

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





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