

CHAPTER I

INTRODUCTION

A. Background of the Problems

Speaking is one of English language skills which allow people to communicate effectively. By speaking, people can interact with two or more people in English language to share some informations, ideas, opinions and feelings through verbally. Speaking needs listeners and speakers to give and receive each other to create understanding. Having a good speaking, it will help people learn useful language for everyday communication. Rayhan (2014) claims that speaking is also the most natural way to communicate.

Meanwhile, speaking ability means an ability of using language to communicate using verbal symbols in different context that can be improved through learning language. Every communication consists of a minimum of one sender, a receiver, and a message. The communication of a message from sender to recipient risks being affect by many things because communication impacts how people interact. These include the place, the cultural situation, and the emotional involved. However, communication helps people to interact and share various aspects of life. So, it makes speaking ability very important to learn by people.

Therefore, teaching speaking ability needs some steps or ways which are well-provided. The steps together with the factor could be inferred as follow. The first is preparation which consists of preparing the new language introduction. It is the process where the teacher plans the teaching and learning process including curriculum, the materials, techniques used, visualizing the time allocation, and many others. The second step is presentation which is the situation where the teacher presents the materials to the students and make them perform the materials given in a communicative purpose or in working pairs during teaching and learning process. In the presentation, the teacher might conduct several communicative activities where the students involved in activities which give them opportunities to perform, to interact, or to communicate using the language they are learning. And the last step is evaluation. It is necessary for the teacher to employed various assessment which could be oral and written test to see the progress of the students' improvement.

The steps should promote the process of conducting communicative activities from the preparation to the evaluation. They could be drawn as measurement of how teaching speaking ability may successfully be conducted. In addition, the steps could be related to the important factor in teaching speaking ability which is the curriculum including the teaching aim, the materials of speaking, the classroom management, the method used in the teaching process, the media, and the evaluation conducted by the teacher.

The phenomena that the researcher sees in pre-observation that conducted on 23rd July – 06th August 2023, some of students do not want to speak English. Because, the students already thought that speaking English is difficult to learn, get afraid or anxiety first to share their felt, ideas, or opinions to people. The most difficult aspects of learning to speak were a lack of vocabulary, a lack of pronunciation, a lack of confidence to speak, and a fear of making mistakes when speaking. Furthermore, some students understand the English language very well but then feel difficult and uncomfortable when students have to speak English. Because, students are too shy to speak English and share students' thoughts and ideas because students are worry of pronouncing words incorrectly. As a result, students lost confidence and realize that the students of the class lacked motivation in speaking English.

Therefore, the teachers need to provide classroom activities to stimulate the use of English as much as possible not only inside but also outside classroom where students have real-life communication, authentic activities, and meaningful tasks that promote verbal language. Fatika (2022) states that the English teachers should use a variety of appropriate methods to improve students' speaking ability, improve students understanding of English and make learning in the classroom interesting so that students are not bored as well as students are more interested in learning English. Several activities which can be implemented in teaching speaking, such as by role play, jigsaw, think-pair-share (TPR), team game tournament (TGT), so on. These activities make students more active in the learning process and at the same time make

students learning more meaningful and fun for students.

Moreover, beside of the problems that the researcher conducted pre-observation, the researcher also found some students do not cooperate with their friends during class time, it means that students have their own group of friends or what is usually called a "friendship circle" which means that not all of their classmates receive the same attitude or treatment. Therefore, researcher chooses the TGT (Team Game Tournament) as a method in teaching English. Because based on the things researcher said, researcher wants to create a method where all students can get along well without distinguishing or choosing each other's friends and also want to increase cooperation and cohesiveness in learning. The TGT learning model is one of the cooperative learning models that are easy and very relevant to implement because this learning model involves the activeness of all students without any differences in status by implementing elements of the game. Galih (2017) expresses that the TGT learning stages, namely the delivery of the material concept from the teacher, the division of the group, the students divide into several groups both from gender factors, intelligence level, and student background to perform games aim at facilitating students in understand the material presented by the teacher. After students perform the game each group sends their representatives to the tournament. TGT adds a dimension of excitement gained from the use of the game. Teammates will help each other in preparing for the game by studying the activity sheet and explaining each other's problems, ensuring that individual responsibilities have occurred.

Based on the explanation above, it is concluded that speaking ability is very important in human life, because we as a human being have a need to use it to communicate and interact through conversation with give ideas and exchange information each other. The researcher wants to improve students' speaking ability through TGT method and create a fun learning also train solidarity between friends not only when playing but also during learning through playing some games and also change the perception of the students that learning English especially speaking is not difficult like what the students thought.

B. Identification of the Problems

Based on the problems that have been described in the background, several factors cause the students to be unable to understand speaking ability. First, the students already thought that speaking English is difficult to learn, because the students very hard to understand the meaning of the English words. Second, lack of vocabulary, especially in speaking ability. So, the students get confused or nervous when the students tell or say something what the students felt or thought. Third, lack of pronunciation. The students afraid that their meaning difference with other listeners. Fourth, lack of confidence to speak. Many of students lost confidence when the students use English language, because the students too shy to express their ideas, opinions, or feelings in the public. Fifth, a fear of making mistakes when speaking. One of the reasons is that some students want to convey their opinions, but students are afraid of making mistakes in conveying it. Moreover, students think about whether the

grammar or tense and pronunciation used is correct or not and the meaning of students can be understood to the teacher and students' friends.

C. Limitation of the Problems

Based on the identification of the problems, the limitation of the problems are the effect of TGT (team game tournament) to improve students' speaking ability at the second grade students of SMPN 2 Padang, in the academic year of 2024/2025.

D. Research Questions

Related to the research problems, the research questions can be formulated as follows:

1. How the Team Game Tournament method improve the students' speaking ability at the second grade students of SMPN 2 Padang?
2. Is there any significant factors of using the Team Game Tournament method on students' speaking ability at the second grade of SMPN 2 Padang?

E. Purposes of the Research

1. To find out whether the Team Game Tournament method improve the students' speaking ability at the second grade students of SMPN 2 Padang.
2. To find out whether any significant factors of using the Team Game Tournament method on students' speaking ability at the second grade of SMPN 2 Padang.

F. Significance of the Research

The researcher expects that this research has a good impact for many people on learning process, not only theoretically, but also practically. The significance of the research both theoretically and practically can be seen as follows:

1. Theoretical Significance

a. Teacher

The researcher expects that the teacher gets new information about teaching media for speaking ability in the classroom which is by using TGT method.

b. Students

The researcher expects that this research can give a good impact to the students' speaking ability such as by using TGT method with its fun learning style, the students can reduce the weakness also anxiety to express what the students thoughts and opinions through in an efficient manner.

c. Reader

The researcher expects that this research can provide the readers useful knowledge about teaching speaking ability by using TGT method and hopes that it will be able to give benefit for those in need.

d. Researcher

The researcher expects that this research can be one of the

resources for many researchers who want to conduct research about TGT method on students' speaking ability.

2. Practical Significance

a. Teacher

The researcher expects that the result of this research can make a good information to all teachers about the use of TGT method towards students' speaking ability, so that teachers know that TGT method can be effectiveness for leaning speaking.

b. Students

The researcher expects that this research can provide students with a better lessons experience to be more active, confidence, and attractive in speaking ability. Also, the students be able to resolve bored in lessons process and give the information how the students able to improve speaking ability.

c. Reader

The researcher expects that reader can get a new insight and knowledge about using TGT method in English lessons, especially speaking ability.

d. Researcher

The researcher expects that the result of this research can be beneficial to inform another researcher regarding the students' speaking ability and to conduct the related research with more through information.

G. Definition of Key Term

To avoid misunderstanding, the researcher will explain key terms with the subject matters to the readers. There are five key terms used, including:

1. Effect

Effect is the impact of the result of the things already used in an event or action to make a change situation.

2. Improve

Improve is increasing something that originates from a mistake but is corrected to be better than before.

3. Speaking

Speaking is the process of create words or sentences through verbal symbol to tell something to people.

4. Speaking Ability

Speaking ability is the ability to convey something information through verbally to explore ideas, feeling, thoughts, and opinions to many people as way to make the message clearly delivered and well understand by the listeners.

5. TGT (Team Game Tournament)

TGT method is learning activities use quizzes that involve group learning of students without distinguishing social status with game methods.