

MOTIVATING STUDENTS TO SPEAK USING TEAM-GAME-TOURNAMENT (TGT) TECHNIQUE

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Abstract

Many English students still face the frequently occurring problem in speaking which is lack of motivation. This collaborative Classroom Action Research (CAR) aims at overcoming students' low motivation problem in speaking English especially for students of junior high school. The students in the current study were not motivated to speak English as the classroom teacher still employed conservative instructional strategies, making unsupportive environment for English communication to occur amongst the students in the classroom. Team-Game-Tournament (TGT), a cooperative learning technique which allows students to participate actively in speaking activities, was chosen as an alternative technique to be implemented in the classroom. With several modifications to the technique, the results show that the implementation of the modified version of TGT technique can successfully promote the students' motivation to speak English. Furthermore, the students also shared positive responses towards the implementation of TGT technique. Therefore, it is suggested for English teachers to implement TGT technique as an alternative technique in instructional process especially in motivating students to speak.

Keywords: team-game-tournament (TGT), motivation, speaking

Abstrak

Banyak pelajar bahasa Inggris masih menghadapi masalah yang seringkali terjadi dalam berbicara yaitu kurangnya motivasi. Penelitian Tindakan Kelas (PTK) kolaboratif ini bertujuan mengatasi masalah rendahnya motivasi siswa dalam berbicara bahasa Inggris, terutama untuk siswa SMP. Para siswa dalam penelitian ini tidak termotivasi untuk berbicara bahasa Inggris dikarenakan guru kelas masih menggunakan strategi mengajar yang konservatif yang menciptakan suasana yang tidak supportif untuk komunikasi bahasa Inggris bagi siswa di dalam kelas. Team-Game-Tournament (TGT), sebuah teknik cooperative learning yang mengarahkan siswa untuk aktif berpartisipasi dalam aktivitas berbicara, dipilih sebagai suatu teknik alternatif untuk diterapkan di dalam kelas. Dengan beberapa modifikasi pada teknik tersebut, hasil menunjukkan bahwa implementasi versi teknik TGT yang telah dimodifikasi berhasil meningkatkan motivasi siswa dalam berbicara bahasa Inggris. Terlebih lagi, para siswa juga membagikan respon positif terhadap implementasi teknik TGT. Oleh karena itu, disarankan bagi guru bahasa Inggris untuk mengimplementasikan teknik TGT sebagai teknik alternatif dalam proses pengajaran terutama dalam memotivasi siswa untuk berbicara.

Kata Kunci: team-game-tournament (TGT), motivasi, berbicara

I. INTRODUCTION

English is one of the important lessons which has to be taught in junior high schools, according to PERMENDIKBUD No. 58 in 2014 about 2013 curriculum in junior high school. In Indonesia, English also becomes one of the four subjects tested in the National Examination. However, since the implementation of the latest curriculum, English is recently abolished from early educational instances like elementary schools. This issue will likely obstruct the students in learning English during their junior high school period because the expectation of both students and teachers towards English is only to achieve the passing grades of National Examination, resulting in negligence towards the students' communicative competence. Meanwhile, according to educational quality assurance (*Penjaminan Mutu Pendidikan*) of English in Junior High Schools in 2014, the purpose of English in school is not merely for comprehension and application of language concepts, but to encourage the students to do things using English. The government has also stated in the latest curriculum that the purpose of English teaching in Junior High School is for communicative purposes.

On the other hand, the implementation of English teaching and learning process conducted in a seventh grade class in one of the schools in Malang was different. The classroom English teacher attempted to fulfill the expectations of the government by employing drilling technique to teach grammar and speaking full English to the students. However, such treatment may give a different impact towards the teaching and learning process of English in the classroom. Teaching English in the classrooms becomes dull and conservative. The classroom English teacher still dominated the learning process occurring in the classroom, the

students were very passive. Not everyone in the class was eager to follow the teacher's instruction.

In this class, the students did not really find speaking enjoyable. This was supported by the interview result, which the researchers conducted with four students as the representatives of the class about their difficulty in learning English, all of them answered "speaking" as one of the most difficult thing to do in English. The interview result led the researchers to realize that the students of the class lacked motivation in speaking English.

There are two types of motivation in general, namely *intrinsic* and *extrinsic* motivations. Extrinsic motivation occurs when the students do something because of rewards or to avoid punishments, such as studying because of a good grade, or to win a certain tournament, while intrinsic motivation emerges from the inside, making them do something because they find it enjoyable. In the current stud, there were several factors which affected the students of the class to be not motivated in speaking English. Shyness is one of the most emerging factors. The researchers found that speaking was hard for the students to learn not because they did not understand the lesson, but because they were too shy to speak English due to fear of making mistakes and getting ridiculed. This is in accordance to Ames's statement (1990:413) that older children as students choose to be engaged failure-avoiding tactics such as not trying, procrastinating, false effort, and even the denial of effort. They would rather choose "failure with honor" rather than making themselves look funny in attempting to speak English. The students were also found to be reluctant in speaking English because they did not have any partner to speak English with and not knowing what to talk about. Therefore, Team-Game-Tournament was chosen in order to promote the students'

motivation to speak, especially speaking as classroom participation.

Team-Game-Tournament (TGT) technique enables the students to engage in an academic tournament-like environment. The students are also able to work with their peers in a medium group where each member of the group must contribute to the activities, such as answering quizzes in the form of worksheets. Then, all groups have to compete in terms of gaining points to win a reward. The rewarding system in TGT is not only giving extrinsic verbal reinforcements such as saying “great!” or “excellent!” which is often overused (Ames, 1990:416) that it has lost its meaning especially to an English learner. The reward employed for the group in this study is something concrete in the form of stickers which can be traded for something else at the end of every chapter. TGT technique is a good way to promote students’ motivation in speaking as they are expected to answer questions orally and to be engaged in such activities which indirectly force them to try answering questions in English. The students will also be placed in a group consisting of heterogeneous members. Furthermore, TGT technique is also beneficial to the students since this technique involves physical movements so that it will put the students into a “not-threatened” learning environment which can encourage them to be active learners.

This study, however, only focused on promoting the extrinsic motivation of the students to speak English. The extrinsic motivation can be perceived through the students’ frequency of speaking such as asking difficult vocabulary, asking unclear instructions, answering teacher’s trivial question, giving comment on a topic, answering worksheets’ questions orally, presenting dialogue voluntarily, sharing and

responding information orally in a discussion.

I. RESEARCH METHOD

The current study adopted CAR (Classroom Action Research) model proposed by Kemmis & McTaggart (1988:11) because the purpose of the research is to solve the problem of the classroom. This study took place in a class of a junior high school with 34 students in total. There were 21 female students and 13 male students in the class. The classroom action research was carried out collaboratively. One of the researchers acted as a temporary English teacher while implementing the technique of using TGT Technique to promote students’ motivation in speaking whilst the English teacher of the classroom and the researcher’s companion act as the classroom observers.

Planning

The researchers planned the research instruments. There were four research instruments employed in this study, namely students’ observation checklists, field notes, interview guidelines and questionnaires. The observation checklist is specially designed to observe the students’ frequency of speaking as mentioned previously. For the format of the observation checklists, it was adapted from Moskowitz (1971, in Brown 2001:170). The checklists contained grid in which the rows contained the students’ presence numbers and the columns presented the types of students’ talk. The checklists were filled out by the class observers during the implementation stage based on what the students did. The checklists were completed by putting a check mark on the column indicating the types of the students’ talk. The number of check mark

in each column shows the frequency of each type of the students' talk. In addition, each column can have more than one check at a time.

**The Result of Observational Checklist
(Meeting 01)**
Day and Date: Monday, 5th of October 2015

No	Name	Ask Question		Answer Question		Participate in TGT		Participate in Collaborative Tasks		Total
		Ask unclear instruction	Ask difficult vocabulary	Respond to teacher's trivial question	Express opinion toward the topic (comment)	Answer the questions from TGT	Presenting ideas during TGT (dialogue/volunteer talking in front of the class)	Share the information that they have orally	Respond to friend's opinion orally	
1	AEA		vv	v		vv		v		6
2	AAP									0
3	AP							vv		2
4	AS					v				1
5	ADP									0
6	AWM					v		v		2
7	DSZ									0
8	DNNR	v		v		vv	v	v	v	7
9	ERD					v				1
10	FAS									0
11	GDW					v				1
12	JNA						v			1
13	MD									0
14	MDW					v				1
15	MSAF									0

Figure 2.1 Observation Checklist for Students' Frequency of Speaking

The instructional materials for the students were in the form of worksheets, questions from power point slideshow, videos taken from Internet sources about the related lessons and questions from their English course book. There were six sets of materials, and each set of material was employed for different meeting. In every set of material, there were several tasks which were given simultaneously. The students would be given questions regarding the worksheet's answers, videos, and power point slideshows which the students had to answer orally. While in conducting the technique implementation, the researchers used the lesson plans prepared beforehand. There were six lesson plans employed in this research, each lesson plan was used for each meeting.

There were two criteria of study set by the researchers to ensure if the

implementation was successful in solving the problem, namely: 1) 85% of the total students show an increase in motivation from low motivated to, at least, fairly motivated classification, 2) The students show high positive attitude towards the teaching and learning process using TGT technique.

Acting

The researchers conducted the TGT technique on the first cycle as the general sequence of the technique, namely: class presentation, team discussion, games, tournament, and team recognition (Rusman, 2010.). However, on the second cycle, the researchers modified the sequence of the technique, as follows: team discussion, class presentation, games, tournament, and team recognition. Therefore, the researchers explained the instructions first in every meeting before implementing the teams-games-tournament technique.

During the implementation of the technique, the researchers gave the students instruction of what to do with the tasks beforehand. The researchers monitored and helped the students when the students were doing the worksheets. Then, after they submitted the results of the worksheets, the researchers asked questions off the worksheets' results to the students to be answered orally. Every group had to compete between each other in answering the questions to gain points. The last step is deciding the winning team in every meeting and gave the team recognition by giving them rewards in the form of stickers.

Observing

The researchers collected the data about any events which had happened during the implementation of the action. The data about the students' frequency of speaking was obtained from the students'

observational checklists filled by the observers. The observation checklists were filled by giving check marks in the tables. The researchers wrote the field notes at the end of every meeting chronologically herself. At the end of each cycle, the students were given questionnaires about how much the technique implemented had helped them in promoting their motivation in speaking and comprehending the lessons.

Reflecting

The observation checklists were analyzed by counting the average number of the check marks resulted at the end of every cycle, then classifying the result into four categories, namely: very motivated, motivated, fairly motivated, and low motivated. Meanwhile, the questionnaires were analyzed by counting the students' answers based on Arikunto (2014:285).

II. FINDINGS

Action

The study was conducted in two cycles with three meetings in every cycle. Every meeting was delivered in three sections: pre-activity, whilst-activity, and post-activity. In the first cycle, pre-activity was always started with greetings and explaining the Team-Game-Tournament technique. In whilst-activity, the technique's first four steps such as class presentation, teams, games and tournament were executed. Meanwhile, team recognition step was done in post-activity.

In the second cycle, with the technique had been modified, the pre-activity started with greetings, explaining the technique and doing the team step of

TGT. In whilst activity, the next three steps of the technique, the class presentation, games, and tournament were conducted, while team recognition was still done in post-activity.

Students' Motivation to Speak

The result of the first cycle shows that there were four students (11.8%) categorized into motivated, four students (11.8%) categorized into fairly motivated, 26 students (76.4%) categorized into low motivated and no one (0%) was categorized into very motivated. From the result, it could be perceived that most of the students were still in low motivated category, which means that the first criterion of success had not been reached.

The result of the second cycle shows that the total average of each student's frequency of speaking from the second cycle (see Appendix 7b), there were three students (8.8%) categorized into motivated, 27 students (79.4%) categorized into fairly motivated, and four students (11.8%) categorized into low motivated. From the result, it could be perceived that 30 out of 34 students (85%) have at least increased one category level in motivation, which means, the first criterion of success had been reached.

Students' Responses toward the Implementation of TGT Technique

From the questionnaires given at the end of the first cycle, the students gave positive attitude towards the implementation of teams-games-tournament technique as well as the teaching and learning process. The average score obtained was 3.48 and it was categorized into high category.

POINT NUMBER	ASPECTS	RATING				TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE SCORE	CATEGORY
		4	3	2	1				
1	The whole TGT Technique implementation	10	24	0	0	34	112	3.29	High
2	Lesson comprehension	5	29	0	0	34	107	3.14	High
3	Critical thinking	7	27	0	0	34	109	3.21	High
4	Active participation	18	16	0	0	34	120	3.53	High
5	Less difficulty in interacting	34	0	0	0	34	136	4	High
6	Motivation to answer	34	0	0	0	34	136	4	High
7	TGT to promote motivation	22	10	2	0	34	122	3.58	High
8	TGT for comprehending lesson	4	30	0	0	34	106	3.11	High
TOTAL AVERAGE SCORE		134	136	2	0			3.48	High

Description:

Total Average Score	Category	Meaning
3.51-4.00	High	Students' positive response toward the strategy is high.
2.51-3.50	High	Students' positive response toward the strategy is high.
1.51-2.50	Low	Students' positive response toward the strategy is low.
1.00-1.50	Low	Students' positive response toward the strategy is low.

RESULT

The total average score	: 3.48
Category	: High
Meaning	: Students' positive response toward the strategy is high.

Figure 3.1. Analysis of Students' Questionnaires for Cycle One

As for the result of the questionnaires in the second cycle, the students gave positive attitude towards the implementation of teams-games-tournament technique as well as the teaching and learning process. The average score obtained was 3.75 and it was categorized into high category.

POINT NUMBER	ASPECTS	RATING				TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE SCORE	CATEGORY
		4	3	2	1				
1	The whole TGT Technique implementation	26	8	0	0	34	128	3.76	High
2	Lesson comprehension	25	9	0	0	34	127	3.73	High
3	Critical thinking	25	9	0	0	34	127	3.73	High
4	Active participation	18	16	0	0	34	120	3.53	High
5	Less difficulty in interacting	34	0	0	0	34	136	4	High
6	Motivation to answer	34	0	0	0	34	136	4	High
7	TGT to promote motivation	25	9	0	0	34	127	3.73	High
8	TGT for comprehending lesson	19	15	0	0	34	121	3.55	High
TOTAL AVERAGE SCORE		206	66	0	0			3.75	High

Description:

Total Average Score	Category	Meaning
3.51-4.00	High	Students' positive response toward the strategy is high.
2.51-3.50	High	Students' positive response toward the strategy is high.
1.51-2.50	Low	Students' positive response toward the strategy is low.
1.00-1.50	Low	Students' positive response toward the strategy is low.

RESULT

The total average score	: 3.75
Category	: High
Meaning	: Students' positive response toward the strategy is high.

Figure 3.2. Analysis of Students' Questionnaires for Cycle Two

Reflection

Based on the field notes, the observation checklists and the result of the questionnaires, the researchers concluded that a second cycle needed to be conducted as the result of the first cycle had not met the criteria of success. The failure was due to several factors, namely, (1) the students did not completely understand the instructions proposed by the researchers, (2) the confusion during the hand raising session which caused the same student got multiple chances, while other students did not get any chance, (3) the students were hesitant to ask because they didn't know the English words, (4) there were too many members in one group, (5) the students rarely comment on the material since most of them were rarely found around them.

After some modifications towards the technique, from the results of observation checklists and questionnaires in the second cycle, 30 students (85%) showed increase from low classification to at least fair classification. The result of questionnaires also showed that the technique had helped the students to be motivated in speaking English in the class as the students showed positive responses towards the technique in their questionnaires. Therefore, the cycle stopped here as it could be perceived that the criteria of success had been met.

III. DISCUSSIONS

The implementation of Team-Game-Tournament (TGT) Technique

In implementing the technique, the researchers did some modifications to ensure that the technique work well. The first modification is regarding the "teams" building. Slavin (2005:146) suggests that in building teams, one team should consist of four to five students of different academic achievement, gender, race, and ethnicity. However, in the first cycle, the researchers divided the class into four groups each consisted of eight to nine students without concerning too much on other aspects except gender equality. This was intended to save the time so that the implementation did not take too much time on team building, but for the lesson comprehension. Furthermore, this was more practical to do especially the researchers

was a substitute teacher in the classroom, and the research was conducted on early odd semester, so that there was not enough information regarding the academic achievement of the students.

The second modification was regarding the "game" and "tournament" steps which were implemented in both cycles. Slavin (2005:166) suggests that the game step is conducted with the help of "tournament table" and numbered cards consist of some questions which have to be done by group representatives. However, in the implementation, the researchers changed the numbered cards with worksheets which had to done with their group members instead of individuals. Furthermore, in terms of the tournament step, it should be conducted at the end of the week or at the end of every chapter with only the representatives sitting on the "tournament table" can answer the questions given. However, during the implementation, any student in the class was allowed to answer the questions since the focus of this study was to see the students' motivation.

The third modification is on the recognition team step. During this session, as suggested by Slavin, the winning team will be determined by each member's individual scores and the scores will add up as their team scores. However, the teams-games-tournament technique which was implemented in the classroom was not intended to produce students' individual scores.

The last modification was regarding steps order of the team-game-tournament. According to the theory of Team-Game-Tournament implementation, there are five steps in TGT, namely: (1) classroom presentation, (2) teams, (3) games, (4) tournament, and (5) team recognition (Rusman, 2010). However, in the second cycle, the researchers had to rearrange the steps by doing the "team" building step prior to the classroom presentation step. This was because the students seemed to be more active and motivated to answer when the questions were considered as tournament questions so that every question starting from the very beginning of the lesson could add up to their points.

Students' Motivation to Speak

During the implementation of team-game-tournament technique, it could be perceived that the students' motivation to speak had increased compared to the result of the preliminary study where all the students were really passive. Furthermore, after the students got used to the researchers and the implementation of the technique, they began to show some signs of being motivated, as Palmer (2007, in Williams & Williams, 2011:2) mentions the signs, such as the students pay attention, they begin working on tasks immediately, they ask questions and volunteer answers, and they appear to be happy and eager. Other than that, several students had shown their attempt to speak English by inserting English in their conversation during the discussion.

At the end of the second cycle implementation, the students had achieved the targeted score although there were still four students categorized in low motivated category. Two of whom were really quiet from the very first day of the technique implementation. It turned out that they had an internal problem with their families and they had been bottling up their problem for themselves. So that the problems affected the way they learned and acted in school, not only during English lesson, but also other lessons. According to Maslow (in Syaifurahman and Ujiati, 2013:168), one must fulfill a certain basic needs before fulfilling a higher one. In this case, according to Maslow's hierarchy of needs, these students had not yet fulfilled their "love and belonging" needs which was supposed to be fulfilled from their families and friends, so that they were not motivated to reach the highest level called self-actualization in which they could have valued themselves more and made their self potentials in realization. Nevertheless, during the technique implementation, these students did actually start to show some self-esteem by responding to the researchers' trivial question, although they spoke whenever the researchers was near or around them and with very low voice.

Students' Responses towards Team-Game-Tournament (TGT) Technique

The students' responses towards the implementation of teams-games-tournament technique were highly positive, which means that the students liked the implementation of the technique. Although the reasons why the students liked the strategy varied from one another, there are a few reasons which could be concluded from the result of the questionnaires. One of the reasons why the students enjoyed the teaching and learning process was because they could interact with their classmates without feeling fear to be scolded by the teacher from talking. The students also liked the implementation of the technique as it was challenging and enjoyable for them.

IV. CONCLUSION AND SUGGESTION

Conclusions

It can be concluded that the Team-Game-Tournament (TGT) technique has successfully solved the main problem that is to promote the motivation of the students to speak English. Through the technique, the students seemed to be more confident in answering questions orally using English. A number of students were also motivated to volunteer in speaking activities using English in front of the class. In implementing the Team-Game-Tournament technique, to successfully promote the students' motivation in speaking, the researchers had to conduct a second cycle by modifying and rearranging the sequence of the existing steps.

As for the teaching and learning process in each meeting of the second cycle, it complied the following sequences: (1) Teams; the students are put into five groups of different students then each group must choose one team leader and a co-leader, (2) Class presentation; the teacher renders the learning material as in conventional classes, (3) Games; the students are given worksheets and questions to answer, (4) Tournament; the game begins and the students compete with each other in groups, and (5) Team recognition; the winning team is given an appreciation.

This technique is advisable to use in the classroom to promote students' motivation in speaking as it provides a fun and enjoyable

learning to the students. Students are able to interact and practice their speaking skill more in the classroom without needing to neglect the language components lessons. The implementation of the technique is also doable as it is modifiable.

Suggestions

The English teacher is suggested to implement Team-Game-Tournament (TGT) as one of the alternative ways to promote the students' motivation as the technique can be employed in many teaching and learning situation without needing complicated steps. Moreover, it should be taken into consideration that TGT technique always has "team recognition" step, so that the teacher has to give concrete appreciation in the end of implementation. As for the reward, the teacher may give the winning group some additional points for their final score instead of the use of redeemable stickers.

Meanwhile, future researchers are suggested to conduct similar research to be implemented in another level of students and educational instances with different kinds of lessons, as Team-Game-Tournament Technique is not only useful for language teaching but also science, math and other lessons. Future researchers may innovate or modify the steps to be more suitable for their classrooms. However, clear explanations are always expected for the students to understand and the study to work well. At last, the researchers hope that the future researchers are able to improve the current findings about Team-Game-Tournament Technique that will contribute not only to the development of English Language Teaching, but also other subject matters.

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