

**THE EFFECTIVENESS OF TEAM GAMES TOURNAMENT
(TGT)TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILLS AT
THE TENTH GRADE OF MAN 1 LOMBOK BARAT IN THE ACADEMIC
YEAR 2021-2022**



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**PROGRAM STUDY OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM
2022**

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YEAR 2021-2022**

Thesis

Submitted to State Islamic University of Mataram

To Fulfill the Requirement for Sarjana Degree



By

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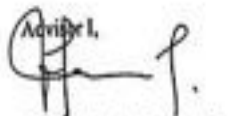
**PROGRAM STUDY OF ENGLISH LANGUAGE EDUCATION
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MATARAM
2022**



APPROVAL

Thesis by: Khairul Amrin, students number (NIM): 180107031 entitled "The Effectiveness of Team Games Tournament (TGT) Technique to Improve Students' Speaking Skill at The Tenth Grade of MAN 1 Lombok Barat in Academic Year 2021-2022" has fulfilled the requirement and has been approved to be examined on.

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Honorable
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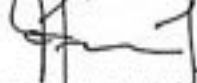
Assalamualaikum, Wr. Wb

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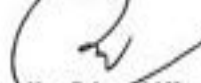
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A rectangular stamp with a red border and a central emblem. The emblem features a Garuda, the national symbol of Indonesia, with the text "REPUBLIC OF INDONESIA" and "MATARAM" below it. The name "Khairul Amrin" is printed at the bottom of the stamp. A handwritten signature in black ink is written over the stamp.

Khairul Amrin

RATIFICATION

Thesis by: Khairul Amrin, NIM: 180107031 entitled "The Effectiveness of Team Games Tournament (TGT) Technique to Improve Students' Speaking Skills at The Tenth Grade of MAN 1 Lombok Barat in The Academic Year 2021-2022" has been maintained in front of the examiner English Language Education Faculty of Education and Teacher Training Mataram State Islamic University at the date of,

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MOTTO

“For him are angels ranged before him and behind him, who guard him by Allah command. Allah changeth not the condition of a folk until they (first) change that which is in their hearts, and if Allah willeth misfortune for a folk there is none that can repel it, nor have they a defender beside him.”

DEDICATION

This thesis is dedicated especially for

“My lovely parents, Ehsun and Ro’aini, My Brother Fathurrahman, S.Pd,I, My Family that I can not mention one by one. Thank you for the love, prayers, support, spirit, and sacrifice that is given to me. May Allah SWT. Reply to all of your kindness. Aamiin”

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Finally, I realize that this thesis might still need some improvements. Therefore, I hope this thesis will be useful for all readers.

Mataram,
The Researcher

Khairul Amrin

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ABSTRACT

The objective of this study was to obtain the empirical evidence of the effect of technique team games tournament on students speaking skills. The method used in this study was quantitative through and type quasi-experimental research. The total sample was 42 from 22 students of X MIA 2 (experimental class) and 20 students of X IIS 3 (controlled class) that were taken by using random sampling. The instrument of this study was an oral presentation test and documentation. The instruments used to gather the data were students' pre-test and post-test score that was calculated and analyzed by using IBM SPSS version 25. The result used to see if there was a significant effect given by the variable x toward variable y. The result of the study showed that the post-test means a score of the experimental class was 76 while the post-test means score of the control class was 60. It showed that there is a significant difference between the two classes post-test means scores. The test of hypotheses showed that sig (2 tailed) (p) was 0.001 while alpha (α) was (0.05) ($0.000 < 0.05$) which means that H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. Therefore, it can be proved that the use of technique team games tournament was effective on students speaking skills in technique team games tournament of tenth grade at MAN 1 Lombok Barat.

Key Words: Team Games Tournament Technique, Speaking Skill.

EFEKTIVITAS TEKNIK TEAM GAMES TOURNAMENT (TGT) UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA PADA KELAS X DI MAN 1 LOMBOK BARAT TAHUN PELAJARAN 2021-2022

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mendapatkan bukti empiris dari pengaruh teknik team games tournament pada keterampilan berbicara siswa, metode yang digunakan dalam penelitian ini yaitu metode penelitian kuantitatif dengan jenis penelitian quasi eksperimen Jumlah sampel dalam penelitian ini yaitu 42 orang siswa yang terdiri dari 22 orang siswa kelas X MIA 2 (kelas eksperimen) dan 20 orang siswa kelas X IIS 3 (kelas kontrol). Teknik yang digunakan dalam pengambilan sampel adalah teknik random sampling. Instrumen yang digunakan dalam penelitian ini adalah tes persentasi lisan dan dokumentasi Adapun instrumen yang sudah digunakan untuk mengumpulkan data dari hasil pre-test dan post-test siswa yang kemudian dianalisis dan dihitung menggunakan IBM SPSS versi 25. Hasilnya akan digunakan untuk melihat apakah ada pengaruh yang signifikan yang diberikan oleh variabel x terhadap variabel y. adapun hasil penelitian menunjukkan bahwa nilai post-test kelas eksperimen adalah 76, sedangkan nilai post-test kelas kontrol adalah 60. Hal itu menunjukkan bahwa adanya perbedaan yang signifikan antara kedua kelas. Hasil uji hipotesis menunjukkan bahwa sig (2 tailed) (p) 0,001 sedangkan alpha (a) (0,05) yang berarti bahwa H_0 ditolak dan H_a diterima. Berdasarkan hasil analisis tersebut dapat ditarik kesimpulan bahwa penggunaan teknik team games tournament efektif untuk meningkatkan kemampuan berbicara pada siswa kelas X di MAN 1 Lombok Barat.

Kata kunci: Teknik Team Games Tournament, Kemampuan Berbicara.

CHAPTER I

INTRODUCTION

A. Background of Research

A language is a communication tool that is used by people to interact with other people. It means expression, thought, ideas, emotions, actions, etc. Brown argues that language is a system of arbitrary symbols conventions vocal, written, or gesture symbols that enable members of given communication to communicate intelligibly with others.¹ Many languages exist in every country in the world. English is the most commonly used in every country to communicate. It is an international language and the most essential language in the world. Almost all people from various countries around the world use it to communicate. It has been recognized and agreed upon as the official language that is used universally in various aspects, such as economics, cultures, technology, education, etc.

Furthermore, the education aspect also realizes the importance of learning English, where almost all schools in each country had made English one of the subjects to be learned. In Indonesia, the government has decided that English should be taught to students from elementary school up to University. There are four skills in English language learning that consist of speaking, listening, reading, and writing.

¹H Douglas Brown, *Principles of language learning and teaching*, (New York: pearson education, 2004), pg. 17.

Speaking is one of the four English skills that must be mastered by students. Putra stated that Speaking was an important skill that used by people to communicate with others, to convey an idea, opinion, message, feeling to other people, to express their thoughts and wishes, and to socialize themselves to communicate or to interact.² It is very important because in daily life people use it for interaction and communication with each other.

According to Leong and Ahmad in Dionar and Adnan explain that speaking was the foremost skill for the effectiveness of communication³. Cameron in Bafadal, et al stated that speaking was the active use of language to express meanings so that other people can make sense of them.⁴ In addition, Hornby in Khotimah stated that Speaking used to show that what you are saying was true in general, to convey ideas, and to have a conversation with somebody about something.⁵

Speaking ability is a kind of skill that is very important for students to learn. Because it involves a process of building and sharing meaning through the use of language orally. There are some aspects of speaking ability

² Aidil Syah Putra, "The Correlation Between Motivation and Speaking Ability", *Journal of English Language and Literature*, Vol. II, No 1, 2017, pg. 36.

³ Welli Septia Dionar and Aryuliva Adnan, "Improving Speaking Ability of Senior High School Students by Using Truth or Dare Game", *Journal of English Language Teaching*. Vol .7, No.2, 2018, pg. 369.

⁴ Moh. Fauzi Bafadal., et al, "The Analysis of Students' Speaking Ability on Specific Purpose of Learning", *Linguistics and English Language Teaching Journal*. Vol .7, No.1, 2019, pg. 33.

⁵ Siti khotimah, "The Use of Problem Based Learning to Improve Students' Speaking Ability", *Journal of English Language Teaching*. Vol. 3, No. 1. 2014, pg. 51.

that must be taught and mastered by students, those are fluency, comprehension, grammar, vocabulary, and pronunciation.

In learning to speak, there are some problems that students face, it is not about speaking English with appropriate grammar, beyond everything is to build students' confidence first to speak. Maulana et.al in Darmawan, et al stated that the most problems that they faced in learning speaking skills are lack of vocabulary, lack of pronunciation, lack of confidence to speak, and being afraid of making errors while speaking.⁶ In addition, students felt shy to speak English and to express opinions and ideas because they were afraid of making mistakes in pronouncing words. So, the students became not confident.

There are several problems in learning speaking that researcher found when conducting observations at the tenth grade of MAN 1 Lombok Barat.⁷ Firstly, most students said that they have difficulties in using grammar, and pronunciation. Secondly, some Students are afraid their friends would be laughed at them when they speak in front of the class. Therefore, they feel shy to speak English because they are afraid to make a mistake. Thirdly, the Teacher orients to the student's English book and asks the students to read the dialogue or material in front of the class. This technique does not allow the

⁶ Darmawan, et al, "Speaking Self-Efficacy of EFL Students of PreService Teaching Program in EFL Classroom Setting", *Journal of English teaching*, Vol.7 No. 1, 150- 162. DOI: <https://doi.org/10.33541/jet.v7i2.2582>.

⁷ Mita Febria Santi, S.Pd., *Interview*, Gerung June 6 2021.

students to express their ideas or opinions directly and it cannot make the students speak English fluently because the students will be passive in the teaching-learning process. Silberman in Mardiyah explains that the students can understand the material thoroughly if they are supported by the appropriate teaching methods applied by the instructor/lecturer.⁸

To solve the problem the researcher tries to find out a suitable teaching technique to be applied in teaching speaking in English to help students to be more active and to better understand the material in the learning process. There are various teaching techniques that are suitable to solve the problem, one of them is team games tournament. TGT is a technique to teach speaking skills that is very interesting for the students. Historically, this learning strategy was first developed by David De Vries and Keith Edward.⁹ Through this technique students' speaking skill develops through tournaments or competitions where students play games or academic games with team members or other groups, to contribute points for teams or group scores.¹⁰ This technique creates a different atmosphere because, with competition, students will be more competitive and happy to learn.

⁸ Noor Mardiyah, "Team Game Tournament Learning Model to Improve the Students' Speaking Achievement", *IJOTL-TL: Indonesian Journal of Language Teaching and Linguistics*, Vol. 5, No. 3, pg. <https://doi.org/10.30957/ijotl.v5i3.637>.

⁹ Mhd. Nau Ritonga, "Application of Team Games Tournament to Increase Students' Knowledge in National Economic of Indonesia", *Asian Journal of Management Sciences & Education* Vol. 6, No.4, 2017, pg. 120.

¹⁰*Ibid.*, pg. 120.

From the description above, this study will investigate whether the TGT technique is effective in improving students' speaking skills in the tenth grade of MAN 1 Lombok Barat in the academic year 2021-2022.

B. The Statement of Problem and Research Limitation

1. The Statement of Problem

Based on the background above, the researcher formulates the statement of problems is to what extent the use team games tournament (TGT) technique can improve students' speaking skills at the tenth grade of MAN 1 Lombok Barat in the academic year 2021-2022?

2. Research Limitation

- a. This research focuses on improving the speaking skill of the students in tenth grade.
- b. The research will be conducted by using the cooperative learning model TGT as the technique to improve students' speaking skills at MAN 1 Lombok Barat.
- c. This researcher will use Recount Text as the material in this research.

C. Objective and Significance of Research

The objective of this research and significance of research are:

1. Objectives

The objective of this research is to find out whether the team games tournament technique is effective to improve students' speaking

skills in the tenth grade of MAN 1 Lombok Barat in the academic year 2021-2022.

2. Significance of Research

In this part, the researcher will discuss the theoretical significance and practical significance which will be explained as follows:

a. Theoretical Significances

This research is expected to enrich the repertoire of educational sciences, especially information about the use of learning techniques for students.

b. Practical Significance

1) For students

This research is expected to provide new experiences, encourage students to be more active, and expected to help students improve their speaking in English clearly and fluently when the learning process.

2) For teachers

This research is expected to improve the ability to choose varied learning techniques and can improve the learning system, to provide better services to students.

3) For school

This research is expected to provide new solutions and information that can improve and enhance learning at this school.

4) For researchers

Researchers are able to apply learning techniques well, and researchers have knowledge and insight about learning techniques.

D. Definition of Key Term

1. Team Games Tournament (TGT)

The TGT technique is cooperative learning that uses academic tournaments, quizzes, and using an individual progress score system. The students will compete as their team representatives. Shoimin in Juwita, et al stated that Through the TGT method students will actively communicate, think further, and allow students to learn more relaxed as well as foster responsibility, cooperation, healthy competition, and learning involvement.¹¹ While according to Tagan in Millah and Nurmala stated that TGT is one of the cooperative learning models that can be easily applied by teachers, it involves activities of all students without

¹¹ Linda Juwita, et al, “The Effect of Team Game Tournament (TGT) Cooperative Learning Method Application Towards Learning Motivation and Achievement”, *Jurnal INJEC* Vol. 2, No. 2 2017, pg. 155.

status differentiation, it involves students' role as a peer tutors and includes playing and strengthening substance.¹²

From the opinions above, the researcher summarizes that TGT is a cooperative learning technique that involves the activities of all students regardless of status and communicates actively, further and allows students to learn in a relaxed manner and prioritizes responsibility, cooperation, competition, and involvement in learning.

2. Speaking

Speaking is one of the essential skills required to be developed in order for students to communicate effectively in different contexts. According to Celce Murcia in Riadil stated that speaking was the ability to communicate with other people by orally that equal to knowing the given language since speaking was the primary means of human communication.¹³

Brown in Rao argues that speaking is the skill that the students will be judged upon most in real-life situations.¹⁴ While, McDonough and Shaw in Putra defined that Speaking is desire and purpose-driven, in other words, we genuinely want to communicate something to achieve a

¹² Maftuhatur Nurul Millah and Alfia Nurmala, "The Use of Team Game Tournament (TGT) To Improve Students' Participation in English Class", *Jurnal Intelegensia*. Vol. 8 No. 1. 2020, pg. 75.

¹³ Ikrar Genidal Riadil, "Efl Students in Speaking Skill: Identifying English Education Students' Perceptions of psychological Problems in Speaking", *Journal of English Teaching & Applied Linguistics*, Vol. 2, No. 2, 2020, pg. 9

¹⁴ Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Classrooms", *Alford Council of International English & Literature Journal (ACIELJ)*, Vol. 2. No.2. 2019, pg. 8.

particular end.¹⁵ Based on the explanations experts above, the researcher concluded that speaking is a skill that very useful in which one person needs to use and to communicate with each other at the time.

¹⁵ Aidil Syah Putra, "The Correlation...", pg. 38.

CHAPTER II

REVIEW OF RELATED LITRATURE AND HYPOYHESIS

A. Theoretical Bases

1. Review of Previous Research

This research is relevant to the three previous researches that have similarities and differences from the present research which can be used as references to conduct the better study.

- a. A research was done by Hery Fitriyanto entitled *The Effectiveness of Teams Games Tournament (TGT) Technique on Students' Mastery of Simple Past Tense (TGT) (A Quasi Experimental Study in the Eighth Grade of MTs N 13 Jakarta)*.¹⁶ The purpose of this previous research was to identify the empirical evidence of the differences between student mastery of simple past tense between students who are taught through TGT technique and students who are taught without the technique. This study used quasi experimental design because he wanted know the relation between dependent variable and independent variable from the eighth grade students of MTs N Jakarta in academic year of 2013/3014 which consist of 172 students as the population and 34 students of VIII-A, 35 students of VIII-B as the sample. The

¹⁶ Hery Fitriyanto, "The Effectiveness Of Teams Games Tournament (TGT) Technique on Students' Mastery of Simple Past Tense (TGT) (A Quasi Experimental Study in the Eighth Grade of MTs N 13 Jakarta)", (*Thesis: The Department of English Education, The Faculty of Tarbiyah and Teachers Training, 'Syarif Hidayatullah' State Islamic University Jakarta, 2014*).

researcher used the test as the instrument of the research which contained 60 questions of multiple choice.

The result of data analysis using the t-test formula showed, the value of t_o was 2,50 with degree of freedom 66 in the significance degree (α) of 5%, t_t is 1.668, then in the significance of 1% = 2.384. It meant that, $t_o > t_t$ (t_o was higher than t_t). So, the null hypothesis (H_o) was rejected. Then, the alternative hypothesis (H_a) was accepted that there was an effectiveness of Teams Games Tournament (TGT) on students' mastery of simple past tense. The mean score of Students' posttest in experimental class was higher than in control class. The gained score of the experimental class was also higher than the gained score of the control class. It means that the use of TGT in teaching Simple Past Tense was effective to improve students' achievement in Simple Past Tense.

The differences between this research and the present research are, in previous research the researcher identifies the empirical evidence of student mastery in simple past tense, while in the present research, the researcher identifies the students speaking ability. Both the previous research and the present research are similar techniques for different purposes. The purpose of the previous research is to know whether TGT technique is effective to improve student mastery of

simple past tense. Besides, the present research is to know whether those techniques are effective to improve student ability.

- b. The research done by Ade Miranda entitled Using Team Games Tournament (TGT) to Teach Vocabulary at The Eighth Grade of SMPN 8 Palopo.¹⁷ The purpose of this previous research was to know whether the students who are taught by using team games tournaments have a better score than the students who are taught by using non team games tournaments in learning vocabulary. The researcher in this previous study used quantitative research and used the TGT technique in the eighth grade of SMPN 8 Palopo which consists of 279 students in the academic year 2018/2019. The researcher will take 32 students of VIII-1 that consist of 14 boys with 18 girls and 32 students from the VIII-2 which consist of 12 boys with 20 girls. In this study the researcher used a vocabulary test that consisted of 25 numbers, which is 8 numbers for nouns, 9 numbers for adjectives, and 8 numbers for verbs. The kinds of the test matched the word and multiple choices.

The data of this research were analyzed quantitatively by using SPSS program version 15. The findings of this researcher showed that the students who are taught by using the TGT method are effective in teaching vocabulary to the eighth grade students of SMP 8 Palopo.

¹⁷ Ade Miranda, "Using Team Games Tournament (TGT) to Teach Vocabulary at The Eighth Grade of SMPN 8 Palopo", (*Thesis* : The Department of English Education, The Faculty of Trabiyah and Teachers Training, State Islamic Institute of Palopo, 2019).

The students' result of the mean score in the pretest of the experimental class was lower than the mean score in the posttest ($40.50 < 76.00$). The researcher found that the p . Value was 0.000 and the alpha was 0.05, therefore $p < \alpha$ ($0.000 < 0.05$). Meanwhile, the mean score of students' in the pretest of the control class was lower than the mean score in the posttest ($37.87 < 56.09$). It means that the mean score of the posttest in experiment class is better than the mean score of posttest in control class ($76.00 > 56.09$).

Based on the previous study above, the differences between the present study and the previous study to identify the score of student vocabulary using the TGT technique, its focus on students vocabulary. Besides, the previous study conducted the research in Junior High School. Meanwhile, the present study will take the students in Senior High School in his research. Furthermore, the similarities of the previous study and the present study used the method or technique in these studies.

- c. The research was done by Septi Yeni Rusmawan entitled The Influence of Using Team Game Tournament Towards Students' Speaking Ability of The Seventh Grade of SMP Al-Huda South Lampung In Academic Year 2019/2020.¹⁸ The objective of the

¹⁸ Septi Yeni Rusmawan, "The Influence of Using Team Game Tournament Towards Students' Speaking Ability of The Seventh Grade of SMP Al-Huda South Lampung In Academic Year

research was to find out whether there was influence of using team game tournament towards students' speaking ability of the seventh grade of SMP Al-Huda South Lampung in the academic year 2019/2020.

The research method in this study is Quantitative research because the researcher wanted know the Influence of Using Team Game Tournament Towards Students' Speaking Ability. This research used quasi-experimental design. The treatments held in three meeting, each meeting allocated 2 x 45 minutes. The population was the seventh grade of SMP Al-Huda South Lampung. The total samples were 56 students that were taken from two classes. VII D (Control Class) and VII E (Experimental Class) by using cluster random sampling. Team game tournament was used in experimental class and role play in control class. The data was collected by pre-test and post-test. The instrument was oral test. The pre-test was given before the treatment and the post-test after the treatment for both classes. To analyze the data, SPSS version 21 was used to formulate the independent sample t-test in the statistical computation.

After conducting the test, the data was analyzed. The result showed that the value of significant generated $\text{Sig. (Pvalue)} = 0.003 < \alpha$

2019/2020", (*Thesis*: The Departement of English Education, Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung. 2020)

= 0.05. It means that H_a was accepted and H_o was rejected. Based on the computation, it could be concluded that there was significant influence of using team game tournament towards students' speaking ability of the seventh grade of SMP Al-Huda South Lampung the academic year of 2019/2020.

Based on the previous study above, the differences between the present study are the previous study to identify the influence of using team game tournament towards students' speaking ability. Besides, the previous study conducted the research in the seventh grade or Junior High School in his research. Meanwhile, the present study will take the student in Senior High School in his research.

2. Theoretical Bases

a. Speaking

1) Definitions of Speaking

Speaking is one of the four skills that should be mastered besides listening, reading, and writing. Speaking is an ability to orally express opinions, thoughts, facts, and feelings to other people. According to Nunan in Gani, et al states that Speaking is a productive oral skill that consists of constructing systematic verbal utterances to convey meaning.¹⁹ In addition, Brown in Gani, et al explains that speaking is an interactive process of constructing

¹⁹ Sofyan A. Gani, et al, "Students' Learning Strategies for Developing Speaking Ability", *Studies in English Language and Education*, Vol 2 No 1, 2015, pg. 19.

meaning that involves producing and receiving, and processing information.²⁰

In speaking, the students learn how to organize ideas, arrange sentences, and express language in spoken form with good pronunciation and comprehensible language. They must also learn about how to deliver the meaning of the language according to the context they are speaking. It has an important role in daily life which is to convey someone's mind directly. Speaking is deemed to be the most important skill in learning a foreign or second language.²¹ It influences someone's performance in many aspects, such as social, political, business and education. Speaking is the production skill that is included in two main categories: accuracy and fluency. Fluency and accuracy are the concepts that usually come to mind first when speaking of teaching speaking skills.²² Accuracy consists of using vocabulary, grammar, and pronunciation through some activities, fluency takes into account "the ability to keep going when speaking spontaneously". Identified two elements: production skill and interaction skill. In production skills, speaking ability takes place without a time limit

²⁰ *Ibid.*, pg. 19.

²¹ Parupalli Srinivas Rao, "The Importance...", pg. 8.

²² James Edward Thomas, M. A, *English Language and Literature and Teaching English Language and Literature for Secondary Schools*, (Masaryk University Faculty of Arts Department of English and American Studies: Bc. Petra Sol coba, 2011), pg. 65.

environment and in interaction skills, there is a negotiation between learners. Both skills help learners to improve their speaking ability easier.²³

Speaking from the students' perspective is very important because of the modern age of media, propaganda, and mass communication. Every person desires to read about the full benefits of modern education. Library use, research knowledge, science, commerce and trade and know how to have a sound knowledge of English language and good communication skill.²⁴

2) Purpose of Speaking

In functional terms, speaking can be classified into either transactional or interactional language. Transactional language is to get something or to get something done. Interactional language is produced for social purposes.²⁵ Why do we speak is the question to know the purpose of speaking. Speaking can be analyzed in terms of routines. Routines are conversational ways of presenting the information. Two types of routines are transactional and interactional (social) routines.

²³ Ali Derakhshan, et al, "Developing EFL Learner's Speaking Ability, Accuracy and Fluency", *English Language and Literature Studies*, Vol 6, No 2, 2016, pg. 148.

²⁴ Nadeem Khan and Arshad Ali, "Improving the speaking ability in English: The students' perspective", *Procedia Social and Behavioral Sciences*, Vol. 2, 2010, pg. 3756.

²⁵ Umar Fauzan, "Improvisations Technique in the Teaching of Speaking", *Academia Accelerating the world's research.*, Vol 14, No 2, 2014, pg. 151.

Based on the explanation above, it can be concluded that speaking is a process to negotiate to mean, manage the conversation, and transfer d from speaker to listeners. It happens in real-time so we cannot edit or revise what you want to say. To be a good speaker, communicative competence and linguistics competence are extremely important to master.

3) Type of Speaking Performance

There are two types of speaking: how learners can be helped in informal speaking before looking in more detail at formal speaking.

a) Informal Speaking

Nation and Newton in Putra state Informal speaking typically involve tasks where conveying information is not as important as maintaining friendly relationships. Furthermore, the learners can be taught conversational strategies that can help keep the conversation going.²⁶

From the explanation above, having a supportive partner in a conversation can make speaking much easier. Learners can be trained to provide support for other speakers. This support can involve supplying unknown words, completing sentences that the speaker has begun, and asking

²⁶ Aidil Syah Putra, "The Correlation...", pg. 39.

helpful questions to provide language and content support. Furthermore, repeated tasks can also be a good way of providing support. Initially speaking may be difficult, but with repetition, it can become easier. Informal speaking also can be prepared for as people typically speak about their lives.

b) Formal Speaking

Formal speaking requires control of content, awareness of a largely passive audience, and being the focus of attention. It thus requires learners to use language under difficult and demanding circumstances, which will stretch the boundaries of skill development. Biber in Putra added that formal speaking helps language learning in the following ways. It represents a new use of English for most learners and thus requires them to focus on language items that are not as well represented in other uses of the language.²⁷

Speaking as a part of work or academic study may involve presenting reports or presenting a viewpoint on a particular topic. Furthermore, the transactional nature of formal speaking means that the effectiveness of the learner's performance should focus on the successful communication of information. Formal speaking opportunities in the classroom

²⁷ *Ibid.*, pg. 40.

should therefore be done with an obvious audience who are interested in the speaker's message.

In conclusion, formal speaking is usually a planned activity, it is possible to take a process approach to it. This means dividing the task into parts such as taking account of the goals and the audience, gathering ideas, organizing ideas, making a set of speaking notes, and presenting and monitoring the talk. An important part of the formal speaking process is taking account of the audience and the suitability of the information that is to be conveyed to them.

4) Aspect of Speaking

Ludwia in Syarif and Muthmainnah said that one of the most challenging aspects of language acquisition is achieving speaking fluency. Though you might progress quickly in reading and listening comprehension, mastery of spoken English can pose a bigger challenge.²⁸ If you want to be able to socialize in the English language without feeling self-conscious about your language abilities, working on a few key aspects of English can help you become a better party guest or host. Going beyond the intermediate

²⁸ Aco Syarif and Muthmainnah, "The Effect of English Speech Activity Toward The Psychological Aspect In Speaking English For The Second Semester Students Of English Department At Universitas Sulawesi Barat", *The Effect of English Speech Activity*, Vol 4, No 2, 2017, Pg. 78.

level of spoken English can be a challenge, but one that you can surmount through a combination of guided practice and self-study.

5) Components of Speaking

According to Haris, five components must be fulfilled in speaking, those are pronunciation, grammar, vocabulary, fluency, and comprehension.²⁹

a) Pronunciation

Pronunciation is how a language is spoken. Richard and Schmidt in Gilakjani defined pronunciation as the method of producing certain sounds³⁰. To communicate by interlocutor we should produce the words clearly because the pronunciation affects the interlocutor's understanding in receiving the meaning of the message.

b) Grammatical

Scarcella in Derakshen explains that grammatical competence is an overarching component that consists of knowledge of grammar, vocabulary, sounds of letters and syllables, pronunciation of words, intonation, and stress.³¹ To understand the meaning, EFL learners need to have enough

²⁹ David P. Haris, *Testing English as A Second Language*, (New York: Mc. Graw Hill Book Company, 1974), Pg. 81.

³⁰ Abbas Pourhosein Gilakjani, "English Pronunciation Instruction: A Literature Review", *international journal of research in English education*, Vol. 1, No. 1, 2016, pg. 2.

³¹ Ali Derakhshan, et al, "Developing...", pg. 180.

knowledge of words and sentences: that is, they must figure out how words are broken into different sounds, and how sentences are stressed in particular ways. So, grammatical competence helps speakers to use and understand English language structures accurately and immediately, which facilitates their fluency

c) Vocabulary

The other component that is very crucial and it will show us the speaking ability of somebodies from the quality of the vocabularies that can be expressed in conversation. According to Burns in Alqahtani defines vocabulary is the stock of words that is used by a person, class, or profession³². It means that vocabulary plays an important role in speaking.

d) Fluency

Fluency is the ability to process language easily and the quality or condition of a person to speak a language well. It is the smoothness or flow with which sounds, syllables, words, and phrases are joined together when speaking.³³ In speaking, fluency makes it easy to understand the meaning.

³² Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught", *International Journal of Teaching and Education*, Vol.3, No. 3, 2015, pg. 25.

³³ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Longman, 2003), pg. 172.

e) Comprehension

According to Dardjowidjojo in Indah stated that comprehension is how we understand the meaning of words, phrases, clauses, sentences, or discourse we listen to.³⁴ It indicates that in comprehension the speaker and the listener have to understand the intended meaning of the speaker when he or she says something.

6) Elements of Speaking

Jeremy Harmer in Putra says that: If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.³⁵ But there is more to it than that. Speakers of English especially where it is language will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies. They will need to be able to survive in typical function exchanges, too.

Therefore, the mastery of speaking in English is a priority for many second languages or foreign language learners. Consequently, learners often evaluate their success in language

³⁴ Rohmani Nur Indah, *Language Comprehension*, (Malang: UIN Press, 2008). pg. 10

³⁵ Aidil Syah Putra, "The Correlation...", pg. 39.

learning as well as the effectiveness of their English course on the basic how much they feel they have improved in their spoken language proficiency especially in improvement speaking ability it can make someone can be more fluent, confident, brave, be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.

7) Teaching of Speaking

To begin with, the language learning process differs from situation to situation because there may be many variations in the factors that may influence it. Thus, teachers need to know the background capability of the students. As stated by Ann Burns and Joyce, before EFL teachers decide to teach speaking skills, they need to find the background data about the students' needs and goals.³⁶ This involves gathering personal data, such as age, language background, and information about the students' goals and needs. It also involves assessing their current level of spoken language competency and proficiency.

Brown in Fauzan classifies the teaching of speaking into four elements;

- a) Types of classroom speaking performance,

³⁶ Anne Burns and Helen Joyce, *Focus on Speaking*, (National Centre for English Language Teaching and Research, 1997), pg. 55.

- b) Principles for designing speaking techniques,
- c) Teaching conversation, and
- d) Teaching pronunciation.³⁷

Firstly, types of classroom speaking performance that students are expected to perform in the English classroom are imitative, intensive, responsive, transactional, interpersonal (interactional), and extensive. Secondly, in teaching speaking, there are some principles for designing speaking techniques that should pay attention, they are using techniques that cover the spectrum of learner needs, providing intrinsically motivating techniques, encouraging the use of authentic language in meaningful contexts, providing appropriate feedback, correction, capitalizing on the natural link between speaking and listening, giving students opportunities to initiate oral communication, and encouraging the development of speaking strategies. Thirdly, English teachers can use some ways in teaching conversation; they are direct conversation, indirect conversation, transactional conversation, meaningful oral grammar, and individual practice. Lastly, English teachers should teach pronunciation using the following techniques; they are intonation, stress, and meaningful minimal pairs. Knowing the types of classroom speaking

³⁷ Umar Fauzan, "Improvisations...", Pg. 153.

performances, applying the principles for designing speaking techniques, using various techniques of teaching conversation, and implementing some teaching pronunciation practice will succeed in teaching speaking of English.

Besides, Gebhard in Fauzan states that besides conversation and pronunciation concerns, the teaching of speaking should focus on teaching students to comprehend spoken English.³⁸ That is, the success of teaching speaking is not only about how to ask students to speak and speak, but it is also about how to gain the language by listening. The success of teaching speaking is also contributed by the teaching. The teaching of listening includes the kinds of listening activities and the media to teach listening.

Nunan in Fauzan suggests managing and simplifying the classroom to encourage students to participate in speaking.³⁹ To motivate the students, he suggest some ways; they are: make instructional goals explicit to learners, break learning down into sequences of achievable steps, link learning to the needs and interests of the learners, allow the learners to bring their knowledge and perspectives into the learning process, encourage creative language use, help learners to identify the strategies

³⁸ *Ibid.*, pg. 153.

³⁹ *Ibid.*, pg. 154.

underlying the learning tasks they engaged in, and develop ways in which learners can record their progress.

From those statements, it concludes that before teaching speaking, a teacher should find the background data about the students' needs and their goals. In the teaching of speaking, the teacher should focus on choosing the appropriate types of classroom speaking performance, designing speaking techniques, and paying attention to the learners on how to motivate them in learning English.

8) Speaking Assessment

In assessing the students' speaking skills, using the oral English rating sheet proposed by Brown⁴⁰. Based on this oral rating sheet, there are five aspects to be considered: pronunciation, grammar, vocabulary, fluency, and comprehension.

Table 2.1
Speaking Rubric Assessment

| No | Aspects | Rating Score | Comments |
|----|---------|--------------|---|
| 1 | Grammar | 5 | Equivalent to that of an educated native speaker. |
| | | 4 | Able to use the language accurately on all levels |

⁴⁰ H. Douglas Brown, *Language Assessment Principle and Classroom Practice*, (New York: Longman, 2003), pg.172-173.

| | | | |
|---|------------|---|---|
| | | | normally pertinent to professional needs. Grammar errors are quite rare. |
| | | 3 | Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on particle, social, and professional topics. |
| | | 2 | Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar. |
| | | 1 | Grammar errors are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his/her language. |
| 2 | Vocabulary | 5 | Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references. |

| | | | |
|---|---------------|---|---|
| | | 4 | Can understand and participate in any conversation within the range of his/her experience with a high degree precision of vocabulary |
| | | 3 | Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on particle, social, and professional topics. Vocabulary is broad enough that he/she rarely has to grope for a word. |
| | | 2 | Has speaking vocabulary sufficient to express himself simply with some circumlocutions. |
| | | 1 | Speaking vocabulary is inadequate to express anything but the most elementary needs. |
| 3 | Comprehension | 5 | Equivalent to that of an educated native speaker. |
| | | 4 | Can understand any conversation within the range of his experience. |
| | | 3 | Comprehension is quite complete at a normal rate |

| | | | |
|---|---------|---|--|
| | | | of speech. |
| | | 2 | Can get the gist of most nontechnical subjects (,e, topics that require no specialized knowledge). |
| | | 1 | Within the scope of his very limited language experience, can understand simple questions and statements delivered with slowed speech repetition, or paraphrasing. |
| 4 | Fluency | 5 | Has complete fluency in the language such that his/her speech is fully accepted by native speakers. |
| | | 4 | Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation about current events, as well as work, family, and autobiographical information. |
| | | 3 | Can discuss particular interests of competence with reasonable ease. Rarely has to grope for |

| | | | |
|---|---------------|---|--|
| | | | words. |
| | | 2 | Can handle with confidence but not with facilities most social situations, including introduction and casual conversation about current events, as well as work, family, and autobiographical information. |
| | | 1 | No specification fluency description. Refer to the other four language areas for the implied level of fluency. |
| 5 | Pronunciation | 5 | Equivalent to and fully accepted by an educated native speaker. |
| | | 4 | Errors in pronunciation are quite rare. |
| | | 3 | Errors never interfere with understanding and rarely disturb the native speaker. Accent may be foreign. |
| | | 2 | Accents are intelligible though often quite faulty. |
| | | 1 | Errors in pronunciation are frequent but can be understood by native speakers used to dealing with foreigners attempting |

| | | | |
|--|--|--|----------------------------|
| | | | to speak his/her language. |
|--|--|--|----------------------------|

b. Team Games Tournament

1) Definition

The Team Games Tournament (TGT) Technique was originally developed by David De Vries and Keith Edwards at the University of Johns Hopkins as a cooperative learning method. TGT is one type of cooperative learning that places students in study groups; each group has 5 to 6 students who can have a variety of abilities, genders, and cultures.⁴¹ It uses teacher presentations and teamwork and replaces quizzes with weekly tournaments in which students play academic games. The students compete with members of other teams to contribute points to their team score.⁴²

Slavin explains that in this academic game students sit around tables (a table tournament), where at every table there are 5 to 6 students, each one a representative from a different group.⁴³ Meanwhile, according to Kusumandari in Sholihah, TGT is a type of cooperative learning that places students in study groups consisting of 5-6 students who have different abilities, gender, and

⁴¹ Safwandi, "Teaching Speaking with The Teams Games Tournaments Technique", *English Education Journal (EEJ)*, Vol. 7, No. 2, 2016, pg. 211.

⁴² Robert E. Slavin, *Instruction Based on Cooperative Learning*, (Johns Hopkins University: University of New York, 2011), pg. 20.

⁴³ *Ibid.*, pg. 20.

ethnicity.⁴⁴

Therefore, it is a learning model that can improve students' learning motivation in playing games in their groups to get additional points in their team scores. The teacher divides students into several groups with 4-6 heterogeneous students. Groups can be formed by considering the familiarity of friendship or the same interest in a particular topic, after students study in groups students are invited to an academic game (tournament).

Based on the definitions above, the researcher can define the TGT technique as one of the cooperative learning methods that use academic tournaments, using quizzes, and an individual progress score system where students compete as representatives of their team with other members. Students compete with other group members to get points that will be contributed to the group score. It allows students from all levels to contribute maximum scores for their teams. They have the same opportunities for achievement, both as individuals and as group members in the tournament.

TGT is one of the cooperative learning models that are easy to apply, fun, involves the activities of all students without having any status differences, involves the role of a student as a peer tutor, and

⁴⁴ Ai Sholihah, "The Influence of the Teams Games Tournament (TGT) Learning Model on Mathematics Learning Outcomes", *Journal SAP*, Vol. 1 No. 1, 2016, pg. 48.

contains elements of play and reinforcement for students. This technique was originally developed by David De Vries and Keith Edwards, who has the understanding that it is a learning model that can increase student motivation in developing all activities and initiatives in learning because in this technique the students play games with other team members to gain additional points for their team score.

Therefore, it is a learning model that can improve students' learning motivation in playing games in their groups to get additional points in their team scores. The teacher divides students into several groups with 4-6 heterogeneous students. Groups can be formed by considering the familiarity of friendship or the same interest in a particular topic, after students study in groups students are invited to an academic game (tournament). Meanwhile, according to Kusumandari in Sholihah, TGT is a type of cooperative learning that places students in study groups consisting of 5-6 students who have different abilities, gender, and ethnicity/race.⁴⁵

Based on the definitions above, it can be concluded that this cooperative learning method uses academic tournaments, using quizzes, and an individual progress score system, where students compete as representatives of their team with other members of the

⁴⁵ *Ibid.*, pg. 48.

team. other teams whose previous academic performance was on par with them.⁴⁶ In the tournament, students compete with other group members to get points that will be contributed to the group score. It allows students from all levels to contribute maximum scores for theirs. They have the same opportunities for achievement, both as individuals and as group members.

2) The Components of Team Games Tournament

According to Slavin, in the implementation of TGT, there are five components, namely: class presentation, teams, games, tournaments, and team recognition.⁴⁷

a) Class Presentation

The teacher delivers the material at the beginning of the class, exactly in class presentation. This is most often direct instruction or a teacher discussion. The students must keep their attention intentionally to give the best performance in the tournaments. During the class presentation, students have to gather with their groups.⁴⁸

b) Team

The teacher assigns the students to four or five members

⁴⁶ Nur Fauziyyah Eka Pratiwi, "Implementation of the Teams Games Tournament (TGT) Cooperative Learning Model to Improve Accounting Learning Activities", *Indonesian Journal of Accounting Education*, Vol. XVI, No. 1, 2018, pg. 71.

⁴⁷ Robert E. Slavin, *Students Team Learning a Practical Guide to Learning*, (Washington D. C: National Education Association, 1991), pg. 36.

⁴⁸ *Ibid.*, pg. 36.

of a team. Every team should be heterogeneous. The main point of this team arrangement is to make the members can study together cooperatively, do the games together and prepare for the tournament.⁴⁹

c) Games

The games are composed of content-relevant questions designed to test the knowledge of students gained from class presentations and team practice. Most games are numbered with a question sheet.⁵⁰

d) Tournament

The tournament is the structure in which the games take place. It is commonly held at the end of a week or the end of a unit after the teacher has made a class presentation and the teams have had time to practice with the worksheet in their study team. For the tournament, the teacher assigns students to tournament tables-the highest three students in past performance to table 1, the next three to table 2, and so on. This is an equal competition; make it possible for students of all levels of past performance to contribute maximally to their team score if they

⁴⁹ *Ibid.*, pg. 36.

⁵⁰ *Ibid.*, pg. 36.

do their best.⁵¹

e) Team Recognition

Teams may earn certificates of other kinds of rewards for their achievement that has been done by the group until they reach the criteria. For example, the third position will get Good Team, the second one will get Very Good Team, and the first position will get a predicate as Super Team⁵².

3) The Steps of Team Games Tournament

According to Sdayu in Munawir, et al stated that to use TGT in the teaching and learning process, follow these steps:⁵³

- a) Divided the learners into groups of four or five.
- b) Give the learners an outline of what they will be learning and why.
- c) Give the learners worksheet or other study devices to help them master academic materials. These worksheets should be guiding them through the materials and show them how they can help one other learn through tutoring, quizzing one another, on team discussing.
- d) Give the learners sufficient to work together to understand the

⁵¹ *Ibid.*, pg. 37.

⁵² *Ibid.*, Pg. 38.

⁵³ Ahmad Munawir, et al, "The Influence of Using Teams-Games-Tournament (TGT) on Simple Present Tense", *Journal of English Education and Development*, Vol 1, No 2, 2018, pg. 99-100.

ideas you have presented-several periods if necessary.

- e) While the learner learning in their groups, review your records of their learning progress over the past few lessons so that you can classify each learner as low, medium, or a high achiever at this time and for the aspects of their learning.
- f) When it is time to check on what the learners have learned, select three at a time for the tournament, the three learners should be from some category (low, medium, or high achiever), but for different groups.
- g) Pose a series of questions (perhaps four) to the ‘contestant’ who will be trying to be the first to answer.
- h) At the end of the round the winner earns one point for his/her team regardless of how many questions they answered correctly or how difficult the questions were.

Teams-Games-Tournament as one of the techniques in teaching-learning activity is an interesting way to learn English. TGT technique can change the dynamic of class and rejuvenate students and help them to learn more effectively, fun, and enjoyable. Learning speaking through games seems to be an effective way to develop speaking skills for young learners. Not only are games an important part of their everyday life, but the game setting also allows children to co-operate and interact, a natural way for developing speaking

skills

When the children speak to prepare and run the games, they are not just answering questions or asking questions, but interacting with the other by making suggestions, responding to others, asking the question, and evaluating the answer from the others.

4) Advantages and Disadvantages of Team Games Tournament

a) Here are some advantages of using TGT as the speaking activity in the classroom:

- (1) The involvement of students in higher learning.
- (2) Students become excited about learning.
- (3) Knowledge obtained by the students rather than solely from the teacher, but also through the construction of its own by students.
- (4) It can foster positive attitudes in students, such as cooperation, tolerance, responsibility, and could not accept other people's opinions.
- (5) Train students to express or convey an idea or ideas.⁵⁴

From the advantages above, it can be concluded that TGT has several advantages that make this technique worth to be applied in the classroom such as: increasing the role of the students in

⁵⁴ Ari Sohimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013* (Yogyakarta: Ar-Ruzz Media, 2017), pg. 207-208.

learning, making them more excited due to the sense of competition, constructing their knowledge without getting it merely from the teacher, growing the positive vibes, and training them to have the self-confidence to express their ideas.

b) On the other hand, there were some disadvantages of using Team Game Tournament, they are:

- (1) For novice teachers, this model takes a lot.
- (2) Requires adequate facilities and infrastructures.
- (3) Can grow the rowdy atmosphere in the classroom.⁵⁵

From the explanation above it can be concluded that just like other strategies and techniques, TGT has also some disadvantages like the beginner teacher should work extra hard to fit in this technique, the facilities should be prepared, the classroom crowded, and the prizes are too cliché. Hence, a well-prepared teacher and good classroom management will solve these problems. The teacher should comprehend the TGT itself and prepare the things that are needed before the game starts. So, when the game has started, even though the class will grow rowdy, the task of the teacher will be more useful as the judge and maintain the whole participant groups stay obeying the rules.

⁵⁵ *Ibid.*, Pg. 208.

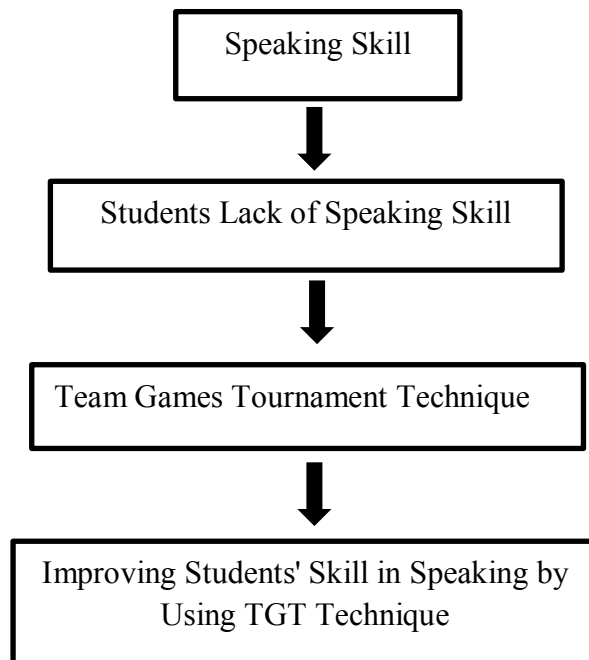
B. Conceptual Framework

Speaking is a skill that according to most students is very difficult to learn because students feel less confident, and speaking skills such as lack of vocabulary, pronunciation, and in the teaching and learning system, students are not enthusiastic because the method used is enjoyable and not interesting. As a result, teaching and learning activities become boring.

Team Games Tournament is a technique that focuses more on all activities for students. In applying this technique students will be more active and interested in learning while playing such as class presentations, academic games, and competing which can improve students' interest and ability in speaking.

Picture 2.1

Conceptual Framework



C. Research Hypotheses

The hypothesis in this study was made to answer a problem: whether Team Games Tournament is effective to improve students' speaking ability at senior high school?

1. H_a (Alternative Hypotheses): Team Games Tournament is effective to improve students speaking skills of senior high school students.
2. H_o (Null Hypotheses): Team Games Tournament is not effective to improve students speaking skills of senior high school students.

CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

The approach in this study uses quantitative. The quantitative approach is research that has the aim of collecting data in the form of numbers in the field with the methods of observation, tests, documentation, and research instruments. Aliaga and Gunderson in Muijs opinion that quantitative research is explaining phenomena by gathering numerical data that are analyzed using mathematically based approaches in specific statistics⁵⁶.

The type of this research is Experimental research. Experimental research is a research method that can correctly test hypotheses regarding causal relationships (causation). In an experimental study, the researcher manipulates at least one variable, controls for other relevant variables, and observes its effect on one or more dependent variables. The researcher determines "who gets what", which group of subjects gets which treatment. Experimental research can be defined as research that involves the manipulation of the condition of the subject being studied, accompanied by strict control efforts on external factors, and involving comparison subjects.⁵⁷ The researcher uses this type because the study takes two classes with the sample used for the experiment and as a control group was taken randomly

⁵⁶ Daniel Muijs, *Doing Quantitative Research in Education with SPSS*, (New Delhi: SAGE Publication, 2004), pg. 1-3.

⁵⁷ Rukminingsih, et al, *Research Methods Education*, (Yogyakarta: Erhaka Utama, 2020), pg. 40-41.

from the population.

B. Population and Sample

1. Population

The population in this study were tenth-grade students of MAN 1 Lombok Barat in the academic year 2021-2022. Based on the table below:

Table 3.1
Population

| No | Class X | Gender | | Amount | Total Class |
|--------------|---------|--------|--------|------------|-------------|
| | | Male | Female | | |
| 1 | X IIS 1 | 9 | 10 | 19 | 5 Classes |
| 2 | X IIS 2 | 8 | 13 | 21 | |
| 3 | X IIS 3 | 9 | 11 | 20 | |
| 4 | X MIA 1 | 6 | 15 | 21 | |
| 5 | X MIA 2 | 7 | 15 | 22 | |
| Total | | | | 103 | |

2. Sample

The sample is representative of a larger group called population. The sampling technique used in this research is simple random sampling which is one of probability sampling. It means that every case of the population has an equal probability of inclusion in the sample ⁵⁸

⁵⁸ Hamed Taherdoost, "Sampling Method in Research Methodology; How to Choose a Sampling Technique for Research", *International Journal of Academic Research in Management (IJARM)*, Vol. 5, No. 2, 2016, pg. 21

Based on the sampling technique used in this research, the researcher used the lottery to get the sample. Firstly, the researcher will make small pieces of paper by writing down the subject number, one number for each paper. Secondly, the piece of paper is rolled up and put in a bottle. After that, shuffled and issued one by one as many or several members required samples. For the last, the numbers listed on the roll paper taken that is the number of the research sample subject.⁵⁹

The randomly selected number represents the population member. In this research, two classes will be taken as the samples where one class was called the experimental class, while another was the control class. The experimental class will receive the special treatment by using the TGT technique, while the control class will use the general method that is usually used by the teacher. The researcher will use X MIA I1 as the experiment class and X IIS I1 Student as a control class. Based on the table below:

Table 3.2
Sample

| No | Class X | Gender | | Amount | Group |
|----|---------|--------|--------|--------|------------|
| | | Male | Female | | |
| 1 | X MIA 2 | 7 | 15 | 22 | Experiment |

⁵⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, (Bandung: Alfabeta, 2010), pg. 63

| | | | | | |
|--------------|---------|---|----|-----------|---------|
| 2 | X IIS 3 | 9 | 11 | 20 | Control |
| Total | | | | 42 | |

C. Setting and Time of Research

The research was conducted at MAN 1 Lombok Barat which is located in the Gerung village, Gerung District, West Lombok Regency, West Nusa Tenggara Province. This research will be carried out in the even semester of the 2021-2022 school year in class X. The reason for carrying out research in this place is because it is very interesting and easy to reach so that researcher feels more comfortable carrying out the final research in this school.

D. Variables of Research

There are two variables used in this research:

1. Using the TGT technique as an independent variable (X) because it provides effort in the teaching and learning process, especially in pronunciation.
2. Students' speaking skill is a dependent variable because it receives the effect of the Team Games Tournament (Y)

E. Design of Research

This study uses a quasi-experimental design, the purpose of this study is to examine whether there is a causal relationship (causal) between two factors that are intentionally caused, namely the treatment (treatment) and the effect that occurs. This research design is a pretest-posttest control class design using three steps, namely:

1. Giving a pretest to the experimental class and the control class to measure speaking ability before treatment or treatment is carried out.
2. Conducting the treatment to the experimental class by using the Team Games Tournament technique.
3. Giving a posttest to the experimental class and the control class to get the final result of the students speaking ability after the treatment is carried out.

The treatment in this study was the use of the TGT technique in learning speaking ability in the experimental class and the general method for the control class, as listed in the table below:

Table 3.3
Design of Experiment

| NO | Class | Pre-test | Treatment | Post-test |
|-----------|--------------|-----------------|------------------|------------------|
| 1 | X MIA II | O ₁ | X | O ₂ |
| 2 | X IIS III | O ₁ | - | O ₂ |

Information:

O₁ : Pre-test

O₂ : Post-test

X : Treatment

- : Without treatment

X IIS 3: Experimental Class

X IMIAA 2: Control Class

Based on the table above, the experimental class and Control class were given a pre-test (O₁) to determine their knowledge before being given treatment. After that, the experimental class is given treatment (X) which is applied using this technique meanwhile the control class does not use the technique (-) and the last step is post-test (O₂) to both classes to determine students' achievement.

F. Instruments of Research

The instrument is the tool that the researcher uses to gather data. The data refer to the information which is obtained on the subject of the research. The entire process of preparing to collect the data is called instrumentation.⁶⁰ In this research, the researcher will use an oral presentation, interview, and document as the instrument to collect the data.

1. Oral Presentation Test

The oral presentation test is one of the speaking tests that are very useful to know the ability of students. In this research, the student will explain the series of picture in front of the class related to the materials. Some aspects will be assessed to find out the Students' abilities. When assessing the students' speaking, the researcher will use a rubric adapted

⁶⁰ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education (Fifth Edition)*, (New York: McGraw- Hill, 2003), pg. 118

from Henry Douglas Brown to analyze the students' ability.⁶¹ As has been presented on page 26. Based on the rubric, the researcher makes the assessment rubric as follows.

Table 3.4
Speaking Rubric Assessment

| N | NO | INITIAL NAME | ASPECTS | | | | | SCORE | TOTAL |
|---|----|--------------|---------|---|---|---|---|-------|-------|
| | | | G | V | F | C | P | | |
| | 1 | | | | | | | | |
| | 2 | | | | | | | | |
| | 3 | | | | | | | | |
| | 4 | | | | | | | | |
| | 5 | | | | | | | | |
| | 6 | | | | | | | | |
| | 7 | | | | | | | | |
| | 8 | | | | | | | | |
| | 9 | | | | | | | | |
| | 10 | | | | | | | | |

Note :

G : Grammer

V : Vocabulary

F : Fluency

C : Comprehension

P : Pronunciation

⁶¹ H. Douglas Brown, Language..., pg. 172-173.

Table 3.5

The Classification of the Students' speaking score⁶²

| Percentage of Scores | Criterion |
|----------------------|-----------|
| 86-100 | Excellent |
| 71-85 | Good |
| 56-70 | Fair |
| 41-55 | Poor |
| ≤ 40 | Bad |

Based on the percentage above, the student will pass the test if they can get a score of 75 or more. To calculate the Students' average the researcher formulates the score as follow:

- a) The formula to calculate the students' average

$$X = \frac{\sum x}{N}$$

Explanation

$\sum x$: Total of students' score

N: Total of subject

X: Average

⁶² Mustakim and Ismail, "The Influence of English Camp in Improving Speaking Skill of English House Course Students in Maroangin Kabupaten Enrekang", *Journal Edumaspul*, Vol. 2, No. 2, 2018, pg. 68

2. Documents

Documentation is a part of the instrument of collecting data in this research. In this research, the documents consist of student attendance list, handbook or pictures which are added, speaking worksheet to complete the data in the process of teaching speaking skill

G. Procedure of Data Collection

The researcher will give the oral test to both classes and give the treatment of team games tournament to X MIA 2 as an experimental class after doing the pretest. Meanwhile, the X IIS 3 as the control class will use the general method that is usually used by the teacher. In collecting the data, the researcher used the following technique

1. Determining the subject of the research

The Tenth-grade students at MAN 1 Lombok Barat 42 were selected as the subject of the research. The researcher uses two classes, X MIA 2 as the experimental class and X IIS 3 as the control class

2. Conducting the oral test

The researcher will use an oral presentation test and interview to collect data.

a) Oral Presentation Test

In this research, the researcher will use the series of picture to know the speaking ability of the student. The researcher will give the student some pictures that will be presented, and find out the detailed

information of the object. Learning activity begins with the presentation of teachers in explaining the lessons.

b) Conducting the Team Games Tournament technique

In the learning process, the researcher will give the treatment to the experimental class after doing the oral test before. The researcher presents the material to the students and explains it briefly or as a facilitator. Then, the students with their group peers will work together and discuss the topics they are studying. Each member of the group is accountable to the other members, which means they must explain the material to their peers until they all understand before they ask the teacher. The researcher creates a group consisting of 4-5 students in each group.

c) Present and Calculating the result of the discussion

After doing the discussion with group members, the researcher will ask the student to read in front of the class to present the picture in a simple word. To know the accuracy, fluency, etc.

After doing the presentation as an oral test for a speaking test, the researcher will calculate the score of the student based on the result of each student.

3. Document

In collecting the document, the researcher will do the pre-observation to MAN 1 Lombok Barat to get more detailed information and

the data used in this research. The researcher will ask the English teacher in this school to get more detail of the students' attendance list, handbook, etc.

H. Technique of Data Analysis

The result of pre-test and post-test was analyzed statically by using IBM SPSS version 25. In order to find out the differences score from experimental class and control class, the writer analyzed with normality and homogeneity test. Further, the writer did analyzing the data using t-test to find out the effect of pair work activity on students speaking skill in technique team games tournament.

1. The Normality Test

The normality test aims to see and check whether the distribution data of both experimental and control class is normal or not. In this study, the researcher will use Kolmogorov-Smirnov because this normality test is based on the maximum difference between the observed distribution and expected cumulative normal distribution which the sample mean and the standard deviation is used to calculate the expected normal distribution. This calculating was done by using IBM SPSS for analyzing the normality. Data is considered normal if $p \geq a$, and a as the significance level is 0.05.

2. The Homogeneity Test

A test of homogeneity test the null hypothesis that different populations have the same proportions of the same characteristics.⁶³ In addition, the aim of the homogeneity test in this study is to find out whether the population of the data which consist of experimental and control class that have same of some characteristics are homogeneous or not. Furthermore, the data could be homogeneous if the significance or probability score was higher than 0.05.

3. T-Test

The data result of pre-test and post-test are analyzed and calculated by using t-test which is conducted by using IBM SPSS version 25 in order to know the effect of on students speaking skill in technique team games tournament. It is done to determine whether null hypothesis or alternative hypothesis is accepted or rejected. In calculating the date, it is used independent sample t-test with a two-tailed test of significance. In this test, if the p-value or sig. (2 tailed) is lower than the significance level of sig a = 0.05, it means that the alternative hypothesis (H_a) is accepted. Thus, it can be said there is effectiveness of pair work activity on students speaking skill in technique team games tournament.

⁶³ Tanbakuchi, Anthony, *Test off Independence and Homogeneity*, (Introductory Statistic Lectures: Departemen of Mathematics Pima Community Collage, 2009), pg. 4

4. The Effect Size

After the t-test is done, the researcher can measure the effect size of the result of this study by using Cohen's formula.⁶⁴

$$d = \frac{M^1 - M^2}{\text{pooled standard deviation}}$$

Where

d = The significance effect of tehique

M¹ = The mean score of experimental class

M² = The mean score of the control class

After getting the results, it can be interpreted according to this criteria 0,00 – 0,20 = small effect size, 0,21 – 0,50 = medium effect size, and 0,51 - ≥ 1.00 = large effect size.

I. Validity and Reliability

1. Validity

One of the important principles in language assessment is validity. The research instrument should have validity testing to know its eligibility. The test used as the instrument in this research also needs to be examined before the students are tested. In a researcher, validity refers to the appropriateness, the correctness, or the usefulness of the inferences a researcher makes. Briefly, the validity of the test is the extent to which it

⁶⁴ Danie Mujis, *Doing Quantitative Reserch in Education with SPSS*, (London: Sage Publication, 2004), pg. 136

measures what it is supposed to measure.⁶⁵ It refers to the meaningfulness of the score, which defines a broad scope of concerns. Regarding tasks and criteria, one of the main concerns is content coverage and comprehensiveness in relation to the definition of the test purpose. Validity deals with how well the operational definition fits the conceptual definition. Since the instrument of this research used an oral presentation test, it became important to know what to measure in an oral presentation test. An oral presentation test is designed to measure speaking ability. The type of oral test used in this research is the oral presentation test (Picture Session), (see for further in chapter 2 page 43). The researcher asked individually about the picture session.

The test requires students to perform oral production directly to be measured. In this case, the content of the picture session drove the students' performance so the researcher used content validity to attain the evidence of a valid instrument. Brown said, "You can usually identify content-related evidence observationally if you can clearly define the achievement that you are measuring".⁶⁶ It is important to give detail on the oral presentation test criteria to know what to measure. Moreover, Louma

⁶⁵ J.B Heaton, *Writing English Language Tests*, (New York: Longman Inc., 1988),pg. 159

⁶⁶ H. Douglas Brown, *Language ...*, pg. 22

said that the validity of speaking scores is grounded in the purpose that the score is intended to serve.⁶⁷

Based on the theory of content validity above, the researcher made the school English syllabus as the main achievement. There are 5 points that are measured in terms of grammar, pronunciation, fluency, vocabulary, and comprehension. The researcher defined and identify the content of English syllabus covered in the picture session into those five points. Besides that, the researcher also used face validity to make clear the instruction of the test given. The researcher conducted consultation with the language examiner (English Lecturer) and thesis advisor related to the validity of the instrument in which the test will be administered to students. As a consideration of instrument compatibility, researchers have made instruments in the form of picture sessions, test objectives, rating scales, and instructions SK-KD.

2. Reliability

Reliability refers to the consistency of the score obtained.⁶⁸ It means if you give the same test to the same students' or matched students' on two different occasions, the test should yield a similar result. Brown said that human error, subjectivity, and bias may enter the scoring process. By means, that attaining reliability is important because it means that the

⁶⁷ Sari Louma , *Assessing Speaking* , Cambridge: Cambridge University Press, 204), ix

⁶⁸ Ibid .., pg. 185

scores are dependable so that we can rely on them in decision making. In addition, Louma gave three types of reliability particularly relevant for speaking assessment; intra-rater reliability, inter-rater reliability, and parallel form reliability.⁶⁹ The examiner is asked to take two or more of the different forms, and their scores are then analyzed for consistency. If the scores are not consistent, the forms cannot be considered parallel assuming of course that the raters are internally consistent. Some take within the forms may then need to be revised. This researcher used inter-rater reliability so there were two raters (the researcher and the English Lecture) to score the same students' performance with the same rating scale.

Heaton stated that one effective way of increasing test reliability is by carefully drawing up the rating scale. Such a scale of 9 with a clear and concise description of various characteristics of performance at each level) enable the marker to identify precisely what he or she expects for each band and then assign the most appropriate grade to the task being assessed. Furthermore, markers are encouraged in this way not only to be consistent in their marking but also to formulate judgments in qualitative terms before later converting such judgments into quantitative assessments.⁷⁰ The researcher provided the rating scale and also the result

⁶⁹ Ibid., 179-180

⁷⁰ J.B Hetaon, *Writing ..*, pg. 165

of scoring with inter-rater reliability (scored by the researcher and the English lecturer) in order to the instrument is reliable (see the appendix 6).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this study, findings are based on two instruments namely, an oral presentation test and documentation.

1. Data from oral presentation test

This chapter would present the result of tests which have given to the sample tenth-grade students of MAN 1 Lombok Barat. This section describes the data taken from the sample of study and analysis. The result was used to get the empirical evidence about the effectiveness of students speaking skills in technique team games tournament at tenth grade of MAN 1 Lombok Barat 2021/2022. In this study, the test has been divided into two tests, pre-test, and post-test. Those tests have been given to two classes, the experimental class, and the control class. The two classes were X MIA 2 and X IIS 3.

a. The score of the Pre-test and Post-test from the experimental class

The experimental class of this study was class X MIA II which consists of 22 students. Further, the sample of this study is given the pre-test, and after that, this class was taught by using in teaching speaking of technique team games tournament, at the end of the meeting by the post-test. The result of the test score is presented in the table 4.1, the raw score can be found in the the appendix.

Table 4.1
The score of Experimental Class Data

| Name | Pre-Test | Post-Test | Gained Data |
|----------------------|-----------------|------------------|--------------------|
| AH | 60 | 92 | 32 |
| AT | 60 | 64 | 4 |
| AM | 52 | 56 | 4 |
| AN | 52 | 76 | 24 |
| BRDA | 56 | 76 | 20 |
| BFZ | 48 | 64 | 16 |
| DSESP | 52 | 64 | 12 |
| DSP | 48 | 60 | 12 |
| ESA | 64 | 76 | 12 |
| H | 68 | 88 | 20 |
| HH | 56 | 72 | 16 |
| MYAM | 52 | 88 | 36 |
| MAP | 60 | 80 | 20 |
| N | 44 | 64 | 20 |
| SF | 52 | 76 | 24 |
| SM | 60 | 88 | 28 |
| SNA | 60 | 88 | 28 |
| WR | 64 | 80 | 16 |
| AF | 48 | 72 | 24 |
| ANK | 48 | 84 | 36 |
| AAA | 48 | 72 | 24 |
| BMT | 72 | 92 | 20 |
| Total | 1224 | 1672 | 448 |
| Maximum Score | 72 | 92 | |
| Minimum Score | 44 | 46 | |
| Mean | 55,63 | 76 | |

The process of getting the mean conversion score:

$$X = \frac{\sum x}{N}$$

Note :

X : Mean conversion score

$\sum x$: Conversion total of score

N : Number of students

Mean of pre-test :

$$x = \frac{1224}{22} = 55,63$$

Mean of post-test :

$$x = \frac{1672}{22} = 76$$

Based on the table above, it shows the score of 22 students of the X MIA II class of MAN 1 Lombok Barat as the experimental class. The sum of the pre-test score is 1224 with the average score is 55.63. the maximum score that is gotten from the pre-test in this class is 72 while the lowest score is 44. Further, the data shows the post-test score of 22 students of MAN 1 Lombok Barat after having the treatment in speaking skill of technique team games tournament. The sum score of the post-test is 1672 with the average score is 76. The lowest score from this group is 46 and the highest is 92 after applying the treatment that is in speaking skill of the technique team games tournament. Therefore, it can be concluded from the table that the students have increased their speaking skill achievement on speaking

skill in technique team games tournament significantly after being treatment.

b. The score of pre-test and post-test from the control class

The control class of this study of 20 students of X IIS III of MAN 1 Lombok Barat. This class also has given the same tests as the experimental class which consists of pre-test and post-test. However, the difference between the experimental class and the control class is not give the treatment as the experimental class. After the learning process has done, the post-test is given. The result of test shows in table 4.2

Table 4.2
The score of Control Class Data

| Name | Pre-Test | Post-Test | Gained Data |
|-------------|-----------------|------------------|--------------------|
| AAF | 48 | 64 | 16 |
| BWRA | 72 | 64 | -8 |
| EI | 60 | 56 | -4 |
| EU | 52 | 52 | 0 |
| FZH | 56 | 52 | -4 |
| FAD | 44 | 80 | 36 |
| F | 48 | 52 | 4 |
| H | 56 | 56 | 0 |
| KMAW | 64 | 64 | 0 |
| LZ | 52 | 72 | 20 |
| LHF | 48 | 60 | 12 |
| MFG | 56 | 56 | 0 |
| MIS | 64 | 64 | 0 |
| MZF | 52 | 56 | 4 |
| NK | 40 | 44 | 4 |
| SO | 56 | 60 | 4 |
| YA | 64 | 72 | 8 |

| | | | |
|----------------------|------|------|----|
| AJJ | 64 | 64 | 0 |
| MEK | 56 | 52 | -4 |
| LR | 52 | 60 | 8 |
| Total | 1104 | 1200 | 96 |
| Maximum Score | 72 | 80 | |
| Minimum Score | 40 | 44 | |
| Mean | 55,2 | 60 | |

The process of getting the mean conversion score:

$$X = \frac{\sum x}{N}$$

Note :

X : Mean conversion score

$\sum x$: Conversion total of score

N : Number of students

Mean of pre-test :

$$x = \frac{1104}{20} = 55,2$$

Mean of post-test :

$$x = \frac{1200}{20} = 60$$

According to the table above, it shows 20 students' scores of X IIS III as the controlled class. The sum of the pre-test is 1104 with the mean is 55.2, while the highest score in the pre-test is 72 and the lowest one is 40. The data above also shows the post-test score of 20 students of X IIS III as the controlled class. The sum score of the post-test is 1200 with the average is 60. The lowest score in the post-

test is 44 and the highest one is 80. As for finding the average value, the formula is used, namely the number of overall scores divided by the number of students'. It can be started from the table above that there is a lower effect on students speaking skills.

2. Analysis of the Data

In this study, the researcher calculates the data by using a T-Test. The manual formula in appendix. In other words, before the researcher did the T-test, the researcher has to the several steps in analyzing the data. It consists of normality test and a homogeneity test. Those tests are done before calculating the T-test. The normality test and homogeneity test are intended to see whether the data in normally distributed and homogeneous or not. Further, this study analyses the data by using software IBM SPSS version 25. The result can be seen as follows:

a. The Normality Test

A normality test is one of the requirements to process the data. It is done to check whether the data from the population that consist of the two classes have been distributed normally or not. This study used Kolmogorov-Smirnov to do the normality test. Software IBM SPSS version 25 was used to analyze the data.

Table 4.3

Result of Normality Test Pre-test and Post-test

One-Sample Kolmogorov-Smirnov Test

| | | PreTestExspe rimental | PostTestExsperi mental | PreTestC ontrol | PostTestCo ntrol |
|----------------------------------|-----------------------------|--------------------------|---------------------------|--------------------|---------------------|
| N | | 22 | 22 | 20 | 20 |
| Normal Parameters ^{a,b} | Mean | 55.64 | 76.00 | 55.20 | 60.00 |
| | Std. Deviation | 7.397 | 10.832 | 7.851 | 8.411 |
| | Most Extreme Differences | | | | |
| | Absolute | .188 | .139 | .159 | .167 |
| | Positive | .188 | .139 | .159 | .167 |
| | Negative | -.131 | -.139 | -.119 | -.121 |
| Test Statistic | | .188 | .139 | .159 | .167 |
| Asymp. Sig. (2-tailed) | | .441 ^c | .200 ^{c,d} | .197 ^c | .145 ^c |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Looking at to the table above, the data can be said as normal if the significance value is higher than significance α . the table shows that $p \geq \alpha$ which are the significant value of pre-test in experimental class was ($0.441 \geq 0.05$) and the significant value post-test was ($0.200 \geq 0.05$). Meanwhile, the significant value of the pre-test in control was ($0.197 \geq 0.05$) and the significant value of the post-test was ($0.146 \geq 0.05$). The result shows that the significant value from both classes of pre-test and post-test are normally distributed.

b. The Homogeneity Test

A homogeneity test is a test that is used to check the similarity of the sample from the homogenous population. This test is done after calculating the normality test. As this test is one of the processes in analyzing the data, it is purposed to test the similarity of the sample in both classes. The researcher used the Levene statistic test to calculate the homogeneity test. It took the significance data based on the mean to determine whether the sample is homogenous or not. The result presented as:

Table 4.4
Result of Homogeneity Test of Pre-test

| | | Levene | | | |
|----------|---|-----------|-----|--------|------|
| | | Statistic | df1 | df2 | Sig. |
| Pre Test | Based on Mean | .006 | 1 | 40 | .939 |
| | Based on Median | .017 | 1 | 40 | .898 |
| | Based on Median and with adjusted df | .017 | 1 | 38.920 | .898 |
| | Based on trimmed mean | .005 | 1 | 40 | .945 |

The homogeneity data can be said homogeny when the significance value is higher than significance level $\alpha = 0.05$. according to the table 4.4 above, it can be stated from the pre-test from two classes which are the experimental class and the controlled class. It showed that the significance value based on mean was 0.939

which is higher than 0.05. thus, it can be said that the pre-test was homogeneous.

Table 4.5
Result of Homogeneity Test of Post-test

Test of Homogeneity of Variance

| | | Levene | | | |
|-----------|--------------------------------------|-----------|-----|--------|------|
| | | Statistic | df1 | df2 | Sig. |
| Post Test | Based on Mean | 1.728 | 1 | 40 | .196 |
| | Based on Median | 1.728 | 1 | 40 | .196 |
| | Based on Median and with adjusted df | 1.728 | 1 | 39.109 | .196 |
| | Based on trimmed mean | 1.774 | 1 | 40 | .190 |

Looking at the table 4.5 above, it shows that the significance value based on the mean was 0.196. It means that 0.196 was higher than the significance $\alpha = 0.05$. Thus, it can be stated that the post-test was homogeneous. In addition, the significance value between the pre-test and post-test showed that both of the tests are homogeneous because those data were higher than 0.05.

c. The Hypothesis Test

After the pre-test and post-test were proved normally distributed and homogeneous, the last calculation was to test the hypothesis test. The hypothesis test is required in this study in order to check whether there is significance different between the students' speaking ability in experimental and control class. To test this

hypothesis test in this study, it was used by using the software IBM SPSS version 25. By the formula as follows :

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

Note :

t = Test

\bar{X}_1 = Average of experimental class

\bar{X}_2 = Average of control class

S_1^2 = Varians of experimental class

S_2^2 = Varians of control class

n_1 = Number of experimental class

n_2 = Number of control class

However, to measure and calculate the data, the mean score of pre-test and post-test were input. Afterwards, the significance value or *alpha* (α) was determined from the formula that is 0.05 or 5%. The result of the t-test is previewed in the table below.

Table 4.6
Group Statistic

| Group Statistics | | | | | |
|-------------------------|------------|----|-------|----------------|-----------------|
| | Kode Kelas | N | Mean | Std. Deviation | Std. Error Mean |
| Post Test | Experiment | 22 | 76.00 | 10.832 | 2.309 |
| | Control | 20 | 60.00 | 8.411 | 1.881 |

The table 4.6 above is the result of the post-test of the experimental and controlled class. Every class has the same sample of students which is 22 and 20 symbolized with N. the mean table showed was the average score of each group that was taken from the post-test score. The mean score that is obtained in the experimental class was 76.00 while the mean score than obtained controlled class was 60.00. It can be seen that the average score for post-test of experimental class was higher than the average score of post-test of controlled class.

Table 4.7
The Result of Independent Sample Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|--------------|-----------------------------------|---|------|------------------------------|--------|----------------------------|------------------------|---------------------------------|---|--------|
| | | F | Sig. | t | df | Sig. (2- tailed) | Mean Differen ce | Std. Error Differ ence | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Post Test | Equal variances assumed | 1.728 | .196 | 5.308 | 40 | .001 | 16.000 | 3.015 | 9.907 | 22.093 |
| | Equal variances not assumed | | | 5.372 | 39.088 | .001 | 16.000 | 2.978 | 9.976 | 22.024 |

According to the table 4.7, the independent sample test resulted in p-value of sig, (2 tailed) was 0.001. The result, it proved that the null hypothesis was rejected and the alternative hypothesis was accepted because the p-value (0.001) was lower than sig $\alpha = 0.05$ or 5%. It means that there was a significant difference statistically in the result post-test between the experimental and controlled classes. In the other words, there was a significant effect on students speaking skill in technique team games tournament. It can be seen the sig 2 tailed score was 0.001 which was lower than the significance values 0.05. It means that $p < \alpha = (0.001 < 0.05)$ therefore, the null

hypothesis as H_0 was rejected and alternative hypothesis as H_a was accepted.

a. Test of Effect Size

The formulation was used in order to calculate the effect size level of this study by using Cohens' formula which is presented as follows:

$$d = \frac{M^1 - M^2}{\text{pooled standard deviation}}$$

$$\text{pooled std. deviation} = \frac{\text{std. deviation of exsp} + \text{std. deviation of cont}}{2}$$

$$\text{pooled std. deviatiaion} = \frac{10.832 + 8.411}{2} = 9.62$$

$$d = \frac{76 - 60}{9.62} = 1.66$$

According to Cohen' there are four criteria of effect size.

The criteria is described as follows:

- 0 – 20 : Weak effect
- 0.21 – 0.50 : Modest effect
- 0.51 – 1.00 : Moderate effect
- > 1.00 : Strong effect

Based on the Cohen's criteria above, it can be seen that the effect size of this study had strong effect, 1.66. Therefore, it means

that the study had a quite effect on students' speaking skill in technique team games tournament.

B. Discussion

After collecting and analyzing the data above by using IBM SPSS version 25, it is evidently shown from the pre-test and post-test between the two classes which are experimental and controlled classes that technique team games tournament had a positive effect on students speaking skills at tenth grade of MAN 1 Lombok Barat. Thus, the research question that has stated in the background of the study had answered positively. At the beginning of this study is started by doing pre-test, it is aimed to know the students' initial speaking skills in technique team games tournament. Because of this study was using a quasi-experimental design, the sample of this study is divided into two classes that are experimental class and controlled class. Both of classes have given the same pre-test. Afterward, the treatment was given to the sample in three times meeting. The experimental class was applied technique team games tournament in teaching and learning speaking. In other words, the controlled class had different treatment it was group work technique which usually teacher does. In the end of the meeting that is after the treatment has done, the post-test is given to the both classes. It can be seen from the tables above, the mean of pre-test in experimental class got 54.63 and controlled class got 55.2. Further, the mean score of post-test which is gotten from experimental class is 76 while the controlled class is 60. The mean score of

post-test from both of classes have improvement but the mean score post-test of experimental class is very higher than the controlled class. It means that the experimental class had increased more fairly points than the control class.

Additionally, the writer conducted independent sample t-test in order to know whether there was any significant effect in technique team games tournament on students speaking skill by using IBM SPSS version 24. It showed the result data has proven that in p-value or sig (2-tailed) = 0.001. It means that the null hypothesis was rejected and the alternative hypothesis was accepted because the p-value was lower than sig = 0.50 or 5%. Hence, it can be said that there was significant effect in technique team games tournament on students' speaking skill. Furthermore, the writer also analyzed the size effect of technique team games tournament on students speaking skill by using the formulation Cohen's criteria. It is done in order to find out the level significance of this study. The effect size in this study was 1.66 which was on the strong effect criteria. Thus, it can be said that technique team games tournament is strong effective on students speaking skill.

Evidently, supporting to the previous related studies, it is proven that technique team games tournament is effective on students speaking skill. It is found in the result study of Septi Yeni Rusmawan entitled The Influence of Using Team Game Tournament Towards Students' Speaking Ability of The Seventh Grade of SMP Al-Huda South Lampung In Academic Year

2019/2020.⁷¹ Studies showed technique team games tournament helped students' to improve their speaking skill. Research was done by Hery Fitriyanto entitled The Effectiveness of Teams Games Tournament (TGT) Technique on Students' Mastery of Simple Past Tense (TGT) (A Quasi Experimental Study in the Eighth Grade of MTs N 13 Jakarta).⁷² Studies showed team games tournament effective helped students' to mastery of simple past tense. Ade Miranda entitled Using Team Games Tournament (TGT) to Teach Vocabulary at The Eighth Grade of SMPN 8 Palopo.⁷³ Studies showed team games tournament helped students' to teach vocabulary.

In short, it can be concluded from the finding data which is the statistical data showed that technique team games tournament had effectiveness on students speaking skill at the tenth grade of MAN 1 Lombok Barat in academic year 2020-2021. Additionally, the effect size test result shows that it was 1.66 which is in a strong level. Furthermore, from the interview that is done by the writer to support the data, it indicated that most of students were interested in learning speaking through with technique team games tournament. Although, some students might not feel comfortable in it, hence, to reduce it teacher should more prepare before the technique team games tournament is applied in class and the teacher also should make the rules clearer. It can be seen the sig 2 tailed score was 0.001 which was lower

⁷¹ Septi Yeni Rusmawan, "The Influence of Using...", State Islamic University Lampung, 2020)

⁷² Hery Fitriyanto, "The Effectiveness Of Teams...", State Islamic University Jakarta, 2014).

⁷³ Ade Miranda, "Using Team Games...", State Islamic Institute of Palopo, 2019).

than the significance values 0.05. It means that $p < \alpha = (0.001 < 0.05)$ therefore, the null hypothesis as H_0 was rejected and alternative hypothesis as H_a was accepted.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study is done by implementing quasi-experimental design which was considered to get the empirical evidence of the effectiveness of the team games tournament (TGT) technique to improve students' speaking skills at the tenth grade of MAN 1 Lombok Barat in the academic year 2021-2022. Based on the result data testing by using t-test formula, it showed that the student's achievement in speaking after being taught by using technique team games tournament. It can be seen the sig 2 tailed score was 0.001 which was lower than the significance values 0.05. It means that $p < \alpha = (0.001 < 0.05)$ therefore, the null hypothesis as H_0 was rejected and alternative hypothesis as H_a was accepted. Further, the researcher also did the effect size of the study according to Cohen's d formula. It is done in order to know the extent of the effectiveness of technique team game tournament on students speaking skill. From calculation, it proved that the effect size of this study was 1.66 which means the effect size level is at strong level. It hence, it can be concluded that the applying the technique team games tournament was proven to be effective moderately on students' speaking skill in technique team games tournament at tenth grade of MAN 1 Lombok Barat in academic year 2021-2022.

B. Suggestion

Based on the conclusion above, it can be delivered that technique team games tournament is appropriate and applicable in teaching speaking especially for foreign language students. Therefore, the researcher would like to give some suggestions as follows:

1. For students team games tournament is expected can be used in order to help students in building their self-confidence to speak English in front of the class so they can reduce their shy or afraid of being mistaken. Further, the students are supposed to be more active in teaching and learning proses because they have same opportunities in speaking activities.
2. For English Teacher team games tournament is able to help students increasing their speaking skill. Thus, the teacher can apply this activity in teaching English language especially in speaking skill. By applying this activity, the teacher should more prepare in choosing the best procedures which appropriate for the students. It is also important for the teacher to think the duration time that the teacher has in order to make the learning activity runs effectively. Therefore, the students can follow the rules in pair work activity as well as the students can be easier to understand the lesson and be more interactive each other in the classroom.
3. For other Researcher It is hoped that the result of this study can be used as additional information or reference about team games tournament for the next researcher in conducting similar study. In addition, the imperfection

found in this study can be covered through the innovation of the use of team games tournament in another skill or another level of participants.

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APPENDICES

Appendix 1 General Description of Research Location

A. Profile MAN 1 Lombok Barat

| | |
|---------------------------|------------------------------------|
| Madrasah Name | MAN 1 Lombok Barat |
| Madrasah Address | Jln. Imam Bonjol No 5 Gerung Utara |
| Madrasah Status | Negeri |
| Village | Gerung Utara |
| Districts | Gerung |
| City | Lombok Barat |
| Province | Nusa Tenggara Barat |
| Telephone | (0370) 6861935 |
| Postal Code | 83363 |
| Madrasah Statistic Number | 131152010001 |
| Surface Area | 14.051 M2 |
| Building Area | 2.547 M2 |
| Principal's Name | H. Abdul Azis Faradi, M. Pd |

B. Vision and Mission MAN 1 Lombok Barat

1. Vision

“Realizing MAN 1 Lombok Barat into a skills program MAN (MANPK / vocation Islamic school) 2022 ”.

2. Mission

- a) Increase the availability of adequate funds and budget.
- b) Improve the professionalism of teachers and administration.
- c) Improve the quality of learning in EKSKUL.

- d) Improve the quality of EKSKUL guidance.
- e) Provide learning and learning facilities.
- f) Provide production and promotion facilities and advice.

C. Geographical location

MAN 1 Lombok Barat is built on a land area of 14.051 m². MAN 1 Lombok Barat building is a government-owned building only used by MAN 1 Lombok Barat.

To the right : district education quality control building West Lombok

West side : MTsN 4 Lombok Barat

South : SMAN 1 Gerung

North : Main road Mataram-Lembar or road Imam Bonjol

D. Teachers Condition of MAN 1 Lombok Barat

| NO | Personal Status | SMA | | D2 | | D3 | | ≥S1 | | S2 | | |
|--------------------|-----------------------|-----|---|----|---|----|---|-----|----|----|---|----|
| | | M | W | M | W | M | W | M | W | M | W | |
| 1 | State teacher | - | - | - | - | - | - | 6 | 6 | 2 | 2 | 16 |
| 2 | Teacher DPK | - | - | - | - | - | - | 10 | 17 | 4 | - | 31 |
| 3 | Non-permanent teacher | - | - | - | - | - | - | 11 | 12 | - | 1 | 24 |
| 4 | Non-teacher staff | | | | | | | | | | | |
| | a. Public Adm. Staff | - | - | - | - | - | - | - | 2 | - | - | 2 |
| | b. Honorar Adm. Staff | 2 | 1 | - | - | - | - | - | 1 | - | - | 4 |
| | c. Librarian | - | - | - | - | - | - | - | - | - | - | - |
| | d. Officer BP/BK | - | - | - | - | - | - | - | - | - | - | - |
| | e. Laboratory | - | - | - | - | - | - | - | - | - | - | - |
| | f. Skill technique | - | - | - | - | - | - | - | - | - | - | - |
| g. Other personnel | 5 | 1 | - | - | - | - | - | - | - | - | - | 6 |

E. The state of the students of MAN 1 Lombok Barat

Students are one component of an institution's education, that students are the main key in determining the progress or not an educational institution. The following is the state of the students of MAN 1 Lombok Barat side dishes:

| NO | CLASS | GENDER | | TOTAL | FIN. AMOUNT | DES. |
|---------------------|---------------|------------|------------|------------|----------------|------|
| | | M | W | | | |
| 1. | X MIA1 | 6 | 14 | 20 | 20 | |
| 2. | X MIA2 | 6 | 14 | 20 | 20 | |
| 3. | X IIS1 | 10 | 10 | 20 | 20 | |
| 4. | X IIS2 | 9 | 11 | 20 | 20 | |
| 5. | X IIS3 | 7 | 12 | 19 | 19 | |
| TOTAL | | 38 | 61 | 99 | 99 | |
| 1 | IX MIA1 | 12 | 13 | 25 | 25 | |
| 2 | IX MIA2 | 6 | 18 | 24 | 24 | |
| 3 | IX IIS1 | 10 | 11 | 21 | 21 | |
| 4 | IX IIS2 | 14 | 9 | 23 | 23 | |
| 5 | IX IIS3 | 11 | 10 | 21 | 21 | |
| 6 | IX BAHASA | 11 | 8 | 19 | 19 | |
| TOTAL | | 63 | 69 | 132 | 132 | |
| 1 | XII MIA1 | 11 | 16 | 27 | 27 | |
| 2 | XII MIA2 | 8 | 17 | 25 | 25 | |
| 3 | XII IIS1 | 16 | 10 | 26 | 26 | |
| 4 | XII IIS2 | 16 | 10 | 26 | 26 | |
| 5 | XII BAHASA | 14 | 13 | 27 | 27 | |
| TOTAL | | 65 | 66 | 131 | 131 | |
| FINAL AMOUNT | | 165 | 196 | 362 | 363 | |

Appendix 2 Names of Students in the Experimental Class and Control Class

A. Names Students of Experimental Class

1. Abdul Hamid
2. Aima Tania
3. Amanda Malik
4. Arisa Namira
5. Baiq Rizqia Diva Aryani
6. Bq. Fatimatuz Zahwa
7. Dania Sapira Erna Sari Putri
8. Devi Santika Putri
9. Elsa Sefira Aulia
10. Habibulloh
11. Hairul Hasani
12. M. Yusro Abi Manyu
13. Mia Aprilia Putri
14. Niswaturrukian
15. Sintya Febriana
16. Siti Mahram
17. Siti Nur Azizah
18. Wina Rosada
19. Andre Febriyan
20. Ahmad Nandi Kurniawan
21. Anugrah Aditya Ahmad
22. BAiq Munaya Tiara

B. Names Students of Control Class

1. Alfian Aditya Zaen
2. Baiq Wiwin Rabiatal Adawiyah
3. Eka Ismawati
4. Elindia Ulizzati
5. Fabiyan Zulfa Hamdani
6. Febiana Arshintia Devi
7. Febriana
8. Haniza
9. Kadar Manik Andar Wasih
10. Laela Zikriyanti
11. Lalu Haikal Fahmi
12. Muhammad Firman Gani
13. Muhammad Irawan Saputra
14. Muhammad Zilal Faziru
15. Novia Komala

16. Sulistia Oktafiya
17. Yunita Apriani
18. Abdullah Jihad Junaidi
19. Muhammad Eka Handika
20. Laiya Rahmataeni

APPENDIX 3 Planned Learning Schedule for Experimental Class and Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

(Experimental Class)

Sekolah : MA Negeri 1 Lombok Barat

Mata pelajaran : Bahasa Inggris

Kelas/Semester : X / 2

Materi Pokok : Recount Text

Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti (KI)

KI - 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI - 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI-3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI - 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| Kompetensi Dasar | Indikator |
|--|--|
| 3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa Recount text tulis dengan memberi dan | 3.7.1 Mengidentifikasi fungsi sosial Recount text dan struktur kebahasaan dalam sebuah teks tulis. |

| | |
|---|---|
| meminta informasi terkait sesuai dengan konteks penggunaannya | 3.7.2 Menganalisis struktur teks dan unsur kebahasaan yang ada pada teks recount tulis (C4) |
| 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount tulis. | 4.7.1 Merancang sebuah teks recount tulis pengalaman pribadinya sesuai kaedah dan unsur kebahasaan. |

C. Tujuan Pembelajaran

1. Setelah mengamati teks recount, peserta didik dapat mengidentifikasi fungsi sosial teks recount dan struktur kebahasaan dalam sebuah teks recount tulis
2. Setelah mengamati teks recount tulis, peserta didik dapat menganalisis unsur kebahasaan dalam sebuah teks recount dengan benar.
3. Setelah mempelajari teks recount, peserta didik mampu merancang sebuah teks recount tulis pengalaman pribadinya sesuai kaedah dan unsur kebahasaan.

D. Materi Pembelajaran

Recount Text; Definition, Purposes, Generic Structures, Language Features

E. Metode Pembelajaran

1. Pendekatan : Scientific approach
2. Model : Problem Based Learning (PBL)- HOT - TPACK
3. Teknik : Team Game Tournament

F. Media Pembelajaran

1. Laptop
2. Lcd
3. Power Point

G. Sumber-sumber Pembelajaran

1. Buku siswa Bahasa Inggris kelas X Kurikulum 2013 edisi 2016

H. Langkah-langkah pembelajaran

| No | Kegiatan | Deskripsi Kegiatan | Alokasi Waktu |
|----|-----------|---|---------------|
| 1 | Pendahuan | <ul style="list-style-type: none"> • Guru memberikan salam dan mengajak semua peserta didik berdo'a menurut agama dan keyakinan masing-masing. • Guru mengecek kesiapan diri dengan mengisi lembar kehadiran dan memeriksa kerapihan pakaian, posisi dan tempat duduk disesuaikan dengan kegiatan | 15 Menit |

| | | | |
|---|---------|---|----------|
| | | <p>pembelajaran.</p> <ul style="list-style-type: none"> • Menginformasikan materi yang akan dibelajarkan yaitu tentang "Recount Text". | |
| 2 | Inti | <ul style="list-style-type: none"> • Guru meminta kepada peserta didik untuk melihat materi pelajaran tentang recount text • Setelah itu guru memberitahukan kepada peserta didik bahwa peserta didik akan melakukan kegiatan pembelajaran dengan menggunakan tehnik teams games tournament, dengan langkah-langkah sebagai berikut: <ul style="list-style-type: none"> - Guru menyiapkan power point. - Peserta didik dibagi kedalam beberapa kelompok. - Peserta didik ditempatkan dalam tim belajar beranggotakan empat orang yang merupakan campuran menurut tingkat prestasi, jenis kelamin. - Guru menyiapkan pelajaran kemudian peserta didik bekerja di dalam tim mereka untuk memastikan bahwa seluruh anggota tim telah menguasai pelajaran tersebut. - Terakhir peserta didik akan melakukan kuis lisan yang bermaterikan recount text | 60 Menit |
| 3 | Penutup | <ul style="list-style-type: none"> • Bertanya jawab tentang materi yang telah dipelajari (untuk mengetahui hasil ketercapaian materi) • Guru memberi kesimpulan tentang pembelajaran pada hari itu • Melakukan penilaian hasil belajar • Mengajak semua peserta didik berdo'a menurut agama dan keyakinan masing-masing (untuk mengakhiri kegiatan pembelajaran) | 20 Menit |

I. Penilaian

| No | Aspek Yang di Nilai | Bentuk Penilaian | Instrumen Penilaian |
|----|---------------------|-------------------------------------|--|
| 1 | Sikap | Observasi | Pengamatan sikap (jurnal) |
| 2 | Pengetahuan | Tes Lisan | Soal tes lisan |
| 3 | Keterampilan | - Unjuk kerja - Laporan tertulis | - Pengamatan unjuk kerja - Penilaian laporan tertulis |

Mataram, 15 Maret 2022

Mahasiswa

Khairul Amrin

NIM: 180107031

Mengetahui

Kepala MAN 1 Lombok Barat

Guru Bahasa Inggris

H. Abdul Aziz Faradi, S/Pd.,M.Pd

Nur Istiana Muslim, M.Pd

NIP: 197419312007011160

NIP:-

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

(Control Class)

Sekolah : MA Negeri 1 Lombok Barat

Mata pelajaran : Bahasa Inggris

Kelas/Semester : X / 2

Materi Pokok : Recount Text

Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti (KI)

KI1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| Kompetensi Dasar | Indikator |
|--|---|
| 3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa Recount text tulis dengan memberi dan meminta informasi terkait sesuai dengan konteks penggunaannya | 3.7.1 Mengidentifikasi fungsi sosial Recount text dan struktur kebahasaan dalam sebuah teks tulis. 3.7.2 Menganalisis struktur teks dan unsur kebahasaan yang ada pada teks recount tulis (C4) |

| | |
|---|---|
| | |
| 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount tulis. | 4.7.1 Merancang sebuah teks recount tulis pengalaman pribadinya sesuai kaedah dan unsur kebahasaan. |

C. Tujuan Pembelajaran

1. Setelah mengamati teks recount, peserta didik dapat mengidentifikasi fungsi sosial teks recount dan struktur kebahasaan dalam sebuah teks recount tulis
2. Setelah mengamati teks recount tulis, peserta didik dapat menganalisis unsur kebahasaan dalam sebuah teks recount dengan benar.
3. Setelah mempelajari teks recount, peserta didik mampu merancang sebuah teks recount tulis pengalaman pribadinya sesuai kaedah dan unsur kebahasaan.

D. Materi Pembelajaran

Recount Text; Definition, Purposes, Generic Structures, Language Features

E. Metode Pembelajaran

1. Pendekatan : Scientific approach
2. Model : Problem Based Learning (PBL)- HOT - TPACK
3. Teknik : Diskusi dan Tanya jawab

F. Media Pembelajaran

1. Laptop
2. Lcd
3. Power Point

G. Sumber-sumber Pembelajaran

Buku siswa Bahasa Inggris kelas X Kurikulum 2013 edisi 2016

H. Langkah-langkah pembelajaran

| No | Kegiatan | Deskripsi Kegiatan | Alokasi Waktu |
|----|-------------|--|---------------|
| 1 | Pendahuluan | <ul style="list-style-type: none"> • Guru memberikan salam dan mengajak semua peserta didik berdo'a menurut agama dan keyakinan masing-masing. • Guru mengecek kesiapan diri dengan mengisi lembar kehadiran dan memeriksa kerapihan pakaian, posisi dan tempat duduk disesuaikan dengan kegiatan pembelajaran. • Menginformasikan materi yang akan dibelajarkan yaitu tentang "Recount | 15 Menit |

| | | | |
|---|------|---|----------|
| | | Text”. | |
| 2 | Inti | <ul style="list-style-type: none"> • Fase 1 orientasi peserta didik kepada masalah (critical thinking dan Creativity) <ul style="list-style-type: none"> - Guru menyajikan beberapa gambar berkaitan dengan recount teks dan menanyakan apakah yg sedang mereka lihat. - Guru menampilkan slide power point berisi sebuah 2 teks recount text tulis • Fase 2 mengorganisasikan peserta didik untuk belajar (collaboration) <ul style="list-style-type: none"> - Sesuai arahan guru peserta didik dibagi kedalam beberapa kelompok - Guru membimbing peserta didik menentukan masalah yang akan dicari jawaban atau penyelesaiannya - Peserta didik bersama kelompoknya berdiskusi menyelesaikan tugas permasalahan yang sudah dirangkumkan oleh guru untuk dicarikan jawabannya tentang recount text. • Fase.3 membimbing penyelidikan individu dan kelompok (collaborative dan problem solving) <ul style="list-style-type: none"> - Melalui diskusi kelompok, dengan bimbingan guru, peserta didik mencari jawaban ats permasalahan yang disiskusikan dalam kelompoknya. Peserta didik mencatat data hasil diskusi kelompok untuk dipresentasikan nantinya. • Fase.4 Mengembangkan dan menyajikan hasil karya <ul style="list-style-type: none"> - Peserta didik mempresentasikan hasil kerja kelompok tentang fungsi sosial dan struktur teks terkait teks recount • Fase.5 Menganalisis dan mengevaluasi proses pemecahan masalah <ul style="list-style-type: none"> - Peserta didik dan guru menganalisis | 60 Menit |

| | | | |
|---|---------|--|----------|
| | | <p>dan mengevaluasi hasil kerja kelompok yang telah dikerjakan</p> <ul style="list-style-type: none"> - Guru mengkonfirmasi tentang fungsi sosial dan struktur teks dan unsur kebahasaan recount text - Guru memberikan penghargaan kepada kelompok belajar. | |
| 3 | Penutup | <ul style="list-style-type: none"> • Bertanya jawab tentang materi yang telah dipelajari (untuk mengetahui hasil ketercapaian materi) • Guru memberi kesimpulan tentang pembelajaran pada hari itu • Melakukan penilaian hasil belajar • Mengajak semua peserta didik berdo'a menurut agama dan keyakinan masing-masing (untuk mengakhiri kegiatan pembelajaran) | 20 Menit |

I. Penilaian

| No | Aspek Yang di Nilai | Bentuk Penilaian | Instrumen Penilaian |
|----|---------------------|---|--|
| 1 | Sikap | Observasi | Pengamatan sikap (jurnal) |
| 2 | Pengetahuan | Tes Lisan | Soal tes lisan |
| 3 | Keterampilan | <ul style="list-style-type: none"> - Unjuk kerja - Laporan tertulis | <ul style="list-style-type: none"> - Pengamatan unjuk kerja - Penilaian laporan tertulis |

Mataram, 15 Maret 2022

Mahasiswa

Khairul Amrin

NIM: 180107031

Mengetahui

Kepala MAN 1 Lombok Barat

Guru Bahasa Inggris

H. Abdul Aziz Faradi, S.Pd., M.Pd

Mita Febria Santi, S.Pd

NIP: 197419312007011160

NIP:-

APPENDIX 4 Question Instrument for Experimental Class and Control Class

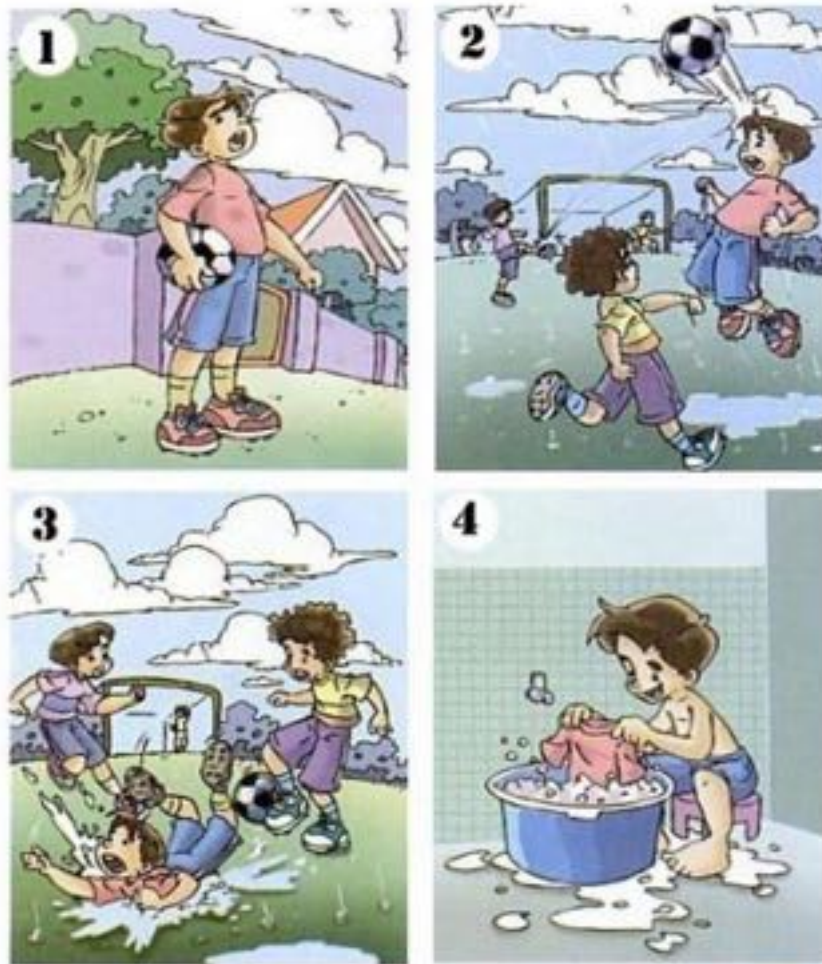
The Pre-Test and Post-Test Could Look Something Like This:

PICTURE CUED TASK

Instruction:

In this task, I will give you a series of pictures. Now, you have to tell about the picture in chronological order. Before telling the story, you have 1-3 minutes to prepare. You have two minutes to speak.

PICTURE 1



PICTURE CUED TASK


Instruction:

In this task, I will give you a series of pictures. Now, you have to tell the picture in chronological order. Before telling the story, you have 1-3 minutes to prepare. You have two minutes to speak.


PICTURE 2

07:00


1




2




3



4



5



APPENDIX 5 List of Pre-Test and Post-Test Values for Experimental Class and Control Class

A. List of Pre-Test Values for Experimental Class and Control Class

| No | Name | Experimental Class | No | Name | Control Class |
|---------------|-------------|---------------------------|---------------|-------------|----------------------|
| 1 | AH | 60 | 1 | AAF | 48 |
| 2 | AT | 60 | 2 | BWRA | 72 |
| 3 | AM | 52 | 3 | EI | 60 |
| 4 | AN | 52 | 4 | EU | 52 |
| 5 | BRDA | 56 | 5 | FZH | 56 |
| 6 | BFZ | 48 | 6 | FAD | 44 |
| 7 | DSESP | 52 | 7 | F | 48 |
| 8 | DSP | 48 | 8 | H | 56 |
| 9 | ESA | 64 | 9 | KMAW | 64 |
| 10 | H | 68 | 10 | LZ | 52 |
| 11 | HH | 56 | 11 | LHF | 48 |
| 12 | MYAM | 52 | 12 | MFG | 56 |
| 13 | MAP | 60 | 13 | MIS | 64 |
| 14 | N | 44 | 14 | MZF | 52 |
| 15 | SF | 52 | 15 | NK | 40 |
| 16 | SM | 60 | 16 | SO | 56 |
| 17 | SNA | 60 | 17 | YA | 64 |
| 18 | WR | 64 | 18 | AJJ | 64 |
| 19 | AF | 48 | 19 | MEK | 56 |
| 20 | ANK | 48 | 20 | LR | 52 |
| 21 | AAA | 48 | | | |
| 22 | BMT | 72 | | | |
| Total | | 1224 | Total | | 1104 |
| Maximum Score | | 72 | Maximum Score | | 72 |
| Minimum Score | | 44 | Minimum Score | | 40 |
| Mean | | 55.63 | Mean | | 55.2 |

B. List of Post-Test Values for Experimental Class and Control Class

| No | Name | Experimental Class | No | Name | Control Class |
|---------------|-------------|---------------------------|---------------|-------------|----------------------|
| 1 | AH | 92 | 1 | AAF | 64 |
| 2 | AT | 64 | 2 | BWRA | 64 |
| 3 | AM | 56 | 3 | EI | 56 |
| 4 | AN | 76 | 4 | EU | 52 |
| 5 | BRDA | 76 | 5 | FZH | 52 |
| 6 | BFZ | 64 | 6 | FAD | 80 |
| 7 | DSESP | 64 | 7 | F | 52 |
| 8 | DSP | 60 | 8 | H | 56 |
| 9 | ESA | 76 | 9 | KMAW | 64 |
| 10 | H | 88 | 10 | LZ | 72 |
| 11 | HH | 72 | 11 | LHF | 60 |
| 12 | MYAM | 88 | 12 | MFG | 56 |
| 13 | MAP | 80 | 13 | MIS | 64 |
| 14 | N | 64 | 14 | MZF | 56 |
| 15 | SF | 76 | 15 | NK | 44 |
| 16 | SM | 88 | 16 | SO | 60 |
| 17 | SNA | 88 | 17 | YA | 72 |
| 18 | WR | 80 | 18 | AJJ | 64 |
| 19 | AF | 72 | 19 | MEK | 52 |
| 20 | ANK | 84 | 20 | LR | 60 |
| 21 | AAA | 72 | | | |
| 22 | BMT | 92 | | | |
| Total | | 1672 | Total | | 1200 |
| Maximum Score | | 92 | Maximum Score | | 80 |
| Minimum Score | | 46 | Minimum Score | | 44 |
| Mean | | 76 | Mean | | 60 |

APPENDIX 6 Students' Speaking Score

A. Speaking Score Pre-test Experimental Class

| No | Initial Name | Criteria | | | | | Score | Total |
|----|--------------|----------|---|---|---|---|-------|-------|
| | | P | G | V | F | C | | |
| 1 | AH | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 2 | AT | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 3 | AM | 3 | 3 | 2 | 2 | 3 | 13 | 52 |
| 4 | AN | 3 | 3 | 2 | 2 | 3 | 13 | 52 |
| 5 | BRDA | 3 | 2 | 3 | 2 | 4 | 14 | 56 |
| 6 | BFZ | 2 | 2 | 2 | 3 | 3 | 12 | 48 |
| 7 | DSESP | 3 | 2 | 2 | 3 | 3 | 13 | 52 |
| 8 | DSP | 2 | 2 | 3 | 2 | 3 | 12 | 48 |
| 9 | ESA | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 10 | H | 3 | 3 | 3 | 4 | 4 | 17 | 68 |
| 11 | HH | 3 | 3 | 2 | 3 | 3 | 14 | 56 |
| 12 | MYAM | 2 | 2 | 3 | 3 | 3 | 13 | 52 |
| 13 | MAP | 3 | 2 | 3 | 3 | 4 | 15 | 60 |
| 14 | N | 2 | 2 | 2 | 2 | 3 | 11 | 44 |
| 15 | SF | 3 | 2 | 3 | 2 | 3 | 13 | 52 |
| 16 | SM | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 17 | SNA | 3 | 3 | 2 | 3 | 4 | 15 | 60 |
| 18 | WR | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 19 | AF | 2 | 2 | 3 | 2 | 3 | 12 | 48 |
| 20 | ANK | 3 | 2 | 2 | 2 | 3 | 12 | 48 |
| 21 | AAA | 3 | 2 | 2 | 2 | 3 | 12 | 48 |
| 22 | BMT | 4 | 3 | 4 | 3 | 4 | 18 | 72 |

B. Speaking Score Post-test Experimental Class

| No | Initial Name | Criteria | | | | | Score | Total |
|----|--------------|----------|---|---|---|---|-------|-------|
| | | P | G | V | F | C | | |
| 1 | AH | 4 | 5 | 5 | 4 | 5 | 23 | 92 |
| 2 | AT | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 3 | AM | 3 | 3 | 2 | 2 | 4 | 14 | 56 |
| 4 | AN | 4 | 4 | 4 | 3 | 4 | 19 | 76 |
| 5 | BRDA | 3 | 4 | 4 | 4 | 4 | 19 | 76 |
| 6 | BFZ | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 7 | DSESP | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 8 | DSP | 3 | 3 | 2 | 3 | 4 | 15 | 60 |
| 9 | ESA | 4 | 4 | 4 | 3 | 4 | 19 | 76 |
| 10 | H | 4 | 5 | 4 | 4 | 5 | 22 | 88 |
| 11 | HH | 3 | 4 | 3 | 4 | 4 | 18 | 72 |

| | | | | | | | | |
|----|------|---|---|---|---|---|----|----|
| 12 | MYAM | 4 | 5 | 4 | 4 | 5 | 22 | 88 |
| 13 | MAP | 4 | 4 | 4 | 3 | 5 | 20 | 80 |
| 14 | N | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 15 | SF | 4 | 4 | 4 | 3 | 4 | 19 | 76 |
| 16 | SM | 4 | 5 | 4 | 4 | 5 | 22 | 88 |
| 17 | SNA | 4 | 5 | 5 | 4 | 4 | 22 | 88 |
| 18 | WR | 4 | 4 | 4 | 3 | 5 | 20 | 80 |
| 19 | AF | 3 | 4 | 4 | 3 | 4 | 18 | 72 |
| 20 | ANK | 4 | 4 | 4 | 4 | 5 | 21 | 84 |
| 21 | AAA | 4 | 4 | 3 | 3 | 4 | 18 | 72 |
| 22 | BMT | 4 | 4 | 5 | 5 | 5 | 23 | 92 |

C. Speaking Score Pre-test Control Class

| No | Initial Name | Criteria | | | | | Score | Total |
|----|--------------|----------|---|---|---|---|-------|-------|
| | | P | G | V | F | C | | |
| 1 | AAF | 3 | 2 | 2 | 3 | 3 | 13 | 48 |
| 2 | BWRA | 4 | 3 | 3 | 3 | 4 | 17 | 72 |
| 3 | EI | 3 | 2 | 4 | 2 | 4 | 15 | 60 |
| 4 | EU | 3 | 2 | 3 | 3 | 3 | 14 | 52 |
| 5 | FZH | 3 | 2 | 3 | 3 | 3 | 14 | 56 |
| 6 | FAD | 2 | 2 | 2 | 3 | 3 | 12 | 44 |
| 7 | F | 2 | 2 | 3 | 2 | 3 | 12 | 48 |
| 8 | H | 3 | 2 | 3 | 3 | 4 | 15 | 56 |
| 9 | KMAW | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 10 | LZ | 3 | 2 | 3 | 3 | 3 | 14 | 52 |
| 11 | LHF | 2 | 3 | 2 | 3 | 3 | 13 | 48 |
| 12 | MFG | 2 | 3 | 3 | 3 | 3 | 14 | 56 |
| 13 | MIS | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 14 | MZF | 3 | 3 | 2 | 3 | 3 | 14 | 52 |
| 15 | NK | 2 | 2 | 2 | 2 | 2 | 10 | 40 |
| 16 | SO | 3 | 3 | 3 | 3 | 3 | 15 | 56 |
| 17 | YA | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 18 | AJJ | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 19 | MEK | 3 | 2 | 3 | 3 | 4 | 15 | 56 |
| 20 | LR | 2 | 2 | 3 | 3 | 4 | 14 | 52 |

D. Speaking Score Post-test Control Class

| No | Initial Name | Criteria | | | | | Score | Total |
|----|--------------|----------|---|---|---|---|-------|-------|
| | | P | G | V | F | C | | |
| 1 | AAF | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 2 | BWRA | 3 | 3 | 3 | 3 | 4 | 16 | 64 |

| | | | | | | | | |
|----|------|---|---|---|---|---|----|----|
| 3 | EI | 3 | 2 | 3 | 2 | 4 | 14 | 56 |
| 4 | EU | 2 | 3 | 2 | 3 | 3 | 13 | 52 |
| 5 | FZH | 2 | 2 | 3 | 3 | 3 | 13 | 52 |
| 6 | FAD | 4 | 3 | 5 | 3 | 5 | 20 | 80 |
| 7 | F | 3 | 2 | 3 | 2 | 3 | 13 | 52 |
| 8 | H | 2 | 2 | 3 | 3 | 4 | 14 | 56 |
| 9 | KMAW | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 10 | LZ | 3 | 3 | 4 | 3 | 5 | 18 | 72 |
| 11 | LHF | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 12 | MFG | 2 | 3 | 3 | 3 | 3 | 14 | 56 |
| 13 | MIS | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 14 | MZF | 2 | 3 | 3 | 3 | 3 | 14 | 56 |
| 15 | NK | 2 | 2 | 2 | 2 | 3 | 11 | 44 |
| 16 | SO | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 17 | YA | 3 | 3 | 4 | 3 | 5 | 18 | 72 |
| 18 | AJJ | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 19 | MEK | 2 | 2 | 3 | 3 | 3 | 13 | 52 |
| 20 | LR | 2 | 3 | 3 | 3 | 4 | 15 | 60 |

Appendix 7 Cover Letter for Instrument Validation

LEMBAR VALIDASI INSTRUMEN PENELITIAN

Peneliti : Khairul Anwar
NIM : 180107031
Judul Penelitian : The Effectiveness of Team Games Tournament (TGT)Technique to Improve Students' Speaking Skills at The Tenth Grade of The MAN 1 Lombok Barat in The Academic Year 2021-2022
Dosen Pembimbing : 1. Dr. Yek Amin Aziz, M.Pd
2. Hery Rahmat, M.Hum
Nama Validator : Kasyfar Rahman, M.Pd
NIP : 198612282018011001
Tanggal Pengisian : 21.11.2021.....

Kami mengharapkan kesediaan Bapak/Ibu validator untuk mengisi lembar validasi instrumen penelitian yang akan digunakan dalam pembelajaran dengan materi Speaking menggunakan Teknik Team Games Tournament untuk siswa kelas X di MAN 1 Lombok Barat. Hal ini bertujuan guna untuk mendapatkan RPP dengan kriteria yang valid.

Petunjuk

- a. Penilaian ditinjau dari beberapa aspek, kami harap Bapak/Ibu memberi tanda centang (✓) pada skala penilaian sesuai dengan penilaian Bapak/Ibu berikut.
 1. Tidak baik
 2. Kurang baik
 3. Cukup baik
 4. Baik
 5. Sangat baik

Lembar Validasi Kegiatan Pre-test and Post-test

Penilaian ditinjau dari beberapa aspek:

| No | Aspek yang diteliti | Skala Penilaian | | | | |
|----|---|-----------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Kegiatan yang disajikan secara sistematis | | | ✓ | | |
| 2 | Merupakan materi yang cocok untuk siswa kelas X | | | | ✓ | |
| 3 | Masalah yang disajikan sesuai dengan tingkat kondisi kognitif siswa | | | | ✓ | |
| 4 | Kegiatan yang disajikan dapat membangkitkan rasa percaya diri siswa | | | | ✓ | |

- b. Untuk penilaian secara umum, kami harap Bapak/Ibu beri tanda centang (✓) sesuai dengan penilaian Bapak/Ibu sebagai berikut:

TR: dapat digunakan tanpa revisi

KK: dapat digunakan dengan revisi kecil

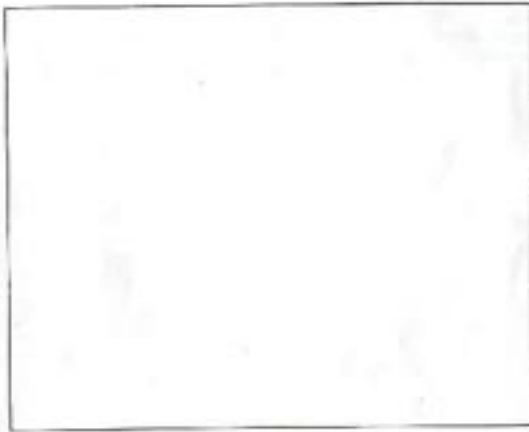
KB: dapat digunakan dengan revisi besar

PK: belum dapat digunakan dan masih perlu konsultasi

| Penilaian Umum: | |
|-----------------|--|
| TR: | Dapat digunakan tanpa revisi |
| KK: | Dapat digunakan dengan revisi kecil |
| KB: | Dapat digunakan dengan revisi besar |
| PK: | Belum dapat digunakan dan masih perlu konsultasi |

- c. Bila menurut Bapak/Ibu validator instrumen ini perlu adanya revisi, kami mohon ditulis pada bagian komentar dan saran guna perbaikan.

Komentar dan Saran :



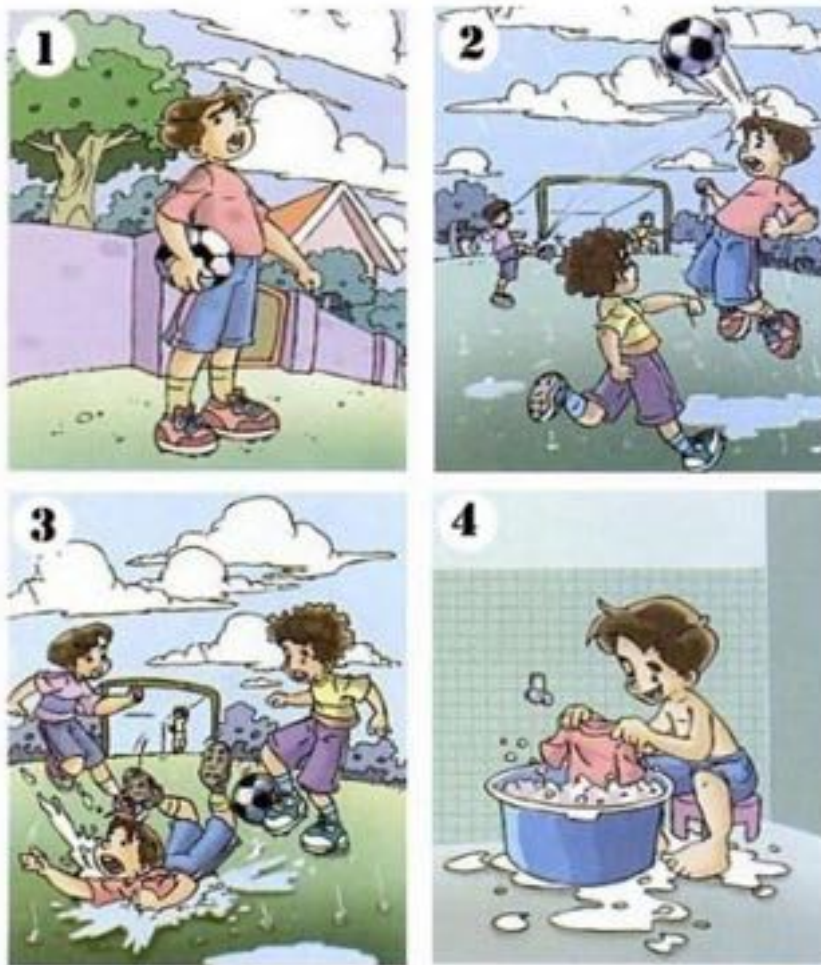
The Pre-Test and Post-Test Could Look Something Like This:

PICTURE CUED TASK

Instruction:

In this task, I will give you a series of pictures. Now, you have to tell about the picture in chronological order. Before telling the story, you have 1-3 minutes to prepare. You have two minutes to speak.

PICTURE 1



PICTURE 2



Validator,


Kusniar Rahmas, M.Pd.
NIP. 198612282018011001

Dipindai dengan CamScanner

APPENDIX 8 Consultation Card



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM
FAKULTAS TARRIBYAH DAN KEGURUAN

Jln. Pendidikan No. 35 Telp. (0379) 421294-425337 (Fax 425337) Mataram
Jln. Gajah Mada No. Telp. (0379) 429783-429784 (Fax 42784) Jempang- Mataram

KARTU KONSULTASI

Nama : Khairul Amrin
NIM : 180197831
Pembimbing I : Dr. Yek Amin Arie, M.Pd.
Pembimbing II : Hery Rohmat, M.Edum
Judul : THE EFFECTIVENESS OF TEAM GAMES TOURNAMENT
(TGT) TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILLS AT THE TENTH
GRADE OF MAN 1 LOMBOK BARAT IN ACADEMIC YEAR 2021-2022

| No. | Tanggal | Materi Konsultasi | Tanda Tangan |
|-----|------------|------------------------|--------------|
| 1 | 16/05/2022 | Background of Research | |
| 2 | 17/05/2022 | Isi | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Mataram,
Dosen Pembimbing I

Dr. Yek Amin Arie, M.Pd.
NIP. 199008262007101003



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM
FAKULTAS TARBIYAH DAN KEGURUHAN

No. Pendidikan No. 35 Telp. (0379) 621198-625337 (Fax 625337) Mataram
Jln. Gajah Mada No. Telp. (0379) 620783-620784 (Fax 62784) Jempang - Mataram

KARTE KONSULTASI

Nama : Khairul Amrin
NIM : 180107851
Pembimbing I : Dr. Yek Amin Aidi, M.pd
Pembimbing II : Hery Rahmat, M.Hum
Judul : THE EFFECTIVENESS OF TEAM GAMES TOURNAMENT (TGT) TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILLS AT THE TENTH GRADE OF MAN 1 LOMBOK BARAT IN ACADEMIC YEAR 2021-2022

| No. | Tanggal | Materi Konsultasi | Tanda Tangan |
|-----|------------|--|--------------|
| 1 | 10/07/2022 | Data Analisis | |
| 2 | 11/07/2022 | Diseminasi, Conclusion | |
| 3 | 12/07/2022 | cek. Proposal to 1 st dipositor | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Mataram,
Dosen Pembimbing II

Hery Rahmat, M.Hum
NIP. 197707012006041002

APPENDIX 9 Research Permit and Certificate of Having Carried Out Reserch Pernission Letter From Bakesbangpoldagri NTB



PEMERINTAH PROVINSI NUSA TENGGARA BARAT
BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI
 Jalan Pendidikan Nomor 2 Tlp. (0370) 755330 Fax. (0370) 756530
 Email : bakesbangpoldagri@ntb.go.id Website : http://bakesbangpoldagri.ntb.go.id
M A T A R A M Kode pos 83122

REKOMENDASI PENELITIAN
 NCMACH - 001 / 2022 / 11 / K / BAKSDPN / 2022

1. Dasar

a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 61 Tahun 2011 tentang Peraturan Pelaksanaan Pelaksanaan Penelitian Non-Doktoral Dengan Penguasaan Bidang Akademik Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Negeri Nurjati
 Nomor : 2022/K.1371/45P-2022/0002
 Tanggal : 26 Maret 2022
 Perihal : Permohonan Rekomendasi Penelitian

2. Maksud dan Tujuan

Selanjutnya mengungkap Proposal Penelitian yang diajukan, maka dapat diberikan Rekomendasi Penelitian sebagai berikut:

Nama : KHADIJAH AMRIN
Alamat : Dusun Campok RT09 RW 06A008 Kel. Bayan Utara Kec. Bayan Kab. Lombok Barat No. Rumah 5201150322960001 No Telp 08772516311
Pelaksanaan : Mahasiswa Jurusan Tadris Bahasa Inggris
Subjek : THE EFFECTIVENESS OF TEAM GAMES TOURNAMENT (TGT) TECHNIQUE TO IMPROVE STUDENTS SPEAKING SKILLS AT THE FIFTH GRADE OF MAN 1 LOMBOK BARAT IN THE ACADEMIC YEAR 2021/2022
Lokasi : MAN 1 Lombok Barat
Jumlah Peserta : 75 (tujuh puluh lima)
Lama : April - Mei 2022
Status Penelitian : Baru

3. Hal-hal yang harus dilakukannya oleh Peneliti :

a. Sebelum melakukan Kegiatan Penelitian agar melaporkan kegiatan kepada Kepala Kantor/Instansi atau Pejabat yang berwenang.
 b. Penelitian yang dilakukan harus sesuai dengan judul, isi, dan bentuk pada Surat Penelitian dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian.
 c. Peneliti harus membuat laporan Penelitian yang lengkap, rinci, dan akurat yang berlaku dan penelitian yang dilakukan tidak menimbulkan ancaman di masyarakat, sehingga Bangsa dan Negara ini aman dan sejahtera.
 d. Rekomendasi Penelitian ini bersifat sementara, sedangkan pelaksanaan Kegiatan Penelitian tersebut belum selesai maka Peneliti harus mengajukan permohonan perpanjangan Rekomendasi Penelitian.
 e. Melaporkan hasil Kegiatan Penelitian kepada Gubernur Nusa Tenggara Barat melalui Kepala Bakesbangpoldagri Provinsi Nusa Tenggara Barat.

Dengan Surat Rekomendasi Penelitian ini tidak dapat dipergunakan sebagaimana mestinya.

Mataram, 07 April 2022
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 HENDRIYUSMAN DARI
 BAKSDPN DAN BAKPOLDA NTB

 HENDRIYUSMAN DARY, S.Sos
 N.P. 9172008000421003



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SURAT KETERANGAN

Nomor: B-D-1 /Ma.18.01/PP.00.6/05/2022

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Nama : Khaiful Amin
Alamat : Dusun Gerepek, Desa Kuripan Utara, Lombok Barat
Jurusan : Tadris Bahasa Inggris
No. Identitas : 5201150605990001

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Gungung, 13 Mei 2022

12 Syawal 1443

Kepala Madrasah Aliyah Negeri 1
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H. Abdul Aziz Faradi

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APPENDIX 11 Documentation

A. Pre-test for exsperiment class and control class



B. Treatment for exsperiment class and control class



C. Post-test for exsperiment class and control class



DAFTAR RIWAYAT HIDUP

A. Identitas Diri

Nama : Khairul Amrin
Tempat Tanggal Lahir : Gerepek, 06 Mei 1999
Alamat Rumah : Gerepek Desa Kuripan Utara Kecamatan Kuripan
Lobar.
Nama Ayah : Ehsun
Nama Ibu : Roaini

B. Riwayat Pendidikan

1. Pendidikan Formal

- a. SD/MI, tahun lulus : SDN 5 Kuripan
- b. SMP.MTs, tahun lulus : MTsN 1 Lombok Barat
- c. SMA/MAN, tahun lulus : MAN 1 Lombok Barar

2. Pendidikan Nonformal : -

C. Riwayat Pekerjaan : -

D. Prestasi/Penghargaan : -

E. Pengalaman Organisasi : Esc Uin Mataram

F. Karya Ilmiah : -

Mataram

Khairul Amrin