THE USE OF TEAM GAMES TOURNAMENT TO IMPROVE SECOND GRADE STUDENTS SPEAKING ABILITY AT SMA N 2 PLUS PANYABUNGAN

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ABSTRACT

The formulation of the problem in this study is "1. How does Team Games Tournament improve second grade students' speaking ability at SMA N 2 Plus Panyabungan?, How effective is Team Games Tournament to improve second grade students' speaking ability at SMA N 2 Plus Panyabungan? this study aims To Know the process of Team Games Tournament to improve second grade students speaking ability at SMA N 2 Plus Panyabungan, To Know the effect of Team Games Tournament to improve second grade students speaking ability at SMA N 2 Plus Panyabungan.". This type of research is Class Action Research (CAR) with the research subjects being class XI students of Pus Panyabungan State High School. The results of the study showed that conventional learning that was completed individually from 33 students only 7 or 21% met the minimum completion criteria (MCC) of 65%, or were in the low category. Classically it has not been met because the average value obtained was 13.18 while in the cooperative learning model Teams games Tournament (TGT) the student's score that was below the uncompleted score was 0 students with a percentage of 0% while those who completed were 33 students with a percentage of 100%. This value has passed the completion score of more than 75%. So that at the time of the implementation of the final test of cycle III students can achieve the minimum completion criteria (MCC) of the learning outcome test that has been determined and 85% based on the Ministry of National Education standards. It can be concluded that using cooperative learning Teams games Tournament (TGT) has a positive impact on improving the Speaking Ability of Students.

Keywords : *Improvement of Speaking Ability, learning Teams games Tournament (TGT)*.

INTRODUCTION

Speaking is part of language and human intelligence in conveying expressions in terms of communication, conveying arguments and also opinions that exist within oneself which are then conveyed in the form of sound. Speaking is one of four main skills that are obliged to be mastered by the students, most importantly for English department students (Suadi, 2019). speaking is very important in human life in socializing. Whether in terms of economics, politics, culture, family or religion, the better a person's speaking ability, the easier it will be for him to convey something according to what he wants. Especially speaking in English, which has been an international language for a long time and has also become a reference language for various references in the academic field and also in world science.

And if talk about speaking ability, it need study in early age.because speaking in english will early to understand especially in children age (Saputra & Yolanda, 2020).but in indonesia learn speaking or in tis case English have not an obligation to study. So In terms of education, people will have more freedom to pursue education that is not limited by their country. Indeed, speaking english has such an influence in all aspects of human life. And that is how speaking english shows the existence of the importance of being studied for further improvement in life in the future. Study English education has been instilled from an early age in Indonesia. From elementary school to high school. However, education is rarely prioritizedas a subject that has strengthened outcomes. English in Indonesian education is often a subject that is sidelined considering its application in everyday life is also very minimal. Which will later have an effect on decreasing students' knowledge resulting from not knowing how to practice it and also forgetting that occurs due to the lack of repetition in everyday life.

Location factors also have a big impact on the use of English in Indonesia. In general, people in villages tend to use English less than people in cities. The destination factor also has a big impact on the use of English in Indonesia. People who live in tourist areas will be more likely to use English because of the diversity of tourists who come to their place. At the educational level, especially at the upper secondary level, there are also differences both in terms of interest and also in terms of use. Generally, high schools in urban areas will have more interest in English than high schools in regional areas. This is also the influence of students who live in urban areas being better able to see gaps or opportunities in the future compared to students who live in regional areas. English without speaking is a lack, so the speaking is a important point in language. Speaking also is the way implementated language, but speaking have a different way in reaserch. And speaking ability also get a in all of study in English, ivent it beginner or intermediate.

All of student English must know about speaking as specially speaking ability, in senior high school speaking ability need more focus to has good grammar, pronounciation, fluency, and comprehention. SMA N 2 Plus Panyabungan also study English, and they also applicated the speaking ability in their activity and they also make comprehention in a week in their activity. Base on teacher explanation, student get low value in speaking ability. Student need to improve their speaking ability more. Usually student average get 13,18 from 33 students that’s mean is a half of the calass fail in speaking ability, so it need more improve to near with Kriteria Ketuntasan Minimal (KKM) / Minimum Completenes Criteria (MCC). And speaking ability also get improvement with appropriate technique teaching English. Because English teaching techniques are also an important factor in improving the quality of English in the world of education. Teaching techniques can also increase students' interest and interest in English, which will make students

understand English better in the future. There are several types of methods in teaching English, namely; grammar and translation method, direct method, reading method and audio-lingual method and so on. Moreover there are also several techniques in teaching, in this case the method appropriate is Team Games Tournament (TGT) teaching technique (Karini et al., 2020).

The existence of appropriate learning methods basically aims to create learning conditions so that students can learn actively and have fun having a positive impact on optimal learning outcomes and achievement. Learning methods are used by teachers to present lesson material to students in the classroom either individually or in groups so that the lesson material can be absorbed, understood and utilized by students well (Ahmadi and Prastya, 2005). Therefore, it is necessary to have the right teaching technique to overcome the speaking ability in this class. Where the teaching technique needed can increase students' interest in speaking English. And the method that can be considered is the Team Games Tournament method because it can increase students' interest in learning, seen from previous studies which in this case are discussed in previous studies and literature reviews.

And why should it be interesting, because based on the tradition of students who have a strong mother tongue, namely Mandailing or Indonesian, which starts from childhood. And very minimal basic knowledge of English, this is what requires teaching techniques in this class to be interesting to get the attention of students. From some of the discussions above, if we draw on this study, it is known that the Mandailing Natal Regency, North Sumatra Province, precisely in the city of Panyabungan, is a place that is valued more compared to other areas there. The city of Panyabungan can be said to be a city that uses very little English, however, English language education is still far from the achievement targets set. And also SMA N 2 Plus Panyabungan is one of the high schools there that allows research to be carried out.

Due to the low interest and interest of students in English in Panyabunga City. They often have problems in their ability to speak English. Either because it is rarely used or because there is a lack of interest in learning and using it. Some of interview from a teacher in SMA N 2 plus panyabungan said student speaking and teacher methode need to improve. In this study appropriate to use TGT teaching technique because this technique combines games in delivering assignments and demonstrations in conveying theory. And TGT also can improve speaking (Rahmawati, 2017), hoped of that this technique will be more interesting for students in the future, and it is hoped that it will provide conclusions that can be helpful for readers in the future. And the focus of the achievements of this research will be seen from the improvements achieved by students later using speaking measurement indicators which will be discussed in chapter 3 later.

METHOD

The type of research used is the Classroom Action Research (CAR) method. According to Hopkins, this research is research that combines several research procedures with substantive actions carried out with actions in the discipline of inquiry or simply an effort by someone who wants to understand what is actually happening by being involved in the process of improvement or change (Creswell, 2012). Added that classroom action research is carried out as a form of systematic study which has a reflective nature from the perpetrator of the action which aims to increase the value of the rational stability of the actions taken and to serve as a reference in improving the conditions where the learning action is carried out. There are several steps in this classroom action research, namely the planning stage, action implementation stage, observation

stage and evaluation stage (Creswell, 2012)**.** The location of the research to be carried out is SMA Negeri 2 Plus Panyabungan which is located at Jl. Prof. Andi Hakim Nasution, Pidoli Lombang Village, Panyabungan District, Mandailing Natal Regency, North Sumatra, 22977. The subjects in this research were class XI students for the 2023/2024 academic year. The number of students consisted of 38 people, 20 women and 18 men and study start in 1 agust 2024.

In obtaining data, the author used several techniques in data collection, namely:

1. Documentation is used to obtain information regarding the list of active students in class XI SMA Negeri 2 Plus Panyabungan who will be the object of research.
2. Interviews are a form of verbal communication between researchers and English subject teachers to obtain the necessary information. In this research, interviews were conducted freely without any pre-arranged or structured questions.
3. Observation is used to obtain data on the results of students' improvement in their affective aspects during learning activities. Data collection was carried out by making direct observations in the classroom. And in observation use indicator rubric, will post in chapter III
4. The test is used to find out data on the results of students' improvement in cognitive aspects carried out after implementing the Teams Games Tournament (TGT) learning model. The type of test used is an interview test.

The data obtained is in quantitative form by calculating the percentage (%) of student involvement and activeness in each aspect observed during the English learning process using the Teams Games Tournament (TGT) learning model. To find the percentage of data results, the formula below is used (Craig et al., 2013):

$$P = \frac{F}{n} x\ 100$$

Information:

P = Percentage

F = Frequency

N = Number of students

Meanwhile, the test result data obtained was analyzed using simple descriptive statistics by calculating all acquisition scores, mean (average) and percentage (%) of completion.

The formula for calculating the acquisition value (Craig et al., 2013) :

$$n = \frac{acquisition}{Ideal\ score} x\ 100$$

Formula for calculating class average (Craig et al., 2013):

$$X = \frac{n}{number\ of\ student}\%$$

The formula for calculating the percentage of completion (Craig et al., 2013) :

$$P = \frac{Student\ score > MCC}{student\ number} x\ 100$$

Student success is determined by achieving the benchmark reference score applied by teachers and schools with a MCC (Minimum Completeness Criteria) reaching 70. The student score categories are divided into several criteria, as follows:

Tabel 1. Categories Of Assessment Speaking Standards Based On The
(Mahdiansyah Sendah, Malem Sembiring, Sendah Supriyadi, Teguh Ulumudin, Ikhya Fujianita, 2017)

Score	Category
0-4	Very low
5-9	Low

10-14	Currently
15-20	Tall
20-25	Very high

DISCUSSIONS

TGT learning is a learning that emphasizes academic improvement, acceptance of differences and development of social skills. This TGT learning model is applied to students because so far direct learning has often been used in schools and the exploration of students' abilities in expressing their opinions, participating in groups, and developing social skills in the SMA N 2 Plus Panyabungan class has not been optimal.

Based on the results of the study, it can be seen that there are many changes that occur in student development both in terms of understanding the material, acceptance of individuals and social interactions between students in each cycle. In cycle I, especially at the beginning of the meeting, learning activities still look like usual, students' attitudes have not responded to the learning model used. It refer to Ardiani (2013) the student difficult to understand the material because use new methode and get new instruction. But she focus to improve student interest and outcomes in sains.

Based on the results of observations, namely the lack of serious attention in students so that in responding to the material or working on the practice questions or assignments given, there are still those who do it carelessly, this can be seen from the many students who are less responsive by asking or responding to questions asked by the teacher.

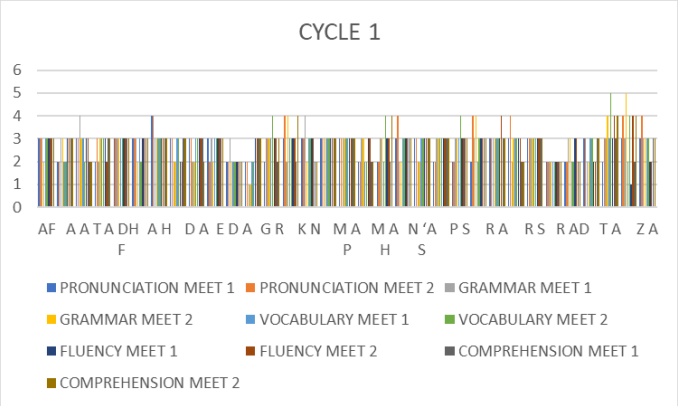
In group interactions, there has been no change or mutual complementarity of individuals in a group. This can be seen from the dominance of smarter students in group discussions and in answering questions from teachers. They have known the abilities of their friends so far, so there is a feeling of insecurity when they have to interact with their smarter friends. In addition, they are not yet accustomed to the TGT cooperative learning model which combines diversity in terms of race, social class, culture, gender and ability. They are still shy in interacting fully with their group members and also the sense of complementarity, shared responsibility is not yet very visible. In each meeting, the teacher explains the material while asking students to test their understanding, it can be seen that student participation is not yet very apparent. There are still few who want to express their opinions or answer questions asked by the teacher. Cooperation in groups has not been established well, responsibility for completing tasks, curiosity about the material and the desire to appear to present the results of their group work are still low.

This happened until the second meeting of the first cycle, it was still seen that students' enthusiasm in learning was lacking and the dominance of smart students was still clearly visible. Students who were active in the learning process were still certain students, the courage to express opinions, answer teacher questions and in presentations was still lacking. It was seen that there were still students who stood out in the group.

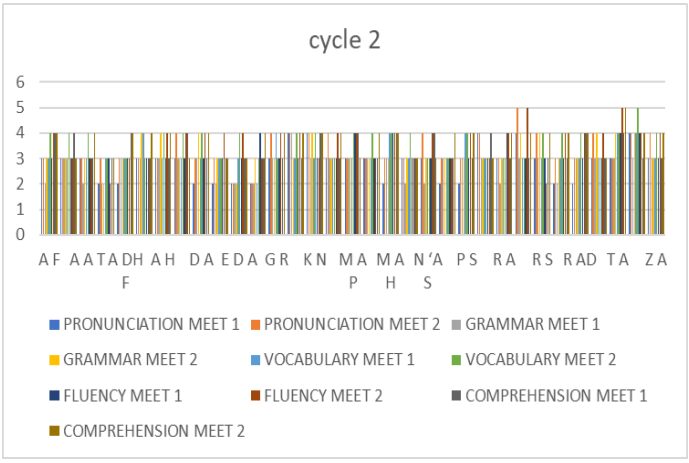
The implementation of actions in cycle II is an improvement of the actions that have been carried out in cycle I after reflecting on the results of cycle I. At the initial meeting of cycle II, as usual learning activities took place. Students who had been divided into several groups were given an explanation of the material on mutual respect. The teacher gave an explanation while providing motivation and encouraging students to actively ask and answer questions, not only smart students

were given the opportunity, but other students were also given the opportunity to explore their opinions and the teacher gave awards for their participation. It was seen that students began to be enthusiastic in teaching, this enthusiasm can be seen from the increasing number of students who answer the teacher's questions and express their opinions.

In the group discussions that were conducted, changes were seen in the behavior of each student in the group, they began to share and complement each other's knowledge, work together in completing tasks and also ideas no longer only came from certain students. The teacher who supervised students in the group work, while guiding students in doing assignments, providing direction and motivation. The presentations made at the end of the meeting were no longer done by students who always stood out in their groups, but other students also began to be interested in appearing and competing with other students. The teacher was satisfied with the results achieved while the students were satisfied with the results of their work and the awards given. This continued until the last meeting in cycle III and the results that were seen were increasingly significant, showing significant changes.



The recapitulation of the results of observations in cycle II at meetings I,II & III is as follows:



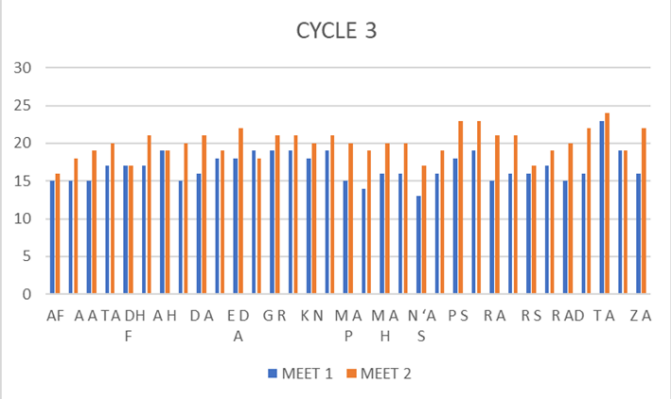
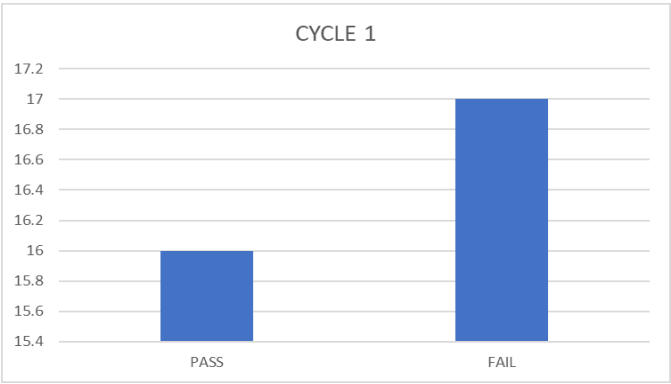


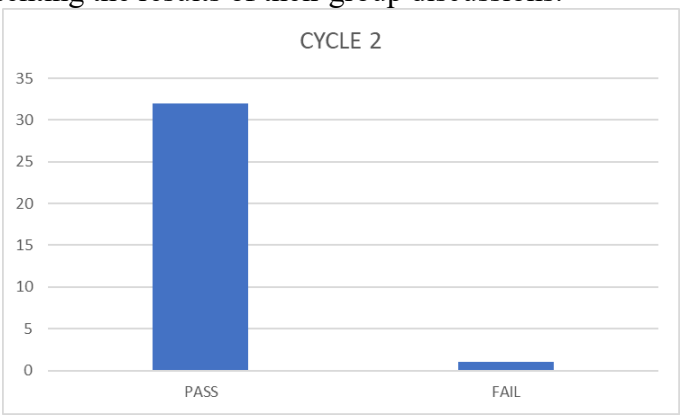
Chart 1. Rekapitulation of the Results of the Observation

Based on the table above, it can be concluded that in cycle I, the speaking scores obtained by students were low because during the learning process, students were less enthusiastic in receiving lessons, they were still adjusting, so when the discussion took place, only a few students were active.

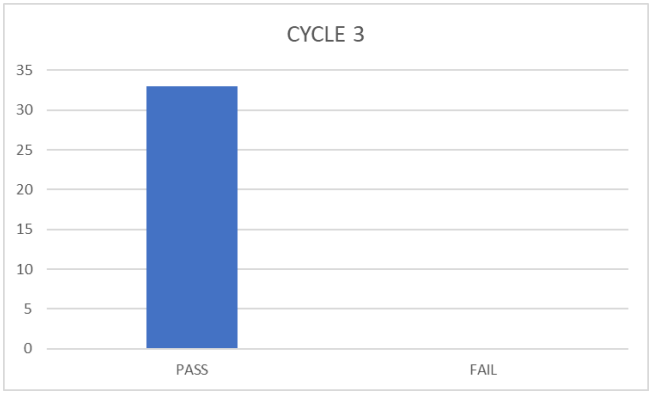


Picture 1. The Grades Obtained by Students in Cycle I

Then in cycle II & III the grades obtained by students increased because students began to pay attention to the material given so that when the discussion took place students began to be enthusiastic about presenting the results of their group discussions.

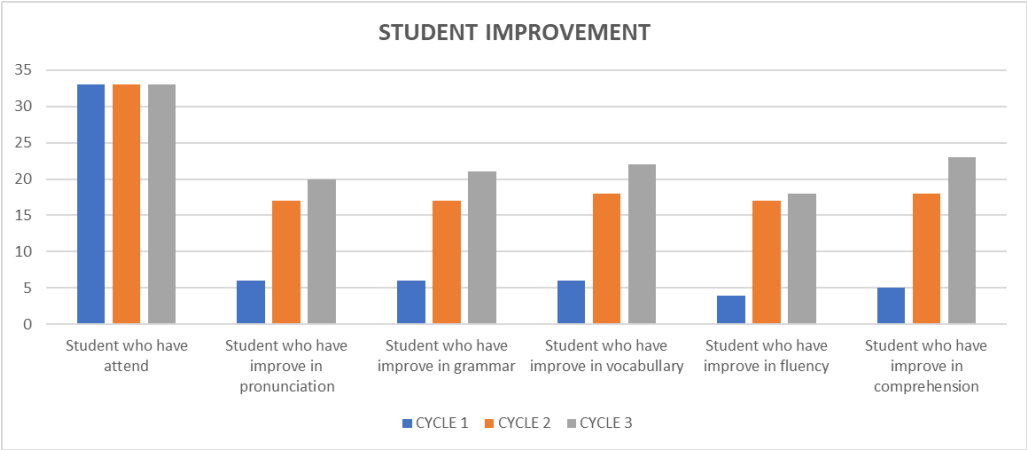


Picture 2. The Grades Obtained by Students in Cycle II



Picture 3. The Grades Obtained by Students in Cycle III

Based on the table above, it can be concluded that, in cycle I, students are said to be sufficient because seen from the percentage of completion, 97% of students have completed it while the KKM from SMA N 2 Plus Panyabungan is 70% and based on the Ministry of National Education is 85%. While in cycle II & III, students are said to be complete because seen from the percentage of completion, 100% has exceeded the KKM and Ministry of National Education Standard values.



Picture 4. Rekapitalition Students' Scores

Based on the graph above, it can be concluded that the individual students' scores obtained in cycle I were sufficient, while in cycle II they had increased and it was said that the results of improving speaking using the TGT Cooperative Learning Model were complete.

The improvement of students' speaking is increasingly visible in the test results in cycle II & III, the student's score below the incomplete score is 1 student with a percentage of 3% while those who have completed are 32 students with a percentage of 97%. This value has passed the completion score of more than 75%. So that at the time of the implementation of the final test of cycle III, students can achieve the minimum completion criteria (KKM) of the learning outcome test that has been determined and 85% based on the Ministry of National Education standards. The changes that occurred in cycle II &III indicate that science subjects using TGT cooperative learning have a positive impact on improving speaking and changing attitudes during the implementation of the action. It refer to Suadi (2019) in improving student speaking has a significant improve in speaking skill but in this study use video recording. It refer to (Moh and Ahmad 2021) in the every cycle in using TGT the improvent dosent have a significant different.

(Amrin 2022) in aplication TGT in MAN 1 lombok has a significant improvement also in (Karini et al., 2020).

CONCLUSION

First. This can be seen in the speaking results of class XI students of SMA N 2 Plus Panyabungan through TGT learning which have increased. This can be seen from the average value after the implementation of class action in cycle I 48% and cycle II which is 97% then in cycle II the average value obtained is 100%. Category of Completeness The speaking results of students of XI SMA N 2 Plus Panyabungan increased. From cycle I as much as 97% increased to 100% in cycle II & III and achieved the completeness of the speaking results from the predetermined success indicators.

Second. Based on the results of data analysis and discussion that have been described in the previous chapter, it can be concluded that TGT learning has a positive impact on improving speaking by improving the basic aspects of speaking based on the provisions of its indicators in class XI students of SMA N 2 Plus Panyabungan during the implementation of the action.

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