

# TEACHING SPEAKING THROUGH TEAM GAME TOURNAMENT IN SENIOR HIGH SCHOOL

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## ABSTRACT

This paper attempted to examine Teaching Speaking Through Team Game Tournament. The purpose of this study was to investigate the practice of Team Game Tournament (TGT) in teaching speaking, to discover the students' perceptions on the use of TGT, and to find out the problems faced by students when learning speaking through TGT technique, and to find out students' way in solving their problems in learning speaking. To obtain the data, the study embraced a qualitative case study by means of observation, questionnaire, and interview. There were 23 students were employed as research participants from eleventh grade of one senior high schools in Ciamis. The writer used observation, close ended questionnaires and interview as the qualitative data collection. Then, the data from observation, questionnaire and interview were analyzed by means of qualitative design to find the answer four research questions. The results of the study shows that the teacher implemented TGT through 4 steps. Those are teaching, learning team, tournament, and recognition team so the implementation of TGT caused the students more vigorous in the classroom in learning English. Secondly, TGT help them in improving their speaking ability and improving their interaction to other students and the teacher. In conclusion, the practice of TGT technique in teaching speaking were encouraged the students to think and work to get het for their own group, this method made the students enjoy and it encouraged students to actively participated in teaching and learning and motivated the students to master the learning material.

**Keywords:** *Teaching speaking, Team Game Tournament.*

## INTRODUCTION

Speaking is the way to show our ideas to others in spoken communication and it is an important part of language. Asatryan (2016, p.16) said that speaking is a crucial part in second language learning/teaching. It is the process of making and giving meaning through the practice of verbal and non-verbal symbols, in a various context. Speaking as one of four language skills is very important in teaching-learning ESL process. In

teaching speaking, the teacher should use proper technique to teach students as Kayi (2016, p. 2-5) claimed that teachers should develop a classroom environment to make students feel in real-life communication, authentic activities, and meaningful tasks that increase oral language. This might happen if students make group collaboration to achieve a goal or to complete a task. Some techniques can be practiced in teaching speaking.

TGT is one of cooperative learning technique which the students collaborate through constructed activity. TGT is a classroom management technique in which students are formed on four teams. The teams compete in regular scheduled tournaments and the tournaments are organized around instructional games. Fifty-four third grade students were randomly selected to either a TGT or control condition. Both Treatment groups were organized to six-week curriculum unit teaching language arts skills. The results showed a positive TGT effect on language arts skills and on classroom social processes (DeVries 1975, p. 2). Teacher presentation and teamwork and replaces quizzes with weekly tournament were practiced in which students play academic games with members of other teams to contribute points to their team scores. TGT is a part of cooperative learning that puts students in study groups. Each group consisted of 5 to 6 students who might have various abilities, genders and cultures.

During teaching using TGT, all students will take part in an academic game. Slavin (1995) described that the steps used for Team Game Tournament technique are as follows;

1. **Introductory Class Presentation.** In this stage, the researcher handed in the material to the students, i.e., the teacher will be learning plus giving some motivation to ignite the students' interest to study. This stage is basically oriented by teacher-centered but only took for a while around 5-10 minutes.

2. **Team Division.** In this step, the researcher asked the students to make groups, each group must be with 4 or 5 heterogeneous students which means that the members of each team must be students with various skills.

3. **Games Now.** The teacher gave the prepared task. The students must do the task presented in numbered pictures. The task will be around storytelling in the pictures orally. Each team took turn to present their story to the class.

4. **Awards Group.** Lastly, the researcher informed to all teams who the best team with the best score. This should give motivation the other students in the upcoming

meetings. In short, The Team-Game-Tournament has some advantages: The Team Game Tournament technique ignites verbal interaction among students. The students in each team will have motivation to overcome the problems of their task altogether. It increases students' responsibilities. It increases team's motivation and mood to learn. It drives the students to compete and creates a fun and enjoyable atmosphere in the class (Sdayu 2014, p. 66).

## **METHOD**

Related to the research question and research purposes, the writer conduct qualitative research Case Study . According Fraenkel, Wallen, & Hyun (2012, p. 426.) "Qualitative approach is that an approach which used to collect data by observing teachers in their classroom and in other locales, and also interviewing individuals as they go about their daily routines".

By using case study, the writer explore the information related to the topic in-depth. Therefore, the writer utilize a case study in his present study. The writer will using case study because writer want to know in detail and thorough review of an (event) and researchers interested in investigating the process, and the strategy that was investigated is very interesting. This research is conduct in senior high school, West Java. This study employed interview, questionnaire and classroom observation as the instruments. The data obtained from the observation, interview and questionnaire will analyze by using

## **FINDINGS AND DISCUSSION**

Regarding the first research question To answer the first question the writer conducted classroom observation in 11th grade of Senior High School in Ciamis .In teaching speaking by using TGT technique, for the first step, the teacher conducted teaching and learning process. In this case, the teacher gave question related to the topic. Based on the aforementioned data, it was concluded that in this session the teacher conducted teaching and learning process. In this case, the teacher gave question related to the topic and explained the material to students. At the observation the teacher gave material about conditional sentence type 1 for 20 minutes in this case the teacher taught students as usual and at final step of the teaching and learning process students asked the material that did not understand well to the teacher.

For the second step of TGT, the teacher conducted learning team. In the observation the teacher gave the similar material to the groups. For the third step, the teacher conducted tournament. The teacher gave the questions to every members of group. And for the last step, the teacher conducted recognition team. The teacher calculated the score based on the score of tournaments.

To answer the second research question concerning the students' perceptions of TGT in teaching speaking, close ended questionnaire was employed.

This study collected the data by using a brief rating scales questionnaire (Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree) to know the students perceptions toward TGT in teaching speaking. All the questionnaire responses from 23 respondents became the data of the study. There are twelve items of questionnaire which are given to 23 participants of this study. In data analysis, the writer formulated the percentage of each response of the questionnaire by adopting percentage computation from Hatch and Larazaton. Besides, most students followed all speaking class activities well. They liked learning speaking using this strategy because TGT is consist of games and it made student enjoy in learning. As Marzano, Pickering, and Pollock (2001, p. 85-86 ) said that learning speaking through games seems to be an effective way to develop speaking skills which is implemented by teacher in teaching speaking. Related to the first until the last session of speaking class, TGT found that there was significant improvement of students' speaking skill. Most of students look to be self-confidence and have a good collaboration in a group discussion.

Furthermore, the result from the interview data, it can be seen that the students can solve those problem by working together in a group or by sharing their knowledge in a group, the teacher used Team Game Tournament in his classroom for teaching can facilitate the students to gain better understanding in learning process.

Besides, from the questionnaire and interview, the students agree that the use of Team Game Tournament make students enjoyed joining the class and easier to students understanding while learning process. Meanwhile, the students agree that Team Game Tournament help students to improve their speaking ability. This research finding compared with Umairoh (2015) "The Use Of Teams Game Tournament (TGT) Method To Develop Students' Reading Skills" Some conclusions were withdrawn as follows. First, all students at the second grade of senior high school liked learning speaking by using TGT. From the observation, they followed the teacher's instruction based on the

TGT strategy used by the teacher in teaching speaking. The students gained motivation to join speaking class. The questionnaire data found that most of them showed the agreement to this strategy. The result was relevant with Nadrah, et al. (2017) that students treated using cooperative learning model with TGT are overall higher than those who were taught using conventional learning model. Second, almost most students agree that learning speaking with TGT make them have fun in learning. This strategy was not only developing their speaking skill, but also students' pronunciation, students' vocabulary, grammar, and fluency. At last, they can follow learning activity until the end of the session.

In teaching speaking through TGT, the students always encountered some problems. The interview data showed that some of the students cannot speak English fluently and they feel nervous to speak in front of many people and some of them can not understand well about the material. To solve the problems above the students agree they can solve the problems by asking the teacher to explain more about the difficult material or they can ask the explanation to their friends in one group because TGT is one of cooperative learning and students can overcome the difficulty by work together and solve problems together in a group because TGT is cooperative learning combine with the games so the students can enjoy to follow teaching and learning activity as Azizinezhad, Hashemi, and Darvishi (2012, p.139) said that Cooperative learning means a system of learning techniques in which students need to get active in the learning process. This system can enhance students academic learning and personal growth as it reduces learning errors, improves students' speaking skills in target languages, builds supportive learning environments, and it helps learning.

## **CONCLUSIONS**

The conclusion of this study were derived from the data analysis result in the previous chapter. In fact, the first research question of the study focused on teacher's strategy of implementing TGT in teaching speaking to processed the data of classroom observation. It showed that the teacher practiced four steps in teaching and learning process. The first step showed that the teacher conducted teaching and learning process. In this regard, the teacher distributed questions concerning the topic and taught the student and handed in the material to students, For the second step, the teacher conducted learning team, based on the observation the teacher made 4 teams

(heterogeneous), every team consisted of 5 students, after that the teacher gave the task for all teams to answer the questions, the student answered it in the team. The third step, the teacher conducted tournament. The teacher gave the questions to every members of group, in this case every member competed to get score to be contributed for their team. For the last step, the teacher conducted recognition team. The teacher calculated the score based on the tournament score. In this regard the teacher conducted bouncing to students who had best raising score and low score.

Furthermore, the application of (TGT) activates the students in the classroom in learning English. Second, TGT can help them in improving their speaking ability and improving their interaction to other students and the teacher because TGT consist of learning team and game and TGT made the student enjoy during teaching and learning process.

Meanwhile, there are some problems faced by the students in teaching speaking using TGT. The interview data showed that some of the students cannot speak English fluency and they feel nervous to speak in front of many people and some of them cannot understand well about the material. To solve the problems above the students agree they can solve the problems by asking the teacher to explain more about the difficult material or they can ask the explanation to their friends in one group because TGT is one of cooperative learning and students can overcome the difficulty by work together and solve problems together in a group because TGT is cooperative learning combine with the games so the students can enjoy to follow teaching and learning activity. TGT can enhance students academic learning and personal growth as it reduces learning errors, improves students' speaking skills in target languages, builds supportive learning environments, and it helps learning.

The positive impact of the practice of TGT technique were encouraged the students to think and work together for their own group, this method made the students enjoy because TGT consist of game and the students can play the game to collect their group score and it encouraged students to active in teaching and learning and encourage the students to mastered the material given by the teacher. And for the negative impact of teaching trough TGT method were the limitations of students' vocabulary mastery, their pronunciation was less appropriate but students can solve this problem by asking the explanation to the teacher or their friends in one group.

Based on some conclusions above, the teacher were suggested to apply

cooperative learning especially Team Game Tournament (TGT) in teaching speaking. And the teacher also expected to facilitate and guide the students to develop their speaking skill.

Furthermore, the suggestion was addressed to the students to understand and follow the instructions given by the teacher in cooperative learning especially Team Game Tournament in learning speaking. Moreover, the students' speaking ability can be improved by their active participation in speaking class.

In line with the topic under discussion, the writer has some suggestions that are possible recommendations for the English teacher, and further researcher. The first is for the English teacher during teaching speaking, the teacher should use the appropriate techniques in teaching activity especially teaching speaking to make students not only comprehend material, but also build good relationship with classmates and more active in learning activity and students can discuss their knowledge at one another, feel confident in speaking English.

And the last for the researchers, it is suggested that the other researchers who are interested in this issue emphasize more on institution with more participants and objects of the study and to give more objective data from many instrument in implementing Team Game Tournament in other school to enrich their research, and this study are also hoped to give valuable contributions to the writer as an English teacher.

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