

**THE USE OF TEAM GAME TOURNAMENTS (TGT)
IN TEACHING SPEAKING FOR 11th GRADE STUDENTS
OF SMA NEGERI 1 BATURRADEN**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.)
Degree**

by

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Assalamu 'alaikum Warahmatullahi Wabarakatuh

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ABSTRACT

THE USE OF TEAM GAME TOURNAMENTS (TGT) IN TEACHING SPEAKING FOR 11th GRADE STUDENTS OF SMA NEGERI 1 BATURRADEN

Abstract: The use of Team Game Tournaments (TGT) is needed to help students improving their speaking skill. This research aimed to describe how the teacher used team game tournaments in teaching speaking and the advantages and disadvantages of team game tournaments in teaching speaking for 11th grade at SMA Negeri 1 Baturraden. This research used descriptive-qualitative methods. Data was collected using observation, interviews, and documentation. The data were analyzed by data reduction, data analysis, and conclusions. The subjects were an English teacher and 11th grade students at SMA Negeri 1 Baturraden. The research findings indicated that the teacher used team game tournaments to perform several steps, such as class presentation, group, games, tournament, and group award, and evaluation. The advantages of team game tournaments are improving students' performance, students become more motivated, make the students happy and have fun, develop a positive attitude and tolerance between the students and teacher, and make teaching learning interesting and not monotonous. However, the disadvantage of team game tournaments are: takes a long time to implement team game tournaments for students, demands specific qualities from students, such as a desire for teamwork with others, students who are quiet might not feel comfortable, class atmosphere will tend to be rowdy and out of control.

Keywords: Teaching Speaking, Team Game Tournaments, Senior High School

MOTTO

Don't hold anything that doesn't fit in your hand.

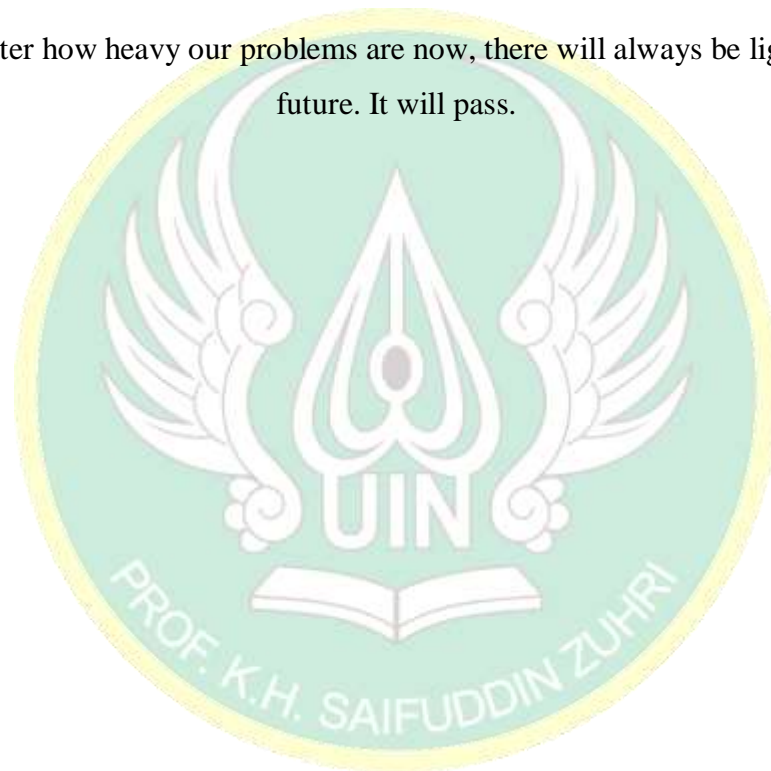
Don't chase those where your footsteps won't reach.

No need to force, no need to rush.

If it's yours, it won't go anywhere and if it's your fortune, it will definitely come too.

(Ustadzah Halimah Alaydrus)

No matter how heavy our problems are now, there will always be light in the future. It will pass.



DEDICATION

I dedicate this thesis to my beloved parent, my father (Sukirno) and my mother (Turini) who always supports me in every situation.

Thanks for the prayers and spirit.

It is for my brother Rendi Rakhmat Taufik.

It is for my elder sister Anita Rahma Sari (Almh).

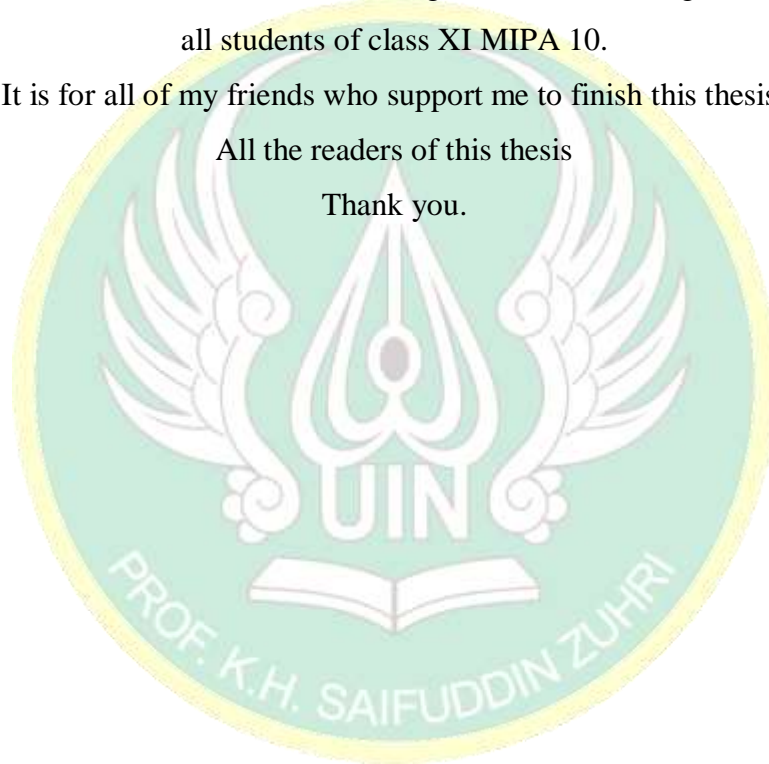
It is for the supervisor, Prof. Dr. H. Munjin, M.Pd.I.

It is for the teacher, Mrs. Dwi Mei Hariningsih, S.Pd. as an English teacher, and all students of class XI MIPA 10.

It is for all of my friends who support me to finish this thesis.

All the readers of this thesis

Thank you.



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Finally, this thesis was hoped to be able to provide useful knowledge and information for the readers although the writer realized that this thesis has weakness and still far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Purwokerto, October 25, 2023



Sela Sepfa Alfinah

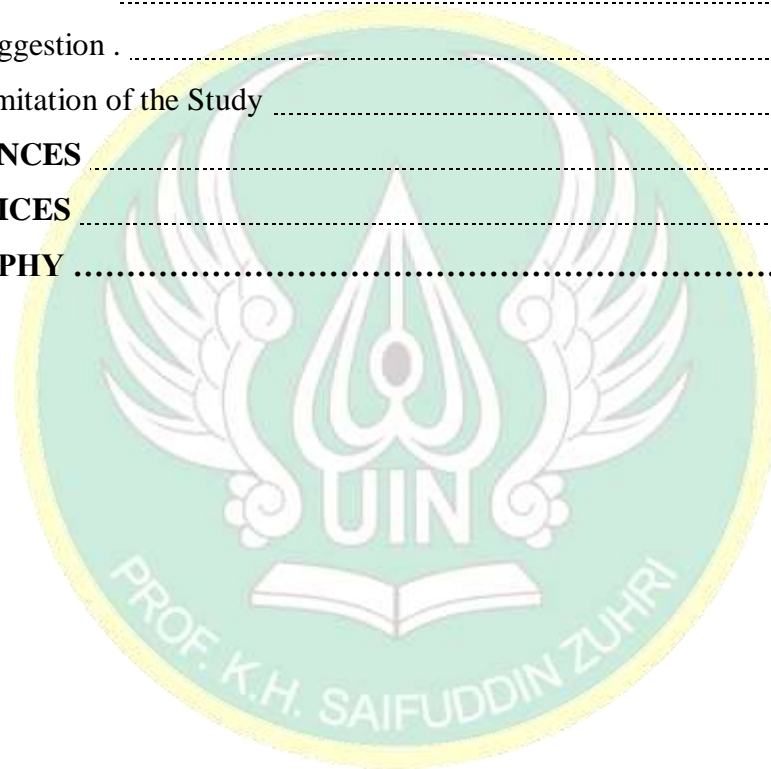
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CHAPTER I INTRODUCTION

This chapter presents the Background of the Study, Definitions of Key Terms, Research Questions, Research Objectives, Aims and Significances of the Research, Previous Study, and Structure of the Research.

A. Background of the Study

As a medium of communication, the objective of foreign language learning is to be able to use the language in communication. For a variety of reasons, people study other languages. In learning English, people should learn: pronunciation, grammar, vocabulary, discourse, and the skills. All of them should be integrated in order to achieve the goal of learning English. According to (Harmer&Jeremy, 2007), the skills in English are differentiated into two which are productive skills and receptive skills. Listening and reading are referred to as receptive skills, where meaning is extracted from the discourse. Meanwhile, speaking and writing are referred to as productive skills, where students actually have to produce language themselves. For this reason, mastery of English language is very important. To support this, the Indonesian government understands the value of English proficiency and thus teaches the language. It has been used for a very long time in Indonesian education. According to, (Faridatunnisa, 2020), the four main skills of reading, writing, speaking, and listening are still an integral part of English language learning.

According to (Bailey, 2001), says that speaking in a second or foreign language has often been viewed as the most demanding of the four skills. Speaking is the most important thing a person must master in learning a foreign language. In fact, speaking is the difficult skill to learn because they have to master grammar, pronunciation, and vocabulary. The function of what they are saying should be appropriate and the pronunciation should be clear and also should be appropriate in their discourse with other people.

Those aspects: words, grammar, functions, pronunciation and discourse should be integrated so that people can send the message properly. The fundamental function of learning a language is the ability of using the language to communicate.

The reason many people find it difficult to speak is because they are afraid of making mistakes when speaking. According to (Nunan, 2003), it is stated that many people feel that speaking in a new language is harder than other skills. Fear of public speaking is a significant type of anxiety. It may range from a little case of anxiety to overwhelming panic and fear. Many people who have this anxiety either completely avoid speaking in front of groups of people or endure it while shuddering and shaking their hands and voices. According to (Young, 1990) "speaking class tends to make the students feel nervous and anxious. Speaking in front of the class is a spot of anxious producing for students, especially speaking English". It revealed that students' difficulties speaking are caused by anxiety and a lack of confidence. No matter how long they have been learning, the students' challenges have an impact on their ability to communicate in English. In order to recognize this issue, teachers can use certain strategies to instruct students in speaking. (Harmer, 2005) stated that many of the speaking exercises that are used in classrooms today are located at or close to the communicative end of the communication continuum. According to (Bailey, 2001), it says that applying cooperative learning can help students' communication skills and the efficiency of speaking exercises during the teaching and learning process.

To solve the issue of teaching students' speaking, teachers must provide engaging and innovative methods of instruction that can motivate students and aid in their comprehension of the English language. One of the cooperative learning strategies that can boost students' motivation to speak and communicate is Team Game Tournaments. According to (Isjoni, 2013), TGT is a sort of cooperative learning that is created by study groups made up of five to six individuals with various talents, genders, ethnicities, and races. The capacity of the instructor to select the appropriate teaching strategies and

instructional models is necessary for effective learning. According to (Erica A. Nevenglosky, 2016), the primary factor in ensuring that students learn science to the standards set by the curriculum is the professionalism of the instructors who plan and oversee the instructional process. The teacher must be able to set up the classroom as effectively as possible, be knowledgeable about the subject matter, use the proper visual aids and tools for learning, compile learning materials, select the best learning resources, and inspire students to actively participate in their academic pursuits.

Team Game Tournaments is a learning strategy developed by Johns Hopkins. The TGT is a learning activity that includes heterogeneous group learning based on backgrounds and abilities. As well as learning through games and organized tournaments or competitions that award scores, standings, and champions to individuals or groups that achieve the highest scores in order to encourage a sense of belonging. Joyful and inspired to learn is characteristic of Team Game Tournaments when apply in the class especially in teaching speaking.

Beside the improvement of students' speaking skill, applying TGT could improve the effectiveness of speaking activity. According to (Ur P. , 2002), there are four characteristics of a successful speaking activity: learners talk a lot, participation is even, motivation is high, and language is of an acceptable level. David De Vries and Keith Edwards designed the TGT learning strategies, which means "*team game tournament*" and is the first instructional strategy introduced by Johns Hopkins University. (Wyk, 2011) Suggests that the TGT group classification includes four to five students who are diverse in terms of their academic achievement in class, gender, and skills. TGT activities, on the other hand, take the form of academic competitions in which groups compete against one another for points; the teams with the most points win. For this reason, team game tournaments are a right choice to use as a learning strategy for students.

Several studies showed that using team game tournaments as a learning strategy had a positive impact on improving students' speaking

abilities. For example, (Juwita, 2017) found that effect of team game tournament (TGT) as cooperative learning method application towards learning motivation and achievement at Widya Mandala Catholic University Surabaya. Then, (Lestari, 2022) found that implementation of team game tournament to improve students learning activity and learning outcome at SMK Negeri 1 Wonosari. Furthermore, (Fath, 2021) found that implementation of team game tournament (TGT) to fulfill the passing grade of eight grades learning outcome at SMP Unggulan Al-Ittihad. Next, (Nurmala, 2020) found that using team game tournaments as teaching strategy to improve students' participation in English Class at MTs Miftahul Huda Bulungan. Then, (Rakhmawati, 2018) found that teams games tournament (TGT) to improve motivation of studying social students at SD Negeri Kota Gede.

One school that used team game tournaments for teaching speaking skill was SMA Negeri 1 Baturraden. The school was located on Jalan Raya Rempoah Timur No. 786, Rempoah, Baturraden. According to a preliminary study conducted on August 30, 2023, including interviews with an English teacher, students commonly acquire English language skills through the direct method, which involves using English words to label objects in their environment. However, with this kind of learning, students frequently get bored. The teacher then attempts to implement a story telling, team game tournaments, in an effort to keep students from becoming disinterested in their English-speaking lessons. Following the experiment's findings, the teacher underlined how team game tournaments could inspire children to learn how to talk and facilitate that process.

Based on the information that was available, the study suggested that team game tournaments might be commonly used in other schools as a successful teaching strategy for English-speaking ability. This was because team-game tournaments encouraged and facilitated students' acquisition of speaking skills. It was important to address the students' fear of speaking in English. As a result, a study entitled "*The Use of Team Game Tournaments*

(TGT) in Teaching Speaking for 11th Grade Students of SMA Negeri 1 Baturraden'' was conducted to close the gap. It is intended that this research will benefit Indonesian students' acquisition of English-speaking abilities and positively impact the field of education.

B. Clarification of Key Terms

Having the clarification of key terms in the research is important. The clarification of key terms aims to minimize the occurrence of misunderstandings.

1. Teaching Speaking

Speaking instruction is a crucial component of learning a second language. The success of the learner in school and later in every aspect of life is influenced by their ability to communicate clearly and effectively in a second language. As a result, speaking instruction must receive special attention from language teachers. Giving students a connection to a rich setting where meaningful conversation occurs is preferable to pushing them toward repetition. With this objective in mind, numerous speaking exercises, like those mentioned above, can greatly aid students in acquiring the fundamental social skills needed for life. These activities encourage students to participate more actively in their education while also improving the relevance and enjoyment of what they are studying.

The purpose of (Bailey, 2001) was to determine the most efficient strategies for teaching speaking using the team games tournament approach as well as to determine what the first-year students of SMA Negeri 1 Baturraden thought of speaking after it had been taught using these strategies. Class XI MIPA 10 students from SMA Negeri 1 Baturraden are the study's sample.

2. Team Game Tournaments (TGT)

One instructional strategy that can be utilized to boost student involvement in the learning process is cooperative learning. Students must participate actively and collaborate in learning groups in order to engage

in cooperative learning. The expected success can be achieved by students through cooperative learning. The success that is expected here suggests goals, ideals, or expectations in the current system of education. (Solihatin & Raharjo, 2007) Claim that 3 Students may have the chance to acquire knowledge, attitudes, values, and morals as well as discover how to strengthen their learning skills through cooperative learning. Cooperative learning gives students the chance to learn beside their group members. Students must exercise initiative and work in groups in order to participate in cooperative learning. The Team Game Tournaments type of cooperative learning strategies is selected by the researcher. After the teacher leaves the room, the students move to their groups to assist one another in answering questions about the course material. This style of cooperative learning is known as Team Game Tournament.

3. Speaking Skills

One of the most crucial abilities to develop and strengthen for effective communication is speaking. Speaking is the most important of the four crucial language abilities for learning a first or second language. Speaking is one of the most challenging components of language learning. Many kids had trouble verbally expressing themselves. Consequently, the teacher should have a creative plan for enhancing students' English-speaking abilities. Speaking ability is dependent on students' long-term study of speaking as well as their habit of speaking English; speaking ability is verbal intelligence. Therefore, students must practice speaking English in their daily activities.

C. Research Questions

1. How does the teacher implement of Team Game Tournaments strategies in teaching speaking for eleventh grade students at SMA Negeri 1 Baturraden?
2. What are the advanages and disadvantages of Team Game Tournaments strategies for eleventh grade students of SMA Negeri 1 Baturraden?

D. Research Objectives

1. To describe and analyze how the teacher implements the Team Game Tournaments strategies in teaching speaking of eleventh grade students of SMA Negeri 1 Baturraden.
2. To describe the advantages and disadvantages of Team Game Tournaments strategies in teaching speaking of eleventh grade students of SMA Negeri 1 Baturraden.

E. Aims and Significances of the Study

1. For Institution
Hopefully, this research can add information and knowledge about learning strategy in teaching speaking.
2. For Teacher
The teacher able to signify in teaching and learning, especially in teaching speaking. The teacher should be more creative in applying learning strategies such as team games tournament. It can help students to improve speaking skill.
3. For Researchers
Researchers really hope that the result of this study can help researchers improve students 'speaking skills by using the Team Game Tournament strategies. That way, the researcher will know how to teach speaking effectively to students.
4. For the writer
This research is expected to deepen the knowledge about team game tournaments strategies in teaching speaking.

F. Organization of the Paper

The discussion in this thesis consists of several chapters to make it easier to understand the overall content of the research. The systematic discussion is divided into five chapters is as follows:

Chapter I is Introduction. In this chapter presents the research background, operational definition, the formulation of the problem, the purpose and significant of the research. The researcher explains the classification of the primary terms and the organization of the work at the end of this chapter.

Chapter II is Literature Review in this chapter, the researcher presents the review of literature describing the research that has focused on the problem it's almost the same but remains different. The explanation of the theory based on the titled like as speaking skills, team games tournament.

Chapter III is Research Methodology. In this chapter, the researcher presents data related to the research design to carried out, data sources, the technique of data collection, and the technique of data analysis. In this stage, the researcher analyzes the data that have been obtained.

Chapter IV is Findings and Discussion. In this chapter, the researcher presents data on the result and findings of this study from observations made in class XI MIPA 10 and SMAN 1 Baturraden. Besides that, in this chapter, the researcher also presents the result of in-depth interviews with Mrs. Dwi Mei Hariningsih, the English teacher in the class. Result and findings are organized according to a predetermined theme.

Chapter V is Conclusion and Suggestion is Discuss the key findings from the previous chapters, compare those findings, and provide the conclusions of the entire study in relation to the research question several suggestions are made in this chapter with the hope that the Team Games Tournament strategy for learning English will be further improved at SMAN 1 Baturraden.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discussed the theoretical framework that the review of literature describing the research that has focused on the problem it's almost the same but remains different.

A. Speaking

1. Definition of Speaking

Speaking is the process of changing the form of thoughts or feelings into speech in the form of meaningful language sounds. Reading, writing, listening, and speaking are the four language skills in teaching English. It is a method by which students can interact with others to achieve specific goals or to express their opinions, intentions, hopes, and perspectives. Furthermore, a person who understands a language is said to be a "speaker" of that language. Speaking is also the most often used language skill in almost all contexts. It means that humans use language to express their ideas, feelings, and opinions. It was needed to interact with or communicate with other people. People can express their ideas, emotions, and desires, and it is used as a medium to interact with one another to fulfill their daily needs, especially by students. Language can also be defined as a means of communication that is used to express something, stimulate a response from somebody else, and think something. (Setiyadi, 2006)

Speaking is a way to express thoughts, feelings, and ideas by using the capacity to pronounce words, group them into phrases or sentences, and select words that are related to the topic being discussed. The senior high school students should be able to speak English properly when learning to speak. Students must be able to connect with one another and express meaning in both formal and informal conversations that take place in the context of daily life. Students frequently express confidence

and are not pushed to speak their minds in front of other people. They still take a while to process their thoughts, especially when the teacher asks them to share personal information or an opinion. According (Zuhriyah, 2017), people need practical English speaking skills in the whole life aspects of this globalization era.

According to (Simanek, 2007) definition of student is someone who studies something. It can mean, one who attends a school, college or university have ways (such as course requirements, exams and grades) to attempt to ensure that those who attend will also study and learn something. Speaking abilities and language skills can be developed when a kid is pursuing studies in school. When a student begins to listen, his speaking ability will start to grow. Students will start using language that is meaningful and useful to attain a communication objective. People need to be able to speak in their daily lives to be able to interact well with others, as doing so will lead to social contact and the development of a connection. For example, an internal teacher the process of teaching and learning activities, for example, must have skills. Speak well so that students understand the meaning of the material conveyed or in discussion with others.

To effectively express ideas, thoughts, or opinions to others, a person must have good speaking skills. According (Jack C Richard, 2002), speaking skills is used for many different purposes, and each purpose involves different skills. When we use casual conversation, for example our purposes may be to make social contact with people, to establish rapport. When we engage in discussion with someone, the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information. We may use speaking to describe things, to complain about people's behavior, to make polite requests, or to entertain people with jokes and anecdotes.

The teacher needs to have an overview of the students in order to teach speaking to senior high school students. These young students

dislike formal settings. And they typically enjoy displaying an arrogant attitude. Therefore, rather than overwhelming the students with learning process theory, it is best for the teacher to place them in real-world scenarios. Therefore, the instructor should be aware of the technique or media utilized in teaching in order to engage and inspire the senior high school students to actively participate in the learning process. According to (Khairunnisa Dwinalida, 2022) The technique or material used must be interesting and appeal to the students' interests. The criteria supplied by the learning materials and mentioned in the learning elements should serve as the foundation for a standardized test that is used to evaluate students' academic performance.

Many second or foreign-language learners receive a high focus on developing their English-speaking abilities. Because of this, students frequently assess their achievement in language acquisition and the success of their English course based on how much they believe their spoken language fluency has increased. Although methodological discussion has long surrounded the topic, oral skills have scarcely been overlooked in EFL/ESL classes (as demonstrated by the availability of conversation and other speaking course books on the market). Teachers and textbooks apply a variety of methods, from direct methods that concentrate on particular aspects of oral communication (such as turn-taking, subject management, and questioning techniques) to indirect methods that emphasize other aspects of oral interaction through group work, task work, and other strategies.

2. Types of Speaking

According to (Brown, 2004) there are five fundamental styles of speech: imitative, intensive, responsive, interactive, and extensive.

1) Imitative

Imitative language is focused on a particular linguistic feature with the intention of fostering meaningful communication.

2) Intensive

Intensive is the ability to produce short stretches of spoken English.

3) Responsive

Responses to questions or comments raised by teachers or other students make up a large portion of student discourse in the classroom.

4) Interactive

In this instance, transactional activity only takes place during the discourse. It is a more developed style of conversation using responsive language that is used to exchange or transmit specific information.

5) Extensive

Occasionally, teachers provide extended monologues to students in the intermediate to advanced levels in the form of oral reports, summaries, or short monologues.

3. Component Speaking

The contradiction between fluency and accuracy is one of the first ideas that come to mind when thinking about developing speaking abilities.

1) Fluency

Fluency is the use of a language quickly and confidently, with little hesitation or unnatural pauses, false starts, word searches, and other errors. A speaker who is fluent in a language may use it easily and swiftly, without many awkward pauses or false starts, word searches, etc.

2) Accuracy

Accuracy is the degree to which students' speech corresponds to what speakers of the target language actually say. Grammatical structures, which comprise elements like part of speech, tense,

phrase, sentence, and more, are what accuracy is concerned with. Students speak in accordance with how native speakers speak when they utilize the target language.

3) Pronunciation

According to the Oxford Dictionary, "pronunciation" refers to how a language, a specific word, or a sound is said. Two processes are involved in pronunciation: sound creation and sound recognition. As a result, the students must be able to pronounce that language correctly. As the definition indicates, pronunciation is a crucial aspect of language. Because they have strong fluency in this instance, it is crucial to presume that students have good pronunciation in order for their speech to make sense.

B. Teaching Speaking

Teaching is the process of delivering or transferring knowledge from a teacher to students. Meanwhile, We have to know consider teaching a complex process that integrates the application of a variety of abilities to communicate knowledge and experience. (Zainal, 2011). Because skills must be integrated, they must be guided by specific knowledge or insight and be founded on a set of theories. While all aspects of teaching and learning often have an impact on how they are applied, Goals to be fulfilled, knowledge to be imparted, subjects, resources, and the learning environment are the components in question, but what is crucial are the abilities, routines, and perceptions of teachers regarding the nature of education and their role as educators. Because new forms of technology are always growing and the world of education is getting more modern, instructors must be familiar with these technologies and even be experts in them, depending on their specialties. As a result, a teacher must accomplish the following four objectives when teaching, especially when teaching speaking skills: objective, material, step, and evaluation.

Speaking is an important component of learning and teaching a second language. For many students learning a second language or a foreign language,

mastering English speaking abilities is a main focus. Based on how much they believe their spoken language ability has increased, our students frequently assess both the success of their language learning and the value of their English courses. Today's EFL/ESL courses practically ever ignore oral skills. According (Martin B. , 2003) speaking is skill which needed a practice in order to be able to communicate in English. It can be assumed that speaking is the skill that needs attention such as learning other skills. The method of teaching speaking is that of using the language. It speaks in a language that is acceptable. According to (Cameron, 2001), the foundation of foreign language instruction will be based on the supposition that oral instruction will make up the majority of the curriculum for young students. Additionally, he stated that proficient readers and writers of texts in high school classes consistently assist students in their spoken language learning. This implies that speaking can improve students' proficiency in teaching and learning other languages.

Today, most linguists and ESL instructors agree that students learn a second language by "interacting" with others. The best methods for achieving this goal are communicative language instruction and group work. Teaching a language in a communicative context focuses on situations when communication is necessary. Students in ESL programs will be able to converse with one another in the target language by employing this strategy. In short, ESL teachers should establish a setting in the classroom where spoken language development is encouraged through authentic activities, real-world communication, and meaningful assignments. This can happen when students work together in groups to finish a task or reach a goal. Furthermore, Muhassin (Muhassin, 2016) said that by using communicative active learning, English teachers can increase the effectiveness of language acquisition. Teachers can implement certain activities that encourage students to interact with one another in the classroom in order to create such an environment.

Speaking ability is an indicator that a student is fluent in the language. According to (Brown, Teaching by Principle An Intercative Approach to

Language Pedagogy Second Edition, 2001), there are five parts to speaking, including grammar, vocabulary, comprehension, fluency, and pronunciation. They need a wide vocabulary and the ability to construct coherent sentences in order to talk fluently.

Additionally, students must know what they will say first and pronounce it correctly before speaking. If everything is completed, the student may speak effectively, and the listener will understand what they are saying with ease. Speaking is a language ability used in oral communication that allows students to express ideas, feelings, opinions, thoughts, and information to one another. Speaking can subsequently define something that is already understood, and the listener would then analyse the phrases to determine the speaker's intention. Thus, the primary purpose of speaking was to provide information to the listeners for their benefit. Additionally, when giving or receiving the message, the speaker and listeners should be able to comprehend one another.

In general, teaching is not easy for everyone. It needs formal training to be a professional teacher who can understand and adapt every dynamic changing which might become influences to the learning-teaching process. Furthermore, teaching speaking is a process where a teacher helps the students to provide and to facilitate them to obtain the learning goal which is the need to improve their performance in speaking skill. The teacher might encourage the student's desire in learning speaking skill during the teaching and learning process to help them obtain their goal. The practice of assisting and guiding students as they learn to communicate is known as teaching speaking. According to (Hughes, 2003), there are a number of factors that affect speaking ability, including fluency, accuracy, pronunciation, grammar, vocabulary, and content. (Martin, 2003) Claims that while teaching speaking, this differentiation between knowledge and skill is essential. To speak more effectively, one must pay close attention to detail and practice frequently. As an English teacher, it is the teachers' responsibility to assist the students in developing their speaking skills.

In order to help the listener understand, students also needed to deliver understood utterances with clear pronunciation. Additionally, dialogue with comprehensive knowledge of significant terms helped people become more fluent in their language. The student's bad grammar may also have an impact on how effective their speaking is. As a result, it was crucial that the teacher offer the student sufficient practice. Therefore, those exercises helped students improve their speaking abilities. In the meantime, (Harmer, 2002) listed three primary justifications for encouraging student speech in the classroom. The first set of speaking exercises offers rehearsed speaking in the secure environment of the classroom. Both the teacher and the students receive feedback from the second activity, which involves speaking in any or all of the languages that the pupils are proficient in. Everyone is able to observe their level of accomplishment as well as any linguistic barriers they may be facing. The more opportunities children have to engage with the different language components, the more ingrained these components become in their usage.

Role play involves carrying out different personas. Playing this game requires participants to take on fictional characters, form teams to write stories, and then act out those stories to completion. Players carry out tasks related to the role that they have chosen based on their representation of the role. The performance of the player in the chosen role will depend on the established rules and system before the game begins. (Subagiyo, 2013). As long as it follows the set rules, the game will go as planned to its final finish. Players must improvise within a set regulatory framework as the game proceeds. The term "role play" refers to the behavior modification that occurs when a person adopts the roles of others, whether they are imagined or social roles in society.

As we all know, a lot of students suffer with speaking since they don't practice it often enough. Sometimes teachers would only assign dialogues for students to read, not recognizing that this would weaken their speaking abilities because the students would always depend on and concentrate on the text. They lacked sufficient opportunities to improve their speaking abilities. Due to

the low percentage of students who learned to speak, speaking was seen as the hardest and most challenging ability to learn.

The teacher may participate by offering information, clarifying the contents, involving the students in listening activities, asking and answering questions, modeling speaking skills, and assessing their comprehension and ability. The teacher can help the students learn during interventions by using note-taking, discussion, debating, presenting, simulating, and practicing.

The use of media or instructional aids, which results in active involvement for learners, is one of the various factors that influence the complicated processes of teaching and learning.

Teaching our students how to speak involves teaching them to:

- 1) Make English speaking sounds and rhythms
- 2) Employ the rhythm, intonation and word and sentence of the second of foreign language.
- 3) Choose the right phrases and words for context, audience, situation, and subject in question.
- 4) Arrange their ideas in a sensible and logical order.
- 5) Use language to communicate your opinions and values.

Display fluency by speaking rapidly, confidently and without many awkward pauses.

According to (Pollard, 2008). Speaking is one of the most challenging abilities for students to develop. This should not come as a surprise given the factors involved in speaking, such as ideas, what to say, language, correct application of syntax and vocabulary, pronunciation, and listening also responding to the other person you are speaking with.

According to (Tarigan, 2008) Speaking is the oral communication process in which the speaker and the listener exchange information. It can also mean having the ability to articulate sounds or words in order to communicate, state, and convey ideas orally between two people. Students can communicate and exchange ideas that they have learned from books or other sources of information by speaking. Orally, they can communicate

with others their feelings, their newfound knowledge, and their desires. The hardest skill to master is said to be speaking. Students should ideally be proficient in some language aspects before learning how to speak, such as grammar, vocabulary, and pronunciation. The reason for this is that mastery of these three language building blocks will affect mastery of speaking as a whole.

The process of giving knowledge to students is the basic definition of teaching. When participating in teaching activities, the teacher delivers information, a lesson, or a skill to the students. This is also the time when the teacher and students communicate with one another. The term "teaching" has been defined variously by numerous specialists. Feiman-Nemser and Buchmann (Loewenberg Ball, D., & Forzani, F.M, 2009) defined teaching as the process of assisting individuals in learning "worthwhile things," adding an explicitly moral component. Additionally, according to Cohen (Loewenberg Ball, D., & Forzani, F.M, 2009) teaching defined as assisting others in learning specific skills is a common activity that many people engage in on a daily basis. According to (Thornbury, 2005) speaking is an interactive activity that demands cooperation to manage speaking turns. Thornbury argues that since speaking is a skill, it should be learned and practiced independently from the grammar curriculum. Speaking is the most productive skill in the oral form, according to (Kayi H. , 2006) It is more difficult than it initially appears to be and entails more than just word pronunciation, just like the other skills.

However, it is not simple to teach the students to speak. There is severalme management, obstacle management, and problem solving are all necessary. Additionally, the complexity of speaking's sub-skills causes speaking to be challenging (Tanjung & Fitri, 2020). From the first grade of junior high school until they graduate from college, English language learners in Indonesia spend roughly ten years studying the language. There are many learning periods, but neither the parents nor the students

themselves are sufficiently satisfied. Unfortunately, the majorities of students is able to write stories and comprehend grammar but are unable to speak. Teachers are crucial in helping students understand. The requirement for a lesson plan to pursue learning. According (Irra Wahidiyati, 2023) Some students in the intensive language program found the linguistic approach to be unfamiliar and frightening at first. However, the comfortable and safe environment of a home on the reserve, the presence of elders, and the conversational tone of the teachings all fostered learning.

Teaching speaking, according to Nunan in includes (Kayi, 2006). Teaching the learning process to:

- a) Produce the English speech sound and sound pattern
- b) Use words and sentences
- c) Use the stress intonation pattern and the rhythm of the second language
- d) Select appropriate words and sentences that comply with proper public interactions
- e) Expressing opinions and values through language
- f) Utilize language efficiently and fluently with few awkward pauses, which is known fluency.

C. Team Game Tournaments (TGT)

1) The Definition of Team Game Tournaments (TGT)

The Team Game Tournaments learning is a strategy of cooperative learning that is simple to use, involves the participation of all students without consideration to status, involves students operating as peer tutors, and includes aspects of games and reward. According to (Kiranawati, 2007), the Team Game Tournaments as cooperative learning model's learning activities help students study more comfortably while developing characteristics like responsibility, ethics, cooperation, healthy competition, and enthusiasm in the subject material. According to (Rusman, 2014) team

game tournaments is a cooperative learning model that includes academic tournaments in actions of all students who have different abilities, gender, ethnicity, or race. It is also about attitude between the students and the teacher. According (Sabiq, 2021) the attitude of learning can be positive because the historical, cultural, and economic background can influence students' behaviors.

According (Salam, 2015) *Tournaments (TGT) was originally developed by David DeVries and Keith Edwards in 1972 at the John Hopkins University. It is a type of cooperative learning method. The students compete with members of other teams to contribute points to their team score. Students compete in at least three person "tournament tables" against other with a similar past record in mathematics. After then a procedure changes table assignments to keep the competition fair. The winner at each tournament table brings the same number of points to his or her team. Regardless of which table it is; this means that low achievers and high achievers have an equal opportunity for success. High performing teams earn team rewards.*

The primary objective of the TGT strategy is to inspire and encourage the students to support one another in achieving the abilities that the lecturer demands. Students must assist their group members in learning the provided material if they wish for their group to receive an award. They ought to inspire others to aim for excellence and establish learning as a norm that is significant, worthwhile, and pleasurable. Students who participate actively in an activity are solving learning challenges. Participation is another action that puts students in settings where they can learn and grow in their comprehension. Participation offers experience to encourage motivated students in the learning process, which can improve implementation. According, (Rusman, 2014) participatory learning is instruction that involves students as much as possible in the learning process. Instead of being teacher-centered, participatory learning involves the students more. According to (Erwin, 2017) Team game tournaments was

one of cooperative learning technique which has a unique thing that allows the students to work in the group, to support each other, to collaborate their idea.

The Team Game Tournaments, the first instructional strategy at Johns Hopkins, was created by David DeVries and Keith Edward. This idea states that students will work together in small groups of three to five students who differ in ability, gender, and ethnicity. With one difference, TGT learning and STAD learning seem to be very similar. Teams game tournaments are used by TGT in place of exams and mechanisms for measuring individual improvement. Students compete for their team against teammates who have previously achieved comparable academic success. Team Game Tournaments has been applied in a variety of subjects, according to (Nur & Wikandari, 2000), and is most suited for teaching learning objectives that are stated clearly and have a unique correct response, such as pronunciation or those characterized by English, and speaking issues. According to (Z, 2014) Among the models for learning Cooperative learning is the process of giving cooperation between students priority and attention through discussion. One learning paradigm that stresses how students study and collaborate in small groups is cooperative learning. Collaborative with a varied group structure made up of two to five members.

Students participate in TGT by playing games with members of other teams in order to acquire points for their own team's performance. The game is made up of a few sentences that are relevant to the topic. That phrase was intended to indicate how much students had learned after the learning process, either in terms of comprehension or knowledge. There are members from each group with equal capability at every competition table. According to (Taniredja, 2011) The TGT (Team Games Tournament) strategy for teaching emphasizes group performance, including the participation and cooperation of every student.

The Team Game Tournaments learning strategy is one of the cooperative learning methods that is easy and very relevant to implement because this learning model involves the activeness of all students without any differences in status by implementing elements of the game. Team Game Tournaments cooperative learning, originally developed by Devries and Keith Edwards Hopkins' was johns first learning method. In this model, students are divided into teams of four to five people of different levels of ability, gender, and ethnic background. The teacher delivers the lesson, then the students work in their team to ensure that all team members have mastered the lesson. Next held a tournament, where students play academic games with other team members contribute points for their team's score.

Team Game Tournaments adds a dimension of excitement gained from the use of the game. Teammates will help each other in preparing for the game by studying the activity sheet and explaining each other's problems, ensuring that individual responsibilities have occurred. (Slavin, 1983) Suggests that TGT type cooperative learning is one type of cooperative learning that is easy to implement, involves the activities of all students without any status differences, involves the role of students as peer tutors and contains elements of games and reinforcement. Based on that opinion, it can be assumed that in essence in learning team game tournaments involves all students to work together, actively, without any differences between each other.

Learning (teaching or presentations by the teacher), teamwork or group study, and competition are all included in the TGT series of educational activities. Teaching as is customary, the teacher delivers or presents the subject matter in this session. The topic may take the shape of facts. Idea, guideline, or process. This activity is more of a warm-up or apprehension. The teacher's job in this activity is to explain concepts that are basic to the subject matter that the students will study. Group learning exercises were conducted after this presentation activity.

According to (Slavin E. R., 2006) These five elements can be described in further detail as follows:

1. Class Presentations

At the beginning of the lesson, the teacher presents the material in class presentation or often also called class presentation. This activity is usually done by direct instruction or by a teacher-led lecture. At the time of presenting this class, the student should really pay attention and understand the material presented by the teacher, as it will help the students work better during group work and at the time of game because game score will determine group score.

2. Group (Teams)

Groups usually consist of 4 to 5 students whose members are heterogeneous in terms of academic achievement, gender and race or ethnicity. The group function is to deepen the material with the group's friends and more specifically to prepare the group members to work properly and optimally during game. After the teacher presents the class presentation, the group (team or study group) is in charge of studying the worksheet. In this group learning the students' activities are discussing problems, comparing answers, checking, and correcting the mistakes of their friend's concepts if a group friend made a mistake.

3. Games

The game consists of questions relevant to the material, and is designed to test students' knowledge of classroom presentation and group learning. Most games consist of simple numbered questions. This game is played on the table of the tournament or race by 3 students representing the team or group respectively. The student selects the numbered card and tries to answer the question according to the number. Students who correctly answer the question will get a score. These scores are later collected students for a tournament or weekly race.

4. Tournament or Contest

Tournaments or competitions are learning structures, where games happen. Usually tournaments or competitions are done at the end of the week or on each unit after the teacher makes a class presentation and the group is already working on the student worksheet. The teacher's first tournament or contest divides the students into several tournament or race tables. The three highest students of his achievement are grouped on table I, the next three students on table II and beyond.

5. Group Award (Team Recognition)

After the tournament or race ends, the teacher then announces the winning group, each team or group will get a certificate or prize if the average score meets a predetermined criteria. Team or group gets the nickname "Super Team" if the average score 50 or more, "Great Team" if the average reaches 50-40 and "Good Team" if the average less than 40. This can please the students for the achievements they have made.

2) Steps for Implementing TGT

According to (Ilham, 2009), the steps for implementing the TGT type Cooperative Learning Model are:

The TGT learning model stage includes

- a) Presentation of classes conducted by the teacher with direct teaching or with lectures. At the time of class presentation, students are formed in a group consisting of 4 to 6 people, obtained from heterogeneous members seen from academic achievement, gender, and race or ethnicity.
- b) After completing the learning activities, the teacher holds a game (game) with a tournament system. The game presented consists of numbered simple questions. Learners choose a numbered card and try to answer the question that corresponds to that number. Students who answer the question

correctly will get a score. In accordance with the Tournament system, this is a structure in which the game takes place.

- c) For the team that has completed the game questions first, present the results of solving the game questions represented by the group leader.

The final stage of learning with the TGT team that gets the best average score and meets the specified criteria will receive a prize that has been prepared.

3) The Advantages of Team Game Tournaments

One of the various strategies used to accomplish the objectives of learning itself is the "Team Game Tournaments" (TGT) paradigm. This Team Game Tournaments (TGT) learning approach, like other models, has advantages and disadvantages. The advantages of this model, according to (Silberman, 2006) are as follows:

- a) Students are free to communicate and express their opinions in cooperative learning contexts.
- b) Students gain a lot of confidence.
- c) There is less disruptive behavior toward other students.
- d) Students become more motivated to learn.
- e) A deeper comprehension of the topic.
- f) Develop more tolerance, sensitivity, and kindness among students as well as between students and teachers.

When students work together, learning in the classroom will be interesting and not monotonous.

4) The Disadvantages of Team Game Tournaments

- a) The teacher finds it challenging to divide the class into groups based on students' abilities and the amount of time they devote to discussion.
- b) It can be challenging to explain things to students who are able to achieve high levels of knowledge.
- c) It takes a long time to implement the TGT learning model.

Class atmosphere will tend to be rowdy and out of control.

D. Previous Studies

Based on various research, journal, and thesis reference material while producing this thesis. When discussing these issues, the previous research serves as foundation for comparisons, theory, and references. The comparison materials used to conduct the literature review are as follows:

The first, a thesis by (Linda Juwita, 2017) entitled “*The Effect of Team Game Tournament (TGT) Cooperative Learning Method Application Towards Learning Motivation and Achievement*”. Application of TGT learning method was effective for improving learning motivation and achievement in nursing students, especially for learning about nervous system anatomy and physiology. The research method used pre-experimental study used one group pretest post-test design approach. The result showed that all students actively involved in the learning process, they could increase positive mind, sensitivity, and tolerance toward others. TGT application could increase learning motivation and achievement in studying neurology system anatomy and physiology among nursing students. The similarity between previous study and this research is the use of TGT can increase positive mind, sensitivity, and tolerance towards others. The difference with this research is in the research method, where the previous research used quantitative methods, while this research used qualitative methods.

The second article journal by (wahyu Lestari, 2022) entitled “*Implementation of Teams Games Tournament to Improve Student’s Learning Activity and Learning Outcome: Classroom Action Research*” by Wahyu Lestari, Ani Widayati. *Al-Ishlah: Jurnal Pendidikan* Vol.14 4 (Desember, 2022). The purposes of this study was that to improve the quality of accounting learning in certain aspects of learning activity and learning outcome through the implementation of teams games tournament (TGT) learning model of X Accounting students at SMK Negeri 1 Wonosari. The design of Classroom Action Research (CAR) was used in this study. This

study organized into two cycles, where each cycle includes four important phases in CAR including: planning, action, observation, and reflection/evaluation. The data collection technique uses observation on seven indicators of learning activity and uses pre-test and post-test questions to determine an increase in student performance. The result of the study show that the teams games tournament (TGT) model can improve the learning activity and learning outcomes of improve the learning activity and learning outcomes of students in accounting subjects. The similarity between previous study and this research is the implementation of teams games tournament and the school level is senior high school. The difference which this research is location previous study in SMK Negeri 1 Wonosari, while this location research in SMAN 1 Baturraden. Also the research method, where the previous research used descriptive quantitative method, while this study used qualitative method.

The third, a thesis by (Nushrotul Millah Fath, 2021) entitled “*The Implementation of Teams Games Tournament (TGT) learning Model to Fulfill the Passing Grade of Eight Graders’ Learning Outcomes*”. *Jurnal Pembelajaran Sains Vol.5, Nno 1 (2021)*. The purpose of this study was expected to be able to bring students to be active in cooperative learning to solve problems and to discover knowledge. This study aims to determine the implementation of learning using the TGT learning model, student learning outcomes after the application of the TGT learning model, and students learning responses towards learning using the TGT learning model. This research was conducted on students in class VIII of SMP Unggulan Al-Ittihad. This study was a pre-experimental design using a One-Shot Case Study research design. The sampling technique was Non-Probability Sampling with the Purposive Sampling technique. The data collection technique used two methods, namely the test method (cognitive test) and non-test method (observation and questionnaire). The instruments used were learning implementation observation sheets, knowledge test sheets, and students response questionnaire sheets. The result of this previous study showed that

learning implementation based on the teacher activity obtained an average score of 92.05% and student activity of 85.38% so that learning was carried out well. The similarity between previous study and this study is implementation of team game tournament (TGT). The difference with previous research focus on the use of team game tournament at the junior high school level, while this research was at the senior high school level. There are differences in the research method used, where the current previous research used test method and non-test method, while in this research used qualitative methods.

The fourth, a journal article by (Nurmala, 2020), entitled “*The Use of Team Game Tournament (TGT) to Improve Students’ Participation in English Class (A Classroom Action Research at the VIII grade of MTs Miftahul Huda Bulungan)*”. The purpose of this study was to determine the use of team game tournament (TGT) to improve students’ participation in English class. This research was conducted use classroom action research with 41 students of 8A grade at MTs Miftahul Huda as the subject. The technique used in data collection are planning, action and observation, and reflecting. This previous study used both of qualitative and quantitative data. The qualitative data was obtained by observation and quantitative data was obtained by questionnaire. In the analysis data, compare the result of observation with lesson plan, and the questionnaire. The result showed that team game tournament (TGT) can improve students’ participation in English class, students became more active because TGT method required students to work in group with other students and did a little game in class. The similarity between previous study and this research is the use of teamgame tournaments as strategy for English class. The difference with this research in the subject and object was different, in previous study the subject is 8A students at MTs Miftahul Huda Bulungan, while subject of this research are the English teacher and XI MIPA 10 students at SMAN 1 Baturraden. Also the research method, where the previous study used qualitative and quantitative, while this research used qualitative methods.

The fifth, a thesis by (Rakhmawati, 2018) entitled “*Teams Games Tournament (TGT): Improve Motivation of Studying Social Study Elementary School Students*”. The purpose of this previous study is aims to describe Teams Games Tournament (TGT) to improve motivation of studying social students elementary school. The subject in this study are students of class VI SD Negeri Kota Gede 2017-2018 with 30 students. The research mothed used quantitative methods (Classroom action research). The techniques used observation and questionnaire. The result showed that an increase in the learning motivation of students who reach the very high category from 60% to 90%. The result of this study, IPS also experienced an increase based on the number of students who achieved the KKM of 9 students to 22 students. The similarity between previous research with this research is that teams games tournament can improve motivation of studying. The differences with this research focus on the use of teams games tournament at the senior high school level, while previous research was at the elementary school level. Apart from that, there are differences in the research methode used, where the current research used qualitative methods, while previous research used quantitative methods.

From the several previous studies above, there are similarities and differences from one study to another study. The similarities between the previous studies and this research describe the use of team game tournaments in teaching speaking English. Meanwhile, there are also differences between previous research and this research, namely in terms of skill to be taught and research strategy to be used above, and this research describes the use of team game tournaments in teaching speaking. Meanwhile, there are also differences between previous research and this reseacrh. From some of results of previous studies, it was stated that team game tournaments can improve students’ to speak English. Similar to this study, based on preliminary observations, the English teacher at SMAN 1 Baturraden said that team game tournaments can help students in speaking. However, this study will also discuss the use of team

game tournaments by 11th grade English teacher at SMAN 1 Baturraden in teaching speaking, which have not been discussed in previous studies.



CHAPTER III

METHODOLOGY

This chapter describes the research methodology. This chapter consist of research design , data sources, the technique of data collecction, and technique of data analysis.

A. Research Design

This study used a descriptive-qualitative research design to answer research questions. According to (Creswell, 2012), qualitative research aims to develop the phenomenon in depth, not generalize it to the population. The researcher used qualitative research because the researcher explored the data descriptively and presented the findings in words. The purpose of this research is to describe an understanding of how a teacher can implement the team game tournaments strategy in teaching speaking. This study used a descriptive qualitative approach to answer research questions. According to (Moleong, 2010), that the descriptive qualitative research is a study that explains to understand the phenomenon of the subject of research, behavior, perception, motivation, action, etc., according to (Grant, 1994), qualittaiive research used a variety of methods,such as intensive interviews or in-depth analysis of historical materials, and it is concerned with a comprehensive account of some event or unit.

Furthermore, according to (Yilmaz, 2013), qualitative research is an emergent, inductive, interpretive, and naturalistic approach to the study of people, cases, phenomena, social situations and processes in their natural settings in order to reveal in descriptive terms the meanings that people attach to their experiences of the world. According to (Ahrens, 2006) , theory plays a central role in qualitative research since the information obtained from the subjective accounts enable either the validation of existing theories or, more likely, provide the basis to make modifications to them in order to better explain the phenomenon under study.

Qualitative research begins in the field which is based on natural environments, not theory. According to (Miles, 2014), qualitative-descriptive approaches are used to describe phenomena and are appropriate for research aimed at gaining an accurate understanding of an event, occurrence, or incident systematically and in detail. These investigations used qualitative descriptive methods to describe personal experiences and impressions of the subject matter being thoroughly and methodically examined. These qualities have been used by the study as recommendations for applying a descriptive-qualitative technique to better comprehend the issues studied.

In this study, narrative research techniques have been used in this study. According to (Josselson, 2019), narrative research aims to explore and conceptualize human experience as it is represented in textual form. Aimed for an in depth exploration of the meanings people assign to their experiences, narrative researchers work with small samples of participants to obtain rich and free-ranging discourse. The emphasis is on storied experience. Generally, this takes the form of interviewing people around the topic of interest, but it might also involve the analysis of written documents. The aim of this study is to find out how teacher use team game tournaments in teaching speaking skill to grade 11 students at SMA Negeri 1 Baturraden.

B. Research Site and Participants

This research was conducted at SMA Negeri 1 Baturraden, which is located at Jalan Raya Rempoah Timur No. 786, Banyumas Regency. The school was chosen as a research site because it is one of the top rated favorite schools in Banyumas and has good accreditation. The school also has many student achievements, especially in English competitions. Teacher at this school also teach students to speak English in innovative and creative ways. The participants in this research were a teacher of English and 11th grade students at SMA Negeri 1 Baturraden, with total 36 students in one class.

C. Object and Subject of the Research

The provided data source serves as the research object in this study. This study focused on the process of teaching English speaking skills to 11th grade students at SMA Negeri 1 Baturraden through the use of team game tournaments. The purpose of the study was to assess the advantages and disadvantages of employing team game tournaments as a teaching strategy for English speaking skill.

This research was conducted at SMA Negeri 1 Baturraden, which was selected as one of the favorite schools in Banyumas. In this school, English lessons have been taught to 10th until 12th grade students in accordance with Merdeka Curriculum policy. However, the use of team game tournaments in teaching speaking make the students interesting to follow teaching learning in the class. This interesting teaching strategy was one of the reason why the English teacher and 36 students in 11th grade were chosen as the subject of this study.

D. Data Collection Techniques

Data for this study was gathered through documentation, interviews, and observation techniques. A variety of methods, including observation and interviews, have been employed to confirm what happened in the classroom and to confirm that the respondents are relevant. Documentation is then utilized as evidence to explain what happened in the classroom and enhance the information gathered using previous techniques. The following data collection techniques were used:

1. Observation

According to (Ary, 2010) observation is a basic method for obtaining data in qualitative research and the purpose is to understand complex interaction in natural setting. In this research, it is required to go into the field to observe and study actors, spaces, places, activities, time, events, purposes, and feelings.

There are two kinds of observation, participant observation and nonparticipant observation (Fraenkel and Wallen,2009). Participant

observation is the researchers participate in the situation or setting they are observing. Non participant, in the other hand, is the researchers do not participate in the activity being observed, but rather 'sit on the sidelines' and watch. They are not directly involved in the situation they are observing. In this research, the observation process began with identifying the location to be studied. The first step in the observation process in this study was choosing the study location. After the location was determined, a map was created in order to fully comprehend the goals of the investigation. The next step involved deciding who would be watched, when, how long, and how. At the research site of SMA Negeri 1 Baturraden, which is located on Jl. Raya Rempoah Timur No.786, Rempoah, Baturraden, Central Java. Observations were to be made at least four times for this study. Following that, in person observations were made at the research site to learn more about the ways in which grade 11 students at SMA Negeri 1 Baturraden were taught how to speak English using team game tournaments.

In this study, the researcher chose non participant observation. The researcher sat down in the back seat during the class activity. The methods to collect the data during observing are by taking field notes and taking a picture. Thus, by conducting the observation the researcher got the data more accurately since he could see the true phenomenon that happened in the classroom. Observation carried out this activity to find more information about using team game tournaments to teach speaking in 11th grade at SMA Negeri 1 Baturraden. Therefore, the researcher can get accurate information.

The researcher's observation of the implementation of team game tournaments strategies in teaching speaking. The observations were carried out in four meetings. There were scheduled for July- September 25, 2023. The researcher described and observed all the activities that took place in class.

The process of teaching speaking through team game tournaments was observed, as were all the problems posed by students during the learning process. The researcher took field notes on all the processes of teaching and learning. Furthermore, the observation checklist had been prepared before the observation. It is used to facilitate the analysis of data from observation.

2. Interview

According to (Bungi, 2013) An interview is the process of gathering data for research objectives through in person questions and replies between the interviewer and the subject. Interviews can be done with or without the use of an interview guide. Interview used to gather more detailed information from the interviewee. Purposive sampling will be used to select one by one and also face to face (some of the students). The researcher will choose the individuals and the position to help understand the essence of the phenomenon. These interviews involve unstructured and generally open-ended questions that are few in number and intended to get views and opinions from the participants.

For the purposes of this study, a list of questions was produced ahead of the offline interviews. In addition, representatives of randomly chosen 11th grade students and an English teacher participated in an interview. Semi-structured interviews were utilized to question the English teacher and the 11th grade students. According to (Sugiyono, 2013) defines a semi-structured interview as one in which the research subject is free to respond in whatever way they choose, as long as they stay within the predefined theme. This study investigated the ways in which teachers used team game tournaments to teach English language skills to 11th grade students at SMA Negeri 1 Baturraden. It also looked to determine the reason why the teacher used team game tournaments also advantages and disadvantages of using team-game tournaments and to find out what the students thought about this approach.

Time :	
Day :	
Place :	
Object :	
Interviewer :	
Informant :	
Description	
Transcript	
Relection	

Table 3.2 Instrument Interview

The researcher conducted an interview with students on August 21 2023, at SMA Negeri 1 Baturraden, with several questions prepared. Then, the researcher got some information from the documentation interviewee how the teacher implements team game tournaments to teach speaking.

3. Documentations

According to (Sugiyanto, 2018) Documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and images in the form of reports and information that can support research. In this study, documentation was collected from SMA Negeri 1 Baturraden by taking lesson plan. The lesson plan was used as a research guide in this study to assess the teacher's suitability for instructing English speaking through team game tournaments.

Time of Research

This research has been done from July 27 until September 23, 2023

No.	ACTIVITIES	TIME	PLACE
1.	First observation	July 27, 2023	SMA Negeri 1 Baturraden

2.	Second observation	August 7, 2023	SMA Negeri 1 Baturraden
3.	Interviewing students	August 21, 2023	SMA Negeri 1 Baturraden
4.	Interviewing the teacher session	August 30, 2023	SMA Negeri 1 Baturraden
5.	Third observation	September 4, 2023	SMA Negeri 1 Baturraden
6.	Fourth observation	September 25, 2023	SMA Negeri 1 Baturraden

Table 3.1 Time of Research

E. Data Analysis

Several ways have been applied in this research as the technique of data analysis, as follows:

1. Data Reduction

In this part, the researcher will be describing the process of evaluating data by selecting, focusing, transforming, and simplifying the data. Data will be gathered through interviews, observations, and documentation. The goal of data reduction is to make it clearer, understandable, and usable.

Interviews, observations, and documentation were used to collect the data. At SMA Negeri 1 Baturraden, the researcher interviewed with English teachers and students and observed them in the classroom. Following that, the researcher interviewed the five chosen students. The researcher then collects the data to gather the most relevant or factual information on this topic.

2. Data Display

In this part, visual analytic will aid in comprehending and acting on what is happening. It means that the data display will be organized and assembled so that conclusions can be drawn.

Only tables and brief summaries were used to present the facts in this section. It is employed to present the findings of the data gathered. Data visualization serves the objective of gathering information from the researcher's observations and interviews. As a result, the data display organized must be arranged and put properly to appear towards a conclusion.

3. Conclusion Drawing or Verification

In this part, the data is verified by the researcher. Data triangulation gain from interviews, observation notes, and data analysis. Meanwhile, drawing conclusions is the final step in data collection, coming after data reduction and data display.

F. Data Validation

A technique for improving the validity and credibility of research findings is triangulation. While validity is focused on how accurately a study represents or evaluates the ideas or concepts being explored, credibility relates to how credible a study is.

1. Triangulation of Sources

In this research, the researcher tested the credibility of the through several sources, for examples from the English teacher and students relating to use teams games tournament in teaching speaking at SMA Negeri 1 Baturraden.

2. Triangulation of Technique

In this research, the researcher will examine the credibility of the data through three data collection techniques including interviews, observation, and documentation relating to use of team's games tournament as strategy in teaching speaking at SMA Negeri 1 Baturraden.

3. Triangulation of Time

In this research, the researcher tested the credibility of the data through interviews, observations, and documentation with different times and situations will be held from July until September.



CHAPTER IV

FINDINGS AND DISCUSSION

In the first chapter, it was explained that the aim of the research was to determine the use of team game tournaments as a strategy for teaching speaking in class 11 of SMA Negeri 1 Baturraden. In the fourth chapter, the research results were discussed according to the method used, namely using qualitative descriptive methods. This research was conducted from 27 July to 25 September 2023.

In this case, two main aspects related to the use of team game tournaments as a strategy for English speaking skill at 11th grade students at SMA Negeri 1 Baturraden. The discussion included the use of team game tournaments as a teaching strategy for English speaking skill and the advantages and disadvantages of team game tournaments at 11th grade students at SMA Negeri 1 Baturraden.

A. The Use of Team Game Tournaments in Teaching Speaking for 11th Grade Students of SMA Negeri 1 Baturraden

This section contains research findings that were acquired through observations and interviews. Based on the observation and interview conducted with an English teacher of 11th grade in SMA Negeri 1 Baturraden in, the researcher concluded that most of students in 11th grade are low in English lessons, especially in speaking. Therefore, the English teacher said that in learning process must choose creative strategies to motivate the students in teaching English especially in teaching speaking. One of strategy used by the English teacher is team game tournaments. Based on the interview with an English teacher at SMA Negeri 1 Baturraden on 7 August 2023 at 08.45 a.m.

The English teacher said:

“A few students now prefer the subject of learning English in class. Therefore, it is my responsibility as a teacher to be able to change the atmosphere of the students so that they may learn cheerfully and comprehend what the teacher is saying. For students to be interested in

learning, teachers must be skilled at presenting efficient and enjoyable strategies for learning. There are several reasons why I implemented TGT as strategy for teaching speaking. Because it is necessary for students to become accustomed to finding solutions to their difficulties and searching for concepts, The processing or accomplishment of group assignments by students will be accelerated even more through Team Game Tournaments.” (Hariningsih, The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

After observing the teacher process of teaching English speaking skill using team game tournaments, some information relevant to the steps of using team game tournaments performed by English teacher of 11th grade SMA Negeri 1 Baturraden was eventually acquired as follows:

a. preparation

In this steps, before beginning the teaching and learning process, the teacher prepared a lesson plan, learning media, materials, etc. Based on the interview with English teacher at SMAN 1 Baturraden, on 7 August 2023 at 08.45a.m., an English teacher said:

“For the first, teacher should be prepare the lesson plan or teaching module, the learning resources, and the worksheets for the students before starting the teaching-learning activities. Additionally, prepare and examine the material. To be familiar with the students' traits, The purpose of that was to facilitate the teaching and learning process. The teacher explained that the syllabus, which includes the learning objectives, learning activities, and key skills that the students must acquire, served as the basis for the lesson plan.” (Hariningsih, The Use of Team Game Tournaments in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

After creating the lesson plan, the teacher prepared learning materials for use in the teaching and learning process, including spinners, teachers' paperwork, student exercises, assessment tools, and more. The teacher then planned the teaching strategy using a number of techniques. The teacher chooses team game tournaments to teach speaking. the teacher said:

“Teaching speaking using Team Game Tournaments Teachers' use of team game tournaments as a teaching strategy to help students learn to speak is very beneficial to them because the students enjoy playing together and find the subject easier to understand. Individual study slows down the learning process, especially for students who are delayed in their studies in English. Additionally, students will exchange concepts, offer advice, and express their opinions.” (Anisa, The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

Based on the observation made by the researcher on July 27 - September 25, 2023, it produced data about the use of team game tournaments in teaching speaking of eleventh-grade. Based on observations conducted by the researcher in four meetings, an English teacher used strategies team game for teaching speaking. Considering many students lack motivation when learning English, especially speaking, the teacher implements these strategies.

b. Teaching Activity

Teaching procedures are divided into three steps, are pre-activity, main activity, and post-activity.

1) Pre activity

Observations were done by the researcher in four meetings from July 27 until September 25, 2023. Based on the observation in the eleventh grade of SMAN 1 Baturraden, the researcher found that the teacher did the same preactivity by starting the class with checking uniform of the students, opening with greetings, and checking attendance of students'. But an apperception is done differently in every meeting. The teacher used mix languages, Bahasa Indonesia and English Language. Because most of students did not understand what the teacher meant. First, the teacher explained the English language, while the students did not understand the teacher will translated it into Bahasa Indonesia.

The teacher then explained the learning goals and fundamental skills that the students needed to improve their speaking, which are shown in Appendix 1 (Appendix 1). The teacher performs an apperception before beginning the explanation in order to grab students' attention and get them ready for the lesson topic. The teacher provided an illustration to help the students understand. On the basis of the observation on August 1, 2023, the teacher added:

“For example, we has teaching learning during Corona virus and we has make online learning to process studying. So, what do you think about online learning? Do you agree? So, what is the material that we are going to discuss?”

The teacher always gave an apperception in every meeting. Based on the interview with an English teacher on August 30, 2023, at 09.00, the teacher said:

“Routine apperception has been devoted to strengthening students' motivation, connecting their previous exposure to the subject matter, and piqueing their curiosity. Students will ultimately participate in the learning process.” (Hariningsih, *The Use of Team Game Tournaments in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden*, 2023)

In the next meeting, the different apperception was used by the teacher. The teacher used questions and answers based on the observation on 1st September 2023. The teacher gave several questions to students. The first question is “what do you think about working in group?”. Then, the teacher added an illustration, “when someone in your group is nothing to do in the group, what do you feel?”. Second question asked by the teacher, “which do you prefer, working group or individually? Can you give me your opinion about it?”. The teacher gave the class some time to think about and discuss the answers.

One kind of perception is question-and-answer. Students' speaking abilities and knowledge were stimulated by it. It is appropriate for warming up prior to the explanation material. Based on the observation made on September 7th, the teacher had a different perception. The teacher showed appreciation for brainstorming by

offering some language associated with the subject matter to be mastered, as can be seen in Appendix 1.

The illustration can be found in Appendix 1 and was displayed during the most recent conference to encourage cooperation among students. The teacher conducted an apperception by displaying a picture and asking a question based on the observation on September 21, 2023.

“What do you think about Indonesia tourism?”



Pictures 4.1 Illustration picture some place of vacations in Indonesia

In the third meeting, the teacher use another apperception. The teacher use the apperception with example of dialog, it's make the students practice to speak.

Pandu : We must bring a lot of books everyday. My bag seems doesn't enough to take all of them

Dimas : I think you need to buy the bigger one.

Pandu : Yeah, you are right. Can you accompany me to buy it?

Dimas : Sure..

From the dialog above, which sentence shows giving an opinion?

The result of observations on 27 July until 25 September 2023, the researcher found that the teacher did an apperception before explaining the material. The teacher made an apperception

with differently related to the topic to be learned in the class. The teacher opened the class well.

2) Main Activity

The main activity includes what the teacher provides to accomplish the learning goals at the center of the teaching and learning activity. In teaching speaking by TGT can make the students enjoyed in the class. The teacher was divided into four groups (one group consisting of six students or more) as stated in the lesson plan, which could be shown in appendix 1 (Appendix 1). The teacher explained to the students about the definition and language features and provided an example of giving opinion consisting of several sentences that students must be repeated. Then, the teacher gave the students exercise, and students completed their exercises through group discussion. The instruction of the task is to give opinion about floating that happened recently.

1. The Teacher Showed the Materials on PowerPoint. (Class Pesentation)

Based on interviews with the teacher, after pre-Actcivity, teacher start the learning process with showing PowerPoint. But, usually the teacher has send the PowerPoint before learning Process. So, the students can read the material from the teacher in their home.



Pictures 4.2 Illustration picture while online learning

Figure 2. An illustration with Q&A from an English teacher.

A : What do you think about online learning? Do you agree?

B : I think

After the teacher showed a picture and asked a question, one of the groups answered, “I think online learning make the kuota getting lost so fast Mrs.” “I think online learning is boring Ma’am. I disagree when the teaching and learning with online” “ I think offline learning is better than online learning Ma’am” another groups answered with, “*I think online learning notmeet expectations for the students because the material can’t clearly understood by the students*”. The teacher gave good responses because some of the group could answer the question and answers section, the teacher explained the definition of Giving Opinion.

2. The Teacher Give Explanations About the Rule of Team Game Tournaments.

According to (Tengku, 2012), to ensure that students understand the rules that will enable them to make beter use of the board games. The rules and regulations of the games are introduced before the game begins. They clarified that a variety of learning methods can be used for board games. Boards from many other board games, including Monnopoly, Snake and Ladder, and White Board, can be used for this game.

According to (Gerlach, 2019), a team needs agreement on the team goals and a clear understanding of them in order to function well. The components of a goal are as follows: (a) the desired end; (b) a means of measuring success, or how we'll know when it's been accomplished; and (c) the time factor, or when we want the objective finished. All team members must contribute to the development of the team's goals, and the roles and duties of the paraeducator and teacher in accomplishing those goals must be made explicit. These duties and responsibilities must be

determined after taking into account a number of criteria. These include the team members' specific knowledge levels, comfort zones, training, experience, and time restrictions.

3. The Teacher Divided Class into Groups.

According to (Jaques, 2000), the beginning of learning the teacher delivers material, usually done by direct teaching, lectures, or teacher-led discussions. When presenting this class students must really pay attention and understand the material delivered by the teacher, because it help students work better during group work. Group usually consists of 7-8 heterogeneous members. The function of the group is to further explore the material with his group friends and more specifically to prepare group members to work well and optimally during the game.

The game consists of numbered questions. Students choose numbered cards and try to answer questions that match the number. Students who answer the question correctly will get a score. This score collected by students for weekly tournaments. This TGT as cooperative learning is a result of the modification of the TGT tutorial learning where cooperative groups are designed by groups that are termed the discussion model "Four-Pair Thinking" or think pair square. Usually, tournaments are held at the end of the week or in each unit after the teacher has made a class presentation and the group has worked on the worksheet.

Students are split up into groups for this type of group at the start of the term. Students join these term-long learning groups when you want to assign small group discussions or teamwork in class. Because each quartet can be split into pairs depending on the task, groups of four function nicely.

4. The Teacher Gives Students the Opportunity to Practice Team Game Tournaments.

The board games are designed in A3 size. The concept the board game was similar to snake and ladder game where the winner was the fastest group who could solve the problem correctly. Unlike the snake and ladder games, the board game consisted of first group who reaches the finish box. The students in a group of 6 members or more will be given paper consist of some instruction to play with the sentences from various example of giving opinion. The player has to correct the sentences on their paper as he follow the instruction in a paper given by the teacher.

5. The Teacher Gives a Reward or Prize to the Fastest Groups that Could Solve the Questions Correctly. (Group Reward)

After the game is over, the teacher calculates each group's score and awards the top group. Teachers may divide students into the top group, the outstanding group, and the good group based on their scores. The teacher then gives the class a reward for their accomplishments that is dependent on teamwork. The teacher might do this by giving the students a gift expressing appreciation or by giving them extra points for their work.

According to (Admin, 2022), teachers can encourage positive behavior in the classroom by implementing reward systems for their students. It divides into two categories: systems of invisible advantages and systems of real rewards. External reward systems, also known as measurable incentive systems, comprise items such as pen, snack, stickers, hand stamps, and unbreakable mirrors. According to (Fuad M., 1970), positive relationships with teachers, students' feelings of accomplishment, and teachers' praise of students' work are examples of intangible reward systems, often known as internal reward systems.

3) Post Activity

Related to the lesson plan, the teacher gave feedback and summarized the materials before ending the class. After that the teacher gave an assignment for the next meeting. The teacher explained that the assignment can be presented by using different media, such as PowerPoint and video. In the next assignment, the teacher would give scores based on an assessment rubric that has been made in the lesson plan. After that, the teacher ended the class by saying, “Thank you very much for your participation. And see you next meeting, *wassalamualaikum warahmatullahi wabarakatuh*”.

B. The Advantages and Disadvantages of Team Game Tournaments Strategies in Teaching Speaking of Eleventh Grade Students of SMAN 1 Baturraden.

Between teacher and students, the learning process involves interaction. The process of achieving educational objectives includes engaging in teaching and learning activities that help shape human values (Syaiful and Aswan, 2010). Between students participating as the learning side and the teacher serving as the teaching side, there was interaction during the learning process (Inah, 2015). The enhancement of the students' engagement and activity should be a focus of the teacher-student learning process (Nasution, 2017). The teacher is expected to actively involve students in a variety of learning activities, such as discovery learning, independent learning, group learning, and problem-based learning, in addition to carrying out the delivery of knowledge, skill, and attitude activities (Anitah, 2013).

The TGT learning model received positive feedback; therefore, it is able to increase students' motivation to continue their studies. This supports the prior assertion that the TGT learning model can improve students' academic performance because the top team will be recognized (Susilo, 2010). Student comments and ideas about the TGT learning model's handling of the good additive issue, it can be concluded that these comments and suggestions were

generally favorable. It could be due to the fact that the TGT learning model incorporated teamwork and games that were thought to be able to enhance students' learning activity in class, as well as somewhat novel learning scenarios for the students.

On Monday, September 25th 2023, the researcher interviewed the 11th grade English teacher to determine the point regarding the reason why the teacher implement of team game tournaments in teaching speaking of 11th grade in SMA Negeri 1 Baturraden. Beside the implementation of team game tournaments, there are many several strengths and weaknesses of team game tournaments.

The Advantages and Disadvantages of Team Game Tournaments in Teaching Speaking :

1) The advantages of Team Game Tournaments

According to the results of observations and interviews with some of students and an English teacher, the advantages were found in the implementation of Team Game Tournaments

a) Improving students' performance

The study discovered a range of viewpoints regarding the first advantages of team game tournaments based on observations and some descriptive discussions from student and teacher interviews. Team game tournaments at SMA Negeri 1 Baturraden have the primary advantage of improving student achievement. Team game tournaments can increase student achievement since it allows for unfettered discussion, says Yusuf as a student. Another student, Eka, agreed that team-game competitions could raise students' achievement levels, for instance, by encouraging them to pay attention in class, participate more actively, and understand the topic. Of course, we may succeed in the classroom.

It was also supported by a student named Afril, she said:

"Students will learn more from others by utilizing this learning approach. Naturally, kids' intellectual abilities can advance the more they participate." (Afril, The Use of Team Game

Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

According to a student named Anisa, as follows:

"I think it's excellent to see student achievement improve in team game tournaments. Because of the group discussion, speaking conversational sentences may be simpler. For example, because I was trained to talk when working in groups, I was able to win an English competition." (Anisa, The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

This statement was supported by a student named Abil, as follows:

"Students who use this technique in groups feel more comfortable speaking their thoughts in front of their friends. One of the elements of performance improvement is this. For instance, taking part in speech or narrative competitions" (Huda M. A., The Use of Team Game Tournaments (TGT) in Teaching Speaking For 11th Grade Students of SMAN 1 Baturraden, 2023)

b) Students become more motivated

Researchers found several kinds of perspectives considering the second-stentness of team game tournaments based on observations and some illustrative statements from student and teacher interviews. The second advantage of team game contests at SMA Negeri 1 Baturraden is that the students become more motivated. Anisa a student, claims that certain groups are highly driven, and some of the groups comprehend the topic really well. Huda made a different claim, claiming that group discussions can help students understand concepts better. For instance, if we don't comprehend the subject matter being covered in class, we might ask our friends to go into greater depth. Additionally, the notion that team game tournaments can increase students' understanding of the subject was also reinforced by Yusuf. Students who are unsure might consult their group members who are more knowledgeable. Then, a student by the name of Muhammad Abil Huda claimed that team game tournaments could help students become more deeply inspired by their coursework since discussion exercises our capacity for critical thought.

It also was supported by a Yusuf, who argued:

“When there is a member who does not understand a material, he/she will ask other members in his/ her group. They will cooperate in exchanging ideas and explaining to their friends. Then, friends who previously did not understand the material understand”. (Hidayat, The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

As explained by the teacher, as follows:

“Team game tournaments will help students comprehend the content. because when there is content that is not understood, students can ask each other. Can discuss ideas and voice opinions in groups. Additionally, students who already understand something might assist others who are still learning. So that we can communicate with one another to understand concepts, understand one another, exchange ideas, and provide feedback” (Hariningsih, The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

c). Make the students happy and have fun

The researcher discovered a range of viewpoints regarding the third advantage of team game tournaments based on observations and some illustrative remarks from student and teacher interviews. The third advantage of team game tournaments at SMA Negeri 1 Baturraden is that they make students happy and have enjoyment. Team game tournaments, in the opinion of a student by the name of Eka, can help students have fun and be happy because they aren't overly formal and allow for friendly banter and adequate training. Another student, Afril, backed up this claim by saying that team game tournaments increase our interest in learning, make us prefer presentations, and make us more interested in class. Then according to a student named Afril, she argued it's more fun because they can complete the exercise together, it makes students active in the class.

It was also supported by a Yusuf, he explained:

“In my opinion, I enjoy it when learning is formed in a group. More enthusiastic and confident because it's easier to think and easier to express what we think”. (Hidayat, The Use of Team Game

Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

This statement was supported by a Abil, who argued:

“That’s right when learning in groups they can talk to each other about the material being studied, giving a joke with friends and not feel bored. (Huda M. A., The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

As clarified by the teacher, as follows:

“It is true, with groups students are more enthusiastic and not bored when learning is carried out. Because interaction between students is more flexible. This is one positive thing because it makes students not sleepy in class.” (Hariningsih, The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

d) Develop a positive attitude and tolerance between the students and teacher

The researcher discovered a variety of ideas regarding the fourth advantage of team game tournaments based on observations and some interesting statements from student and teacher interviews. The fourth advantage of team game tournaments at SMAN 1 Baturraden is the development of a positive attitude and tolerance between the students and teacher. A student named Eka, argued:

“Most of the students participated actively in the exercise, which helped them gain more self-confidence. However, other students lacked confidence and found it difficult to communicate their opinions.”. (Eka, The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

It was also supported by a Afril, as follows:

“One of the advantages of team-game tournaments is the growth of a positive attitude and confidence. We have greater confidence in any situation because of the group's friends' support. As an

example, giving presentations or appearing”. (Afril, The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

Another student named Abil also supported this statement, she taught:

“Yes, I do agree with that statement. Because I frequently work in groups, I feel more secure now. Even if we express an inaccurate opinion, the other members of the group will defend it.”. (Huda, 2023)

It was also explained by a Yusuf, he argued:

“In my perspective, when someone engages in an active conversation about speaking, a confident attitude will become available.”. (Yusuf, The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

Another Anisa, clarified:

"In my mind, group learning is helpful in the growth of our interpersonal and communication abilities. Each person is assigned a unique task, which may help in the development of our responsibilities. For some students, speaking up in front of the teacher is embarrassing. As a result, when learning in groups, students are more willing to express their ideas since they feel like they already know their classmates.” (Anisa, The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

The teacher supports all of the previous opinions and believes that team-game tournaments can help students develop their self-confidence in speaking their ideas. Despite the fact that they learn Bahasa and English together.

e) Make teaching learning interesting and not monotonous

Based on observations and some supporting statements from students’ and teachers’ interviews, the researcher found several opinions about the fifth advantage of team game tournaments. The development of speaking skills is the fourth advantage of team game tournaments at SMAN 1 Baturraden. According to a student named Eka, it can correct for each member of the group to be properly trained”. This statement was also supported by a student named Afril, I am now braver to express my opinion because I often do it in groups”. According to a Eka, she argued:

“That’s right, assignments if done in groups are more fun and exciting, and not shy when giving opinions. This is one way to develop speaking skills”. (Eka, The Use of Team Game Tournaments (TGT) in Teaching Speaking For 11th Grade Students of SMAN 1 Baturraden, 2023)

This statement was also supported by a student named Abil, as follows:

“In my opinion, every group must have discussion or communication without any communication within the group, then the group is said to be unsuccessful”. (Abil, 2023)

Then Afril supported this statement, she argued:

“Yes, I agree. If the group members are active in giving opinions. I feel challenged to give an opinion. So, this can develop my speaking skills in giving an idea”. (Afril, The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

As clarified by the teacher, as follows:

“It can develop students' abilities in speaking, for example, students who are initially quiet are encouraged to speak up. Step by step reduces anxiety when expressing an opinion. Students' ability in speaking gradually increases. Students' ability in speaking gradually increases. This is one good improvement in speaking”. (Hariningsih, The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

2) Disadvantages of Team Game Tournaments in Teaching Speaking

Based on observation and interviews, the researcher found a several disadvantages of teaching speaking using team game tournaments for eleventh grade students at SMAN 1 Baturraden.

a) Takes a long time to implement team game tournaments for students.

Based on observations and some supporting statements from students' and teachers' interviews, the researcher found several opinions about the first disadvantage of team game

tournaments. Takes a long time to implement team game tournaments for students, is the first disadvantage of team game tournaments at SMA Negeri 1 Baturaden. A result of observations, the researcher found that students spend a long time when in groups. The first weaknesses making it difficult to achieve curriculum targets. Thus, only a position presented the result of the discussion in front of the class. It was also supported by some statements of interviews from students. According to a student named Afril, she taught when the teacher asked students to collect and present their exercises in front of the class, some groups still doing exercises. It happened because it was not done simultaneously and lack of communication with other members.

This statement was also supported by a Afril, she argued:

“There are some groups that complete their assignment in a long time, the teacher must understand it. If the teacher doesn’t want us to spend a lot of time in group discussions, the teacher must help when discussing. It aims to fulfill the learning objectives that have been made on the lesson plan”. (Afril, *The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden* , 2023)

This statement was also supported by a Anisa, as follows:

“Group work takes a lot of time. When the teacher has asked us to collect but we are still working on the assignment. Therefore, the answer is not too perfect. Supposedly, the group presented the results of their work in front of the class. However, due to the time limit, only a few groups presented their discussion results”. (Anisa, *The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden* , 2023)

According to a student named Yusuf, He clarified that team game tournaments takes a long time for students, making it difficult to achieve curriculum targets. This happened because it was not done simultaneously and lack of communication with other members. As a clarified by the teacher that teachers need special skills in

guiding a group. therefore, not all teachers can use team game tournaments strategies. Teachers must manage the time well so that the target curriculum is achieved

b) Demands specific qualities from student, such as a desire for teamwork with others.

The researcher discovered a variety of viewpoints regarding the second disadvantage of team game tournaments based on observations and some supportive statements from student and teacher interviews. The second disadvantage of team game events at SMAN 1 Baturraden is that they place special demands on the participants, such as a desire for teamwork. The researcher discovered from observations that most students enjoy collaboration. The researcher noticed that all of the groups actively exchanged viewpoints and ideas. Additionally, certain statements and student interviews provided support for it. Afril, a student, claims that in order for students to become motivated to work together, the teacher must provide guidance. When completing some exercises, the majority of students prefer group work to individual work.

This statement was supported by another Student named Eka, she argued:

“We, as friends, must adjust to it because some students do not naturally collaborate. People are less trusting of others and more focused on themselves. When a group of students includes their closest friends, most students like working together.”. (Eka, The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

Another student named Afril supported Eka opinion, she argued:

“Some students don't easily collaborate, so we as friends must get used to it. People are more selfish and have less faith in other people. Most students enjoy working together when a group involves their closest friends.”. (Afril, The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

Another student named Anisa clarified, she explained:

“Yes, it is one of the weaknesses of team-game tournaments. A few members of each group enjoy working together, while others disagree. because it is challenging to manage a farming operation. People who dislike teamwork frequently hold different opinions from those of their friends. Consequently, getting a discussion invitation is challenging.” (Anisa, The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

c) Students' who are quiet might not feel at comfortable.

The researcher observed a variety of viewpoints regarding the third disadvantages of team game tournaments based on observations and some supportive statements from students and teacher interviews. The third disadvantages of team game tournaments at SMAN 1 Baturraden is that purchased individuals could not feel comfortable.

The researcher saw that most groups were already participating in group discussions as a result of their observations. Students converse and connect with one another. Some statements from students interviews also backed it up. Yusuf, a student, explained :

“There are quiet students who are annoyed when learning is done in groups; therefore, it is neutral. There are introverted students as well, but when group learning is used, they can express their thoughts and support one another.”. (Yusuf, The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

In a different statement from another Student named Muhammad Abil Huda, he argued:

“I think it's possible that they don't get along well with their other friends and only hang out with people who make them feel lost. a lack of friend interaction. However, reserved individuals occasionally share their thoughts or opinions.”. (Huda M. A., The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

Another Student named Anisa clarified, she argued:

“It's true that quiet individuals cannot feel comfortable. Quiet people dislike assistance from others and prefer to complete tasks independently. However, because there aren't any conversation partners when working alone in class, I prefer group learning.” (Anisa, The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

d) Class atmosphere will tend to be rowdy and out of control.

Based on observations and some supporting statements from students' and teachers' interviews, the researcher found several opinions about the fourth disadvantage of team game tournaments. Class atmosphere will tend to be rowdy and out of control is the fourth disadvantage of team game tournaments at SMAN 1 Baturraden.. As a result of observations, the researcher found some students depend on their friends. It was also supported by some statements of interviews from students. A Student named Eka, argued:

“Students will feel less motivated to participate in class activities if there is occasional noise, from group work to individual work. They will also become easily tired and annoyed before beginning to fulfill the duties of the teacher.”. (Eka, The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

Another student named Anisa gave her opinion, she explained:

“Several students lose the respect to continue learning because of the rowdy and chaotic environment in the classroom. Initially, positive vibes change to negative vibes that decrease student enthusiasm. Due to the decreased amount of time, learning is sometimes incomplete.” (Anisa, The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden, 2023)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the research can conclude that the implementation of team game tournaments as a strategy for teaching speaking aligned to Slavin theories. Based on the research conducted in the eleventh grade of SMAN 1 Baturraden in the academic year 2023/2024, it was found that the English teacher used and implemented team game tournaments using several stages, created and posted a question, provided students sometime to think about an answer, and then required students to express their opinions. The components of team game tournaments motivate students to assess their understanding of the perspectives of other people. The game used by the teacher in line with the theory according to (Slavin, 2009).

After collecting data from observations, interviews, and documentation, it was discovered that English teacher at SMA Negeri 1 Baturraden utilized team game tournaments to teaching speaking ability. In practice, teacher use team game tournaments in speaking skill in class XI MIPA 10 of SMA Negeri 1 Baturraden by providing steps such as: a) The Teacher Showed the Materials on PowerPoint. b) The Teacher gave explanations about the rule of team game tournaments. c) The teacher divided class into groups. d) The teacher gives students the opportunity to practice team game tournaments. e) The teacher gives a reward or prize to the fastest groups that could solve the questions correctly.

Furthermore, based on the results of interviews with students and teacher regarding their feedback, almost all of them found the concept of teaching speaking with team game tournaments to be intriguing. Additionally, the researcher indicated that any several advantages and disadvantages of team game tournaments. The advantages such as: a) Improving student performance. b) Students become more motivated. c) Make the students' happy and have fun. d) Develop a positive attitude

and tolerance between the students' and teacher. e) Make teaching learning interesting and not monotonous. And the disadvantages of team game tournaments such as: a) Takes a long time to implement team game tournaments for students. b) Demands specific qualities from students, such as a desire for teamwork with others. c) Students who are quiet might not feel at comfortable. d) Class atmosphere will tend to be rowdy and out of control.

B. Suggestion

Based on the research findings and discussion, the author would like to contribute some suggestion for English teacher, students, and other researchers.

1. Suggestions for Teacher

As a result of this research, it is hoped that will become motivate teachers to devise effective lessons in speaking for their students. It is also hoped that the teacher will be able to incorporate additional interesting teaching methods into the classroom. The teacher can change the provided content to allow the students to use their imagination when producing educational media. Teachers can help students improve their ideas by utilizing PowerPoint to provide visual examples. In order for students to do well on assigned tests, teachers also need to master time management.

2. Suggestions for Schools

By offering more resources, it is anticipated that these results will help that schools provide the necessary facilities and infrastructure needed by teacher in the teaching learning process.

3. Suggestios for Researcher

In order to produce a more suitable result, it is hoped that future researchers will be motivated to do greater amounts of study.

C. Limitation of research

Based on their research, the researchers identified the following constraints while looking into the use of team game tournaments for students in the 11th grade at SMAN 1 Baturraden:

The time constraints of this study were a limitation because there was not enough time for eleventh-grade activities like practice and tests. Therefore, only four observations were made for this investigation.



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APPENDICES

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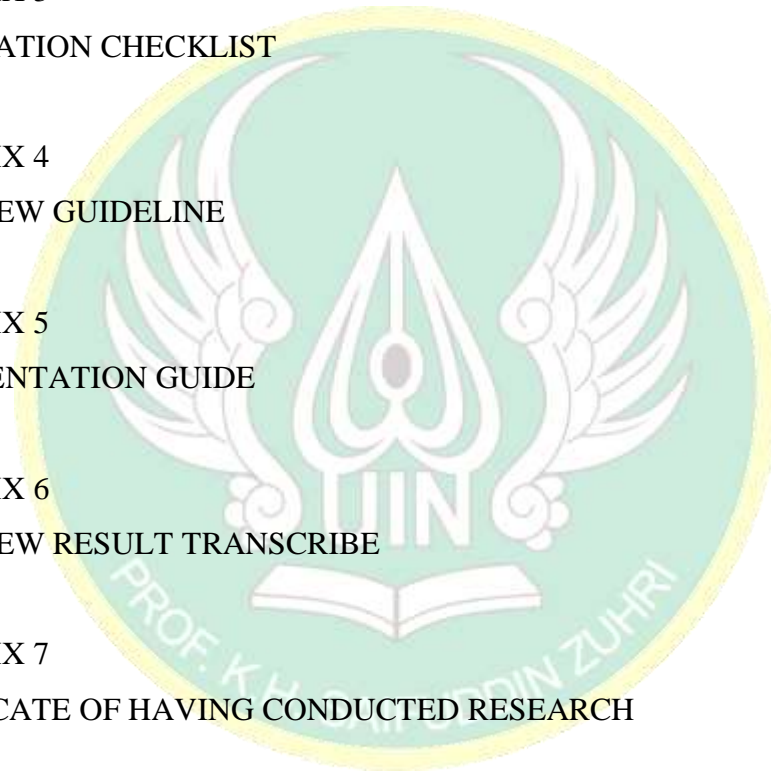
MUNAQSAH RECOMMENDATION

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CURICULUM VITAE



APPENDICES

APENDIX 1

LESSON PLAN

Pertemuan ke- 2

Aktivitas Guru	Aktivitas Siswa
Pembukaan (15 menit)	
<ol style="list-style-type: none"> Melakukan salam/greetings dengan dilanjutkan doa dipandu oleh ketua kelas serta tidak lupa membersihkan kelas sebelum pembelajaran (Berakhlak Mulia) Guru melakukan apersepsi terkait materi pembelajaran sebelumnya serta SOP pembelajaran yang akan dicapai dikompetensi saat ini.(Apersepsi dan motivasi) Mengecek kehadiran peserta didik secara jujur dan bertanggung jawab. (integrasi profil pelajar Pancasila) 	<ol style="list-style-type: none"> Peserta didik berdoa dan membersihkan kelas dengan penuh kesadaran sebagai bentuk rasa syukur. Peserta didik mendengarkan dengan penuh kepedulian.
Kegiatan Inti (60 menit)	
<p>Fase 1 : Orientasi Murid pada masalah</p> <ol style="list-style-type: none"> Guru melaksanakan assessment awal pembelajaran berupa tanya jawab terkait materi sebelumnya (pertemuan 1) Guru memberikan stimulus terkait dengan pembelajaran yang akan dilakukan hari ini <p>Fase 2 : Mengorganisasikan Murid untuk Belajar</p> <ol style="list-style-type: none"> Peserta didik diminta untuk mengakses informasi melalui link yang diberikan oleh guru dengan memperhatikan gaya 	<p>Fase 1 : Orientasi Murid pada masalah</p> <ol style="list-style-type: none"> Peserta didik menjawab pertanyaan pemantik terkait opini <p>Fase 2 : Mengorganisasikan Murid untuk Belajar</p> <ol style="list-style-type: none"> Peserta didik diminta untuk mengakses informasi melalui link yang diberikan oleh guru. Memperhatikan LKPD yang sudah dibagikan guru kemudian mengamati apa yang harus dilakukan.

belajar peserta didik.

7. guru meminta peserta didik untuk memperhatikan LKPD yang sudah dibagikan guru untuk kemudian diamati apa yang harus dilakukan

Diferensiasi Proses

- Peserta didik yang memiliki pemahaman penuh tentang kalimat opini, peserta didik yang memahami sebagian saja materi tentang kalimat opini, peserta didik yang tidak memahami kalimat opini akan dikelompokkan dalam satu kelompok. Sehingga peserta didik yang memiliki pemahaman penuh akan mengajarkan peserta didik yang lain (Tutor sebaya)

Fase 3 : Membimbing Penyelidikan dengan Kelompok

8. Guru meminta peserta didik membentuk kelompok yang telah disiapkan oleh guru dari hasil assessment pada pertemuan 1 untuk **team games tournament** terkait opini sesuai dengan minat peserta didik. Berikut adalah link permainannya <https://wheelofnames.com/sgf-nvg>

9. Guru memberikan pendampingan.

Fase 4 : Menyajikan hasil

10. Guru meminta siswa bermain **team games tournament**.

Fase 3 : Membimbing Penyelidikan dengan Kelompok

6. Peserta didik berkelompok mendiskusikan LKPD yang diberikan,
7. Peserta didik memilih tema untuk mempraktikkan dialog terkait opini sesuai yang diminati

Fase 4 : Menyajikan hasil

8. siswa bermain **team games tournament** dengan link permainannya <https://wheelofnames.com/sgf-nvg>

Penutup (15 menit)

11. Peserta didik dan guru berkolaborasi menyimpulkan hasil pembelajaran.
12. Peserta didik diminta memberikan pendapat dan perasaan atas pembelajaran yang telah dilakukan.

9. Peserta didik menyimpulkan dan memberikan pendapat terhadap pembelajarannya hari ini.

APPENDIX 2

SCORING RUBRIC OF SPEAKING ASSESMENT

Rubrik Penilaian

Aspek yang dinilai	Skor	Kriteria/ deskripsi
Pengucapan (Pronunciation)	5	Mudah dipahami dan memiliki aksen penutur asli
	4	Mudah dipahami meskipun dengan aksen tertentu
	3	Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalahpahaman
	2	Sulit dipahami karena ada masalah pengucapan, sering diminta mengulang
	1	Masalah pengucapan serius sehingga tidak bisa dipahami
Tata Bahasa (Grammar)	5	Tidak ada atau sedikit kesalahan tata bahasa
	4	Kadang-kadang membuat kesalahan tata bahasa tetapi tidak mempengaruhi makna
	3	Sering membuat kesalahan tata bahasa yang mempengaruhi makna
	2	banyak kesalahan tata bahasa yang menghambat makna dan sering menata ulang kalimat
	1	Kesalahan tata bahasa begitu parah sehingga sulit dipahami
Kosakata (Vocabulary)	5	Menggunakan kosa kata dan ungkapan seperti penutur asli
	4	Kadang-kadang menggunakan kosa kata yang tidak tepat
	3	Sering menggunakan kosa kata yang tidak tepat, percakapan menjadi terbatas karena keterbatasan kosa kata
	2	Menggunakan kosa kata secara salah dan kosa kata terbatas sehingga sulit dipahami
	1	Menggunakan kosa kata yang sama sekali tidak dipahami

Nilai Praktik = $\frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimum}} \times 100$

APPENDIX 3

OBSERVATION CHECKLIST

The Observation Checklist

Observation Guidelines for Teacher:

Teacher : Dwi Mei Hariningsih, S.Pd.

Class : XI MIPA 10

No.	Aspek Yang Diamati	Hasil Pengamatan		Catatan
		Ya	Tidak	
1. Pesiapan Team Game Tournaments				
	Guru membuat RPP	✓		Sebelum proses pembelajaran dimulai, guru sudah mempersiapkan RPP menyesuaikan dengan materi yang akan disampaikan.
	Guru menyiapkan media.	✓		Guru menyiapkan beberapa media seperti PowerPoint, spinner untuk pembagian kelompok, worksheet.
2. Implementasi Team Game Tournaments				
	Class presentations	✓		Guru mempresentasikan

			terlebih dahulu materi yang akan digunakan dalam Team Game Tournaments.
	Group (Team)	✓	Guru membentuk kelompok dengan menggunakan spinner, sehingga dalam satu kelompok terdiri dari hasil pengacakan sehingga hal tersebut dapat dinilai adil.
	Game	✓	Sebelum memasuki game, guru menjelaskan terlebih dahulu rule atau peraturan yang harus ditaati ketika sedang bermain. Game ini sudah disesuaikan dengan materi yang sudah disampaikan sebelumnya.
	Tournaments or contest	✓	Guru memantau proses kegiatan Team Game Tournaments dengan sesekali berkeliling untuk memastikan kondisi tetap aman.

			<p>guru memeriksa jawaban-jawaban yang disampaikan oleh tiap-tiap kelompok. Barangsiapa yang kelompoknya menjawab dengan benar maka akan mendapatkan skor, disini posisi siswa ditentukan akan berpindah atau tidak menyesuaikan kondisi di dalam kelasnya. Jika kondisi ramai, maka permainan tetap berlanjut di tempat semula. Jika kondisi aman, maka siswa bisa berpindah.</p>
	Group award	✓	<p>Setelah terkumpulnya skor dari masing-masing kelompok, guru mengkalkulasikan skor terbanyak yang akan menjadi pemenangnya. Setelah guru menentukan siapa pemenangnya, guru akan mengapresiasi siswa atas partisipasi</p>

				<p>yang dilakukan.</p> <p>Kemudian untuk menambah semangat siswa dalam belajar, gguru akan memberikan reward atau penghargaan atas menangnya suatu kelompok. Biasanya guru memberikan barang-barang kecil seperti pulpen, stiker, snack, dan lain-lain.</p>
3. Evaluasi Team Game Tournaments				
	Guru melakukan refleksi dan feedback.	✓		Guru memberikan refleksi agar kondisi dan lingkungan siswa tidak terlalu tegang setelah melakukan Team Game Tournaments. Setelah itu guru memberikan evaluasi kepada siswa terkait Team Game Tournaments yang sudah dilakukan.
	Guru menyampaikan materi pembelajaran yang	✓		Setelah melakukan refleksi serta feedback

	akan dipelajari di pertemuan selanjutnya.			pada pembelajaran, guru menyampaikan materi yang akan dibahas selanjutnya untuk minggu depan.
	Guru melakukan penutup dengan mengucapkan salam.	✓		Guru menutup pembelajaran dengan memberikan motivasi, lalu ditutup dengan membaca hamdalah dan salam.



APPENDIX 4

INTERVIEW GUIDELINE

List interview question adapted from

Interview for the teacher

1. Bagaimana kemampuan bahasa Inggris siswa kelas XI terutama dalam pembelajaran speaking?
2. Apa kendala yang sangat signifikan dalam mengajar speaking dikelas XI?
3. Bagaimana cara mengatasi kendala tersebut?
4. Menurut Ibu, bagaimana penilaian Ibu terhadap kemampuan berbicara siswa dengan menggunakan strategi Team Game Tournaments?
5. Apakah strategi Team Game Tournaments dapat memotivasi siswa untuk lebih antusias dalam pembelajaran bahasa Inggris terutama dalam pembelajaran speaking?
6. Apa kelebihan dari Team Game Tournaments yang Ibu terapkan?
7. Apa kekurangan dari Team Game Tournaments yang Ibu terapkan?
8. Adakah dampak yang baik saat menggunakan strategi Team Game Tournaments dalam pembelajaran speaking?
9. Menurut Ibu, apakah strategi ini efektif digunakan di pembelajaran speaking?
10. Menurut Ibu, dalam pembelajaran speaking lebih efektif menggunakan strategi Team Game Tournaments atau individual?

Interview for students

1. Apakah anda menyukai pelajaran bahasa Inggris?
2. Menurut anda manakah materi yang lebih sulit dipelajari dari 4 skill (reading, writing, listening, speaking)
3. Apa yang menjadi alasan materi tersebut sulit dipelajari?
4. Bagian mana yang menurut anda sulit?
5. Apa yang anda lakukan untuk mengatasi kesulitan tersebut?
6. Menurut anda, apakah pembelajaran speaking itu sulit?
7. Apa yang menjadi alasan anda bahwa pembelajaran speaking itu sulit?

8. Apakah dengan menggunakan Team Game Tournaments yang diterapkan oleh guru dapat membantu anda dalam speaking English?
9. Apakah dengan menggunakan Team Game Tournaments dapat mengurangi kecemasan anda dalam speaking?
10. Kemajuan apa yang anda rasakan selama kegiatan belajar bahasa Inggris terutama speaking dengan menggunakan Team Game Tournaments?
11. Menurut anda, apa kelebihan dari pembelajaran yang menggunakan game?
12. Menurut anda, apa kekurangan dari pembelajaran yang menggunakan game?



APPENDIX 5**DOCUMENTATION GUIDE**

Documentation Guide

- a. Lesson Plan
- b. Assesment rubric
- c. The documentation from the result of observation and interview

Documentation Checklist

No.	Documentation	Note
1.	Lesson Plan	✓
2.	Assesment Rubric	✓
3.	The documentation from the result of:	
	1. Observation	✓
	2. Intereview	✓

APPENDIX 6

INTERVIEW RESULT TRANSCRIBE

A. Interview with the Teacher

Q : “How are the class XI students English language abilities, particularly in speaking lessons?”

A : “Speaking instruction for students in Class XI continues to be standard. Students in class XI ought to be proficient in speaking. Pre-intermediate-level student speaking, still not an expert. Only 25% of students have appropriate English-speaking skills, while some do”.

Q :.” What are the biggest challenges impacting the class XI speaking curriculum?”

A :”Students still have a relatively limited vocabulary, they have not fully mastered the subject matter, particularly when speaking, and they have trouble pronouncing words and sentences. When dealing with students who are deficient in vocabulary, teachers need to exercise more patience and pay close attention to how their students pronounce words.”

Q : “How may these challenges be overcome?”

A : “In addition to monitoring the students' capacity to retain the lesson, I, as the instructor, must also follow and encourage them to be more excited about studying, thus maintaining their interest. Presenting the subject matter in a fun and engaging manner is one strategy to get through these challenges. We are grateful that students are really excited and interested in participating in speaking courses when we play team games to practice speaking.”

Q : “How do you think the team game tournament approach measures the speaking skills of students?”

A : "In my opinion, TGT helps students improve their speaking abilities, and they truly enjoy it, so they feel comfortable speaking in front of the class. To ensure that students who will advance feel secure and at ease, they have the assistance of their teammates when communicating the outcomes of their work."

Q : "Can the team-game tournament approach inspire students to be more enthusiastic about learning English, especially speaking?"

A : "The students speaking abilities improved when I used the Team Game Tournaments technique in class XI. One of them is that because they may discuss and then practice the outcomes of their talks in front of the class during team game tournaments, students grow more comfortable and passionate about engaging in their education. Because they do not feel isolated while completing the tasks assigned by the teacher, students are more confident."

Q : "What advantages do team game tournaments provide that you utilize?"

A : "Team game tournaments have the benefit of fostering a strong sense of togetherness among students. There are three to four groups in TGT, with 7-8 students in each group. Here, it is obvious that the students will work together to complete and discuss the tasks assigned by the instructor. Because they appear as competitors in this strategy, students are also trained to focus. So each team must concentrate on carrying out its task."

Q : "What disadvantages do you find with team-game tournaments?"

A : "There are always advantages and disadvantages to learning activities and the tactics used. Although it tends to be more positive when discussing the TGT's implementation flaws, it is possible that the TGT also has flaws, one of which is not providing what it is unable to. Teachers have to pay attention to

students when participating in TGT since occasionally there are both active and passive participants. then the active peers can cover for the inactive students.”

Q: “Does the team game tournament approach to speaking instruction have a positive effect?”

A : “So far, TGT-based speaking instruction has allowed students to appreciate and comprehend the material. As a teacher, I also monitor the students' capacity to engage in TGT-based learning. Thankfully, no students have yet reported dissatisfaction over the lack of enjoyment they have experienced while learning with TGT. All of the students were quite excited to study speaking using TGT.”

Q : “Does the TGT approach work well for teaching speaking, in your opinion?”

A : “Yes, from myself. The students were pleased to witness their peers' responses after applying the TGT approach. Students are then extremely earnest when learning.”

Q : “Do you think using team game tournaments or individual strategies is more helpful for mastering speaking?”

A : “Since every student speaks differently, I personally favor individual games because they make it simpler for teachers to evaluate each student's skills individually. It does not preclude the idea, though, because group games are also seen to be very successful for teaching speaking since they allow students to collaborate and be consistent in their efforts.”

B. Interview with the Students

Q : “Do you like to study English?”

S1: *"I occasionally like it and occasionally don't."*

S2: *"I like it"*

S3: *"I like it a lot".*

S4: *"A Little Enjoy"*

S5: *"It doesn't really have a passion."*

Q : *"In your perspective, which of the four skills—reading, writing, listening, and speaking—is the most challenging to learn?"*

S1: *"speaking"*

S2 : *"Speaking"*

S3 : *"Speaking"*

S4 : *"Speaking"*

S5: *"listening"*

Q : *"What makes the subject matter challenging to learn?"*

S1: *"It's difficult to speak."*

S2: *"It's challenging to transmit words or sentences."*

S3: *"speaking difficulties"*

S4: *"It's difficult to say"*

S5: *"It's harder to understand the accents of other individuals. At times, it can be challenging to distinguish between what you hear and what you actually say."*

Q : *"Which element do you find challenging?"*

S1: *"There is still a shortage of vocabulary; hence, sentences cannot be capitalized."*

S2: *"It is challenging to speak because the wrong pronunciation will change the meaning."*

S3: *“Speaking is challenging when you already know the pronoun but are worried about pronouncing it incorrectly.”*

S4: *“It’s difficult to pronounce words, it make confident when want to speak”*

S5: *“Speaking is more managable than listening, if you speak, you can still practice on own to improve your speaking skills”*

Q : *“How did you overcome these challenges?”*

S1: *“You must broaden your vocabulary before practicing your English-speaking skills in regular discussions.”*

S2: *“extensive English-speaking practice”*

S3: *“Use lots of vocabulary and practice your English. You must also possess confidence because, even though you are familiar with the pronunciation, it will be challenging to venture out and speak without confidence.”*

S4: *“Learn a lot to expand your vocabulary and practice pronouncing new words.”*

S5: *“We often listen to English-language music; from the music, we pick up word pronunciation and can expand our vocabulary. Because of the tune, we learned quite a bit of new vocabulary that we didn't have previously.”*

Q : *“Do you think it's challenging to learn how to speak?”*

S1: *“Yes, it is challenging.”*

S2: *“Yes, it is challenging”*

S3: *“It's challenging, but not overly so.”*

S4: *“Yes, it is challenging.”*

S5: *“Speaking is easier to supervise”*

Q : *“Why do you think it's challenging to learn how to speak?”*

S1: *“challenging to speak”*

S2: *“speaking difficulties”*

S3: *“speaking difficulties”*

S4 : *“The pronunciation is challenging.”*

S5: *“I don't find it too challenging, but it's crucial that we practice a lot.”*

Q : *“Can the teacher's team game tournaments help you improve your English-speaking skills?”*

S1: *“In fact, the instructor oversees and directs us while we play as a team. So the teacher can correct it when there is a pronunciation error or something else.”*

S2: *“Yes, as our ability to communicate has increased.”*

S3: *“I have grown more comfortable expressing fresh viewpoints and vocabulary.”*

S4: *“Yes, because my speaking confidence has increased.”*

S5: *“Overall, I feel more comfortable presenting information to the class.”*

Q : *“Can team game tournaments help you feel less nervous when you speak up?”*

S1: *“Yes, because we in the team share opinions and discuss together, the anxiety that was previously felt will dissipate.”*

S2: *“Yes, because we can respond as a team, allowing us to strengthen one another.”*

S3: *“Yes, because it makes it easier to discuss; if you are an individual, it will be harder, and you won't be able to discuss with anyone other than yourself.”*

S4: *“The anxiety is shared, not individual.”*

S5: *"It's wonderful if the team can work together and be serious because that will make the anxiety go away."*

Q : *"How far along are you with your team-game tournament-based English-learning assignments, especially speaking?"*

S1: *"There was some, but not much, improvement in speaking abilities when using team game tournaments. For instance, I learned new vocabulary that I had never heard of before, and I also learned how to pronounce it because the teacher would model it before having the students repeat it."*

S2: *"I made progress in my speaking skills by using team game tournaments to teach me how to express myself more confidently. I also felt confident that I could gradually practice the vocabulary and material at home"*

S3: *"There has been progress, as seen by the addition of vocabulary and improved pronunciation."*

S4: *"There has been progress improved pronunciation and confidence to speaking."*

S5: *"Yes, I made progress when I used team game competitions to practice speaking, one of which was gaining confidence when asked to give stuff."*

Q : *"What are the advantages of playing games to learn, in your opinion?"*

S1: *"is able to speak and think cooperatively"*

S2: *"interesting and enjoyable"*

S3: *"Because you can work together to think through difficulties and are not hesitant to express your views, it makes discussions simpler and lowers fear. You will feel more confused compared to playing solitary games because you cannot talk to each other."*

S4: *"more thrilling and entertaining; less anxious about being alone yourself. There are acquaintances to talk with about the lecturer's content."*

S5: *“The advantages of team game competitions focus more on team cohesion. Individual games, in my opinion, can focus more on our personal speaking abilities. Of course, other people's opinions differ. Therefore, we cannot be inspired by other people's communication skills.”*

Q : *“What are the disadvantages of utilizing games to learn, in your opinion?”*

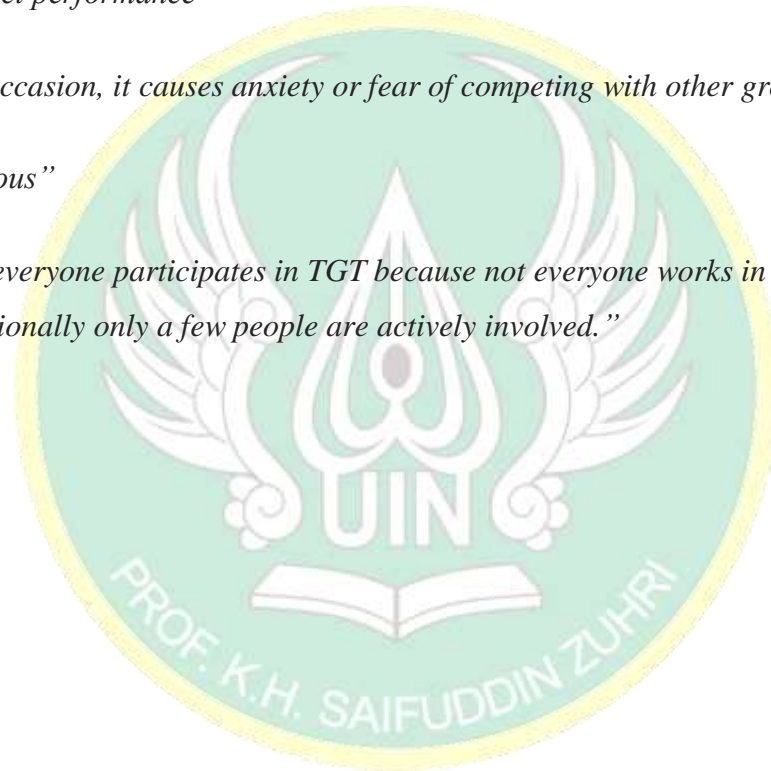
S1: *“Nothing, as the game is enjoyable.”*

S2: *“perfect performance”*

S3: *“On occasion, it causes anxiety or fear of competing with other groups.”*

S4: *“nervous”*

S5: *“Not everyone participates in TGT because not everyone works in a team, and occasionally only a few people are actively involved.”*



APPENDIX 7

CERTIFICATE OF HAVING CONDUCTED RESEARCH



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SEKOLAH MENENGAH ATAS NEGERI 1
BATURRADEN**

Jalan Raya Rampoah Timur No 786 Baturraden Kode Pos 53151 Telp.0281-681159
Faksimile 0281-681550 Surat Elektronik bsmnbat_bms@yahoo.com

SURAT KETERANGAN

Nomor : 070 /SK / 2023

Yang bertanda tangan di bawah ini Kepala **SMA NEGERI 1 BATURRADEN** Kabupaten Banyumas, dengan ini menerangkan dengan sesungguhnya :

Nama : Sela Sepfa Afinah
NIM : 1917404061
Program Studi : S1 / Tadris Bahasa Inggris
Perguruan Tinggi : UIN PROF.KH.SAIFUDDIN ZUHRI PURWOKERTO

Mahasiswa tersebut di atas benar – benar telah melakukan Penelitian di **SMA NEGERI 1 BATURRADEN** pada tanggal 27 Juli 2023 s.d tanggal 25 September 2023 dengan judul "The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden".

Demikian Surat Keterangan ini dibuat, kepada yang berkepentingan untuk dapat digunakan sebagaimana mestinya.

Baturraden, 10 Oktober 2023



Kepala Sekolah,
Pit. KeGub. bag Tata Usaha

AGHMAD SOBIRIN, SE
NIP. 8690312 200801 1 012

APPENDIX 8

MUNAQSAH RECOMMENDATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 Jalan Jenderal A. Yani, No.40A Purwokerto 53126
 Telepon (0281) 638624 Faksimil (0281) 636553
 www.uinsaiu.ac.id

REKOMENDASI MUNAQSYAH

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan dibawah ini, Dosen Pembimbing Skripsi dari mahasiswa:

Nama : Sela Sepfa Alfinah

NIM : 1917404061

Semester : 9 (Sembilan)

Jurusan/Prodi : FTIK/TBI

Angkatan Tahun: 2019

Judul Skripsi : The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden

Menelaskan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan.

Demikian rekomendasi ini dibuat untuk menjadi maklum dan mendapatkan penyelesaian sebagaimana mestinya.

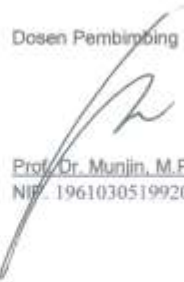
Wassalamu'alaikum Wr. Wb.

Dibuat di: Purwokerto
 Tanggal : Oktober 2023

Mengetahui,
 Koordinator Prodi TBI


 Desi Wijayanti Ma'rifah, M.Pd
 NIP. 199212152018012003

Dosen Pembimbing


 Prof. Dr. Munjin, M.Pd.I.
 NIP. 196103051992031003

APPENDIX 9

THESIS SUPERVISION FORM



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
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BLANGKO BIMBINGAN SKRIPSI

Nama : Sela Sepfa Alfinah
 No. Induk : 1917404061
 Fakultas/Jurusan : FTIK/Tadris Bahasa Inggris
 Pembimbing : Prof. Dr. Munjin, M.Pd.I
 Nama Judul : The Use of Team Game Tournaments (TGT) in Teaching Speaking for 11th Grade Students of SMAN 1 Baturraden

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	Kamis / 6 April 2023	Pengajuan proposal, revisi referensi		
2.	Senin / 29 Mei 2023	Merubah judul dan merapihkan proposal		
3.	Kamis / 8 Juni 2023	ACC Seminar proposal		
4.	Senin / 12 Juni 2023	Bimbingan untuk seminar		
5.	Senin / 7 Agustus 2023	Bimbingan BAB IV		
6.	Rabu / 27 September 2023	Revisi finding and discussions		
7.	Selasa / 17 Oktober 2023	Bimbingan Bab IV – Bab V		
8.	Rabu / 25 Oktober 2023	Bimbingan Bab I – Bab V		

Dibuat di : Purwokerto
 Pada tanggal : Oktober 2023

Dosen Pembimbing

Prof. Dr. Munjin, M.Pd.I
 NIP. 196103051992031003

APPENDIX 10**CURRICULUM VITAE****DAFTAR RIWAYAT HIDUP****A. Identitas Diri**

1. Nama Lengkap : Sela Sepfa Alfinah
2. NIM : 1917404061
3. Tempat/Tgl. Lahir : Cilacap, 23 September 2000
4. Alamat Rumah : Jl. Ky Jazuli No.16 Rt 04 Rw 06,
Padangsari, Majenang, Cilacap
5. Nama Ayah : Sukirno
6. Nama Ibu : Turini

B. Riwayat Pendidikan

1. Pendidikan Formal
 - a. TK : TK Yos Sudarso Majenang
 - b. SD/MI : SDN 02 Sindangsari Majenang
 - c. SMP/MTs : SMP Negeri 2 Majenang
 - d. SMA/MA : MA Negeri 2 Cilacap
 - e. S1 : UIN Prof. K.H. Saifuddin Zuhri Purwokerto
2. Pendidikan Non-Formal
 - a. 2007-2013 : TPQ Nurul Huda
 - b. 2019-2023 : Pondok Pesantren Mahasiswa An Najah

C. Pengalaman Organisasi

1. Pramuka SMP Negeri 2 Majenang
2. OSMA AArJEC Pesma An Najah

Purwokerto, 30 Oktober 2023

**Sela Sepfa Alfinah****NIM. 1917404061**

DOCUMENTATION

Documentation first observation on July 27, 2023



Documentation second observation on August 7, 2023



Documentation third observation on September 4, 2023



Documentation fourth observation on 25 September 2023





Documentation Interview with English Teacher on August 30, 2023



Documentation Interview with students on August 21, 2023



