

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is a crucial ability that people use to engage with others, express their thoughts and desires, and socialize themselves in order to express ideas, opinions, messages, and feelings (Putra, 2017). Speaking plays a crucial role as a communication tool and contributes significantly to acquiring and developing language skills (Gusadha et al., 2020). Speaking English fluently is not only a must for academic success in the age of globalization, but it is also a necessary talent to facilitate communication across borders. A key aim of the English language program in lower secondary education is to foster the development of students' speaking skills.

Fluency, understanding, grammar, vocabulary, and pronunciation are some of the speaking skills that students need to learn and perfect (Amrin, 2018). However, many pupils find it difficult to learn speaking skills. Because they are not accustomed to speaking English in front of others, students often feel less secure and fear making mistakes. Furthermore, pupils are frequently less likely to actively participate in speaking events when using traditional teaching techniques that emphasize memory and writing exercises. an effective speaking activity has four components: students talk a lot, participation is even, enthusiasm is high, and language proficiency is acceptable Penny in (Alfinah, 2023).

According to Slavin in Nurchasanah (2020), The TGT method, which stands for Teams, Games, and Tournament, is a type of cooperative learning strategy that is relatively easy to implement. It promotes equal participation among students and encourages them to serve as peer tutors, regardless of their social background. This model integrates elements of games and reinforcement, making the learning experience more engaging. In TGT, students are divided into small, diverse groups of 3 to 6 members, considering differences in ability, gender, and background. They then participate in academic games where they compete with members of other teams to earn points. TGT is a cooperative learning strategy that requires students to collaborate in groups during classroom activities. This method not only enhances student engagement but also fosters teamwork among different groups. It provides a fun and dynamic learning environment, allowing students to enjoy the process while practicing and improving their speaking skills through regular interaction and cooperation (Siregar, 2018).

According to Slavin in Ummah (2019), the Teams Games Tournament (TGT) model comprises five fundamental components: class presentation, team formation, quizzes, tournaments, and team recognition. During the class presentation stage, the instructor demonstrates speaking activities as a model for students, enabling them to internalize and comprehend the instructional content effectively. Subsequently, students are assigned to heterogeneous teams consisting of members with varied levels of academic performance—high, moderate, and low achievers.

Within these teams, collaborative learning is emphasized, allowing students to jointly solve problems and address any misunderstandings that arise among their peers. Following team discussions, students engage in tournaments where they compete with peers from other groups in a supportive and enjoyable setting. Team representatives are intrinsically motivated to contribute points, as these points lead to team recognition and acknowledgment of collective achievement. This stage ensures equal participation, preventing the dominance of more verbally confident students and promoting equitable speaking opportunities for all learners. Moreover, during the quiz and tournament sessions, students are required to articulate their responses orally, demonstrating proper grammatical structures, appropriate lexical choices, accurate pronunciation, and fluent delivery. When errors occur, immediate corrective feedback is provided by their peers—particularly opponents at the tournament table—which facilitates greater awareness of language accuracy and fosters ongoing language development.

Based on the observations carried out in collaboration with the English teacher at SMP Negeri 6 Tanjungpinang, it was revealed that many students exhibit reluctance and apprehension when required to speak in English. A significant number of students display low self-confidence regarding their speaking proficiency, often choosing to remain silent or refraining from active participation in speaking tasks during English lessons. This situation reflects a generally limited ability in oral communication. Furthermore, the teacher reported that students' low

engagement in speaking activities is primarily attributed to their limited vocabulary, as well as uncertainty related to grammatical accuracy and correct pronunciation.

Consequently, there is a clear need to identify and implement an effective instructional strategy that can enhance students' speaking proficiency while simultaneously building their self-confidence. One promising approach is the Teams Games Tournament (TGT), a cooperative learning model that integrates academic instruction with competitive, team-based games. This method is designed to foster student motivation, active participation, and greater confidence in using English orally—particularly in expressing their thoughts and ideas within the classroom context.

The implementation of interactive learning strategies such as the Teams Games Tournament (TGT) enables educators to foster a more inclusive and engaging classroom environment, where all students are given equal opportunities to enhance their speaking abilities. This cooperative model not only contributes to improved academic outcomes but also plays a vital role in developing students' confidence in public speaking. As such, the integration of the TGT method into the English language curriculum—particularly at the secondary education level—is highly pertinent, as it equips the younger generation with essential communicative competencies to navigate and respond to global challenges effectively. Therefore, the title of the current study was “THE EFFECT OF TGT (TEAMS, GAMES,

TOURNAMENT) METHOD ON THE ENGLISH SPEAKING SKILLS OF EIGHTH GRADE STUDENTS”.

1.2 Identification of the Problem

Based on the background above, the following problems can be identified:

1. Students have low speaking skills.
2. less interactive learning method.
3. Students are less motivated to speak English.

1.3 Limitation of the Problem

In this research, the researcher focused on the effect of TGT (Teams, games, Tournament) method on student's speaking skill at SMPN 6 Tanjungpinang.

1.4 Research Question

Based on the limitation of the problem above, the researcher formulate the research question “Is there a significant effect of TGT (Teams, Games, Tournament) method on the English Speaking Skills of eighth grade students at SMP 6 Tanjungpiunang?”

1.5 Objective of Study

Based on the formulated research question, the objective of this study is “To find out whether the TGT (Teams, Games, Tournament) method will have a

significant effect on the English speaking skills of eighth-grade students at SMPN 6 Tanjungpinang.”

1.6 Significant of the Study

The result of the study is expected to be used theoretically and practically:

1.6.1 Theoretically

The findings of this study are expected to provide supporting evidence regarding the effect of Teams Games Tournament (TGT) method on the English speaking skills of eighth-grade students at SMP 6 Tanjungpinang.

1.6.2 Practically

This research is expected to provide benefits for various parties, both in academic and practical environments. The benefits of this research are as follows:

A. School

This research provides concrete evidence regarding the effect of the Teams, Games, Tournament (TGT) method on the English speaking skills of eighth grade students at SMP 6 Tanjungpinang. If proven effective, schools may consider integrating this cooperative learning method more widely into their teaching programs, thereby enhancing the overall quality of English education.

B. English Teachers

The findings from this study will offer practical guidance for English teachers on how to effectively implement the TGT method in the classroom. Teachers can utilize these insights to create more engaging and interactive learning environments, enabling students to develop their speaking skills more effectively and confidently.

C. Researcher herself

This study will contribute to the existing literature on cooperative learning methods and provide empirical data that can serve as a reference for future research. The researcher can also explore additional factors that influence the success of the TGT method in improving English speaking skills in various educational contexts.

1.7 Definition of Key Terms

The following key definitions were developed to understand and contextualize the terminology used in this study:

A. Speaking Skills

Speaking skills refer to students' ability to communicate orally in English including fluency, grammar, vocabulary, and story organization. In this study, speaking skills are measured through personal recount.

B. Teams, Games, Tournament (TGT) Method

The TGT method is a cooperative learning strategy that involves students working in small teams to achieve learning goals through games, quizzes, and tournaments. This method will apply to improve the speaking skills of eighth-grade students, focusing on speaking practice in a fun, competitive environment.

C. Effect

The effect of this study refers to the measurable effect of the TGT method on students' English speaking skills. It will identify by comparing students' speaking performance before and after the implementation of the TGT method, using pre-test and post-test scores to determine any significant improvement.