THE EFFECT OF TEAM GAMES TOURNAMENT (TGT) METHOD ON ELL's LISTENING SKILLS IN ELEVENTH GRADE OF SMKN 4 PALANGKA RAYA

THESIS

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ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF PALANGKA RAYA

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ABSTRACT

Lui, Stepanus Saputra Ferry. 2024. *The Effect of Team Games Tournament (TGT) Method On Ells' Listening Skills in Eleventh Grade of Smkn 4 Palangka Raya*. English Education Study Program, Department of Language and Art Education, Faculty of Teacher Training and Education, University of Palangka Raya. Advisors: (I) Yulitriana, S.S., M.Pd. (II) Iwan Fauzi, S.Pd., M.A.

Keyword: Effect, TGT Method, ELLs, Listening Skills, Narrative Text

For English Language Learners (ELLs), listening comprehension is essential. In the classroom, students usually use listening skills to communicate. This study aims to find out the effect of Team Games Tournament on students listening skills with the narrative texts. TGT is an activity that include teaching, team study, tournament, and recognition. Focusing on students' listening skills, this study purposed to inform the effectiveness of the methods on students' listening ability.

This study conducted on SMKN 4 Palangka Raya, the sample of this study 30 eleventh-grade students from XI-DKV 3. The one-group pre-test and post-test design was applied on this experimental research. In the pre-test, students were given 20 multiple choice narrative text listening questions as in the post-test to see if there was an effect of Team Games Tournament method on students' listening skills. At the treatment stages, the researcher divided students into 5 groups consists of 6 students in each group. Those activities conducted to seek which group came out as the champion of the games by giving the listening multiple-choice question.

The researcher gained the data by using the SPSS Version 24. The data of the pre-test and post-test score was distributed normally using the Shapiro-Wilk test, means that the researcher used the Paired sample T-test for the hypothesis testing. The result of the calculation of the test showed that the value of Sig. (2 tailed) Sig. < 0.05 so that Ha accepted and Ho rejected. The result of the hypothesis testing showed there was an effect of Team Games Tournament (TGT) on ELL's listening skills at SMKN 4 Palangka Raya. The statistical data analysis supports the result of this research that there was a positive effect on ELL's listening skills by using Team Games Tournament method.

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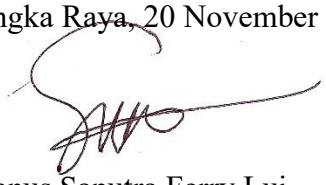
Palangka Raya, 20 November 2024



Stepanus Saputra Ferry Lui

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CHAPTER I
INTRODUCTION

1.1. Research Background

English is an international language with four different skills, one of which is listening skills. Listening skills play an important role in the communicative factor of English. Anggraeni (2019) stated that listening skills are the process of comprehending spoken sounds with attention and understanding to obtain information from the interlocutor. Listening skills are critical in communication because if the learners fail to understand what they are listening to, they will not get the information they need.

Listening skills are essential for English Language Learners. Generally, students communicate by involving listening skills in the classroom. The communication aims to exchange information with other students or teachers to understand the information carefully. To capture information from a communication process, listening skills are prioritized in processing better understanding. Chastain (1971) said that listening comprehension aims to comprehend the spoken language at some pace spontaneously. According to Purdy (1997), Listening is the process of understanding and responding to spoken and nonverbal messages.

The researcher found that several previous studies are relevant to this study. Some of these previous studies are the basis for researcher to find the effect of TGT on students' listening skills. Although relevant to this study, some of these previous studies have similarities and differences in methods, research skills or focuses, and research samples.

The previous research has the same purpose to find out the effect of team game tournaments on students' learning. The result of previous research proves that TGT has an impact on listening comprehension, reading comprehension, and the students' vocabulary. According to Solikah (2019) “students who were taught by using TGT and audio-visual had better listening comprehension than those taught by non-TGT and audio-visual. “Teams games tournament also increases students' curiosity to solve the answers given during the tournament, and can make students understand new vocabulary” (Fibriani, 2023). “Team games tournament is effective in teaching reading” (Adilla, 2017). That means TGT can be used in some aspects of teaching, especially in this research is teaching listening.

In research conducted by Muttaqien (2021) “Teachers need to apply TGT in the learning process of social studies subjects, so that the learning carried out will be more active and communicative between teachers and students.” This means that TGT also can be a communicative learning method in the classroom. “The presence of games and rewards in TGT make students more interested in learning activities” (Darmawan, 2018). In the research conducted by Adiyono, (2023) and Haryanto (2023), TGT also can giving a good impact on students’ interest in learning and students learning outcomes. In this research, listening is the focus this research, because listening is critical. When the students listen, they concentrate the attention for the purpose of understanding the meanings by the speaker. After that, the students will receive, understand, remember, evaluate, and respond the information from the speaker. In addition, sometimes listening can have some difficulties, which are the noises, listening audio, etc. By using

narrative text, the researcher conduct this research in purpose to find out what effect can caused by team games tournaments on ELLS' listening comprehension.

Based on several previous studies described earlier, the researcher sees that the TGT (Team Games Tournament) Method has the potential to be applied to ELLS' listening skills. This study applies experimental research to find out the effects resulting from the application of a learning method on students' listening skills. In this study, researchers will apply the Team Games Tournament (TGT) method as an independent variable. According to Slavin (2005), TGT is a cooperative learning model that uses academic tournaments in using quizzes. The students compete to be their team representatives with other team members who have been academically equivalent to them. According to Isjoni (2013), TGT is one of the cooperative learning models formed in learning groups with members of five to six people with different abilities, gender, race, and ethnicity.

Researchers applied the TGT method in this study to find out what influence was produced on the listening skills of ELLS' at SMKN 4 Palangka Raya. Researchers argue that TGT is the right method associated with listening skills. The TGT method prioritizes communicative learning with direct interaction between teachers and students. A communicative learning method will automatically form an active learning environment. TGT is the method that will facilitate pupils to practice listening more intensively, so TGT became an exposure for the students to enhance their skills in listening comprehension.

1.2. Research Question

Based on the background of the research, the research question is formulated as follows: “Is there any effect of the team games tournament method on ELLS’ listening skills in eleventh grade of SMKN 4 Palangka Raya?”

1.3. Research Delimitation

In this study, researchers focused on the listening skills of eleventh-grade students, in narrative text material. Researchers are concerned about the effect given by TGT on the listening skills of ELLs.

1.4. Research Objectives

The objective of this research is to find out the effect of the team games tournament method on ELLs’ listening skills in eleventh grade of SMKN 4 Palangka Raya in academic year 2023/2024.

1.5. Research Significance

The results of this study are expected to contribute to readers, teachers, students, and researchers.

1) Theoretical Significance

The results of this study can be a reference for other researchers when they want to conduct research, especially research on listening skills.

2) Practical Significance

a. For the teachers

The results of this study are expected to be a reference source for teachers to develop communicative teaching methods in listening classes.

b. For the students

From this research, students are expected to get an interactive learning environment, and students can further hone their listening skills.

c. For the readers

The study results can be a reference for readers who want to know more about teaching listening and the application of TGT in English language learning. The readers mean are other researchers and students from the English Education Study Program.

1.6. Definition of Keywords

There are some keywords to be clarified:

1) Effect

In research, "effect" typically refers to the impact or influence that a particular variable, intervention, treatment, or phenomenon has on another variable or outcome of interest. It is a measure of how much one factor causes a change in another. The term "effect" is often used in the context of experiments to describe the observed outcome or result of manipulating one or more variables.

2) TGT Method

The Team Tournament Game is a form of cooperative learning. Classrooms at several levels, including elementary, junior high, senior high, and even university courses, can use this learning style. This approach can also be used in a variety of classroom lessons. However, using this strategy in the classroom is highly dynamic, so the researcher uses this method.

3) ELLs

English language learners, or ELLs, are students who study the curriculum and the language of instruction English at the same time. A language other than English is the first language spoken by ELL students. The pupils need adapted instruction in their academic subjects.

4) Listening Skills

Listening skill refers to the capacity to focus or hear sounds. But hearing and listening are two different things. In essence, hearing is a passive, automatic process. Listening involves deciphering the message and meaning included in the sounds or words. It is an active process that goes well beyond simply giving words or sound labels.

5) Narrative Text

Narrative text is a form of writing that tells a story or recounts a series of events. It is a type of literary work that typically includes characters, a setting, a plot, and a theme. In this study, researchers chose narrative text because this text has a narrative that is long enough to better train students' understanding in listening skills.

CHAPTER II
LITERATURE REVIEW

2.1. Concept and Theory

2.1.1. Element of Listening

The two components of listening are inseparable: macro and micro-skills. Since macro skills only need to understand what is being said, they are simpler to understand. Micro-skills, however, are a little difficult to comprehend. Understanding all of that is not the only thing to take; we also need to think about deeper meanings, attitudes, tone, language choice, and much more. According to Brown (2004: 158), comprehending what someone says to us is a micro skill. The listener should be able to recognize the unique sounds in the target language and hold onto short-term memory chunks of the language. It also picks up on intonational contours, tone patterns, and stress and rhythm patterns. It can distinguish between word boundaries, reduced forms of words, common word-order patterns, and vocabulary.

2.1.2. Difficulties in Listening

A variety of external and internal factors can cause listening problems level of attention to detail, interest, and level of attention to detail as well as their level of expertise about the listening topic. The reading material itself is one of the external variables. This piece of information is provided in the tape and is subsequently expressed by the native speaker in Watson & Smeltzer (1985). These need to be considered while deciding which approach or plan to use to increase students' motivation. Researchers who study listening skills find some challenges (Hammond, 2016). The outcome relates to problems with

learners' comprehension, including fast pronunciation, speakers' accents, little vocabulary, anxiousness, and poor recording quality. It was connected to the earlier assertions regarding internal and external causes that can cause hearing issues. Significant listening issues for EFL students were anxiety, vocabulary loss, and lack of focus. Students can also be helped to understand the spoken text by many external factors, such as poor recording quality, accents, pronunciation errors, and rapid speech delivery (fluency).

2.1.3. Fundamentals of Teaching Listening

Brown (2007) stated that the teacher should know the fundamentals of teaching listening skills:

a. Listening skills must be prioritized in the ESL teaching stage, which means students must be familiar with the listening learning process.
b. In the listening learning process, the material used must be relevant to student life. This can make students know how important the material taught in real life is.
c. The learning process must maximize the native language to make students more challenged with difficult language.
d. Listening material should be varied about the speaker's age, gender, accent, topic, speed, dialect, and genre. This can make students interested in the material and learn it faster.
e. Teachers should always ask students to demonstrate their comprehension of a task, to practice their listening skills.
f. Only after a certain period should the language material meant to train listening comprehension be presented visually. The audio must first be

known to students. In addition, teachers need to focus on the principles of both teaching and listening. The teacher should constantly request that the students listen for listening purposes, as stated in the listening teaching fundamentals above. Therefore, if students are aware of their listening goals, they will be able to develop their capacity for listening more skillfully. Using an easy dialogue to demonstrate how individuals might listen differently based on their objectives is one approach to accomplish that.

2.1.4. Teaching Listening Materials

According to Hamouda (2013), there are some materials that teachers can use:

a. Vocabulary adaption

Teachers need to give students a list of essential terms that are needed in listening content since a deficiency in vocabulary poses a significant obstacle to their ability to comprehend what they listen to. Before providing the definition, it is best to allow students to make educated guesses about words that are used in the hearing environment to increase their vocabulary. When students can connect what they already know to what they are supposed to listen to, they are more likely to listen more intently or efficiently.

b. Different kinds of input

Teachers can use other input such as radio news, TV playas, ordinary conversation, announcements, storytelling, interviews, and English songs.

c. Visual aids

Teachers can use visual aids and patterns that are relevant to assist students in guessing and imagining more actively in certain listening topics.

d. Accents

There are various accents in English, namely British, Australian, and American. Teachers can use a variety of accents in applying their material. These various accents can train students to get used to distinguishing these accents.

e. Connected speech

Contractions, elision, assimilation, and weak forms are characteristics of connected speech. Therefore, it is the responsibility of educators to educate students on these unique features of spoken language whenever it is convenient for them to do so, preventing tension and shock when they engage with actual listening materials.

f. Pronunciation

It is the responsibility of teachers to support students in self-discovery and familiarity with the accurate pronunciation of speakers of other languages. By doing that, student's capacity to pronounce words correctly is greatly enhanced, which will make listening to native speakers more effective and efficient for them.

g. Activating students' prior topical and linguistic knowledge

In addition, teachers can help students pay attention to what they are supposed to be listening to by giving them the background information required to grasp the text. As a result, students start to infer from what they already know and predict what they could hear, which makes the material more relevant.

h. Arouses students' interest and motivation

If students can make a connection between the listening experience and their own lives, they will be more willing to actively listen to what the speaker says. In addition, educators have the power to foster a listening atmosphere and enhance the lifelong abilities of active listening.

2.1.5. Listening Skills

The idea of talents has provided a further understanding of the nature of listening. According to Richard and Burns (2012), skills are automatic cognitive processes that guarantee language comprehension. Without realizing it, humans construct words out of sounds, deduce meaning from information, and filter out other information while they listen. A skills-based approach, according to Field (2008), offers a checklist that enables the teacher to identify comprehension issues and provide students with detailed feedback on the areas that require more practice. A skills-based strategy maintains the practice of individual subskills in advance of deeper listening tasks. Integrated comprehension exercises including broader contexts and objectives should be combined with isolated skills instruction to assist students in involving these abilities in their listening behavior. By using TGT, listening comprehension will be easier to obtain. TGT is an interesting learning method for students nowadays. Students are more interested in learning in a communicative, fun, and not boring learning situation. Students will tend to be more active in listening comprehension. Teachers will be free to design and evaluate when applying the TGT method when teaching listening classes.

2.1.6 Narrative Text in Listening Comprehension

A narrative text is a type of text that tells a story or describes a sequence of events. Its primary purpose is to entertain or inform the reader by presenting a series of events coherently and engagingly. Narrative texts can serve various functions, including entertainment, information provision, and education. They can be categorized into different types, such as fictional narratives (novels, short stories, fables, fairy tales), autobiographies, biographies, memoirs, and legends.

The structure of narrative text is designed to entertain or present a story, following a clear and engaging sequence of events. This structure is easily recognizable due to its adherence to a beginning, middle, and end, which are essential components of storytelling. The narrative text structure includes several key elements, often referred to as "story elements," that contribute to the overall narrative. These elements are:

- Setting: The place or time where the story takes place, providing the backdrop for the events.
- Characters: The individuals involved in the story, each with their personality, motivations, and roles.
- Conflict: The problem or challenge that the characters face, driving the plot forward.
- Plot: The sequence of events that make up the story, typically including rising action, climax, and falling action.
- Resolution: The conclusion of the story, where the conflict is resolved, and the story comes to an end.

To identify narrative text, one can look for signal words such as "first," "then," "finally," or "at last," which indicate the progression of the story. These words help in understanding the sequence of events within the narrative. Additionally, the use of a cue sheet or graphic organizer can assist in identifying and analyzing these elements within the text, enhancing comprehension and engagement with the story.

Connecting with listening comprehension, the process of listening comprehension involves not only understanding the spoken words but also making inferences and monitoring comprehension. It requires the listener to use their knowledge and skills to interpret and make sense of the spoken language. This includes understanding the context, making connections between words and ideas, and applying what is heard to previous knowledge or experiences. Listening comprehension is not just about decoding words but also about understanding the meaning and making inferences based on the information provided. Improving listening comprehension involves enhancing the listener's ability to process and understand spoken language effectively as in the narrative text that has a structure that needs to be understood first. This can be achieved through targeted instruction and practice that focuses on the development of the listening skills.

2.1.7. TGT Technique

Overall, TGT consists of activities that include teaching (presentations and teaching by teachers), team study (group learning), tournaments (competitions), and recognition (recognition and awarding). According to Saco

(2010), in TGT students play games with other team members to get scores for their respective teams. Devries (1980) said that TGT is a learning model that organizes students into groups of 4-5 people where each group consists of students of all achievement levels. After having a group, students will learn together, discuss, and share perspectives to prepare for tournaments that will be guided by educators.

2.1.8. Components of TGT

As a type of cooperative learning, Slavin (1980) says that TGT consists of five main components, namely:

1) Class Presentation; At the beginning of learning, educators can start by delivering teaching materials, learning objectives, and subject matter. Students must understand the material to be maximized in the game.
2) Teams; Educators can divide classes into small groups of 4-5. At this stage, try to give control so that no group is more dominant than other groups.
3) Games; You can design questions and prepare the best media to make students understand the lesson. For example, educators can create simple numbered questions. The learner then selects a card and answers the questions according to the number he obtains. If they answer correctly, they will get a score with a certain scale.
4) Tournament; At this stage, the educator allows each group representative to come forward and answer the questions that have been given.
5) Team Recognition; The final stage of the TGT method is to reward the group with the most scores. Rewarding is important for students so that they feel involved in the classroom and motivated.

2.1.9. Advantages of TGT

Prasetyo (2012) said that Team Games Tournament has some advantages, which are:

1) Students are more active during the classes
2) Students have a better comprehension of the material
3) The communication skills of students will be improved
4) A more attractive learning process
5) Better teaching quality

2.1.10. Disadvantages of TGT

Prasetyo (2012) said that Team Games Tournament has some disadvantages, which are:

1) It is hard to identify whether the students solve problems by themselves intellectually or by teamwork.
2) Need a long time during the process

2.1.11. Teaching Listening Comprehension Using TGT

Nunan (1992) states that "Listening and reading are receptive skills because they are focused on receiving the information from an outside source". In the classroom, the teacher assumes a more supportive role, facilitating rather than controlling and testing listening. She continues to manage the classroom business of planning, implementing, and assessing listening while taking a noninterventional stance in listening instruction. It is also undeniable that students of all skill levels enjoy playing games since they are interesting. Playing games in the classroom will make students happier and more engaged, thus it is a better option. They will get it easier to increase their listening comprehension.

Zimmer (2010), stated that “games allow the students to work collaboratively towards a common goal”. This collaborative effort is more than just learning to work with others. It also promotes a relationship where they can learn from each other, such as supplying reasons for why their answer is the best and learning to listen to their teammates. Games are highly motivating because they are amusing and interesting. They can be used to give practice to many types of communication. The procedure of this method as follows:

1. The researcher explained the rules to students that apply in TGT.
2. Researchers divided students into 5 groups of 5-6 people in one group.
3. Then, researchers distributed answer sheets and selected answer papers (A, B, C, D) to each group.
4. Next, researchers prepared audio and PowerPoint questions that was displayed on the game.
5. Then the researcher played audio listening narrative text (there were 4 audio parts/text that played only 1 time), which in 1 part of the text consisted of 5 questions.
6. While the audio were playing, students welcomed to discuss the answers they answered at the reveal answer stage.
7. At the reveal answer stage, each group representative answered the questions by raising a choice answer paper (A, B, C, D).
8. Every correct choice answer, the group got 50 points and got 0 points if wrong.
9. Researchers accumulated points for each group.
10. Researchers determined which group wins the tournament.

As we know TGT is a part of the cooperative learning method. When a cooperative learning group is tasked with ensuring that each member understands the material, there is an incentive for each group member to invest time and energy in learning form also explaining to other members. Research on student behavior in cooperative groups has found that in fact, those group members who gain the most from cooperative work are those who give and receive expanded or elaborated explanations. The teacher can enhance student achievement with the use of this method.

2.2. Assumption

Assumptions are basic assumptions in research that are believed to be true by researchers. The assumption in this study is as follows:

1. Students have learned listening comprehension.
2. Students can use the TGT method in listening comprehension learning.

2.3. Hypothesis

The hypothesis of this study can be formed as follows:

1. The Null Hypothesis (Ho)

   There is no effect of the Team Games Tournament Method on ELLs' Listening Skills in the Eleventh Grade of SMKN 4 Palangka Raya.

2. The Alternative Hypothesis (Ha)

   There is Effect of the Team Games Tournament Method On Ells' Listening Skills in the Eleventh Grade of SMKN 4 Palangka Raya.

CHAPTER III
RESEARCH METHOD

3.1. Design of Research

The researcher applied the quantitative approach in this research. Quantitative research is a research method that uses numerical data to collect and analyze information related to a phenomenon and problem (Creswell, 2013). Quantitative research is implemented in cases where a researcher needs to have statistical conclusions to collect actionable insights. Numbers provide a better perspective to make important business decisions. Quantitative research design is important for the growth of any organization because any conclusion drawn based on numbers and analysis proved to be effective for the business.

In this study, the researcher took the experimental research. Experimental research design refers to a type of research design that does not have a control group (Creswell, 2013; Fetters et al., 2013). It is a relatively simple research design that involves a single group of participants and does not include randomization or manipulation of variables. This type of design is commonly used in exploratory studies or when the resources or time constraints are limited. The researchers use the One-Group Pretest-Posttest Design. In this design, a single group of participants is studied before and after exposure to a treatment or intervention. The outcome of the treatment is measured and compared to the baseline measure, but there is no control group for comparison. The research was designed as follows:

Table 3.1 Design of the Research

Group	O^1	*X*	O^2
	Listening Test: 20 multiple-choice listening narrative text questions were given to the students.	The Team Games Tournament was applied in the listening activity. (Narrative text material) The treatment was given twice.	Listening Test: 20 multiple-choice listening narrative text questions were given to the students.

Notes:

O^1: Pre-test

X: Treatment

O^2: Post-test

Based on the table above, the researcher gave a pre-test and post-test. The pre-test was conducted to measure students' abilities before treatment (Team Games Tournament). Then researchers conducted post-tests.

3.2. Population and Sample

The population is a wide spectrum made up of subjects or items that the writer has selected to be examined to conclude. These subjects or objects have specific features and characteristics (Sugiyono, 2019). The population of this research is eleventh-grade students of SMKN 4 Palangka Raya. The eleventh-grade students are divided into 5 classes with a total population is about 200 students. An amount of the population chosen as a data source to represent the

total population is the research sample. The sampling technique is the procedure for selecting the sample utilized in a study (Suharsaputra, 2012). Researchers used the purposive sampling technique to determine the sample. Furthermore, all students in the XI DKV 3 class were chosen to be a sample of the research as a single group based on the research design.

3.3. Definition of Operational Variable

There are two classifications of variables. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. Based on the definition above, Team Games Tournament (TGT) is the independent variable of this research. It causes certain effects on dependent variables, which as ELL's listening skills. A dependent variable is what you measure in the experiment and what is affected during the experiment. The dependent variable responds to the independent variable. It is called dependent because it "depends" on the independent variable. ELLs' listening skills are the dependent variables in this research. Which affected by the TGT as the independent variable.

3.4. Techniques of Data Collection

The research techniques for collecting the data are as follows:

3.4.1 The Data Needed

The data needed for this research are the students' scores in listening comprehension in the pretest and posttest stages. This data were tested statistically to test the hypothesis.

3.4.2. Data Collection Procedures

Here are some procedures researchers will be carrying out to take the data:

a) Observations were carried out to find out more about the research location, the timing of the research, and the characteristics of the students at the research location, by discussing with the eleventh-grade English teacher at SMKN 4 Palangka Raya.

b) After making observations, the researcher moved to the sample determination process. The research samples were determined based on the results of the researcher's discussion with the eleventh-grade English teacher. The research sample were determined based on recommendations and directions from the English teacher.

c) Then researcher will conduct a tryout process. Tryout were carried out to test the reliability of the questions that was given at the pre-test and post-test stages later. In the try-out stage, the class used by researchers did not use the same class as the class where the pre-test, post-test, and treatments will be done.

d) Next, the Researcher conducted a pre-test to measure students' listening skills before conducting the treatment stage. The pre-test were carried out

by giving the students 20 multiple-choice narrative text listening questions. Based on the scores of the pre-test, the researcher knew how students' abilities compare before the treatment.

e) Then, the researcher applied TGT to the learning process as a form of research treatment carried out. Purpose of giving treatment was to find out whether there is an influence resulting from TGT on students' listening comprehension.

f) Last, the Researcher conducted a post-test to measure students' listening skills after the treatment stage. The post-test was carried out by giving students 20 multiple-choice listening narrative text questions. Based on the student's scores on this post-test, researchers analyzed whether the Ha or Ho hypothesis occurs in students after treatment.

3.5. Techniques of Data Analysis

The researchers proceed to the data analysis stage after the data collection process is complete. At this stage, researchers focused on the results from the pre-test and post-test stages. Researchers will conduct pre-test and post-test stages on eleventh-grade students of SMKN 4 Palangka Raya for the 2023/2024 academic year. This test focused on assessing students' listening comprehension. Researchers found the of effect the Team Games Tournament has on students' listening skills. The data analysis steps are described as follows:

3.5.1. Normality Testing

In the normality test, researchers used the Lilliefors Technique. Researchers use this technique because of the pre-test and post-test, and to find out whether the data is normally distributed on both tests. The Lilliefors method

uses basic, unprocessed data in frequency distribution tables. The data is transformed into Z values to calculate the area of the normal curve as a normal cumulative probability. These probabilities are sought to be different from empirical cumulative probabilities. The biggest difference compared to the Lilliefors table. The following operational calculation normality manually Lilliefors:

Table 3.2. Lilliefors Normality Operational Calculation

No	X_i	$Z = \frac{X_i - \bar{X}}{SD}$	F(X)	S(X)	| F(X)-S(X) |
1					
2					
3					
Dst					

Xi = Number of data

Z = Transformation from number to notation at normal distribution

F(x) = Normal cumulative probability

S(x) = Empirical cumulative probability

The Lilliefors test is the same as the normality test in general if the significance value of the analysis results **(Sig.) < 0.05** means the data is not normally distributed**,** and if the significance value of the analysis results **(Sig.) > 0.05** then the data is normally distributed. If the data is normally distributed, then the analysis continued with a parametric test named Paired sample T-test and if it is not normally distributed, it going through a non-parametric test named Wilcoxon signed-rank test.

3.5.2. Hypothesis Testing

In this research, the Null Hypothesis (Ho) and Alternative Hypothesis (Ha) will be tested statistically using the SPSS application. The testing is using the Paired Sample T-test to test the hypothesis. The testing aims to find out:

Ha = There is an effect of using TGT on students' listening comprehension.

Ho = There is no effect of using TGT on students' listening comprehension.

3.6. Research Instrument

3.6.1. Instrument Development

Developing a pre-test and post-test instrument involves creating measurement tools to assess specific variables or constructs both before and after an intervention, treatment, or program is implemented. This approach allows researchers to evaluate changes or differences in participants' responses over time, providing valuable insights into the effectiveness or impact of the intervention.

3.6.1.1. Pre-test

In this stage, the researcher provided a pre-test stage to students. In the pre-test, there are 20 multiple-choice listening narrative text questions given by the researcher. The audio is separated into 4 parts (four narrative texts), which have a total duration of 12 minutes. This stage aims to determine the extent of students' listening skills before treatment is given.

3.6.1.2. Post-test

At this stage, the researcher collected the progress of students after the treatment is given. The researcher gave 20 multiple-choice listening narrative text questions that are equivalent to the pre-test, but different questions from the pre-test. The audio is separated into 4 parts (four narrative texts), which have a total duration of 12 minutes.

3.6.2. Instrument Try Out

The tryout is carried out at the stage of compiling research instruments so that the instruments that are used in data collection have been tested for reliability. In this process, the researcher carried out the try-out first before carrying out the tests to sample of this research. The researcher took another class for the tryout process, which is XI-DKV 2 at SMKN 4 Palangka Raya. XI-DKV 2 is different from the sample of this research.

3.6.3. Instrument Reliability and Validity

3.6.3.1. Reliability

The reliability of a measurement instrument is the extent to which it yields consistent, reproducible estimates of what is assumed to be an underlying true score. In this research, the researcher was used Cronbach Alpha reliability. The purpose of this reliability test is to determine the ability of multiple-choice questions to run their functions as a tool for pre-test and post-test (Instrument).

Table 3.3. Cronbach Alpha Reliability Indeks

1	Perfect reliability
≥ 0.90	Excellent reliability
≥ 0.80 < 0.89	Good reliability
≥ 0.70 < 0.79	**Acceptable reliability**
≥ 0.60 < 0.69	Questionable reliability
≥ 0.50 < 0.59	Poor reliability
< 0.49	Unacceptable reliability
0	No reliability

Table 3.4. Instrument Try Out Scores for Reliability

Students	Score
S1	60
S2	70
S3	65
S4	75
S5	70
S6	50
S7	60
S8	70
S9	60
S10	65
S11	65
S12	70
S13	75
S14	90
S15	60
S16	65
S17	90
S18	85
S19	65
S20	80
S21	70
S22	70
S23	75

S24	70
S25	65
S26	75
S27	80
S28	90
S29	75
S30	100

The researcher conducted a reliability test using the SPSS statistical application, with the following results:

Case Processing Summary

		N	%
Cases	Valid	30	100,0
	Excluded[a]	0	,0
	Total	30	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,846	20

By the result of the reliability test above, the reliability shows the statistics test result of 0.846 from 20 (*N*) items, or > 0.80 means that, the instrument that used for this research had a good reliability.

3.6.3.2. Validity

The validity of the research items was gained by the Cronbach Alpha test earlier. The result as follows:

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
no1	13,83	17,661	,555	,833
no2	13,73	18,340	,427	,839
no3	13,97	18,102	,422	,840
no4	13,70	18,631	,370	,842
no5	13,77	17,978	,504	,836
no6	13,67	18,437	,454	,838
no7	13,87	17,568	,568	,833
no8	13,63	18,999	,378	,844
no9	13,70	18,010	,546	,834
no10	13,73	18,271	,446	,839
no11	13,73	18,616	,381	,843
no12	13,70	18,631	,370	,842
no13	13,97	18,102	,422	,840
no14	13,73	18,271	,446	,839
no15	13,70	18,700	,377	,843
no16	13,70	18,079	,526	,835
no17	13,77	18,599	,391	,843
no18	13,63	18,999	,363	,844
no19	13,67	18,368	,475	,838
no20	13,67	18,989	,478	,845

At the *Item Total Statistics* table above, the measurement of the research instrument question items of can be done by paying attention to the value in the *corrected item-total correlation* column which used to find out the validity. As shown at the table above, the statistic result showed that the lowest to the highest *Corrected Total-Item Correlation* score. The lowest score had a sign with red circle, which is **0.363** and the highest score had a sign with blue circle, which is **0.568**. At the **Table-R Product Moment**, the **N=30** with a significance level of **5%** (Sig 0.05), the number 0.361 is obtained to calculate the validation value. The items score at the *Corrected Total-Item Correlation* column, showed that no items score under than **0.361**, which are mean all items of the research instrument are valid.

Table 3.5. R - Product Moment

N	Taraf Signifikansi		N	Taraf Signifikansi	
	5 %	1 %		5 %	1 %
3	0,997	0,999	38	0,320	0,413
4	0,950	0,990	39	0,316	0,408
5	0,878	0,959	40	0,312	0,403
6	0,811	0,917	41	0,308	0,398
7	0,754	0,874	42	0,304	0,393
8	0,707	0,834	43	0,301	0,389
9	0,666	0,798	44	0,297	0,384
10	0,632	0,765	45	0,294	0,380
11	0,602	0,735	46	0,291	0,376
12	0,576	0,708	47	0,288	0,372
13	0,553	0,684	48	0,284	0,368
14	0,532	0,661	49	0,281	0,364
15	0,514	0,641	50	0,279	0,361
16	0,497	0,623	55	0,266	0,345
17	0,482	0,606	60	0,254	0,330
18	0,468	0,590	65	0,244	0,317
19	0,456	0,575	70	0,235	0,306
20	0,444	0,561	75	0,227	0,296
21	0,433	0,549	80	0,220	0,286
22	0,423	0,537	85	0,213	0,278
23	0,413	0,526	90	0,207	0,270
24	0,404	0,515	95	0,202	0,263
25	0,396	0,505	100	0,195	0,256
26	0,388	0,496	125	0,176	0,230
27	0,381	0,487	150	0,159	0,210
28	0,374	0,478	175	0,148	0,194
29	0,367	0,470	200	0,138	0,181
30	0,361	0,463	300	0,113	0,148
31	0,355	0,456	400	0,098	0,128
32	0,349	0,449	500	0,088	0,115
33	0,344	0,442	600	0,080	0,105
34	0,339	0,436	700	0,074	0,097
35	0,334	0,430	800	0,070	0,091
36	0,329	0,424	900	0,065	0,086
37	0,325	0,418	1000	0,062	0,081

CHAPTER IV
RESEARCH RESULT AND DISCUSSION

4.1. Description of Research Result

This research aims to find out the effect of TGT on XI-grade students of SMKN 4 Palangka Raya. The researcher collected the data from scores of pre-test and post-test. The data is described using the research method at one point: one group pre-test and post-test design. The sample was taken from the XI DKV-3 class of 30 students. The researcher used narrative text multiple-choice listening questions to take the data. The questions consist of 20 items in each test: pre-test and post-test.

4.1.1 Pre-test and Post-test Score

The researcher took sample data for the pre-test and post-test from students in class XI-DKV 3 SMKN 4 Palangka Raya, a total of 30 students, and the following are the results of the scores from the student pre-test and post-test:

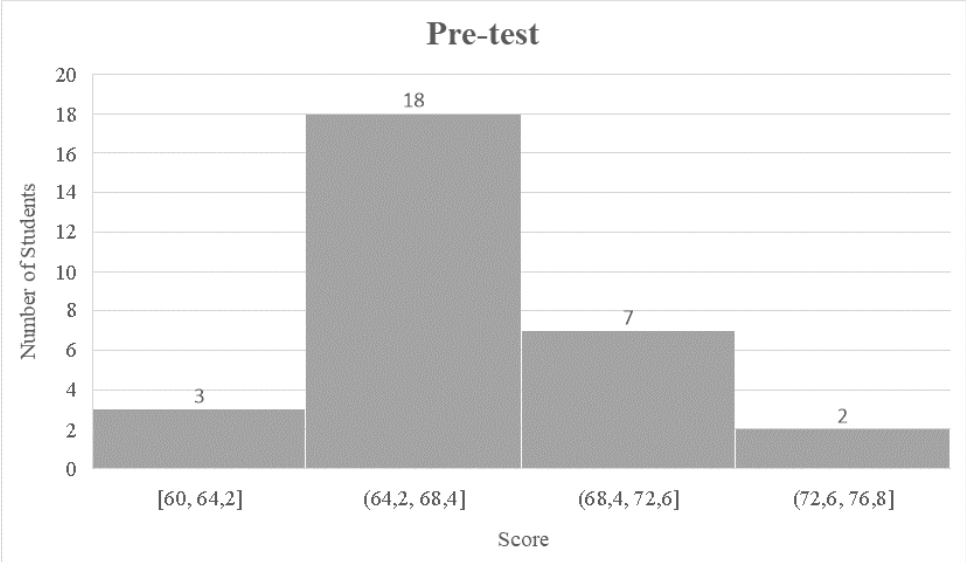
Table 4.1. Score of Pre-test and Post-test

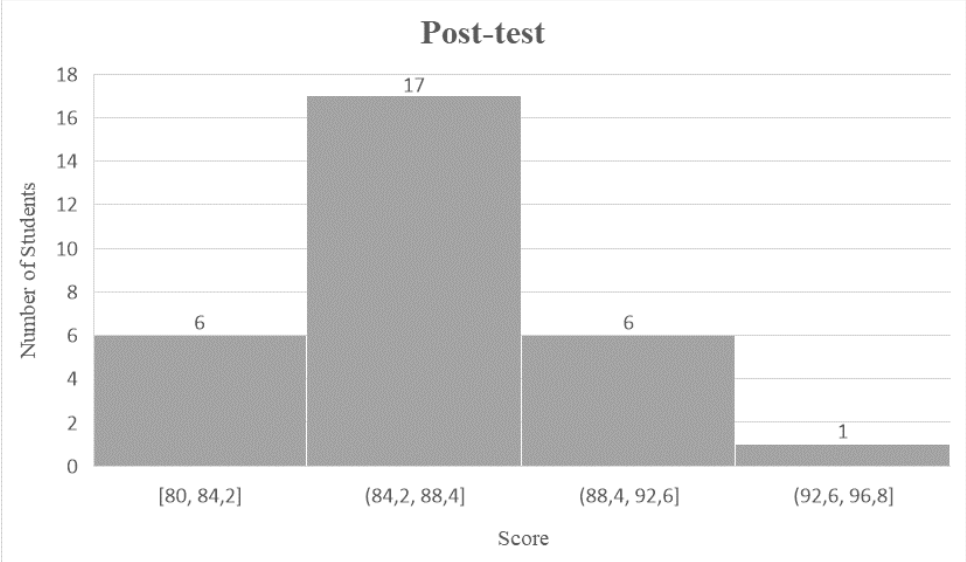
No	Students' Code	Pre-test	Post-test
1.	**S1**	70	80
2.	**S2**	75	90
3.	**S3**	60	95
4.	**S4**	65	85
5.	**S5**	70	85
6.	**S6**	65	85
7.	**S7**	65	85
8.	**S8**	65	80

9.	**S9**	70	90
10.	**S10**	70	80
11.	**S11**	65	85
12.	**S12**	70	80
13.	**S13**	65	80
14.	**S14**	60	85
15.	**S15**	65	85
16.	**S16**	65	85
17.	**S17**	65	85
18.	**S18**	70	85
19.	**S19**	65	85
20.	**S20**	65	80
21.	**S21**	65	90
22.	**S22**	60	85
23.	**S23**	65	85
24.	**S24**	75	85
25.	**S25**	65	90
26.	**S26**	65	90
27.	**S27**	65	85
28.	**S28**	65	90
29.	**S29**	70	85
30.	**S30**	65	85
Total =		1990	2560
Mean =		66.47	86.00

From the pre-test and post-test score table above, it can be concluded that the total pre-test score is 1990, with an average of 66.3 out of 30 students. Then, the

lowest score obtained is 60 and the highest score is 75. For the post-test, it can be concluded that the total post-test score is 2560, with an average of 85.3 out of 30 students. Then, the lowest score obtained is 80 and the highest score is 95. Data of frequency distribution from the pre-test and post-test table above can be seen on the histogram below:





4.2. Data Analysis Result

After the Pre-test and Post-test data collection process, the researcher processed the data using the SPSS application. The researcher conducted two tests, namely the normality test and the hypothesis test.

4.2.1. Normality Test

Normality test was used to test the sample from the population that was going to be analyzed and whether the instrument had a normal distribution or not. The researcher used the Shapiro-Wilk for the normality test. The result of the normality test is below:

Table 4.2. Normality Test Result

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.145	30	.107	.943	30	.112
posttest	.151	30	.078	.942	30	.105

a. Lilliefors Significance Correction

Analyze the results of the data output by looking at the Shapiro Wilk column and the Sig value. In the pretest, the student is 0.112 > the Sig score. 0.05 (5%) means that Ho is accepted or the data is distributed normally. The value of sig. On the posttest, students are 0.105 > Sig score. 0.05 (5%) means that Ho is accepted or the data is distributed normally.

4.2.2. Hypothesis Test

Hypothesis testing aimed to find out the effect of the Team Games Tournament (TGT) method on ELLs' listening skills in the eleventh grade of SMKN 4 Palangka Raya. The researcher used the paired sample T-test to test the hypothesis. The data of this research is normally distributed, so the

hypothesis test was carried out using the Paired Sample T-test. The result of the test is as follows:

Table 4.3. Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	sebelum	66.47	30	3.683	.673
	sesudah	86.00	30	3.404	.621

Table 4.4. Paired Samples Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	sebelum - sesudah	-19.533	5.637	1.029	-21.638	-17.428	-18.980	29	.000

The interpretation of the results of the hypothesis test above, the analysis of the results of the data output above the Sig value of 0.00 < the Sig value of 5% (0.05). It was concluded that Ho was rejected and Ha was accepted. Following the formulation of the hypothesis:

Ha = There is an effect of using TGT on students' listening comprehension. (*Accepted*)

Ho = There is no effect of using TGT on students' listening comprehension. (*Rejected*)

The conclusion is, there was an effect of using the Team Games Tournament (TGT) on students' listening skills. The data shows statistically that there was a different mean value between the pre-test and post-test.

Post-test has a higher value than the pre-test, which indicates an increase in scores after conducting the TGT method on listening activities.

4.2. Discussion

This research found that a positive effect by conducted TGT in students listening comprehension. At the beginning, the researcher obtained the pre-test score of the XI-grade students, with the score mean, was 66.47 and after that, the researcher obtained the post-test score with the mean was 86.00. The mean of post-test score was higher than the mean of pre-test score, which means that there was a progress on XI-grade students listening comprehension, after conducting the team games tournament method.

Concerning at the previous study, a study conducted by Solikah (2019), her research was using the quasi-experimental research design, while this research using the experimental design. Showed the positive result that after conducting the TGT method. Students listening score at Post-test score was higher than the Pre-test score, which has the similarities by using TGT and how the method affect the students' listening skills. The research conducted by Yuliati (2018) about TGT in students listening ability, the result of students of SMA NEGERI 1 SITUBONDO test value on listening short story using PAKEM strategy with TGT method. The result of Yuliati's research showed an increase in students listening skills, by using the PAKEM strategy. The difference with this research is, Yuliati's research aims to improve the literacy competence. The similarities between this study with the method used, which was TGT method on listening short story. At the research conducted by Maghfira (2023), by using

the quasi-experimental research design, the data collected by uses interview and non-test method in the form of questionnaires which was different between this research, but also has the similarities with the method, by using TGT. The result of Maghfira's research showed that learning using the team games tournament learning model is effective on students' communication skills.

The result of this study and previous studies confirmed that team games tournament (TGT) had an ability to affect the students' listening skills. Especially for the XI-grade students of SMKN 4 Palangka Raya. The TGT also available to conduct in learning activities because the TGT method is a communicative learning method that can make the teacher easier to teach in listening classes.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1. Conclusion

As an important skill in English learning, listening is an important aspect of the communication process, especially in learning, it is important to find out a better way how to manage the listening class. The students will have a lack of motivation and lack of participation if the teacher does not give the right method to teach listening. The researcher wanted to overcome the problem by using the Team Games Tournament method for the SMKN 4 Palangka Raya XI-grade students.

The result of the research shows that the mean score of the post-test was higher than the pre-test score. It indicates that TGT has an effect for students' listening ability, so that the hypothesis of the research is (Ha) accepted and (Ho) rejected. The researcher concluded that the cooperative learning method is a method that can be applied in listening learning. The data showed that a progress happens to the students after applied the Team Games Tournament to the listening activity, thus providing results that accept the Ha hypothesis and reject the Ho hypothesis, that is, the learning method using TGT had an effect for the listening skills of grade XI students of SMKN 4 Palangka Raya.

5.2 Suggestion

The results of this study show that the Team Games Tournament Method has a positive influence on students' listening skills. The researcher suggested to

other researchers to use the results of this study, as a reference to design and conduct research related to the TGT method. The researcher suggested to another researcher to provide an overcome plan for the weakness of this study. The audio used for the treatment, pre-test, and post-test of this research did not have a quite good quality. As the suggestion, another researcher must provide a good quality listening audio for the treatment, pre-test, and post-test. The TGT method can be a wise choice as a research variable, which of course with a new focus and with a newer design.

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