

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. Teacherdominated 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 monologuebased 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.

