

THE EFFECTIVENESS OF TEAMWORK TOURNAMENT IN TEACHING STUDENTS' SPEAKING

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Abstract

This study aims to knowing the Effectiveness of Teamwork Tournament in teaching students' speaking. This research used Quantitative method which is Quasi-experimental. The subject of this research was 8th grade at Mts Putra Putri Lamongan. The writer chose 8th A consisted of 17 students as the experimental class and 8th B consisted of 16 students as the control class. The data was collected through Pre-test and post-test. The result of this study showed from T-test the value $t\text{-table} = 2.039$. Because $t\text{-count}$ was greater than $t\text{-table}$ ($4.126 > 2.039$) at significance level of 0.05. There was significant effectiveness of Teamwork Tournament learning method in teaching students' speaking. The result of mean score for the experimental class was 84.00. and, the mean score for control class was 79.50. it was concluded that there was difference meanscore between the experimental class taught by using Teamwork Tournament and conventional class in teaching students' speaking. So, the conclusion of this study, The Teamwork Tournament method in teaching speaking was success categories.

Keywords: speaking, teaching, teamwork tournament

INTRODUCTION

Education is an essential part of life. Education is a means to increase and develop the quality of human resources. One way that is conducted to increase the quality of education is through the renewal of the education system. Education is one form true of humanity's culture that is dynamic and has full growth. Because of that, The change or growth of education should happen in human life. The change and growth with a good education at all levels a anticipate for a better future. The learning demands of the Independent Curriculum (*Merdeka Belajar* Curriculum) are an innovation in Indonesian education that aims to develop students' learning potential and interest. This curriculum also gives students the freedom to choose their learning interests, reduces academic burden, and encourages teacher creativity. The Independent Curriculum (*Merdeka Belajar* Curriculum) also makes students think logically and encourages their critical powers. This is one of the important values. In addition, the increasing demands for

competency for future generations mean that students must master various fields of knowledge and expertise (multi-disciplinary). Through the implementation of the Independent Curriculum (*Merdeka Belajar Curriculum*).

According to (Rabiah, 2018) Language is an important thing for everyone, because of language, someone can communicate to convey information and arguments with other people. Language is a tool for communication used by everyone for daily activity. Because of that, One of the special things in learning a language is speaking. the function of language is for communication, it means through language can express our ideas also emotions to other people. According to (Anam, 2020) Learning English, especially speaking is not easy for some students, generally this problem is caused by several factors, such as : (Fluency), Because, it is difficult to express ideas orally. lack of (Vocabulary) knowledge, limited (Grammar) skills, (Pronunciation) errors making fear and lack of courage in students to speak. This also causes a lack of students interest and motivation in implementing the learning process.

The learning english of junior high school is not only attending the class, claim, memorize knowledge, answer the question and leaving the class. According (Anam, 2020) in junior high school, speaking is one of the four skills most students avoid. They think that speaking difficult lesson. To implementing *Merdeka belajar* curriculum in learning english, the teacher can gives students the freedom to choose their learning interests, reduces academic burden, and encourages teacher creativity by creative method. For this reason, the teacher need to be creative to make learning speaking more interesting and fun.

The English learning system that conducted at MTs. Putra Putri Lamongan based interview with some teacher and student is only teaching and submitting lesson items. The English learning process is tend to teacher center, the students claime, memorize all knowledge and answer the questions, where students only listen the explanations and answer the questions, so that students are less active in speaking and can't express their ideas. Students low score show that their low of motivation, this condition caused by students low absorption to mastering lesson by many factors that influence. It happens caused by less of study method, study model which not interest, media of study less support also factor readiness of students to accepting lesson.

From the statement above, it is needed to develop learning to arouse students' interest and motivation in learning English, especially in speaking skills by implementing the Teamwork Tournament type cooperative learning model. Cooperative learning is one of the improvements in learning methods. Cooperative Learning is developed originally by David and Roger Johnson from the University of Minnesota started to train teachers on cooperative learning in the mid-1960s during a time of competition and individualism within American society. In 1975, they published their masterpiece *Learning Together and Alone* (5th edition in 1999) (Johnson & Johnson, 1999). Cooperative learning actually has many types of teaching and learning forms. Cooperative learning is carried out in small groups so that students can work together in one time to study the lesson material. Cooperative learning involves students working together to achieve one learning object. According (Mahmud & Faruk, 2021) cooperative learning model proving that team study, support the growing of individual and social responsibility of students, expanding of attitude depended which are positive, support to increasing and improvement student learning development. to develop learning to arouse students' interest and motivation in learning English, the study was conducted to research an effectiveness and the different mean score of students taught by using Teamwork Tournament In Teaching Student Speaking.

METHOD

This research was action use Quantitative research design which is a quasi-experimental. Quantitative research involving process of collecting, assessing, interpreting and writing the result of study, Specific methods in survey and experimental relate to identifying a sample and population by collecting and analysing data, presenting the findings, making explanation and writing. That is consist with a survey or experimental study (Creswell & Creswell, 2018.). A quasi-experimental design is the progress of real experimental design. This design contains a control group, that is make the external variables cannot control experiment's implementation. The writer used non-equivalent control group design in this research. The non-equivalent is quasi-experimental that identical with pre-test and post-test control group.

The experimental method is use to know the effectiveness and different mean score between the student by Teamwork Tournament in teaching student's speaking.

The main purpose is to repair or increase students speaking practice. For the success of learning method application in the experimental class, the writer used control class as a comparison. The design of this research is take action with Teamwork Tournament method in recount text materials at speaking learning. The result in this study are calculations the score of the experiment class ability, control class ability and comparison the results.

To collect data, the writer use Pre-test and Post-test for experiment class and control class. The study took two classes, class 8thA as the experiment class and class 8thB as the control class, eight meeting were held, which consisted of pre-test, treatment and post-test. In the 8thA class, the Teamwork Tournament was applied as a treatment, then, in 8thB class, conventional learning was applied. The following procedure for the researcher is to analyze the data with several statistics test. The data analysis conducted by IBM SPSS Statistics 26, the test namely Descriptive Test, Normality Test, Homogeneity Test, and Independent T-Test. The result from the test are to know the effectiveness Teamwork Tournament in teaching student's speaking.

RESULT AND DISCUSSION

The results from statistical analysis result from calculations of experimental and control class. The table show the minimum pre-test score for experimental class was 55 and maximum score was 68 with an average score 61.00. The minimum pre-test score for control class was 55 and maximum score was 65 with an average score 59.88. The minimum post-test score for experimental class after being given treatment by teamwork tournament was 75 while maximum value was 89 with an average value 84.00. The minimum post-test score for control class by using conventional learning was 75 while maximum value was 85 with an average value 79.50.

Table 1.
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre A	17	55	68	61.00	3.202
Pre B	16	55	65	59.88	2.895
Post A	17	75	89	84.00	3.446
Post B	16	75	85	79.50	2.757
Valid N (listwise)	16				

The result from normality test shows the significance value of Saphiro-Wilk in the pre-test experiment class is 0.461, while the significance value of Saphiro-Wilk in the pre-test control class is 0.733. based on result of data analysis, it can be concluded that the significance value of variable in Saphiro-Wilk shows a value of more than 0,05 or >0.05. So, that the variable was declared normal.

Table 2.
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre A	.148	16	.200*	.948	16	.461
Pre B	.181	16	.167	.964	16	.733

The result from homogeneity test shows the significance values obtained are based on the mean value of 0.855. Based on the median value of 0.984, based on the median and adjusten value of 0.984, and based on the trimmed average value 0.861. Based on these data, it was known that all significance values in the homogeneity test are greater than 0.05 so, that the data was declared homogeneous.

Table 3.
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
PreAB	Based on Mean	.034	1	31	.855
	Based on Median	.000	1	31	.984
	Based on Median and with adjusted df	.000	1	30.485	.984
	Based on trimmed mean	.031	1	31	.861

From the result of the independent sample test, it is known that the sign value is obtained. Significance (2-tailed) is 0.000 and the T-test value is (4.126) with degrees of freedom (df)= 31 while the research alpha is 5% = 0,05 then it is in normal distribution table (df) 31, Tail (0,05) t-table = 2.039. Because t-count is greater than t-table (4.126>2.039) at a significance level of 0.05, can be conclude that Ho is rejected and Ha is accepted. Based on analysis above, it can be seen that, there are significant

effectiveness of Teamwork Tournament learning method in in teaching speaking recount text at 8th grade A and B of MTs Putra Putri Lamongan.

Table 4.
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
posttest	Equal variances assumed	.166	.687	4.126	31	.000	4.500	1.091	2.275	6.725
	Equal variances not assumed			4.154	30.242	.000	4.500	1.083	2.288	6.712

The table of statistical analysis shows that from calculations consisting of the experimental and control group. the mean score for the experimental class is 84.00, with standar deviation 3.446 and standar error mean 0.836. than, the mean score for control class is 79.50, with standar deviation 2.757 and standar error 0.689

Table 5.
Group Statistics

kelas	N	Mean	Std. Deviation	Std. Error Mean
Post test experimental	17	84.00	3.446	.836
control	16	79.50	2.757	.689

From the data above, There were two research questions answered. The first discussion was about the effectiveness of the Teamwork Tournament in teaching students' speaking of recount text. While the second discussion was about the difference mean score between students taught by using Teamwork Tournament and conventional class in teaching students' speaking of recount text. Based on the research results, the use of Teamwork Tournament in teaching speaking was effective. There were several reasons supporting the effective this learning method. Based observation research, This method made easier for students to speak, this was because in Teamwork Tournament

students could learn together, discuss, find new vocabulary and tournament. So, that it was easier for students to improve speaking skills and express ideas in their minds, so that they can speak easily according their experience.

CONCLUSION

Based on the results, it can be concluded that there difference in the meanscore of both experimental class and control class, there was significant difference, The post-test of experimental group the average value is 000, while the post test of the control class was the average value 000. In testing hypothesis from the results of the independent sample test, it was known that the sign value was obtained. (2-tailed) is 0.000 and t-test value (4.126) with degrees of freedom (df)= 31 while the research alpha is 5% = 0,05 then it was in the normal distribution table df (31), tail (0.05) t-table =2.039. Because t-count greater than t-table (4.126>2.039) at significance level of 0.05. The conclusion of this research is that the application Teamwork Tournament to teaching students' speaking shows positive results. Several possibilities used to support this research, such as in the treatment process which build students social responsibility and knowledge in deepening recount text material. So, that through the application of this learning method it can improve students speaking. Based on the description above, it can be concluded that Teamwork Tournament method was effective to be applied in speaking of recount text for class 8thA at MTs Putra Putri Lamongan.

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