

Implementing Cooperative Learning Using Teams Games Tournament to Improve Speaking Skill

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ABSTRACT

This thesis is aimed to improve the situation when Teams Games Tournaments is implemented in the speaking class of the eighth grade students of SMP N 14 Kota Bengkulu in the academic year of 2018/2019 and to describe whether or not and to what extent Teams Games Tournaments improves speaking skill of the eighth grade students of SMP N 14 Kota Bengkulu in the academic year of 2018/2019. In this research, the researcher uses action research. The researcher plays the role as a teacher and Mrs.Kitri Katon Peni as the observer. The method used in this research is a classroom action research. The research is conducted in two cycles: Each cycle consists of three meetings. Every cycle consists of four steps. This research was conducted from August 16th to September 1th 2018 to the eighth grade of SMP N 14 Kota Bengkulu. The research data were collected by using techniques of observation, interview, teacher's diary, students' diary, lesson plan, photographs, audio recording, and tests (pre-test and post-test). The data were analyzed using quantitative and qualitative techniques. The research findings prove that Teams Games Tournaments can improve the students' speaking skill and make conducive situations when it is implemented in the teaching learning process. The improvement of the students' speaking skill includes 1) the students' difficulty in using grammar decreased, 2) the students' difficulty in pronouncing words decreased, 3) the students' vocabulary mastery increased, and 4) the students' fluency improved. Besides, the improvement of the students' speaking skill can be seen from the improvement of the mean score of the pre-test and the second post-test, that is, from 4.38 to 7.02. The conducive situations include: 1) the students got adequate opportunities to practice speaking, 2) all of the students got chances to practice speaking in the class, 3) all of the students were more active and more cooperative during the speaking class, and 4) the teacher taught speaking in real situation. Teams Games Tournaments can be implemented in teaching learning process. Hopefully, by applying Teams Games Tournaments, the students can achieve the optimum speaking skill. The researcher hopes that what the researcher had done will give the English teachers inspiration to conduct Teams Games Tournaments in their classroom.

Keywords: Cooperative Learning, Teams Games Tounament , Speaking Skill

INTRODUCTION

The acquisition of a foreign language, especially English, as an international language has become more and more important in the globalization era. English is one of the first foreign languages in Indonesia, meaning that it is formally taught from Junior High School. In teaching and learning English, there are four skills that should be developed, namely: reading, listening, speaking, and writing. The four skills are supported by the learning of language elements which include structure, vocabulary, and pronunciation.

Byrne (1997) says that speaking skill covers practice and production stages. The practice stage focuses on sounds, vocabulary, spelling, grammatical items or function. The production stage concerns with speaking fluency. It means that learners who have passed the practice stage are demanded to continue to the production stage. Based on the interview with the English teacher in SMP N 14 Kota Bengkulu made by the writer on January 4st, 2018, the problem related to speaking class is that the technique used by the teacher is still a traditional one, and speaking class is still dominated by the teacher. The students spend a lot of time listening in the class than speaking. It means that the teacher focuses on reading the material and commit to user the students listen to the teacher. They spend so much time listening so that they have a little chance to practice speaking. In reality, teaching speaking encounters many challenges.

According to Kurikulum Tingkat Satuan Pendidikan (KTSP), the first standard competency that should be reached by students of grade VIII in the first semester is conveying meaning into a transactional and spoken short monologue especially in the form of narrative, descriptive and recount. Within this standard competence, there is a basic competence which should be mastered by the students, namely, conveying meaning into a transactional and spoken short monologue especially in the form of narrative, descriptive, recount accurately, fluently, and acceptably.

Unfortunately, those expectations demanded by the curriculum above do not seem to have been reached yet by the students of Grade VIII of SMP N 14 Kota Bengkulu. It is reflected by the absence of indicators of students speaking competence, including: (1) Students are able to identify new words on the dialogue text related to the theme (2) Students are able to identify the parts of telephoning conversation in the form of inviting people (3) Students are able to say the expressions of how to open a telephoning conversation (4) Students are able to say the expressions of how to accept an invitation and decline an invitation in telephoning conversation (5) Students are able to say the expression of how to close telephoning conversation (6) Students are able to perform telephoning conversation fluently through a good pronunciation, stressing and intonation and (7) Students are able to use the expression to have telephoning conversation with their friends in the classroom.

Many problems occur during the process. Feeling nervous, absence of the theme to be chosen and lack of teaching techniques variation become the prominent problems. The students are not able to express their ideas fluently. They faced problems in learning speaking dealing with grammar, vocabulary, pronunciation and lack of themes to be chosen. They were also passive during the teaching learning process. They are not accustomed to speaking English. They rarely answer questions given by the teacher. It shows that the students' speaking skill is still low as shown in their scores of speaking. To solve these problems of the classroom teacher, the researcher works collaboratively for doing an action research. The writer will conduct observation and interview to the teacher and students and gives the pre-test to the students.

Actually, in this school the teacher uses some techniques to improve the students' interest but the result is still questionable because the students still have low interest in English. The students do not listen to the teacher's explanation; some of them are joking and talking to their friends, some others are walking around the classroom. Only a few students pay attention to the teacher's explanation, though only for a moment. As a result, some of them couldn't do the exercise well and finally they got unsatisfactory achievement as shown in their latest low examination scores. One of the reasons for this failure is that the teacher could not maximize the teaching technique to explore and improve the stu-

dents' speaking skill. Rixon states that it is a common place that young children learn better through games or at least can be induced to go along with teaching using exciting activities (1995).

In addition to the problems of students' speaking skill, there are also some problems happening during the speaking class itself. Those are: (1) Students come late to the class, (2) Students talk to each other during the lesson, (3) The Students are not enthusiastic and interested in joining teaching activities. Only a few students have great willingness to speak up voluntarily, (4) Students open dictionary too often when they are speaking, (5) They also speak with a lot of pauses, (6) they get difficulties to find the appropriate words to create sentence or expression, (7) In using grammatical items they often make mistakes, for example, the use of two kinds of auxiliary verb and the use of inappropriate word form, (8) In pronouncing the words, they often make some mistakes. For example, they pronounce 'mine' as [min] which actually should be [main]. Besides, their vocabulary is also limited and (9) Moreover when the teaching and learning is conducted after break time; they look tired and show low motivation to follow the teaching and learning process. For instance, when the teacher asks them to come forward to have speaking practice with their friends, they refuse it.

Based on those conditions, the classroom teacher and the researcher will do an action research by using a cooperative learning model named Teams Games Tournament in the speaking class. Cooperative learning can be one of the techniques that can make changes in the atmosphere to a better one based on the relevant theory and adjusted with the developments in the society, and gives contribution to the principle that education should be learner centered. Cooperative learning is useful for improving students' achievement, involvement, and motivation. It is in line with what as Johnson in Slavin (1995) who states that the positive interdependence created by cooperative learning groups helps to improve the motivation in the group. Referring to the work done by Lewin (1935, 1948), Johnson and Johnson (1994b) in Slavin (1995) state that there is an intrinsic state of tension within group members which motivates movement toward the accomplishment of desired common goals. Based on that assumption, because the outcomes are dependent on each student's behavior, students will be motivated to help the group to be rewarded. In other words, the group motivation given (we are smart, we can do it, we are the best, and we are the winner) induces students to encourage goal-directed behaviors among group mates. Because students are working towards a common goal, it can be expected that they will be more motivated to reward academic success within the group (Slavin, 1993) in Slavin (1995).

Ghaith (2003) states that research done by people like Kagan, Kessler, and Mcgoarty has established theoretical relevance of cooperative learning in second language instruction because of its ability to provide maximum opportunities for meaningful input and output in an interactive and supportive learning environment. Cooperative learning also integrates language and content learning the varied applications which are in harmony with the pedagogical implications of the input, socialization, and interaccotmivme itthteooruiesesrof L2 acquisition. This is because cooperative learning enhances the motivation and psychological adjustment of language learners (<http://www.aare.edu.au/96pap/leeke96512.txt>).

The students' speaking skill is greatly influenced by the technique used by the teacher. This is in line with Brown (1994: 74) who says that an approach or theory of language and language learning takes great importance. The approach to language teaching methodology is the theoretical rationale that underlines everything that teachers do in the classroom. Cruickshank (1999: 205) says that cooperative learning is a term used to describe instructional procedures whereby learners work together in small groups and are rewarded for their collective accomplishments. Cooperative learning is not a new idea in education. Slavin as quoted by Ornstein and Lasley (2000: p. 445) states that recent research indicates that teams of heterogeneous learners can increase the collaborative skills, self esteem, and achievement of individual learners. Four team-oriented cooperative learning methods have been particularly successful in bringing about these outcomes: Student Teams-Achievements Division (STAD), Teams-Games Tournaments (TGT), Jigsaw II and Team-Assisted Individualization (TAI). In this study, to improve students' speaking skill in learning and to understand the material easily, the writer uses Teams Games Tournaments (TGT) with the reason that it is one of the simplest of all cooperative

learning techniques. TGT contains activities involving the entire students without status difference, involving students' character as tutor and contain game elements. Learning activities with game designed in Teams Games Tournaments type makes it possible for students to learn with more relax. Besides, TGT can create characteristics as responsibility, agreement, rivalry, and involvement learning.

TGT is appropriate to be used since in TGT the students are assigned to four or six member learning teams. Each time is made as heterogeneous as possible to represent the composition of the entire class it means that each group is made in different level (high, average and low). The students work in teams to ensure that all members can perform well on an upcoming game. By such a situation it is hoped that the students' speaking skill will improve and they can get the best result in learning speaking.

METHOD

The research method used in this study is Classroom Action Research used to improve students' speaking skill by using Teams Games Tournaments (TGT). Wiersma (2000) states that action research is a research usually conducted by teachers, administrators, or other educational professionals for solving a specific problem or for providing information for decision making at the local level. The research is designed to overcome real problems, which are not confined to a particular methodology or paradigm with effective ways.

In this study, the classroom action research is conducted to solve the problem that occurs in teaching English during the teaching and learning process in the classroom. The purpose of the research is to improve the students' speaking skills and to give the best solution for the problem that occurs during the teaching and learning process in the eighth "A" grade of SMP N 14 Kota Bengkulu. This class action is carried out by the teacher herself as the researcher. The practical action the study use is the technique using Teams Games Tournaments (TGT).

Based on the characteristics of action research above, this research was appropriately conducted as classroom action research in order to bring about social and educational change and improvement in speaking and students' behavior. The model of action research in this study consists of four steps developed by Hopkins (1993). The four steps are planning, action, observation, and reflection. Kurt Lewin in Arikunto (2006) says that action research is a series of steps in a cycle form. This cycle form has one stage in each step. These are: planning, acting, observing and reflecting.

Little (2001) defines action research as a process to identify and solve classroom instructional concerns within teacher's own classrooms. McKay in Rochsantiningsih (2007) declares action research is an effective strategy for engaging educators in the change process. Educators involved in action research think about a specific group in a particular setting with the main goal of finding better ways to do their job.

From the definition above, it can be summarized that action research is a systematic study of efforts to overcome problems or to change things related to educational problems for improvement. It is done by practitioners or teacher, or collaboration of teachers and researchers by means of their own practical action and their own reflection upon the effect to those actions.

RESULT AND DISCUSSION

1. Result Findings

After analyzing the research results which were gathered from several sources of data consisting of the field notes, students' diary, audio recording, mean scores of the pre-test and post-test and photographs, the researcher concluded several findings including the improvement of the students' speaking skill, teacher's behavior, and class situation.

Based on the table above, the research findings can be summarized as follows:

1) There are conducive situations when Teams Games Tournaments is implemented in the teaching learning process. It can be seen in the improvement of the class situation and the teacher's behavior, as follows: The improvement of the class situation:

- (a) The students got adequate opportunities to practice speaking because the teacher gave enough times to practice speaking.
- (b) All of the students got chances to practice speaking in the class. All of them used those chances to speak up during the speaking class.
- (c) All of them participated and paid attention during the speaking class. TGT attracts the students' interest to join the speaking lesson. They looked more relaxed and enthusiastically joined the TGT learning.
- (d) The students were more active and more cooperative during the speaking class.
- (e) TGT provides cooperative atmosphere and teamwork is needed in order to accomplish the goal.

The improvement of the teacher's behavior:

- (a) The teacher gave enough times for the speaking class.
- (b) The teacher taught speaking not only based on the handbook and as a repetition of drills or memorization of dialogues but also applying Teams Games Tournaments in real situation.
- (c) The students could get varied techniques in learning speaking. They could practice the dialogue by discussion, acting, and using picture in TGT.
- (d) Half of the students were more confident when speak up in front of the class. Sometimes they were using gesture and body language.

Meanwhile, the problem still found in the 2nd cycle is as follows: In teaching English by doing Teams Games Tournaments, third of the students were still difficulty in pronouncing some words in the dialogue.

Teams Games Tournaments can improve the students' speaking skill. It can be seen the improvement of the students' speaking skill as follows:

- (a) The students' speaking difficulty in using grammar decreased
- (b) The students' speaking difficulty in pronouncing words decreased
- (c) The students' vocabulary mastery increased
- (d) The students' fluency improved
- (e) The students' speaking scores were improved.

Besides the observation, the researcher also investigated the students' diary. Students' diary was used to find the significant result of this research from the students' side as the subject of teaching and learning process through Team Games Tournaments material and activities. In this research, the students wrote one diary which was made in the end of cycle

2) Many of the students wrote their expressions and their feelings about the teaching learning process that they had followed. For example, they wrote:

"Pelajarnya asyik, tapi memang banyak ditunggu tunggu trus tournamentnya gitu, asyik. Tournament yang kedua sangat cukup bisa menyenangkan aja."

"Bisa masuk pelajarannya karena gara-gara tournament itu bisa berlomba-lomba untuk menjadi yang terbaik."

"Saya merasa senang dan menjadi semangat belajar bahasa inggris" "Asyik, karena terasa suasananya berbeda"

"Saya merasa senang karena mendapat tambahan pengetahuan"

"Seneng soalnya pelajarannya gak Cuma itu itu melulu, ada sesuatu yang baru gitu."

"belajarnya tambah mudah, asyik, seru jadi gak kaya biasa Cuma lihat dipapan tulis ditulis-tulis dan gak ada yang baru Cuma itu-itu aja."

"To asyik banget kita bisa percakapan, mempraktekan langsung dalam kehidupan sehari-hari."

From those examples, the writer found that the students enjoyed the teaching learning process through Teams Games Tournaments. For some students, teaching learning process Teams Games Tournaments made them interested in the English class.

Based on the students' diary, it could be seen that there was an improvement of the students' interest. It could make the students follow the tasks in the speaking activities easily and they got new atmosphere in the class as the result the students' speaking skill was improved.

2. Discussion

The researcher decided to stop the cycle since the result of the second cycle had shown a good improvement of the students' speaking skill. It can be seen the research findings above. Each of them is explained as follows:

1. There are conducive situations when Teams Games Tournaments is applying in the teaching learning process. The situations are explained as follows:
 - a. All of the students got chances to practice speaking in the class. The photographs could prove it. All of them used those chances to speak up during the speaking class because each of them shared their dialogue result with their groups in the speaking class.
 - b. The students were more active and more cooperative during the speaking class. It can be seen the photographs. All of the students had responsibility to share the results of the dialogue within their own groups. Thus, the students became more active and more cooperative during the speaking class. It is based on the procedures of Teams Games Tournaments stated by Slavin (1995: 84-86). Slavin added that good team should just be congratulated in class. However, teacher recognizes a team accomplishment which is important to communicate that team success (not just individual success) is important, as this is what motivates students to help their teammates learn. The approach operates on the principle that students work together to learn and are responsible for their teammates learning as well as their own. This situation will create enjoyable and comfortable situations in order to improve students' speaking skill. This is based on the assumption that outcomes in learning process are dependent on each student's behavior which students will be motivated to help the group to be rewarded. In other words, the group incentive induces students to encourage goal directed behaviors among group mates. Because students are working towards a common goal, it can be expected that they will be more motivated to reward academic success within the group. It is like what Ur (1996: 120) says that the students' motivation to join the speaking activities increased. In Teams Games Tournaments, the students work in teams to ensure that all members can perform well on an upcoming game. By such situation, the students' speaking skill to learn and master the materials given will improve and they can get the best result in learning Speaking.

It means that Teams Games Tournaments is cooperative structure that helps students to personalize their learning and listen to and appreciate the ideas and thinking of others. An active listening and paraphrasing by the speaker develop understanding and empathy for the thinking of the addressee.

- c. The teacher gave enough times for the speaking class. The teacher taught speaking not only based on the handbook and as a repetition of drills or memorization of dialogues but also applying Teams Games Tournaments in real situation. It could be seen in the field notes and lesson plans.
- d. In teaching English by doing Teams Games Tournaments, third of the students were still difficulty in pronouncing some words in the dialogue. On the other hand, there is a problem found after AR, that is, in teaching English by doing Teams Games Tournaments, the class will be noisy when discussing and performing the dialogue. During the speaking class, the teacher did not give opportunities the students to practice speaking one by one in front of the class because it wasted many times. Teams Games Tournaments is one of cooperative learning activities. It develops classroom to foster cooperation rather than competition between members of groups. It is like what Orlich et al (1998: 275) says. They say that cooperative learning requires group cooperation and interaction.

3. Teams Games Tournaments can improve the students' speaking skill.

In the teaching learning process, the teacher taught speaking consisting of pronunciation, grammar, vocabulary, and fluency. It is like what Nunan (1995: 39) says that the success of teaching speaking is measured in terms of the ability to carry out a conversation in the (target) language. It means that the success of teaching can be seen from the ability of students to carry out a conversation in the target language, in this case, speaking English. Students' speaking skill is not just producing sounds but also using relevant, comprehensible, and acceptable utterances. The relevant, comprehensible, and acceptable utterances can be produced if students pay close attention to the grammar, vocabulary, pronunciation, and fluency.

In the teaching learning process, first, the teacher gave modeling of dialogue text. The teacher asked the students to listen to what she read. She also gave modeling how to pronounce those words one by one and asked the students to drill those words together. Second, she explained the language features consisting of grammar used in dialogue text and how to make sentences using expression in the dialogue. She had the students make sentences using those expressions. She also demanded the students to read the sentences they made louder and gave correction when they mispronounced those words. Moreover, before conducting Teams Games Tournaments, the teacher asked the students to search the dialogue text from the internet or the others book and understand the content of dialogue by searching the meaning of those words in the dialogue that they had searched. It means that the students should search the meaning of those new words in dictionaries in order to understand the content of that dialogue. This assignment is used as a theme for Teams Games Tournaments activity. Then, the students used the words of that dialogue while implementing the Teams Games Tournaments. Third, the students conducted Teams Games Tournaments activity. They were given adequate opportunities to practice speaking through Teams Games Tournaments activity. While implementing Teams Games Tournaments, the students took turns as receivers and producers. They shared their thinking and asked questions. During communicating and interacting with their group, the students can correct each others dealing with grammar and pronunciation what they talked about and exchange vocabulary of dialogue text. Thus, the students' speaking difficulties in mastering grammar, pronunciation, vocabulary and fluency was decreased. Automatically, the student' speaking scores was improved.

CONCLUSION

The point of the research is improving students' speaking skill using Teams Games Tournaments. In this research, the researcher tries to improve the speaking skill of the eighth grade students of SMP Negeri 14 KOTA BENGKULU using Teams Games Tournaments. The researcher conducts an action research collaboratively with teacher KP. The researcher is the teacher who implements the action while teacher KP is the observer and facilitator.

The findings of the research are in line with the problems statements in the previous chapter. The problem statements are "How is the situation when Teams Games Tournaments is implemented in the speaking class of the eighth grade students of SMP Negeri 14 KOTA BENGKULU in the academic year of 2018/2019?" and "Can and to what extent Teams Games Tournaments improves the students' speaking skills of the eighth grade students of SMP Negeri 14 KOTA BENGKULU in the academic year of 2018/2019?".

The findings of the research answer the problem statements above. First, there are conducive situations when Teams Games Tournaments is implemented in the speaking class of the eighth grade students of SMP Negeri 14 KOTA BENGKULU in the academic year of 2018/2019. Secondly, Teams Games Tournaments improves the students' speaking skills of the eighth grade students of SMP Negeri 14 KOTA BENGKULU". The conducive situations of applying Teams Games Tournaments in the teaching speaking can be summarized as follows: 1) The students got adequate opportunities to practice speaking because the teacher gave enough times to practice speaking. 2) All of the students got chances to practice speaking in the class. All of them used those chances to speak up during the speaking class. 3) The students were more active and more cooperative during the speaking class. 4) The teacher gave enough times for the speaking class. She taught speaking not only based on the handbook and as a repetition of drills or memorization of dialogues but also applying Teams Games Tournaments in real situation. On the other hand, there is a problem found after AR, that is, in teaching English by doing Teams Games Tournaments, one third of the students still have difficulty in pronouncing some words in the dialogue. Meanwhile, the improvement of the students' speaking skill can be seen the mean score of the speaking test before AR and after AR. Before AR, the students' speaking score was low. The students' mean score in the pre-test was 4.38 the maximum score of 10. Moreover, most of the students could not use the grammar, pronunciation, and vocabulary correctly and they kept reading while speaking in front of the class. After AR, the achievement of the speaking test increased. The students' mean scores were 6.03 in the 1st post test and 7.02 in the 2nd post test from the maximum score of 10. Simply, it can be concluded that Teams Games Tournaments can improve the students' speaking skill of the eighth grade students of SMP Negeri 14 KOTA BENGKULU in the academic year of 2018/2019. The improvement of the students' speaking skill includes 1) the students' speaking difficulty in using grammar decreased, 2) the students' speaking difficulty in pronouncing words decreased, 3) the students' vocabulary mastery increased, and 4) the students' fluency was improved.

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