

CHAPTER I

INTRODUCTION

A. Background

The quality of human resources is something that must be developed. One aspect that can improve human resources is education. The process of developing the quality of human resources is very much related to the world of education, for example by making the teaching and learning process in the classroom more interesting and enjoyable for students. In education, teachers must be able to convey information to students. Teachers must have ideas so that the teaching process is not monotonous, especially in language learning.

Throughout foreign language teaching and learning, speaking has always been considered the most important skill to master for several reasons. First, approaches and methods of teaching speaking have long been a major focus of research and at language conferences. Second, a large number of conversation books and other speaking courses, audio and video continue to be published. In addition, many language learners consider speaking ability as a measure of knowing a language. They define fluency as the ability to communicate with others, more so than the ability to read, write, and understand spoken language. They consider speaking to be the most important skill they can acquire.

In the process of learning English students must learn how to pronounce, grammar, vocabulary, discourse, and skills. speaking is a means to communicate ideas that are compiled and developed according to the listener or listener.¹

As an important part of succeeding the students, teachers should be creative to design many communication activities in the classroom that urge and motivate students to use the language actively and productively. For example, in speaking class the students should be served with conductive learning activity. Then, they can practice English as well as possible. However, the students sometimes face many problems in speaking performance because of many factors such as less self-confidence when speaking in front of the class, they have low motivation from their teacher in the learning process, etc.²

In fact, many students have difficulty in speaking English. Sometimes students who learn all the grammatical items in English but they find it difficult to express their ideas, feelings and experiences to others in speaking. they also lack vocabulary and practice less into intonation, tone of voice, and pronunciation. According to Black (2017) the importance of speaking skills helps a person in all life. Having extensive vocabulary and English skills helps in getting a job such as when communicating with other people, in business, or at school.

There are many techniques to make learning English fun and easy. Especially in speaking. one of them is by learning Team Games Tournament (T-G-T) techniques in class like this make it easier for students to remember vocabulary. This technique can be a

¹ Sadhono, Kundharu dan Slamet. (2014). Pembelajaran Keterampilan Berbahasa Indonesia. Yogyakarta: Graha Ilmu, p. 52.

² Hamidah dkk. (2018). Ice Breaker: A Strategy To Enhance Student's Ability In Speaking At Islamic Junior High School Of Sawit Seberang, Langkat Regenc. Islamic Junior High School, 8(1), p. 359-365

good alternative to be applied in teaching English. TGT cooperative learning on the effect of teamwork with learning objectives.³

The TGT learning model is students who play games with other team members to get scores for their team⁴. This game can be arranged by the teacher in the form of a quiz in the form of questions related to the learning material. The application of cooperative learning is one solution to improve students' speaking skills and be effective in the learning process, Jolliffe (2007:31).

The phenomenon of lack of understanding in learning to speak English also occurs in class X at MAS Nu Paringgonan. Students feel less interested when taking English lessons, especially when speaking in English. they feel bored and do not understand the lesson because the teacher teaches with boring techniques. Many students during English lessons were asked to talk to their friends, they looked awkward and embarrassed because they were not used to speaking English.

learning using team game tournaments is very suitable to improve speaking to students as Colon-vila said that the team game tournament technique helps EFL learning compared to other methods. team game tournament makes learning more confident to express themselves spontaneously and creatively. In addition, the TGT technique helps students to improve their speaking skills. their motivation in speaking in group members and the learning process is not too boring in class.

With the above phenomenon, researchers are interested in the effect of team games tournament on students' speaking skill and researchers want to prove whether the TGT method can improve students' speaking skills.

³ Slavin, Robert E., (2008), Cooperative Learning: Teori, Riset, dan Praktik. Bandung: Nusa Media

⁴ Rusman. 2013. Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru. Jakarta: Rajawali Pers

B. Identification of problems

Based on the background of the problem above, the researcher has identified several problems in class X MAS NU Paringgonan students, namely first, students are less interested in speaking because it seems difficult and learning is very monotonous, finally students feel less confident to say words in English. Second, students are less likely to memorize vocabulary when the teacher tries to ask students to say a few words in front of the class and the students are silent. Finally, students do not train themselves to speak in English

C. Problem Limitation

Based on the identification of the problems above, the researcher wants to limit the research to find out whether the Team-Games-Tournament (TGT) technique improves students' ability to speak English. The researcher focuses on the Team-Games-Tournament (TGT) technique because it is the right technique for speaking mastery, especially for high school students and has an essential function in daily activities.

D. Problem Formulation

Based on the problem above, the researcher formulated the problem into research questions as follows: “is there any effect of team games tournament technique on students' speaking skill in class X MAS Nu Paringgonan ?

E. Research Objectives

In this section, the researcher would like to state the objectives of the problem as follows:

1. to find out about the students' speaking ability before using the Team-Games-Tournament (TGT) technique in class X MAS Nu Paringgonan students.
2. To determine the students' speaking ability after using the Team-Games Tournament (TGT) technique in class X MAS Nu Paringgonan.
3. To find out the Team-Games-Tournament (TGT) technique can improve English speaking skills in class X MAS Nu Paringgonan students.



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