THE EFFECTIVENESS OF TGT (TEAM GAMES TOURNAMENT) MODEL IN TEACHING SPEAKING SKILL AT ZU JUNIOR HIGH SCHOOL

THESIS

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FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC

UNIVERSITY, MALANG

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TITLE PAGE

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THESIS

Submitted to the Faculty of Education and Teacher Training in Partical Fulfillment of The Requirement of the Degree of English Language Teaching (S.Pd) in English Education Department

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FACULTY OF EDUCATION AND TEACHER TRAINING MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY, MALANG

2024

STATEMENT OF AUTHORSHIP

I state that the thesis entitled **"The Effectiveness of TGT (Team Games Tournament) Model in Teaching Speaking Skill at ZU Junior High School"** is my original work to meet a bachelor's degree requirement. I do not include any materials previously written or published by otherwriters, except those I have cited in this thesis's bibliography. Hereby, if there is anobjection or claim, I am the only person responsible for that.

Malang, May 10, 2024
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AT ZU JUNIOR HIGH SCHOOL

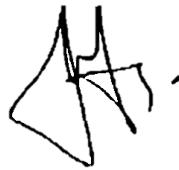
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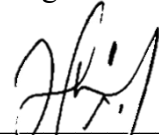
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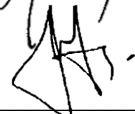at the date of 26 June 2024 and declared PASS

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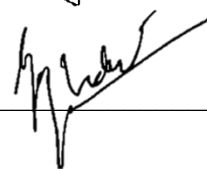
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Assalamu'alaikum Wr. Wb

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This is to certify that the thesis of Ahmad Abdullah Azzam has been approved by the advisor for further approval by the board of examiners.

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MOTTO

"It's not a dead end, it's a plot twist"

THESIS DEDICATION

I dedicate this thesis especially to my beloved family, my father Drs. Samsul Huda, my mother Anis Suaidah, my elder sister Iddatul Hidayah S.Hum, my grandma Alm. Masnonah and also all my family who have supported, encouraged, motivated and prayed for me. I also dedicate this thesis to Nur Fitria Anggrisia M.Pd as the thesis supervisor, who always helps and provides helpful guidance and suggestions so that I can complete my thesis well. Finally, I dedicate my thesis to my friends who I cannot mention one by one who have given me support, motivation, prayer, enthusiasm and always helped one another in preparing this thesis.

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All praise to Allah SWT, who has given grace and guidance so that researcher was given the strength in completing this final project entitled " The Effectiveness of TGT (Team Games Tournament) Model In Teaching Speaking Skill at ZU Junior High School ". Sholawat may continue to be bestowed on the prophet Muhammad SAW, and hopefully we will get his intercession at the end of the world.

With the completion of writing this thesis to complete the final project at the undergraduate level, the researcher would like to express many thanks to all those who helped smooth the research of this thesis because the researcher believe that without this help and support, the researcher would not be able to finish this thesis quickly. With all humility, the researcher expresses gratitude to:

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Malang, June 5, 2024The
Researcher,

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LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described asfollows :

A. Words

ا	= **a**	ز	= **z**	ق	= **q**
ب	= **b**	س	= **s**	ك	= **k**
ت	= **t**	ش	= **sy**	ل	= **l**
ث	= **ts**	ص	= **sh**	م	= **m**
ج	= **j**	ض	= **dl**	ن	= **n**
ح	= **h̲**	ط	= **th**	و	= **w**
خ	= **Kh**	ظ	= **zh**	ه	= **h**
د	= **d**	ع	= **'**	ء	= **'**
ذ	= **dz**	غ	= **gh**	ي	= **y**
ر	= **r**	ف	= **f**		

B. Long Vocal

Long Vocal (a)	= **â**
Long Vocal (i)	= **î**
Long Vocal (u)	= **û**

C. Diphthong Vocal

اَو	= **aw**
اَي	= **ay**
اُو	= **ŭ**
اِي	= **î**

TABLE OF CONTENTS

LIST OF TABLE

LIST OF DIAGRAM

LIST OF APPENDICES

ABSTRAK

Azzam, Ahmad Abdullah. 2024. *Efektivitas Model Pembelajaran TGT (Team Games Tournament) dalam mengajar kemampuan berbicara di Mts ZU*. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Nur Fitria Anggrisia M.Pd.

Kata Kunci: Keefektivan, TGT (Team Games Tournament), Keterampilan Berbicara.

Bahasa Inggris memiliki peran penting sebagai bahasa universal. Banyak sektor dan profesi yang membutuhkan orang-orang yang dapat berbicara dan menulis bahasa Inggris dengan mahir. Akibatnya, tidak mengherankan bila semakin banyak siswa di seluruh dunia belajar bahasa Inggris sejak duduk dibangku sekolah. Terdapat kendala bagi siswa yakni bosannya kegiatan belajar mengajar dimana pengajar hanya menggunakan metode konvensional Penerapan model pembelajaran yang tepat diperlukan dalam menunjang keberhasilan mengajar. Oleh karena itu, peneliti tertarik untuk mengetahui efektivitas model pembelajaran TGT (Team Games Tournament) dalam mengajar kemampuan berbicara siswa kelas sembilan MTs ZU. Tujuan dari penelitian ini adalah untuk mengetahui apakah model pembelajran TGT (Team Games Tournament) efektif dalam mengajar keterampilan berbicara bagi siswa kelas sembilan di MTs ZU. Peneliti menggunakan metodologi penelitian kuantitatif dengan menggunakan desain kuasi-eksperimental. Data dikumpulkan dengan menggunakan tes lisan. Para peserta dibagi menjadi dua kelas (kelas Eksperimen dan Kontrol). Penggunaan model pembelajaran TGT (Team Games Tournament) efektif dalam mengajar kemampuan berbicara siswa. Hal ini ditunjukkan dengan hasil Mann Whitney U-test yang menunjukkan Sign. (2-tailed) lebih rendah dari 0,05 (0,003 < 0,05). Bahwa hasil uji U Mann Whitney menggunakan SPSS 25 menunjukkan bahwa hipotesis nol (H0) ditolak dan hipotesis alternatif (Ha) diterima. Disisi lain, suasana kelas menjadi lebih aktif ditunjukkan dengan antusias siswa saat melakukan kegiatan belajar mengajar. Kesimpulannya, penggunaan TGT (Team Games Tournament) sebagai model pembelajaran berhasil dalam mengajar keterampilan berbicara.

ABSTRACT

Azzam, Ahmad Abdullah. 2024. Effectiveness of the TGT (Team Games Tournament) Learning Model in teaching speaking skills at Mts ZU. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Nur Fitria Anggrisia M.Pd.

Keywords: Effectiveness, TGT (Team Games Tournament), Speaking Skills.

English has an important role as a universal language. Many sectors and professions require people who can speak and write English proficiently. As a result, it is not surprising that more and more students around the world are learning English while attending school. There is an obstacle for students, namely the boredom of teaching and learning activities where teachers only use conventional methods. The application of appropriate learning models is needed to support teaching success. Therefore, researchers are interested in finding out the effectiveness of the TGT (Team Games Tournament) learning model in teaching speaking skills to ninth grade students at ZU junior high school. The aim of this research is to find out whether the TGT (Team Games Tournament) learning model is effective in teaching speaking skills to ninth grade students at ZU junior high school. Researchers use quantitative research methodology using a quasi-experimental design. Data was collected using an oral test. The participants were divided into two classes (Experimental and Control classes). The result of this research shows that the TGT (Team Games Tournament) learning model is effective in teaching students' speaking skills. This is indicated by the results of the Mann Whitney U-test by using SPSS 25 which shows Sign. (2-tailed) lower than 0.05 ($0.003 < 0.05$). The Mann Whitney U test results show that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. On the other hand, the classroom atmosphere became more active, as demonstrated by the students' enthusiasm during learning activities. The conclusion is using TGT (Team Games Tournament) as a successful learning model in teaching speaking skills.

مستخلص البحث

عزام، أحمد عبدالله. 2024. *فعالية نموذج التعلم TGT (بطولة الألعاب الجماعية) في تدريس مهارات التحدث في مدارس ZU*. اطروحه. قسم إدريس اللغة الإنجليزية. كلية التربية وتدريب المعلمين جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: نور فيتريا أنجريسيا, M.Pd

الكلمات المفتاحية: الفعالية ، TGT (بطولة ألعاب الفريق) ، مهارات التحدث.

تلعب اللغة الإنجليزية دورا مهما كلغة عالمية. تحتاج العديد من القطاعات والمهن إلى أشخاص يمكنهم التحدث والكتابة باللغة الإنجليزية بكفاءة. نتيجة لذلك ، ليس من المستغرب أن المزيد والمزيد من الطلاب حول العالم يتعلمون اللغة الإنجليزية منذ المدرسة. هناك عقبات أمام الطلاب ، وهي الملل من أنشطة التعليم والتعلم حيث يستخدم المعلمون الطرق التقليدية فقط هناك حاجة إلى تطبيق نموذج التعلم الصحيح لدعم نجاح التدريس. لذلك ، يهتم الباحثون بمعرفة فعالية نموذج التعلم TGT (بطولة الألعاب الجماعية) في تدريس مهارات التحدث لطلاب الصف التاسع في مدارس ZU. كان الغرض من هذه الدراسة هو معرفة ما إذا كان نموذج التعلم TGT (بطولة ألعاب الفريق) فعالا في تعليم مهارات التحدث لطلاب الصف التاسع في مدارس ZU. يستخدم الباحثون منهجية البحث الكمي باستخدام التصميم شبه التجريبي. تم جمع البيانات باستخدام الاختبارات الشفوية. تم تقسيم المشاركين إلى فصلين (فصول التجربة والتحكم). يعد استخدام نموذج التعلم TGT (بطولة ألعاب الفريق) فعالا في تعليم مهارات التحدث لدى الطلاب. يظهر هذا من خلال نتائج اختبار Mann Whitney U باستخدام SPSS 25 الذي يظهر Sign. (2 ذيل) أقل من 0.05 (0.003 > 0.05). أن نتائج اختبار Mann Whitney U من ناحية تظهر أن الفرضية الصفرية (H0) مرفوضة ويتم قبول الفرضية البديلة (Ha) أخرى ، يصبح جو الفصل الدراسي أكثر نشاطا ، ويظهر ذلك من خلال حماس الطلاب عند القيام بأنشطة التدريس والتعلم. . لذلك ، فإن استخدام TGT (بطولة ألعاب الفريق) كنموذج تعليمي ناجح في تعليم مهارات التحدث

CHAPTER I
INTRODUCTION

In this chapter, the researcher discusses several points related to this research. There are the background of the research, the object of the research, the significance of the study, the limitations of the study, and the definition of key term.

1.1   Background of the Study

Language is a communication tool used by humans to interact with each other in running the wheel of life. There are many languages in this world, but there is one language chosen as an international language, namely English. English is an international language where all countries agree that this language is used as a means of communication when it is in an international scope. English is a special need in various aspects of life ranging from social, political, economic to educational aspects. English has become a staple in the world of education today. As a student who is living in the world of education, it is an obligation to learn English.

Education has an important role for the progress and future of the nation. The implementation of education aims to develop individual students (in the sense of providing opportunities for them to develop their potential naturally and as they are, not necessarily directed to the interests of certain groups). The purpose of education is a plan that is carried out carefully in the mastery of science and technology in the framework of human welfare so that they can be responsible for the progress of the nation. An educational goal to be achieved will be realized if the curriculum used as the basis of reference is relevant, meaning that it is in accordance with the educational goals.

1

Support for education requires the learning of different foreign languages. Islam also teaches us to seek the best knowledge we can. Actually, we can build relationships and communication with other people because of the important and great benefits that learning another country's tongue gives us. As Allah Ta'ala says :

وَمَا أَرْسَلْنَا مِنْ رَسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ

"We did not send any messenger, except in the language of his people, so that he could explain clearly to them. So God leads astray whom He wills, and guides whom He wills. And He is God Almighty and Wise."[QS. Ibrahim: 4)

Language activities can not be separated from various aspects. Language skills have four main components, namely: listening, speaking, reading, and writing skills. One of the four skills is speaking skill which is the most important indicator for someone's success in learning a language (Kemendikbud, 2014). Although basically every human being can speak, not all can speak well. Speaking is not just conveying verbal ideas, but what is more important is how those ideas can be understood by listeners. This is in line with Tarigan's opinion, that speaking is more than just pronouncing sounds or words. Speaking is a tool for communicating ideas that are compiled and developed according to the needs of the listener or listener (H.G.Tarigan, 2018).

The key to success in all aspects of life, which also includes the world of learning is communication skills. A language skill will facilitate the delivery

2

of messages in a verbal form. Generally speaking skills consist of the ability to speak in a fluent or multilingual manner, as well as grammar and pronunciation. Speaking skills are the ability to pronounce articulation sounds or words to express, say and convey thoughts, ideas and feelings (H.G.Tarigan, 2018).

Permana (2014) said that it was important to emphasise the role of spoken communication skills in building young people with intelligence, creativity, critical thinking and cultural competence. A student's ability to express they views and emotions in an intelligent way can be demonstrated by a mastery of speaking skills, taking into account the material and situation where he speaks. Speaking skills are also able to form creative future generations so that they are able to speak communicatively, clearly, coherently and easily understood. Because they are capable of expressing opinions, ideas and feelings in a coherent and systematic way, speech skills can also lead to critical future generations. Speaking skills are also able to produce future generations of cultured people because they have learned and trained for communication with other persons according to the material or linguistic situations at the time when speaking (Permana, 2015).

As a student, of course they must have adequate speaking skills in the learning process. Mastering speaking skills means that a student can communicate his ideas, either with the teacher or between students so that they are easy to understand. Speaking skills also affect a person's social and personal adjustments. Students who are unable to speak well will certainly find it difficult to communicate and integrate themselves in a group. If someone has

3

good speaking skills, he will get social and professional benefits (Pawero, 2017). Social advantage is related to social interaction activities between individuals. Meanwhile, professional advantages are obtained when using language to ask questions, convey facts and knowledge, explain and describe.

The problems experienced by each student can hinder their speaking skills. The problem is actually very complex because every student has different problems. Students have different ways of understanding and capturing a subject matter given by the teacher. Therefore as a teacher must have skills in teaching and conveying the material presented to students. One of the skills and abilities of a teacher is to be precise in selecting the learning methods and models to be used.

There are many students who feel bored in class because the learning methods used by teachers tend to be old-fashioned or conventional. According to Djamarah (1996), conventional learning methods are traditional learning methods or also called lecture methods, because this method has long been used as a tool for oral communication between teachers and students in the teaching and learning process. In history learning, the conventional method is characterized by lectures accompanied by explanations and the distribution of tasks and exercises. Based on the results of interviewed by researcher who spoke to several students in 9 grade of ZU junior high school, there were times when they got bored with the learning methods in class, especially the English subject. The teacher uses lecturing method so that the class atmosphere becomes passive because students are only listen. The way the teacher teaches in the classroom is very important in supporting the success of student learning

targets. Therefore the teacher must continue to innovate in conveying subject matter, especially in subjects that contain elements of skill, that is speaking.

To reach the skilled stage of students speaking, the right method must be used to match what is expected. Various learning methods that can be used by the teacher in learning activities other than the lecturing method such as the discussion method, drill method and game method. The discussion method is the method by exchanging information, opinions or ideas. The drill method is a teaching method by providing exercises to students. The game method is a method for creating fun and student interest in the learning process, and there are many other types of learning methods.

The selection of learning methods must be in accordance with the conditions of students and class conditions that can increase activeness in the class. The learning method used by the teacher must be able to help the process of improving skills, especially speaking. In Fitriyah (2018) research, one learning method that is able to activate student interaction as well as hone speaking skills in the learning process is the TGT learning method. Learning methods *Teams Games Tournament (TGT)* is a type or method of cooperative learning that is easy to apply, involves the activities of all students without any status differences, involves the role of students as peer tutors and contains an element of play. *TGT* is a cooperative learning model that uses academic tournaments in using quizzes, where students compete as representatives of their team with other team members whose previous academic performance is equivalent to them (Slavin, 2005).

Compiled by Romanda (2016) with the title Application of the Teams Game Tournament (TGT) Learning Model in Improving Student Learning Outcomes, the purpose of the learning method *Teams Games Tournament (TGT)* to foster healthy competition between students. Every student wants to be the best and provides opportunities for each individual to develop their own abilities. According to Mardhiyah (2023) students' speaking skills can improve or be honed effectively when teachers apply appropriate learning methods and media. This is proven by the research he conducted using interesting media so that students' abilities were honed.

Application of the Teams Games Tournament (TGT) Learning Model in Improving Learning Outcomes is a research title compiled by Audina Ramadhani (2017). The existence of competition in it will make students active and interact with each other. Thus, the use of this method will benefit both students who have good speaking skills and students who have poor speaking skills. Where students will be able to empower their abilities so they can hone their speaking skills.

Based on the description of the problem above, the researcher is interested in conducting research with the title **"The Effectiveness of TGT (Team Games Tournament) Model in Teaching Speaking Skill at ZU Junior High School ".** With the title of this research, it is expected to be able to overcome the problems that have been mentioned. namely the obstacles in teaching speaking to students who feel boring because they use conventional methods that tend to make students less active in teaching and learning activities. This school also has the same obstacles as some schools in teaching

6

speaking skills, so researchers chose this school as the object of research. The application of TGT (Team Games Tournament) learning model will be tested for its effectiveness in teaching speaking skill in grade 9 of ZU school.

1.2 Research Questions

Based on the background of the study, the problems of this study were formulated as follow :

1. Does the TGT (Team Game Tournament) model effective in teaching speaking skill?

1.3 Research Objectives

Based on the research questions, the studies will intend :

1. To know the effectiveness of TGT (Team Game Tournament) model in teaching speaking skill

1.4 Scope and Limitation of The Study

Based on the research background and the problem that has been identified, the scope of this study is a learning model that applied in a class. The TGT (Team Games Tournament) learning model tested for its level of effectiveness in teaching speaking skills. The application of the learning model carried out on the English subject. There are three different games conducted namely guess word, arrange word and tell yours (can found in appendix).

Limitation of this study is the class object to be studied. At ZU junior high school there are 3 class levels that is 7, 8 and 9 grade and at each level there are A, B and C classes. The researcher chose class 9 as the research object. Class 9A as the experimental class and class 9C as the control class. The researcher chose this class because the number of students there was the same,

7

that is 20 students. Apart from that, the TGT learning model has never been applied there, so this research will really help with variations in student learning in class.

1.5 Significant of The Study

The researcher hopes that the completion of this research can provide benefits that can be used properly in the future. The benefits of this research are as follows

- **Theoretical Significance**

    The results of the research are expected to be used as a source of information or input to teachers (teachers) in providing lessons that are considered difficult to understand by students in receiving lessons. Learning model TGT (*Teams Game Tournament*) provide a way of learning in a more comfortable and pleasant atmosphere, so students will be more motivated and active in discovering new experiences in their learning activities.

- **Practical Significance**

    a. Students

    Useful for teaching students' speaking skills by using the TGT learning model (*Teams Game Tournament)* because the learning method is not boring. This can maximize student focus so that the lessons captured will be more quickly accepted and can be immediately put into practice. Students' self-confidence will increase because the spirit of competition between friends to win the game is encouraged.

    b. Educators/Teachers

Increase teacher knowledge about the use of the TGT learning model *(Teams Game Tournament)*. The learning model used can be applied in the classroom directly so that it is always varied and does not make students feel bored. Motivated to apply more varied learning strategies and models so that the material can be conveyed properly.

c. Other Researchers

This research can be a source of reference for other researchers to continue to develop. In particular, researchers who raise the content of learning model research use the TGT (Teams Game Tournament) model. Besides that, it can also provide inspiration to start writing another research.

1.6 Definition of Key Terms

In order to avoid miscommunication, a definition of essential terms must be provided. In the study, it is important to define some terms that relate to this topic.

- **TGT (Teams Game Tournament)**

  This learning model contains academic tournaments involving the activities of all students with various backgrounds in group. This learning model increase students' enthusiasm for learning, it contains interesting components like tournament, reward and so on makes the class atmosphere active.

- **Learning Model**

  A learning model is described as a conceptual framework for the development and implementation of educational activities that provides

training designers and teachers. Learning model guidance on organisational procedures to organise their education systems in order to meet individual learning objectives and functions.

- **Speaking Skill**

    Speaking skill is the ability to communicate effectively. Good speaking will make other easier to understand what the point of the topic. Learning to speak is enables to interact with each other and express thoughts and feelings. That skill gives the ability to express information in an oral format, which can understand for others or listeners.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will discuss the literature that related to this research. The researcher presents lot of theory from the master to explain in detail.

2.1 Speaking Skill

Speaking skils are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. In the process of improving their speaking skills, students need to learn several aspects of speaking skills to assess whether speaking falls under the good speaking or bad speaking category, There are a few speaking requirements that must be achieved. (Hariani, 2018). The aspects are :

1. Pronunciation is a proper way to pronounce a word. Learners of English must be able to pronounce words well so that others cancomprehend them.

2. Grammar is a method or set of guidelines for structuring a particular linguistic pattern into effective sentences.

3. Vocabulary is a series of words that form a part of a specific language and are understood by specific groups.

4. Fluency is a gauge of a person's oratory skills. A person who speaks a language well is typically able to communicate effectively and swiftly.

5. Comprehension is an individual's ability to understand the purpose and meaning of discourse. A person's capacity to speakmay be impacted by how well they grasp things.

2.1.1 Purpose of Speaking

Mulyana (2011) groups the purposes of speaking into four objectives, namely social, expressive, ritual and instrumental purposes.

1. Social Purpose

Humans as social beings make speaking activities a means of building self-concept, self-existence, survival, obtaining happiness and avoiding pressure and tension.

2. Expressive Purpose

Language can be used to express the speaker's feelings to others. In expressive purposes, speaking is used by humans as a tool to convey their feelings. However, expressive speaking does not necessarily affect other people, because the most important thing in expressive speaking is the channeling of one's feelings through language.

3. Purpose of Rituals

Ritual activities often use language as a medium to convey ritual messages to adherents. In celebrating certain religious holidays, many sacred religious symbols are expressed through language.

4. Instrumental Purpose

In the purpose of this instrument, speaking activities are used as a tool to obtain something. Something here can be a job, position or other things.

2.1.2 Factors Supporting The Effectiveness of Speaking

Speaking activities are influenced by factors that support the

effectiveness of speaking itself. These factors consist of two kinds, namely linguistic factors and non-linguistic factors (Darmuki & Hariyadi, 2019). Following are the details of each of these aspects.

1. Linguistic factors as supporting the effectiveness of speaking, as follows: (a) Accuracy of speech, (b) Placement of appropriate stress, tone, joint, and duration, (c) Choice of words (diction), and (d) Accuracy of target talks.

2. Non-linguistic factors as a support for the effectiveness of speaking, as follows: (a) a reasonable attitude, calm and not rigid, (b) views must be directed to the interlocutor, (c) willingness to respect the opinions of others, (d)) Appropriate gestures and expressions, (e) Loudness of voice is also very decisive, (f) Fluency, and (g) Relevance or reasoning.

2.2 Learning Model

According to Rusman (2012) a learning model is a plan or a pattern that is used as a guide in planning learning in class or in learning in tutorials and for determining other devices. This is in line with the opinion of Joyce (1992) earch model guides teachers as design instruction to help students achieve various objectives. That is, each model directs teachers in designing learning to help students achieve learning goals. With this model the teacher can help students get or obtain information, ideas, skills, ways of thinking, and expressing their own ideas. In addition, the learning model also teaches how they learn. The use of materials, curriculum, especially the learning model used by teachers when teaching is not fully adapted to the needs and situations of

students, even though adjustments to learning models are needed to improve student learning outcomes.

The learning model used by the teacher in teaching is very influential and determines the success of students in learning. The accuracy of using the learning model is very dependent on the objectives, content, teaching and learning processes and teaching and learning activities. Therefore, the learning model has a systematic procedure. The term learning model has a broader meaning than strategies, methods or procedures.

In his book, Suyanto 2013, it is stated that every educational model requires a variety of training systems and teaching environments. Flexibility in the learning environment is needed, e.g. by means of tables and chairs that are easy to move as part of a cooperative learning model. Students are sitting on benches arranged in a circle or like horseshoes, as part of the discussion curriculum.

There are many models of comparative learning, among others, Active Debate (Active Debate), Group Investigation (GI), Jigsaw, Make A Match (Looking for a Partner), Pitcure And Picture, Problem Based Learning (PBL), Role Playing, Snowball Throwing (Throwing Snowball), Student Teams Achievement. Division (STAD), Talking Stick, Teams Games Tournament (TGT), Think Pair Share (TPS), and others. The learning model chosen by the researcher is the Teams Games Tournament (TGT).

2.3 TGT (Team Game Tournament) Learning Model

The Teams Games Tournament (TGT) Cooperative Learning Model is a cooperative learning model that involves the activities of all students without

any status differences, all students tried to make their group a champion so that there will be many elements of learning activities in this cooperative learning method.

According to Miftahul Huda (2013), students in the Team Games Tournament of TGT have been divided into a group consisting of three people with low, medium and high ability. Accounting Learning Activities with games designed in the Teams Games Tournament (TGT) Cooperative Learning Model allow students to learn more relaxedly while fostering responsibility, cooperation, fair competition, and learning involvement.

In TGT, the students are divided into small groups of 5 to 8 heterogeneous students from diverse backgrounds in terms of academic performance, gender, race and ethnicity. When students are selected to play for the team as a representative of their group, and against others who have achieved identical results or successes before, TGT Academic Tournaments will be used. Presentation of material, teams, games and competitions as well as group awards are part of TGT.

Learning activities with games developed in the TGT cooperative learning model allow pupils to learn more freely, while fostering responsibility, cooperation, fair competition and educational participation.

2.3.1 Component of TGT (Team Game Tournament)

1. Class presentation

The teacher will give lessons in class presentation, usually performed by direct teaching or lecture and Teacherled Discussions at the start of learning. Besides, the teacher also sends messages about goals,

tasks or activities that must be performed by students and motivates them to do so. When teaching this class, students must pay attention and comprehend the material that they are taught because it will help them to work better at group activities and for games. The game scores determine the group scores that help students work better during group work and games, because the game scores determine the group scores.

2. Study groups (teams)

The teacher's dividing the pupils into small groups. Students work in groups of five, who are different from one another as regards their educational ability, gender and racial or ethnic background. It is hoped that this will encourage students to assist each other between those with more capacity and those who have less, given the diversity of group members. This will result in an increasing awareness of self among students to the fact that learning with others is very enjoyable. During training, it is for the Group to study further material with its group members and more specifically teach them how to make their colleagues work well and optimally in games tournaments.

3. Game/match preparation

The teacher prepares questions related to the material. Then the teacher prepares the tools for the game, namely: guess word and arrange word related to the material.

4. Game/match (Tournament)

Games and Tournaments consist of questions intended to assess the knowledge acquired by students in class presentations as well as study

groups. Each group will come to the front of the class to play games (guess words, arrange words and tell yours) in turn. Each group member must answer a word according to the theme mentioned by the teacher. Students may not mention words that have been mentioned previously. Correct words get 10 points and incorrect words 0 points. Guess word is the first level continue with arrange word for second level and tell yours at the end to determine the winner.

5. Team recognition (team awards)

Awards are given to the team that wins or gets the highest score, the score will eventually be used as an additional student assignment score. The winner will get a mystery box containing stationary. In addition, prizes are also given as motivation to learn.

2.3.1 Strengths and Weaknesses of TGT (Team Game Tournament)

In a learning model certainly has strong and weaknesses of each. Not all learning models always have advantages or effective values to be applied in teaching and learning activities. However, which model is considered the most suitable to be implemented in the class to meet the needs of their different characters. Following are the advantages and disadvantages of the Team Game Tournament learning model according to Aris Soiman (2014):

1. Strenghts

   a. The TGT model not only makes students who are smart (high academic ability) more prominent in learning, but students who have

lower academic abilities are also active and have an important role in their groups.

b. With this learning model, it will foster a sense of togetherness and mutual respect among group members.

c. In this learning model, it makes students more enthusiastic in following the lesson. Because in this learning, the teacher promises an award to the best students or groups.

d. In the learning of these students, it makes students happier in participating in lessons because there are game activities in the form of tournaments in this model.

2. Weaknesses

a. Takes a long time.

b. Teachers are required to be good at choosing subject matter that is suitable for this model.

c. This model needs to be developed well before it is implemented by the teacher. For instance, a teacher needs to know the students standard of education from best to lowest when he or she is preparing questions for each tournament or competition table.

2.4 Daily Activity Material

At junior high school age, English lesson require material that has basic level or easy for students understanding, especially for studying speaking skills. The "Daily Activity" material is very suitable to be applied and can support students' speaking skills. The aim of daily activity material is for students to be

able to tell about the daily activities they do. By telling about these habits, students will feel more confident because they are the main character. Therefore, researchers chose this material as teaching material for research using the TGT learning model.

In the school that are an object of research, this material is suitable to use as the tittle of this research. Based on the school syllabus, this material has several learning goals including students expected to be able to imitate dialogue examples, ask questions and determine appropriate expressions according to the "Daily Activities" material. Based on that learning goals, this material can support success and effective in teaching students speaking skills. Speaking skills require direct habituation and practice so the skills keep be honed and stick to students. Basic lesson that student learned and telling students daily activities, it can easy to accepted and not burden students. It makes learning objectives can achieved easily.

2.5 Review of Previous Studies

This sub-chapter will discuss previous studies, which is a conclusion or final result of a research that has been done before. In this section the researcher will show several studies related to the title of this study. Team Game Tournament (TGT) as a learning model that will be used in learning and to determine the level of effectiveness in improving students' speaking skills.

Compiled by Romanda (2016) with the title Application of the Teams Game Tournament (TGT) Learning Model in Improving Student Learning Outcomes. Observations are carried out by researchers as an orientation and looking for problem points and trying to find solutions. Application of the

Team Game Tournament (TGT) learning model to research objects totaling 28 students. In the previous case students tended to be passive in class and felt bored because of the monotonous learning model. The researcher compiled several questions as a test and measurement tool to find out the completeness of student learning. From the research conducted, the final result was that the use of this learning model could improve the learning outcomes of 5th grade students at MI Al-Fajar Pringsewu from initially only 60% of students who completed their studies to 85%.

The next researcher is Fitriyah (2018) with the title The Influence of the Teams Games Tournament (TGT) Method on Learning Outcomes in the Sub-theme of Environmental Change for Class 5 MI Yaspuri Malang. A quantitative method with a type of quasi experimental research that uses the non equivalent control group approach is used in this study. In this form, two classes of treatment are to be exercised: the control class and the experimental class. In this study the subjects were students of class 5 MI Yaspuri Malang, where class 5B was the experimental class and was given treatment using the Teams Games Tournament (TGT) method and class 5A was the control class which was not given treatment. The instrument used in this study was a multiple choice test. The data analysis technique uses the Paired Sample T-Test statistical method. The results of this study indicate that there is a significant effect of the Teams Games Tournament (TGT) method on the learning outcomes of the environmental preservation business sub-theme of class 5 MI Yaspuri students as indicated by (1) Differences in learning outcomes based on an environmental conservation subtheme of class 5 MI Yaspuri Malang and

shown through the results of hypothesis tests, using a paired sample TCT with a Sigtest method are demonstrated as follows: (2-tailed) 0.008 <0.05, so that Ho is rejected and Ha is accepted, and it is indicated by the increased student learning outcomes after being taught using the Teams Games Tournament (TGT) method on the sub-theme of environmental conservation efforts for class 5 students MI Yaspuri Malang. Application of the Teams Games Tournament (TGT) Learning Model in Improving Learning Outcomes of Class X Accounting Students at Ira Medan Private Vocational School in the 2016/2017 Academic Year, is a research title compiled by Ramadhani (2017). This type of research is an experiment with the subject of all class X students of the IRA Medan Private Vocational School. The instrument used in this research is a learning achievement test in the form of an essay test with 10 questions that have been declared valid and reliable. From the results of the study the average pre-test score was 21.71 after the action was carried out in the class, and the post-test score was 88.66 using Teams Games Tournament (TGT) Learning Model.

The research from Mardhiyah (2023) has findings indicate that the students' speaking ability increased after being taught using the spinning wheel game learning media. This means that the use of spinning wheel media is effective to improve students' speaking ability. This is indicated by the results of the Mann-Whitney U-test showing Sign. (2-tailed) is lower than 0.05 (0.000 < 0.05) That the results of the Mann-Whitney U-test showed that the null hypothesis (H0) as rejected and the alternative hypothesis (Ha) was accepted.

Therefore, the use of spinning wheel games as teaching media is successful in increasing speaking skills.

From the description and results of several studies above, the researcher found similarities in the variables. The studies above were tested the students learning outcomes in writing. Here the researcher was conducted research that is slightly different because doesn't focus on written learning outcomes as the benchmark but rather non-written ones such us students' skills, especially speaking. The research applied the learning model in the "Daily Activity" speaking topic. Beside that, by using TGT (Team Games Tournament) as a learning model, this research applied three different games to deliver the material for students. This research conducted three games (Guess word, arrange words, tell yours) and each games with a different level, so students are interested in reaching each level and they have to learn and focus to win the tournament.

CHAPTER III
RESEARCH METHOD

This chapter contains to explain research design, subject of study (population and sample), research instrument, validity and reliability, data collection and data analysis.

3.1 Research Design

Quantitative methods of research are used in this research. According to Sugiono (2018), quantitative is a research method based on positivistic (concrete data), research data in the form of numbers that will be measured using statistics as a calculation test tool, related to the problem being studied to produce conclusions.

Quantitative research methods are research that aims to collect data in the form of numbers in the field using scale methods, documentation and research instruments. Researchers choose quantitative methods because they aim to obtain data that is relatively constant, concrete, observable and measurable and analyzed using statistics. This is because the problem examined in this research is a measure of the level of effectiveness of a learning model.

Campbell (1957) designed a quasi-experiment as an experiment with treatment, impact measurement, experimental units, but did not use a random assignment to generate comparisons to determine changes caused by treatment.

In the quasi method, researchers must provide treatment and examine changes in the treatment that has been given. However, the samples used were not random and researchers could not manipulate the subjects. In this research,

there must be an experimental and control group determined using random groups.

Quasi-experimental research aims to find out between variables involving a control group and an experimental group. Therefore, quasi experiments can be used for research that wants to investigate relationships between variables and clarify the causes of these relationships.

Group	Treatment	Post-test
Experiment	X	Y_1
Control	-	Y_2

Table 3.1 Research design quasi experimental post-test only

The table above explains the quasi experimental method in both classes, the test was conducted after giving the lesson with a treatment for the experiment class. This treatment given (X) as a symbol that use TGT model while the lesson given in the class. Meanwhile, the control class was not given treatment, that is not use the TGT learning model but used a learning model like the class usually given (regular English lesson) by the teacher. The results of the treatment given are in the form of a post-test in the experimental and control classes with symbols (Y_1) and (Y_2).

The pre-test is used to determine initial conditions and as initial sample data, between the control and experimental classes. Research can continue if the two classes are at the same level or do not have significant differences in levels ranging from knowledge to activity in class. If the two classes are not comparable, then the final data obtained will not be valid. Meanwhile, this

research did not use a pre-test, but was strengthened by other sources. To replace the role of the pre-test, this research takes initial data as evidence that the two classes are equivalent from direct information provided by the teacher in class. The teacher explains that the backgrounds of the two sample classes are equivalent or do not have significant differences. Therefore, this research only take final data by conducting a post-test.

The research conducted in 2024 even semester. There are 4 meeting between researcher and the class. The treatment conducted three times and close with post-test in the end for take a result or students score for data of the research.

No.	Activity	Date
1.	Observation	April 15th, 2024
2.	Validation Test	April 20th, 2024
3.	Treatment 1	April 22th, 2024
4.	Treatment 2	April 23th, 2024
5.	Treatment 3	April 29th, 2024
6.	Post-Test	April 30th, 2024

Table 3.2 Schedule of The Research

The research conducted in April 2024 at the school. At the beginning of their arrival, the researcher conducted observations and orientation of the school environment, followed by validity tests in the following days. Next week is the first and second treatment that teach the lesson material in the experiment and control class. Then continue the third treatment practice the lesson by using TGT model for the experiment class and the post-test given to both of classes.

3.2 Subject of Study

This section will explain the research population and sample. Several theories related to populations and research samples will also be presented as reinforcement.

3.2.1 Population

According to Sugiono (2017) population is a generalized area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and conclusions drawn. The researcher chose junior high school in initial ZU as the population in this study.

3.2.2 Sample

According to Siyoto (2015), it is part of the population's number and characteristics, or in some cases a small proportion of its members that have been taken under certain procedures which allow them to be represented. In deciding. Riduwan (2003:10) says that "The sample is part of the population (a portion or representative of the population studied). The research sample is a portion of the population taken as a data source and can represent the entire population." In short, a sample is data that is an object from the population taken.

The samples from the research were 2 classes, they are 9A and 9C. Class 9A chosen as the experimental class and class 9C as the control class. These two classes chosen based on recommendations from related subject teachers. Apart from that, the school gave permission for class 9 to carry out research. Classes 9A and 9C are recommended because these classes

are considered more conducive and have average English scores that tend to be equivalent.

Sample		Total Sample
Experimental (x)	Control (y)	
20	20	40

Tabel 3.3 Sample of Research

3.3 Research Instrument

Research instruments are research tools or facilities used by researchers in collecting data to make research easier and the results better, in the sense of being more careful, complete and systematic so that it is easier to process. According to Arikunto, a test is a tool or procedure used to find out or measure something in an environment, using predetermined rules.

The instrument use in this research is a speaking test. The test given is a few questions (this section can be found in the appendix). This research wants to know to what extent the TGT learning model is effective in teaching speaking skills. Oral tests used because this research aimed at students' speaking skills. By using an oral test, students' ability to speak English will be known. Therefore, several aspects of the assessment that given include grammar, fluency, pronunciation, vocabulary and comprehension. Each aspect of the assessment has a weight of 1-5 according to the results of the post-test that carried out. The scores taken by two examiners to avoid subjectivity. The first examiner is English teacher and the second examiner is researcher.

27

No	Name	Category	Score					Result
			1	2	3	4	5	(x4)
		Grammar						
		Fluency						
		Pronunciation						
		Vocabulary						
		Comprehension						

Tabel 3.4 Assessment Rubric

In the rubric above there are 5 assessment aspects that must be fulfilled by given sign (✓). Each aspect has a score of 1-5, all aspects of the assessment added up and then multiplied by 4 and a total score of 100 will be found.

This research used the Speaking Fluency Assessment Rubric by David P. Harris. The assessment criteria for language proficiency cover five main domains: grammar, fluency, pronunciation, vocabulary and comprehension. Each domain is evaluated on a scale from 1 to 5, offering a comprehensive overview of language skills. Grammar scores range from "Sentence structure is bad and cannot be understood" (1) to "Sentence structure is very good and understandable" (5), reflecting the clarity and coherence of sentence construction. Fluency assessment spans from "Speech is halting and conversation is virtually impossible" (1) to "Speech is as fluent as that of a native speaker" (5), gauging the fluidity and ease of expression. Pronunciation scores indicate the degree of intelligibility, from "Pronunciation problems render speech virtually unintelligible" (1) to "Has a few traces of a foreign accent" (5), capturing the clarity and accuracy of spoken sounds. Vocabulary assessment ranges from "Vocabulary limitation makes conversation virtually impossible" (1) to "Use of vocabulary and idioms is virtually that of a native

28

speaker" (5), evaluating the breadth and appropriateness of word choice. These criteria offer a nuanced evaluation of language proficiency, providing valuable insights into speaking skill across various dimensions.

3.4 Validity and Reliability Testing

3.4.1 Validity

The extent to which a measurement instrument is consistent and accurate when it carries out its functions shall be considered valid according to Azwar (1986). It could also be said that validity is a measure that shows that the variable being measured is truly the variable to be studied. At the same time, according to Sugiharto (2006), The validity is linked to a variable that measures the amount of measurements required. The degree of accuracy of the research measuring instruments in relation to the actual content measured is determined by the validity of the research.

The validity test shall be used for the purpose of showing the extent to which a measuring instrument is used in determining what has been measured. The test may be considered to have a high level of reliability if it is able to measure on its own and provides precise and accurate measurements according to the purpose of the test. Using Pearson Product Moment and SPSS.25 version, the researcher evaluated the reliability ofthis study tool. The validity test bases its conclusions on the same factorsas other statistical tests :

$$\mathbf{R_{xv}}: \frac{N \sum XY - (\sum X)(\sum Y)}{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}$$

Description :

R_{XY} = Correlation coefficient between variables X and Y

N = Number of Respondents

$\sum X$ = Total score of the items

$\sum Y$ = Sum of the total scores

$\sum X^2$ = Sum of the squared scores of the items

$\sum Y^2$ = Sum of the total scores for the squares of the items

Value of r count ≥ r table in sig. 0,05 with db : n-2 then the item is valid.

In this study, the instrument used in the form of speaking test questions. The researcher tested 20 questions in 9th-grade students, namely class IX B. After the try-out was completed, from 20 questions, it turned out that 10 questions were valid after being tested using SPSS.25 version. The questions are questions number 1, 2, 4, 6, 9, 13, 14, 17, 19, and 20. There are 10 questions that have valid results. The * (star) is a symbol that states that the question has a valid correlation coefficient. One * (star) means that the significance level of the correlation coefficient is 1%. Conversely, the character ** (two stars) implies that the significance level correlation coefficient is 5%. Therefore, the conclusion is that 10 questions are declared valid.

3.4.2 Reliability

The reliability shall be the degree to which measurement of a test is unchanged after repeated testing on subjects and at the same conditions. If there is consistent results for the same measurements, this research shall be regarded as credible. In Situnjak's (2006) paper, reliability refers to the fact

that the tools used in research to obtain the information used can be trusted as data collection tools and that they can reveal actual information in the field.

The word "reliability" refers to a metric used to evaluate how much a measurement's results may be trusted. This reliability test makes use of the Alpha Cronbach formula, and the results of the reliability calculation will be assessed using the criteria of the Alpha Cronbach formula.

a. Scale Reliability

Cronbach's Alpha formula could be applied to determine a scale's or questionnaire's reliability as follows:

$$\text{tt} = \left[\frac{k}{k-1}\right]\left[1 - \frac{\sum S_1^2}{S_t^2}\right]$$

Description :

Rtt = Instrument reliability coefficient (total test)

k = Number of valid questions

$\sum S_1^2$ = Number of item variants

S_t^2 = Variant of the total score

Value of r count > r table 5 %, then the item is accepted

b. Test Reliability

To set the reliability of the test using the formula KR -20 . because the test is dichotomous, namely the correct answer is givena score of 1, and the wrong answer is given a score of 0. The KR-20 formula is as follows :

$$R_{tt} = \left[\frac{k}{k-1}\right]\left[\frac{v_t - \sum pq}{v_t}\right]$$

Rtt = Test reliability

K = Number of valid item

Vt = Number of item variants

p = Proportion of subjects who answered the questions correctly

q = Proportion of subjects who answered the questions incorrectly

$S_t{}^2$ = Variant of the total score

$\sum pq$ = Number of multiplication results between p and q

Value of r count > r table 5 %, then the item is accepted

In this study, all items were tested for validity (Table 3.4) and then a reliability test could be carried out. After obtaining a valid value, the 20 questions were reduced, 10 items were valid and their reliability could be tested. The data from the 10 questions are entered into SPSS 25 by testing its reliability using Cronbach's Alpha and showing the results as shown below.

Reliability Statistics	
Cronbach's Alpha	No of items
.742	10

Table 3.5 Reliability Test

Based on table 3.5 it can be seen that the reliability value of the 10 question items is worth 0.742 following the Interpretation of the Correlation Coefficient Value indicating high reliability. Therefore, it can be interpreted

that the 10 question items are reliable and appropriate to be used as research instruments.

3.5 Data Collection

Data collection techniques are the methods used by researchers to collect the data needed to answer the research problem formulation (Triyanto 2013). Data collection techniques in this research is post-tests after given treatment.

3.5.1 Treatment

This stage the TGT (Team Game Tournament) learning model is applied according to the components described in chapter 2. Daily activities material taught in the experimental class using a predetermined learning model. while the control class received the same lessons but used a learning model like a normal class. in the experimental class, it starts with a presentation of the material by the researcher and ends with giving rewards to the winning team. The experimental class got 3 meetings, that to study the subject matter and carry out the learning model that researched. The treatment held in 3 meetings for maximize the TGT learning model in the classroom. Meanwhile, two meetings is enough for the control class because it only uses the regular learning model that teachers usually use in class.

3.5.2 Post Test

The test technique is a way of collecting research data which is carried out by carrying out tests on a number of research objects. Tests usually consist of a number of questions or questions that require answers. This test is used to measure a person's achievement after learning something. The test given is a post-test in the form of a speaking test. In this case, the

researcher conduct an evaluation or test for 9 grade students at ZU junior high school . The speaking test that given consists of several steps. Students have to wait outside the classroom until the examiner call them one by one randomly to go inside the classroom. Students will get 3 questions that has been prepared related to the materials. Students have to answer that questions and will get the score by examiner according to their abilities. The assessment aspects that will be used as data benchmarks are grammar, fluency, pronunciation, vocabulary and comprehension. Each assessment aspect has a maximum weight of 5 points. The total points will be multiplied by 4 to get a maximum score of 100. Each student is instructed to answer 3 questions related to the material they have studied. Students are expected to be able to answer according to their respective abilities.

3.6 Data Analysis

According to Patton (1980), data analysis is the process of managing data, organizing it into patterns, categories and basic units of description. Meanwhile, according to Sugiono, data analysis in the research process is research that is difficult to carry out and requires hard work. creative way of thinking, as well as broad insight. This is why in conducting data analysis, a researcher needs to work harder to achieve the desired results. In the process, researchers also need to think outside the box, and expand their insight, especially regarding the field being researched.

The final result of students post-test scores will appear. In the control and experiment classes there are differences or not after the experiment class receives treatment by using TGT learning model. Thus, the hypothesis tested

whether using TGT learning model is effective or not for teaching speaking skills.

The effectiveness in using TGT model can seen from the difference in the scores of the control and experiment classes. If the experiment class result of post-test score are higher than control class, using the model is effective to teaching speaking skill. Conversely, If the experiment class result of post-test score are lower or equivalent than control class, using the model is not effective to teaching speaking skill.

3.6.1 Normality Test

The normality test is carry out to determine whether the data taken came from a normally distributed population or not. To test the normality of the data, researchers used the chi-square test with the help of SPSS 25 for Windows.

a. Hypothesis formula

H0 = the sample comes from a population with a normal distribution.

H1 = the sample comes from a population with a non-normal distribution

b. Significance Level

$a = 0,05$

c. Statistics Test

$$X^2 = \sum \frac{(0i - Ei)}{Ei}$$

d. Freedom Degrees

$Df = (k - 3) = (5 - 2) = 2$

e. Critical Area

dk = {L| L > L$_{a, n}$ } with sample in n

f. Test Decision

The normality test in this research uses the SPSS 25 program with the test criteria if the significance value is > 0.05, it means the data is normally distributed and if the significance is < 0.05, it means the data is not normally distributed.

3.6.2 Homogeneity Test

The homogeneity test is a test that is intended to find out whether the variance of the data from the abilities contained in the control class and the experimental class is homogenous or not. This homogeneity test is also seen from the pretest value in each control group and the experimental group. The normality test, homogeneity test,and hypothesis test in this research were carried out using SPSS.25.

a. Hypothesis :

H_0: Gain score data group comes from a population that has homogeneous variations

H_1: Gain score data group comes from a population that has **non**-homogeneous variations

b. Significance Level : $\alpha = 0.05$

c. Statistical Test :

Using the u-Test : Two-Sample Assuming Equal.

d. Decision criteria :

HO is rejected if Sig. $\leq \alpha$ 0.05

36

3.6.3 Hypothesis Test

The sample test comes from a population that is normally distributed and homogeneous, then continue hypothesis testing with a test of equality of two means. This test carried out to determine whether there were differences in the averages of the samples used. This test aims to determine the difference in the average speaking skills of students who use the Teams Games Tournament (TGT) model with the learning method applied in 9 grade of ZU junior high school . In this study, the related samples u-test used. The steps are as follows:

a. Hypothesis formula

H_0 : $\mu \leq \mu_2$: There is no positive and significant influence on student learning outcomes using the TGT model

Ha : $\mu > \mu_2$: There is a positive and significant influence on student learning outcomes using the TGT model

b. Statistics Formula

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Description:

t   = statistical value tested t

x_1 = experimental class average

x_2 = control class average

n_1 = number of members of the experimental class

n_2 = number of control class members

S^2 = experimental class variance

S^2_2 = control class variance

$$S^1 = \sqrt{\frac{\sum(x1-\bar{x})}{n-1}}$$

c. Test Criteria :

Reject H_0 if $t_{hit} > t$

d. Test Decision :

Make a conclusion that H0 is accepted or rejected. This research tests the hypothesis using the SPSS 25 program. If the significance value is > 0.05 then H0 is accepted, whereas if the significance value is < 0.05 then H0 is rejected.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter contains the data description and research findings. This chapter describes the data that has been obtained from the research process, the results of the normality and homogeneity test, data analysis, and the results of hypothesis testing.

4.1 Finding
4.1.1 Data Description

This section aims to outline the data collected from various field sources. The study's objective is to assess the efficacy of learning through the use of TGT (Team Game Tournament) as a learning model. This effectiveness is gauged by evaluating students' learning outcomes in 9 grade speaking proficiency at ZU junior high school. The research sample consists of forty students divided into two groups, A class as an experimental group and C class as a control group. The control group follows conventional teaching model, while the experimental group utilizes TGT (Team Game Tournament) learning model. Data collected for analysis comprise students' post-test scores, which are then organized into tables. Subsequently, the researcher analyzes and interprets the data to address the research question regarding the impact or effectiveness of utilizing TGT (Team Game Tournament) learning model in enhancing students' speaking skill. Below presents the outcomes derived from data analysis and discussions of research findings, including a table illustrating the students' scores from each class in the oral test.

1. Experiment Class

The post-test activity for the experimental class occurred on April 30th, 2024, immediately following the implementation of the TGT (Team Games Tournament) learning model. During this assessment, students were required to respond to three oral test questions presented by the 2 examiners (English teacher and researcher). The results of this test are obtained from the average score between two examiners, namely the English teacher and the researcher. The purpose of this post-test was to evaluate the students' speaking skill subsequent to their participation in the team games tournament activity. The detailed results of the students' post-test performance are provided in Table 4.1 below.

No	Initial Name	Score
1	AMS	60
2	ATA	82
3	AFAM	68
4	ANR	62
5	BTB	78
6	CFZ	58
7	EFN	78
8	FMHAA	60
9	FF	56
10	JJI	56
11	KNR	74
12	MASR	62
13	MHA	58
14	MKGI	62
15	MNAR	50

16	NSU	66
17	NMP	56
18	NFZ	56
19	NRSF	70
20	NHI	56
Average		**63.4**

Table 4.1 Experiment Class Post-test Score

According to the table, the lowest score that achieved by the experiment class on the test is 50, while the highest score is 82. To obtain a histogram chart and more detailed data analysis description, the researcher used SPSS.25. Below is the histogram chart of the data above
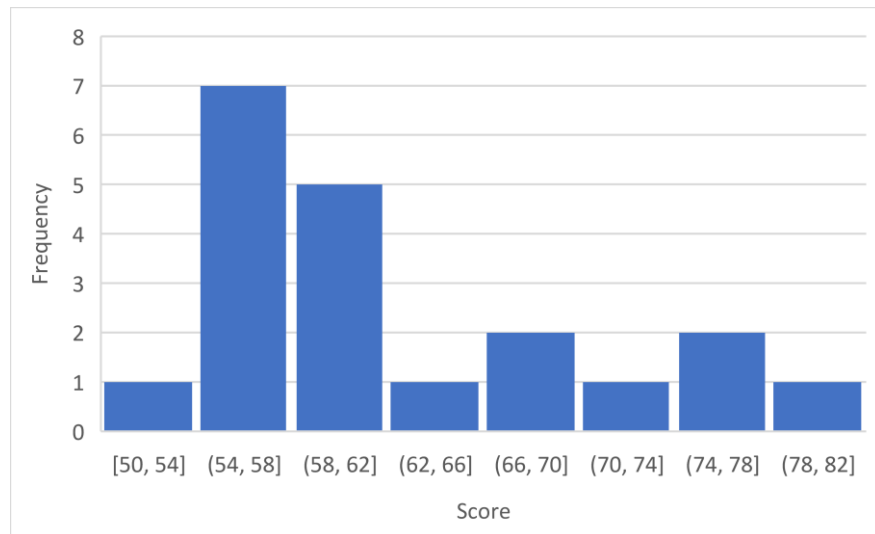
Diagram 4.1 Experiment Class Post-test Score

The histogram chart above revealed a range of values of the control group's post-test. It is conspicuous there are 13 students who lie on the scale of numerals between 50 and 62, 4 students who acquired scores on the scale of numerals between 62 and 74, 3 students that obtained scores on the scale of numerals between 74

and 83. In addition, the researcher added up the table below to provide a more detailed descriptive analysis.

Descriptive Statistic Experiment Class	
Mean	63.4
Standard Error	1.984678
Median	61
Mode	56
Std. Deviation	8.875751
Sample Variance	78.77895
Kurtosis	-0.34062
Skewness	0.787722
Range	32
Minimum	50
Maximum	82
Sum	1268
Count	20

Table 4.2 Descriptive Statistic Experiment Class

The table above showed the detailed descriptive data that have been divided into several data points. It revealed the mean was 63.4, and 63 was shown as the median or the middle value of this post-test experimental data. The table has shown 56 as the mode, the most frequently appearing value in the data. The range of possible scores was 32, as the maximum score value was 82 and the minimum score value was 50. The total score of this data was 1268 Standard deviation is a measure of how the data is distributed in relation to the mean. It is commonly used to find out if the sample data represent the whole population. It could indicate that the sample of the data is appropriate if the standard deviation value is lower than the mean of the data. The table above revealed that the standard deviation was

8.875751 that lower than the mean. The standard error indicates how much the sample's mean would differ if a study is repeated using new samples from within a single population. The standard error of this study is considered low as the table revealed its' value was 1.984678.

2. **Control Class**

The post-test activity for the control class occurred on April 30th, 2024, immediately following the implementation of the TGT (Team Games Tournament) learning model. During this assessment, students were required to respond to three oral test questions presented by the examiners (English teacher and researcher). The results of this test are obtained from the average score between two examiners, namely the English teacher and the researcher. The purpose of this post-test was to evaluate the students' speaking skill subsequent to their participation in the team games tournament activity. The detailed results of the students' post-test performance are provided in Table 4.2 below.

No	Initial Name	Score
1	AEE	54
2	ARJS	54
3	ASSKM	66
4	AI	48
5	AFA	66
6	AN	58
7	AKM	54
8	BJMAV	52

9	CHK	66
10	ENAW	54
11	FDT	64
12	LA	64
13	MASR	52
14	NZAL	50
15	NAZ	48
16	OPS	56
17	PFAR	54
18	RAP	56
19	RAF	54
20	SAZ	54
Average		**56.2**

Table 4.3 Control Class Post-test Score

According to the table, the lowest score that achieved by the experiment class on the test is 48, while the highest score is 66. To obtain a histogram chart and more detailed data analysis description, the researcher used SPSS.25. Below is the histogram chart of the data above.
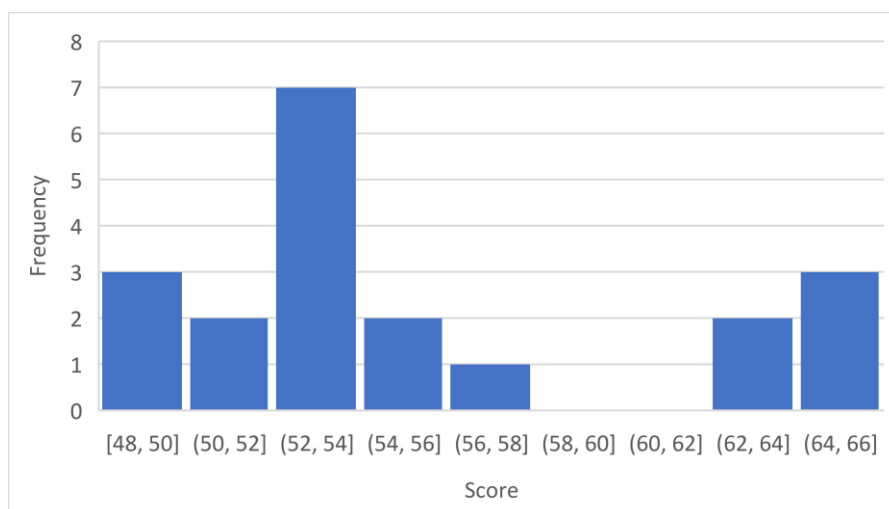
Diagram 4.2 Control Class Post-test Score

The histogram chart above revealed a range of values of the control group's post-test. It is conspicuous there are 12 students who lie on the scale of numerals between 48 and 54, 3 students who acquired scores on the scale of numerals between 54 and 60, 5 students that obtained scores on the scale of numerals between 60 and 66. In addition, the researcher added up the table below to provide a more detailed descriptive analysis.

Descriptive Statistic Control Class	
Mean	56.2
Standard Error	1.313092
Median	54
Mode	54
Std. Deviation	5.872326
Sample Variance	34.48421
Kurtosis	-0.72105
Skewness	0.639576
Range	18
Minimum	48
Maximum	66
Sum	1124
Count	20

Table 4.4 Descriptive Statistic Control Class

The table above showed the detailed descriptive data that have been divided into several data points. It revealed the mean was 56.2, and 54 was shown as the median or the middle value of this post-test experimental data. The table has shown 54 as the mode, the most frequently appearing value in the data. The range of possible scores was 18, as the maximum score value was 66 and the minimum score value was 48. The total score of this data was 1124. The table

above revealed that the standard deviation was 5.872326 that lower than the mean. The standard error indicates how much the sample's mean would differ if a study is repeated using new samples from within a single population. The standard error of this study is considered low as the table revealed its' value was 1.313092

4.1.2 Normality Test

This normality test is an absolute test that must be performed before testing parametric statistics. The data used in the normality test is interval data. So, after conducting a post-test on the two classes sampled in this study, the researcher calculated the results of the normality test for each of the data obtained from the post-test to apply this normality test to find out whether the data were normally distributed or not. In this study, researchers used two normality tests. the first test is Kolmogorov-Smirnov and the second is Shapiro-Wilk. This test was carried outusing SPSS.25. The data is said to be normally distributed (symmetric) in the Kolmogorov-Smirnov and Shapiro-Wilk tests if the Sig. greater than 0.05

Tests of Normality		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result of Learning Outcomes	Post Test Experiment	.180	20	.087	.906	20	.053
	Post Test Control	.197	20	.040	.916	20	.084
a. Lilliefors Significance Correction							

Table 4.5 Normality Test Result

According to the results shown in the table from SPSS above, the table shows that the significance value of the experimental class with the

46

Kolmogorov-Smirnov test = 0.087 and the Shapiro-Wilk test = 0.053. This shows that the post-test data for the experimental class are normally distributed because of the significance value (0.087), (0.053) > (0.05). While the results of the normality test on the post-test data for the control class showed a significance value of 0.040 < 0.05 (Kolmogorov-Smirnov) and 0.084 > 0.05 (Shapiro Wilk). This shows that the post-test data in the control class are not normally distributed.

4.1.3 Homogeneity Test

This homogeneity test aims to determine whether the data used is homogeneous or not. the data used is the post-test scores of students in the experimental class and the control class. This data was tested using SPSS.25. The following concludes the results of the homogeneity test of learning outcomes in the experimental class and the control class.

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Result Learning Outcomes	Based on Mean	3.652	1	38	.064
	Based on Median	2.365	1	38	.132
	Based on Median and with adjusted df	2.365	1	35.505	.133
	Based on trimmed mean	3.340	1	38	.075

Table 4.6 Homogeneity Test Result

Based on Table 4.6 above, the data from the homogeneity test results of the study results of the control class and the experimental classcan be seen that the significance value is 0.064, it can be concluded thatin the post-test results, the experimental class and the control class have a homogeneous variant, this is due to the significant value data experimental class and control class is

greater than 0.05

4.1.4 Hypothesis Test (Mann Whitney U-Test)

This Mann-Whitney U-test aims to determine whether there is a significant difference between the Experiment and Control groups or whether there is no significant difference between the Experiment and Control groups. the researcher chose this test because the Mann- Whitney U-test is a test that does not require normal data or homogeneous data. As written in Table 4.5 regarding the results of the data normality test, the data in this study were not normally distributed.hence, the researcher chose the Mann-Whitney U-test to test the hypothesis in this study.

The Hypothesis is; If the value of Asymp. sig. < 0.05 H0 (null hypothesis) will be rejected and Hα (Alternative Hypothesis) will be accepted, which means the rates of the mean score above the experimental group are higher than the control group. The spinning wheel game improves the student's speaking ability. Whereas, if the value of Asymp.sig, > 0.05, H0 (null hypothesis) will be accepted and Hα (Alternative Hypothesis) will be rejected which means the rates of the mean score above the experimental group are the same or lower thanthe control group. The TGT (Team Games Tournament) learning model does not significantly impact speaking skill.

Ranks				
	Class	N	Mean Rank	Sum of Ranks
Learning Outcomes	Experiment Class	20	26.00	520.00
	Control Class	20	15.00	300.00
	Total	40		

Table 4.7 Mann Whitney Statistic

Based on statistical table 4.7, the average oral test for the Experiment Group was 26.31 out of 20 participants and the average for the Control Group was 15.00 out of 20 participants. The number of participants who took the oral test was 40 students.

Test Statistics[a]	
	Learning Outcomes
Mann-Whitney U	90.000
Wilcoxon W	300.000
Z	-2.995
Asymp. Sig. (2-tailed)	.003
Exact Sig. [2*(1-tailed Sig.)]	.002[b]
b. Not corrected for ties.	

Table 4.8 Mann Whitney U-Test

Based on the Mann Whitney U-Test Asymp. sig table. The value of the Oral Test for the Experiment Group and the Control Group was 0.003 which means < 0.05. Because of the Asymp. sig. < 0.05 H0 (null hypothesis) will be rejected and Hα (Alternative Hypothesis) will be accepted, which means that the average score of the experimental group above is higher than that of the control group. It concluded that the TGT (Team Games Tournament) learning model is effective in teaching students speaking skill.

4.2 Discussion

In this study, the researcher chose to use the TGT (Team Game Tournament) learning model in learning in the experimental class to overcome students' difficulties in learning to speak and attract students' interest and motivation to learn. So that they can improve their English speaking skill.

The researcher as the teacher who taught in the experimental class which consisted of 20 students had given treatment by using a TGT (Team Game Tournament) learning model in the learning process. The use of TGT (Team Game Tournament) learning model makes students more active in learning to speak English. It is said to be active when students in the classroom are not only receivers of knowledge but also play an active role in the teaching and learning activities. That is, students interact with each other using English according to their abilities while fulfilling their respective roles in the groups that have been formed. Students were very interested in the learning model of this TGT (Team Games Tournament), it is evident that when the game is carried out students are very focused and eager to pay attention. Students focus on teamwork to win the tournament each game. Not only team cohension, individual knowledge is also tested in playing this game. By using this TGT (Team Games Tournament) learning model, it can change the mindset of students that learning English, especially learning to speak English, is a difficult and boring subject to become a fun subject.

During the process of giving treatment to the experimental class, the researcher did not only focus on the game, but when the students answered the questions incorrectly and there were errors in speaking, the researcher also immediately corrected these errors according to aspects of speaking such as grammar, pronunciation, comprehension, vocabulary and also the student speaking fluency then each student has to repeat answers that have been answered correctly after being corrected by the researcher. This can also have a good influence on students' speaking skills because they not only speak but also

know the mistakes in every pronunciation or grammar they do. Students can also understand how to speak English properly, according to aspects of speaking. Therefore, when students were faced the post-test, the speaking level of students in the experimental class was better than students in the control class.

The control class, which consisted of 20 students, was not given the TGT (Team Games Tournament) treatment. In the learning process, the teacher applied conventional learning, where the teacher taught not using the learning method, but only used conventional method. Students are not very interested in following the learning process, because they feel bored. After all, the teacher teaches without learning model.

After the control and experimental classes were given different treatments, the post-test average scores for the two classes were different. The control class obtained an average post-test score of 56.2. The experimental class obtained an average post-test score of 63.4. The next step is to test for normality and homogeneity and in testing the normality of the data, the data is not normally distributed, while in the homogeneity test, the data is homogeneous. because the data is not normally distributed, as an alternative the Mann Whitney U-test is performed in testing the hypothesis because the Mann Whitney U-test is a test thatdoes not require normal data or homogeneous data.

The hypothesis test in this study used the Mann-Whitney test because the data were not normally distributed and were not homogeneous. The results of the statistics that have been carried out obtain an asymp.Sig. (2-tailed) value of .003. Based on the explanation above, it can be said that Hα (Alternative

Hypothesis) is accepted and H0 (null hypothesis) is rejected because 0.003 < 0.05. It can beconcluded that there is a significant effect of the use of TGT (Team Game Tournament) learning model on the speaking skills of 9 grade students of ZU junior high school.

The results of this study relate to the previous research conducted by Romanda (2016) and Fitriyah (2018) regarding teaching by using TGT (Team Games Tournament) learning model to improve students' learning outcomes. The results of their research stated that the TGT (Team Games Tournament) model is effective in improving students' learning outcomes. Meanwhile, in the study conducted by Mardhiyah (2023), which utilized a spinning wheel as a learning tool, it was found that it could enhance students' speaking abilities. This indicates that the use of appropriate models or tools in teaching and learning activities can support the success of learning objectives. Students do not just passively receive the material given by the teacher, but also take on roles in peer education by engaging in group learning with their classmates. The implementation of the TGT (Team Games Tournament) learning model in teaching speaking skills encourages all students to actively participate in their respective roles, thus boosting their enthusiasm for learning. With the improvement in students' scores after the prescribed treatment, it can be concluded that the learning model used is effective.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter contains conclusions from the discussion of the previous chapter and also some suggestions for students and English teachers at ZU junior high school and other future researchers. This research was conducted in April on the 9 grade students of ZU junior high school.

5.1 Conclusion

Based on the results of hypothesis testing in the findings of this study, there was a significant difference between the post-test scores in each class, namely the control and experimental classes. Therefore, it can be concluded that students' speaking ability increased after being taught using the TGT (Team Game Tournament) learning model. This means that the use of TGT (Team Game Tournament) learning model is effective in learning speaking. This is indicated by the results of the Mann-Whitney U-test showing Sign. (2-tailed) is lower than 0.05 (0.003 < 0.05). That the results of the Mann-Whitney U-test showed that the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. Therefore, the use of TGT (Team Games Tournament) as a learning model is successful in increasing speaking skills

Moreover, the TGT (Team Games Tournament) learning model inspires and provides students with new experiences in learning English, particularly in speaking. This model actively engages students and captures their interest, as it offers opportunities and situations that necessitate speaking. Consequently, students make efforts to speak. Overall, the TGT (Team Games Tournament) can be considered a suitable and effective model for teaching students' speaking skills.

5.2 Suggestion

Based on the results of this study, the researcher provides suggestions for several parties who are directly or indirectly involved in this research

5.2.1 Student

Students are advised to be able to retain what they have learned and mastered. students are also advised to spare lots of practice time to improvetheir English speaking skill.

5.2.2 Teacher

TGT (Team Games Tournament) are an interesting medium for teaching speaking. English teachers must use it as a medium in teaching speaking to make students more motivated to speak English, and English teachers must also always motivate students to speak English because many students are reluctant to speak. After all, they are afraid of making mistakes.

5.2.3 Other Researcher

For further research, the researcher suggest holding research on TGT (Team Games Tournament) learning model at other educational levels such as high school students. The researcher also hopes that further research can be conducted on different materials, or try to use this media for other skills such as writing,reading, or grammar.

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APPENDICES

GAMES RULES

Level 1 Guess Word

1. Students line up backwards

2. The front student takes 1 card at random among the 3 cards that has been prepared

3. The cards containing the time (morning, afternoon and evening)

4. Students prepare the words they will say according to the cards chosen

5. The words mentioned are the activity that usually do in that time

6. Starting from the front student, take turns going to the back

7. Each student has 3 seconds to answer

8. Students who have answered line up to the back

9. Words that have been mentioned cannot be mentioned again

10. The correct answer gets 10 points

11. Wrong answers do not get points

Level 2 Arrange words

1. Students line up backwards

2. The front student takes 1 card at random among the cards that have been prepared

3. Each card contains 1 word (I, my, when, this, after, before, in and every)

4. Students prepare the words they will say according to the cards chosen

5. Students must continue the words they have chosen into a sentence that can be understood

6. Each student answers 1 word

7. Students have 3 seconds to answer

8. If the word mentioned does not match the previous word it is counted as wrong

9. The correct answer gets 10 points

10. Wrong answers do not get points

Level 3 Tell Yours

1. Students line up backwards

2. The front student takes 1 card at random among the cards that have been prepared

3. Each card contains time adverbs (Day and Night)

4. Students prepare sentences that they will say respectively according to the card chosen

5. Sentences in the form of activities they usually do during the day or night according to the chosen card

6. Students answer in turns and have a maximum time of 10 seconds

7. Students may not answer activities that have been mentioned previously

8. The correct answer gets 10 points

9. Wrong answers do not get points

Score Calculation

1. The maximum score per team is 150

2. Each game level has a score recorded

3. At the end of the game the total score is calculated

4. The team that gets the highest score is the winner

Appendix II

RESEARCH INSTRUMENT

Instruction

- Examiner ask all students to wait outside the classroom

- Examiner call student one by one randomly to go inside the classroom

- Examiner give a questions below randomly each point to students

- Students have to answer those questions with maximum time 4 minutes

- Examiner take a score using the score rubric that has been prepared

Scoring Rubric

No	Name	Category	Score					Total
			1	2	3	4	5	(x4)
		Grammar						
		Fluency						
		Pronunciation						
		Vocabulary						
		Comprehension						

In the rubric above there are 4 assessment aspects that must be fulfilled by given sign (✓). Each aspect has a score of 1-5, all aspects of the assessment will be added up and then multiplied by 4 and a total score of 100 will be found with the following information :

- **Grammar**

  1 : Sentence structure is bad cannot to understand

  2 : Sentence structure is bad and little understandable

  3 : Sentence structure good enough and little understandable

  4 : Sentence structure good and understandable

  5 : Sentence structure very good and understandable

- **Fluency**

  1 : Speech is so halting and fragmentary as to make conversation virtually impossible

61

2 : Usually hesitant, often forced into silence by language limitations

3 : Speed and fluency are not strongly affected by language problems

4 : Speech seems to be slightly affected by language limitations

5 : Speech as fluent and effortless as that of native speaker

- **Pronunciation**

1 : Pronunciation problem to serve as to make speech virtually unintelligible

2 : Very hard to understand because of pronunciation problem, most frequently   be asked to repeat

3 : Pronunciation problem necessities concentrated listening occasionally lead to misunderstanding

4 : Always intelligible, thought one is conscious of defined accent

5 : Has a few of traces of foreign

- **Vocabulary**

1 : Vocabulary limitation so extreme as to make conversation virtually impossible

2 : Misuse of words and very limited vocabulary makes comprehension quite difficult

3 : Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary

4 : Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities

5 : Use of vocabulary and idioms is virtually that of native speaker

- **Comprehension**

1. Can not be said to understand even simple conversational English

2. Has great difficulty following what is said can comprehend only social conversation spoken slowly and with frequent repetition.

3. Understand most of what is said at slower than normal speed without repetition.

4. Understand nearly everything at normal speed although occasionally repetition may be necessary

5. Appears to understand everything without difficulties

List Questions of Speaking Test

A. Make a sentence based on picture below according to your own habit

   Example :

"I usually breakfast at 06.00 am after take a bath with my sister"

or

"My mom prepare my breakfast before I go to school"

1.

2.

3.

B. Answer questions below according to your own habit (long answer)

   1. Everyone has different habits in carrying out daily activities. Especially when they are not busy, of course they have a lot of free time. How do you spend your night in the weekend?

   2. In daily activities, there are some people who wait for an activity that they usually do because they find it very enjoyable. What is the most fun part of your daily activity? Why?

3. Not always the activities someone does are enjoyable. They definitely have activities that they don't like but must still do. What is the hardest part of your daily activity? Why?

C. Answer questions below according to your own habit (short answer)

1. What time do you usually wake up?

2. Do you eat dinner with your family?

3. What time do you arrive at home after school?

Appendix III

Lesson Plan (Experiment Class)

LESSON PLAN

School   : Junior High School
Grade/Semester : 9 / 2
Lesson   : English
Material   : Daily Activities
Time Allocation : First Meeting / 2 JP (40 minutes x 2)

A. Learning Objective
1. Implement the social function, text structure and linguistic elements of spoken and written interpersonal interaction texts and respond to them according to the context daily activities material
2. Students can understand someone who tells their daily activities
3. Students can tell their daily activities that usually do in oral and written

B. Learning Activities

No.	Activities	Description	Time
1.	Opening Activities	1. Opening the class by greetings then pray together led by the teacher 2. Teacher checks students attendance 3. Teacher provides a general overview of the material that will be studied	10 Minutes
2.	Main Activities	1. Teacher show a picture of a child tidy up the bed on the screen 2. Teacher ask to students "What is the child do?" 3. Teacher achieve the students various answer 4. Teacher explain the important of tidy up the bed. Teacher ask students to tidy up their bed while woke up in the morning 5. Teacher give an example of tidy up a bed properly starting from folding blanket and arrange the pillow 6. Teacher ask students "what are you doing after tidy up the bed?" 7. Students respond the question with various answer 8. Teacher explain the material related to students answer that is Daily Activities 9. Students pay attention to teachers explanation	60 Minutes
3.	Closing Activities	1. Teacher give a homework for students to write their daily activities in the weekday 2. Teacher make sure of students understanding 3. Close the class by greetings then pray together led by the teacher	10 minutes

LESSON PLAN

School : Junior High School
Grade/Semester : 9 / 2
Lesson : English
Material : Daily Activities
Time Allocation : Second Meeting / 2 JP (40 minutes x 2)

A. Learning Objective
1. Implement the social function, text structure and linguistic elements of spoken and written interpersonal interaction texts and respond to them according to the context daily activities material
2. Improving students cohesiveness and focus by doing game tournaments
3. Students can compete with other to win the game

B. Learning Activities

No.	Activities	Description	Time
1.	Opening Activities	1. Opening the class by greetings then pray together led by the teacher 2. Teacher checks students attendance 3. Teacher provides a general overview of the material that will be studied	10 Minutes
2.	Main Activities	1. Teacher ask students homework to prepared it and open their book then discus 2. Teacher call students one by one and ask for their activities that usually do in the evening 3. Teacher make a group of students randomly, each group contains 5 students 4. Teacher give a dialogue that talking about daily activities for example 5. Teacher ask students to think one word each student related to the material and explain guess word game 6. Student start the game according to teacher instructions 7. Students pay attention to the groups that performs 8. Teacher take a note for a provisional score	60 Minutes
3.	Closing Activities	1. Teacher give some vocabulary for students to memorize 2. Teacher make sure of students understanding 3. Close the class by greetings then pray together led by the teacher	10 minutes

LESSON PLAN

School : Junior High School
Grade/Semester : 9 / 2
Lesson : English
Material : Daily Activities
Time Allocation : Third Meeting / 2 JP (40 minutes x 2)

A. Learning Objective
1. Implement the social function, text structure and linguistic elements of spoken and written interpersonal interaction texts and respond to them according to the context daily activities material
2. Improving students cohesiveness and focus by doing game tournaments
3. Students can compete with other to win the game

B. Learning Activities

No.	Activities	Description	Time
1.	Opening Activities	1. Opening the class by greetings then pray together led by the teacher 2. Teacher checks students attendance 3. Teacher provides a general overview of the material that will be studied	10 Minutes
2.	Main Activities	1. Teacher ask students to gather with their groups 2. Teacher explain the game (arrange words and tell yours) that will conduct in this meeting 3. Teacher give instruction to continue the game and explain rules of the next game. 4. Each group get 2 turns to play 5. Teacher draws lots which group will play 6. Teacher writes the temporary score for each group that performs 7. After all of group performs, teacher totals the final scores and determine the winner 8. The winner will get reward that is a mystery box prepared by teacher	60 Minutes
3.	Closing Activities	1. Teacher ask students what they have learn today 2. Teacher make sure of students understanding 3. Close the class by greetings then pray together led by the teacher	10 minutes

Appendix VI

Lesson Plan (Control Class)

LESSON PLAN

School : Junior High School
Grade/Semester : 9 / 2
Lesson : English
Material : Daily Activities
Time Allocation : First Meeting / 2 JP (40 minutes x 2)

A. Learning Objective
1. Implement the social function, text structure and linguistic elements of spoken and written interpersonal interaction texts and respond to them according to the context daily activities material
2. Students can understand someone who tells their daily activities
3. Students can tell their daily activities that usually do in oral and written

B. Learning Activities

No.	Activities	Description	Time
1.	Opening Activities	1. Opening the class by greetings then pray together led by the teacher 2. Teacher checks students attendance 3. Teacher provides a general overview of the material that will be studied	10 Minutes
2.	Main Activities	1. Teacher show a picture of a child tidy up the bed on the screen 2. Teacher ask to students "What is the child do?" 3. Teacher achieve the students various answer 4. Teacher explain the important of tidy up the bed. Teacher ask students to tidy up their bed while woke up in the morning 5. Teacher give an example of tidy up a bed properly starting from folding blanket and arrange the pillow 6. Teacher ask students "what are you doing after tidy up the bed?" 7. Students respond the question with various answer 8. Teacher explain the material related to students answer that is Daily Activities 9. Students pay attention to teachers explanation	60 Minutes
3.	Closing Activities	1. Teacher give a homework for students to write their daily activities in the weekday 2. Teacher make sure of students understanding 3. Close the class by greetings then pray together led by the teacher	10 minutes

LESSON PLAN

School : **Junior High School**
Grade/Semester : **9 / 2**
Lesson : **English**
Material : **Daily Activities**
Time Allocation : **Second Meeting / 2 JP (40 minutes x 2)**

A. Learning Objective

1. Implement the social function, text structure and linguistic elements of spoken and written interpersonal interaction texts and respond to them according to the context daily activities material
2. Students can tell their daily activities that usually do in oral and written form
3. Student can study in groups and make a dialogue related to the material they have studied

B. Learning Activities

No.	Activities	Description	Time
1.	Opening Activities	1. Opening the class by greetings then pray together led by the teacher 2. Teacher checks students attendance 3. Teacher provides a general overview of the material that will be studied	10 Minutes
2.	Main Activities	1. Teacher ask students homework to prepared it and open their book then discus 2. Teacher call students one by one and ask for their activities that usually do in the evening 3. Teacher make a group of students randomly, each group contains 5 students 4. Teacher give a dialogue that talking about daily activities for example 5. Teacher ask students to make a dialogue related the lesson in group 6. Teacher walk around the class to make sure all groups do their job 7. Each group go front of the class to present their dialogue 8. Students pay attention to the groups that presenting	60 Minutes
3.	Closing Activities	1. Teacher give some vocabulary for students to memorize 2. Teacher make sure of students understanding 3. Close the class by greetings then pray together led by the teacher	10 minutes

LESSON PLAN

School : Junior High School
Grade/Semester : 9 / 2
Lesson : English
Material : Daily Activities
Time Allocation : Third Meeting / 2 JP (40 minutes x 2)

A. Learning Objective
1. Implement the social function, text structure and linguistic elements of spoken and written interpersonal interaction texts and respond to them according to the context daily activities material
2. Improving students cohesiveness and focus by doing game tournaments
3. Students can compete with other to win the game

B. Learning Activities

No.	Activities	Description	Time
1.	Opening Activities	1. Opening the class by greetings then pray together led by the teacher 2. Teacher checks students attendance 3. Teacher provides a general overview of the material that will be studied	10 Minutes
2.	Main Activities	1. Teacher ask students to gather with their groups 2. Teacher explain the last material that has been learned before 3. Teacher ask student to pay attention to the screen 4. Teacher show some dialogue that unfinished and some missing sentences 5. Students have to finished that dialogue and fill the blank space in the dialogue in group 6. Teacher walk around to make sure that all students do their job 7. After all of group finished their work teacher explain and give some corrections to students 8. Students pay attention to teacher's explanation	60 Minutes
3.	Closing Activities	1. Teacher ask students what they have learn today 2. Teacher make sure of students understanding 3. Close the class by greetings then pray together led by the teacher	10 minutes

SYLLABUS

Mata Pelajaran   **: Bahasa Inggris**
Satuan Pendidikan   : MTs Zainul Ulum
Kelas   : IX (Sembilan)

Kompetensi Inti   :
- **KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis serta menanggapinya, sesuai dengan konteks penggunaannya	• Fungsi sosial mempertahankan hubungan interpersonal dengan teman sebaya dan pengajar • Struktur teks - Menceritakan aktifitas keseharian (Daily Activities)	• Menyimak, mencontoh, dan mempraktkkan beberapa contoh dialog, dengan pelafalan dan tekanan kata dengan tepat • Memahami ungkapan yang sedang dipelajari	• Menirukan beberapa contoh dialog, dengan perkataan dan tekanan kata yang tepat • Menanyakan sesuatu yang belum diketahui atau yang berbeda. • Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai kondisi lain yang sama.

4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Unsur kebahasaan
	  - Ungkapan a.l. *Usually; often; everyday; then; morning* dll.
	  - pelafalan, tekanan, ejaan, intonasi, tanda
		• Menanyakan sesuatu yang belum diketahui atau berbeda.
		• Menentukan ekspresi yang tepat secara lisan/tulis dari berbagai kondisi lain yang sama.
			• Menirukan beberapa contoh dialog, dengan perkataan dan tekanan kata yang tepat
			• Menanyakan sesuatu yang belum diketahui atau yang berbeda.
			• Menentukan ungkapan yang tepat secara lisan/tulis dari

	baca, dan tulisan tangan • Topik Prestasi dan kebahagiaan yang dapat menimbulkan sikap yang termuat di KI	• Melakukan evaluasi tentang proses dan hasil belajar	berbagai kondisi lain yang sama.

Appendix VI

POST-TEST EXPERIMENT CLASS

(EXAMINER 1)

No	Initial Name	Assessment					Total	Score (*4)
		G	F	P	V	C		
1	AMS	4	3	3	4	3	17	68
2	ATA	4	4	5	5	4	22	88
3	AFAM	4	3	4	3	3	17	68
4	ANR	3	3	3	3	3	15	60
5	BTB	4	4	5	4	4	21	84
6	CFZ	3	4	3	3	3	16	64
7	EFN	4	5	5	4	3	21	84
8	FMHAA	2	3	3	3	3	14	56
9	FF	2	4	3	3	3	15	60
10	JJI	3	4	3	2	3	15	60
11	KNR	3	4	3	5	4	19	76
12	MASR	3	4	3	3	3	16	64
13	MHA	2	4	3	3	3	15	60
14	MKGI	2	3	4	3	3	15	60
15	MNAR	2	3	2	2	3	12	48
16	NSU	3	4	2	3	4	16	64
17	NMP	3	3	2	3	3	14	56
18	NFZ	3	2	4	3	3	15	60
19	NRSF	4	3	3	4	4	18	72
20	NHI	3	2	2	3	3	13	52
Mean		2,75	2,9	2,9	3,05	3.25	16.3	65.2

POST-TEST EXPERIMENT CLASS

(EXAMINER 2)

No	Initial Name	Assessment					Total	Score (*4)
		G	F	P	V	C		
1	AMS	3	2	2	3	3	13	52
2	ATA	4	3	4	4	4	19	76
3	AFAM	3	4	3	3	4	17	68
4	ANR	3	3	3	4	3	16	64
5	BTB	4	3	4	4	3	18	72
6	CFZ	2	3	2	3	3	13	52
7	EFN	3	4	3	4	4	18	72
8	FMHAA	3	3	3	4	3	16	64
9	FF	2	3	3	2	3	13	52
10	JJI	2	3	3	2	3	13	52
11	KNR	3	4	4	4	3	18	72
12	MASR	3	3	3	3	3	15	60
13	MHA	3	3	2	3	3	14	56
14	MKGI	3	4	3	3	3	16	64
15	MNAR	2	2	3	3	3	13	52
16	NSU	3	3	4	3	4	17	68
17	NMP	2	3	3	3	3	14	56
18	NFZ	3	2	2	3	3	13	52
19	NRSF	3	3	3	4	4	17	68
20	NHI	3	3	2	4	3	15	60
Mean		2.85	3.05	2.95	3.3	3.25	15.4	61.6

POST-TEST EXPERIMENT CLASS

(RESULT)

No	Initial Name	Examiner 1	Examiner 2	Mean
1	AMS	68	52	60
2	ATA	88	76	82
3	AFAM	68	68	68
4	ANR	60	64	62
5	BTB	84	72	78
6	CFZ	64	52	58
7	EFN	84	72	78
8	FMHAA	56	64	60
9	FF	60	52	56
10	JJI	60	52	56
11	KNR	76	72	74
12	MASR	64	60	62
13	MHA	60	56	58
14	MKGI	60	64	62
15	MNAR	48	52	50
16	NSU	64	68	66
17	NMP	56	56	56
18	NFZ	60	52	56
19	NRSF	72	68	70
20	NHI	52	60	56
Mean		**65.2**	**61.6**	**63.4**

Appendix VII

POST-TEST CONTROL CLASS

(EXAMINER 1)

No	Initial Name	Assessment					Total	Score (*4)
		G	F	P	V	C		
1	AEE	3	3	3	3	3	15	60
2	ARJS	2	3	2	2	2	11	44
3	ASSKM	4	4	3	3	3	17	68
4	AI	2	2	2	2	3	11	44
5	AFA	3	3	4	3	3	16	64
6	AN	3	4	4	3	3	17	68
7	AKM	2	3	2	3	3	13	52
8	BJMAV	2	3	3	3	2	13	52
9	CHK	3	4	3	3	3	16	64
10	ENAW	3	3	2	3	2	13	52
11	FDT	3	4	3	4	3	17	68
12	LA	3	4	4	3	3	17	68
13	MASR	3	3	3	3	2	14	56
14	NZAL	3	2	2	3	2	12	48
15	NAZ	2	3	2	3	2	12	48
16	OPS	3	3	3	3	2	14	56
17	PFAR	2	3	3	3	3	14	56
18	RAP	3	3	4	3	3	16	64
19	RAF	3	2	2	3	2	12	48
20	SAZ	3	3	3	3	3	15	60
Mean		2.75	3.1	2.85	2.95	2.6	14.25	57

POST-TEST CONTROL CLASS

(EXAMINER 2)

No	Initial Name	Assessment					Total	Score (*4)
		G	F	P	V	C		
1	AEE	2	3	2	3	2	12	48
2	ARJS	3	3	3	4	3	16	64
3	ASSKM	3	4	3	3	3	16	64
4	AI	2	3	2	3	3	13	52
5	AFA	3	3	3	4	4	17	68
6	AN	2	3	2	3	2	12	48
7	AKM	3	2	2	4	3	14	56
8	BJMAV	2	3	2	3	3	13	52
9	CHK	3	4	3	3	4	17	68
10	ENAW	3	3	3	2	3	14	56
11	FDT	3	3	3	4	2	15	60
12	LA	3	3	3	3	3	15	60
13	MASR	3	2	2	3	2	12	48
14	NZAL	3	3	2	3	2	13	52
15	NAZ	2	2	2	3	3	12	48
16	OPS	3	2	3	3	3	14	56
17	PFAR	3	3	2	3	2	13	52
18	RAP	3	2	2	3	2	12	48
19	RAF	3	3	2	4	3	15	60
20	SAZ	3	2	2	3	2	12	48
Mean		2.75	2.8	2.4	3.2	2.7	13.85	55.4

POST-TEST CONTROL CLASS

(RESULT)

No	Initial Name	Examiner 1	Examiner 2	Mean
1	AEE	60	48	54
2	ARJS	44	64	54
3	ASSKM	68	64	66
4	AI	44	52	48
5	AFA	64	68	66
6	AN	68	48	58
7	AKM	52	56	54
8	BJMAV	52	52	52
9	CHK	64	68	66
10	ENAW	52	56	54
11	FDT	68	60	64
12	LA	68	60	64
13	MASR	56	48	52
14	NZAL	48	52	50
15	NAZ	48	48	48
16	OPS	56	56	56
17	PFAR	56	52	54
18	RAP	64	48	56
19	RAF	48	60	54
20	SAZ	60	48	54
Mean		**57**	**55.4**	**56.2**

Appendix VIII

Result Table of Validity Test

		Soal_1	Soal_2	Soal_3	Soal_4	Soal_5	Soal_6	Soal_7	Soal_8	Soal_9	Soal_10	Soal_11	Soal_12	Soal_13	Soal_14	Soal_15	Soal_16	Soal_17	Soal_18	Soal_19	Soal_20	Total
Soal_1	Pearson Correlatio	1	0.373	0.417	0.425	0.392	0.190	0.373	-0.105	-0.174	-0.041	0.285	-0.119	-.464*	0.000	0.087	-0.356	0.250	0.054	0.043	0.341	.488*
	Sig. (2-tailed)		0.105	0.067	0.062	0.087	0.421	0.105	0.661	0.463	0.865	0.223	0.618	0.040	1.000	0.717	0.124	0.289	0.822	0.856	0.142	0.029
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal_2	Pearson Correlatio	0.373	1	.584**	0.438	.453*	.458*	-0.026	-0.012	0.251	-0.322	-0.322	-0.285	-0.159	0.080	0.268	0.421	0.086	0.277	0.075	0.146	.351
	Sig. (2-tailed)	0.105		0.007	0.054	0.045	0.042	0.915	0.960	0.285	0.167	0.167	0.223	0.503	0.737	0.254	0.064	0.719	0.236	0.754	0.539	0.002
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal_3	Pearson Correlatio	0.417	.584**	1	0.332	.469*	.534*	-0.298	-0.087	.499*	0.054	-0.066	0.134	-.479*	-0.275	.550*	0.216	0.363	0.119	0.353	0.126	.796**
	Sig. (2-tailed)	0.067	0.007		0.153	0.037	0.015	0.202	0.714	0.025	0.821	0.782	0.572	0.033	0.240	0.012	0.360	0.115	0.617	0.127	0.597	0.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal_4	Pearson Correlatio	0.425	0.438	0.332	1	0.030	0.159	0.021	-0.185	0.185	0.034	-0.193	-0.210	-0.169	0.043	0.024	0.210	0.030	0.075	-0.182	0.238	0.346*
	Sig. (2-tailed)	0.062	0.054	0.153		0.901	0.502	0.930	0.435	0.435	0.886	0.414	0.375	0.476	0.856	0.919	0.375	0.901	0.753	0.442	0.313	0.135
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal_5	Pearson Correlatio	0.392	.453*	.469*	0.030	1	0.031	-0.037	-0.131	-0.211	-0.060	-0.060	-0.279	-0.287	0.051	0.241	0.019	-0.170	0.397	-0.107	-0.140	0.281
	Sig. (2-tailed)	0.087	0.045	0.037	0.901		0.896	0.878	0.581	0.371	0.801	0.801	0.234	0.221	0.831	0.305	0.935	0.475	0.083	0.654	0.557	0.230
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal_6	Pearson Correlatio	0.190	.458*	.534*	0.159	0.031	1	-0.196	0.214	0.397	0.036	-0.143	0.069	-0.437	-0.238	0.152	0.104	0.343	0.000	0.381	-0.186	.494*
	Sig. (2-tailed)	0.421	0.042	0.015	0.502	0.896		0.407	0.366	0.083	0.881	0.548	0.772	0.054	0.312	0.523	0.663	0.138	1.000	0.098	0.432	0.027
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal_7	Pearson Correlatio	0.373	-0.026	-0.298	0.021	-0.037	-0.196	1	0.108	-.706**	0.098	-0.042	-.557*	-0.037	-0.053	-0.178	0.014	-0.159	-0.092	0.075	0.000	-0.139
	Sig. (2-tailed)	0.105	0.915	0.202	0.930	0.878	0.407		0.651	0.001	0.681	0.861	0.011	0.878	0.823	0.452	0.955	0.503	0.698	0.754	1.000	0.559
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal_8	Pearson Correlatio	-0.105	-0.012	-0.087	-0.185	-0.131	0.214	0.108	1	-0.106	-0.150	-0.411	-0.260	0.211	0.100	0.125	0.133	-0.017	-0.043	-0.174	-0.273	0.025
	Sig. (2-tailed)	0.661	0.960	0.714	0.435	0.581	0.366	0.651		0.656	0.527	0.072	0.268	0.371	0.676	0.600	0.576	0.943	0.857	0.463	0.244	0.918
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal_9	Pearson Correlatio	-0.174	0.251	.499*	0.185	-0.211	0.397	-.706**	-0.106	1	0.020	0.020	.514*	-0.097	-0.224	0.153	0.120	0.360	-0.129	0.174	0.273	.422*
	Sig. (2-tailed)	0.463	0.285	0.025	0.435	0.371	0.083	0.001	0.656		0.935	0.935	0.021	0.684	0.342	0.520	0.613	0.119	0.586	0.463	0.244	0.064
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal_10	Pearson Correlatio	-0.041	-0.322	0.054	0.034	-0.060	0.036	0.098	-0.150	0.020	1	0.237	-0.022	-0.060	-0.233	0.114	0.022	-0.060	-0.353	0.367	-0.160	0.086
	Sig. (2-tailed)	0.865	0.167	0.821	0.886	0.801	0.881	0.681	0.527	0.935		0.315	0.926	0.801	0.323	0.634	0.926	0.801	0.127	0.112	0.502	0.317*
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal_11	Pearson Correlatio	0.285	-0.322	-0.066	-0.193	-0.060	-0.143	-0.042	-0.411	0.020	0.237	1	0.274	-0.194	0.204	-0.049	-.571**	0.341	-0.151	0.367	.479*	0.165
	Sig. (2-tailed)	0.223	0.167	0.782	0.414	0.801	0.548	0.861	0.072	0.935	0.315		0.242	0.413	0.389	0.839	0.009	0.142	0.524	0.112	0.033	0.488*
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal_12	Pearson Correlatio	-0.119	-0.285	0.134	-0.210	-0.279	0.069	-.557*	-0.260	.514*	-0.022	0.274	1	-0.019	-0.170	-0.173	-0.424	0.370	-0.245	-0.040	0.155	-0.023
	Sig. (2-tailed)	0.618	0.223	0.572	0.375	0.234	0.772	0.011	0.268	0.021	0.926	0.242		0.935	0.475	0.465	0.062	0.109	0.298	0.869	0.514	0.924
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal_13	Pearson Correlatio	-.464*	-0.159	-.479*	-0.169	-0.287	-0.437	-0.037	0.211	-0.097	-0.060	-0.194	-0.019	1	0.433	-0.043	0.279	-.520*	-0.132	-0.392	-0.140	0.267*
	Sig. (2-tailed)	0.040	0.503	0.033	0.476	0.221	0.054	0.878	0.371	0.684	0.801	0.413	0.935		0.056	0.858	0.234	0.019	0.578	0.087	0.557	0.255
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal_14	Pearson Correlatio	0.000	0.080	-0.275	0.043	0.051	-0.238	-0.053	0.100	-0.224	-0.233	0.204	-0.170	0.433	1	0.093	0.170	-0.076	0.385	-0.155	0.000	0.184*
	Sig. (2-tailed)	1.000	0.737	0.240	0.856	0.831	0.312	0.823	0.676	0.342	0.323	0.389	0.475	0.056		0.697	0.475	0.749	0.094	0.513	1.000	0.437
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal_15	Pearson Correlatio	0.087	0.268	.550*	0.024	0.241	0.152	-0.178	0.125	0.153	0.114	-0.049	-0.173	-0.043	0.093	1	0.331	0.241	0.107	0.433	0.000	.616**
	Sig. (2-tailed)	0.717	0.254	0.012	0.919	0.305	0.523	0.452	0.600	0.520	0.634	0.839	0.465	0.858	0.697		0.154	0.305	0.653	0.057	1.000	0.004
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal_16	Pearson Correlatio	-0.356	0.421	0.216	0.210	0.019	0.104	0.014	0.133	0.120	0.022	-.571**	-0.424	0.279	0.170	0.331	1	-0.240	0.245	0.198	-0.310	0.276
	Sig. (2-tailed)	0.124	0.064	0.360	0.375	0.935	0.663	0.955	0.576	0.613	0.926	0.009	0.062	0.234	0.475	0.154		0.308	0.298	0.403	0.184	0.238
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal_17	Pearson Correlatio	0.250	0.086	0.363	0.030	-0.170	0.343	-0.159	-0.017	0.360	-0.060	0.341	0.370	-.520*	-0.076	0.241	-0.240	1	-0.132	0.321	0.140	0.441*
	Sig. (2-tailed)	0.289	0.719	0.115	0.901	0.475	0.138	0.503	0.943	0.119	0.801	0.142	0.109	0.019	0.749	0.305	0.308		0.578	0.168	0.557	0.051
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal_18	Pearson Correlatio	0.054	0.277	0.119	0.075	0.397	0.000	-0.092	-0.043	-0.129	-0.353	-0.151	-0.245	-0.132	0.385	0.107	0.245	-0.132	1	-0.054	-0.211	0.155
	Sig. (2-tailed)	0.822	0.236	0.617	0.753	0.083	1.000	0.698	0.857	0.586	0.127	0.524	0.298	0.578	0.094	0.653	0.298	0.578		0.822	0.372	0.413*
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal_19	Pearson Correlatio	0.043	0.075	0.353	-0.182	-0.107	0.381	0.075	-0.174	0.174	0.367	0.367	-0.040	-0.392	-0.155	0.433	0.198	0.321	-0.054	1	0.170	0.488*
	Sig. (2-tailed)	0.856	0.754	0.127	0.442	0.654	0.098	0.754	0.463	0.463	0.112	0.112	0.869	0.087	0.513	0.057	0.403	0.168	0.822		0.473	0.029
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal_20	Pearson Correlatio	0.341	0.146	0.126	0.238	-0.140	-0.186	0.000	-0.273	0.273	-0.160	.479*	0.155	-0.140	0.000	0.000	-0.310	0.140	-0.211	0.170	1	0.372*
	Sig. (2-tailed)	0.142	0.539	0.597	0.313	0.557	0.432	1.000	0.244	0.244	0.502	0.033	0.514	0.557	1.000	1.000	0.184	0.557	0.372	0.473		0.244
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Total	Pearson Correlatio	.488*	.651**	.796**	0.346	0.281	.494*	-0.139	0.025	0.422*	0.086	0.165	-0.023	-0.267	0.184	.616**	0.276	0.441*	0.155	.488*	0.273	1
	Sig. (2-tailed)	0.029	0.002	0.000	0.135	0.230	0.027	0.559	0.918	0.064	0.718	0.488	0.924	0.254	0.437	0.004	0.238	0.051	0.513	0.029	0.244	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix IX

Documentation

Appendix X

Survey Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 1799/Un.03.1/TL.00.1/09/2023	22 September 2023
Sifat	: Penting	
Lampiran	: -	
Hal	: **IzinSurvey**	

Kepada

Yth. Kepala MTs Zainul Ulum

di

Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Ahmad Abdullah Azzam
NIM	:	19180048
Tahun Akademik	:	Ganjil - 2023/2024
Judul Proposal	:	**The Effectiveness of TGT (Team Game Tournament) Model in Teaching Speaking Skill at MTs Zainul Ulum**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

an. Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix XI

Research Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 1803/Un.03.1/TL.00.1/09/2023	25 September 2023
Sifat	: Penting	
Lampiran	: -	
Hal	: **IzinPenelitian**	

Kepada

Yth. Kepala MTs Zainul Ulum
di
    Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Ahmad Abdullah Azzam
NIM	:	19180048
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Ganjil - 2023/2024
Judul Skripsi	:	**The Effectiveness of TGT (Team Game Tournament) Model in Teaching Speaking Skill at MTs Zainul Ulum**
Lama Penelitian	:	**Oktober 2023** sampai dengan **Desember 2023** (3bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix XII

Instrument Validation Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor   : B-1303 /Un.03/FITK/PP.00.9/03/2024   03 April 2024
Lampiran   : -
Perihal   : Permohonan Menjadi Validator (Ahli Instrumen)

Kepada Yth.
Rendhi Fatrisna Yuniar, M. Pd
di –
     Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	:	Ahmad Abdullah Azzam
NIM	:	19180048
Program Studi	:	Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	The Effectiveness of TGT (Team Game Tournament) Model in Teaching Speaking Skill at ZU Junior High School
Dosen Pembimbing	:	Nur Fitria Anggrisia, M. Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan
Wakil Dekan Bid. Akademik

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

83

Validation Letter

INSTRUMEN VALIDATION SHEET

"THE EFFECTIVENESS OF TGT (TEAM GAMES TOURNAMENT) MODEL IN TEACHING SPEAKING SKILL AT ZU JUNIOR HIGH SCHOOL"

Validator	Rendhi Fatrisna Yuniar, M.Pd
NIP	19940182020121003
Instance	UIN Maulana Malik Ibrahim Malang
Validation Date	30 January, 2024

A. Introduction

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this part, please give a score on each item using (v) with the scale as follows:

   1 = Very poor

   2 = Poor

   3 = Average

   4 = Good

   5 = Excellent

2. Comments and suggestion can be entered in the column provided.

C. Validation Sheet

No.	Aspect	Score				
		1	2	3	4	5
1.	The research instrument is in accordance with the basic competence. Basic competence 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis serta menanggapinya, sesuai dengan konteks penggunaannya 4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks					✓ ✓
2.	The research instrument is relevant with the research objectives					✓
3.	The research instrument used good/correct language					✓
4.	The research instrument is well contructed					✓
5.	The research instrument is communicative and easy to understand				✓	
6.	The question that is made do not cause double interpretation or misunderstanding					✓
7.	The research instrument can help the researcher find out students' abilities in speaking skill					✓

D. Suggestion and Comment

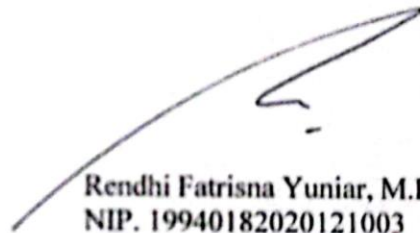## E. Conclusion

Based on the validation sheet above it can be concluded that

1. The instrument can be used without revision.

2. The instrument can be used with revision.

3. The instrument can be used with many revisions.

4. The instrument can not be used.
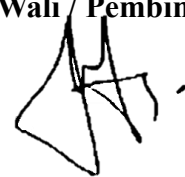
Malang, January 30th, 2024
Validator

Rendhi Fatrisna Yuniar, M.Pd
NIP. 19940182020121003

Appendix XIV

LEMBAR KONSULTASI SKRIPSI

Konsultasi dan Bimbingan Skripsi

Tanggal	Bab/ Materi Konsultasi	Saran/ Rekomendasi/ Catatan	Paraf
10/2/23	Pengenalan tugas-tugas akhir kuliah	Fokus untuk menyelesaikan tugas akhir Merencanakan topik/tema penelitian	
10/6/23	Judul Skripsi Rencana penelitian	Alasan memilih judul penelitian harus memiliki dasar yang jelas Metode penelitian menggunakan metode Kuantitatif	
5/9/23	Bab 1 (Latar Belakang) Bab 2 (Previous Studies)	Menjelaskan latar belakang masalah secara terstuktur Harus ada gap antara penelitian yang dikerjakan dengan Previous Studies	
25/9/23	Revisi Bab 1 dan 2	Disarankan untuk lebih banyak lagi mencari sumber yang terpercaya (jurnal, skripsi dll)	
2/10/23	Bab 1 Bab 2 Bab 3 (Instrument dan Data Collections)	Nama sekolah harus menggunakan inisial Intrumen penelitian harus ditulis secara detail Test yang digunakan memiliki rubrik penilaian yang sesuai	
3/3/24	Revisi Bab 1-3	Menambahkan latar belakang Menambahkan previous studies Instrument penilaian disesuaikan Penulisan refrensi	
2/4/24	Bab 1-3	Gap penelitian diperjelas Teori penelitian ditambah Pembenaran penggunaan past tense dan penyusunan kalimat	

22/4/24	Bab 4	Tambahkan refrensi Penataan margin	
15/5/24	Bab 4 dan 5	Perbaikan penulisan suggestion Menambahkan RPP kelas control Dokumentasi penelitian	
21/5/24	Bab 1-5	Melengkapi persyaratan skripsi Persiapan sidang	
5/6/24	Tanda Tangan Persetujuan		

Malang,
Dosen Wali / Pembimbing,

Nur Fitria Anggrisia, M.Pd.
NIP. 19890901 20180201 2 156

Appendix XV

Curriculum Vitae

Nama Lengkap   : Ahmad Abdullah Azzam

Tempat, Tanggal Lahir   : Malang, 6 Juni 2000

Jenis Kelamin   : Laki-Laki

Agama   : Islam

Fakultas   : Tarbiyah dan Ilmu Keguruan

Jurusan   : Tadris Bahasa Inggris

Perguruan Tinggi   : UIN Malang

Alamat Rumah   : Dusun Krajan RT 07/02 Bantur Kecamatan Bantur

                              Kab. Malang Jawa Timur

No. Hp / Telp   : 085856825715
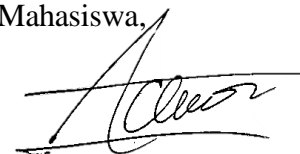
Alamat Email   : 19180048@student.uin-malang.ac.id

Riwayat Pendidikan

1. 2005-2007   RA Miftakhul Ulum

2. 2007-2013   SDN Bulupitu

3. 2013-2016   SMPN 1 Bululawang

4. 2016-2019   SMAN 1 Gondanglegi

5. 2019-2023   UIN Maulana Malik Ibrahim Malang

Malang, April 03 2024

Mahasiswa,

Ahmad Abdullah Azzam

NIM. 19180048