THE EFFECTIVENESS OF TEAMS GAMES TOURNAMENT TOWARDS STUDENTS' SPEAKING ABILITY AT 8th GRADE OF SMPN 1 NUSAWUNGU CILACAP

AN UNDERGRADUATE THESIS

**Submitted to the 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**

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MOTTO

"Still Look Slowly but Do Surely"

-Reksantimrftsdh-

DEDICATION

I dedicate this thesis to:

My beloved dad, H. Ma'sum

My beloved mom, Siti Chotimatun

My lovely sisters, Ita & Via

My big families

My great self, Reksanti Ma'rifatussa'adah

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16. My precious besties. Bilqis S and Kharisma W.A, who has been with me for more than 18 years and have always been there for me even though we rarely see each other.
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The researcher wishes to express heartfelt gratitude to all those who contributed to the organization of this thesis, even those whose names are not mentioned here. It is hoped that this research will enrich our knowledge, enabling us to learn new things every day and to grow as professionals and scholars.

Purwokerto, 27 March 2024
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ABSTRACT

THE EFFECTIVENESS OF TEAMS GAMES TOURNAMENT TOWARDS STUDENTS' SPEAKING ABILITY AT 8th GRADE OF SMPN 1 NUSAWUNGU CILACAP

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Abstract: This study aimed to assess the impact of the Teams Games Tournament towards students' speaking ability at 8th grade of SMPN 1 Nusawungu, Cilacap, utilizing a quasi-experimental design and quantitative approach. The sample of this research was 64 students of 8th grade that selected through purposive sampling where the class was selected based on the average value. The experimental class being 8 E with 32 students and the control class being 8 F consist of 32 students. The independent variable (X) from this research was the Teams Games Tournament technique, while the dependent variable (Y) was the students' speaking ability. Data collection involved pre-test and post-test, with analysis conducted using IBM SPSS V.22 for Windows. Non-parametric tests were used in this study because there were data that were not normally distributed, so the hypothesis test carried out were the Wilcoxon and Mann-Whitney tests. The paired test results indicated a significant difference in speaking acquisition among experimental class students before and after treatment, with the pre-test average at 54.68 and the post-test average at 82.03. The Mann-Whitney test revealed a higher mean rank in the experimental class compared to the control class, with values of 44.48 > 20.52, leading to the rejection of Ho and acceptance of Ha. Furthermore, the Effect size test score of 1.6695 suggested that the Teams Games Tournament was sufficiently had strong effect in enhancing students' speaking abilities.

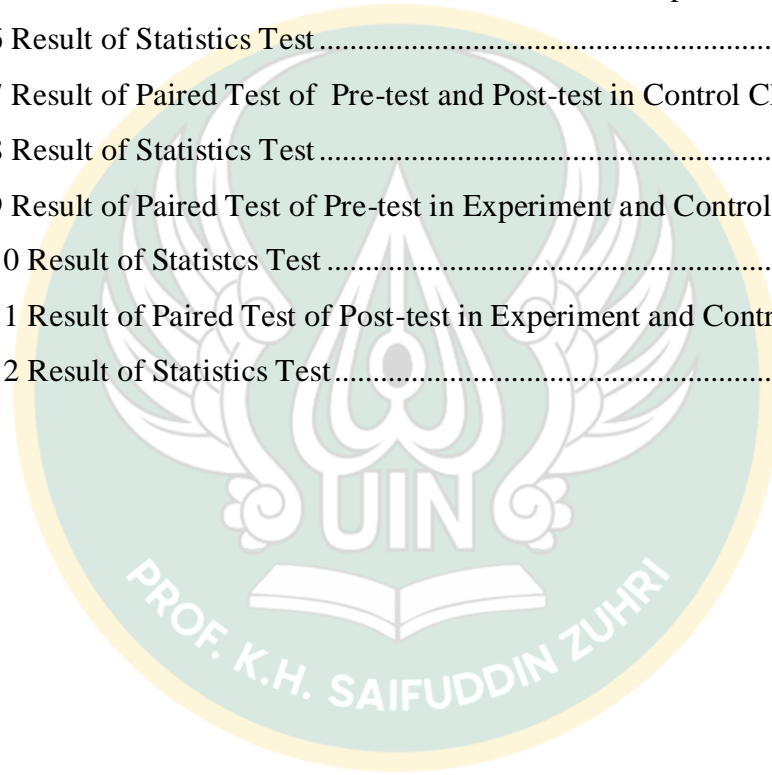Keywords: *Effectiveness, Speaking Ability, Teams Games Tournament*

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CHAPTER I

INTRODUCTION

This chapter will consists of background of the study, operational definition, research question, objective and significance of the research, and organization of the paper.

A. Background of the Study

According to Farizi & Herwiana (2022), the ability to engage in active communication is unattainable if learners are unable to articulate their thoughts. And if they struggle to express their ideas it implies that both effective communication and establishing connections will remain out of reach. In addition, speaking is a productive skill in which the listener can observe and interpret the speaker's choice of structure, lexicon, and discourse (Zohra, 2013). Another definition of speaking is by Thornbury (2005) that speaking is the skill of pronunciation, vocabulary and complex grammar to involve some knowledge. Therefore, students must be able to master their speaking skill well so that later they can easily understand the meaning of the language they learn. However, some students do not like learning English especially speaking, they though that English is a foreign language which difficult to understand it. Additionally, Pollard (2008) states that mastering speaking is among the most challenging facets for students. The complexity of speaking arises from insufficient exposure to English, limited opportunities for daily English conversation practice, feelings of timidity, and a lack of motivation to engage in English learning. Speaking skill is quite difficult for some foreign learners, so to master it requires practice that is easy for the learner to learn. Besides that, interesting method is needed to produce the effective learning to speak, so that the students have high motivations to learn it.

Moreover, a language learner is advised to utilize a suitable learning approach to assist them in becoming proficient in speaking. It appears essential for language learners to employ language learning strategies for enhancing their speaking abilities, as speaking in a new language frequently induces higher levels of anxiety compared to other language skills (Trialoka et al., 2017). In order for students to master speaking easily, a teacher have to use effective teaching strategies. According to Harmer (1991) mentioned that there are several activities can be used to improve speaking skill, including acting from a script, communication game, discussions, prepared talks, and simulation & roleplay. Some of these activities are applied in the classroom to get speaking achievement. While the purpose of speaking is listener can understand the message or intent conveyed by the speaker. When students understand each other and what are they said, it will result in good communication. Speaking can be mastered if a speaker has enough vocabulary and can organize it correctly. In order to communicate with fluency and accuracy, students need a sufficient range of words at their disposal. Furthermore, they should possess the skill to structure their sentences in a manner that ensures comprehension (A. Gani et al., 2015).

A study by Ahmad Taofiq Hilmi and Etika Rachmawati (2018) reveals that Teams Games Tournament (TGT) can help in enhancing student speaking skills and promoting better engagement with both student and teacher. Implementing the Teams Games Tournament method for improving student speaking skills and motivated students to collaborate within their groups. This approach not only increased student enjoyment but also spurred active involvement in both of teaching and learning, ultimately motivating them to attain a deep understanding of the subject matter. Based on the previous study was researched by Rahmawati (2017) The application of the TGT (Team-Games-Tournaments) was considered a resounding success. It led to significant improvements not only in the speaking skills of students but also in the teaching proficiency of the instructor in English

speaking. As a result, this study suggests that other EFL (English as a Foreign Language) speaking teachers should consider implementing the Teams Games Tournament in their classrooms, likewise at SMPN 1 Nusawungu, Cilacap, but the teacher in this school has not applied the Teams Games Tournament and they still use traditional method, so the author is interested in examining the effectiveness of TGT at SMPN 1 Nusawungu. Therefore, the author will try to find out whether the Teams Games Tournament is really effective for use at grade 8th of SMPN 1 Nusawungu, Cilacap.

Based on the preliminary research that was conducted at SMPN 1 Nusawungu, the problem was found in which students had difficulty mastering their speaking skills. The students were still not confident when asked to speak in English, students also had difficulty in understanding speaking because of the lack of vocabulary. Through interviews conducted with English subject teachers, the teacher said it that the problems were due to the students could not want to practice because the students felt insecure and afraid of being wrong, so they did not dare when told to practice reading or speaking in front of the class, then some of the students also had a less clear voice. So, the teacher rarely teaches English speaking skills in the classroom. In which should be a meeting to do speaking practice sometimes changed to reading practice, it was because students were difficult to tell to move forward in order to wasted learning time. Therefore, new learning methods are needed in speaking activities that can make students enjoy such as Teams Games Tournament, so that students are more interested in learning speaking, thus it will improve their speaking skills. Gusadha et al., (2020) notes that engaging in games holds considerable appeal for students, particularly when integrated into the learning process within the classroom.

Based on the problem above, the researcher want to test the effectiveness of Teams Games Tournament towards students' speaking ability at 8th grade of SMPN 1 Nusawungu, Cilacap.

B. Operational Definition

An operational definition is a set of instructions that complete to establish what is measured and how to measure variables (Abdullah, 2015). Based on the variables to be studied, the operational definition in this study as follows :

1. Teams Games Tournament

Silberman (2006) states that Teams Games Tournament is a group learning method with a team competition model that can be used to improve the learning of various concepts, facts, and skills. On the other hand, Teams Games Tournament is a learning method with team competition to train students to be responsible and compete healthily. According to Kiranawati (2007) the type of Teams Games Tournament in cooperative learning is easy to apply because it involves the activities of all students. Students who will play an important role as peer tutors in learning activities work together and be responsible and can compete healthily.Teams Games Tournament is a learning method which consist of game and team competition to improve students skill and train the students to be responsible.

2. Speaking Ability

According to Mulya and Refaldi (2016), speaking is a process of sharing and building many contexts. Brown (2004) stated that speaking is a human product which derives from the creative construction of language sequences. Speaking is a productive skill in which the speaker chooses vocabulary, structure, and discourse for the listener to observe and interpret. In addition, Thornbury(2005) defines speaking as a natural part that is inseparable from everyday life. On the other hand, it is work done by ordinary and extraordinary people to perform their basic tasks according to their special needs. They try to illustrate how to become fluent in a foreign language by arguing that speaking is a complex skill involving vocabulary, grammar, and pronunciation as well as knowledge of idioms and other types of information.

Snow (1994) suggests that the most effective way to comprehend abilities is by viewing them as "affordances." These are characteristics of the combination of an individual and their surroundings, showcasing the potential opportunities within a situation and the individual's effectiveness in utilizing the provided chance for learning. Lohman (2001) argues that the concept of ability is established as a fundamental characteristic inferred from differences in consistent patterns among individuals across various tasks. Based on both of definitions above supported by expert opinions, speaking ability is a fundamental characteristic of productive skills such as mastery of vocabulary, grammar, and pronunciation possessed by each individual.

So, the effectiveness of Teams Games Tournament towards students' speaking ability at 8^{th}grade of SMPN 1 Nusawungu, Cilacap is the effectiveness of group learning method with a team competition model that can be used to improve the learning of various concepts, facts, and skills to be applied to productive skills in which the speaker chooses vocabulary, structure, and discourse for the listener to observe and interpret at 8^{th}grade of SMPN 1 Nusawungu, Cilacap.

C. Research Question

According to background of the study above, the research question can be formulated that "Is there any significant effects of Teams Games Tournament towards students' speaking ability at 8th grade of SMPN 1 Nusawungu, Cilacap?"

D. Aim and Significances of the Study

1. Aim of the Study

Based on the research question above, aim of this study is to analyze whether or not there is significant effects of Teams Games Tournament on students' speaking ability at 8th gradeof SMPN 1 Nusawungu, Cilacap.

2. Significances of the Study

Based on the aim of the study above, the significances of this research can be stated as follows :.

a. For the teacher

The researcher hopes that the results of this study can provide the better technique and method used in the teaching speaking process.

b. For the other researcher

Hopefully the results of this study can be used as a reference and can be a solution to existing problems. Future researchers can continue this research even better.

E. Organization of the Paper

To do the systematic research, it is necessary to classify the structure of this study. This research is divided into five chapters; They will explain as follows:

Chapter I presents an introduction. It consists of a background of the study, operational definition, research question, objective and significance of the research, and organization of the paper.

Chapter II explains the theories related to the effectiveness of Teams Games Tournament toward students' speaking ability.

Chapter III consists of a research method that deals with the research design, time and place of the research, population, sample, instruments for obtaining data, techniques for collecting data, and data analysis.

Chapter IV presents the research result, which discusses the effectiveness of Teams Games Tournament towards students' speaking ability.

Chapter V presents the conclusion and suggestions of the research. The conclusion states the answer to the research questions. Furthermore, suggestions for future research are also available in this chapter.

CHAPTER II

LITERATURE REVIEW

This chapter explains about the theories related to the effectiveness of Teams Games Tournament toward students' speaking ability.

A. Theoretical Framework

Literature review in quantitative research contains concepts and theories that are relevant to the research objectives. According to (Abdullah, 2015) theory or the concept contains the relationship between variables with parameters that are used to produce a frame of mind or concept from research problems, as answers to research questions what, why, and how, so that it will be fully understood research problems.

1. Teaching Speaking

Teaching speaking involves instructing learners to generate English speech sounds and patterns (Kuning, 2019). The objective of teaching speaking is to enhance students' communicative skills, enabling them to express themselves effectively and understand the social and cultural norms relevant to various communication situations. In order to teaching speaking to be done well, there are several things that must be considered including the following:

a. Process of Teaching Speaking

According to Thornbury (2005) that teaching speaking has several processes, which are :

1). Speech Production

Speech is the production word for word as well as the spontaneity spoken by someone. The speech also has the possibility of overlapping with words spoken before (Thornbury, 2005). So, speech is a spontaneous or unplanned utterance from the speaker when communicating.

2). Conceptualization and Formulation

In this process, the speaker makes a plan for choosing what words to say based on syntax, vocabulary, and level. The level of discourse has a beginning, middle, and end which can be chosen by speakers by making scripts.

3). Articulation

According to Thornbury (2005) articulation is the process of producing sound from the lungs through the vocal cords and then formed by the movement of the tongue, teeth, and lips to produce different phonemes. There are two kinds of phonemes, namely consonants and vowels.

4). Managing Interaction

Hedge (2000) argues that status and socio-culture can affect the rules of interaction. The rules for interaction include opening and closing, topic management and taking turns.

b. Speaking Activities

An effective teaching approach for speaking skills can significantly influence one's performance in speaking. Consequently, both teachers and students should actively select suitable activities, particularly when aiming to excel in spoken English as a global second language.There are several speaking exercises designed to enhance speaking proficiency according to (Harmer, 2007) :

1). Acting from a script

The students will acquire speaking skills by engaging in acting using the script they possess.

a).Playscript

Participants immerse themselves in their roles as if they genuinely embody the characters outlined in the script. It involves adopting appropriate gestures, intonation, and facial expressions.

Engaging in drama helps students develop self-confidence and fosters empathy for others through role-playing.

b). Acting without dialog

The teacher will choose appropriate students to perform the script and provide time to comprehend it before their presentation to the class.

2). Communication games

Many communication games are available, all with the goal of encouraging students to engage in conversation with speed and fluency..

a).Information gap games

Several games rely on an information disparity, where one student needs to communicate with a partner to solve a puzzle, illustrate an image through description and drawing, arrange items in the correct sequence through description and arrangement, or identify similarities and differences between pictures..

b). Television and radio games

When incorporated into the educational setting, games adapted from radio and television can serve as effective exercises to enhance fluency, as illustrated by the following examples. In the game "Twenty Questions," a leader selects an object and informs a team whether it falls into the categories of animal, vegetable, mineral, or a combination of two or three. The team's task is to discover the identity of the object by asking only yes/no questions.

3). Discussion

Discussion range from formal, structured discussions involving the entire group to casual interactions within smaller groups.

a). Buzz groups

The class will be subdivided into multiple groups to respond to questions and subsequently share their answers. Students are provided with a designated time to deliberate and are then tasked with communicating their thoughts.

b). Instant comment

Students promptly and effortlessly provide their input on a given topic without engaging in further discussion.

c). Debate

During a debate, students meticulously formulate arguments either in favor of or against a specified topic and subsequently convey them with assurance. Prior to speaking, ample time is allocated for them to strategize their presentation before the audience, in contrast to spontaneous, unprepared discussions.

d). Unplanned discussion

A spontaneous discussion unexpectedly occurred during the lesson and proved to be productive. If the teacher can create an enjoyable classroom environment, the students are more likely to excel in their learning endeavors.

e). Reaching a consensus

It offers activities that necessitate students to make specific decisions when faced with various options.

4). Prepared talks

An activity in which students deliver presentations on a topic of their choosing to ensure their mastery of the content they wish to convey.

5). Questionnaires

A questionnaire serves as a research tool comprising queries designed to gather information from individuals. Students can create a

questionnaire focused on a particular subject to aid in preparing for a conversation.

6).Simulation and role-play

A simulation is a representation of real-life scenarios in which students engage as though they are actively experiencing them. This exercise allows students to hone their speaking and adaptability skills in unforeseen circumstances.

c. Components of Speaking

There are five components of speaking based on (Harris, 1974) :

1). Comprehension

In oral communication, it takes subjects who can understand each other the message the speaker wants to convey to those who respond when conveying information.

Scoring comprehension based on the learners' response is effectively structured and fully developed. The learners' response is somewhat organized but lacks thorough development. The learners' response is well-organized but lacks completion or contains some inaccuracies. The learners' response is unplanned and only marginally relevant to the topic.

2). Grammar

Grammar is an important structure of the speaking component. It becomes an important part of constructing the correct sentences in order to have the right conversation. Grammar also needs to be learned not only in written form but also in spoken form.

Score grammar for speaking test rating criteria awarded a score of four for correctly applying complex syntax rules, three for using simple rules correctly, two for using both complex and simple rules

with minor issues, and one for applying simple rules with some difficulties.

3). Vocabulary

Vocabulary is the key to someone being able to pronounce sentences. Speakers will find it difficult to communicate if their vocabulary is limited because it will result in incorrect diction so that the message cannot be conveyed properly.

A score of four is given for the appropriate use of advanced vocabulary, three for using simple words without errors or employing advanced words with a few mistakes, two for using straightforward language, and one for using words incorrectly that disrupt communication.

4). Pronunciation

Pronunciation is a phonological process to produce clearer language when speaking. In addition, pronunciation must also adjust the components of grammar such as the principles and elements of variations and sound patterns in language. Pronunciation is also an important aspect of speaking because clear pronunciation will result in easy-to-understand communication.

There are four levels for evaluating pronunciation proficiency, ranging from accurately pronouncing the word, with slight errors, with multiple errors, to the lowest level of completely mispronouncing the word. The raters assign scores from four to one accordingly.

5). Fluency

Fluency is the ability to speak, write and read fluently and expressively. The point is speakers can understand and capture context easily and smoothly. One sign of fluency is being able to speak quickly and precisely without long pauses.

The score for fluency based on the learner's speech exhibits overall fluency. The learner's speech is generally fluent but with minor issues. Their speech encounters problems that lead to a reduction in fluency. The learner experiences significant fluency issues that hinder the comprehensibility of their responses.

Another component of speaking is stated by (Vanderkevent, 1990) that any three components of speaking, there are :

1). Speaker

A speaker is a person who expresses a message or information to listeners. If there are no speakers then no information is mentioned.

2). Listener

The listener is the person who receives the information or message conveyed by the speaker. If there is no listener, the speaker can still convey the message but through writing.

3). Utterances

Utterances are expressions or words to express the information conveyed by the speaker. If there are no utterances, the speaker or listener can use a sign or gesture.

d. Media for Teaching Speaking

Speaking learning media is a tool that can be used to support learning activities, especially in speaking. Furthermore, it is easily understood by students.Lauder(2016) notes that media availability in classes will affect students' spirit of learning where the elections suitable media are available to improve students' speaking ability.There are types of teaching media :

1). Visual Media

A visual aid within the context of visual instruction refers to any image, representation, item, or other instrument that provides authentic visual encounters for students. Visual media has four kinds, there are :

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a). Printed Media

The creation of these involves the utilization of printing techniques. The media such as magazines, newspapers, English text books, journal, and dictionary. Employing the media for English instruction is crucial and significant as it aids learners in gaining a deeper understanding while also delivering increased enjoyment from a variety of factual sources.

b). Realia

Realia is a real tool that can be brought into the classroom as teaching media. The kinds like leaf, big map, calendar, globe, puzzle or game, menu of restaurant, and hand-puppet.

c). Overhead Transparency and LCD Projector

The use of these mediums allows an educator to communicate, depict, or elucidate concepts to students. In the context of English learning, the tools can be employed to showcase videos and images.

2). Audio Media

Audio media are educational tools that serve the purpose of facilitating students' learning through the use of recorded vocal content. The media include tape recorder, radio, audio compact disc, MP3, MP4 etc.

3). Audio Visual Media

Audio-visual materials provide comprehensive communicative scenarios. Students can easily comprehend facial expressions, gestures, and physical settings depicted, and learning becomes more closely aligned with real-life situations. The media such as TV program recorded both picture and voice on video CD, film.

2. Teaching Speaking Using Teams Games Tournament

In the context of speaking activities, students are anticipated to possess communicative competence, signifying their capability to employ the language accurately and suitably to achieve communication objectives. The ultimate goal of instructing speaking within the language learning journey is to cultivate proficiency in effective communication (Mahmud et.al., 2021). In addition, the objective of instructing the speaking skills is to enhance the students' communicative abilities. It is crucial as it enables them to articulate their thoughts, understand societal and cultural norms, and adapt appropriately to diverse communicative situations.To achieve the goals, learning strategies are needed to support the student activity, (Dwinalida & Setiaji, 2020) states that learning strategies include the resources that enable learners to actively participate in their learning process, which is crucial for enhancing their communication abilities, one of which is the Team Games Tournament strategy. Teams-Games-Tournament is a carefully structured sequence of teaching-learning activities, a blend of three educational techniques groups, instructional games, and tournaments. It is designed to complement regular instruction in upper elementary, junior, and senior high school classrooms. Devries (1980) states that the purpose of Teams Games Tournament is to create an effective classroom environment in which all students are actively involved in the teaching-learning process and consistently receive encouragement for successful performance.Therefore, Teams Games Tournaments can be used as a strategy for learning speaking skillsbecause the activities can support active learning and improve student communication.

a. Definition of Teams Games Tournament

Silberman (2006) states that Teams Games Tournament is a group learning method with a team competition model that can be used to improve the learning of various concepts, facts, and skills. On the other hand, Teams Games Tournament is a learning method with team competition to train students to be responsible and compete healthily.

According to Kiranawati (2007) the type of Teams Games Tournament in cooperative learning is easy to apply, because it involves the activities of all students. Students who will play an important role as peer tutors in learning activities work together be responsible and can compete healthily.

b. Process of Teams Games Tournament

Based on Slavin (1980), the process of Teams Games Tournament activities includes:

1). Group students consisting of 4-5 members

2). The group is heterogeneous (ability, gender, race)

3). Each group is given a task sheet that includes the subject matter

4). Partners in a group study together and make sure each member is ready

5). Then each group demonstrates it at the tournament table

6). Three students who have the highest performance in their group will represent the group to compete

7). The teacher prepares a worksheet that will be worked on by the group.

c. The Usefulness of Teams Games Tournament

According to Devries (1980) that Teams Games Tournament has several usefulness, there are :

1). Increase academic achievement

Acquiring fundamental facts and skills, such as memorizing vocabulary and understanding English grammar, has traditionally involved a sense of monotony. The TGT framework alleviates the monotony associated with memorization and repetitive exercises by incorporating them into the game-playing process. This approach fosters greater enthusiasm among students to engage with the task, leading to enhanced levels of achievement.

2). Improve student attitudes

Teams Games Tournament creates a sense of immediacy and significance among students both within and beyond the classroom. For example, students start prioritizing their attendance and class assignments. This heightened sense of purpose generally fosters a more positive attitude towards both classmates and the subject matter being studied. In essence, TGT actively engages students in their classwork, enabling them to find enjoyment in the learning process.

3).Create student peer tutoring

By implementing team grades, TGT promotes a culture of proactive mentoring among students. Especially within their respective teams, students express a genuine and constructive interest in each other's academic advancement in the class. It becomes a priority for students that their teammates maintain regular attendance and come prepared. Given the chance, team members translate this shared concern into tangible tutoring efforts. The students have demonstrated a remarkable ability to discern which team members require the most assistance with specific skills and identify the most suitable individuals for providing tutoring.

4). Simulate the outside world

The TGT reward system, characterized by intense collaboration within teams and competition between teams, establishes a classroom structure that mirrors the organization of the external world. Observers of recent societal shifts have remarked that our contemporary society relies less on individual competition and more on effective competition at the group level. Given that TGT necessitates students to collaborate within small, task-oriented teams, redirecting competition to the group level, it more closely resembles the societal framework students will

encounter in the future. In that way, TGT equips students with the skills to navigate various organizational contexts.

5). Dissolve social barriers

Teams Games Tournaments has the potential to diminish inherent social divides within classrooms that consist of students from diverse backgrounds. For instance, forming teams with students of different racial backgrounds may be an effective means of genuinely integrating a desegregated classroom. When students from various backgrounds are placed on a team, they collaborate toward a shared objective. In these activities, social or other distinctions become less pronounced and shared interests and skills become more evident.

d. The Advantages and Disadvantages of Teams GamesTournament

According to Mukminah (2020), there are several advantages of the Teams Games Tournament type, including:

1). Learning is more interesting so students are more motivated to learn

2). Learning is easier to understand because it is clearer and more meaningful

3). Learning activities are more varied, not only the teacher's lecture method

4). Students can carry out various activities such as observing, doing, demonstrating, and playing.

According to Slavin (2009) there are some disadvantages of Teams Games Tournament :

1). The difficulty of grouping students who have heterogeneous abilities in terms of academics

2). The time spent on the discussion by students was quite a lot so it passed the set time

3). There are still high-ability students who are less used to it and find it difficult to explain to other students.

B. Previous Studies

1. The first study was researched by Septi and Yeni Rusmawan(2020) entitled *The Influence of Using Team Game Tournament Towards Students'Speaking Ability of The Seventh Grade of SMP Al-Huda South Lampung in Academic Year 2019/2020.* The objective of the research was influence of using team game tournament towards students' speaking ability of seventh grade of SMP Al Huda. Based on the data analyze, the research was find out that there was significant influence of using team game tournament towards students' speaking ability of the seventh grade of SMP Al-Huda South Lampung the academic year of 2019/2020. The similarity between the first previous research and this research is using Team Game Tournament as a method to enhance the students' speaking ability. Meanwhile, the difference between the first previous research and this researchis the first previous research did the treatments held in three meetings while this research will do the treatments in four meetings.

2. The second study was researched by Gusadha et al., (2020) entitled *Investigating the Effect of Teams-Games-Tournament (TGT) Technique Towards Students' Speaking Skill.* The objective of the research was investigate the effect of Teams Games Tournament Technique towards students' speaking skill. Based on the data analyze. The result of this research was the students who were instructed using the Teams-Games-Tournament (TGT) Technique showed better performance in speaking skills compared to their counterparts who were taught using traditional methods.The similarity between the second previous research and this research is finding the effect of the Teams Games Tournament technique on speaking skills. Meanwhile, the differences between the second previous research and this research are in the level of students and the material that used. The previous research focused on students in Senior High School, then this

research focuses on students in Junior High School. In addition, report text was used as the teaching material for this previous research while this research will use descriptive text as the teaching material.

3. The third previous study was researched by Sistiya Yuliawati (2018) entitled "*The Effect Of TGT (Teams-Games-Tournament) in Speaking Skill To The Twelfth Grade SMAN 6 Kediri in The Academic Year Of 2018/2019*" The result was aimed to investigate the effect of Teams-Games-Tournament technique on students' speaking skill to the twelfth grade SMAN 6 Kediri. It has similarities with this research on the purpose and the techniques of collecting data which is to investigate the effect of Teams Games Tournament on students' speaking ability, and the techniques used are pre-test & post-test, while it has difference in the aspect of speaking that examined. Vocabulary, pronunciation, and fluency were aspects of this previous study, while the aspects will examined of this research are comprehension, vocabulary, and pronunciation.

C. Conceptual Framework

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┌─────────────────────────────────────────────────────────┐
│  Problems : The students could not and did not want to    │
│  practice because the students felt insecure and afraid   │
│  of being wrong, so they did not dare when told to        │
│  practice reading or speaking in front of the class,      │
│  some of the students also had a less clear voice.        │
└─────────────────────────────────────────────────────────┘
                            │
┌─────────────────────────────────────────────────────────┐
│  4 Treatments : Using The Teams Games Tournament Strategy │
└─────────────────────────────────────────────────────────┘
                            │
┌─────────────────────────────────────────────────────────┐
│              Effectiveness of Final Result                │
└─────────────────────────────────────────────────────────┘
```
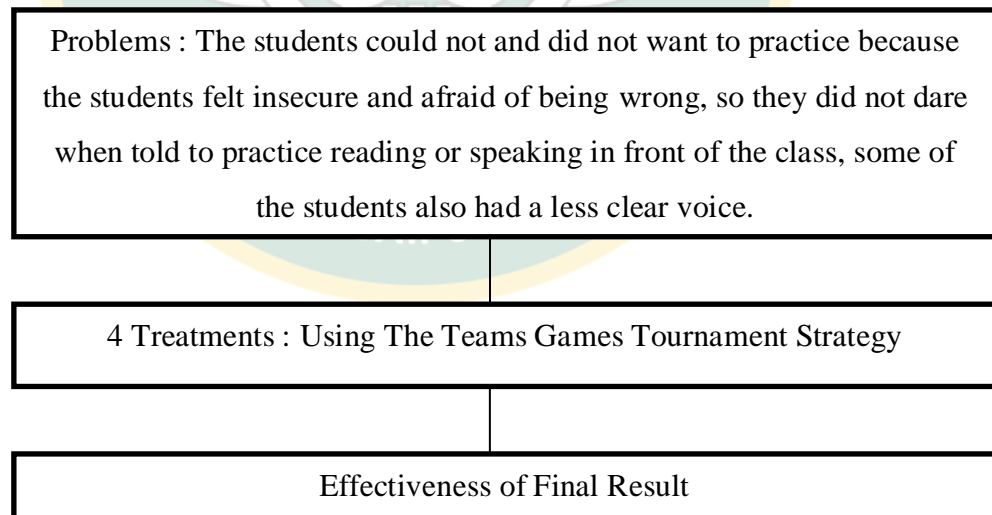
D. Hypothesis

Hypothesis is temporary presumptions or possible answers from researchers to the problem to be studied. Based on frame of thinking, hypothesis can be conclude as follows :

H^o : There is no significant effect of the Teams Games Tournament on students' speaking ability at 8^{th} grade of SMPN 1 Nusawungu, Cilacap.

H^a:There is a significant effect of Teams Games tournament on students' speaking ability at 8^{th} grade of SMPN 1 Nusawungu, Cilacap.

CHAPTER III
METHODOLOGY

This chapter consists of a research method that deals with the research design, research site and participants, population, sample, variable of the research, techniques for collecting data, and data analysis.

A. Research Design

To answer the research question in this study, a quantitative approach which type quasi-experimental was used. a quasi-experimental used experiment class and control class in learning English, especially in teaching speaking for 8^{th} grade students at SMPN 1 Nusawungu, Cilacap. Additionally, the experimental class use Teams Games Tournament, while the control class not used it. Furthermore, this research aims to find out the effectiveness of Teams Games Tournament towards students' speaking ability at 8^{th} grade of SMPN 1 Nusawungu, Cilacap.

B. Research Site and Participants

This research was conducted from 1 until 20 March of the 2023/2024 academic year, It was conducted at SMPN 1 Nusawungu, located on Jl. Sukarelawan, Danasri, Nusawungu, Cilacap, Central Java. The reason for choosing this school was because SMPN 1 Nusawungu had not implemented learning strategies using Teams Games Tounament then obstacles were found in learning English, especially in the speaking skills of their students who were still low. Then, the participant of this research were 8^{th} grade students of SMPN 1 Nusawungu, because 8^{th} grade was in the middle position where the degree of adaptation was stable. In order to, the researcher was interested to determining whether or not use Teams Games Tournament in teaching speaking is effective.

C. Population and Sample of the Research

A population is a collection of units that examined for its characteristics. The population of this study was all 8th-grade students of SMPN 1 Nusawungu, totaling 288 students of 8 classes, namely 8 A- 8 H. If the population was too

large, then the researcher must take samples. Sample is a part of population elements selected to reflect the whole existing characteristics. The sample of this study use purposive sampling, where the class was selected based on the average value that was quite balanced in order to produce valid data. The total sample were 64 students. The sample selected were 8 F with 32 students as the control class and 8 E with 32 students as the experimental class.

Table 3. 1 Sample of the Research

No.	Class	Sample	Description
1	8 F	32	Control class
2	8 E	32	Experiment class
Total		64	

D. Variable of the Research

A variable is an individual characteristic or object that can have different values, scores, and measures for individuals or objects differently (Abdullah, 2015). Based on the theoretical framework and hypothesis, the variables that used in this study were independent and dependent variables. The independent variable (X) from this research was the Teams Games Tournament strategy, while the dependent variable (Y) was the students' speaking ability.

E. Data Collection Techniques

The instruments that used to collect the data in this study were the pre-test, treatment and post-test. To answer the research question, the data that had been generated from the instrument was analyzed for the effectiveness of Teams Games Tournament towards student's speaking ability at 8[th] grade of SMPN 1 Nusawungu Cilacap.

1. Pre-test

The pre-test used was adapted from the task made by the English teacher, this pre-test was in the form of a storytelling practice, each student was given a

pre-test sheet to choose one of the narrative stories about legend they will practiced. This pre-test activity was carried out in 4 March 2024 in the experimental class (8 G) for 45 minutes where each student were given 1-2 minutes to speak their story. In addition, the control class (8 H) also was given same task for storytelling practice where each student must to speak the story in 1-2 minutes.

2. Treatment

Then began the treatment of the experimental class and the control class. Where the experimental class will use Teams Games Tournament as a speaking learning method, the treatment is carried out 4 times. While speaking learning in the control class will use the traditional method as a treatment, it will also be done 4 times. The treatment steps will be carried out as follows:

a. Learning begins with the teacher giving and explaining the subject matter. Furthermore, the teacher give an announcement to all students that the Teams Games Tournament method will be implemented.

b. The teacher informs the students that they will work with the study group formed by the teacher. The study groups are formed heterogeneously based on the academic ability of students.

c. Students play in tournament tables representing their groups. Each tournament table consists of 3-4 students who have equal abilities.

d. The group that gets the highest score will get an award.

4. Post-test

After carrying out several learning activities with the treatments of Teams Games Tournament, then a post-test was conducted to determine the speaking ability of the experimental class students. Same of the pre-test, post-test also was in the form of storytelling practice, each student was given a post-test sheet to choose one of the narrative stories about folk tale they will practiced. Furthermore, post-test was conducted March 18, 2024 in the control class (8 F)

for 45 minutes where each student were given 1-2 minutes to speak their story. Then, in experiment class (8 E) the post-test was held in March 19, 2024 and the student also was given same task for storytelling practice where each student must to speak the story in 1-2 minutes.

F. Data Analysis

The techniques of data analysis in this research used several techniques, there are :

a. Normality test

In this study, the examination of normality was carried out using IBM SPSS V.22. The normality test aimed to determine whether the distributions within the two groups exhibited normality. Kolmogorov-Smirnov and Shapiro-Wilk tests were employed for the assessment of normality. To establish normal distribution, it was essential for the significant scores in both Kolmogorov-Smirnov and Shapiro-Wilk tables to be above 0.05.The normality test in IBM SPSS V.22 was conducted using the Shapiro-Wilk test due to the sample size being less than fifty students for each class.

The testing criteria are as follows:

1) If the significance (sig) value is less than 0.05, it indicates the rejection of the null hypothesis (Ho), suggesting that the data from the pretest were not normally distributed.

2) If the significance (sig) value is greater than 0.05, it implies the acceptance of the null hypothesis (Ho), indicating that the data from the pretest were normally distributed.

b. Homogeneity test

The evaluation of homogeneity in this research was performed using the Homogeneity test in SPSS version 22. This test aimed to discern whether the distributions in the two groups had similar or different variances. The homogeneity test utilized the Levine Table, and for the data to be considered

homogeneously distributed, the significant score in the Levine table needed to exceed 0.05. Both the normality and homogeneity tests were conducted on both pre-test and post-test scores.

The data was homogeneous when Sig(p) < 0.05.

c. Hypothesis test

The Independence test (Wilcoxon and Mann-Whitney) in SPSS version 22 was employed to conduct a t-test. This method was chosen because there was data not normality distributed. It facilitates the comparison of different means between the experimental and control groups, which represent two ratio-scale classes. The decision criteria were based on the significance level (α), where if the two-tailed p-value (Sig. 2 tailed) was greater than α, the null hypothesis (Ho) was accepted, and the alternative hypothesis (Ha) was rejected. Conversely, if the two-tailed p-value was less than α, Ha was accepted, and Ho was rejected. Simply put, a significant difference in mean scores between the two classes was established if the two-tailed p-value was below the predefined α (alpha) threshold of 0.05.

d. Effect Size Test

Effect size (ES) refers to a group of measures that quantify the size of a treatment's impact. Unlike significance tests, these measures are not influenced by sample size. Effect size metrics serve as a standard measure in meta-analysis studies, which compile and summarize findings from a particular field of research. For instance, consider the notable meta-analysis on psychological, educational, and behavioral treatments. The formula for calculating the Effect Score is as follows:

$$d = \frac{Mean\ of\ group\ A - Mean\ of\ group\ B}{Pooled\ standard\ deviation}$$

Explanation :

d   : The effect size

Mean of group A   : Mean of experiment class

Mean of group B   : Mean of control class

Pooled standard deviation   : $\dfrac{std.def.of\ group\ 1 + std.def.group\ 2}{2}$

Referring to the scale for determining effectsize in decision-making (Cohen, 1988), it is outlined as follows:

$0 - 0.20$: Weak effect

$0.21 - 0.50$: Modest effect

$0.51 - 1.00$: Moderate effect

>1.00 : Strong effect
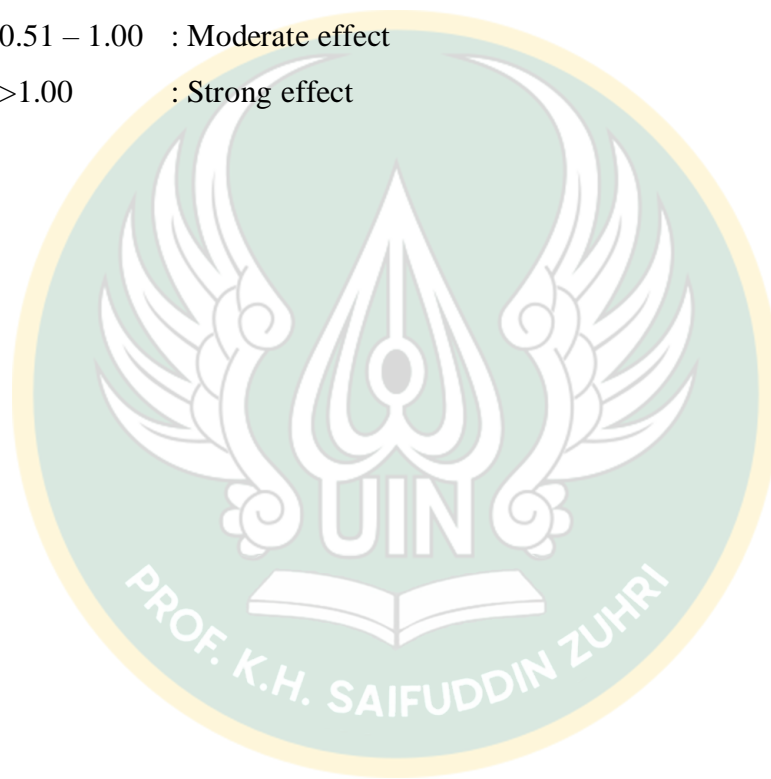
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of describing of findings and discussion about this research.

A. Research Findings

This section described the descriptive statistics of the pretest and post-test outcomes for both the experimental and control groups.

1. Data Description

This research utilized a quasi-experimental approach conducted at SMPN 1 Nusawungu, Cilacap, to investigate the impact of the Teams Games Tournament on students' speaking abilities. Total sampling was 64 from 8th-grade students of SMPN 1 Nusawungu participated, with 32 assigned to the experimental group (8 E) and 32 to the control group (8 F) through purposive sampling. The study involved comparing pre-test and post-test results to assess the effect of the Teams Games Tournament.

Both experimental and control groups underwent pre-tests initially. Subsequently, the experimental group received treatment involving the Teams Games Tournament on March 4, 5, 18, and 19, 2024, while the control group received standard instruction without any special techniques or strategies on March 4, 7, 14, and 18, 2024. The treatment was carried out four times in each groups. Post-tests were administered to both groups following the treatments.

Data analysis was conducted using SPSS 22, involving a paired test (Wilcoxon and Mann-Whitney) to assess the impact of the Teams Games Tournament and an independent sample t-test to compare the experimental and control groups. Additionally, the effect size test was employed to evaluate the effectiveness of the Teams Games Tournament.

2. Treatment Description

This study was conducted at SMPN 1 Nusawungu, Cilacap, involving one experimental class (8 E) and one control class (8 F) each comprising 32 students, during the academic year 2023/2024. Employing a quasi-experimental design, the experimental class received four sessions of treatment using the Teams Games Tournament, while the control class underwent conventional teaching methods. The treatment sessions for both classes were spread over four meetings, focusing on narrative text material.

There are the implementation of treatments:

a. Experimental Class

The 8 E grade designated as the experimental class, underwent the Teams Games Tournament treatment which was structured into four sessions, outlined as follows:

1) First Meeting

On Monday, March 4, 2024, the first meeting commenced. During this session students were given a pre-test. After the pre-test, Teams Games Tournament was applied to deliver narrative text material about the definition and purpose of narrative text. Students were asked to provide an understanding of the narrative text using their own language. Then, students were formed into eight groups consisting of 4 students to analyze the goals and verbs in folklore. After that, each group member was asked to say aloud the verbs they had found. The group that can found then pronounce verb correctly and fastest was the winner and get the reward.

2) Second Meeting

The second meeting was held on Tuesday, March 5 2024 used the Teams Games Tournament as a learning strategy to teach narrative text material. At this meeting, the social function and structure text of narrative texts were discussed. The game used as a strategy was in the form of a storytelling circle where each group forms a circle then each member tells several sentences from

a narrative text in turn, then the next member must continue the story. The group that can continue the story fluently without stuttering will get plus points which will be totaled to determine the winner and et reward.

3) Third Meeting

The third meeting was held on Monday, March 18 2024, at this meeting the Teams Games Tournament was applied as a learning strategy. The material presented was the types and language features of narrative texts. The game applied was riddle word, students were divided into 8 groups containing 4. The researcher tells a narative story then each group will guess the title of the story and continue the story briefly. The fastest and most accurate group will get points, and the highest point was the winner and get reward.

4) Last Meeting

At the fourth meeting which was held on Tuesday, March 19, 2024, the Teams Games Tournament was applied as a strategy to present text narrative material about language features and simple past tense. At this meeting, the game applied was riddle, the students were divided into 8 groups and each group contained 4 students, the group hit by the ball must explain its narrative story so that other groups can guess. In addition, they were also asked to name past tense verbs in their narrative stories. The group that get the highest point was the winner and get reward. At the end of the activity, they were given a post-test to find out how far different their knowledge and speaking skills were.

b. Control Class

The control class in this study was grade 8 F, as well as the experimental class, this class was also given treatment 4 times as follows:

1) First Meeting

The first meeting was held on Monday, March 4, 2024, at this meeting the students were given a pre-test before started lesson. Then, students were given text narrative material in the form of the definition and purpose of the text

narrative. After the material was explained, students were given the task of finding out how far they knew the narrative text

2) Second Meeting

The second meeting was held on Thursday, March 7 2024, At this meeting students were given material on social functions and structure text of narrative texts, using conventional learning methods. Then students were given the task and asked to analyze and name verbs in the narrative story.

3) Third Meeting

At the third meeting which was held on Monday, March 14 2024, the control class was given material about language features of narrative text using conventional methods. Students were taught how to tell stories with the right intonation, then they were given the task to memorize and then read a narrative story in front of the class.

4) Last Meeting

At the fourth meeting that was held on Thursday, March 18 2024, conventional methods were used in providing material on language features of narrative text. This was the last meeting, the students were taught how to read a narrative story with good pronunciation. Then students were asked to progress one by one to read a few sentences from the narrative story and do an assignment about the narrative story. At the end of the meeting, students were given a post-test for storytelling in front of their friends.

3. Result of Data Pre-test and Post-test

The outcome from the pre-test and post-test conducted within both the experimental and control groups, outlined as follows:

a. Pre-test and Post-test Data in Experiment Class

The experimental group for the research project comprised Class 8 E of SMPN 1 Nusawungu, Cilacap, throughout the study. In addition, this class underwent a pre-test at the outset of the learning phase. Thirty-two students were

instructed to use the narrative text with the Teams Games Tournament. The dates March 4, 5, 18, and 19, 2024, were selected for the teaching and learning sessions within the experimental class. Following the teaching phase, a post-test was administered. Table 4.1 presents the scores of this class before and after completing the pre-test and post-test.

Table 4.1 The Score of Pre-test and Post-test in Experiment Class

No	Students Label	Pre-test	Post-test
1	Student 1	45	75
2	Student 2	45	80
3	Student 3	45	65
4	Student 4	45	65
5	Student 5	65	95
6	Student 6	75	95
7	Student 7	65	80
8	Student 8	45	60
9	Student 9	45	70
10	Student 10	45	85
11	Student 11	65	85
12	Student 12	55	75
13	Student 13	75	95
14	Student 14	65	95
15	Student 15	60	90
16	Student 16	50	80
17	Student 17	50	85
18	Student 18	50	75
19	Student 19	70	85
20	Student 20	50	70
21	Student 21	60	85

22	Student 22	50	80
23	Student 23	50	75
24	Student 24	50	90
25	Student 25	50	95
26	Student 26	75	80
27	Student 27	45	85
28	Student 28	45	80
29	Student 29	45	85
30	Student 30	55	85
31	Student 31	70	95
32	Student 32	45	85
	SUM	1750	2625
	Mean Score	54.68	82.03
	Min	45	60
	Max	75	95

The data presented in Table 4.1 revealed that among the 32 students engaged in the class, the mean score on the pre-test was 54.68, while the mean score on the post-test was 82.63. For the pre-test, the minimum score recorded was 45, with 60 being the maximum achievable score. In addition, on the post-test, the minimum score observed was 75, with the maximum score was 95.

b. Pre-test and Post-test Data in Control Class

In this research, 8 F grade of SMPN 1 Nusawungu, Cilacap, was designated as the control group. This class underwent a pretest during the initial learning phase. Thirty-two students were instructed using traditional methods to learn about narrative texts. The dates March 4, 7, 14, and 18, 2024, were selected for the teaching and learning sessions within the control class. Following the teaching phase, a post-test was administered. Table 4.2 presents the scores of this class before and after completing both the pretest and post-test.

Table 4.2 The Score of Pre-test and Post-test in Control Class

No	Students Lable	Pre-	Post-

		test	test
1	Student 1	65	65
2	Student 2	50	70
3	Student 3	55	75
4	Student 4	65	80
5	Student 5	45	75
6	Student 6	50	70
7	Student 7	50	60
8	Student 8	65	75
9	Student 9	45	70
10	Student 10	45	60
11	Student 11	60	80
12	Student 12	50	60
13	Student 13	45	55
14	Student 14	50	60
15	Student 15	60	65
16	Student 16	60	70
17	Student 17	45	55
18	Student 18	45	70
19	Student 19	65	80
20	Student 20	45	55
21	Student 21	45	60
22	Student 22	45	60
23	Student 23	50	70
24	Student 24	45	65
25	Student 25	70	75
26	Student 26	45	60
27	Student 27	50	80
28	Student 28	45	65
29	Student 29	55	75
30	Student 30	45	70
31	Student 31	55	70
32	Student 32	55	65
	SUM	1665	2165
	Mean Score	52.03	67.65
	Min	45	55

	Max	70	80

The data provided in Table 4.2 indicates that among the 32 students in the class, the mean score on the pretest was 52.03, while the mean score on the post-test was 67.65. For the pretest, the minimum score was 45 then 55 being the maximum attainable score. In addition, the post-test score of students had a minimum score of 70, and the maximum score was 80.

Based on the data presented in the two tables, both the experimental and control groups experienced an improvement in their average scores. However, the experimental group showed a larger increase compared to the control group. This difference was highlighted in the range of points gained by each group. The experimental group saw an improvement from 54.68 to 82.63, a difference of 27.95 points, whereas the control group improved from 52.03 to 67.65, which was a difference of 15.62 points.

4. Data Analyses

In this part was explained the data testing analyses, as follows:

a. Testing Requirement

In this study, a normality test was conducted to determine whether the distributions within the two groups showed a normal. Following that, a homogeneity test was carried out to discern whether the distributions in the two groups had similar or different variances. The analysis was performed using IBM SPSS V.22 for Windows.

1) Normality Test

In this study, the examination of normality was carried out using SPSS version 22. This section aims to find out whether the data was normally distributed or not as a reference in conducting further tests. Sugiono (2012) states that the hypothesis for the normality test formulated as follows:

H0: the data are normally distributed.

Ha: the data are not normally distributed.

Normality test criteria are as follow:

Ha is accepted if $sig. \alpha > 0,05$

Ha is rejected if $sig. \alpha < 0,05$

Table 4. 3 The Result of Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Tests of Normality						
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre Test Experiment	,267	32	,000	,825	32	,000
Post Test Experiment	,154	32	,052	,933	32	,047
Pre Test Control	,228	32	,000	,827	32	,000
Post Test Control	,152	32	,059	,929	32	,037
a. Lilliefors Significance Correction						

Based on the table above, the normality test in this study used the Shapiro-Wilk test because the data was less than 50 samples. The requirement for data to be normally distributed if the significance value (sig.) is greater than 0.05 and vice versa. In addition, it can be seen that all data in this study were not normally distributed because significance levelof pre-test in experiment and control class p $\leq \alpha$ (0, 000$\leq$ 0,05)while significance level of post-test in experiment class p $\leq \alpha$ (0, 047$\leq$ 0,05) and the significance level of post-test in control class p $\leq \alpha$ (0, 037$\leq$ 0,05). So, hypothesis testing uses the Wilcoxon test and Mann-Whitney test.

2) Homogeneity Test

Homogeneity test aimed to discern whether the distributions in the two groups had similar or different variances. In this test, the data to be tested were post-test data from the control class and experimental class.The basis for decision making in this test is that if the significance value (Sig.) >

0.05, then it is said that the variance of the two data groups is the same (homogeneous) and vice versa. The homogeneity test results were calculated using the Levene statistic test, and the outcomes were presented as follows:

Table 4.4 Result of Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Post Test	Based on Mean	,651	1	62	,423
	Based on Median	,423	1	62	,518
	Based on Median and with adjusted df	,423	1	56,586	,518
	Based on trimmed mean	,612	1	62	,437

Test of Homogeneity of Variance

Based on the output above, it can be seen that the test results show a significance value of $0.423 > 0.05$, so it can be said that the post-test data was homogeneous.

b. Statistical Hypothesis

This section elaborated on the data outcomes obtained from the paired sample t-test and independent t-test conducted on both the experimental and control groups.

1) Paired Test of Pre-test and Post-test in Experiment Class (Wilcoxon Test)

This test aims to determine the difference in pre-test and post-test results in the experimental class, if there is a significant difference there is an influence of the treatment carried out in the experimental class. This test uses the Wilcoxon test approach because there was data to be tested that was not normally distributed. The basis for making Wilcoxon test decisions was that if the value of Asymp Sig. (2-tailed) < 0.05 then there was a difference between the pre-test and post-test results and vice versa.

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Table 4.5 Result of Paired Test of Pre-test and Post-test in Experiment

Class

Ranks		N	Mean Rank	Sum of Ranks
Post Test EXP - Pre Test EXP	Negative Ranks	0[a]	,00	,00
	Positive Ranks	32[b]	16,50	528,00
	Ties	0[c]		
	Total	32		
a. Post Test EXP < Pre Test EXP				
b. Post Test EXP > Pre Test EXP				
c. Post Test EXP = Pre Test EXP				

Negative ranks or the difference (negative) between pre-test and post-test results was 0, the number indicates no decrease (reduction) between Pre-test scores to Post-test scores.

Positive ranks or the difference (positive) between pre-test and post-test results, there were 32 positive data (N) which means that 32 students have increased their scores from pre-test to post-test. For the mean rank or average increase of 16,50 while the sum of ranks or positive rank was 528,00.

Ties are the similarity of pre-test and post-test scores, a ties value of 0 means that there were no students who had the same score on the pre-test and post-test.

Table 4.6 Result of Statistics Test

Test Statistics[a]	
	Post Test EXP - Pre Test EXP
Z	-4,954[b]

Asymp. Sig. (2-tailed)	,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on the output above, it can be seen that the Asymp Sig. (2-tailed) value of 0.000 < 0.05 means that there was a significant difference between the pre-test and post-test results in the experimental class so it can be said that the treatment given in the experimental class had an influence on student test results.

2) Paired Test of Pre-test and Post-test in Control Class (Wilcoxon Test)

This test aims to determine the difference in pre-test and post-test results in the experimental class, if there is a significant difference there is an influence of the treatment carried out in the control class. This test uses the Wilcoxon test approach because there was data to be tested that was not normally distributed. The basis for making Wilcoxon test decisions is that if the value of Asymp Sig. (2-tailed) < 0.05 then there was a difference between the pre-test and post-test results and vice versa.

Table 4.7 Result of Paired Test of Pre-test and Post-test in Control
Class

Ranks		N	Mean Rank	Sum of Ranks
Post Test CNTRL - Pre Test CNTRL	Negative Ranks	0[a]	,00	,00
	Positive Ranks	31[b]	16,00	496,00
	Ties	1[c]		
	Total	32		
a. Post Test CNTRL < Pre Test CNTRL				
b. Post Test CNTRL > Pre Test CNTRL				
c. Post Test CNTRL = Pre Test CNTRL				

Negative ranks or the difference (negative) between pre-test and post-test results was 0, the number indicates no decrease (reduction) between Pre-test scores to Post-test scores.

Positive ranks or the difference (positive) between pre-test and post-test results, there were 31 positive data (N) which means that 31 students have increased their scores from pre-test to post-test. For the mean rank or average increase of 16.00 while the sum of ranks or positive rank was 496,00.

Ties is the similarity of pre-test and post-test scores, ties scores mean that there was 1 student who had the same score on the pre-test and post-test.

Table 4.8 Result of Statistics Test

Test Statistics[a]	
	Post Test CNTRL - Pre Test CNTRL
Z	-4,891[b]
Asymp. Sig. (2-tailed)	,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on the output above, it can be seen that the value of Asymp. Sig (2-tailed) of $0.000 < 0.05$ then it can be said that there was a difference between the results of the pre-test and post-test so that it can be concluded that there was an influence of the treatment carried out in the control class.

3) Paired Test of Pre-test in Experiment and Control Class (Mann-Whitney Test)

This test aims to determine whether there are differences in the results of the Pre-test control class and experimental class. This test uses the Mann Whitney test because the data to be tested there was data that was not

normally distributed. The basis for decision-making in this test is that if the significance value (Sig.) < 0.05, then there was a significant difference between the results of the control class Pre-test and the experiment, and vice versa.

Table 4.9 Result of Paired Test of Pre-test in Experiment and Control Class

<table>
<tr><th colspan="5">Ranks</th></tr>
<tr><th></th><th>Class</th><th>N</th><th>Mean Rank</th><th>Sum of Ranks</th></tr>
<tr><td>Pre Test</td><td>Control Class</td><td>32</td><td>30,58</td><td>978,50</td></tr>
<tr><td></td><td>Experiment Class</td><td>32</td><td>34,42</td><td>1101,50</td></tr>
<tr><td></td><td>Total</td><td>64</td><td></td><td></td></tr>
</table>

Based on the output above, it can be seen that the average value of the control class pre-test was 30.58 < the experimental class pre-test was 34.42, so it can be interpreted descriptively that there was a difference in the average pre-test results. To prove whether the difference is real (significant) or not, it is necessary to interpret the results of the Mann-Witney test in the output below.

Table 4.10 Result of Statistics Test

<table>
<tr><th colspan="2">Test Statistics[a]</th></tr>
<tr><td></td><td>Pre Test</td></tr>
<tr><td>Mann-Whitney U</td><td>450,500</td></tr>
<tr><td>Wilcoxon W</td><td>978,500</td></tr>
<tr><td>Z</td><td>-,856</td></tr>
<tr><td>Asymp. Sig. (2-tailed)</td><td>,392</td></tr>
<tr><td colspan="2">a. Grouping Variable: Class</td></tr>
</table>

Based on the output above, it can be seen that the value of Aysmp. Sig. of 0.430 > 0.05 then it can be said that there was no significant difference between the results of the control class pre-test and the experiment.

4) Paired Test of Post-test in Experiment and Control Class (Mann-Whitney Test)

The test aims to find out whether there is an average difference between the post-test results of the control class and the experimental class so that it can be seen which class is more effective. This test uses the Mann-Whitney test because the data to be tested there was data that was not normally distributed. The basis for decision-making in this test is that if the significance value (Sig.) < 0.05, then there was a significant difference between the results of the control class Pre-test and the experiment, and vice versa.

Table 4.11 Result of Paired Test of Post-test in Experiment and Control Class

Ranks				
	Class	N	Mean Rank	Sum of Ranks
Post Test	Control Class	32	20,52	656,50
	Experiment Class	32	44,48	1423,50
	Total	64		

Based on the output above, it can be seen that the average value of the post-test in the control class was 20.52 < experimental class' post-test was 44.48, so it can be interpreted descriptively that there was a difference in the average post-test results. To prove whether the difference was real (significant) or not, it was necessary to interpret the results of the Mann-Witney test in the output below.

Table 4.12 Result of Statistics Test

Test Statistics[a]	
	Post Test
Mann-Whitney U	128,500
Wilcoxon W	656,500
Z	-5,194
Asymp. Sig. (2-tailed)	,000
a. Grouping Variable: Class	

Based on the output above, it can be seen that the value of Aysmp. Sig. of 0.000 < 0.05, it can be said that there was a significant difference between the post-test results of the control class and the experimental class, it can be interpreted that the treatment in the experimental class was more effective than the control class.

5) Effect Size Test

This calculation aims to show the standardized difference between the average value of the control group and the experiment, the greater the effect size obtained, the greater the impact or effectiveness of the treatment carried out. This test uses Cohen's d effect size formula which is commonly used to complement the t or Mann Whitney test. The value will be able to find out what is the size of the effect usingTeams Games Tournament treatments.

The result of effect size were:

mean of group A   = 82,03

mean of group B   = 67,66

std.def. group 1   = 9,492

std.def. group 2   = 7,723

pooled standar deviation $= \dfrac{9,492 + 7,723}{2}$

$$= 8{,}6075$$

$$d = \frac{\text{mean of group A} - \text{mean of group B}}{\text{pooled standar deviation}}$$

$$d = \frac{82{,}03 - 67{,}66}{8{,}6075}$$

$$d = 1{,}6695$$

The results of this size effect test were taken based on the table 4.11 and 4.12 of Mann Whitney test on post-test of control and experimental class. Based on the calculation results, an effect size value of 1.6695 was obtained where the number was included in the strong effect category so that it can be concluded that the experiment in this study had a strong impact or effect. The effect size of experiment class can be interpreted that the treatment applied was effective.

B. Discussion

1. The Effectiveness of Teams Games Tournament Towards Students' Speaking Ability

Through an examination of the gathered data, this study aimed to assess whether the use of the Teams Games Tournament had a significant effect on the speaking ability levels of 8th-grade students at SMPN 1 Nusawungu, Cilacap. The paired test was employed to ascertain whether there existed a statistically significant disparity in the students' performance before and after undergoing the Teams Games Tournament treatment. The paired statistic was utilized to delineate the descriptive analysis carried out on the processed data. As indicated in the mean table, the average score on the pre-test for the control group was 52.03, while the score on the post-test was 67.65. The N represented the number of data points collected from the control group, which could reach up to 32 respondents.

The experimental class showed an average (mean) pre-test score of 54.68, while their post-test score stood at 82.03, as indicated in the matched sample statistics table. There were a total of 32 data points collected. The standard

deviation for the pre-test of experiment class was calculated to be 10.468, whereas for the post-test, it was 9.492. Based on the paired test (Wilcoxon Test) conducted in both the control and experimental classes, it was observed that the mean scores of both classes were almost identical before the pretest (52.03 and 54.68, respectively). This similarity was demonstrated by the corresponding values of 52.03 and 54.68 in both classes.

Based on the average scores obtained from the pre-test and post-test, it was apparent that there was a discernible difference. The control group's overall increase amounted to 15.62 points, whereas the experimental class showed a larger increase of 27.34 points. In essence, both classes experienced an improvement in their mean scores, with the experimental class surpassing the control class by a margin of 11.72 points. This indicates that the Teams Games Tournament method was more effective in enhancing students' speaking abilities compared to other approaches. According to Devries (1980) Teams Games Tournament can create an effective classroom environment in which all students are actively involved in the teaching-learning process and consistently receive encouragement for successful performance. Therefore, Teams Games Tournaments can be used as a strategy for learning speaking skill because the activities can support active learning and improve student communication.

Utilizing the Wilcoxon Test, the descriptive analysis results aligned with the statistical hypothesis, suggesting that Ha was accepted while Ho was rejected. This conclusion was drawn because both the experimental and control classes attained a significance level of 0.000, which was less than 0.05 for the two-tailed test. It indicates that the average scores of both the experimental and control classes, which did not receive the treatment, showed significant differences before and after the intervention.

The Mann-Whitney test was utilized to ascertain whether a significant distinction existed between the post-tests of the experimental class (employing

Teams Games Tournament) and the control class (employing the conventional method) after the treatment. In the Mann-Whitney Test pretest result, it was determined that the two variances were homogeneous, with Aysmp. Sig. value of 0.392, which was greater than 0.05. Consequently, the analysis of the pretest relied due to the Sig. (2-tailed) value being higher than 0.05. Thus, there was no disparity between the average pretest results of the control class and the experimental class. Descriptively, if we compare the average pre-test scores, where the control class had an average of 30.58 and the experimental class had an average of 34.42, it can be interpreted that there was no discernible difference between the average pretest scores of the control and experimental classes. Therefore, Ha was rejected.

Furthermore, the outcome of the Mann-Whitney Test on the post-test resulted in a value of Aysmp. Sig. at 0.000, less than 0.05, suggested that the data variance between the control and experimental classes was equivalent. Consequently, the analysis of the post-test was guided by the data from the "mean rank" table. With a Sig. (2-tailed) value of 0.000<0.05 in the Mann-Whitney test, Ha was deemed acceptable. The disparity in the average post-test scores between the control and experimental classes was evident. This conclusion was supported by comparing the mean rank between the experimental and control classes. The mean rank for the control class in the post-test was 20.52, while the mean rank for the experimental class was 44.48. So, the experimental class's rank exceeded that of the control class: 44.48>20.52. In accordance with this conclusion, Ha was deemed acceptable, signifying a difference in the average post-test scores between the control group and the experimental group.

In addition, the Effect Size test criteria serve as a reference for identifying the type of Effect Size acquisition. As per the analysis presented in the Effect Size results, the experimental class, utilizing the Teams Games Tournament, attained score of 1.6695, indicating that the Effect Size was strong effect. According to the

statistical data, the implementation of the Teams Games Tournament proved effective in aiding students in mastering speaking ability.

Comparing the mean rank a statistically significant contrast between the pretest and posttest results in both the control and experimental groups. It became apparent that the experimental group exhibited a higher frequency of significant differences or effects compared to the control group. This suggests that students who underwent the Teams Games Tournament strategy for learning speaking experienced a more pronounced impact than those who did not receive any treatment (conventional method), although with a moderate enhancement observed. Consistent with this, Hilmi and Rachmawati (2018) assert that the Teams Games Tournament can be instrumental in increasing students' speaking skills and fostering enhanced engagement between students and teachers. Consequently, the outcome reflected a significant enhancement in students' speaking ability.

This study revealed that the utilization of Teams Games Tournament as a learning strategy for speaking. According to Kiranawati (2007), the implementation of Teams Games Tournament in cooperative learning is straightforward as it involves active participation from all students. Through Teams Games Tournament, students not only passively receive language input but also actively engage in practicing the language through movement activities. Teams Games Tournament fostered a sense of involvement and excitement among students, providing them with a stimulating speaking-learning experience.

Teams Games Tournament can be a strategy on students' speaking proficiency, aligning with the primary aim of the study, the experimental group which received instruction using the Teams Games Tournament approach, exhibited a substantial increase in post-test scores. This outcome resonates with the theory proposed by Davies (1980), which suggests that the Teams Games Tournament framework effectively mitigates the monotony typically associated

with memorization and repetitive exercises by integrating them into a game-playing context. This experiment correlates with the assertion made by Mukminah (2020), who highlights that engaging and enjoyable learning experiences tend to enhance student motivation. Consequently, the significant improvement in students' speaking abilities in this study can be attributed to the stimulating and engaging nature of the Teams Games Tournament. Based on the findings of this study, it can be inferred that Teams Games Tournament is an effective and suitable method for junior high school students to learn English, particularly in speaking proficiency, as it enhances the learning process by making it more enjoyable, exciting, and interesting.
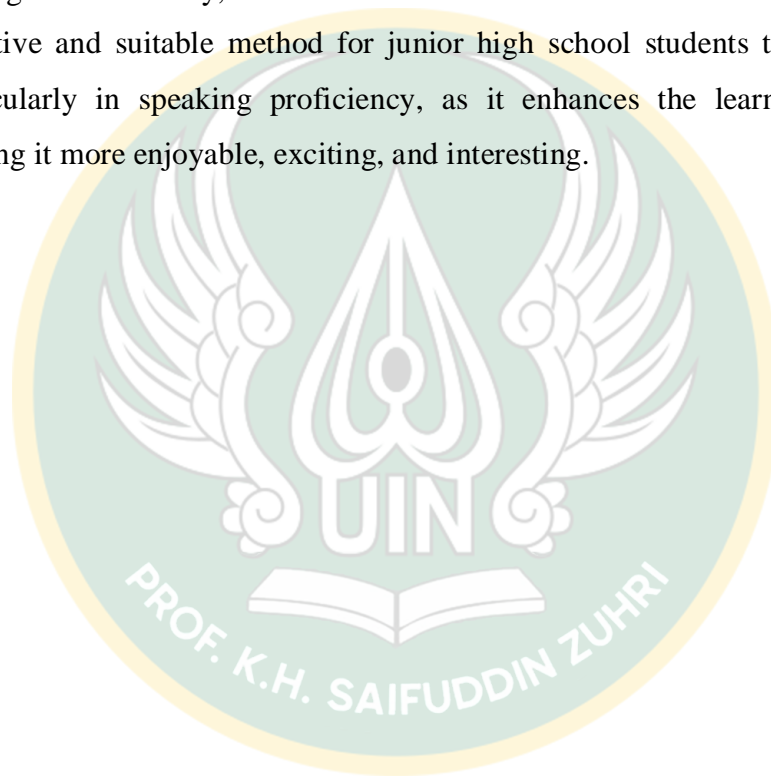
CHAPTER V

CONCLUSION, LIMITATION AND SUGGESTION

This chapter explained about conclusion, limitation and suggestion of this research.

A. Conclusion

This study aimed to assess the effectiveness of the Teams Games Tournament in enhancing the speaking ability of 8th-grade students at SMPN 1 Nusawungu, Cilacap, during the academic year 2023/2024. Data collection involved computing the difference between pretest and posttest mean scores using IBM SPSS V.22 for Windows, followed by a comparative analysis. A comparison of findings between the experimental and control classes revealed a significant positive impact of the Teams Games Tournament on speaking ability. The mean pretest score in the experimental class was 54.68, whereas the post-test mean score was 82.03. In contrast, the control class had a mean pretest score of 52.03 and a mean post-test score of 67.65. Although both classes exhibited an increase in scores, the experimental class demonstrated a significantly higher improvement compared to the control class. Data analysis indicated that the experimental class's score increased by 27.34 points, whereas the control class's score increased by only 15.62 points. Given the observed improvement in scores for both classes, the Effect Size Test was conducted to determine the effectiveness of the Teams Games Tournament in enhancing students' speaking ability.

Based on the findings discussed in the previous chapter, a significant disparity in the level of speaking ability was evident between students who utilized Teams Games Tournament and those who did not at the 8th grade of SMPN 1 Nusawungu, Cilacap. This contrast was highlighted by the results of the posttest comparison between the experimental and control classes in the paired test (Mann-Whitney test). Specifically, the mean rank for the control class in the post-test was 20.52, while for the experimental class, it was 44.48. Consequently, the rank of the experimental class

exceeded that of the control class: 44.48 > 20.52, with a significance level of 0.000. In other words, the level of significance (0.000 < 0.05) was lower than the probability (Sig. 2-tailed), indicating that the null hypothesis, suggesting no difference, was rejected. Additionally, the results of the Effect size test revealed that the score of 1.6695. Based on the criteria outlined in the Effect size criteria, the score of utilizing the Teams Games Tournament, ranged from 1.6695>1.00 indicates had strong effect in teaching English speaking.

Following the implementation of the Teams Games Tournament for teaching speaking, the posttest scores showed significant different from the pretest scores. This observation underscores the effectiveness of using Teams Games Tournament in enhancing students' speaking ability. In essence, employing Teams Games Tournament as a strategy to teach English speaking proved to be suitable and beneficial for students.

B. Limitation

This study has several limitations, predominantly stemming from the restricted time frame in which it was carried out. The study was bound by the necessity to adhere to the allocated time, which imposed certain constraints on the research. Specifically, the investigation comprised only four sessions, which were not exclusively dedicated to speaking materials. Consequently, the treatment was not fully optimized, and a longer duration would have been beneficial.

C. Suggestion

Considering the findings of the conducted research, the following suggestions could be proposed:

1. For the Teacher

The researcher aimed for the teacher to implement a strategy or method to enhance students' engagement and enjoyment in the teaching and learning process. The teacher would establish a relaxed classroom atmosphere to ensure

students remain eager to learn without feeling bored, while also employing suitable strategies to stimulate student participation.

2. For School

Teams Games Tournament could be integrated into English classes and subsequently extended to other academic subjects. This method, known as Teams Games Tournament, can be utilized to enhance students' engagement and aid in improving their pronunciation.

3. For the Other Researchers

The research briefly touched upon several aspects. Consequently, it was recommended that other researchers engage in discussions using similar components within a subject area comparable to the one investigated here.
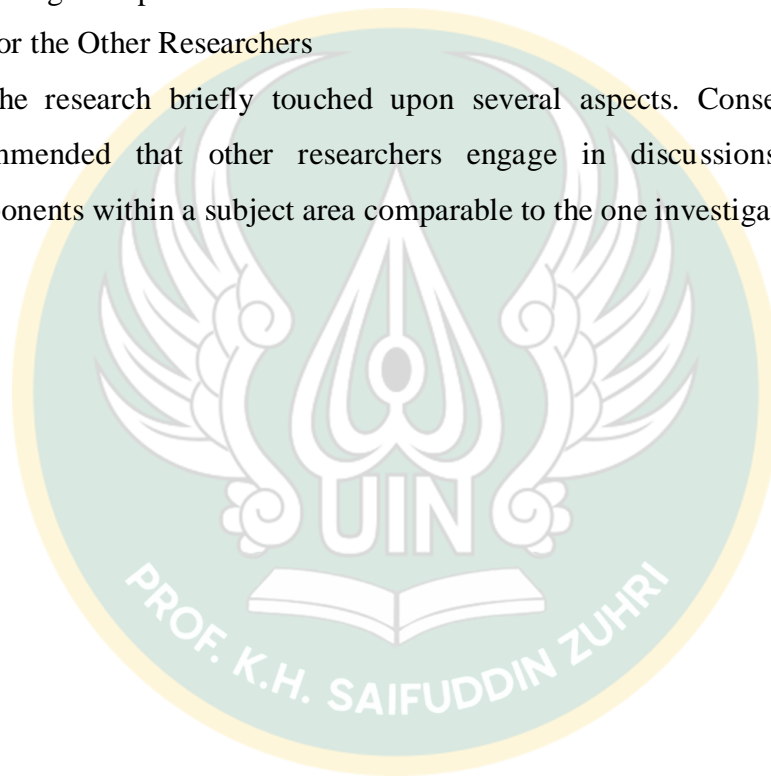
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APPENDICES

Appendix. 1. Instrument's Validity Sheet

Expert 1

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : Desy Pratiwi, S.Pd.

Jabatan   : Guru

Instansi   : SMPN 1 Nusawungu

Setelah membaca, menelaah, dan mencermati instrument penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul **"The Effectiveness of Teams Games Tournament Towards Students' Speaking Ability at 8th Grade of SMPN 1 Nusawungu Cilacap"** yang dibuat oleh:

Nama   : Reksanti Ma'rifatussa'adah

NIM   : 1917404062

Prodi   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrument tersebut,

- ☐ Layak digunakan
- ☑ Layak digunakan dengan revisi
- ☐ Tidak layak digunakan

Catatan (bila perlu)

....

....

....

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 1 Maret 2024

Validator,

Desy Pratiwi, S.Pd.

Expert 2

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Windhariyati Dyah K., M.A., M.Pd.

Jabatan : Dosen

Instansi : UIN Prof K.H Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrument penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul **"The Effectiveness of Teams Games Tournament Towards Students' Speaking Ability at 8th Grade of SMPN 1 Nusawungu Cilacap"** yang dibuat oleh:

Nama : Reksanti Ma'rifatussa'adah

NIM : 1917404062

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan
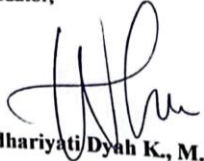
Dengan ini menyatakan instrument tersebut,

☐ Layak digunakan

☑ Layak digunakan dengan revisi

☐ Tidak layak digunakan

Catatan (bila perlu)

Feedback sudah di follow up dengan baik.

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 13 Maret 2024

Validator,

Windhariyati Dyah K., M.A., M.Pd.

Instrument of Pre-test

Pre-Test

Name :

Class :

Score

Petunjuk

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian story telling di halaman 2.
4. Ceritakan salah satu cerita naratif dibawah ini selama 1-2 menit.
5. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one of the legend stories below, and then, please tell the selected story in front of your classmates by paying attention to the assessment criteria.

a. The legend of Surabaya
b. Sangkuriang
c. The legend of Lake Toba
d. The legend of Banyuwangi

1

The Criteria of Scoring for Speaking According to (Brown, 2001)

Aspects	Criteria				Score
	1	2	3	4	
Fluency	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	
Pronunciation	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation	
Comprehension	Can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase	Can get the gist of most conversation of non-technical subjects	Comprehension is quite complete at a normal rate of speech	Can understand any conversation within the range of his experience	
Grammar	Errors in grammar are frequent, but speaker can be understood	Quite accurately but does not have through or confident control of the Grammar	Control of grammar is Good	Errors in grammar are quite rare	
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Vocabulary is broad enough that he rarely has to grope for a word	High level of vocabulary precision	
Total					

2

Instrument of Post-test

Post-Test

Name :

Class :

Score

Petunjuk

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian story telling di halaman 2.
4. Ceritakan salah satu cerita naratif dibawah ini selama 1-2 menit.
5. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one of the folk tales stories below, and then, please tell the selected story in front of your classmates by paying attention to the assessment criteria.

a. The story of Timun Mas
b. Lutung Kasarung and Purbasari
c. Golden Snail
d. Jaka Tarub

1

The Criteria of Scoring for Speaking According to (Brown, 2001)

Aspects	Criteria				Score
	1	2	3	4	
Fluency	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	
Pronunciation	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation	
Comprehension	Can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase	Can get the gist of most conversation of non-technical subjects	Comprehension is quite complete at a normal rate of speech	Can understand any conversation within the range of his experience	
Grammar	Errors in grammar are frequent, but speaker can be understood	Quite accurately but does not have through or confident control of the grammar	Control of grammar is Good	Errors in grammar are quite rare	
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Vocabulary is broad enough that he rarely has to grope for a word	High level of vocabulary precision	
Total					

2

MODULAJAR BAHASA INGGRIS

I. INFORMASI UMUM

A. Identitas Modul

Sekolah	:SMPN 1 Nusawungu
Nama penyusun	:Reksanti Ma'rifatussa'adah
Tahun penyusunan	: 2024
Kelas	: VIII
Alokasi waktu	: 2 pertemuan (2 x 40 menit)
Elemen	: Narrative Text
Capaian Pembelajaran	:

Peserta didik dapat mengkategorikan jenis bacaan secara kontekstual terkait teks naratif (termasuk fungsi social, struktur teks dan unsur kebahasaan).

B. Kompetensi Awal

Peserta didik telah memiliki pengetahuan awal tentang: unsur kebahasaan teks naratif lisan dan tulis sederhana terkait cerita rakyat.

C. Profil Pelajar Pancasila

Setelah peserta didik mengikuti pembelajaran, dimensi Profil Pelajar Pancasila yang diharapkan muncul adalah: **Bernalar Kritis** dalam mengidentifikasi masalah kontekstual, **Kreatif** dalam menyelesaikan masalah menggunakan metode-metode pemecahan masalah, **Mandiri** dalam menjawab pertanyaan dan menyelesaikan masalah.

D. Sarana & Prasarana

Sarana & Prasarana yang dibutuhkan pada saat belajar dengan modul ini antara lain:

1. Alat tulis & buku
2. Kertas folio
3. Lembar Kerja
4. Laptop
5. LCD

E. Target Peserta Didik

Terdapat 3 target peserta didik, yaitu:

1. Peserta didik reguler/tipikal : 75 %
2. Peserta didik dengan kesulitan belajar (hanya menonjol pada salah satu

gaya belajar saja) : 15 %
3. Peserta didik dengan pencapaian tinggi : 10 %

F.   Model Pembelajaran
Model pembelajaran yang digunakan adalah *Cooperative Learning tipe Teams Games Tournament*

II. KOMPONEN INTI
A. Tujuan Pembelajaran
   - Peserta didik dapat menyebutkan verb past tenseterkait teks naratif secara lisan
   - Peserta didik dapat mendiskusikan fungsi sosial terkait teks naratif seara lisan
   - Peserta didik dapat menceritakan Kembali sebuah cerita terkait teks naratif secara lisan

B. Pemahaman Bermakna
Setelah mengikuti kegiatan pembelajaran ini diharapkan peserta didik memiliki kemampuan bagaimana memahami konsep dan menyelesaikan masalah sesuai nilai moral teks naratif dalam kehidupan sehari hari.

C. Pertanyaan Pemantik
   - Apakah kalian suka membaca/menonton film ?
   - Apakah kalian suka cerita fiksi
   - Apa kalian pernah membaca dongeng/menonton film "pada zaman dahulu"?
   - Pelajaran apa yang terdapat dalam cerita fiksi yang pernah kalian baca?

D. Persiapan Pembelajaran
Sebelum belajar Bahasa Inggris, pastikan bahwa :
   1. Peserta didik siap mengikuti pembelajaran
   2. Memulai pembelajaran dengan berdo'a
   3. Mempersiapkan alat tulis
   4. Mempersiapkan perangkat yang dibutuhkan

E. Kegiatan Pembelajaran :

Pertemuan1		
Tahapan	**Kegiatan**	**Alokasi Waktu**
Awal	- Guru mengucapkan salam dan meminta peserta didik berdoa terlebih dahulu sebelum memulai pembelajaran - Guru menyapa peserta didik dan mengabsen peserta didik - Guru menyampaikan tujuan pembelajaran yang ingin dicapai - Guru menyampaikan pertanyaan pemantik - Memberikan gambaran tentang manfaat mempelajari materi dalam kehidupan sehari-hari	15 Menit
Kegiatan Inti (Orientasi peserta didik pada masalah) (Mengorganisasikan peserta didik) (Membimbing penyelidikan individu maupun kelompok) (Mengembangkan dan menyajikan hasil karya) (Menganalisis dan mengevaluasi)	*Memulai dari diri* - Peserta didik mendapatkan pemaparan terkait materi teks naratif (fungsi social & struktur teks) *Eksplorasi Konsep* - Peserta didik bersama guru membahas struktur teks terkait cerita Sangkuriang. - Peserta didik bersama guru membahas fungsi social terkait cerita Timun Sangkuriang. - Dengan metode tanya jawab, guru memberikan pertanyaan mengenai maksud dari cerita tersebut, peserta didik menjawab pertanyaan**(Mandiri)** - Peserta didik lain / guru menanggapi jawaban dari peserta lainnya. *Ruang Kolaborasi* - Gurumembagi peserta didik ke dalam beberapa kelompok secara heterogen dan setiap kelompok diberikan LKPD - Peserta didik berdiskusi bersama kelompoknya untuk menyelesaikan masalah dalam LKPD dengan sebuah turnamen game **(Bernalar Kritis, Kreatif)** *Refleksi Terbimbing* - Peserta didik menanyakan kepada guru jika mengalami kesulitan saat berdiskusi**(Mandiri)** *Demonstrasi Kontekstual* - Peserta didik Bersama masing-masing kelompoknya mempresentasikan hasil diskusi dengan melakukan turnamen game dan mengumpulkan skor. *Elaborasi Pemahaman*	50 Menit

	- Peserta didik menanggapi hasil diskusi kelompok lain ketika presentasi didepan kelas. - Guru sebagai fasilitator mengarahkandan membimbing peserta didik jika ada perbedaan pendapat	
Penutup	***Koneksi Antar Materi*** - Peserta didik bersama guru menyimpulkan hasil diskusi untuk pembelajaran hari ini - Peserta didik menulis rangkuman berdasarkan arahan dari guru - Peserta didik mengkomunikasikan kendala selama mengerjakan ***Aksi Nyata*** - Guru memberikan tugas kepada peserta didik untuk mencari cerita legenda - Guru memberikan motivasiagar peserta didik tetap giat belajar, menjaga kesehatan dengan mematuhi protokol kesehatan - Guru mengakhiri pembelajaran dengan salam dan doa	15 Menit

Pertemuan2		
Tahapan	**Kegiatan**	**Alokasi Waktu**
Awal	- Guru mengucapkan salam dan meminta peserta didik berdoa terlebih dahulu sebelum memulai pembelajaran - Guru menyapa peserta didik dan mengabsen peserta didik - Guru menyampaikan tujuan pembelajaran yang ingin dicapai - Guru menyampaikan pertanyaan pemantik - Memberikan gambaran tentang manfaat mempelajari materi dalam kehidupan sehari-hari	15 Menit
Kegiatan Inti (Orientasi peserta didik pada masalah)	***Memulai dari diri*** - Peserta didik mendapatkan pemaparan materi terkait teks naratif (unsur kebahasaan) ***Eksplorasi Konsep*** - Peserta didik bersama gurumembahas unsur kebahasaan yang ada dalam teks naratif.	50 Menit

(Mengorganisa sikan peserta didik) (Membimbing penyelidikan individu maupun kelompok) (Mengembang kan dan menyajikan hasil karya) (Menganalisis dan mengevaluasi)	- Dengan metode tanya jawab, guru memberikan pertanyaan terkait unsur kebahasaan yang ada didalam teks naratif **(Mandiri)** - Peserta didik lain / guru menanggapi jawaban dari peserta lainnya *Ruang Kolaborasi* - Gurumembagi peserta didik ke dalam beberapa kelompok secara heterogendan setiap kelompok diberikan LKPD - Peserta didik berdiskusi bersama kelompoknya untuk menyelesaikanmasalah dalamLKPD dalam sebuah game **(Bernalar Kritis, Kreatif)** *Refleksi Terbimbing* - Peserta didik menanyakan kepada guru jika mengalami kesulitan saat berdiskusi**(Mandiri)** *Demonstrasi Kontekstual* - Peserta didik bersama kelompoknya mempresentasikan hasil diskusi - Kelompok lain atau peserta didik yang lain memperhatikan saat ada yang presentasi *Elaborasi Pemahaman* - Peserta didik menanggapi hasil diskusi kelompok lain ketika presentasi didepan kelas. - Guru sebagai fasilitator mengarahkandan membimbing peserta didik jika ada perbedaan pendapat	
Penutup	*Koneksi Antar Materi* - Peserta didik bersama guru menyimpulkan hasil diskusi untuk pembelajaran hari ini - Peserta didik menulis rangkuman berdasarkan arahan dari guru - Peserta didik mengkomunikasikan kendala selama mengerjakan *Aksi Nyata* - Guru memberikan tugas untuk menerjemahkan sebuah teks naratif - Guru memberikan motivasiagar peserta didik tetap giat belajar, menjaga kesehatan dengan mematuhi protokol kesehatan - Guru mengakhiri pembelajaran dengan salam dan doa	15 Menit

F. Penilaian

Teknik Penilaian

- Kompetensi Pengetahuan: LKPD
- Kompetensi Keterampilan: Praktik storytelling
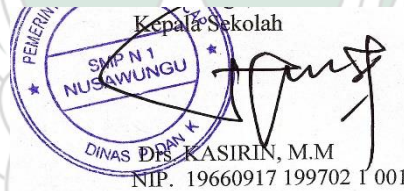
Nusawungu, 1 Maret 2024

Guru Mata Pelajaran

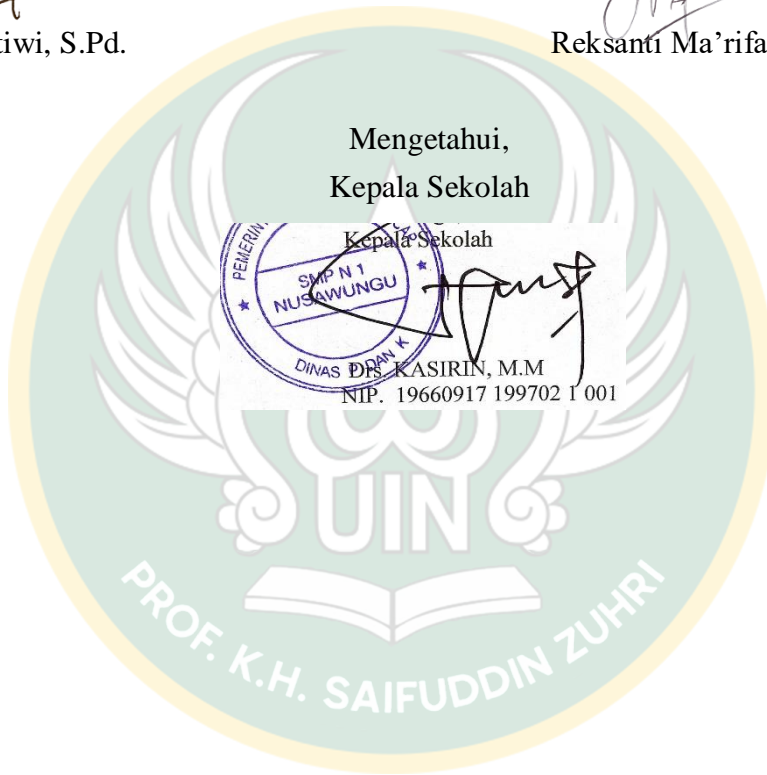Desy Pratiwi, S.Pd.

Mahasiswa Peneliti

Reksanti Ma'rifatussa'adah

Mengetahui,
Kepala Sekolah

Kepala Sekolah

Drs. KASIRIN, M.M
NIP. 19660917 199702 1 001

MODULAJAR BAHASA INGGRIS

III.   INFORMASI UMUM

G. Identitas Modul

Sekolah	:SMPN 1 Nusawungu
Nama penyusun	:Reksanti Ma'rifatussa'adah
Tahun penyusunan	: 2024
Kelas	: VIII
Alokasi waktu	: 2 pertemuan (2 x 40 menit)
Elemen	: Narrative Text
Capaian Pembelajaran	:

Peserta didik dapat mengkategorikan jenis bacaan secara kontekstual terkait teks naratif (termasuk fungsi social, struktur teks dan unsur kebahasaan).

H. Kompetensi Awal

Peserta didik telah memiliki pengetahuan awal tentang: unsur kebahasaan teks naratif lisan dan tulis sederhana terkait cerita rakyat.

I. Profil Pelajar Pancasila

Setelah peserta didik mengikuti pembelajaran, dimensi Profil Pelajar Pancasila yang diharapkan muncul adalah: **Bernalar Kritis** dalam mengidentifikasi masalah kontekstual, **Kreatif** dalam menyelesaikan masalah menggunakan metode-metode pemecahan masalah, **Mandiri** dalam menjawab pertanyaan dan menyelesaikan masalah.

J. Sarana & Prasarana

Sarana & Prasarana yang dibutuhkan pada saat belajar dengan modul ini antara lain:

1. Alat tulis & buku
2. Kertas folio
3. Lembar Kerja
4. Laptop
5. LCD

K. Target Peserta Didik

Terdapat 3 target peserta didik, yaitu:

1. Peserta didik reguler/tipikal : 75 %
2. Peserta didik dengan kesulitan belajar (hanya menonjol pada salah satu

gaya belajar saja) : 15 %

   3. Peserta didik dengan pencapaian tinggi : 10 %

L. ModelPembelajaran

Model pembelajaran yang digunakan adalah ***Ceramah, Tanya Jawab***

IV.   KOMPONEN INTI

C. Tujuan Pembelajaran

- Peserta didik dapat menyebutkan verb past tense terkait teks naratif secara lisan
- Peserta didik dapat mendiskusikan fungsi sosial terkait teks naratif seara lisan
- Peserta didik dapat menceritakan kembalisebuah cerita terkait teks naratif secara lisan

D. Pemahaman Bermakna

Setelah mengikuti kegiatan pembelajaran ini diharapkan peserta didik memiliki kemampuan bagaimana memahami konsep dan menyelesaikan masalah sesuai nilai moral teks naratif dalam kehidupan sehari hari.

G. Pertanyaan Pemantik

- Apakah kalian suka membaca/menonton film ?
- Apakah kalian suka cerita fiksi
- Apa kalian pernah membaca dongeng/menonton film "pada zaman dahulu"?
- Pelajaran apa yang terdapat dalam cerita fiksi yang pernah kalian baca?

H. Persiapan Pembelajaran

Sebelum belajar Bahasa Inggris, pastikan bahwa :

   5. Peserta didik siap mengikuti pembelajaran

   6. Memulai pembelajaran dengan berdo'a

   7. Mempersiapkan alat tulis

   8. Mempersiapkan perangkat yang dibutuhkan

I. Kegiatan Pembelajaran :

Pertemuan1		
Tahapan	**Kegiatan**	**Alokasi Waktu**
Awal	- Guru mengucapkan salam dan meminta peserta didik berdoa terlebih dahulu sebelum memulai pembelajaran - Guru menyapa peserta didik dan mengabsen peserta didik - Guru menyampaikan tujuan pembelajaran yang ingin dicapai - Guru menyampaikan pertanyaan pemantik - Memberikan gambaran tentang manfaat mempelajari materi dalam kehidupan sehari-hari	15 Menit
Kegiatan Inti (Orientasi peserta didik pada masalah) (Mengorganisasikan peserta didik) (Membimbing penyelidikan individu maupun kelompok) (Mengembangkan dan menyajikan hasil karya) (Menganalisis dan mengevaluasi)	***Memulai dari diri*** - Peserta didik mendapatkan pemaparan terkait materi teks naratif (fungsi social & struktur teks) ***Eksplorasi Konsep*** - Peserta didik bersama gurumembahas struktur teks terkait cerita Sangkuriang. - Peserta didik bersama guru membahas fungsi social terkait cerita Timun Sangkuriang. - Dengan metode tanya jawab, guru memberikan pertanyaan mengenai maksud dari cerita tersebut, peserta didik menjawab pertanyaan**(Mandiri)** - Peserta didik lain / guru menanggapi jawaban dari peserta lainnya. ***Ruang Kolaborasi*** - Gurumembagi peserta didik ke dalam beberapa kelompok secara heterogendan setiap kelompok diberikan LKPD - Peserta didik berdiskusi bersama kelompoknya untuk menyelesaikanmasalah dalamLKPD dalam sebuah game **(Bernalar Kritis, Kreatif)** ***Refleksi Terbimbing*** - Peserta didik menanyakan kepada guru jika mengalami kesulitan saat berdiskusi**(Mandiri)** ***Demonstrasi Kontekstual*** - Peserta didik bersama kelompoknya mempresentasikan hasil diskusi - Kelompok lain atau peserta didik yang lain memperhatikan saat ada yang presentasi ***Elaborasi Pemahaman***	50 Menit

	- Peserta didik menanggapi hasil diskusi kelompok lain ketika presentasi didepan kelas. - Guru sebagai fasilitator mengarahkandan membimbing peserta didik jika ada perbedaan pendapat	
Penutup	***Koneksi Antar Materi*** - Peserta didik bersama guru menyimpulkan hasil diskusi untuk pembelajaran hari ini - Peserta didik menulis rangkuman berdasarkan arahan dari guru - Peserta didik mengkomunikasikan kendala selama mengerjakan *Aksi Nyata* - Guru memberikan tugas kepada peserta didik untuk mencari cerita legenda - Guru memberikan motivasiagar peserta didik tetap giat belajar, menjaga kesehatan dengan mematuhi protokol kesehatan - Guru mengakhiri pembelajaran dengan salam dan doa	15 Menit

Pertemuan2		
Tahapan	**Kegiatan**	**Alokasi Waktu**
Awal	- Guru mengucapkan salam dan meminta peserta didik berdoa terlebih dahulu sebelum memulai pembelajaran - Guru menyapa peserta didik dan mengabsen peserta didik - Guru menyampaikan tujuan pembelajaran yang ingin dicapai - Guru menyampaikan pertanyaan pemantik - Memberikan gambaran tentang manfaat mempelajari materi dalam kehidupan sehari-hari	15 Menit
Kegiatan Inti (Orientasi peserta didik pada masalah)	***Memulai dari diri*** - Peserta didik mendapatkan pemaparan materi terkait teks naratif (unsur kebahasaan) ***Eksplorasi Konsep*** - Peserta didik bersama gurumembahas unsur kebahasaan yang ada dalam teks naratif.	50 Menit

(Mengorganisasikan peserta didik) (Membimbing penyelidikan individu maupun kelompok)	- Dengan metode tanya jawab, guru memberikan pertanyaan terkait unsur kebahasaan yang ada didalam teks naratif **(Mandiri)** - Peserta didik lain / guru menanggapi jawaban dari peserta lainnya ***Ruang Kolaborasi*** - Gurumembagi peserta didik ke dalam beberapa kelompok secara heterogendan setiap kelompok diberikan LKPD - Peserta didik berdiskusi bersama kelompoknya untuk menyelesaikanmasalah dalamLKPD **(Bernalar Kritis, Kreatif)** ***Refleksi Terbimbing*** - Peserta didik menanyakan kepada guru jika mengalami kesulitan saat berdiskusi**(Mandiri)** ***Demonstrasi Kontekstual***	
(Mengembangkan dan menyajikan hasil karya) (Menganalisis dan mengevaluasi)	- Peserta didik bersama kelompoknya mempresentasikan hasil diskusi - Kelompok lain atau peserta didik yang lain memperhatikan saat ada yang presentasi ***Elaborasi Pemahaman*** - Peserta didik menanggapi hasil diskusi kelompok lain ketika presentasi didepan kelas. - Guru mengarahkandan membimbing peserta didik jika ada perbedaan pendapat	
Penutup	***Koneksi Antar Materi*** - Peserta didik bersama guru menyimpulkan hasil diskusi untuk pembelajaran hari ini - Peserta didik menulis rangkuman berdasarkan arahan dari guru - Peserta didik mengkomunikasikan kendala selama mengerjakan *Aksi Nyata* - Guru memberikan tugas untuk menerjemahkan sebuah teks naratif - Guru memberikan motivasiagar peserta didik tetap giat belajar, menjaga kesehatan dengan mematuhi protokol kesehatan - Guru mengakhiri pembelajaran dengan salam dan doa	15 Menit

J. **Penilaian**

Teknik Penilaian

- Kompetensi Pengetahuan: LKPD
- Kompetensi Keterampilan: Praktik storytelling

Nusawungu, 1 Maret 2024
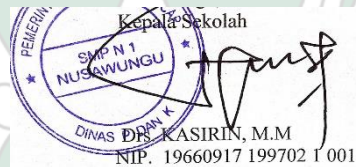
Guru Mata Pelajaran   Mahasiswa Peneliti

Desy Pratiwi, S.Pd.   Reksanti Ma'rifatussa'adah

Mengetahui,
Kepala Sekolah

Kepala Sekolah

DRS. KASIRIN, M.M
NIP. 19660917 199702 1 001

Appendix. 5. Documentation of Teaching and Learning Activity

Figure. 1 Pre-test in control class

Figure. 2 Pre-test in experiment class

Figure. 3 Demonstrating Teams Games Tournament

Figure. 4 Learning narrative text through Teams Games Tournament

Figure. 5 ConductingTGT at 1st meeting

Figure. 6 Conducting TGT at 2nd meetings

Figure. 7 Conducting TGT at 3rd meetings

Figure. 8 Conducting TGT at 4th meetings

Figure. 9 Post-test in control class

Figure. 10 Post-test in experiment class

Appendix. 6 Pre-test Sheet of Experiment Class

Pre-Test

Name : Desti N.

Class : 8E

75

Score

Petunjuk

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian story telling di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one of the legend stories below, and then, please tell the selected story in front of your classmates by paying attention to the assessment criteria.

a. The legend of Surabaya
b. Sangkuriang
c. The legend of Lake Toba
d. The legend of Banyuwangi

1

The Criteria of Scoring for Speaking

Aspects	Criteria				Score
	1	2	3	4	
Fluency	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	2
Pronunciation	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation	3
Comprehension	Can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase	Can get the gist of most conversation of non-technical subjects	Comprehension is quite complete at a normal rate of speech	Can understand any conversation within the range of his experience	4
Grammar	Errors in grammar are frequent, but speaker can be understood	Quite accurately but does not have through or confident control of the grammar	Control of grammar is Good	Errors in grammar are quite rare	2
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Vocabulary is broad enough that he rarely has to grope for a word	High level of vocabulary precision	4
				Total	15

Pre-Test

Name : Bintang R.

Class : 8E

<div style="border:1px solid black; display:inline-block; padding:4px;">
45

Score
</div>

Petunjuk

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.

2. Bacalah petunjuk soal dengan seksama sebelum menjawab.

3. Kegiatan ini akan diukur berdasarkan rubric penilaian story telling di halaman 2.

4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one of the legend stories below, and then, please tell the selected story in front of your classmates by paying attention to the assessment criteria.

a. The legend of Surabaya

b. Sangkuriang

c. The legend of Lake Toba

d. The legend of Banyuwangi

1

The Criteria of Scoring for Speaking

Aspects	Criteria				Score
	1	2	3	4	
Fluency	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	1
Pronunciation	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation	3
Comprehension	Can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase	Can get the gist of most conversation of non-technical subjects	Comprehension is quite complete at a normal rate of speech	Can understand any conversation within the range of his experience	1
Grammar	Errors in grammar are frequent, but speaker can be understood	Quite accurately but does not have through or confident control of the grammar	Control of grammar is Good	Errors in grammar are quite rare	2
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Vocabulary is broad enough that he rarely has to grope for a word	High level of vocabulary precision	2
				Total	9

Appendix. 7 Pre-test Sheet of Control Class

Pre-Test

Name : Fahsya A.

Class : 8f

45

Score

Petunjuk

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian story telling di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one of the legend stories below, and then, please tell the selected story in front of your classmates by paying attention to the assessment criteria.

a. The legend of Surabaya
b. Sangkuriang
c. The legend of Lake Toba
d. The legend of Banyuwangi

1

The Criteria of Scoring for Speaking

Aspects	Criteria				Score
	1	2	3	4	
Fluency	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	1
Pronunciation	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation	2
Comprehension	Can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase	Can get the gist of most conversation of non-technical subjects	Comprehension is quite complete at a normal rate of speech	Can understand any conversation within the range of his experience	3
Grammar	Errors in grammar are frequent, but speaker can be understood	Quite accurately but does not have through or confident control of the grammar	Control of grammar is Good	Errors in grammar are quite rare	2
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Vocabulary is broad enough that he rarely has to grope for a word	High level of vocabulary precision	1
				Total	9

Name : Rafika .C.

Class : 8F

Petunjuk

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubric peniiaian story telling di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one of the legend stories below, and then, please tell the selected story in front of your classmates by paying attention to the assessment criteria.

a. The legend of Surabaya

b. Sangkuriang

c. The legend of Lake Toba

d. The legend of Banyuwangi

1

xxxiii

The Criteria of Scoring for Speaking

Aspects	Criteria				Score
	1	2	3	4	
Fluency	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3
Pronunciation	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation	3
Comprehension	Can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase	Can get the gist of most conversation of non-technical subjects	Comprehension is quite complete at a normal rate of speech	Can understand any conversation within the range of his experience	3
Grammar	Errors in grammar are frequent, but speaker can be understood	Quite accurately but does not have through or confident control of the grammar	Control of grammar is Good	Errors in grammar are quite rare	2
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Vocabulary is broad enough that he rarely has to grope for a word	High level of vocabulary precision	3
				Total	14

Appendix. 8 Post-test Sheet of Control Class

Post-Test

Name : Sarah A.

Class : 8F

80
Score

Petunjuk

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.

2. Bacalah petunjuk soal dengan seksama sebelum menjawab.

3. Kegiatan ini akan diukur berdasarkan rubric penilaian story telling di halaman 2.

4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one of the folk tales stories below, and then, please tell the selected story in front of your classmates by paying attention to the assessment criteria.

a. The story of Timun Mas

b. Lutung Kasarung and Purbasari

c. Golden Snail

d. Jaka Tarub

1

The Criteria of Scoring for Speaking

Aspects	Criteria				Score
	1	2	3	4	
Fluency	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3
Pronunciation	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation	4
Comprehension	Can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase	Can get the gist of most conversation of non-technical subjects	Comprehension is quite complete at a normal rate of speech	Can understand any conversation within the range of his experience	3
Grammar	Errors in grammar are frequent, but speaker can be understood	Quite accurately but does not have through or confident control of the grammar	Control of grammar is Good	Errors in grammar are quite rare	3
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Vocabulary is broad enough that he rarely has to grope for a word	High level of vocabulary precision	3
				Total	16

Post-Test

Name : Ikhsan F.

Class : 8F

<div style="float:right; border:1px solid black; padding:10px;">
55

Score
</div>

Petunjuk

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.

2. Bacalah petunjuk soal dengan seksama sebelum menjawab.

3. Kegiatan ini akan diukur berdasarkan rubric penilaian story telling di halaman 2.

4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one of the folk tales stories below, and then, please tell the selected story in front of your classmates by paying attention to the assessment criteria.

a. The story of Timun Mas

b. Lutung Kasarung and Purbasari

c. Golden Snail

d. Jaka Tarub

1

The Criteria of Scoring for Speaking

Aspects	Criteria				Score
	1	2	3	4	
Fluency	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	2
Pronunciation	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation	2
Comprehension	Can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase	Can get the gist of most conversation of non-technical subjects	Comprehension is quite complete at a normal rate of speech	Can understand any conversation within the range of his experience	3
Grammar	Errors in grammar are frequent, but speaker can be understood	Quite accurately but does not have through or confident control of the grammar	Control of grammar is Good	Errors in grammar are quite rare	2
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Vocabulary is broad enough that he rarely has to grope for a word	High level of vocabulary precision	2
				Total	11

2

xxxviii

Appendix. 9 Post-test Sheet of Experiment Class

Post-Test

Name : Firza A

Class : 8E

<div style="border:1px solid #000; display:inline-block; padding:4px;">60
Score</div>

Petunjuk

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian story telling di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one of the folk tales stories below, and then, please tell the selected story in front of your classmates by paying attention to the assessment criteria.

a. The story of Timun Mas
b. Lutung Kasarung and Purbasari
c. Golden Snail
d. Jaka Tarub

1

The Criteria of Scoring for Speaking

Aspects	Criteria				Score
	1	2	3	4	
Fluency	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3
Pronunciation	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation	3
Comprehension	Can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase	Can get the gist of most conversation of non-technical subjects	Comprehension is quite complete at a normal rate of speech	Can understand any conversation within the range of his experience	2
Grammar	Errors in grammar are frequent, but speaker can be understood	Quite accurately but does not have through or confident control of the grammar	Control of grammar is Good	Errors in grammar are quite rare	2
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Vocabulary is broad enough that he rarely has to grope for a word	High level of vocabulary precision	2
				Total	12

2

xl

Post-Test

Name : Lingli N
Class : 8E

Petunjuk

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian story telling di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one of the folk tales stories below, and then, please tell the selected story in front of your classmates by paying attention to the assessment criteria.

a. The story of Timun Mas
b. Lutung Kasarung and Purbasari
c. Golden Snail
d. Jaka Tarub

1

xli

The Criteria of Scoring for Speaking

Aspects	Criteria				Score
	1	2	3	4	
Fluency	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3
Pronunciation	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation	4
Comprehension	Can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase	Can get the gist of most conversation of non-technical subjects	Comprehension is quite complete at a normal rate of speech	Can understand any conversation within the range of his experience	4
Grammar	Errors in grammar are frequent, but speaker can be understood	Quite accurately but does not have through or confident control of the grammar	Control of grammar is Good	Errors in grammar are quite rare	4
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Vocabulary is broad enough that he rarely has to grope for a word	High level of vocabulary precision	4
				Total	19

Appendix. 10 Result script of pre-test in control class

Student 1

Assalamu'alaikum.. hello, my name.. is *eee* fahsya. I *apa yah?ohiya* I will story about Legend Surabaya.

A long time ago.. there were.. two animals, Sura and Baya. *Duh apalagi yah malu miss..* Sura was the name of a shak *eh* shark, and Baya was a crocodile. *Terus..* they lived in a sea. *Ehmm..* Sura and Baya *emmm...* were looking for some food. *Eee...* Suddenly, Baya saw a goat. *Emmm...* "Yummy, this is my lunch," said Baya.

Emm.. apa lagi yah lanjutane.. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. *Eee..* After *eee..* several hours, they were very tired. *Fee...ling* tired of fighting, they lived.. in the different places. *Hehehe* Sura lived.. in.. the water and.. Baya lived in the land. The border was the beach, so they would never fight again.

Udah ya miss saya lupa koh.. emmm.. One day.. Sura.. *eee..* went.. *eee..* to the land *eee..* and looked *emm..* for some food *eee.. apayah itu..* in the river. He was.. very *emm..* hungry and there.. was not.. much food.. in the sea. Baya.. was very angry when he know.. that Baya *eh* Sura broke the promise.

They feel *eh apa itu maksudnya* fight again. They both.. hit each other. *Emm..* Sura bit Baya tail. Baya *ee..* did the same thing to Sura. He bit *yah?* Sura very hard. Sura finally.. *eee..* gave up and went back *back apa itu..* to the sea. *Eee..* Baya was happy. *Sudah ya miss.. hehe wassalamu'alaikum wr.wb.*

Student 2

Assalamu'alaikum wr.wb. *Perkenalan dulu apa miss? Oke,* hi my name is Rafika. Emm.. I will tell.. the.. story about Banyuwangi.

Once upon a time, there was King named *eee..* Sulah *ee..* sulah kromo. The king was *help..ed* by a Prime Minister named Raden.. Sidopekso. The Prime Minister.. had *eee..* wife named Sri Tanjung. Wife *eh* She was so beautiful that the king really want.. to marry his wife.

One day, the King *ass.. ee.. assig-ned* his Prime Minister to.. a long mission. While.. the Prime *Minis-ter* was away from his wife, the King tried to get Sri Tanjung. However.. he *fail-ed* and he was very angry. *Emm..* when Sidopekso went back, the King *itu* told him that.. his wife was such an unfaithful wife. Soon the Prime Minister was very angry with his wife. Sri Tanjung said.. that it was untrue but Sidopekso didn't believe *emm..* her and said that he would.. kill her. Then.. he brought his wife to the river.. bank. Before he killed her and threw her.. into.. the river, his wife said that her *inno..cence* would be proven After Sidopekso killed her. After that, he threw her dead body into the dirty river.

The shocking fact *happe..ned* not long after that when the river *im-mediately* became clean.. and began to *sp..read* a wonderful fragrance.. around. Sidopekso said, "Banyu...Wangi...or Banyuwangi". This means *apayah..* fragrant water. Banyuwangi was born from the proof of noble.. and sacred love. Thank you.. wassalamu'alaikum wrb.wb.

Appendix 11. Result script of pre-test in experiment class

Student 1

Assalamu'alaikum wr.wb. my name is Bintang, I will story telling *eee..* Surabaya.

A long time ago.. *eee..* there were.. two *ani-mals*, Sura and Baya. Sura was the name of a shark.. and Baya was a crocodile. They *li..ved* in *ee..* sea. *emm..* Once Sura and Baya were *loo..king* for some food. Suddenly, *emm.. duh baya apa yah..* Baya saw a goat. "Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are *eee..* greedy" said Sura. Then.. they *emm..* fought for the goat. After several hours, they were very tired.

Feeling *eee..* tired of.. fighting, they lived in the *dif-e* different places. Sura.. lived in the water and.. *eee..* Baya lived in the land. The border was the beach, so.. they would.. never fight again.

One day.. Sura went to the land and looked for some *emm..* food in the river. He was.. very hungry and there was no.. much food in the sea. Baya was very angry when he knew.. that Sura broke the promise.

They are *eh eee..* fought again. And *eee.. they* both hit each other. Sura bit *mmm..* Baya tail. Baya did the *eee..* same.. thing to Sura. He bit Sura very hard. Sura finally.. gave up *emm..* and went back to the sea. Baya was happy. *Eee.. sudah ya, terima eh* thank you, wassalamu'alaikum wr.wb.

Student 2

Assalamu'alaikum wr.wb. hello friends, my name is Desti, *eee..* I will storytelling about legend Surabaya.

A long time ago, there were two animals, Sura and Baya. Sura was the name of a *s-hark* and Baya was a *cro-co..dile*. They lived in a sea.

Once.. Sura and Baya were looking for some food. *Sud-denly*, Baya saw a goat. "Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are *gree..dy*" said Sura. Then.. they fought for the goat. After several hours, they were.. very tired.

Feeling tired of fighting.. they *emm..* lived in the dif-ferent places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day.. Sura went to the land.. and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very *eee..* angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit Sura very hard. Sura finally gave up and *eee..* went back to the sea. Baya was happy. *Emm..* thank you, wassalamu'alaikum wr.wb.

Appendix. 12 Result script of post-test in experiment class

Student 1

Hello friends, introduce my self my name is Lingli and I will tell the story about Timun Mas.

A long time ago, there was a beautiful girl named Timun Mas. *Eee..* She was born from a mystical treaty with a giant named Buto Ijo. In their treaty, Buto Ijo would take her back when she was 17 years old.

Emm.. Timun Mas' parents then broke the promise and asked her to run. Buto Ijo was so angry that he chased after Timun Mas.

However, Timun Mas fight back by *sp-reading..* the salt, shrimp paste, and also cucumber seeds. The cucumber seeds turned into a forest, the salt turned into a sea, and the shrimp paste turned into suction mud. Buto Ijo was then sunk in the suction mud and Timun Mas could return home safely.

Thank you, wassalamu'alaikum wr.wb.

Appendix. 13 Result script of post-test in control class
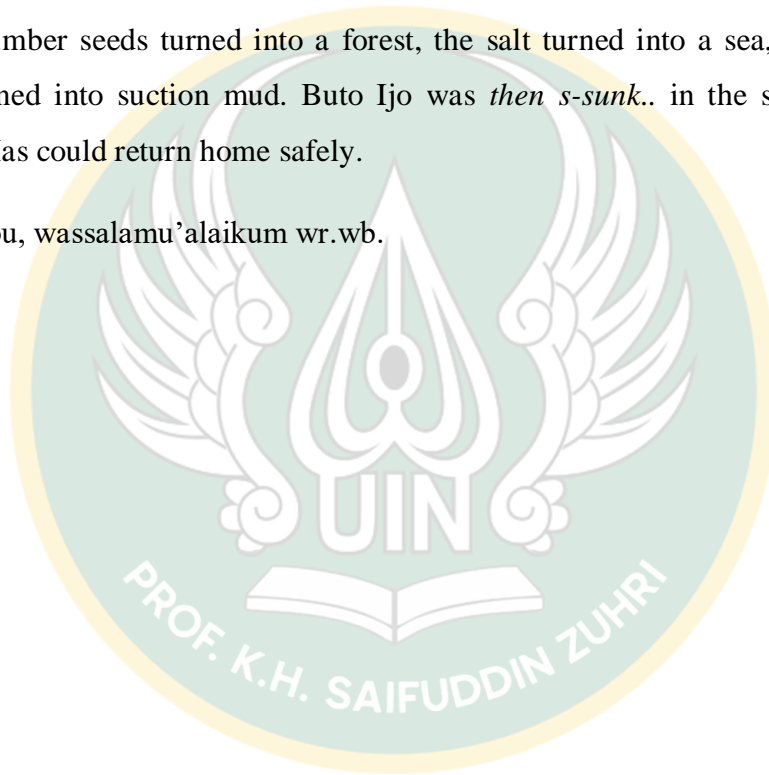
Student 1

Assalamu'alaikum wr.wb. *emm..* hello, I will tell story about *eee..* Timun Mas.

A long time ago.. there was a beautiful girl... named Timun Mas. She was born from *eee.. mis..* mystical treaty with a giant named Buto Ijo. In their treaty, Buto Ijo would take her back when she was 17 years old.

Timun Mas parents *eee..* then broke the promise and asked her to run. Buto Ijo was so angry that he chased after Timun Mas. However, Timun Mas fight back by spreading the salt, shrimp paste, and also cucumber seeds.

The cucumber seeds turned into a forest, the salt turned into a sea, and the shrimp paste turned into suction mud. Buto Ijo was *then s-sunk..* in the suction mud and Timun Mas could return home safely.

Thank you, wassalamu'alaikum wr.wb.

BIOGRAPHY

A. Profile

1. Name : Reksanti Ma'rifatussa'adah
2. Student Number : 1917404062
3. Place/Date of Birth : Cilacap, May 19, 2001
4. Address : Karangmulya RT 04/06 Danasri, Nusawungu, Cilacap
5. Name of Father : H. Ma'sum Bumireksa Al-Machsun
6. Name of Mother : Siti Chotimatun

B. Formal Education

1. TK Al-Falah Danasri, graduation year: 2006
2. MISRU Danasri, graduation year: 2013
3. MTs Ma'arif NU 02 Rawalo, graduation year: 2016
4. SMA Negeri 1 Kroya, graduation year: 2019
5. S1 UIN Prof. K.H. Saifuddin Zuhri Purwokerto, year of entry: 2019

C. Organization Experiences

1. OSIS MTs Ma'arif NU 02 Rawalo
2. OSIS SMA Negeri 1 Kroya
3. Dewan Ambalan Kartini & Sudirman
4. Himpunan Mahasiswa Jurusan TBI UIN SAIZU

Purwokerto, April 3, 2024

Reksanti Ma'rifatussa'adah