

THE USE OF THE TEAM GAME TOURNAMENT TYPE AS COOPERATIVE LEARNING IN SPEAKING SKILLS

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ABSTRACT

Speaking is a skill that must be possessed by someone because it is essential and will be used as a means of daily communication both individually and in groups, it is also something that must be developed. The speaking skills at Nine Grade of Smp Sa'idiyah are relatively low, it can be seen in the learning process of students who lack enthusiasm and lack of motivation. Based on the student's problem above, the author applies a new learning strategy or model to overcome this problem by implementing the Teams game tournament (TGT) is one of the learning models that is practiced by making game matches between Teams or between group members. The researcher will think about some questions such as: 1). How does the Teams Game tournament (TGT) type as cooperative learning in speaking skills able to be implemented by Ninth Grade Students of SMP Sa'idiyah? 2). How does the student respond to the use of the Teams Game tournament type as cooperative learning in speaking skills at Nineth Grade Students of SMP Sa'idiyah? The researcher used a qualitative method that involved discovery and it used three instruments such as observation by using field note, interview and documentation. Based on the results of the tournament research. Having done, it can be concluded that the Teams Games Tournament (TGT) type cooperative learning model can improve students' learning activities consisting of the class presentation phase, group discussion phase, group presentation phase, game phase, tournament phase, group awards phase.

Keywords: Speaking, Cooperative Learning, Teams Game Tournament

ABSTRAK

Berbicara adalah sebuah keterampilan yang harus dimiliki oleh seseorang karena itu penting dan akan digunakan sebagai sarana komunikasi sehari-hari baik secara individu maupun dalam kelompok, juga merupakan sesuatu yang harus dikembangkan. Keterampilan berbicara di Kelas Sembilan SMP Sa'idiyah relatif rendah, hal ini dapat dilihat dalam proses pembelajaran siswa yang kurang antusias dan kurang motivasi. Berdasarkan masalah siswa di atas, penulis menerapkan strategi atau model pembelajaran baru untuk mengatasi masalah ini dengan menerapkan turnamen permainan tim (TGT) sebagai salah satu model pembelajaran yang dipraktikkan dengan mengadakan pertandingan game antara tim atau antara anggota kelompok. Peneliti akan memikirkan beberapa pertanyaan seperti: 1). Bagaimana jenis turnamen permainan tim (TGT) sebagai pembelajaran kooperatif dalam keterampilan berbicara dapat diimplementasikan oleh Siswa Kelas Sembilan SMP Sa'idiyah? 2). Bagaimana respon siswa terhadap penggunaan jenis turnamen permainan tim sebagai pembelajaran kooperatif dalam keterampilan berbicara pada Siswa Kelas Sembilan SMP Sa'idiyah? Peneliti menggunakan metode kualitatif yang melibatkan penemuan dan menggunakan tiga instrumen

seperti observasi dengan menggunakan catatan lapangan, wawancara, dan dokumentasi. Berdasarkan hasil penelitian turnamen. Setelah dilakukan, dapat disimpulkan bahwa model pembelajaran kooperatif jenis Teams Games Tournament (TGT) dapat meningkatkan aktivitas pembelajaran siswa yang terdiri dari fase presentasi kelas, fase diskusi kelompok, fase presentasi kelompok, fase permainan, fase turnamen, dan fase penghargaan kelompok.

Kata Kunci: Berbicara, Pembelajaran Kooperatif, Turnamen Permainan Tim

A. INTRODUCTION

Speaking is a skill that must be possessed by someone because it is essential and will be used as a means of daily communication both individually and in groups, it is also something that must be developed. That speaking can convey information to others with speech or language (Khotimah, 2022). Nowadays, by speaking people can get what they dream of, by realizing small things can speak to others correctly and others understand what they say because the main purpose of humans with their speaking ability is to show their identity, as is the case with learning English. It is also one of the facilities that a person must have to expand throughout the world.

The speaking skills at Nine Grade of Smp Sa'idiyah are relatively low, it can be seen in the learning process of students who lack enthusiasm and lack of motivation. I found the lack of speaking skills at Nine Grade of SMP Sa'idiyah when

conducting interviews or pre-research, students said "The English learning process is still monotonous like the teacher only explains the material then gives assignments". This is also supported by the problem of students who lack interest in English, students also feel that they can speak English and the learning process is less interesting also is not balanced with the use of the latest media according to correct developments, this requires a new learning system or method that will force students to get used to speaking.

Based on the student's problem above, the author applies a new learning strategy or model to overcome this problem by implementing the Teams game tournament (TGT) is one of the learning models that is practiced by making game matches between Teams or between group members (Fauziyah and Anugraheni 2020). The purpose of cooperative learning (TGT) is to work together in the acquisition of

scores in teams members, learning activities with Games are very beneficial for students as designed in the cooperative learning model (TGT) allows students to learn more relaxed, the learning process is in a good and pleasant atmosphere so that they can be motivated to learn more enthusiastically and ultimately can increase student concentration so that they can absorb the material well.

Teams Game Tournament (TGT) is a learning model in the form of teams with various abilities to complete all Games, TGT students get the opportunity to be more active in talking both with the teacher and fellow students so that during the learning process and active classroom atmosphere is created (Najmi et al. 2021). Slavin says that TGT uses an academic tournament model using quizzes, where each team chooses one of its Teammates to be the chairperson representative. After knowing the solution, the researcher will think about some questions such as: 1). How does the Teams Game tournament (TGT) type as cooperative learning in speaking skills able to be implemented by Ninth Grade Students of SMP Sa'idiyah? 2). How does the student respond to the use of the

Teams Game tournament type as cooperative learning in speaking skills at Nineth Grade Students of SMP Sa'idiyah? Some studies have explored the use of the team's game tournament in speaking skills. Umar et al. (2020) Stated that it can increase the spirit and motivate students in the learning process. Students are always interested in being active in the group. Based on the information above, the researcher is interested in conducting research with the title: The use of Teams Game tournament type as cooperative learning in speaking at Nineth Grade Students of SMP Sa'idiyah.

Literature Review

Definition of Speaking Skills

There are various definitions of speaking put forward by several experts, Speaking is an ability that must be owned by someone to channel income through the use of language (Ratna Agustin; Indaudah, 2019). As supported by Andini (2022) speaking is an interactive process that constructs, receives, and processes information whose form and meaning depend on the context, participants, and purpose of speaking. The reason speaking skills must be possessed in

a person is because speaking skills will make it easier for someone to interact and express themselves as well as share information (Arini et al., 2022)

Also, by speaking students can immediately channel their ideas and unconsciously they are simultaneously moving their brains as speech experts. After various benefits and understandings about speaking, as social human beings we know that speaking is very important in all fields, can convey narratives with good, and able to lead others (Intan Aprilia, 2019). Also, argue that speaking is an important skill because it is part of English communication. So, it is not surprising that speaking is a challenge for primary language learners. therefore, if speaking is a skill, it must be developed and practiced (Rohim, 2018).

The purpose of speaking

Speaking is the most important element in effective communication, when someone uses the correct language, it will clarify the explanation so that it can be understood and avoid miscommunication. speaking is considered a skill in language learning because it not only involves the brain as a thinking tool but also physical

action through the vocal organs (Nurstaingsih, 2020) and the purpose of speaking which is:

1. To inform

for someone, the purpose of speaking is to convey information, such as information that is available to the general public but has not yet been conveyed, to an audience you can use this information for understanding something and improve their abilities.

2. To persuade

When we tell a persuasive story, we try to make the listener accept a point of view or accept an unacceptable action. Persuasive speech is different from informational because it encourages the audience to take action, change behavior, and change ways of thinking.

3. To entertain

one of the main purposes of public speaking is to have fun. an entertaining speech prioritizes the interests of the audience. this means that an entertaining speech can be informative, the context and

topics are chosen to match the interests and preferences of the audience to make it fun and memorable for the listener while conveying the core message (Namaziandost et al., 2019).

Definition of Teams Game Tournament

Teams game tournament (TGT) This learning is one of cooperative learning that fully involves students and inserts academic Game every speaking lesson which is carried out fairly for both men and women (Toifur 2020). TGT is an academic game with quizzes including a scoring system, each student will compete as a time representative (Fitriasari, 2019), then supported by (Umar et al., 2020) that Teams Game tournament type cooperative learning has 5 components, namely: class presentation, Teams discussion (group), Game (game), tournament (match), and Teams recognition (group award). The explanation is as follows:

1. Class presentation

In this learning system, the teacher conveys material both in the form of lectures and discussions led by the teacher, then the teacher

explains the lattice of the learning process activities that will take place, class presentations namely the teacher conveys learning material that will be discussed in detail directly. In the class presentation here, the teacher only gives a brief description of the learning material that will take place.

2. Group discussion

In this process the teacher creates a small group that contains a minimum of 4 to 5 students without academic distinction and so on because the goal is for students to work well together, the group is composed of a mixing system of various variations in class such as gender, race or ethnic. According to Rahmawati, (2018) said that group discussions include interdependence relationships so that there is a mutual need between one student and another student to create an effective work group.

3. Game preparation

In this activity, the teacher prepares several things related to the game, namely, several questions as well as answers

according to the material, and prepares a scorecard.

4. Game

This game consists of several questions designed to evaluate students' abilities after being given material, the right to choose each card provided and if each team cannot answer then it can be replaced by another team and each card contains a score, and card selection will rotate until the game is over

5. Teams recognition (Teams awards)

This time, giving awards to groups that have the highest scores as well as additional student assignment scores, includes a system of unifying their scores with each team member to get a team score.

B. Research Findings And Discussion

In this study, the researcher used a qualitative method that involved discovery. Qualitative research is an activity that places the observer including field notes, interviews, conversations, photographs, recordings, and memos to oneself. This means that qualitative

Researchers study things in their natural settings, seeking to understand, or interpret, phenomena in terms of the meanings that people bring to them (Andini, 2022). Qualitative research methods are data collection based on facts found in the field, therefore data analysis is inductive according to reality and then used as a theory (Abdussamad 2020). So qualitative is research in the form of descriptive or by analyzing and focusing on research according to the facts in the field.

This research took place at SMP Sa'idiyah in learning English for Ninth Grade with a total of 30 students. To find some of the problems to be studied by the researcher, the researcher used purposive sampling based on certain objectives. Therefore, the researcher interviewed 5 students by bringing several questions related to students' problems in learning English.

The result of data as instruments used by the researcher as follows:

The first Instrument: Observation.

Observation is a process of systematically analyzing or recording behavior by observing individuals or groups directly (Lestari Sri, 2022). In this section, the researcher made two

observations. the first is that the researcher observes the learning process carried out by the teacher in learning English with a field note model observation. The results are as follows:

a. The first observation, Date: November 22, 2023, Time: 12.00-12.30 PM, Place: SMP Sa'diyah. To find out the English learning process and the obstacles experienced by students, such as:

1. Researcher met one of the school parties to ask permission to conduct research at the school
2. Researcher observed activities during the learning process
3. Researcher pay attention to the methods used by teachers in the learning process
4. Researcher took some students to share about the learning process. one of the topics of conversation was about the obstacles experienced during the English learning process.
5. Researcher found uniqueness from the results of observations of students so that researchers are

interested in conducting further research related to methods that are much favored by students.

Conclusion: This observation focused on sharing about what students feel during the learning process, many students like learning English for various reasons, not a few students also feel obstacles during the learning process so that students are not active and feel no interest in learning English.

Field notes: It can provide an overview of activities that occur in the learning process, so that researchers can identify more deeply related to student activities so that they are in accordance with the research objectives they will examine.

b. The second observations, its observation was made during the application of the team's game tournament. The result are as follows: Date: November 29, 2023, Time: 09.30 - 10.30 AM, Place: SMP Sa'idiyah, the purpose of the study: to find out the suitability of the learning model carried out by the teacher and the students'

response during the learning process, such as:

1. the researcher met the English subject teacher to ask permission to make an observation
2. the teacher gave permission as well as invited the researcher to observe the ongoing learning process
3. the researcher observed the process of applying the TGT learning model carried out by the teacher
4. the researcher matched the strategies carried out by the teacher in the application of TGT with the provisions in the TGT procedure.
5. the researcher felt that TGT helped overcome the obstacles felt by students based on the responses given by students.

Conclusion: This observation focuses on the suitability of TGT procedures carried out by teachers during the learning process, so that the application of TGT can be effective and can be one of the solutions to overcome the obstacles felt by

students in learning English that can be done by educators.

Field notes like this can provide a more intense view of TGT so as not to deviate from the purpose of research on TGT for researchers so that they can master in detail about the application and benefits of TGT.

From the all of observations above, it can be concluded that some of the obstacles experienced by students can make the TGT learning method a way to increase student learning motivation and make students more active during the learning process.

The Second Instrument: Interview

The interview is taking and collecting data that involves the interviewer and participants in its implementation by asking several questions (Andini, 2022). Researchers used unstructured interviews because structured interviews are interview techniques where the Researcher can develop questions based on the problems experienced by respondents.

The result of interview from 5 students as follows:

Interview S1-Q

S1-Q1: what are the difficulties in learning English?

"lack of confidence and difficulty understanding the material"

S1-Q2: is the teams game tournament method suitable to be applied in learning English?

"Student find it convenient, because learn while playing, and get new vocabulary"

S1-Q3: what do you feel before and after the application of the team's game tournament method?

" Before, student felt shy to apply my vocabulary, and after using this method, student feel more confident in pronouncing the vocabulary."

S1-Q4: do you like this teams game tournament type cooperative learning or the usual learning?

"student prefer the team game tournament because don't think feel pressured during the learning process"

S1-Q5: what strategies do you use to improve your speaking skills with the use of this team's game tournament?

"Student usually with the help of a strategy to always convey the vocabulary that you have, and always remember the vocabulary that the other team throws out so that you can add new vocabulary."

Interview S2-Q

S2-Q1: what are the difficulties in learning English?

"Student lazy to read, and feel difficult in pronunciation"

S2-Q2: is the teams game tournament method suitable to be applied in learning English?

"According to student, this method is very suitable, because it can increase enthusiasm, and during the learning process it feels fun"

S2-Q3: what do you feel before and after the application of the team's game tournament method?

"Before this method, student felt a lack of interest in learning English, and ended up not being active during learning. And after the application of this method, it can increase

English language skills
because learning is more
fun"

S2-Q4: do you like this teams game
tournament type
cooperative learning or the
usual learning?

"Of course, student prefer
the TGT method because it
is fun and increases my
interest in learning English"

S2-Q5: what strategies do you use to
improve your speaking skills
with the use of this team's
game tournament?

"a strategy that is often used
is to exchange vocabulary
with fellow friends"

Interview S3-Q

S3-Q1: what are the difficulties in
learning English?

" experienced by students
are in reading, feeling
English is too difficult
especially in terms of
pronunciation"

S3-Q2: is the teams game
tournament method suitable
to be applied in learning
English?

"It is very good and suitable
for me, because student

can be more active and feel
sure of myself"

S3-Q3: what do you feel before and
after the application of the
team's game tournament
method?

"Before, student felt
uninterested and
unenthusiastic. And after
using this method, student
was able to apply my
vocabulary without
hesitation."

S3-Q4: do you like this teams game
tournament type
cooperative learning or the
usual learning?

"Of course, student like this
TGT method, because
student feel more
enthusiastic in learning
English"

S3-Q5: what strategies do you use to
improve your speaking skills
with the use of this team's
game tournament?

"Students often practice,
like always practicing their
vocabulary"

Interview S4-Q

S4-Q1: what are the difficulties in
learning English?

"the problem is in terms of pronunciation, feeling insecure, and difficulty understanding the material"

S4-Q2: is the teams game tournament method suitable to be applied in learning English?

"Student feel suitable with this TGT, because can learn by playing, and can easily get new vocabulary"

S4-Q3: what do you feel before and after the application of the team's game tournament method?

"Student used to feel shy in practicing my vocabulary. And after this TGT, student feel free to practice new vocabulary"

S4-Q4: do you like this teams game tournament type cooperative learning or the usual learning?

"Student prefer this TGT, because during the learning process student don't feel pressured"

S4-Q5: what strategies do you use to improve your speaking skills with the use of this teams' game tournament?

"by bringing out the vocabulary that students have and always trying to remember it so that they can get new vocabulary from other teams"

Interview S5-Q

S5-Q1: what are the difficulties in learning English?

"students find it difficult to read, translate sentences, and feel they have little vocabulary"

S5-Q2: is the teams game tournament method suitable to be applied in learning English?

"students feel happy and suitable, because they can communicate with their team or team opponents, so they can get new vocabulary, and learning feels fun"

S5-Q3: what do you feel before and after the application of the team's game tournament method?

"The students felt before that they tend to be quiet, and not confident, and after the application of TGT, the students feel more

confident and eager to learn."

S5-Q4: do you like this teams game tournament type cooperative learning or the usual learning?

"Students prefer TGT because they are more energized during the learning process"

S5-Q5: what strategies do you use to improve your speaking skills with the use of this teams' game tournament?

"students strategize by trying to be more confident, and reading often"

The conclusion about the use of team game tournament in improving students' speaking ability is very helpful because it makes students more actively, confidently, especially in the pronunciation of vocabulary owned by students.

The Third Instrument: Documentation

In this section, researcher will collect documentation such as photos during observations and interviews conducted by researchers. Also, some supporting documents regarding this research such as lesson plans (RPP).

Discussion

The researcher made observation and interview to provide support for the researcher. the researcher did this directly at SMP Sa'idiyah. The results of the observations and interviews show that English learning using the teams game tournament type as cooperative learning is very helpful for students and teachers because it is suitable to be applied as one of the ways to increase students' speaking skills. It was proven during the observation where students were very enthusiastic about learning with the TGT method, making students more active and confident.

Students' response to the use of TGT is very good, such as the results of previous research conducted by (Umar et al. 2020) the result, speaking skills using TGT is very hopeful, one of which motivates students to always be active in learning activities ".

C. Conclusion

Based on the results of the tournament research. Having done this, it can be concluded that the Teams Games Tournament (TGT) type cooperative learning model can improve students' learning activities

consisting of the class presentation phase, group discussion phase, group presentation phase, game phase, tournament phase, group awards phase.

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