy.

8. Azizah Azzahra Deharlin

I draw cartoon, not good, but I like to draw.

9. Daffa Ashidiq

Jogging, ya I do, sekali seminggu, but sometimes malas.

10. Fadhil Asyraf Refrianto

I eat vegetables, so I eat broccoli, a little.

11. Fathan Aulia Akbar

I eat fruits at school, kalau inget bawa, like apple.

12. Fathar Statuta Alpiris

My mom cooks vegetables, I don't really like, but I eat it.

13. Hanifah Naila Riputri

When bored, I draw, doodle doodle, and it feels nice.

14. Jibril Dewan Riski Makarim

Jogging in the morning, sometimes I do, sometimes, but it is good.

15. Kenzie Asadel Pratama

I draw anime, belum bisa rapi, but I still try.

16. Latifa Nacua Rahman

I jog at the field, banyak people, so I follow.

17. Maulana Aqil Rivai

I drink fruit juice, kalau malas makan buah, like orange juice.

18. Miftahul Arzaki

I draw before sleeping, gambar simple, and I like doing it.

19. Muhammad Faiz Abqary

Morning jogging with my brother, cuma sebentar, but good for me.

20. Muhammad Haris Darmawan

Mom tells me eat vegetables, so I eat carrot, sedikit.

21. Muhammad Ibnu Asshadiq

At the park I draw, simple tree, simple people, and I enjoy it.

22. Mutiara Arnol

I want healthy life, so I try jog, eat vegetables, draw, even little exercise, nggak lama, but it makes me feel better.

23. Raisa Adzhira Hanifa

Vegetables, not my favorite, tapi I try to eat, because healthy.

24. Rehan Abigail

Drawing after homework, makes me calm, I like it.

25. Reyvan Akbar Efendi

Teacher said exercise penting, so I jog, sedikit aja.

Based on the students' pre-test transcripts presented above, it can be observed that most students were able to mention simple ideas related to a healthy and creative lifestyle, such as jogging, eating vegetables and fruits, and drawing. However, the students' speaking performance in the pre-test still showed several difficulties. Many students produced very short and simple utterances, demonstrated limited vocabulary, and frequently mixed Indonesian

words with English expressions. Grammatical errors were common, and most sentences lacked proper structure and development. In addition, hesitation and lack of fluency were evident in several responses, indicating that the students had difficulty expressing ideas clearly and confidently in English. These findings suggest that before the treatment, the students' speaking ability was still limited and required improvement, particularly in vocabulary mastery, grammatical accuracy, and fluency.

1. Abbil Fajri Reflin

I like jogging in the morning because it makes my body fresh. I usually jog near my house for a few minutes. After jogging, I feel more active at school.

2. Alvaro Salvito Dias

Eating vegetables is good for my health. I like carrots and spinach the most. My mom always reminds me to eat them every day.

3. Aprilia Khansa Anindya Sukma

Drawing is my favorite hobby. I usually draw in my notebook after school. It makes me feel relaxed and happy.

4. Arsyad Al Hamidi Wanza

Every Sunday I go jogging with my friends. We jog at the field and talk while running. It's fun and healthy.

5. Arya Aidil Ahmad Fikri

I like drawing simple things like animals and food. It makes me more creative. Drawing is the best activity for me.

6. Arya Brilliant Muhammad Althaf

On weekends, I jog with my cousin. We jog around the neighborhood. After jogging, we drink water and rest.

7. Aurellita Amaira Jasmin

I try to eat fruits every day. My favorite fruits are apples and bananas. They give me energy when studying.

8. Azizah Azzahra Deharlin

Sometimes I draw cartoon characters. I'm not very good but I enjoy it. My friends like to see my drawings.

9. Daffa Ashidiq

Jogging helps me stay fit. I jog twice a week after school. Even if I feel tired, I still enjoy it.

10. Fadhil Asyraf Refrianto

I eat vegetables because I want to be healthy. Broccoli is my favorite vegetable. I usually eat it with rice.

11. Fathan Aulia Akbar

I usually eat fruits during break time at school. I bring apples or grapes. Eating fruits makes me feel full but not sleepy.

12. Fathar Statuta Alpiris

My mom cooks vegetables every day. Sometimes I don't like the taste, but I still eat them. They are important for my body.

13. Hanifah Naila Riputri

When I feel bored, I draw on my sketchbook. Drawing helps me calm down. I feel peaceful when I draw.

14. Jibril Dewan Riski Makarim

Jogging makes my body fresh in the morning. I don't jog every day, but I try to jog often. It keeps me healthy.

15. Kenzie Asadel Pratama

I like to draw anime characters. I watch tutorials on YouTube to improve. It's fun to learn new skills.

16. Latifa Nacua Rahman

Sometimes I jog at the field near my house. There are many people jogging too. It motivates me to keep moving.

17. Maulana Aqil Rivai

I drink fruit juice when I don't want to eat fruit. My favorite juice is orange juice. It's healthy and fresh.

18. Miftahul Arzaki

Every night, I draw before sleeping. Sometimes I draw people, sometimes places. It helps me be more creative.

19. Muhammad Faiz Abqary

In the morning, I jog with my brother. We only jog for 10 minutes. But it still makes me feel energetic.

20. Muhammad Haris Darmawan

My mom tells me to eat vegetables every meal. I like carrots because they are sweet. Eating vegetables makes my skin healthier.

21. Muhammad Ibnu Asshadiq

When I go to the park, I bring my drawing book. I draw trees and people around me. It's a fun activity.

22. Mutiara Arnol

I want to have a healthy life, so I try to jog, eat vegetables, and draw often. These activities make me happy. I feel better every day.

23. Raisa Adzhira Hanifa

Vegetables are not my favorite, but I know they are healthy. I try to eat them even if the taste is not great. I want to stay strong.

24. Rehan Abigail

Drawing is my relaxing time. I draw after finishing homework. It helps my mind feel free.

25. Reyvan Akbar Efendi

My teacher says exercise is important. So I jog every Friday afternoon. It makes me feel strong.

Based on the students' post-test transcripts presented above, it can be observed that there was an improvement in students' speaking performance after the implementation of the Team Games Tournament (TGT) technique. Most students were able to express their ideas more clearly and confidently related to the theme of healthy and creative generation, such as healthy lifestyles, exercise habits, eating vegetables and fruits, and creative activities like drawing. Compared to the pre-test, students produced more complete sentences and showed better fluency in delivering their ideas.

In addition, the post-test transcripts indicate improvements in vocabulary use and comprehension, as students were able to use more relevant words and maintain their ideas with less hesitation. Although some grammatical inaccuracies and code-switching into Indonesian were still found, these errors

did not significantly hinder meaning. Overall, the post-test results suggest that students' speaking ability improved after the treatment, particularly in terms of fluency, confidence, and idea development, even though further practice is still needed to improve grammatical accuracy and pronunciation.

Appendix 4 Research Instrument

SPEAKING TEST

Name :

Class :

Subject : Speaking

Direction: Choose ONE picture related to Healthy and Creative Generation. Tell your daily activity based on the picture you choose.

Example: “I usually eat apples in the morning and jogging near my house with my friends”

1. Healthy Eating (Eating Fruit/Vegetable)



2. Physical Activity (Jogging, Sport, Cycling)



3. Creative Activity (Drawing, Coloring, Making Crafts)



- Daily Routine (General Healthy Habits)



Appendix 5 Modul Ajar
MODUL AJAR
BAHASA INGGRIS KELAS VIII

No	Komponen	Healty and Creative Generation
1.	Informasi umum perangkat ajar	
	Author	: Faradilla Putri Amelia
	School	: SMP Negeri 5 Padang
	Grade/ Semester	: VIII/6
	Subject	: Bahasa Inggris
	Skill	: Speaking
	Time allocation	: 3x40 menit (4 kali pertemuan)
2.	Capaian Pembelajaran Fase D	
	Fase Capaian Pembelajaran (CP)	Pada akhir Fase D, siswa mampu menggunakan Bahasa Inggris lisan dan tulisan untuk memahami dan menyampaikan informasi tentang kebiasaan hidup sehat, aktivitas olahraga, dan kegiatan kreatif. Siswa dapat berpartisipasi dalam percakapan sederhana, membaca teks pendek, serta memproduksi monolog singkat yang terstruktur menggunakan kosakata yang sesuai. Siswa menunjukkan kemampuan menjelaskan pengalaman, kebiasaan, dan pendapat mereka tentang healthy lifestyle, exercise, dan creative balance secara jelas dan mudah dipahami.
	Elemen/ Domain CP	<u>Elemen Membaca – memirsa</u> Pada akhir Fase D, siswa mampu memahami informasi dari teks lisan dan tulisan yang membahas topik healthy and creative generation, seperti kebiasaan hidup sehat, aktivitas olahraga, dan kegiatan kreatif. Siswa dapat menyampaikan ide, pendapat, serta pengalaman melalui monolog sederhana yang runtut dan menggunakan kosakata yang sesuai konteks. Mereka juga

		mampu membaca dan menangkap informasi penting dari teks deskriptif maupun recount terkait gaya hidup sehat, serta menuliskan teks pendek dengan struktur yang tepat. Selain itu, siswa menunjukkan pemahaman tentang penggunaan grammar dasar, terutama simple present tense dan vocabulary yang berkaitan dengan kesehatan, olahraga, dan kreativitas. Siswa mampu menerapkan bahasa secara tepat dalam situasi sehari-hari di sekolah maupun lingkungan sekitar.
	Tujuan Pembelajaran	1. Siswa mampu mengidentifikasi kosakata dasar yang berkaitan dengan kebiasaan hidup sehat, olahraga, dan kegiatan kreatif melalui teks sederhana. 2. Siswa mampu memahami informasi umum dan khusus dari teks lisan dan tulisan tentang healthy life, exercise, dan creative balance. 3. Siswa mampu menyusun kalimat sederhana menggunakan simple present tense untuk menggambarkan kebiasaan hidup sehat dan aktivitas kreatif. 4. Siswa mampu melakukan deskripsi lisan singkat tentang gambar atau aktivitas yang berkaitan dengan topik hidup sehat dan kreativitas. 5. Siswa mampu menyampaikan monolog sederhana (1–2 menit) tentang kebiasaan sehat, olahraga, atau aktivitas kreatif secara runtut. 6. Siswa mampu bekerja sama dalam kelompok melalui aktivitas Team Games Tournament (TGT) untuk memahami materi dan meningkatkan keaktifan dalam berbicara. 7. Siswa menunjukkan sikap percaya diri saat berbicara dalam bahasa Inggris melalui berbagai kegiatan yang diberikan di kelas.
3.	Profil Pelajar Pancasila	
	Profil Pelajar Pancasila yang berkaitan	1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia 2. Mandiri 3. Bergotong royong 4. Bernalar kritis 5. Kreatif

4.	Sarana dan Prasarana		
	Fasilitas	1. Laptop/Komputer PC 2. Papan tulis/White Board	
5.	Target Peserta Didik		
	Peserta didik superior/tipikal: unggul, tidak ada kesulitan dalam mencerna dan memahami materi ajar.		
6.	Model dan Metode Pembelajaran		
	Model Pembelajaran	- Tatap Muka - Model Pembelajaran : Cooperative Learning (TGT) with Three Phase Technique - Pre – Teaching - Whilst – Teaching - Post – Teaching	
	Metode Pembelajaran	Cooperative Learning	
7.	Materi Ajar, Alat, dan Bahan		
	Materi Ajar	Healthy and Creative Generation	
	Alat dan Bahan	Bahan Ajar	
8.	Urutan Kegiatan Pembelajaran		
	Pertemuan 1	Kegiatan Inti	Waktu Kegiatan
	Kegiatan Pendahuluan	- Guru memberi salam (<i>greeting</i>). - Guru membuka pelajaran dengan mengucapkan salam - Guru meminta ketua kelas untuk memimpin doa bersama. - Guru memperkenalkan diri - Guru memeriksa kesiapan dan mengecek kehadiran peserta didik.	10 Menit

	Pre-Teaching	• Guru menyapa siswa dan memotivasi mereka dengan bertanya: <i>“Siapa yang suka makan buah?”</i> atau <i>“Apa yang kamu lakukan untuk tetap sehat?”</i> • Guru menjelaskan tujuan pembelajaran hari ini, yaitu belajar tentang Healthy Life melalui kegiatan berbicara dan permainan kelompok menggunakan teknik Team Games Tournament (TGT).	20 Menit
	Whilst-Teaching	• Guru menayangkan sebuah video dengan tema Healthy and Creative Generation. • Guru mengajak siswa mendiskusikan tentang video yang sudah ditayangkan. • Guru menerangkan materi kepada siswa. • Guru memperkenalkan kosakata dan ungkapan yang berkaitan dengan topik Healthy Life menggunakan contoh kalimat sederhana di papan tulis. <i>“Hello everyone, Today I want to talk about Healthy Life. I eat fruits and vegetables every day. I drink enough water and sleep early. Health makes me happy and strong. Let’s start a healthy life from now!”</i> • Guru menjelaskan struktur kalimat simple present tense secara singkat dan memberi contoh kalimat seperti <i>“I eat vegetables every day”</i> dan <i>“She drinks water every morning.”</i> • Guru membagi siswa menjadi 5-6 kelompok • Guru menerangkan tugas yang akan dikerjakan oleh siswa yaitu setiap anggota kelompok ditugaskan mampu untuk menjawab pertanyaan dengan tepat • Nilai akan diperoleh individu dan kelompok	30 menit

		• Guru membagikan lembar kerja kepada siswa untuk didiskusikan secara berkelompok selama 3-4 menit • Setiap anggota kelompok mendapat tugas masing-masing 1 ronde (total 5 ronde) • Siswa mulai mendiskusikan dalam kelompok <i>Round 1 – Reading & Identify Vocabulary</i> <i>“I always eat breakfast before going to school. I like to eat rice and eggs because they make me strong. I also drink a glass of milk every morning.”</i> • Guru meminta setiap perwakilan kelompok siswa untuk maju ke kursi turnamen • Setiap anggota kelompok diminta untuk menyebutkan jawaban pertanyaan yang ditanyakan <i>‘What does the writer eat for breakfast?’</i> <i>‘Why does the writer like rice and eggs?’</i> • Guru memberi penilaian atas jawaban yang dijawab oleh siswa • Guru menginterupsi siswa untuk beralih ke ronde 2 tentang understanding daily habits <i>“I like to drink water every day. I don’t drink soda because it is not good for my body. I always bring my water bottle to school.”</i> • Siswa diminta untuk mendiskusikan isi teks dengan kelompok. • Guru meminta setiap perwakilan kelompok siswa untuk maju ke kursi turnamen • Setiap anggota kelompok diminta untuk menyebutkan jawaban pertanyaan yang ditanyakan	
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		<i>'What drink does the writer like?'</i> <i>'Why doesn't the writer drink soda?'</i> • Guru memberi penilaian atas jawaban yang dijawab oleh siswa • Guru menginterupsi siswa untuk beralih ke ronde 3 tentang Picture Description and Text <i>"This is Rani. She always jogs in the morning. Sometimes she jogs with her father in the park. Jogging makes her body healthy and happy."</i> • Siswa diminta untuk mendiskusikan isi teks dengan kelompok. • Guru meminta setiap perwakilan kelompok siswa untuk maju ke kursi turnamen • Setiap anggota kelompok diminta untuk menyebutkan jawaban pertanyaan yang ditanyakan <i>'Who is in the story?'</i> <i>'What does Rani do in the morning?'</i> • Guru memberi penilaian atas jawaban yang dijawab oleh siswa • Guru menginterupsi siswa untuk beralih ke ronde 4 tentang Mini Monologue <i>"I eat vegetables every day. I like carrots and spinach. My mom says vegetables make me healthy. I feel strong after eating them."</i> • Siswa diminta untuk membaca teksnya, lalu ubah ke versi diri sendiri. • Setiap anggota kelompok berbicara 3–4 kalimat • Guru memberi penilaian atas jawaban yang	
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		dijawab oleh siswa - Guru menginterupsi siswa untuk beralih ke ronde 5 tentang Quiz Talk <i>“Healthy life is important. We must eat healthy food, drink water, sleep early, and do exercise. If we are healthy, we can study and play happily.”</i> - Siswa diminta untuk mendiskusikan isi teks dengan kelompok. - Guru meminta setiap perwakilan kelompok siswa untuk maju ke kursi turnamen - Setiap anggota kelompok diminta untuk menyebutkan jawaban pertanyaan yang ditanyakan <i>‘Mention two habits to have a healthy life!’</i> <i>‘Why is being healthy important?’</i> - Guru memberi penilaian atas jawaban yang dijawab oleh siswa - Guru mulai menjumlahkan semua nilai yang diperoleh tiap kelompok dan individu - Guru mengumumkan pemenangnya	
	Post – teaching	- Guru merefleksi atau menyimpulkan kegiatan dengan pertanyaan: <i>“What have we learned in this meeting?”</i> - Guru menyimpulkan kembali pembelajaran yang telah disampaikan - Guru dan murid mengulang kembali pembelajaran bersama-sama berdasarkan topic pembelajaran.	10 Menit
	Kegiatan Penutup	Guru memberi umpan balik terhadap proses dan hasil pembelajaran.	

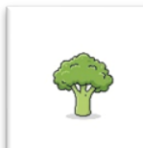
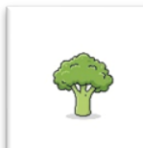
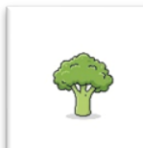
		• guru memberikan apresiasi dan motivasi terhadap hasil kerja peserta didik. • Guru dan Peserta didik melakukan refleksi • Salam penutup • Guru dan peserta didik berdoa bersama.	10 menit
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MODUL AJAR
BAHASA INGGRIS KELAS VIII

c	Komponen	Healthy and Creative Generation
1.	Informasi umum perangkat ajar	
	Author	: Faradilla Putri Amelia
	School	: SMP Negeri 5 Padang
	Grade/ Semester	: VIII/6
	Subject	: Bahasa Inggris
	Skill	: Speaking
	Time allocation	: 3x40 menit (4 kali pertemuan)
2.	Capaian Pembelajaran Fase D	
	Fase Capaian Pembelajaran (CP)	Pada akhir Fase D, siswa mampu menggunakan Bahasa Inggris lisan dan tulisan untuk memahami dan menyampaikan informasi tentang kebiasaan hidup sehat, aktivitas olahraga, dan kegiatan kreatif. Siswa dapat berpartisipasi dalam percakapan sederhana, membaca teks pendek, serta memproduksi monolog singkat yang terstruktur menggunakan kosakata yang sesuai. Siswa menunjukkan kemampuan menjelaskan pengalaman, kebiasaan, dan pendapat mereka tentang healthy lifestyle, exercise, dan creative balance secara jelas dan mudah dipahami.
	Elemen/ Domain CP	<u>Elemen Membaca – memirsa</u> Pada akhir Fase D, siswa mampu memahami informasi dari teks lisan dan tulisan yang membahas topik healthy and creative generation, seperti kebiasaan hidup sehat, aktivitas olahraga, dan kegiatan kreatif. Siswa dapat menyampaikan ide, pendapat, serta pengalaman melalui monolog sederhana yang runtut dan menggunakan kosakata yang sesuai konteks. Mereka juga mampu membaca dan menangkap informasi penting dari teks deskriptif maupun recount terkait gaya hidup sehat, serta menuliskan teks pendek dengan struktur yang tepat. Selain itu, siswa menunjukkan pemahaman tentang penggunaan grammar dasar, terutama

		simple present tense dan vocabulary yang berkaitan dengan kesehatan, olahraga, dan kreativitas. Siswa mampu menerapkan bahasa secara tepat dalam situasi sehari-hari di sekolah maupun lingkungan sekitar.
	Tujuan Pembelajaran	1. Siswa mampu mengidentifikasi kosakata dasar yang berkaitan dengan kebiasaan hidup sehat, olahraga, dan kegiatan kreatif melalui teks sederhana. 2. Siswa mampu memahami informasi umum dan khusus dari teks lisan dan tulisan tentang healthy life, exercise, dan creative balance. 3. Siswa mampu menyusun kalimat sederhana menggunakan simple present tense untuk menggambarkan kebiasaan hidup sehat dan aktivitas kreatif. 4. Siswa mampu melakukan deskripsi lisan singkat tentang gambar atau aktivitas yang berkaitan dengan topik hidup sehat dan kreativitas. 5. Siswa mampu menyampaikan monolog sederhana (1–2 menit) tentang kebiasaan sehat, olahraga, atau aktivitas kreatif secara runtut. 6. Siswa mampu bekerja sama dalam kelompok melalui aktivitas Team Games Tournament (TGT) untuk memahami materi dan meningkatkan keaktifan dalam berbicara. 7. Siswa menunjukkan sikap percaya diri saat berbicara dalam bahasa Inggris melalui berbagai kegiatan yang diberikan di kelas.
3.	Profil Pelajar Pancasila	
	Profil Pelajar Pancasila yang berkaitan	1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia 2. Mandiri 3. Bergotong royong 4. Bernalar kritis 5. Kreatif
4.	Sarana dan Prasarana	
	Fasilitas	1. Laptop/Komputer PC 2. Papan tulis/White Board
5.	Target Peserta Didik	
	Peserta didik superior/tipikal: unggul, tidak ada kesulitan dalam mencerna dan memahami materi ajar.	

6.	Model dan Metode Pembelajaran		
	Model Pembelajaran	• Tatap Muka • Model Pembelajaran : Cooperative Learning (TGT) with Three Phase Technique 4. Pre – Teaching 5. Whilst – Teaching 6. Post – Teaching	
	Metode Pembelajaran	• Cooperative Learning	
7.	Materi Ajar, Alat, dan Bahan		
	Materi Ajar	Healthy and Creative Generation	
	Alat dan Bahan	Bahan Ajar	
8.	Urutan Kegiatan Pembelajaran		
	Pertemuan 2	Kegiatan Inti	Waktu Kegiatan
	Kegiatan Pendahuluan	• Guru memberi salam (<i>greeting</i>). • Guru membuka pelajaran dengan mengucapkan salam • Guru meminta ketua kelas untuk memimpin doa bersama. • Guru memeriksa kesiapan dan mengecek kehadiran peserta didik.	10 Menit
	Pre-Teaching	• Guru membuka kelas, menyapa siswa, dan mengulas kembali tentang materi minggu lalu. • Guru menjelaskan bahwa hari ini fokusnya adalah <i>present tense</i> dan <i>vocabulary</i>	10 Menit

Whilst-Teaching	- Guru meminta siswa untuk duduk sesuai dengan kelompok masing-masing. - Guru menginterupsi bahwa turnamen akan segera dimulai dan terdapat 5 ronde dan masing-masing kelompok harus tunjuk satu perwakilan untuk menjawab disetiap ronde - Pada ronde 1 (Vocabulary Guess) guru menampilkan 6 gambar di papan tulis dan meminta siswa untuk menjawab <table><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> - Siswa setiap kelompok mulai mendiskusikan gambar yang ditampilkan - Setiap kelompok menunjuk 1 orang perwakilan untuk maju menjawab dengan benar - Guru memberi penilaian atas jawaban yang dijawab oleh siswa - Guru menginterupsi siswa untuk beralih ke ronde 2 tentang Simple Sentence Race - Guru memberikan contoh kalimat pendek di papan tulis (drink – water – morning) (I drink water every morning)							30 menit
								
								
								

- Guru memberikan 5 pertanyaan di papan tulis untuk didiskusikan
- Play – badminton – friends
- Eat – fruit – everyday
- Play – football – afternoon
- Ride – bicycle – weekend
- Cook – healthu food – mom
- Guru meminta perwakilan setiap kelompok untuk menjawab pertanyaan dengan tepat
- Guru memberi penilaian atas jawaban yang dijawab oleh siswa
- Guru menginterupsi siswa untuk beralih ke ronde 3 tentang Picture Talk
- Guru menampilkan sebuah gambar di papan tulis



- Guru meminta siswa untuk mendeskripsikan gambar tersebut dalam satu kalimat
- Siswa diminta untuk mendiskusikan gambar tersebut
- Guru meminta perwakilan setiap kelompok untuk menjawab pertanyaan dengan tepat
- Guru memberi penilaian atas jawaban yang dijawab oleh siswa
- Guru menginterupsi siswa untuk beralih ke ronde 4 tentang Speaking and Writing
- Guru membagikan masing-masing kertas pada setiap kelompok
- Guru meminta siswa untuk memahami contoh teks yang diberikan

		<i>“Today I want to talk about eating vegetables. I choose this activity because vegetables are good for my body. I usually eat carrots, spinach, or broccoli at home, especially at lunch. Eating vegetables makes me feel healthy and strong. That’s all from me, thank you.”</i> • Siswa diminta untuk memilih salah satu topik yang tertera di kertas; jogging, eating fruits, drawing • Guru meminta siswa untuk membuat monologue pendek memakai kerangka di bawah TOPIC CHOSEN (Topik yang Dipilih): Circle one / Lingkari satu: Jogging – Eating Fruits – Drawing Monologue Frame (Kerangka Monolog) 1. Opening Sentence (Kalimat Pembuka) Example/Contoh: “Today I want to talk about _____.” Your answer / Jawabanmu: 2. Why do you choose this activity? (Kenapa memilih aktivitas ini?) Example/Contoh: “I choose this because it makes me feel healthy / happy / relaxed.” Your answer / Jawabanmu: 3. What do you usually do? (Apa yang biasanya kamu lakukan?)	
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		If choosing Jogging / Jika memilih Jogging: Example: "I usually jog near my house with my friends." If choosing Eating Fruits / Jika memilih Makan Buah: Example: "I like eating apples or bananas after school." If choosing Drawing / Jika memilih Menggambar: Example: "I often draw simple pictures in my notebook." Your answer / Jawabanmu: 4. How does it make you feel? (Apa yang kamu rasakan?) Example/Contoh: "It makes me feel fresh / happy / relaxed / healthy." Your answer / Jawabanmu: 5. Closing Sentence (Kalimat Penutup) Example/Contoh: "That's all about my activity. Thank you." Your answer / Jawabanmu: • Setiap perwakilan siswa diminta untuk maju ke kursi turnamen untuk menyebutkan kerangka tersebut menjadi kalimat lengkap dan padu • Guru memberi penilaian atas jawaban yang dijawab oleh siswa • Guru menginterupsi siswa untuk beralih ke ronde 5 tentang Bonus Quiz	
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		• Guru menginterupsi bahwa permainan kali ini tentang guru menyebutkan sepenggal kalimat pendek lalu setiap anggota kelompok hanya menjawab yes/No. 'Eating too many snacks is healthy (yes/no)' • Guru memberi penilaian atas jawaban yang dijawab oleh siswa • Guru mulai menjumlahkan semua nilai yang diperoleh tiap kelompok dan individu.	
	Post – teaching	• Guru merefleksi atau menyimpulkan kegiatan dengan pertanyaan: <i>“What have we learned in this meeting?”</i> • Guru umumkan <i>Winning Team</i> • Guru beri motivasi: <i>“Good job! The more you talk, the better your English will be!”</i> • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.	20 Menit
	Kegiatan Penutup	• Guru memberi umpan balik terhadap proses dan hasil pembelajaran. • guru memberikan apresiasi dan motivasi terhadap hasil kerja peserta didik. • Guru dan Peserta didik melakukan refleksi • Salam penutup • Guru dan peserta didik berdoa bersama.	10 menit

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BAHASA INGGRIS KELAS VIII

No	Komponen	Healthy and Creative Generation
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	School	: SMP Negeri 5 Padang
	Grade/ Semester	: VIII/6
	Subject	: Bahasa Inggris
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	Time allocation	: 3x40 menit (4 kali pertemuan)
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	Fase Capaian Pembelajaran (CP)	Pada akhir Fase D, siswa mampu menggunakan Bahasa Inggris lisan dan tulisan untuk memahami dan menyampaikan informasi tentang kebiasaan hidup sehat, aktivitas olahraga, dan kegiatan kreatif. Siswa dapat berpartisipasi dalam percakapan sederhana, membaca teks pendek, serta memproduksi monolog singkat yang terstruktur menggunakan kosakata yang sesuai. Siswa menunjukkan kemampuan menjelaskan pengalaman, kebiasaan, dan pendapat mereka tentang healthy lifestyle, exercise, dan creative balance secara jelas dan mudah dipahami.
	Elemen/ Domain CP	<u>Elemen Membaca – memirsa</u> Pada akhir Fase D, siswa mampu memahami informasi dari teks lisan dan tulisan yang membahas topik healthy and creative generation, seperti kebiasaan hidup sehat, aktivitas olahraga, dan kegiatan kreatif. Siswa dapat menyampaikan ide, pendapat, serta pengalaman melalui monolog sederhana yang runtut dan menggunakan kosakata yang sesuai konteks. Mereka juga mampu membaca dan menangkap informasi penting dari teks deskriptif maupun recount terkait gaya hidup sehat, serta menuliskan teks pendek dengan struktur yang tepat. Selain itu, siswa menunjukkan pemahaman

		tentang penggunaan grammar dasar, terutama simple present tense dan vocabulary yang berkaitan dengan kesehatan, olahraga, dan kreativitas. Siswa mampu menerapkan bahasa secara tepat dalam situasi sehari-hari di sekolah maupun lingkungan sekitar.
	Tujuan Pembelajaran	1. Siswa mampu mengidentifikasi kosakata dasar yang berkaitan dengan kebiasaan hidup sehat, olahraga, dan kegiatan kreatif melalui teks sederhana. 2. Siswa mampu memahami informasi umum dan khusus dari teks lisan dan tulisan tentang healthy life, exercise, dan creative balance. 3. Siswa mampu menyusun kalimat sederhana menggunakan simple present tense untuk menggambarkan kebiasaan hidup sehat dan aktivitas kreatif. 4. Siswa mampu melakukan deskripsi lisan singkat tentang gambar atau aktivitas yang berkaitan dengan topik hidup sehat dan kreativitas. 5. Siswa mampu menyampaikan monolog sederhana (1–2 menit) tentang kebiasaan sehat, olahraga, atau aktivitas kreatif secara runtut. 6. Siswa mampu bekerja sama dalam kelompok melalui aktivitas Team Games Tournament (TGT) untuk memahami materi dan meningkatkan keaktifan dalam berbicara. 7. Siswa menunjukkan sikap percaya diri saat berbicara dalam bahasa Inggris melalui berbagai kegiatan yang diberikan di kelas.
3.	Profil Pelajar Pancasila	
	Profil Pelajar Pancasila yang berkaitan	1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia 2. Mandiri 3. Bergotong royong 4. Bernalar kritis 5. Kreatif
4.	Sarana dan Prasarana	
	Fasilitas	1. Laptop/Komputer PC 2. Papan tulis/White Board

5.	Target Peserta Didik		
	Peserta didik superior/tipikal: unggul, tidak ada kesulitan dalam mencerna dan memahami materi ajar.		
6.	Model dan Metode Pembelajaran		
	Model Pembelajaran	- Tatap Muka - Model Pembelajaran : Cooperative Learning (TGT) with Three Phase Technique 7. Pre – Teaching 8. Whilst – Teaching 9. Post – Teaching	
	Metode Pembelajaran	Cooperative Learning	
7.	Materi Ajar, Alat, dan Bahan		
	Materi Ajar	Healthy and Creative Generation	
	Alat dan Bahan	Bahan Ajar	
8.	Urutan Kegiatan Pembelajaran		
	Pertemuan 3	Kegiatan Inti	Waktu Kegiatan
	Kegiatan Pendahuluan	- Guru memberi salam (<i>greeting</i>). - Guru membuka pelajaran dengan mengucapkan salam - Guru meminta ketua kelas untuk memimpin doa bersama. - Guru memeriksa kesiapan dan mengecek kehadiran peserta didik.	10 Menit
	Pre-Teaching	Guru menyapa siswa dan menanyakan tentang materi yang dipelajari hari ini. <i>“Raise your hands if yall like to eat fruits, drawing or excercising</i>	

		• Siswa merespon dengan cepat • Guru memberikan 3 kalimat kunci untuk digunakan dalam permainan turnamen <i>“i usually...”</i> <i>“i like it because...”</i> <i>“it helps me...”</i> <i>Example: i usually jog on Sunday. I like it because it makes me fresh</i>	20 Menit
	Whilst-Teaching	• Guru meminta siswa untuk duduk sesuai dengan kelompok masing-masing. • Guru menginstruksi tugas yang akan dikerjakan • Guru memulai permainan pada ronde 1 tentang Sound Guessing • Guru memutar sound effect simple lewat HP • Siswa disetiap kelompok mendiskusikan dan menebak suara aktivitas apa Suara yang digunakan 1. Kaki berlari = <i>jogging</i> 2. Mengunyah = <i>eating fruit</i> 3. Menggores pensil = <i>drawing</i> 4. Meregangkan sendi = <i>stretching</i> • Siswa mampu menyebutkan aktivitas dan manfaat dalam kalimat tersebut <i>“jogging – it helps my body fresh”</i> • Setiap kelompok menunjuk 1 orang perwakilan untuk maju menjawab dengan benar • Guru memberi penilaian atas jawaban yang dijawab oleh siswa • Guru menginterupsi siswa untuk beralih ke ronde 2 tentang Complete The Reason • Guru memberikan kalimat rumpang	30 menit

		“i draw because it helps me...” • Siswa disetiap kelompok mampu melengkapi kalimat tersebut • Setiap kelompok menunjuk 1 orang perwakilan untuk maju menjawab dengan benar • Guru memberi penilaian atas jawaban yang dijawab oleh siswa • Guru menginterupsi siswa untuk beralih ke ronde 3 tentang Mini Dialogue • Guru menyiapkan 2 topik; eating fruits dan drawing • Siswa diminta untuk membuat masing-masing 1 dialog menggunakan topik diatas <i>“Example:</i> <i>A: What do you like doing?</i> <i>B: I like...because...”</i> • Setiap kelompok menunjuk 1 orang perwakilan untuk maju menjawab dengan benar • Guru memberi penilaian atas jawaban yang dijawab oleh siswa • Guru menginterupsi siswa untuk beralih ke ronde 4 tentang Reason Card Challenge • Guru memberikan gambar jogging, eating fruits, drawing, drinking water, streching • Siswa diminta untuk berbicara 15-20 detik menjelaskan mengapa mereka suka dan perlu melakukan itu <i>“Example: i choose drawing. I like drawing because it makes me creative. I usually draw at home andi t helps me relax”</i> • Setiap kelompok menunjuk 1 orang perwakilan untuk maju menjawab dengan benar	
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		• Guru memberi penilaian atas jawaban yang dijawab oleh siswa • Guru menginterupsi siswa untuk beralih ke ronde 5 tentang Mystery Picture • Guru menunjuk gambar misteri (buah, orang jogging, anak menggambar) • Setiap kelompok memilih 1 perwakilan • Setiap masing-masing anggota kelompok harus berbicara 10 detik tentang gambar dengan pola; <i>“What is this</i> <i>What it is good</i> <i>How often they do it”</i> <i>Example; this is girl jogging. Jogging is good because it makes the body strong. I jog once a week”</i> • Guru memberi penilaian atas jawaban yang dijawab oleh siswa • Guru mulai menjumlahkan semua nilai yang diperoleh tiap kelompok dan individu	
	Post – teaching	• Guru merefleksi atau menyimpulkan kegiatan dengan pertanyaan: <i>“What have we learned in this meeting?”</i> • Guru umumkan <i>Winning Team</i> dan <i>Best Speaker</i>. • Guru beri motivasi: <i>“Next meeting, you’ll create your own story freely — you’re getting really good at this!”</i>	10 Menit
	Kegiatan Penutup	• Guru memberi umpan balik terhadap proses dan hasil pembelajaran.	

		• guru memberikan apresiasi dan motivasi terhadap hasil kerja peserta didik. • Guru dan Peserta didik melakukan refleksi • Salam penutup • Guru dan peserta didik berdoa bersama.	10 menit
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BAHASA INGGRIS KELAS VIII

No	Komponen	Healthy and Creative Generation
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	Author	: Faradilla Putri Amelia
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2.	Capaian Pembelajaran Fase D	
	Fase Capaian Pembelajaran (CP)	Pada akhir Fase D, siswa mampu menggunakan Bahasa Inggris lisan dan tulisan untuk memahami dan menyampaikan informasi tentang kebiasaan hidup sehat, aktivitas olahraga, dan kegiatan kreatif. Siswa dapat berpartisipasi dalam percakapan sederhana, membaca teks pendek, serta memproduksi monolog singkat yang terstruktur menggunakan kosakata yang sesuai. Siswa menunjukkan kemampuan menjelaskan pengalaman, kebiasaan, dan pendapat mereka tentang healthy lifestyle, exercise, dan creative balance secara jelas dan mudah dipahami.
	Elemen/ Domain CP	<u>Elemen Membaca – memirsa</u> Pada akhir Fase D, siswa mampu memahami informasi dari teks lisan dan tulisan yang membahas topik healthy and creative generation, seperti kebiasaan hidup sehat, aktivitas olahraga, dan kegiatan kreatif. Siswa dapat menyampaikan ide, pendapat, serta pengalaman melalui monolog sederhana yang runtut dan menggunakan kosakata yang sesuai konteks. Mereka juga mampu membaca dan menangkap informasi penting dari teks deskriptif maupun recount terkait gaya hidup sehat, serta menuliskan teks pendek dengan struktur yang tepat. Selain itu, siswa menunjukkan pemahaman

		tentang penggunaan grammar dasar, terutama simple present tense dan vocabulary yang berkaitan dengan kesehatan, olahraga, dan kreativitas. Siswa mampu menerapkan bahasa secara tepat dalam situasi sehari-hari di sekolah maupun lingkungan sekitar.
	Tujuan Pembelajaran	1. Siswa mampu mengidentifikasi kosakata dasar yang berkaitan dengan kebiasaan hidup sehat, olahraga, dan kegiatan kreatif melalui teks sederhana. 2. Siswa mampu memahami informasi umum dan khusus dari teks lisan dan tulisan tentang healthy life, exercise, dan creative balance. 3. Siswa mampu menyusun kalimat sederhana menggunakan simple present tense untuk menggambarkan kebiasaan hidup sehat dan aktivitas kreatif. 4. Siswa mampu melakukan deskripsi lisan singkat tentang gambar atau aktivitas yang berkaitan dengan topik hidup sehat dan kreativitas. 5. Siswa mampu menyampaikan monolog sederhana (1–2 menit) tentang kebiasaan sehat, olahraga, atau aktivitas kreatif secara runtut. 6. Siswa mampu bekerja sama dalam kelompok melalui aktivitas Team Games Tournament (TGT) untuk memahami materi dan meningkatkan keaktifan dalam berbicara. 7. Siswa menunjukkan sikap percaya diri saat berbicara dalam bahasa Inggris melalui berbagai kegiatan yang diberikan di kelas.
3.	Profil Pelajar Pancasila	
	Profil Pelajar Pancasila yang berkaitan	1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia 2. Mandiri 3. Bergotong royong 4. Bernalar kritis 5. Kreatif
4.	Sarana dan Prasarana	

	Fasilitas	1. Laptop/Komputer PC 2. Papan tulis/White Board	
5.	Target Peserta Didik		
	Peserta didik superior/tipikal: unggul, tidak ada kesulitan dalam mencerna dan memahami materi ajar.		
6.	Model dan Metode Pembelajaran		
	Model Pembelajaran	- Tatap Muka - Model Pembelajaran : Cooperative Learning (TGT) with Three Phase Technique 10. Pre – Teaching 11. Whilst – Teaching 12. Post – Teaching	
	Metode Pembelajaran	Cooperative Learning	
7.	Materi Ajar, Alat, dan Bahan		
	Materi Ajar	Healthy and Creative Generation	
	Alat dan Bahan	Bahan Ajar	
8.	Urutan Kegiatan Pembelajaran		
	Pertemuan 4	Kegiatan Inti	Waktu Kegiatan
	Kegiatan Pendahuluan	- Guru memberi salam (<i>greeting</i>). - Guru membuka pelajaran dengan mengucapkan salam - Guru meminta ketua kelas untuk memimpin doa bersama. - Guru memeriksa kesiapan dan mengecek kehadiran peserta didik.	10 Menit
	Pre-Teaching	Guru menyampaikan tujuan pembelajaran hari ini.	

		• Guru menyapa siswa <i>“Good morning everyone! How are you in this morning? Did anyone do exercise this morning?”</i> • Guru menjelaskan kegiatan hari ini yaitu di ronde pertama melatih simple speaking dengan bantuan emoji • Guru meminta siswa untuk duduk di kelompok masing-masing	20 Menit
	Whilst-Teaching	• Guru menampilkan 3 set emoji di papa slide • Setiap kelompok memilih 1 set lalu merangkai cerita 2-3 kalimat sesuai emoji <i>“Example: i jog in the morning. The weather is warm and i drink water after jogging”</i> • Setiap kelompok memilih 1 perwakilan • Guru memberi penilaian atas jawaban yang dijawab oleh siswa (kalimat lengkap dan sesuai = 3 poin, kalimat kurang jelas = 2 poin, kalimat satu saja = 1 poin) • Guru menginterupsi siswa untuk beralih ke ronde 2 tentang Teacher Mini Interview Challenge • Guru wawancara 1 orang perkelompok dengan pertanyaan berbeda <i>” Teacher: What healthy food do you like? Student: I like carrot because it makes my body strong.</i>	30 menit

		<i>Teacher: When do you exercise?</i> <i>Student: I exercise in the afternoon.</i> <i>Teacher: Why do you like drawing?</i> <i>Student: Because it makes me calm."</i> • Guru memberi penilaian atas jawaban yang dijawab oleh siswa (jawab lancar = 3 poin, agak ragu = 2 poin, sangat terbata = 1 poin) • Guru menginterupsi siswa untuk beralih ke ronde 3 tentang Mistery Sound Guess • Guru memutar 3 suara pendek lewat HP (suara orang jogging, suara blender buah, suara pensil menggambar) • Siswa dalam kelompok menebak suara itu dan menyebutkan 3 kata bahasa inggris yang berhubungan <i>"Example: jogging = run, morning, exercise</i> <i>Fruits = apple, healthy, eat</i> <i>Drawing = pencil, art, book"</i> • Setiap kelompok memilih 1 perwakilan • Guru memberi penilaian atas jawaban yang dijawab oleh siswa (3 kata benar = 3 poin, 2 kata benar = 2 poin, 1 = 1 poin) • Guru menginterupsi siswa untuk beralih ke ronde 4 tentang Minute Speech Picture • Guru menyiapkan 3 gambar; gambar 1 = jogging, gambar 2 = eating vegetable, gambar 3 = drawing • Siswa diminta masing-masing perkelompok mengambil satu gambar untuk berbicara 3-5 kalimat • Setiap kelompok memilih 1 perwakilan	
--	--	--	--

		• Guru memberi penilaian atas jawaban yang dijawab oleh siswa (4-5 kalimat = 3 poin, 2-3 kalimat = 2 poin, 1kalimat = 1 poin) • Guru menginterupsi siswa untuk beralih ke ronde 5 tentang Speak True or False • Guru memberikan arahan siswa harus mengucapkan “true or false” dan 1 kalimat alasan <i>“Example:</i> <i>Teacher: jogging every day makes you tired and unhealthy</i> <i>Student: false, jogging is good for our body”</i> • Setiap kelompok memilih 1 perwakilan • Guru memberi penilaian atas jawaban yang dijawab oleh siswa (benar dan beralasan = 3 poin, benar saja = 2 poin, ragu-ragu = 1 poin)	
	Post – teaching	• Guru merefleksi atau menyimpulkan kegiatan dengan pertanyaan: <i>“What have we learned in this meeting?”</i> • Guru menyimpulkan kembali pembelajaran yang telah disampaikan • Guru dan murid mengulang kembali pembelajaran bersama-sama berdasarkan topic pembelajaran • Guru memberi apresiasi dan refleksi: <i>“You’ve done a great job! Your monologs were clear and full of feeling!”</i> • Mengumumkan hasil: <i>Best Team</i> (total skor tertinggi), <i>Best Speaker</i> (individu terbaik) • Guru menutup pelajaran: <i>“This is how you tell your story in English — with heart,</i>	10 Menit

		<i>grammar, and confidence!”</i>	
	Kegiatan Penutup	• Guru memberi umpan balik terhadap proses dan hasil pembelajaran. • guru memberikan apresiasi dan motivasi terhadap hasil kerja peserta didik. • Guru dan Peserta didik melakukan refleksi • Salam penutup • Guru dan peserta didik berdoa bersama.	10 menit

Mengetahui,

Guru Mata Pelajaran Bahasa Inggris

Padang, 13 November 2025

Penyusun

Silvia Falen S.Pd., Gr

NIP. 198909102024212033

Faradilla Putri Amelia

NIM. 2014050047

Appendix 6 Lembar Kerja Siswa

Pertemuan 1

Round 1 – Reading & Identify Vocabulary

“I always eat breakfast before going to school. I like to eat rice and eggs because they make me strong. I also drink a glass of milk every morning.”

What does the writer eat for breakfast?

Why does the writer like rice and eggs?

Round 2 – Understanding Daily Habits

“I like to drink water every day. I don’t drink soda because it is not good for my body. I always bring my water bottle to school.”

Tugas Siswa:

1. Diskusikan isi teks dengan kelompok.
2. Pilih satu orang untuk menjawab:
 - What drink does the writer like?
 - Why doesn’t the writer drink soda?

Round 3 – Picture Description + Text

“This is Rani. She always jogs in the morning. Sometimes she jogs with her father in the park. Jogging makes her body healthy and happy.”

Tugas Siswa:

1. Baca teks bersama kelompok.
2. Guru tanya:
 - Who is in the story?

- What does Rani do in the morning?

Round 4 – Mini Monologue (Based on Text)

“I eat vegetables every day. I like carrots and spinach. My mom says vegetables make me healthy. I feel strong after eating them.”

Tugas Siswa:

1. Baca teksnya, lalu ubah ke versi diri sendiri.
2. Setiap anggota kelompok berbicara 3–4 kalimat berdasarkan contoh.

Contoh jawaban siswa:

“I like vegetables too. I eat spinach and cabbage. They make me strong.”

Round 5 – Quiz Talk + Text Summary

“Healthy life is important. We must eat healthy food, drink water, sleep early, and do exercise. If we are healthy, we can study and play happily.”

Tugas Siswa:

Guru tanya ke tiap kelompok:

1. Mention two habits to have a healthy life!
2. Why is being healthy important?

Scoring Rubric in Meeting 1

Aspect	Criteria	Score
Participation	Very active in group and tournament	4
	Active	3
	Less active	2
	Passive	1

Understanding	Answers are correct and relevant	4
	Mostly correct	3
	Some incorrect answers	2
	Mostly incorrect	1
Speaking performance	Speaking Performance	4
	Speaks clearly and confidently (2–4 sentences)	
	Speaks with minor hesitation	3
	Speaks with many pauses	2
	Difficult to understand	1

Maximum score per student: 12

Mengetahui,

Padang, 13 November 2025

Guru Mata Pelajaran Bahasa Inggris

Penyusun

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Pertemuan 2

Lembar Kerja Siswa

ROUND 1 – Vocabulary Guess (4 menit)

Instruction: Look at the pictures provided. Guess and write down the corresponding vocabulary word in the space below each image. Use the first letter and the number of blanks as hints.



A _ _ _ _



M _ _ _ _ W _ _ _



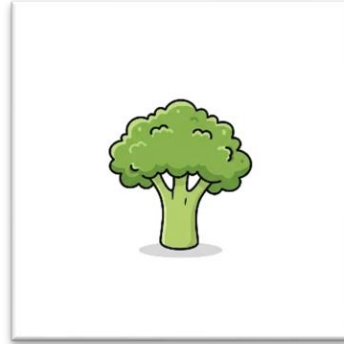
J _ _ _ _ _



D _ _ _ _ _



B _ _ _ _ _



B _ _ _ _ _

ROUND 2 – Simple Sentence Race (5 menit)

Example:

drink – water – morning

i drink water every morning

Instruction : Make one correct sentence using the three words!

1. play – badminton – friends

2. eat – fruit – everyday

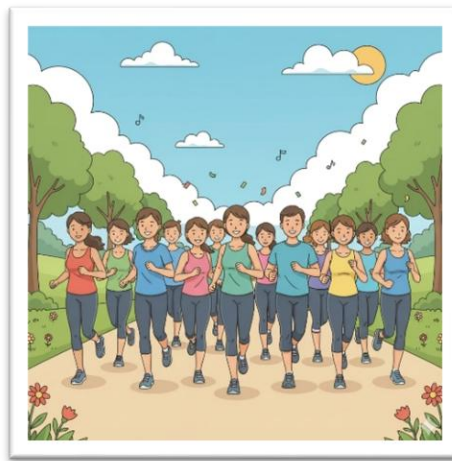
3. play – football – afternoon

4. ride – bicycle – weekend

5. cook – healthy food – mom

ROUND 3 – Picture Talk (5 menit)

Instruction : Describe the picture in one sentence.



ROUND 4 (Team Games Tournament)

Speaking Practice – Choose 1 Topic Only

Group : _____

Class : _____

Example : Eating Vegetables

Today I want to talk about eating vegetables.

I choose this activity because vegetables are good for my body.

I usually eat carrots, spinach, or broccoli at home, especially at lunch.

Eating vegetables makes me feel healthy and strong.

That's all from me, thank you.

Instructions (Petunjuk)

Choose ONE topic below.

(Pilih SATU topik di bawah ini.)

1. Jogging (Jogging)
2. Eating Fruits (Makan Buah)
3. Drawing (Menggambar)

Make a short monologue using the frame below.

(Buat monolog pendek memakai kerangka di bawah.)

TOPIC CHOSEN (Topik yang Dipilih):

Circle one / Lingkari satu:

Jogging – Eating Fruits – Drawing

Monologue Frame (Kerangka Monolog)

1. Opening Sentence (Kalimat Pembuka)

Example/Contoh:

“Today I want to talk about _____.”

Your answer / Jawabanmu:

.....

2. Why do you choose this activity?

(Kenapa memilih aktivitas ini?)

Example/Contoh:

“I choose this because it makes me feel healthy / happy / relaxed.”

Your answer / Jawabanmu:

.....

3. What do you usually do?

(Apa yang biasanya kamu lakukan?)

If choosing Jogging / Jika memilih Jogging:

Example: “I usually jog near my house with my friends.”

If choosing Eating Fruits / Jika memilih Makan Buah:

Example: “I like eating apples or bananas after school.”

If choosing Drawing / Jika memilih Menggambar:

Example: “I often draw simple pictures in my notebook.”

Your answer / Jawabanmu:

.....

4. How does it make you feel?

(Apa yang kamu rasakan?)

Example/Contoh:

“It makes me feel fresh / happy / relaxed / healthy.”

Your answer / Jawabanmu:

.....

5. Closing Sentence (Kalimat Penutup)

Example/Contoh:

“That’s all about my activity. Thank you.”

Your answer / Jawabanmu:

.....

ROUND 5 – Bonus Quick Quiz (4 menit)

Jawab pertanyaan dengan menggubakan kata (true/false atau yes/no).

Soal:

1. “Eating too many snacks is healthy.” →
2. “Running is a type of exercise.” →
3. “Creativity means making something new.” →
4. “Drinking water is not important.” →
5. “Playing games all night is good for health.” →

FORMAT PENILAIAN TURNAMEN (TGT)

ROUND	KEGIATAN	SKORf1 MAKSIMAL	SKOR DIPEROLEH
1	Vocabulary Guess	50	
2	Sentence Race	45	
3	Picture Talk	20	
4	Mini Monologue	25	

5	Quick Quiz	50	
Total		190	

Keterangan:

- Round 1: 5 gambar $\times$ 10 poin
- Round 2: 3 kalimat $\times$ 15 poin
- Round 3: deskripsi $\times$ 20 poin
- Round 4: monolog $\times$ 25 poin
- Round 5: 5 soal $\times$ 10 poin
-

Mengetahui,

Padang, 13 November 2025

Guru Mata Pelajaran Bahasa Inggris

Penyusun

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Faradilla Putri Amelia

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Pertemuan 3

Lembar Kerja Siswa

Name :

Class :

Group :

Activity 1 – Sound Guessing

Listen to the sound and guess the activity. Write the activity and its benefit.

NO	Sound	Activity	Benefit
1	Running sound		
2	Chewing sound		
3	Pencil sound		
4	Stretching sound		

Activity 2 – Complete The Reason

Complete the sentence below.

1. I jog because it helps me.....
2. I draw because it makes me.....
3. I eat fruits because they are.....

Activity 3 – Mini Monologue

Make a short dialogue with your partner

Topic: Eating fruits/drawing

A: What do you like doing?

B:.....

A: Why do you like it?

B:.....

Activity 4 – Reason Card Challenge

Choose one activity and speak for 15-20 seconds

Jogging	Eating fruit	Drawing
		

Write your ideas:

I choose.....

I like it because.....

I usually.....

It helps me.....

Activity 5 – Mystery picture

Look at the picture and answer orally

1. What is this activity?
2. Why is it good?
3. How often do you do it?

FORMAT PENILAIAN

Individual speaking assessment

Aspect	Score 1	Score 2	Score 3
Pronunciation	Very unclear	Some errors	Clear
Vocabulary	Very limited	Adequate	Appropriate
Fluency	Very hesitant	Some pauses	Smooth
Content	Incomplete	Fair	Complete

Maximum score per students: 12

Group tournament score

Round	Max score
Round 1	10
Round 2	10
Round 3	10

Round 4	10
Round 5	10
Total	50

Mengetahui,

Guru Mata Pelajaran Bahasa Inggris

Padang, 13 November 2025

Penyusun

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Pertemuan 4

Lembar Kerja Siswa

Name :

Class :

Group :

Activity 1 – Emoji story

Look at the emoji and make 2-3 sentences

Emoji set: 😊 🏃 💧

Write your sentence:

1.....

2.....

3.....

Activity 2 – Teacher Mini Interview

Answer the question orally

1. What healthy food do you like?
2. When do you exercise?
3. Why do you like drawing?

Activity 3 – Mystery Sound Guess

Listen to the sound and write 3 related words

Sound	Word 1	Word 2	Word 3
Jogging			
Fruits			
Drawing			

Activity 4 – Minute Speak Picture

Choose one picture and speak 3-5 sentences



Guidelines:

1. What is it?
2. Why is it good?
3. How often do you do it?

Activity 5 – True or False

Answer true or false and give one reason.

Statement: “Jogging every day is unhealthy.”

Answer:

☐ True ☐ False

Reason: _____

FORMAT PENILAIAN

Speaking performance rubric

Criteria	1	2	3
Pronunciation	Difficult	Some errors	Clear
Grammar	Many errors	Minor errors	Correct
Vocabulary	limited	Adequate	Varied
Fluency	Hesitant	Fair	Smooth
Content	Incomplete	Relavant	Well-developed

Maximum score: 15

Tournament scoring system

Activity	Max score
Emoji story	1-3
Interview	1-3
Sound guess	1-3

Minute speech	1-3
True or false	1-3

Mengetahui,

Guru Mata Pelajaran Bahasa Inggris

Padang, 13 November 2025

Penyusun

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NIP. 198909102024212033

Faradilla Putri Amelia

NIM. 2014050047

Appendix 7 Validasi Instrument**VALIDASI INSTRUMENT**

Nama Mahasiswa : Faradilla Putri Amelia
NIM : 2014050047
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Judul Skripsi : The Effective of Team Game Tournament Technique
in Teaching Speaking Student Grade VIII SMPN 5
Padang

Validator : Dr. Rita Erlinda, M.Pd

A. Catatan Validator terkait penilaian dan isi test/soal

- Omit number of question
- Add name of each of tourist spot picture

Padang, 16 Januari 2025

Validator



Dr. Rita Erlinda, M.Pd
NIP. 197301212000032001

Appendix 8 Speaking Assessment Hughes (2003)

Scoring of Speaking Test	Indicators
Pronunciation	7. Pronunciation frequently unintelligible 8. Frequent gross errors and a very heavy accent make understanding difficult, requiring frequent repetition. 9. “Foreign accent” requires concentrated listening, and miss pronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary 10. Marked “foreign accent and occasional mispronunciations which do not interfere with understanding 11. No conspicuous mispronunciations, but would not be taken for a native speaker. 12. Native pronunciation, with no trace of “foreign accent”
Grammar	7. Grammar is almost entirely inaccurate except in stock phrases. 8. Constant errors showing control of very few major patterns and frequently preventing communication. 9. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 10. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding. 11. Few errors, with no patterns of failure. 12. No more than two errors during the interview.
Vocabulary	7. Vocabulary inadequate for even the simplest conversation. 8. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.) 9. Choice of words is sometimes inaccurate; limitations of vocabulary prevent discussion of some common professional and social topics. 10. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions. 11. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations. 12. Vocabulary is apparently as accurate and extensive as that of an educated native speaker.
Fluency	7. Speech is so halting and fragmentary that conversation is virtually impossible.

Comprehension	8. Speech is very slow and uneven except for short or routine sentences.
	9. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
	10. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
	11. Speech is effortless and smooth, but perceptively nonnative in speed and evenness.
	12. Speech on all professional and general topics as effortless and smooth as a native speaker's
	8. Understands too little for the simple type of conversation.
	9. Understands only show very simple speech on common social and touristic topics, requiring constant repetition and rephrasing.
	10. Understands careful, somewhat simplified speech when engaged in a dialogue, but many require occasional repetition and rephrasing.
	11. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
	12. Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
	13. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

Aspect	Weight Table						Total
	1	2	3	4	5	6	
Pronunciation	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	

Appendix 9 SK Pembimbing



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI IMAM BONJOL PADANG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Prof. Mahmud Yunus Lb. Lintah Padang
Website : //www.uinib.ac.id E-mail: admintarbiyah@uinib.ac.id

**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN IMAM BONJOL PADANG**

Nomor : B.3703/Un.13/FTK/PP.00.9/5/2024

Tentang:

PENGANGKATAN DOSEN PEMBIMBING SKRIPSI MAHASISWA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN IMAM BONJOL PADANG

- Mengingat**
- bahwa untuk kelancaran kegiatan akademik mahasiswa Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Imam Bonjol Padang Tahun 2021 dipandang perlu menetapkan Dosen Pembimbing Skripsi mahasiswa dengan Surat Keputusan Dekan.
 - bahwa Saudara-saudara yang namanya tersebut pada surat keputusan ini, dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing I dan II skripsi mahasiswa Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Imam Bonjol Padang sebagaimana tercantum dalam surat keputusan.
- Menimbang**
- Undang-Undang RI Nomor: 12 Tahun 2012 tentang Pendidikan Tinggi;
 - Peraturan Pemerintah RI Nomor: 60 Tahun 1999 tentang Pendidikan Tinggi;
 - Peraturan Pemerintah RI Nomor: 13 Tahun 2015 tentang Standar Nasional Pendidikan;
 - Peraturan Pemerintah RI Nomor: 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Keputusan Menteri Agama RI Nomor: 211 Tahun 2011 tentang Pengembangan Standar Nasional Pendidikan Agama Islam;
 - Peraturan Presiden RI Nomor: 35 Tahun 2017 tentang Universitas Islam Negeri Imam Bonjol Padang;
 - Peraturan Menteri Agama RI Nomor: 37 Tahun 2019 tentang Perubahan Peraturan Menteri Agama RI No. 19 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Imam Bonjol Padang;
 - Peraturan Menteri Agama RI Nomor: 28 Tahun 2017 tentang Statuta Universitas Islam Negeri Imam Bonjol Padang;
 - Peraturan Menteri Pendidikan dan Kebudayaan RI No. 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi;
 - Keputusan Menteri Agama RI Nomor: 20 Tahun 2014 tentang Penunjukan Kuasa Pengguna Anggaran di Lingkungan Kementerian Agama;
 - Peraturan Menteri Keuangan RI No. 50/PMK.02/2021 tentang Standar Biaya Masukan Tahun Anggaran 2022;
 - DIPA UIN Imam Bonjol Padang No. SP.DIPA-025.04.2.424050/2022 tanggal 17 November 2021.

MEMUTUSKAN

- Menetapkan** :
- Kesatu** :
- Mengangkat Saudara
 - Nama : **Dr. Hadeli, MA., M. Pd.**
 - NIP : 196602011992031001
 - Pangkat/Gol. : Pembina (IV/a)
 - Jabatan : Lektor Kepala
 Sebagai Pembimbing I
 - Nama : **Dr. Melinda Roza, M. Pd.**
 - NIP : 197301272005012003
 - Pangkat/Gol. : Pembina (IV/a)
 - Jabatan : Lektor Kepala
- Sebagai Pembimbing II

Dalam Penulisan Skripsi Mahasiswa:

- Nama / NIM : **Faradilla Putri Amella/2014050047**
- Prodi : **Tadris Bahasa Inggris**
- Judul Skripsi : **The Effectiveness Students Learning With a Team Game Tournament Model in Teaching Speaking Recount Text for Student Grade VIII Junior High School 5 Padang**

- Kedua** : Pembimbing I dan Pembimbing II diberikan honorarium menurut peraturan yang berlaku.
- Ketiga** : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu penetapan akan diubah dan diperbaiki sebagaimana mestinya, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini.

Ditetapkan di : Padang
Pada Tanggal : 2 Mei 2024

a.n. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



CS Scanned with CamScanner

- Tembusan:**
- Rektor UIN Imam Bonjol di Padang
 - Ketua Prodi Tadris Bahasa Inggris
 - Mahasiswa yang bersangkutan

Appendix 10 Surat Izin Penelitian



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI IMAM BONJOL PADANG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Prof. Mahmud Yunus Lb. Lintah Padang
Website : //www.uinib.ac.id E-mail: admintarbiyah@uinib.ac.id

Nomor : B.10816 /Un.13/FTK.AK/TL.00.9/10/2025
Lamp. : 1 rangkap proposal
Hal : **Mohon Izin Penelitian**

Padang, 22 Oktober 2025

Kepada Yth;
Kepala Dinas Pendidikan Kota Padang
di
Padang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka pengumpulan data untuk penyusunan skripsi mahasiswa Fakultas Tarbiyah dan Keguruan UIN Imam Bonjol Padang, kami mohon kiranya Bapak/Ibu berkenan memberi izin melakukan penelitian kepada Saudara:

Nama : **Faradilla Putri Amelia**
NIM : 2014050047
Fakultas : Tarbiyah dan Keguruan
Prodi : Tadris Bahasa Inggris
Judul Skripsi : *The Effectiveness of The Team Game Tournament Technique in Teaching Monologue Ability Students' at The Eight Grade of SMPN 5 Padang*
Lokasi Penelitian : SMPN 5 Padang
Waktu Penelitian : 22 Oktober s.d 22 Desember 2025

Demikianlah disampaikan, atas bantuan dan kerja samanya terlebih dahulu diaturkan terima kasih.

Wassalam,
a.n. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Muhammad Kosim

NIP. 198212212005011001

Tembusan:

1. Rektor UIN Imam Bonjol di Padang
2. Kepala SMPN 5 Padang
2. Mahasiswa yang bersangkutan

Appendix 11 Surat izin penelitian dinas pendidikan dan kebudayaan



PEMERINTAH KOTA PADANG DINAS PENDIDIKAN DAN KEBUDAYAAN

Graha Drs. Azhari

Jln. Marah Roesli No.25A Kelurahan Belakang Tangsi
Kecamatan Padang Barat Kota Padang
Laman : <http://www.disdik.padang.go.id>

IZIN PENELITIAN

NOMOR: 421/170/DIKBUD.PPMP.01/X/2025

Kepala Dinas Pendidikan dan Kebudayaan Kota Padang berdasarkan surat dari Wakil Dekan Bidang Akademik dan Kelembagaan FTK UIN tanggal 22 Oktober 2025 nomor: B.10816/Un.13/FTK.AK/TL.00.9/10/2025 perihal Mohon Izin Penelitian dalam rangka pengambilan data untuk penyelesaian tugas akhir skripsi pada prinsipnya dapat diberikan kepada:

No	Nama	NIM	Jurusan
1	Faradilla Putri Amelia	2014050047	Tadris Bahasa Inggris

Jenjang : S1
Judul : The Effectiveness of The Team Game Tournament Technique in Teaching Monologue Ability Students at The Eight Grade of SMPN 5 Padang
Tempat : SMPN 5 Padang
Jadwal : Oktober s.d. Desember 2025

Ketentuan :

1. Selama kegiatan berlangsung tidak mengganggu proses belajar mengajar.
2. Setelah melakukan penelitian agar dapat memberikan laporan satu rangkap ke Dinas Pendidikan dan Kebudayaan Kota Padang Cq. Bidang PPMP.
3. Kegiatan tersebut dilaksanakan di dalam jam belajar siswa.

Demikianlah untuk dapat dipergunakan sebagaimana mestinya.

Padang, 28 Oktober 2025

An. Kepala
Kasi. Perencanaan


Berlano Ruska, M.Kom
NIP.19820320 200604 1 007

Tembusan:

1. Walikota Padang (Sebagai Laporan)
2. Kepala Dinas Pendidikan dan Kebudayaan Kota Padang
3. Wakil Dekan Bidang Akademik dan Kelembagaan FTK UIN
4. Kepala SMPN 5 Padang
5. Arsip

Appendix 12 Surat izin penelitian SMPN 5 Padang



PEMERINTAH KOTA PADANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 5 PADANG
 Komplek Perumka Sawahan Padang, Telpon (0751) 23531, Kode Pos 25128
 Laman: smpn5padang.sch.id, Pos-el : smp5padang@yahoo.co.id



SURAT KETERANGAN
 Nomor: 400.14.5.4/10/SMPN5.PDG/2026

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama (SMP) Negeri 5 Padang dengan ini menerangkan bahwa:

Nama	: Faradilla Putri Amelia
NIM	: 2014050047
Program Studi	: Tadris Bahasa Inggris
Jenjang	: S-1

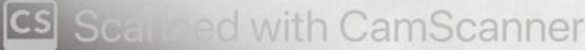
Nama yang tersebut diatas adalah mahasiswa Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Imam Bonjol Padang yang telah selesai melaksanakan penelitian dalam rangka pengumpulan data untuk penyelesaian tugas akhir skripsi di SMP Negeri 5 Padang dengan judul "The Effectiveness of The Team Game Tournament Technique in Teaching Monologue Ability Students' at The Eight Grade of SMPN 5 Padang" pada bulan Oktober 2025 sampai dengan Desember 2025, sesuai dengan surat permohonan izin penelitian dari Dinas Pendidikan dan Kebudayaan Kota Padang nomor 421/170/DIKBUD.PPMP.01/X/2025 tanggal 28 Oktober 2025.

Demikianlah surat keterangan ini diberikan, untuk dapat dipergunakan seperlunya bagi yang bersangkutan.

Padang, 3 Februari 2026
 Plt. Kepala Sekolah,



Dewi Anggraini, M.Pd
 Pembina Utama Muda IV/c
 NIP 196711281999032001



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)

Appendix 13 Documentation





BIODATA PENULIS

NAMA/NIM : Faradilla Putri Amelia/2014050047

Fakultas/Jurusan : Tarbiyah/Tadris Bahasa Inggris

Tempat/tanggal lahir : Malaysia/ 23 Februari 2002

Negeri Asal : Padang

Judul Skripsi : The Effectiveness of Team Games Tournament (TGT)

Technique in Teaching Monologue Speaking Ability to the Eighth
Grade Students of SMPN 5 Padang

Pendidikan : SDN 29 Ganting Utara

SMPN 5 Padang

SMA Kartika 1-5 Padang

UIN Imam Bonjol Padang

Orang Tua : Ayah – Heri Setia Budi

Ibu – Rosmini

Jumlah Bersaudara : 2

Anak ke- : 1

Motto : Believe in yourself and work quietly until your dreams
speak for you

