

**THE EFFECT OF TEAMS GAMES TOURNAMENT (TGT) TOWARDS STUDENTS'
SPEAKING SKILLS IN 11TH GRADE AT SMK YPSEI PALANGKA RAYA**

THESIS



By:

LUSIANA SAPIRA

203020201034

**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF PALANGKA RAYA**

2024

<u>APPROVAL OF THESIS ADVISORY COMMITTEE</u>	
Title	THE EFFECT OF TEAMS GAMES TOURNAMENT (TGT) TOWARDS STUDENTS' SPEAKING SKILLS IN 11TH GRADE AT SMK YPSEI PALANGKA RAYA
Name/Student Identification Number	LUSIANA SAPIRA / 203020201034
Study Program/Department	English Education/ Languages and Arts Education

This is to certify that this Sarjana Thesis has been approved by the Thesis Advisors

Approved by:

Advisor I,

Susanty, S.S., M.Hum.

NIP. 19740905 199903 2 001

Date : 28-11-2024

Advisor II,

Dr. Elanneri Karani, M.Pd.

NIP. 19610421 198803 2 007

Date : 5-12-2024

Language and Art Education Department
Chair,

Iwan Fauzi, S.Pd., M.A.

NIP. 19720408.200112 1 001

Date : 7-12-2024

English Education Study Program,
Coordinator,

Dr. Akhmad Fauzan, S.Pd., M.Pd.

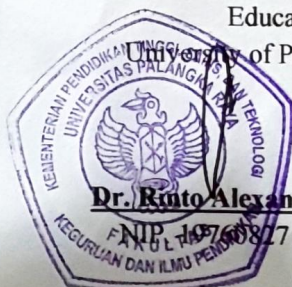
NIP. 19810612 200501 1 002

Date : 6-12-2024

Acknowledged by

Dean of Faculty of Teacher Training and
Education

University of Palangka Raya



Dr. Rinto Alexandro, S.E., M.M.

NIP. 19760827 200801 1 013

ABSTRACT

Sapira, Lusiana. 2024. The Effect of Teams Games Tournament (TGT) Towards Students' Speaking Skills in 11th Grade at SMK YPSEI Palangka Raya. Thesis. English Education Study Program, Language and Art Education Department, Teacher Training and Education Faculty, University of Palangka Raya. Advisors: (I) Susanty, S.S., M.Hum., (II) Dr. Elanneri Karani, M.Pd.

Keywords: Teams Games Tournament, TGT, Speaking Skills, Descriptive Text

This research aimed to determine whether Teams Games Tournament (TGT) has an effect on students' speaking skills of descriptive text. A pre-experimental design with pre-test and post-test was employed in this research, conducted at SMK YPSEI Palangka Raya in eleventh-grade students with a sample of 16 chosen through total sampling. Speaking tests were used as an instrument to collect the required data. Additionally, a questionnaire was distributed to gather students' perceptions of TGT. The data was analyzed using the Paired Sample t-test. The results showed that the average pre-test score of 59.75 increased to 68.75 in the post-test. Furthermore, in the paired sample t-test score, the calculated t-value (6.473) was greater than the critical t-value (1.753), leading to the rejection of the null hypothesis. Therefore, it can be concluded that there is a positive effect of the TGT learning method on the speaking skills of eleventh-grade students at SMK YPSEI Palangka Raya. This was further supported by the positive responses from the questionnaire, which indicated that the TGT learning method helped students improve their speaking skills and boosted their confidence in speaking English. Consequently, this method has been successful in improving students' speaking skills.

ACKNOWLEDGMENT

In the name of Allah, the Most Gracious and the Most Merciful. All praise belongs to Allah, the Lord of the Worlds, who has blessed researcher with the strength and health to complete this thesis. May peace and blessings be upon the Prophet Muhammad, his family, his companions, and all who follow him. By Allah's grace, researcher have successfully completed this thesis, titled "The Effect of Teams Games Tournament (TGT) on Students' Speaking Skills in 11th Grade at SMK YPSEI Palangka Raya," as part of the requirements for earning a bachelor's degree.

The researcher would like to express deepest gratitude to researcher's parents, Samsiah and Mingguadi, as well as the two younger brothers, for their unwavering prayers, support, and encouragement throughout this journey. A heartfelt thanks also go to supervisors, Susanty, S.S., M.Hum., and Dr. Elanneri Karani, M.Pd., for their patience, guidance, and valuable advice during the development of this research. Researcher equally grateful to examiner, Yulitriana, S.S., M.Pd., for the constructive feedback that helped improve this thesis. Appreciation also extends to the Head of the English Language Education Study Program, S.Pd., M.Pd., and the staff of the English Language Education Department at the University of Palangka Raya for their support in facilitating the completion of this thesis. Special thanks to the lecturers of the English Language Education Study Program for imparting the knowledge that enabled to accomplish this work.

The researcher also thankful to the principal, teachers, and staff of SMK YPSEI Palangka Raya for their assistance during the research process. Additionally, an extend gratitude to the 11th-grade students of SMK YPSEI Palangka Raya for their enthusiasm and cooperation in participating in this study. To researcher friends who supported, shared their insights, and accompanied throughout the thesis writing process, deeply grateful. Wish you all success in your future endeavors.

Lastly, researcher acknowledge that this thesis may still have some limitations. Therefore, researcher welcome any suggestions and feedback to help improve it further.

Palangka Raya, November 2024

Researcher

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
ACKNOWLEDGMENTS	iii
TABLE OF CONTENTS.....	iv
LIST OF TABLES	vi
LIST OF CHARTS	vii
CHAPTER I INTRODUCTION	1
1.1 Research Background	1
1.2 Research Problem	2
1.3 Research Delimitation.....	3
1.4 Research Objectives.....	3
1.5 Research Significance	3
1.6 Definition of Keywords	4
CHAPTER II LITERATURE REVIEW	6
2.1 Concept and Theory	6
2.1.1 Speaking	6
2.1.2 Teams Games Tournament (TGT)	8
2.1.3 Teams Games Tournament (TGT) as Learning Method	13
2.1.4 Descriptive Text	15
2.1.5 Relationship between TGT and English Learning	16
2.2 Previous Study	18

CHAPTER III RESEARCH METHOD	20
3.1 Design of Research	20
3.2 Population and Sample	21
3.3 Assumption	21
3.4 Hypothesis.....	21
3.5 Definition of Operational Variable	22
3.6 Techniques of Data Collection.....	22
3.7 Techniques of Data Analysis	25
3.8 Research Instrument.....	27
CHAPTER IV RESEARCH RESULTS AND DISCUSSION.....	33
4.1 Description of Research Results	33
4.1.1 Pre-test Scores	33
4.1.2 Post-test Scores.....	34
4.1.3 Hypothesis Testing	34
4.2 Discussions	37
CHAPTER V CONCLUSION AND SUGGESTIONS	41
5.1 Conclusion	41
5.2 Suggestions	41
REFERENCES	
APPENDICES	

LIST OF TABLES

Table 1	One Group Pre-test—Post-test Design	20
Table 2	Rubric for Speaking Test	26
Table 3	Content Validity Scores	29
Table 4	Construct Validity Scores	29
Table 5	Try-out Scores	30
Table 6	Normality Test Result of Instrument Try-out	31
Table 7	Reliability Test Result of Instrument Try-out	32
Table 8	Pre-test Scores	33
Table 9	Post-test Scores	34
Table 10	Normality Test Results of Pre-test and Post-test Scores	35
Table 11	The Paired Samples Test of Pre-test and Post-test	36

LIST OF CHARTS

Chart 1	Speaking English Outside the Classroom.....	37
Chart 2	Games and Tournament Improve My Speaking Skills.....	38
Chart 3	I Feel More Confident Speaking English After Learning Through TGT.....	39

REFERENCES

- Agustina, F. R. (2020). *IMPROVING STUDENTS' ENGAGEMENT THROUGH MODIFIED TEAM-GAME-TOURNAMENT (TGT) TECHNIQUE*. <http://digilib.uinkhas.ac.id/3004/>
- Al Zoubi, S. (2018). *The Impact of Exposure to English Language on Language Acquisition*. www.jallr.com
- Andini, V. Y. (2022). *The Implementation of Teaching Speaking Skill Through TGT Teams Games Tournament Method at Tenth Grade of SMAN 1 Teanggarang Bondowoso* [Universitas Islam Negeri KIAI HAJI ACHMAD SIDDIQ Jember]. <http://digilib.uinkhas.ac.id/17736/>
- Anjani, P., & Lubis, N. (2023). Tertiary Students' Perceptions On Spotify Application In Improving English Pronunciation. *Indonesian Journal of ELT and Applied Linguistics (IJEAL)*, 2(1), 1–5. <https://doi.org/https://doi.org/10.32696/ijeal.v2i1.1860>
- Arini, M., & Wahyudin, A. Y. (2022). STUDENTS' PERCEPTION ON QUESTIONING TECHNIQUE IN IMPROVING SPEAKING SKILL ABILITY AT ENGLISH EDUCATION STUDY PROGRAM. *JOURNAL OF ARTS AND EDUCATION*, 1(2), 57–67.
- Belur, J., Tompson, L., Thornton, A., & Simon, M. (2021). Interrater Reliability in Systematic Review Methodology: Exploring Variation in Coder Decision-Making. *Sociological Methods and Research*, 50(2), 837–865. <https://doi.org/10.1177/0049124118799372>
- Brown, H. D. (2004). *Language Assessment : Principles and Classroom Practices* (7th ed.). Pearson/Longman.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th Edition). Routledge.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th Edition). Pearson.
- DeVries, D. L. (1980). *Teams-games-tournament: The Team Learning Approach*. Educational Technology Publications. <https://books.google.co.id/books?id=Eete2DTE3BkC>
- Elayanti, & Wahyudi, M. A. (2024). THE USE OF THE TEAM GAME TOURNAMENT TYPE AS COOPERATIVE LEARNING IN SPEAKING SKILLS. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(1), 4443–4456. <https://doi.org/https://doi.org/10.23969/jp.v9i1.13019>

- Fajriya, N., Asib, A., & Susilohadi, G. (2017). Improving Students' Speaking Skill Using Tgt (Teams-Game-Tournament). *English Education Journal*, 5(3), 1–10. <https://doi.org/https://doi.org/10.20961/eed.v5i3.35865>
- Farizi, F., & Herwiana, S. (2022). A Study of Teaching Speaking Techniques Used at Peace English Course Pare, Kediri. *Pioneer: Journal of Language and Literature*, 14(1), 43–57. <https://doi.org/10.36841/pioneer.v14i1.1382>
- Fitriana, I. (2012). Menguasai Bahasa Inggris: Bekal Potensial Dalam Pengembangan Wirausaha. *Seminar Nasional Competitive Advantage 2012*. <https://www.neliti.com/publications/171216/menguasai-bahasa-inggris-bekal-potensial-dalam-pengembangan-wirausaha#cite>
- Gayatri, Y. (2009). COOPERATIVE LEARNING TIPE TEAM GAME TOURNAMENTS (TGT) SEBAGAI ALTERNATIF MODEL PEMBELAJARAN BIOLOGI. *DIDAKTIS Jurnal Pendidikan Dan Ilmu Pendidikan*, 9(3), 59–67. <https://doi.org/https://doi.org/10.30651/didaktis.v9i3>
- Gerot, L., & Wignell, P. (1994). Chapter 1 Genre and Grammar, Text and Context. In *Making Sense of Functional Grammar* (1st ed., pp. 1–198).
- Harianto, E. (2020). Metode Bertukar Gagasan dalam Pembelajaran Keterampilan Berbicara. *DIDAKTIKA*, 9(4), 411–422. <https://doi.org/https://doi.org/10.58230/27454312.56>
- Harmer, J. (2007). *The Practice of English Language Teaching (4th Edition)* (4th ed.). Pearson Longman ELT; 4th edition.
- Hidayah, N., & Taman, A. (2017). THE IMPLEMENTATION OF TEAM GAME TOURNAMENT (TGT) TYPE COOPERATIVE LEARNING MODEL TO IMPROVE LEARNING MOTIVATION AND LEARNING ACHIEVEMENT. *Jurnal Pendidikan Akuntansi Indonesia*, XV(I), 66–75. <https://doi.org/http://dx.doi.org/10.21831/jpai.v15i1.14813>
- Johnson, D. W., & Johnson, R. T. (1999). Making cooperative learning work. *Theory into Practice*, 38(2), 67–73. <https://doi.org/10.1080/00405849909543834>
- Kusnandar, A., & Febiana, W. (2023). THE EFFECTIVENESS OF THE TEAMS GAMES TOURNAMENT (TGT) MODEL IN IMPROVING ENGLISH VOCABULARY MASTERY. *Elang, An English Language Education Journal*, 8(1), 1–13. <https://ejournal.unibba.ac.id/index.php/elang/article/view/1108>
- Najmi, N., Rofiq, M. H., & Maarif, M. A. (2021). The Effect Of Cooperative Learning Model Type Of Teams Games Tournament (Tgt) On Student's

- Learning Achievement. *At-Tarbiyat: Jurnal Pendidikan Islam*, 4(2), 246–258.
<https://doi.org/10.37758/jat.v4i2.291>
- Noprianto, E. (2017). Student's Descriptive Text Writing in SFL. *Perspectives Indonesian Journal of English Language Teaching and Applied Linguistics*, 2(1), 2017. www.ijeltal.org
- Rahmawati. (2017). Improving English speaking ability using the Team-Games-Tournament technique. *English Education Journal*, 8(1), 1–13.
<https://jurnal.usk.ac.id/EEJ/article/view/6124>
- Rahmawati, R. (2018). Teams Games Tournament (TGT) sebagai strategi mengaktifkan kelas dengan mahasiswa yang mengalami hambatan komunikasi. *JPK (Jurnal Pendidikan Khusus)*, 14(2), 70–76.
<https://doi.org/http://dx.doi.org/10.21831/jpk.v14i2.25169>
- Rustiyani. (2020). Cooperative Learning Structures (CLS) to Improve Students' Speaking Skill. *Proceedings of the Eighth International Conference on Languages and Arts (ICLA-2019)*.
<https://doi.org/https://doi.org/10.2991/assehr.k.200819.032>
- Safwandi. (2016). TEACHING SPEAKING WITH THE TEAMS-GAMES TOURNAMENTS TECHNIQUE. *English Education Journal*, 7(2), 206–218.
<https://jurnal.usk.ac.id/EEJ/article/view/3734/0>
- Setyaningrum, T. W., & Asrofah. (2024). PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TIPE TGT (TEAMS GAMES TOURNAMENT) PADA MATERI TEKS BERITA KELAS XI. *Didaktik : Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 10(02), 1–9.
<https://doi.org/https://doi.org/10.36989/didaktik.v10i2.2736>
- Slavin, R. E. (1980). Cooperative Learning. *Review of Educational Research*, 50(2), 315–342. <https://doi.org/10.3102/00346543050002315>
- Slavin, R. E. (1991). *Student Team Learning : A Practical Guide to Cooperative Learning* (3rd ed.). National Education Association.
- Theng, L. F., & Mai, N. (2013). Students' perceptions of a constructivist classroom: A collaborative learning approach. *2013 IEEE 63rd Annual Conference International Council for Education Media (ICEM)*, 1–11.
<https://api.semanticscholar.org/CorpusID:37702392>
- Umar, M. R. H., & Ahmad. (2021). Meningkatkan Keterampilan Berbicara Menggunakan Metode Teams Games Tournaments (TGT). *Jurnal Ilmiah Iqra'*, 15(2), 158–173.
<https://doi.org/http://dx.doi.org/10.30984/jii.v15i2.1312>

- Veloo, A., & Chairhany, S. (2013). Fostering students' attitudes and achievement in probability using teams-games-tournaments. *Procedia - Social and Behavioral Sciences*, 93, 59–64. <https://doi.org/10.1016/j.sbspro.2013.09.152>
- Yanti, Y. E., & Yhasmin, A. (2023). PENINGKATAN KETERAMPILAN KOLABORASI SISWA MELALUI PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TGT (TEAM GAME TOURNAMENT) PADA SISWA KELAS IV SEKOLAH DASAR ANAK SHOLEH FULL DAY. *JIPSOS : Jurnal Inovasi Pendidikan Dan Ilmu Sosial*, 1(1), 62–68.