

THE IMPLEMENTATION OF COOPERATIVE LEARNING THROUGH TEAMS GAMES TOURNAMENT (TGT) MODEL TO IMPROVE STUDENTS' SPEAKING ABILITY

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Abstract

The objective of this research is to know the implementation of cooperative learning through (TGT) model in teaching English to improve student's speaking ability. This was classroom action research (CAR) it was objectives to repair teaching learning. The methods of collecting primary data are observation and test. The methods of supporting data obtained from interview and documentation. Based on the result and data analysis it can be concluded that teacher already applied the teams games tournament (TGT) and good enough preparation. The students get significance score. It can be seen that before using teams games tournament students' mean score was 59.8, in Cycle 1 students' mean score was 72 and students' mean score in Cycle 2 was 79. Finally it is great number that the implementation of cooperative learning through teams games tournament (TGT) in teaching speaking is success categories and the teacher should give more exercise in English to the students' to develop their skill in teaching speaking, give motivation student's continually, the teacher should make a good relationship with students to get result of speaking material maximally.

Keyword: Cooperative learning, TGT (Teams Games Tournament), Speaking Ability.

Abstract

Tujuan dari penelitian ini adalah untuk mengetahui penerapan model pembelajaran kooperatif melalui (TGT) dalam pengajaran bahasa Inggris untuk meningkatkan kemampuan berbicara siswa. Penelitian ini merupakan penelitian tindakan kelas (PTK) yang bertujuan untuk memperbaiki pembelajaran. Metode pengumpulan data primer adalah observasi dan tes. Metode data pendukung diperoleh dari wawancara dan dokumentasi. Berdasarkan hasil dan analisis data dapat disimpulkan bahwa guru sudah menerapkan permainan tim turnamen (TGT) dan persiapan cukup baik. Siswa mendapatkan nilai signifikansi. Dapat dilihat bahwa sebelum menggunakan permainan tim turnamen, skor rata-rata siswa adalah 59,8, pada Siklus 1 skor rata-rata siswa adalah 72 dan skor rata-rata siswa pada Siklus 2 adalah 79. Finally it is great number that the implementation of cooperative learning through teams games tournament (TGT) in teaching speaking is success categories and the teacher should give more exercise in English to the students' to develop their skill in teaching speaking, give motivation student's continually, the teacher should make a good relationship with students to get result of speaking material maximally.

Kata Kunci: Pembelajaran kooperatif, TGT (Teams Games Tournament), Kemampuan Berbicara

A. Introduction

Education holds on important part in life because education is means to increase and develop the quality of human resource. A long going growth of education world which fast to progressively claim education institute to be correspond to growth science of knowledge. One of way that conducted to increase the quality of education is through renewal of education system. Education is one form the true of humanity culture that dynamic and has full growth. Therefore, change or growth in education is something that true ought to happen in line with change of life culture. Change its meaning repair the education at all levels need conducted continuously as anticipation for importance future.

We cannot deny that until now study process in some schools still tend to teacher center learning. Teacher submits lesson items and student claimed to memorize all knowledge. This method is true to proven success in competition to considering in short range but fail to supply students to solve problem in their life. Growth of technology progressively oblige the change in education world, this era is time for teacher to change the learning method from *teacher center learning* in to *student center learning*, from *expository* methodology in to *participatory* methodology, and from *textual* approach in to *contextual* approach. All the change means to improve repair quality of education not only from it process but also for result of education. Therefore, it is important for teachers to develop their teaching method with several models in teaching learning so that will reach the target of study maximally.

One of the essential things in language is about speaking because the function of the language is for communications, it's mean through language we can express our ideas also our emotion to the other people that we wanted. So with speaking ability, students are able to practice their English ability as international language easily. Commission education for the "21" century recommend four strategy for success in education, the first is *learning to learn*, the second is *learning to be*, the third is *learning to do* and the fourth is *learning to be together*. Trianto (2009:4). The Main problem in study at formal education (in school) this day is student understands of lesson still lower. It known by result

of average score student that worried. And this problem proved from score which is researcher get as data early in this research.

Students' low score show that their motivation is low, this Condition not only caused by student's low absorption to mastering lesson but also many factors that influence it. It happens probably caused by relevant less of study method, study model which not interest, media of study less support, or probably because factor readiness of student to accepting Lesson items etc. But from some factors above based on to antecedent study which is researcher conduct there is a tendency that refers the factor of learning method must be repair. So, in this problem researcher wants to check and find solution to repair the learning process in order to increase student's motivation in learning and improve student's speaking achievement.

One of the techniques that researcher chooses to solve this problem study is the using of cooperative learning through Teams Games Tournament (TGT) model in English teaching learning. Many results of research about *cooperative learning* model proving that team study system and *debriefing* individually and group in *cooperative learning* model support the growing of individual and social responsibility of student, expanding of it attitude depended which are positive, support to increasing, improvement student learning development, and also searching of curriculum (Etin solihatin and Raharjo, 2005:13). Stahl (1992) in his research in several elementary schools in America says that "*penggunaan model cooperative learning mendorong tumbuhnya sikap kesetiakawanan dan keterbukaan diantara siswa*" (The use of cooperative learning supports the growth of student's friendship among students (Etin sholihatin, 1995:13)

Studying From some investigates before refers that model of *cooperative learning* showing high affectivity about result of student learning not only to influence for mastering lesson but also to developing which useful, trying attitude, and social skill for students in their life in society. Based on the background of research above, the research problem is How can the implementation of cooperative learning through teams' games tournament (TGT) model improve students' speaking ability. The objectives of the research is to know the step of

implementation of cooperative learning through teams games tournament (TGT) in teaching learning to improve student's speaking ability.

The result of the research was hoped have some significant for the English teacher to get information about some methods that can apply to solve problems in teaching learning especially to increase students' speaking ability. And for students can recognize about some methods in teaching learning that involve students' activity to increase their English skill. So for the future researchers also suggested to conducting cooperative learning to improve the students' speaking ability by using teams games tournament (TGT) Model focusing and different skill by using different types of research design.

B. Literature Review

Speaking is a common source of stress for everyone to study. Many of us would like to avoid this problem entirely, but this is hard to do. Whether we work alone or with large number of people, eventually we will need to speak to get certain tasks accomplished. And if we want to be a leader or to achieve anything meaningful in our lives, we will often need to speak to groups, large, and small. In speaking activity, the students are expected to have communicative competence: the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of teaching speaking in the language learning process is the ability to communicate competently. Not the ability to use the language exactly as a native speaker does.

Based on the statement above, the goal of teaching speaking skill is to improve the students' communicative skill, because only in that way the students can express themselves to learn how to follow the social and culture rules appropriate in each communicative circumstance. Teams games tournament or tournament game team (TGT) is one of model in cooperative learning approach, it is developed originally by David De Vries and Keath Edward. It is first learning method from John Hopkins University. In this model students play a game with another member of group to get point or score to their group.

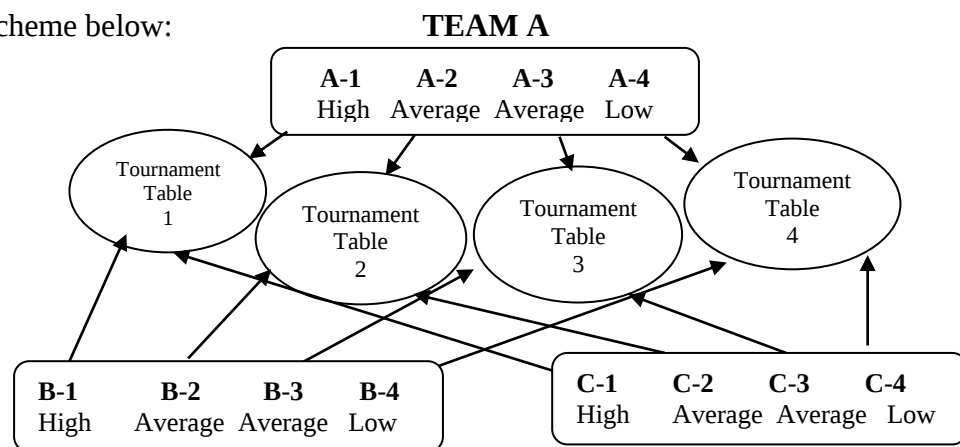
Teams games tournament (TGT) can use for some subject of lesson for example sciences of eksak, science of social and also language from all of

education level start elementary school until college. Basically implementation of teams games tournament (TGT) Model consists about four components that is; (1) teacher presentation, (2) learning group, (3) tournament, and (4) recognition of group.

The steps of Teams Games Tournament (TGT) Model are: Firstly, teacher divide students in the class into four groups, every group contain about nine students, after teacher presentation they discuss about certain items of material that determined until all of members understood about it. After that, students move to the tournament table in the class to reach the score for their group. In every tournament table content about 4 until 5 persons with detail; (1) as reader 1 (2) as challenger 1 (3) as challenger 2 (4) as challenger 3 (5) as reader 2, and soon according to the existing of group.

The duties of each group are following: a) Reader 1 duties is: (1) Take card which have number and look for question in game's sheet that suitable with number of card (2) read the question (3) answered the question. b) Challenger 1 duty is answered the questions which read by reader if according to challenger 1 answer of reader is wrong. c) Challenger 2 duty is answered the question from reader if according to challenger 2 answer of challenger 1 is wrong. d) Challenger 3 duty is answered the questions from reader if according to challenger 3 answer of challenger 1 and answer of challenger 2 is wrong. e) Reader 2 duty is read the key of question.

The mechanism of Teams Games Tournament (TGT) can be shown clearly by scheme below:



Picture: 1 Scheme Of Teams Games Tournament (Adapted From Robert Slavin 2005:168).

Clarification of tournament scheme above is:

1. Students in the classroom divide into some groups based on member of class.
2. After discussion of each group have done, continued by moved in tournament table to make competence with the other group to reach the score for their group.
3. Table tournament containing for about 4 until 5 students from different groups with same ability in achievement.
4. They play game tournament based on their duty which mentioned above.

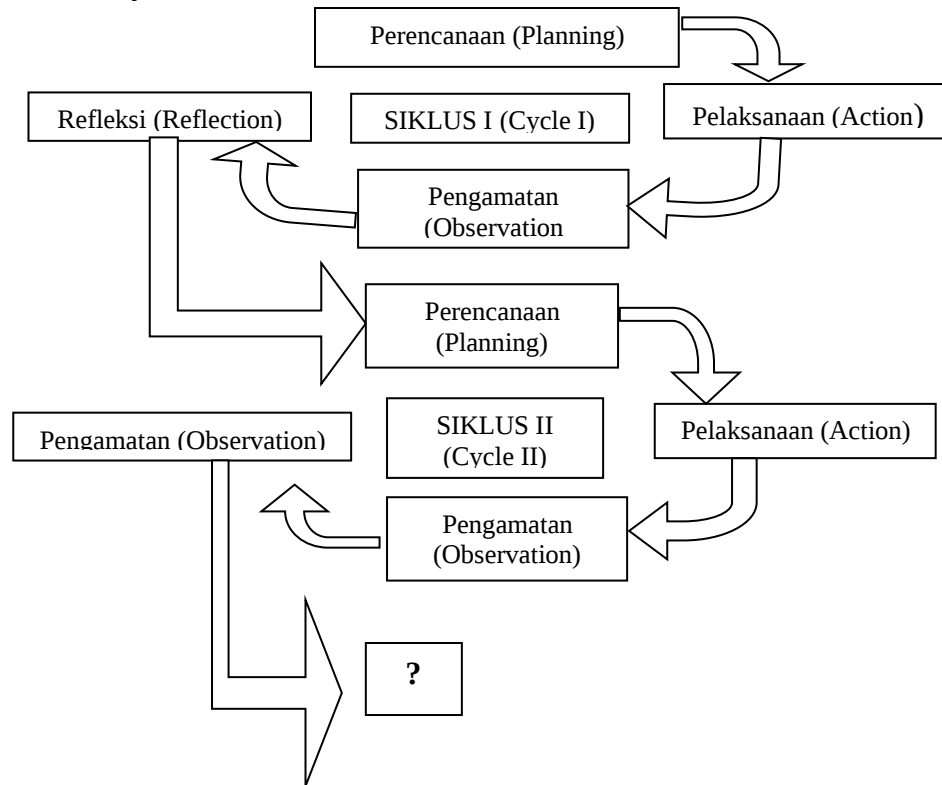
C. Research Method

This research is classroom action research (CAR) because one of the classroom action research objectives is to improve the current class condition or to increase the quality of any educational matters. The main purpose of Classroom action research is to repair or increase learning practice continually. (Mukhlis, 2000:5). In this research, the researcher not cooperates with English teacher. Attendances of researcher as teacher that teach which conducted in class as usual make students don't understand if researcher conducts the research. Therefore from this way get data objectively for valid data that expected.

Classroom action research (CAR) was conducted by using cycle's model. If the students' score average of speaking test could not achieve the standard of score requirements that is 70, the action will be continued to cycle 2. On the contrary, if the students' score average of speaking test could achieve the requirement, the action will be stopped. Cycle 2 would be used to train the students as an enrichment and to give the students more experience in speaking ability especially by using cooperative learning through teams games tournament (TGT) Model.

Suitable with selected with method it is research action research, so this research using research model from kemmis and taggart (in sugiarti, 1997:6) that is use form cycle spiral from first cycle in to next cycle. Every cycle covering planning, action, observation and reflection. Step at next cycle is planning that have been revised, action, observation, and reflection. Before entering at the first

cycle researcher make antecedent action which form identifying problems. Suharsimi Arikunto in suyadi (2011:53) says that generally there are four of steps in classroom action research, that is; (1) Planning, (2) Action, (3) Observation, (4) Reflection. The following diagram is four steps of the classroom action research which told by Suharsimi Arikunto :



Picture: 2 Steps Of Model In Classroom Action Research (Adapted From Suyadi, 2011:54)

This planning of classroom action research to be applied to get indicator that is 85% among students have get score ≥ 70 with procedure; (1) planning (2) action (3) observe (4) reflecting. If the result of Cycle 1 to be failed ,this research to be continued in to Cycle 2 with same procedure which have done in Cycle 1. The area of this research was determined by using purposive method. Hughes (1989:79) says that in the purposive method the researcher hand picking supposedly typical or interesting cases SMA Darussalam Blokagung was chosen for this research by regarding the following considering: (1) based on the result of the informal interview with the English teacher, it was known that the grade eleven students of science class still have difficulties in speaking ability, it be known from students English score still lower (2) the use of cooperative learning

through teams games tournament (TGT) model had never been used by English teacher in teaching speaking skill. Based on these reasons, some judgments were determined by the researcher in order to get the data it needed.

The eleven grade of science class at SMA Darussalam in the 2019/2018 academic year were determined as the respondents of this research. The respondents of this research were taken using population method. The number of the students in the science class was 36 students. There were two kinds of data in the research; namely primary data and secondary data. Primary data directly related to the object of the research and the supporting data was collected by using documentation.

D. Result

This chapter presents the results of the action and also discusses about the analyses and hypothesis testing after conducting the research.

The Result of Cycle 1

Observation was conducted by researcher in meeting 1, meeting 2, and meeting 3 as the process evaluation. The first meeting was held on October 10th 2019. Meanwhile, the second meeting was held on October 14th 2019 and the third meeting was held on October 2nd. In the 1st meeting, researcher gives pre-test of speaking to the students with free theme.

While in the 2nd meeting, researcher as teacher explain the certain lesson and grouping the students into groups, then placing the students in to table tournament to conduct Teams Games Tournament (TGT) Model in class by using classroom action research. In conducting the observation, the researcher as English teacher recorded the students' activities by using observation checklist while the teaching learning process was done. The result of the students' participation of both in meeting 1 can be seen in the following table:

Table 1 Students' Participation

MEETING	STUDENTS' PARTICIPATION	
	ACTIVE	PASSIVE
Meeting 1	77.42%	22.58%
Meeting 2	83.87%	16.13%

The result showed that 77.42% of the students in meeting 1 were categorized as active students. While in meeting 2 the students which categorized as active students is 83.87. It means that the action both in meeting 1 and meeting 2, considered successful in the matter of process evaluation because more than 75 % of the students were categorized active students. The number of the students' activeness in participant the teaching learning process in the 2nd meeting was increase than the 1st meeting because the students had already understood about the model itself and comprehend about story that they had given by researcher as teacher. So, the students' participation especially in asking questions decreases than 1st meeting. (The students' participation in the 2nd meeting more increases than meeting 1st).

The speaking test was administered every meeting in the last meeting of cycle 1 and cycle 2 meeting. The Teacher as researcher asked the students to study the text. They were given 10 minutes to prepare. The students spoke based on the story given. Then, the students presented with another group in front of the researcher. Every student presented their story for about 2 to 3 minutes. The result showed that the technique of teaching English of speaking ability by using Teams games tournament (TGT) model could reach the mean of students' standard passing score that was 70 this was based on the data that students' mean score was 75.

Based on the process evaluation, in the 1st meeting 77.42% of the students were active during the teaching and learning process. While in the 2nd meeting 88.87% of the students involved in teaching learning process actively. Moreover, number of the students who were active in the 2nd meeting increase because the students had already understood about the technique and comprehend about the story. So, the students' participation especially in asking questions decreases than in the 1st meeting. It means that the students in the 2nd meeting were more positive rather than in 1 st meeting.

Based on the product evaluation, the result of the students' speaking test (75) could reach the mean of students' standard passing score (70). Based on the teacher documentation, the students' mean score before using teams games tournament (TGT) model was 58.9 and it was below the standard mean score.

After implementing teams games tournament (TGT) model in teaching learning process, the students' mean score increased 75. From the monitoring process of the teachers' role that was conducted by English teacher, the English teacher suggested to the researcher to distribute more questions to the students in order to make the students had equal opportunity to involve in teaching learning process.

From the result above, we could conclude that both of process evaluation and product evaluation increased and fulfilled the requirement score further, we could state that the students had improvement in speaking ability. Then, the 2nd cycle was conducted as an enrichment to give the students more experiences and opportunities in speaking practice especially teams games tournament (TGT).

The Result of cycle 2

Observation was conducted by the researcher as English teacher in meeting 1 and meeting 2 as the process evaluation. The first meeting of cycle 1 was held on October 10th 2019. Meanwhile the second meeting of cycle 2 was held on October 14th 2019. In cycle 2, the students told about based on the students' experience. The teacher only gave the topic and let the students created their own stories in form of narrative. In the 1st meeting the topic given was "Malin kundang". While in the 2nd meeting, the students were given a topic about "holiday". The students prepared the story at that time directly.

In conducting the observation, the researcher recorded the students' activities by using observation checklist while the teaching learning process was done by the researcher as teacher. The result of the students' participation of both in meeting 1 and meeting 2 can be seen in the following table.

Table 2 the students' participation of Cycle 2

MEETING	STUDENT'S PARTICIPATION	
	ACTIVE	PASSIVE
Meeting 1	77.42 %	22.58 %
Meeting 2	87.1 %	12.9 %

The result showed that 77.42 % of the students in meeting 1 were categorized as active students, while 87.1 % of the students in meeting 2 were categorized as active students. It means that the action, both in meeting 1 and

meeting 2, considered successful in matter of process evaluation because more than 75% of the students were categorized as active students. In the first meeting, students' participation in asking questions was lower than the second meeting about answering question, paying attention, and performing the task. So, the teacher had to more activate the students to involve in teaching learning process asking some question related to the students' story. While in the second meeting, the teacher asked the students to give comment, suggestion, or asking some questions to the other students' performance to activate the students' participation in teaching learning.

The speaking test was administered in 1st meeting of Cycle 2. The test was given on October 21th 2019. The teacher gave a topic "A new student of SMA Darussalam Blokagung" to the students. The teacher asked to the students to prepare a narrative story based on their own experience as a new student of SMA Darussalam Blokagung. They were given 15 minutes to prepare. The students spoke based on the topic given. Then, the students play it in tournament table in front of the testers. Every student presented their speech for about 2 to 3 minutes.

The result showed that the technique of teaching English of speaking ability by using Teams Games Tournament (TGT) model could reach the mean of students' standard passing score that was 70. This was based on the data that students' mean Score was 79. Based on the process evaluation of Cycle 2, in the 1st meeting 77.42% of the students' were active during the teaching and learning process. While in 2nd meeting 87.1% of the students involve in teaching learning process actively. In the 2nd meeting students had given chances to ask their friends some questions related to the topic to help them constructing the story. The teacher also let the students gave comments on their friends' performance.

Based on the product evaluation, the result of the students' speaking test (79) could reach the mean of students' standard passing score (70). The English teacher's opinion on cycle 2 was the students still need more practice confidence by themselves especially in creating the story by themselves, but they had learnt how to organize the story from the 1 st Cycle when they tell a story based on the text given. From the data above, the result of the speaking test in cycle 2 was higher than the result of the speaking test in cycle 1. we could conclude that

telling a story based on a text (in Cycle 1) could help the students and give experience in constructing the sequence of the story which was very useful for the students when they have to tell a story spontaneously in their time.

E. Discussion

From the reflection of the action in Cycle 1, the researcher concluded that there was an improvement of the students' speaking ability. There was better achievement achieved by the students after conducting the action research compared with achievement before the action research by using teams games tournament (TGT) model. The following table is the scores of English speaking test achieved by the students before and after the action research was conducted.

Table 4 The Improvement Of The Students' Speaking Mean Score

	Mean Score
Before Implementing teams games tournament (TGT) model	59.8
After Implementing teams games tournament (TGT) in cycle 1	72
After Implementing teams games tournament (TGT) model technique in cycle 2	79

Based on the table above, the mean score of the speaking test result had improved from 59.8 to 79 it means the mean score had achieved the target (70). Even though the target mean score had been achieved in Cycle 1, the cycle still continued to cycle 2 to give the students more experience and practice in teams games tournament (TGT) model and also confirm the result. In addition, from the observation checklist, it could be found that the student's activeness, both in the 1st and the 2nd meeting of cycle 1, fulfilled the requirement which was more than 75% of the students involved in the teaching learning process. From the analyses of the action research above, it can be concluded that the use of teams games tournament (TGT) Model can improve the eleven grade of science class' at SMA Darussalam Blokagung in speaking in the 2019/2018 academic year.

SMA Darussalam Blokagung consists of 24 teachers, 3 administrations staff, the number of students are divided into three levels: (1) the tenth grade (145), the eleventh grade (153), and twelfth grade (113). The interview is conducted between the researcher and the English teacher at SMA Darussalam Blokagung that applied in teaching English, the approach method that used in

teaching speaking ability is by teaching pronunciation in the classroom or in vacant times, its purpose is to give opportunity to the students to train their tongue in spelling English in English speaking. So, the teacher applies the technique in laboratory of language department.

The teacher used the handbook for SMA from Airlangga and LKS for student of SMA and other reference from internet to have many materials and many ways as the instrument of teaching and for the students, they enjoyed this model, they have not problem in study English especially in speaking ability by using cooperative learning through teams games tournament (TGT) Model.

F. Conclusion

Dealing with the result of the analyses above, it could be concluded that teaching speaking by using cooperative learning through teams games tournament Model could activate the students' participation in teaching learning process. It was based on the result of the process evaluation in Cycle1 (77.42% of the students were actively involved in the 1st meeting, while 83.87% of the students were actively participated in the 2nd meeting). Then, based on the product evaluation, the students' mean score also increase 59.8 to 79 (before conducting action research the students' mean score was 59.8 while after conducting action research increase in to 79). Based on the research finding, the students' English speaking skill could be improved by using cooperative learning through teams games tournament (TGT) Model.

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