

**THE EFFECT OF TEAMS, GAMES, TOURNAMENT (TGT) TECHNIQUE ON  
STUDENTS' SPEAKING SKILL AT GRADE XI OF SMA NEGERI 5  
KOTA SUNGAI PENUH ACADEMIC YEAR 2017/2018**

**THESIS**

**Submitted as a Patrial Fulfillment of Require  
to Get Sarjana (S-1) Degree**



**REDO PUTRA  
NIM. 08. 798. 13**

**INSTITUT AGAMA ISLAM NEGERI  
K E R I N C I**

**ENGLISH DEPARTMENT OF TARBIAH PROGRAM  
ISLAMIC STATE COLLEGE OF KERINCI (IAIN)  
KERINCI ACADEMIC YEAR 2020**

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**KERINCI ACADEMIC YEAR 2020**

Sungai Penuh, February, 2019

To:

The Rector of IAIN Kerinci  
at Sungai Penuh

**Advisor I : Dr. DAFLIZAR, S.Pd., M.A.**

**Advisor II : HERI MUDRA, M.Pd.**

### OFFICIAL NOTE

Assalamu'alaikum Wr. Wb.

After guiding, analyzing and correcting, this thesis is written by **REDO PUTRA**, the student's main number is 08.798.13). The title of the research is *the effect of teams, games, tournament (TGT) technique on students' speaking skill at grade XI of SMA Negeri 5 Kota Sungai Penuh academic year 2017/2018.*

This thesis has met qualification as one of partial fulfillment for undergraduate degree in English Teaching in Tarbiyah Program of the State for Islamic Studies (IAIN) Kerinci.

Therefore, we precede this thesis to the faculty for an immediate administrative process for final examination.

Wassalamu'alaikum Wr.Wb.

Sungai Penuh, Februari 2019

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## CERTIFICATE OF ORIGINALITY

The researcher declares this thesis entitled “*the effect of teams, games, tournament (TGT) technique on students’ speaking skill at grade XI of SMA Negeri 5 Kota Sungai Penuh academic year 2017/2018*” is my own work, it contains no materials previously published or written by another person and there are no materials which to substantial extent has been accepted in other educational institution.

Furthermore, the researcher declares that the intellectual content of this thesis is the product of my own work, except to the extent that assistance from others in the project’s design and conception or in style, presentation and linguistic expression is acknowledged.

Sungai Penuh, Februari 2019

The Researcher

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## DEDICATION AND MOTTO

### Dedication

I dedicated this thesis to my family:

Mother, father, sister and brother

Thanks for advising, supporting, motivating and praying for me until finishing this thesis.

### Motto:

وَمَا  
لَنَا  
بِإِلَهِ  
دَدَّ  
لَمْ  
بُؤْسِهِ

Means : “And whoever strives only strives for [the benefit of] himself. Indeed, Allah is free from need of the worlds”.

Artinya :”Barang siapa yang bersungguh sungguh, sesungguhnya kesungguhan tersebut untuk kebaikan dirinya sendiri (Q.S. AL-Ankabut: 6)”.

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The researcher would like to say thank to Allah SWT who has given healthy, opportunity and power so the researcher could finish this thesis. Let's say Shalawat and Salam are always be given to beloved prophet that is Muhammad SAW, who has bring us to the world that we feel until now.

This research is one of the requirement to get the Sarjana Degree (S1) in Faculty of Education and Teacher Training in Islamic State Institute (IAIN) of Kerinci. This thesis is still far from perfect so it is needed critics and comments to make this thesis become better. In this occasion, the researcher would express gratitude and appreciation to the following:

1. Dr. Y. Sonafist, M.Ag as the Rector of State Islamic Institute (IAIN) of Kerinci.
2. Dr. Dairabi Kamil, M.Ed as the Dean of Tarbiyah Faculty and Teacher Training of State Islamic Institute (IAIN) of Kerinci.
3. Rodi Hartono, S.Pd., M.Pd as the Head of English Education Program of State Islamic Institute (IAIN) of Kerinci.
4. Dr. Daflizar, S.Pd., M.A., M.Pd as the advisor I who has given advise, comments and correction.
5. Heri Mudra, M.Pd as the advisor II who has guide and motivate during finishing the thesis.

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7. The Headmaster of SMA N 5 Kota Sungai Penuh, English teacher of SMA N 5 Kota Sungai Penuh, all of the students at grade XI of SMA N 5 Kota Sungai Penuh that had been accepting the researcher to conduct the research.

The researcher realizes that this thesis is far from perfect, critics and comments are accepted. It is expected that this thesis can give contribution to the English teacher and students in teaching and learning English, especially for the students in Senior High School.

Sungai Penuh, Februari 2019

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## ABSTRACT

**Putra, R, 2019. The Effect of Teams, Games, Tournament (TGT) Technique on Students' Speaking Skill at Grade XI of SMA Negeri 5 Kota Sungai Penuh Academic Year 2017/2018**

**Advisor I : Dr. Daflizar, S.Pd., M.A**

**Advisor II : Heri Mudra, M.Pd.**

This research aimed to find out whether there was significant effect or not of using TGT technique in teaching speaking skill at grade XI students of SMA N 5 Kota Sungai Penuh academic year 2017/2018. The population of this study was all of the XI students of SMA N 5 Kota Sungai Penuh academic year 2017/2018. The sample was taken by using cluster sampling technique.

In this research, the researcher used speaking test. The test was given before and after treatment. The pre-test would be used in order to find out the students' speaking skill before treatment. To find the significant difference, the result of t-table was compared to-test.

The result findings of the pretest and posttest showed that the mean score in pretest for experimental class was 36,45 and it increased to 66,45 in posttest. While in control class, it was 38,68 for pretest and it increased to 52,2. From the result of the tests, there was difference between two classes from t-test result than t-table,  $t_{count} = 0,15 > t_{table} = 0.05$ . It was also supported by the mean scores gained by the students. It means that the mean of the students score in experimental group is higher than control class.

From the hypothesis testing, it could be seen that the value of  $t_{count}$  was bigger than the value of  $t_{table}$ . In conclusion, it could be said that there was a significant influence in using TGT technique in teaching speaking at grade XI of SMA N 5 Kota Sungai Penuh.

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## ABSTRAK

**Putra, R, 2019. Pengaruh Menggunakan Teknik Tim, Permainan Dan Turnamen (TGT) Terhadap Keterampilan Berbicara Siswa Pada Kelas XI SMA N 5 Kota Sungai Penuh Tahun Ajaran 2017/2018**

**Pembimbing I : Dr. Daflizar, S.Pd., M.A**

**Pembimbing II : Heri Mudra, M.Pd**

Penelitian ini bertujuan untuk mengetahui ada atau tidaknya penggunaan teknik TGT dalam mengajar keterampilan berbicara pada siswa kelas XI SMA N 5 Kota Sungai Penuh tahun akademik 2017/2018. Populasi penelitian ini adalah semua siswa XI SMA N 5 Kota Sungai Penuh tahun akademik 2017/2018. Sampel diambil dengan menggunakan teknik cluster sampling.

Dalam penelitian ini, peneliti menggunakan tes berbicara. Tes diberikan sebelum dan sesudah perawatan. Pra-tes akan digunakan untuk mengetahui keterampilan berbicara siswa sebelum perawatan. Untuk menemukan perbedaan yang signifikan, hasil t-tabel dibandingkan dengan-tes.

Temuan hasil pretest dan posttest dapat ditunjukkan bahwa nilai rata-rata pretest untuk kelas eksperimen adalah 36,45 dan meningkat menjadi 66,45 pada posttest. Sementara di kelas kontrol, itu 38,68 untuk pretest dan meningkat menjadi 52,2. Dari hasil tes, ada perbedaan antara dua kelas dari hasil uji-t dari t-tabel, thitung = 0,15 > ttabel = 0,05. Itu juga didukung oleh nilai rata-rata yang diperoleh oleh siswa. Ini berarti bahwa nilai rata-rata siswa dalam kelompok eksperimen lebih tinggi daripada kelas kontrol.

Dari pengujian hipotesis, dapat dilihat bahwa nilai thitung lebih besar dari nilai ttabel. Kesimpulannya, dapat dikatakan bahwa ada pengaruh yang signifikan dalam menggunakan teknik TGT dalam mengajar berbicara di kelas XI SMA N 5 Kota Sungai Penuh.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

In learning language, there are four skills in learning English they are listening, speaking, reading and writing. Speaking is very important because speaking and human being cannot be separated from each other. Speaking is used to express their ideas and to communicate to people in the real world. Speaking is very important because by mastering speaking skill, people can carry out conversations with others, give the ideas and exchange the information with others.

In teaching and learning process, students should master the elements of speaking, such as vocabularies, pronunciation, grammar, comprehension and fluency. As foreign learners, many students in Indonesia have some problems when they speak English. This is caused by students' limitation of the mastering of the speaking component. Besides, students rarely practice speaking English out of class because most of their friends speak Bahasa Indonesia.

Based on the researcher's observation to the English teacher at grade XI of SMA N 5 Kota Sungai Penuh, it was found that there were some problems faced by the students, the students' speaking skill was low, the students were shy to speak in the class, the students just were quite when the teacher asked them to do something or to say a word in English, the students had limited vocabulary, the students also felt hard to construct their sentences when speaking, and it made the students think that English was difficult so they had

no interested in learning. Besides, the students' problems could also be caused by the teaching used by the teacher.

It could be said that speaking in learning and teaching was important because the students could get express ideas, opinion and information to others. There were many techniques that could be used to teach speaking. One of them was by TGT (teams, games, and tournament) technique. Teams Games Tournament (TGT) was a cooperative learning technique that enhanced students' academic achievement and attitudes towards the content material. In this technique, the students could feel enjoy, meaningful and it helped them to practice their speaking in the classroom. The purpose of the TGT was to create an effective classroom environment to make students become actively and involved in the teaching process.

Allah SWT says:

فَالَّذِينَ لَا يَعْلَمُونَ اللَّهَ الْأُولَىٰ وَالْآخِرَىٰ وَالظُّلُمَ الْأُولَىٰ وَالظُّلُمَ الْآخِرَىٰ أُولَٰئِكَ هُمُ الْمُضِلُّونَ ۗ إِنَّ اللَّهَ بِمَا تَعْمَلُونَ بَصِيرٌ ۗ وَالَّذِينَ لَا يَعْلَمُونَ اللَّهَ الْأُولَىٰ وَالْآخِرَىٰ وَالظُّلُمَ الْأُولَىٰ وَالظُّلُمَ الْآخِرَىٰ أُولَٰئِكَ هُمُ الْمُضِلُّونَ ۗ إِنَّ اللَّهَ بِمَا تَعْمَلُونَ بَصِيرٌ ۗ وَالَّذِينَ لَا يَعْلَمُونَ اللَّهَ الْأُولَىٰ وَالْآخِرَىٰ وَالظُّلُمَ الْأُولَىٰ وَالظُّلُمَ الْآخِرَىٰ أُولَٰئِكَ هُمُ الْمُضِلُّونَ ۗ إِنَّ اللَّهَ بِمَا تَعْمَلُونَ بَصِيرٌ ۗ

*"Those who do not know say, "Why does Allah not speak to us or there come to us a sign?" Thus spoke those before them like their words. Their hearts resemble each other. We have shown clearly the signs to a people who are certain [in faith].(Q.S. Al-Baqarah:118)".*

In order to make a good communication, it was needed to practice the language and understand the aspects of speaking. Speaking was also taught in Senior High School in order to make the foundation of the students in learning English as second language. However, the students faced problems as stated above in mastering speaking especially on recount text.

Based on the explanation above, it was clear enough that this research would be conducted in order to know the effect of using TGT in teaching



speaking. Therefore, the researcher was interested to conduct a research entitled: *“The Effect of Teams, Games, Tournament (TGT) Technique on Students’ Speaking Skill at Grade XI of SMA Negeri 5 Kota Sungai Penuh Academic Year 2017/2018”*.

## **B. Identification of the Problem**

From the background above, there were some problems that could be identified; the students’ speaking skill was low, students faced problems in vocabulary, they were rarely involved communication in teaching and learning process, and the teaching technique used was not suitable to improve students’ speaking skill. To solve the problems, the researcher would conduct a research by using TGT (teams, games, and tournaments) in order to see the significant effect of using TGT technique and conventional technique in teaching speaking skill at grade XI of SMA N 5 Kota Sungai Penuh.

## **C. Limitation of the Problem**

In this research, the researcher would limit his research on the students’ speaking skill on recount text at grade XI of SMA N 5 Kota Sungai Penuh academic year 2017/2018 especially in teaching speaking.

## **D. Research Question**

The formulation of the research was formulated in the following question:  
Was there any significant effect or not of using TGT technique in teaching speaking skill at grade XI of SMA N 5 Kota Sungai Penuh academic year 2017/2018?



### E. Purposes of the Research

The purpose of the research was to find out whether there was significant effect or not of using TGT technique on students' speaking skill at grade XI of SMA N 5 Kota Sungai Penuh academic year 2017/2018.

### F. Significances of the Research

The significances of the research were for students, teachers and other researchers. For students, it was expected that TGT technique could improve the students' speaking skill. For teachers, the result of the research could be used as a contribution for the English teacher. For other researcher, the research could be a resource and references for other researcher to conduct the similar research.

### G. Hypothesis

There were two hypotheses to be tested in this study. They were null hypothesis ( $H_0$ ) and research hypothesis ( $H_1$ ):

$H_0$ : There is no significant effect of TGT technique on students' speaking skill at grade XI of SMA N 5 Kota Sungai Penuh.

$H_1$ : There is a significant effect of TGT technique on students' speaking skill at grade XI of SMA N 5 Kota Sungai Penuh.

### H. Definition of Key Terms

The definitions of the key terms in this research were:

1. **Speaking skill** was the ability of the students to express ideas and feelings in oral communication especially on recount text.

2. **TGT (teams, games, and tournament)** was a game that the students played to show their individual mastery.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Theories

##### 1. Nature of Speaking

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered a Junior High School however it is not easy for the students to communicate in English. They have to think more often when speaking English. Of course, students need interaction with others (teachers, friends) to communicate. Speaking acquaints that interaction skill involves the ability to use language in order to satisfy particular demands. First, it is related to the internal conditions of speech. Second, it involves the dimension of interpersonal interaction in conversation<sup>1</sup>.

Speaking is very important in people's everyday life. Speaking is the vehicle: "par excellence" of social solidarity, of social making of professional achievement and of business. It is through their way of speaking that people are most frequently judged. In addition to that speaking is also a medium through which much language is learnt, including English. To speak is not merely uttering sequences of words in their correct pronunciation. One is said to be a good speaker provided he manages to deliver what is in his mind well and to make his audience understand him<sup>2</sup>.

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<sup>1</sup> Bygate, Martin. 2000. *Teaching and Researching Speaking*. London: Longman

<sup>2</sup> Ibid

Furthermore, speaking is the productive oral skill, and speaking in a new language is harder than reading, writing, or listening for two reasons:

1. Speaking happens in real time: usually the person you are talking to is waiting for you to speak right then.
2. When you speak, you cannot edit and revise what you wish to say<sup>3</sup>.

People do communication for some reasons. There are some reasons as follows:

- 1) They want to say something. What is used here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.
- 2) They have some communicative purpose. Speakers say things because they want something to happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be rude or flatter, to agree or complain. In each of these cases they are interested in achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have.
- 3) They select from their language store. Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose

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<sup>3</sup> Nunan, David. 2003. *Practical English Language Teaching*. Singapore: McGraw-Hill Education (Asia). P.48

they select (from the “store” of language they possess) the language they think is appropriate for this purpose<sup>4</sup>.

There would be a desire to communicate on the part of the students and they will also have a communicative purpose. Where the students are involved in a drill or in repetition, they would be motivated the need to reach the objective of accuracy. The emphasis is on the form of the language. A teacher should be in creating procedures of teaching in order that the objective is reached.

It is clear that students should be careful in choosing words and styles in communication. Somebody who wants to speak English well, she/he has to know the ways of speaking English. Speaking is really important in learning language, by using speaking he/she can communicate to share ideas, information and opinions to each others.

## 2. Elements of Speaking

The ability to speak English presupposes the elements necessary for spoken production as follows:

### 1) Language features

The elements necessary for spoken production, are the following:

- a) Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we

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<sup>4</sup> Harmer, Jeremy. 2001. *The Practice of English Language Teaching*.  
Edinburg: Pearson Educational Limited

should involve students in activities designed specifically to improve their connected speech.

- b) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to the ability to convey meanings.
- c) Lexis and grammar: therefore supply a variety of phrases for different functions such as agreeing or disagreeing, (I think so, yes of course, I doubt (/dʌʊt/), I am afraid of. . .), expressing surprise (I am surprised. . . , I don't believe it. . .), shock (you are joking me. . . , you are kidding me . . .), or approval (I allow you to. . .).
- d) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk and it is very crucial for students, for example, asking unclear some words or name that have pronounced by someone.

## 2) Mental / Social Processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates:

- a) Language processing: language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

- b) Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.
- c) (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it<sup>5</sup>.

### 3. Indicators of Speaking

In speaking, the speakers need to know the indicators of speaking because speaking is a productive skill that could be directly and empirically observed, the oral or written stimulus must be specific enough to elicit output within an expected range of performance such that scoring or rating procedures apply appropriately. For example, in a picture series task, the objective of which is to elicit a story in a sequence of events, speakers could use for a variety of plausible ways to tell the story, all of which might be equally accurate<sup>6</sup>.

Indicating that one could be called has speaking competence if he/she is able to:

- a. Imitate a word or phrase or possibly a sentence (imitative).
- b. Produce short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or

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<sup>5</sup> Ibid p.269

<sup>6</sup> Brown, H Douglas. 2004. *Language assessment: principles and classroom practice*. USA. San Fransisco State University. p. 140

phonological relationship. Such as prosodic elements-intonation, stress, rhythm, juncture, intensive ability (intensive).

- c. Respond a very short conversation, standard greetings and small talk, simple requests and comments, and the like (responsive).
- d. Take the two forms of either transactional language which has the purpose of exchanging specific information, or interpersonal exchanges which have the purpose of maintaining social relationships (interactive).
- e. Maintain social relationships with the transmission of facts and information (interpersonal).
- f. Develop (monologue) oral production including speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listener is either highly limited or ruled out together (extensive).<sup>7</sup>

Meanwhile, the characteristics of a successful speaking activity are as follows:

- a. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learners' talk. This may seem obvious, but even most time is taken up with teacher talk or pauses.
- b. Participation is even. Classroom discussion is not determined by a minority of talkative participants; all get chance to speak, and contributions are fairly evenly distributed.

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<sup>7</sup> Akhyak. 2013. *Improving the Students' English Speaking competence*. International Journal of Language and Literature, Vol. 1 no 2 december 2013.p. 20



- c. Motivation is high, learners are eager to speak; because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.
- d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Furthermore, there are five indicators of speaking skill, the explanation of the indicators of speaking can be seen as follows:

1. Grammar is the use of grammar in speaking whether the speaker uses the correct grammatical or not.
2. Vocabulary is how the speaker uses the vocabulary or speaking vocabulary inadequate to express anything in their speaking.
3. Comprehension, it is the scope of his/her very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
4. Fluency is how the speaker handles their speaking with the clear description.
5. Pronunciation, it is about the speaker pronounces the second language and their accent in speaking whether it can be understood or not<sup>8</sup>.

It could be said that the indicators of speaking should be known by the speaker to make their speaking more easier to be understood. The indicators are grammar, vocabulary, comprehension, fluency and pronunciation. So the speaker should pay attention to these indicators when speaking.

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<sup>8</sup> *Ibid* p. 172-173

#### 4. Teaching Speaking

Teaching and learning process of English in Senior High School is based on the school based curriculum. The latest approach stressed that the language is acquired through communication. The basic language assumptions are:

- a. Language as a means of communication is used to express meaning grammatically.
- b. Learning a foreign language is how to communicate using that language itself as a target language, written or orally. They are supported by the elements of the target language.

Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended<sup>9</sup>.

Teachers should play such of different roles in teaching speaking. Harmer states the roles as follow:

- a) Prompter: Students sometimes get lost, cannot think what to say next, or in some other way lose the fluency the teacher expects of them. The teacher can leave them to struggle out of situation on their own, and indeed sometimes this may be the best option. However, the teacher may be able to see the activity progress by offering discrete suggestion.

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<sup>9</sup> Ibid.p. 271

- b) Participant: Teachers should be good animators when asking students to produce language. Sometimes this could be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussion or role play themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing students' engagement, and generally maintain creative atmosphere. However, in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to them.
- c) Feedback provider: When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of the mistakes or errors they have made.

There are five principal in teaching speaking, they are: a) be aware of the differences between second language and foreign language learning context, b) give students practice with both fluency and accuracy, c) provide the opportunities for the students to talk by using group work or pair work and limit teacher talk, d) plan speaking task that involve negotiation for meaning, and e) design classroom activities that involves guidance and practice in both transactional and interactional speaking<sup>10</sup>.

Teaching speaking is giving more opportunities for the students to use and practice their speaking in the classroom. To make them practicing their

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<sup>10</sup> Ibid. p.54

speaking, teacher should use the communicative teaching in the classroom, and give communicative activities in order to develop the students' speaking skill.

There are some speaking activities that can be used in teaching speaking in the following:

a) Discussion

The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Here the teacher can form groups of students and each group works on their topic for a given time period, and present their opinions to the class. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others.

b) Role Play and Simulation

Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while. While simulation is very similar to role-play but here students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, he or she can bring a microphone to sing and so on.

c) Interviews

Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present the result to the class.

d) Reporting

In class, the students are asked to report what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives.

e) Prepared Talks

A popular kind of activity is the prepared talk where a student makes a presentation on a topic. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than spoken orally. However, if possible, students should speak from notes rather than from a script.

f) Dialogue

Dialogue is one of the media in teaching speaking. It helps the students practice in speech, pronunciation, intonation, stress. The primary objective of using dialogue is developing student's competence (pronunciation, intonation, stress) in teaching speaking like native speaker. Therefore, in teaching learning uses dialogue (short and long), the students are motivated by the teachers question to reason rather than to recollect. Dialogues is two sides communication, it means we just not have to express something but we should have to understand what another peoples said<sup>11</sup>.

In conclusion, a teacher needs to know how to teach speaking and practice types of activities in teaching speaking. Teacher use some activities in

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<sup>11</sup> Kayi, Hayriye. 2006. *Teaching Speaking: Activities to Promote in Second Language*. The Internet TEST Journal, Vol.XII retrieved on October 14 2017.

teaching speaking to get the positive effects of teaching process. If the students could practices and use their speaking in various activities in the classroom, they can improve their speaking.

## 5. Teaching Speaking Using Teams, Games, Achievement (TGT)

Teams, games, tournament is kind of cooperative learning. Teams-Games-Tournaments were originally developed by David DeVries and Keith Edwards at the University of Johns Hopkins as a cooperative learning method)<sup>12</sup>.

In TGT, students are placed in diversified teams and prepare for an academic tournament by studying and quizzing each other. Based on previous academic performance, students are then assigned to tournament tables and compete in games that test knowledge of material presented in class. The purpose of the different levels of tournament tables is to give every participant an equal chance to earn points for their team, regardless of their previous academic performance<sup>13</sup>.

It means that TGT is an activity which fun and easy to be implemented. This technique makes students active and learns to be good teamwork. TGT teaching learning activity enable students to more interest to learn. Besides, it also can foster a responsible, collaboration, competition and learning engagement. In completing the group task, each member cooperates and assists each other in understanding the material.

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<sup>12</sup> Hidayah, K. 2015. *Pembelajaran kooperatif Model TGT*. Malang: UM Malang Accessed on October, 24 2017.

<sup>13</sup> Kathryn Hopkins. "What is Cooperrative Learning and How its Applied". ([http://Itls.usu.edu:8080/groups/6505\\_knowledgebase/wiki/4912d/](http://Itls.usu.edu:8080/groups/6505_knowledgebase/wiki/4912d/) accessed on October 24<sup>th</sup> 2018)

In TGT, it consists of four major components: class presentation, teamwork, games tournaments and team recognition. It will be described in the following:

- 1) Class Presentation involves direct instruction in the form of a lecture, discussion and can also include audiovisual presentations. Material in TGT is initially introduced in a class presentation.
- 2) (Teamwork), it is involves working in heterogeneous teams based on academic achievement, gender, or ethnicity in order to study or complete worksheet, discuss problems together and make sure that all members learn the material. Teams are composed of four or five students who represent a cross section of the class in terms of academic performance, sex, and race or ethnicity. The major function of the team is to make sure that all team members are learning, and more specifically, to prepare its members to do well on tournaments.
- 3) (Games), the games are composed of content-relevant questions designed to test the knowledge students' gain from class presentation and team practice. Games are played at tables of three students, each of whom represents a different team. Most games are simply numbered questions on a ditto sheet. A student picks a numbered card and attempts to answer the question corresponding to the number. A challenge rule permits players to challenge one another's answers.
- 4) (Tournaments). The tournament is the structure in which the game takes place. It is usually held at the end of a week or a unit, after the teacher has made a class presentation and the teams have had time to practice with the

worksheets. For the first tournament, the teacher assigns students to tournament tables, the highest three students in past performance to table 1, the next to table 2, and soon. This equal competition makes it possible for students of all levels of past performance to contribute maximally to their team scores if they do their best<sup>14</sup>.

It could be said that the main idea behind the model of TGT is to motivate students to encourage and assist one another to master the skills that are presented by the teacher. If students wish to gain appreciation of their group, they must help a group of friends to learn the materials provided. They should encourage friends to do the best and declare a norm that learning is an important, valuable and fun.

## **B. Review of Related Findings**

There were some findings about TGT. First, the research was done by Umairah at Eleventh grade of SMA N 3 Salatiga, the research was about “*The Use of TGT to Develop Students’ Reading Skills*”. The Population was the students at grade Eleventh. This research was mainly aimed to improve the effectiveness of students’ reading skill through Teams Game Tournament (TGT) method. The sample was a students at grade eleventh A, thirty six students of the eleventh grade A of SMA N 3 Salatiga instructed through teams game tournament to improve their reading skill. The methodology of this research was experimental. It compared two classes that use TGT as a

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<sup>14</sup> Slaven, Robert E. 1991. *Student Team Learning: A Practical Guide to Cooperative Learning 3<sup>rd</sup> Edition*. Washington DC: National Education Association. p.84



learning method, called experimental class, and the another one which did not use TGT as a learning method, called control class.

Based on the result of this research, the researcher found the different findings on it. The mean score in control class in the pre-test was 66,58 up to 79,03 in post-test, increased 18,77%. The score in experimental class in the pre-test was 65,69 up to 86,81 in post-test, increased 32,15%. Thus, it meant that result of the research showed that team game tournament was successful to improve the students' reading skill.

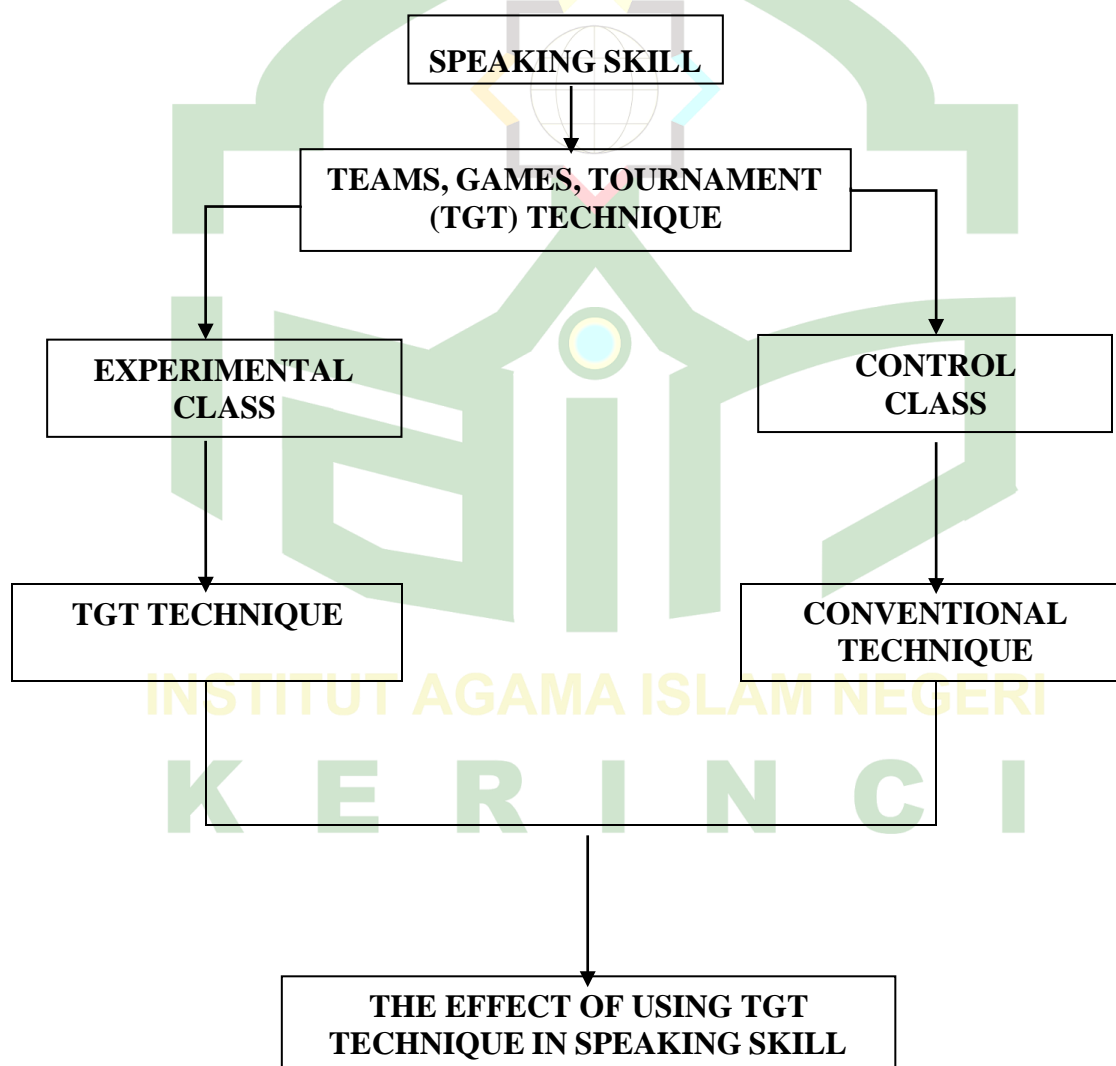
Second, the research was done by Wardani at 1<sup>st</sup> grade of SMA N 4 Pekanbaru, the title was the use of team game tournament (TGT) to improve students' reading skill in narrative text on the first grade at SMA N 4 Pekanbaru. The Population was the 1<sup>st</sup> grade of SMA N 4, and one of the classes would be chosen as a sample. To collect the quantitative data, the writer used a test consisted of 40 multiple questions in pre-test, post-test I, and post-test II and qualitative data asking the collaborator to fill the observation sheet and field notes. From the finding, it was proven by the average score of pre-test was 63.05. Then in post-test I, it improved to 71.11 and incredibly improved to 80.06 in post-test II. Based on the finding, it was concluded that the use of Team Game Tournament (TGT) could improve students' reading skill.

In this research, the form of this research was experiment research. The researcher would conduct the research in the classroom to see whether using Team, Games, Tournaments (TGT) has significant effect in teaching speaking

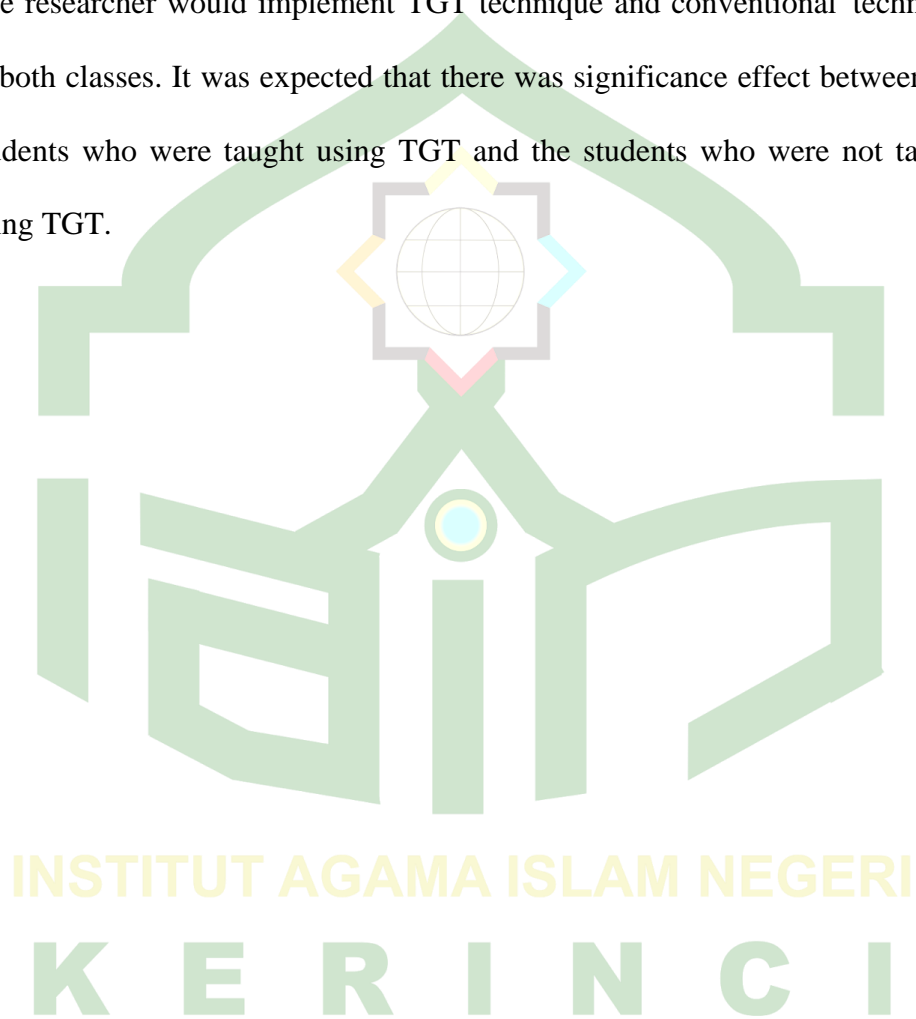
skill on recount text or not at grade XI of SMA N 5 Kota Sungai Penuh academic year 2017/2018.

### C. Conceptual Framework

This research would be done at grade XI of SMA N 5 Kota Sungai Penuh academic year 2017/2018. The researcher would use TGT in order to see whether or not the significant effect of TGT on students' speaking skill on recount text at grade XI of SMA N 5 Kota Sungai Penuh. The conceptual of framework could be seen in the following:



From the framework above, teaching speaking is not easy because speaking is the second language. In senior high school at grade XI of SMA N 5 Kerinci, the students faced some problems in speaking. The problems were lacked of vocabulary, low speaking skill, etc. Therefore, the researcher would conduct a research in two class they were experiment class and control class. The researcher would implement TGT technique and conventional technique to both classes. It was expected that there was significance effect between the students who were taught using TGT and the students who were not taught using TGT.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Type of the Research

The design of the research was experimental research. The experimental research was designed that did not meet all the requirements necessary for controlling the influence of extraneous variables. This research would use quasi-experimental design, especially non-equivalent control group, pre-test and post-test design was used<sup>1</sup>.

The experimental research could be stated as design that did not meet all the requirements necessary for controlling the influence of extraneous variables. The researcher used this design because it was impossible to randomly allocate participants to groups. If the researcher changed the order it would probably have an effect of the policy of the school<sup>2</sup>. In addition, The experimental research was to receive permission to use school children in a study; a researcher often had to agree to keep students in existing classrooms together. Thus, entire classrooms not individual students were allocated to treatments<sup>3</sup>.

This research aimed to find out whether there was significant effect or not of using TGT technique in teaching speaking skill at grade XI students of

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<sup>1</sup>Gay & Arasian, Peter. 2000. *Educational Research: Competencies For Analysis an Application*. 6<sup>th</sup> Edition. Tokyo: Printice Hall.p.594

<sup>2</sup>Christensen, Larry B. 1988. *Experimental Methodology. Fourth Edition*. Massachusetts: Allyn and Bacon, Inc.p. 255

<sup>3</sup>Ibid.p.394

SMA N 5 Kota Sungai Penuh academic year 2017/2018. In this research, the researcher would manipulate two variables, one independent variable (using TGT technique), and one dependent variable (using conventional technique), and observes the effect of using teams, games, and tournaments (TGT) technique in teaching speaking skill.

## B. Population and Sample

The population of this study was all of the XI students of SMA N 5 Kota Sungai Penuh academic year 2017/2018. The sample was taken by using cluster sampling technique. Cluster sampling was sampling techniques in which the sample was in group and did not individuals were randomly selected<sup>4</sup>. Furthermore the sample should be at least 10% of the population<sup>5</sup>. At grade XI of SMA N 5 Kota Sungai Penuh, there were three classes namely class, A, B and C. The total of the students could be seen in the following table:

<b>Class</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>Men</b>	9	10	10
<b>Women</b>	13	12	12

From the population, it was known that it was needed the sample. Because the sample was in group and not individuals so it would be chosen randomly. For the purpose of this research, there were only two classes would be chosen as the sample of the research: Class A and C. In the following was the formula of calculation homogeny of the students:

<sup>4</sup> Gay, L. R. 1987. *Educational Research: Competencies for Analysis and Application*. New York: Merrill Publishing Company. p.110

<sup>5</sup> Ibid. p.114

$$S_x^2 = \sqrt{\frac{n \cdot \sum X^2 - (\sum X)^2}{n(n-1)}} \quad S_y^2 = \sqrt{\frac{n \cdot \sum Y^2 - (\sum Y)^2}{n(n-1)}}$$

$$F = \frac{S_{\text{besar}}}{S_{\text{kecil}}}$$

This testing was conducted by comparing the value of  $F_{\text{count}}$  and  $F_{\text{table}}$ . If  $F_{\text{count}}$  was smaller than  $F_{\text{table}}$  ( $t_{\text{count}} \leq t_{\text{table}}$ ), it was homogeny and if  $F_{\text{count}} > F_{\text{table}}$ , it was not homogeny. The result could be seen in the following:

$$\begin{aligned}
 S_x^2 &= \sqrt{\frac{n \cdot \sum X^2 - (\sum X)^2}{n(n-1)}} & S_y^2 &= \sqrt{\frac{n \cdot \sum Y^2 - (\sum Y)^2}{n(n-1)}} \\
 &= \sqrt{\frac{22.39364 - 802^2}{22 \cdot (22-1)}} & &= \sqrt{\frac{22.37769 - 851^2}{22 \cdot (22-1)}} \\
 &= \sqrt{\frac{866008 - 643204}{462}} & &= \sqrt{\frac{830918 - 724201}{462}} \\
 &= \sqrt{\frac{222804}{462}} & &= \sqrt{\frac{106717}{462}} \\
 &= \sqrt{482,25} & &= \sqrt{230,98} \\
 &= 21,96 & &= 15,19 \\
 F &= \frac{S_{\text{besar}}}{S_{\text{kecil}}} = \frac{21,96}{15,19} = 1.44 \\
 &F_{\text{count}} = 1.44
 \end{aligned}$$

$$F_{\text{table}} = 2.10$$

$$F_{\text{count}} < F_{\text{table}} \text{ or } 1.40 < 2.10 \text{ (homogeny)}$$

### C. Instrument of the Research

To collect the data, the researcher would use speaking test. The test was given before and after treatment. The pre-test would be used in order to find out the students' speaking skill before treatment. After three meetings were conducted in teaching and learning activities to both classes, a post-test would

be applied. This post test would be given to know the students' speaking skill after treatment. These tests were in oral test. The students would be given times to speak English related the topic based on syllabus and curriculum, the students would tell an experience in front of the class. The form of the test was in the following:

<b>SPEAKING TEST</b>	
Direction	: Tell about your happy or sad experience
Text	: Recount Text
Tenses	: Simple Past Tense
Scoring	: Speaking Indicators (grammar, vocabulary, Comprehension, Fluency and pronunciation)

In order to make the test valid and reliable, the topic of the test selected based on the curriculum and syllabus that was used by the English teacher at students grade of XI of SMA N 5 Kota Sungai Penuh academic year 2017/2018.

#### **D. Treatment Procedure**

In this research, there were procedures that should be followed in administering the treatment to experimental group (TGT technique) and

treatment to control group (conventional technique). The procedures were presented as follows:

### **1. Using TGT technique**

In using TGT technique, the teaching and learning process activities could be seen in the following:

Step 1: Presentation, in this stage the teacher gave the materials for the students. Usually it was done in the form direct teaching, speech, or class discussion.

Step 2: Team Learning, the teacher divided the students into some group, each group consisted of 4-5 heterogeneous students, they worked together to understand the materials that were given, and each member of group should to explain the materials for the member who hadn't understand the materials.

Step 3: Game preparation, the teacher provided some questions that were related with the materials. Then, the teacher prepared the tools for the game, those were: game cards with the number, score, questions, and the answer of the questions.

Step 4: tournament, tournament provides some questions that were modified to examine the knowledge that the student's got from the class presentation and teamwork. Each group got the chance to choose the number cards in the tournaments table, and tried to answer the question on the card. If each member couldn't answer the questions, so the question would be given for another group, and so on. Group who could answer the question got score



behind the card. These scores would be collected to determine the final score of the group.

Step 5: Team recognition, team recognition was given for the winner that was who got the highest scores from the tournaments. Besides that, they were also given a reward for learning motivation.

## 2. Using Conventional Technique

In teaching conventional technique, the procedures could be seen in the following:

### a. The Beginning activity (Pre-activity)

Apperception

- Greeting
- Attendance list
- Brainstorming the students

### b. The Whilst activity

Exploration

- Introduced to the topic
- Asking the students' opinion about the lesson
- Brainstorming the students

Elaboration

- Gave the text to the students
- Asked them to read the text louder
- Asked them to translate the text or find the meaning of the text
- Asked them to answer the questions
- Monitored their work and helped them if they needed help

Confirmation

- Discussed the lesson

- Gave feedback
- c. The Post activity
  - Reviewed the lesson
  - Closed the meeting

### E. Technique of Collecting the Data

The technique of data collection was began by giving pretest for both group (experimental and control group) to find out the students' speaking skill. After doing pretest for both groups, the teaching strategies are applied. There were two teaching technique used, for experimental group used TGT technique, and in control group is used conventional technique. The next activity was post test, posttest was conducted for both groups. This posttest was aimed to find out the effect of using the TGT technique in experimental group and the conventional technique in control group. The scoring rubric for the speaking test was in the following:

The form of the scoring rubric was taken from Brown (2004: 172) as follows:

Score	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
1-4	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his	Speaking vocabulary inadequate to express anything but the most elementary needs	Within the scope of his/her very limited language experience, can understand simple questions and statements if delivered	No specific fluency description,. refer to other four language areas for implied level of fluency	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners

	language		with slowed speech, repetition, or paraphrase		attempting to speak his/her language
5-8	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and auto biographical information	Accent is intelligible though often quite faulty
9-12	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he/she rarely has to grope for a word	Comprehension is quite complete at a normal rate of speech	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words	Errors never interfere with understanding and rarely disturb that native speaker. Accent may be obviously foreign
13-16	Able to use the language accurately on all levels	Can understand and participate in	Can understand any conversatio	Able to use the language fluently on all levels	Errors in pronunciation are quite rare

	normally pertinent to professional needs. Errors in grammar are quite rare	any conversation within the range of his/her experience with a high degree of precision of vocabulary	ns within the range of his/her experience	normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency	
17-20	Equivalent to that of an educated native speaker	Speech on all levels is fully accepted by educated native speakers in all its features including breath of vocabulary and idioms, colloquialisms, and pertinent cultural references	Equivalent to that of an educated native speaker	Has complete fluency in the language such that his/her speech is fully accepted by educated native speakers	Equivalence to and fully accepted by educated native speakers

#### F. Technique of Analyzing the Data

In data analysis, the statistical formula was used to analyze the students' pre-test- post-test score. This study used standard deviation and t-test to see a significant different between two variables, the following formula was applied:

$$SD_1 = \frac{\sqrt{SS_1}}{(n_1-1)}$$

$$SS_1 = \sum_{i=1}^n x_i^2 - \left(\frac{\sum x_i}{n_1}\right)^2$$

$$SD_2 = \frac{\sqrt{SS_2}}{(n_2-2)}$$

$$SS_2 = \sum_{i=2}^n x_i^2 - \left(\frac{\sum x_i}{n_2}\right)^2$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

t = the value of t-test

X1 = the mean score of the first group

X2 = the mean score of the second group

n1 = the number of students in first group

n2 = the number of students in the second group

SD1 = standard deviation of first experimental group

SD2 = standard deviation of the second control group

SS1 = sum of square of experimental in the first group

SS2 = sum of square of experimental in the second group

To find the significant difference, the result of t-table was compared to-t-test. It assumed that there was an effect of TGT technique if the t-test was bigger than t-table. In contrary, there was no effect of TGT technique on students' speaking skill if the t-test was less than t-table.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### **A. The Description of SMA N 5 Kota Sungai Penuh**

Education is the important factor to be mastered by future generation. Communities in the Hamparan Rawang did discussion on April, 27<sup>th</sup> 2009 at Heri Sansuar, S.Pd house to make a deal to build the Senior High School in Serumpun Hamparan Rawang. On June 2009, At the beginning of June 2009, the Hamparan Rawang High School which still had the status of the first registration for junior high school students. Teachers and administrative staff in this school were taken and borrowed from the sons and daughters of the raw materials taught at the junior and senior high school levels in Sungai Penuh City and Kerinci District.

On June 5, 2012 Hamparan Rawang High School officially became Sungai Sungai Negeri 5 High School with the issuance of the Decree of Sungai Penuh Mayor Prof. Dr. Asafri Jaya Bakri, MA Number 423.7 / kep.329 / 2012. 5 Sungai Penuh Public High School under the leadership of Drs. WIZRIL Until the 2013/2014 school year has graduated 3 Forces with 100% Graduation percentage. At present the Sungai Penuh 5 Senior High School in the process of improving service and quality of education is conducive to the application of the 2013 Curriculum and facing an increasingly global and rapid world development, by providing quality, relevant and equal education.

The headmaster of SMA N 5 Kota Sungai Penuh is Drs. Wizril. There are 4 vice headmasters they are Drs. Nasriadi, Eko Sutrisno, S.Pd., Debi

Kurniawan, M.Pd., and Dodi Lishar, SH. Teacher or lecturer in SMA N 5 Kota Sungai Penuh are 54 people who come from different regions and have different educational background.

SMA N 5 Kota Sungai Penuh is located in strategic place, precisely approximately 400 m from the Sungai Penuh city with the border as follows:

- The north is bordered by houses of Hamparan Rawang villagers
- The south is bordered by houses of Hamparan Rawang villagers
- The east is bordered by houses of Hamparan Rawang villagers

## **B. Findings**

The data and the analysis would be described detail. The description consisted of the result of the research. In this research, the researcher used TGT technique to know whether the significant effect on the students' speaking at grade XI of SMA N 5 Kota Sungai Penuh or not. The subjects in this research were divided into two groups, one group is experimental group and control group. The experimental class was class X1 A and the control group was class X1 C. The researcher used the TGT technique on the experiment class and conventional technique for the control class.

There data in this research could be seen in the following, they were homogeneity test, pretest and posttest. Homogeneity test was used to see that the students were homogeny or not. Then, pretest was conducted to determine the students' knowledge and it was given to both classes to know students' speaking skill before given the treatment. Posttest was conducted to determine the change after the treatment in order to see the significant effect. In the following would be described the data of the result of the research:

### 1. Normality Homogeneity Test

The data of homogeneity test of the research could be seen in the following:

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	30	40	900	1600	1200
2	76	35	5776	1225	2660
3	73	12	5329	144	876
4	25	22	625	484	550
5	45	28	2025	784	1260
6	16	30	256	900	480
7	10	40	100	1600	400
8	64	28	4096	784	1792
9	64	60	4096	3600	3840
10	9	44	81	1936	396
11	12	20	144	400	240
12	17	45	289	2025	765
13	54	34	2916	1156	1836
14	18	33	324	1089	594
15	36	38	1296	1444	1368
16	23	45	529	2025	1035
17	44	50	1936	2500	2200
18	18	48	324	2304	864
19	37	72	1369	5184	2664
20	58	23	3364	529	1334
21	58	34	3364	1156	1972
22	15	70	225	4900	1050
Σ	802	851	39364	37769	29376



After getting the data, the researcher calculated the homogeneity of the test:

$$S_x^2 = \sqrt{\frac{n \cdot \sum X^2 - (\sum X)^2}{n(n-1)}} \quad S_y^2 = \sqrt{\frac{n \cdot \sum Y^2 - (\sum Y)^2}{n(n-1)}}$$

$$F = \frac{S_{\text{besar}}}{S_{\text{kecil}}}$$

This testing was conducted by comparing the value of  $F_{\text{count}}$  and  $F_{\text{table}}$ . If

$F_{\text{count}}$  was smaller than  $F_{\text{table}}$  ( $t_{\text{count}} \leq t_{\text{table}}$ ), it was homogeny and if  $F_{\text{count}} >$

$F_{\text{table}}$ , it was not homogeny. The result could be seen in the following:

$$\begin{aligned} S_x^2 &= \sqrt{\frac{n \cdot \sum X^2 - (\sum X)^2}{n(n-1)}} & S_y^2 &= \sqrt{\frac{n \cdot \sum Y^2 - (\sum Y)^2}{n(n-1)}} \\ &= \sqrt{\frac{22.39364 - 802^2}{22 \cdot (22-1)}} & &= \sqrt{\frac{22.37769 - 851^2}{22 \cdot (22-1)}} \\ &= \sqrt{\frac{866008 - 643204}{462}} & &= \sqrt{\frac{830918 - 724201}{462}} \\ &= \sqrt{\frac{222804}{462}} & &= \sqrt{\frac{106717}{462}} \\ &= \sqrt{482,25} & &= \sqrt{230,98} \\ &= 21,96 & &= 15,19 \\ F &= \frac{S_{\text{besar}}}{S_{\text{kecil}}} = \frac{21,96}{15,19} = 1,44 \end{aligned}$$

$$F_{\text{count}} = 1,44$$

$$F_{\text{table}} = 2,10$$

$$F_{\text{count}} < F_{\text{table}} \text{ or } 1,40 < 2,10 \text{ (homogeny)}$$

## 2. Pretest

The pretest was done to see the students' speaking skill and it was done before implemented the teaching technique. The general scores of the students' pretest in experimental class and control, the researcher asked the students to tell about happy/sad experiences. They performed their

speaking in front of the class and the researcher gave score for them. The result data of the pretest for experiment and control class could be seen as follows:

<b>NO</b>	<b>Experiment Class</b>	<b>Score</b>	<b>Control Class</b>	<b>Score</b>
1	Student A	30	Student A	40
2	Student B	76	Student B	35
3	Student C	73	Student C	12
4	Student D	25	Student D	22
5	Student E	45	Student E	28
6	Student F	16	Student F	30
7	Student G	10	Student G	40
8	Student H	64	Student H	28
9	Student I	64	Student I	60
10	Student J	9	Student J	44
11	Student K	12	Student K	20
12	Student L	17	Student L	45
13	Student M	54	Student M	34
14	Student N	18	Student N	33
15	Student O	36	Student O	38
16	Student P	23	Student P	45
17	Student Q	44	Student Q	50
18	Student R	18	Student R	48
19	Student S	37	Student S	72
20	Student T	58	Student T	23
21	Student U	58	Student U	34
22	Student V	15	Student V	70
<b>TOTAL</b>		<b>802</b>		<b>851</b>
<b>MEAN SCORE</b>		<b>36,45</b>		<b>38,68</b>

Based on the result of the test in pre-test, it was found the students' score of both classes. The total score for experiment class was 802 and the score for control class was 851 with the mean score of experiment was 36, 72 and the mean score of control class was 38, 68. From the score, it could be concluded that most of the students failed in speaking English. From the data of pre-test, the classes were homogeny and the grades for their score were as follows:

Interval	Experimental class	Mean score	Control class	Mean score
80-100	-	-	-	-
70-79	2	9,09	2	9,09
60-69	2	9,09	1	4,54
50-59	3	13,63	1	4,54
0-49	15	68,18	18	81,81

From the grade of the students of both classes it was found that most of the students were on bad grade, there were 15 students who got bad score in experimental class and there were 18 students got bad score in control class. It could be said that the students had low speaking skill at grade XI of SMA N 5 Kota Sungai Penuh. For the indicator of speaking, the researcher counted the total of the score from the students in each indicators for experimental class and control class as follows:

#### Experimental class

	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
Total	165	193	160	159	131
Mean	7,5	8,77	7,27	7,22	5,95

#### Control class

	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
Total	160	164	164	175	183
Mean	7,27	7,45	7,45	7,95	8,31

From the table above, it could be said that from the maximum total of all indicator was 2200, and for each indicators 440. For grammar, the students only got 165 score, vocabulary was 193, comprehension was 160, fluency was 159 and pronunciation was 131. From all of the indicators, the highest score was for vocabulary with the mean score 8,77, and the lowest was pronunciation with the mean was 5,95. While in control class, the

grammar was 160, 164 for the vocabulary and comprehension, 175 fluency and 183 for pronunciation. So the highest score for each indicator for control class was pronunciation that was 183 or 8,31 and the lowest was grammar with 160 or 7,27 mean score.

After getting the score for pre-test from the students in experimental and control class, the researcher conducted the teaching process using TGT and conventional technique in teaching speaking. The teaching process was done in three meeting for each classes. The teaching process was done with the same topics and different technique to the students. After doing the teaching process, the researcher did the post test.

### 3. Posttest

The posttest was done to see the students' speaking skill and it was done after implementing the teaching technique. The students told about their happy/sad experiences. They spoke in front of the class to tell about their experience while the researcher listened and gave score for their speaking. The result data of the posttest for each classes could be seen in the following:

NO	Experiment Class	Score	Control Class	Score
1	Student A	60	Student A	40
2	Student B	65	Student B	45
3	Student C	72	Student C	55
4	Student D	68	Student D	50
5	Student E	70	Student E	66
6	Student F	78	Student F	70
7	Student G	68	Student G	68
8	Student H	66	Student H	44
9	Student I	74	Student I	30
10	Student J	76	Student J	35
11	Student K	80	Student K	58
12	Student L	70	Student L	64

13	Student M	81	Student M	60
14	Student N	64	Student N	50
15	Student O	66	Student O	44
16	Student P	40	Student P	48
17	Student Q	68	Student Q	62
18	Student R	60	Student R	45
19	Student S	65	Student S	54
20	Student T	60	Student T	52
21	Student U	66	Student U	64
22	Student V	45	Student V	60
TOTAL		1462		1164
MEAN SCORE		66,45		52,29

Based on the result of the posttest, the total score for experiment class was 1462 and the score for control class was 1164 with the mean score of experiment was 66, 45 and the mean score of control class was 52, 29. It could be said that most of the students has improved their speaking significantly. The grade for each students could be seen as follows:

Interval	Experimental class	Mean score	Control class	Mean score
80-100	2	9,09	-	-
70-79	6	27,27	1	4,54
60-69	12	54,54	7	31,81
50-59	-	-	6	27,27
0-49	2	9,09	8	36,36

From the table above, there were improvements from the students' score. For the experimental class, there were 2 students got A, 6 students got B, there were 12 students got C, no student got D and there were 2 students got E. while in control class, there were no students got A, one student got B, there were 7 students got C, 6 students got D and there were 8 students got E. It could be said that the students had improved their speaking skill at grade XI of SMA N 5 Kota Sungai Penuh after teaching the TGT technique and conventional technique. There were some different

improvements for each classes. In experimental class, the improvements were seen clearly because most of the students increase their score for speaking test. While in control class, the students also improved their speaking but it was only a little improvements.

Furthermore, after counting the students' score of the posttest, the researcher also counted the total for each indicator of the students' speaking test. It could be seen in the following:

#### Experimental class

	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
Total	250	288	320	311	293
Mean	11,36	13,09	14,54	14,13	13,31

#### Control class

	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
Total	179	192	278	267	248
Mean	8,13	8,72	12,63	12,13	11,27

From the table above, the result of the indicators of the students' score in posttest. it could be seen the different improvement between experimental class and control class. For experimental class and control the highest score was in comprehension and the lowest was in grammar. The improvements for each indicators were increased for each class but there were significant improvements in experimental class and in control class there were a little improvements. It could be said that using TGT technique has improved students' speaking skill significantly between the students that were taught using conventional technique at the students at grade XI of SMA N 5 Kota Sungai Penuh. It was proved by the data of the pretest and posttest.

#### 4. Hypothesis Testing

In calculating the hypothesis testing, the researcher calculated the data of post test. The total of student ( $n_1$ ) was 22. After that, the data was analyzed to find the effect between experimental class and control class by using t-test formula. The use of t-test was to know the significant effect of using TGT at the students at grade XI of SMA N 5 Kota Sungai Penuh. The data of hypothesis testing could be seen in the following:

$$n_1 = 22; n_2 = 22; n = 44; k = 2; \sum X_1 = 1462; \sum X_1^2 = 99192; \sum X_2 = 1164;$$

$$\sum X_2^2 = 64076; \sum X_t = 2626; \sum X_t^2 = 318562.$$

$$\begin{aligned} SS_1 &= \sum X_1^2 - \frac{(\sum X_1)^2}{n_1} \\ &= 99192 - \frac{1462^2}{22} \\ &= 99192 - 97,156 \\ &= 98,123 \end{aligned}$$

$$\begin{aligned} SD_1 &= \frac{\sqrt{SS_1}}{(n_1 - 1)} \\ &= \frac{\sqrt{98,123}}{(22-1)} \\ &= \frac{9,90}{21} \\ &= 0,47 \end{aligned}$$

$$\begin{aligned} SS_2 &= \sum X_2^2 - \frac{(\sum X_2)^2}{n_2} \\ &= 64076 - \frac{1164^2}{22} \\ &= 64076 - 61,586 \\ &= 64,014 \end{aligned}$$

$$\begin{aligned} SD_2 &= \frac{\sqrt{SS_2}}{(n_2 - 1)} \\ &= \frac{\sqrt{64,014}}{(22-1)} \\ &= \frac{8,00}{21} \\ &= 0,38 \end{aligned}$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$= \frac{0,47 - 0,38}{\sqrt{\left(\frac{98,123 + 64,014}{22 + 22 - 2}\right) \left(\frac{1}{22} + \frac{1}{22}\right)}} = \frac{0,09}{\sqrt{\left(\frac{162,137}{42}\right) \left(\frac{1+1}{22}\right)}}$$

$$= \frac{0,09}{\sqrt{\frac{162,137}{42} \cdot \frac{2}{22}}} = \frac{0,09}{\sqrt{(3,86)(0,09)}} = \frac{0,09}{\sqrt{0,3437}} = \frac{0,09}{0,58} = 0,15$$

$$df = n_1 + n_2 - 2 = 22 + 22 - 2 = 42$$

$$df = 42 = 0,15$$

From the result of hypothesis testing above, it could be said that  $t_{count} = 0,15 > t_{table} = 0.05$  in the significant degree 0.05 with degree of freedom (df)  $(n_1+n_2)-2 = 42$ . It means that  $H_1$  was accepted and  $H_0$  was rejected. In conclusion, the use of TGT technique on the experimental class had higher improvements than the students who were taught using conventional technique at grade XI students of SMA N 5 Kota Sungai Penuh.

### C. Discussion

Based on the data and the explanation, the researcher would come to the discussion. After analyzing the data from the students' speaking test of pretest and posttest at grade XI of SMA N 5 Kota Sungai Penuh, it was found that the students' speaking skill. From the students' score, it could be seen that most of the students failed in pretest. After implementing the teaching process for each classes, it was found that the students' speaking skill increased. The data for each test could be seen as follows:

	Pretest		Posttest	
	Experiment	Control	Experiment	Control
Total Score	802	851	1462	1164
Mean Score	36,45	38,68	66,45	52,29

From the result of the pretest and posttest, it could be said that there were some improvements after implementing the TGT technique in experimental class and there was a little improvements after implementing the conventional technique. The significant different was the total of the score for pretest of experiment class was 802 and it increased to 1462, while in control



class was 851 increased to 1462. In experiment class, it increased 660, and in control class it increased to 313. It means that teaching using TGT has a significant improved that teaching using conventional technique. The mean score in pretest for experimental class was 36,45 and it increased to 66,45 in posttest. And in control class was 38,68 for pretest, and it increased to 52,29 in posttest.

Furthermore, there was difference between two classes from t-test result than t-table,  $t_{count} = 0,15 > t_{table} = 0.05$ . It was also supported by the mean scores gained by the students. The students' mean score for the students who were taught using TGT were higher than the students' mean scores who were not taught using TGT. It means that the mean of the students score in experimental group is higher than in control group.

From the data, there were some reasons that teaching TGT technique had significant improved than conventional technique. In teaching using TGT, students are placed in diversified teams and prepare for an academic tournament by studying. Based on previous academic performance, students are then assigned to tournament tables and compete in games that test knowledge of material presented in class. The purpose of the different levels of tournament tables is to give every participant an equal chance to earn points for their team, regardless of their previous academic performance<sup>1</sup>.

Furthermore, In TGT, it consists of four major components: class presentation (involves direct instruction in the form of a lecture, discussion

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<sup>1</sup> Kathryn Hopkins. "What is Cooperrative Learning and How its Applied". ([http://Itls.usu.edu:8080/groups/6505\\_knowledgebase/wiki/4912d/](http://Itls.usu.edu:8080/groups/6505_knowledgebase/wiki/4912d/) accessed on October 24<sup>th</sup> 2018)

and can also include audiovisual presentations); teamwork (working in heterogeneous teams based on academic achievement, gender, or ethnicity in order to study or complete worksheet, discuss problems together and make sure that all members learn the material); games tournaments (the games are composed of content-relevant questions designed to test the knowledge students' gain from class presentation and team practice); team recognition (the structure in which the game takes place)<sup>2</sup>.

In conclusion, using TGT in teaching speaking could motivate students to encourage and assist one another to master the skills that are presented by the teacher. If students wish to gain appreciation of their group, they must help a group of friends to learn the materials provided. They should encourage friends to do the best and declare a norm that learning is an important, valuable and fun. Therefore, using TGT could improve the students speaking skill at grade XI of SMA N 5 Kota Sungai Penuh.

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<sup>2</sup> Slaven, Robert E. 1991. *Student Team Learning: A Practical Guide to Cooperative Learning 3<sup>rd</sup> Edition*. Washington DC: National Education Association. p.84

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

The result findings of the pretest and posttest could be shown that the mean score in pretest for experimental class was 36,45 and it increased to 66,45 in posttest. While in control class, it was 38,68 for pretest and it increased to 52,2. From the result of the tests, there was difference between two classes from t-test result than t-table,  $t_{count} = 0,15 > t_{table} = 0.05$ . It was also supported by the mean scores gained by the students. It means that the mean of the students score in experimental group is higher than control class.

From the hypothesis testing, it could be seen that the value of  $t_{count}$  was bigger than the value of  $t_{table}$ . Therefore, the alternative hypothesis was accepted. In conclusion, it could be said that there was a significant influence in using TGT technique in teaching speaking at grade XI of SMA N 5 Kota Sungai Penuh.

#### B. Suggestions

Based on the finding of this research, the researcher had some suggestions in the following:

1. The researcher suggests to English teacher to use TGT technique in teaching speaking especially in telling experiences, and the English teacher should make the students in group to discuss the lesson.

2. The students could be easier to understand the lesson using TGT technique in teaching and learning process, they could increased their speaking skill.
3. For other researcher, the researcher suggested to study the students' problems in speaking.



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**Appendix I**  
**The Homogeny of Both Classes**

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	30	40	900	1600	1200
2	76	35	5776	1225	2660
3	73	12	5329	144	876
4	25	22	625	484	550
5	45	28	2025	784	1260
6	16	30	256	900	480
7	10	40	100	1600	400
8	64	28	4096	784	1792
9	64	60	4096	3600	3840
10	9	44	81	1936	396
11	12	20	144	400	240
12	17	45	289	2025	765
13	54	34	2916	1156	1836
14	18	33	324	1089	594
15	36	38	1296	1444	1368
16	23	45	529	2025	1035
17	44	50	1936	2500	2200
18	18	48	324	2304	864
19	37	72	1369	5184	2664
20	58	23	3364	529	1334
21	58	34	3364	1156	1972
22	15	70	225	4900	1050
<b>Σ</b>	<b>802</b>	<b>851</b>	<b>39364</b>	<b>37769</b>	<b>29376</b>

$$S_X^2 = \sqrt{\frac{n \cdot \sum X^2 - (\sum X)^2}{n(n-1)}}$$

$$= \sqrt{\frac{22 \cdot 39364 - 802^2}{22 \cdot (22-1)}}$$

$$= \sqrt{\frac{866008 - 643204}{462}}$$

$$= \sqrt{\frac{222804}{462}}$$

$$= \sqrt{482,25}$$

$$= 21,96$$

$$S_Y^2 = \sqrt{\frac{n \cdot \sum Y^2 - (\sum Y)^2}{n(n-1)}}$$

$$= \sqrt{\frac{22 \cdot 37769 - 851^2}{22 \cdot (22-1)}}$$

$$= \sqrt{\frac{830918 - 724201}{462}}$$

$$= \sqrt{\frac{106717}{462}}$$

$$= \sqrt{230,98}$$

$$= 15,19$$

$$F = \frac{S_{\text{besar}}}{S_{\text{kecil}}} = \frac{21,96}{15,19} = 1,44$$

F count = 1.44

F table = 2.10

F-count < F-table or 1.40 < 2.10 (homogeny)

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## Appendix II

### Pretest

#### SPEAKING TEST

Direction : Tell about your happy or sad experience  
Text : Recount Text  
Tenses : Simple Past Tense  
Scoring : Speaking Indicators (grammar, vocabulary,  
Comprehension, Fluency and pronunciation)



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### Appendix III

#### Students' Score of from Pretest

NO	Experiment Class	Score	Control Class	Score
1	Student A	30	Student A	40
2	Student B	76	Student B	35
3	Student C	73	Student C	12
4	Student D	25	Student D	22
5	Student E	45	Student E	28
6	Student F	16	Student F	30
7	Student G	10	Student G	40
8	Student H	64	Student H	28
9	Student I	64	Student I	60
10	Student J	9	Student J	44
11	Student K	12	Student K	20
12	Student L	17	Student L	45
13	Student M	54	Student M	34
14	Student N	18	Student N	33
15	Student O	36	Student O	38
16	Student P	23	Student P	45
17	Student Q	44	Student Q	50
18	Student R	18	Student R	48
19	Student S	37	Student S	72
20	Student T	58	Student T	23
21	Student U	58	Student U	34
22	Student V	15	Student V	70
TOTAL		802		851
MEAN SCORE		36,45		38,68

## APPENDIX IV

## Pretest

## Students' Score Interval For Experimental and Control Class

Interval	Experimental class	Mean score	Control class	Mean score
80-100	-	-	-	-
70-79	2	9,09	2	9,09
60-69	2	9,09	1	4,54
50-59	3	13,63	1	4,54
0-49	15	68,18	18	81,81

### Appendix V

#### Students' Score of Speaking Indicators of Experimental Class

<b>PRETEST OF EXPERIMENT CLASS</b>							
<b>No</b>	<b>Name of Respondent</b>	<b>G</b>	<b>V</b>	<b>C</b>	<b>F</b>	<b>P</b>	<b>T</b>
1	Student A	7	8	4	4	7	30
2	Student B	16	17	15	17	11	76
3	Student C	16	17	15	16	9	73
4	Student D	3	4	5	7	6	25
5	Student E	13	13	5	8	6	45
6	Student F	5	2	2	2	5	16
7	Student G	2	3	2	2	1	10
8	Student H	13	15	15	13	6	64
9	Student I	11	18	15	13	6	64
10	Student J	1	2	2	2	2	9
11	Student K	1	4	4	2	1	12
12	Student L	2	4	5	4	2	17
13	Student M	15	13	9	9	8	54
14	Student N	1	3	5	5	4	18
15	Student O	9	8	8	6	5	36
16	Student P	4	5	5	5	4	23
17	Student Q	12	12	8	7	5	44
18	Student R	5	4	3	3	3	18
19	Student S	8	7	5	5	12	37
20	Student T	8	14	13	11	12	58
21	Student U	8	16	12	13	9	58
22	Student V	4	4	3	2	2	15
<b>Total</b>		<b>165</b>	<b>193</b>	<b>160</b>	<b>159</b>	<b>131</b>	<b>808</b>
<b>Mean Score</b>		<b>7,5</b>	<b>8,77</b>	<b>7,27</b>	<b>7,22</b>	<b>5,95</b>	<b>36,72</b>

## Appendix VI

### Students' Score of Speaking Indicators of Control Class

<b>PRETEST OF CONTROL CLASS</b>							
<b>No</b>	<b>Name of Respondent</b>	<b>G</b>	<b>V</b>	<b>C</b>	<b>F</b>	<b>P</b>	<b>T</b>
1	Student A	8	7	10	7	8	40
2	Student B	6	6	6	6	6	35
3	Student C	2	2	4	2	2	12
4	Student D	4	4	2	6	6	22
5	Student E	4	6	6	6	6	28
6	Student F	6	8	4	6	6	30
7	Student G	9	6	6	9	10	40
8	Student H	4	6	4	8	6	28
9	Student I	12	13	10	13	12	60
10	Student J	8	8	10	8	10	44
11	Student K	4	4	4	4	4	20
12	Student L	7	9	10	10	9	45
13	Student M	6	8	6	7	7	34
14	Student N	6	7	8	6	6	33
15	Student O	8	6	8	8	8	38
16	Student P	7	7	10	10	11	45
17	Student Q	12	10	12	8	8	50
18	Student R	8	8	10	10	12	48
19	Student S	14	14	12	16	16	72
20	Student T	4	4	4	5	6	23
21	Student U	7	7	6	6	8	34
22	Student V	14	14	12	14	16	70
<b>Total</b>		<b>160</b>	<b>164</b>	<b>164</b>	<b>175</b>	<b>183</b>	<b>851</b>
<b>Mean Score</b>		<b>7,27</b>	<b>7,45</b>	<b>7,45</b>	<b>7,95</b>	<b>8,31</b>	<b>38,68</b>

## Appendix VII

### Posttest

#### SPEAKING TEST

Direction : Tell about your happy or sad experience  
Text : Recount Text  
Tenses : Simple Past Tense  
Scoring : Speaking Indicators (grammar, vocabulary,  
Comprehension, Fluency and pronunciation)



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### Appendix VIII

#### Students' Score of from Posttest

NO	Experiment Class	Score	Control Class	Score
1	Student A	60	Student A	40
2	Student B	65	Student B	45
3	Student C	72	Student C	55
4	Student D	68	Student D	50
5	Student E	70	Student E	66
6	Student F	78	Student F	70
7	Student G	68	Student G	68
8	Student H	66	Student H	44
9	Student I	74	Student I	30
10	Student J	76	Student J	35
11	Student K	80	Student K	58
12	Student L	70	Student L	64
13	Student M	81	Student M	60
14	Student N	64	Student N	50
15	Student O	66	Student O	44
16	Student P	40	Student P	48
17	Student Q	68	Student Q	62
18	Student R	60	Student R	45
19	Student S	65	Student S	54
20	Student T	60	Student T	52
21	Student U	66	Student U	64
22	Student V	45	Student V	60
		TOTAL	1462	1164
		MEAN SCORE	66,45	52,29

### Appendix IX

#### Students' Score Interval For Experimental and Control Class

<b>Interval</b>	<b>Experimental class</b>	<b>Mean score</b>	<b>Control class</b>	<b>Mean score</b>
80-100	2	9,09	-	-
70-79	6	27,27	1	4,54
60-69	12	54,54	7	31,81
50-59	-	-	6	27,27
0-49	2	9,09	8	36,36

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## Appendix X

### Students' Score of Speaking Indicators of Experimental Class

Posttest of Experiment Class							
No	Name of Respondent	G	V	C	F	P	T
1	Student A	10	12	14	12	12	60
2	Student B	11	14	14	14	12	65
3	Student C	12	14	16	16	14	72
4	Student D	12	12	16	16	12	68
5	Student E	12	14	16	16	12	70
6	Student F	14	16	16	16	16	78
7	Student G	10	14	16	14	14	68
8	Student H	10	12	16	14	14	66
9	Student I	12	16	14	16	16	74
10	Student J	14	14	16	16	16	76
11	Student K	16	16	16	16	16	80
12	Student L	12	14	16	14	14	70
13	Student M	16	16	16	16	17	81
14	Student N	12	12	14	14	12	64
15	Student O	12	12	14	14	14	66
16	Student P	6	6	10	10	8	40
17	Student Q	12	14	14	14	14	68
18	Student R	8	12	14	14	12	60
19	Student S	12	14	14	13	12	65
20	Student T	10	12	14	12	12	60
21	Student U	10	12	14	14	16	66
22	Student V	7	10	10	10	8	45
<b>Total</b>		<b>250</b>	<b>288</b>	<b>320</b>	<b>311</b>	<b>293</b>	<b>1462</b>
<b>Mean Score</b>		<b>11,36</b>	<b>13,09</b>	<b>14,54</b>	<b>14,13</b>	<b>13,31</b>	<b>66,45</b>



### Appendix XI

#### Students' Score of Speaking Indicators of Control Class

Posttest of Control Class							
No	Name of Respondent	G	V	C	F	P	T
1	Student A	6	8	10	8	8	40
2	Student B	8	8	10	10	9	45
3	Student C	10	10	12	12	11	55
4	Student D	8	8	12	12	10	50
5	Student E	12	12	14	14	14	66
6	Student F	12	12	16	16	14	70
7	Student G	12	12	16	14	14	68
8	Student H	6	6	12	10	10	44
9	Student I	4	4	8	8	6	30
10	Student J	6	6	10	7	6	35
11	Student K	8	8	14	14	14	58
12	Student L	10	10	16	16	12	64
13	Student M	8	10	14	14	14	60
14	Student N	8	8	12	12	10	50
15	Student O	6	6	10	10	12	44
16	Student P	7	8	12	12	9	48
17	Student Q	10	10	14	14	14	62
18	Student R	6	6	12	12	9	45
19	Student S	8	10	12	12	12	54
20	Student T	6	8	14	12	12	52
21	Student U	10	12	14	14	14	64
22	Student V	8	10	14	14	14	60
<b>Total</b>		<b>179</b>	<b>192</b>	<b>278</b>	<b>267</b>	<b>248</b>	<b>1164</b>
<b>Mean Score</b>		<b>8,13</b>	<b>8,72</b>	<b>12,63</b>	<b>12,13</b>	<b>11,27</b>	<b>52,90</b>

## Appendix XII

## The Hypothesis Testing

Respodent	Group				Total	
	Experiment		Control			
	$X_1$	$X_1^2$	$X_2$	$X_2^2$	$X_t$	$X_t^2$
1	60	3600	40	1600	100	10000
2	65	4225	45	2025	110	12100
3	72	5184	55	3025	127	16129
4	68	4624	50	2500	118	13924
5	70	4900	66	4356	136	18496
6	78	6084	70	4900	148	21904
7	68	4624	68	4624	136	18496
8	66	4356	44	1936	110	12100
9	74	5476	30	900	104	10816
10	76	5776	35	1225	111	12321
11	80	6400	58	3364	138	19044
12	70	4900	64	4096	134	17956
13	81	6561	60	3600	141	19881
14	64	4096	50	2500	114	12996
15	66	4356	44	1936	110	12100
16	40	1600	48	2304	88	7744
17	68	4624	62	3844	130	16900
18	60	3600	45	2025	105	11025
19	65	4225	54	2916	119	14161
20	60	3600	52	2704	112	12544
21	66	4356	64	4096	130	16900
22	45	2025	60	3600	105	11025
$\Sigma$	<b>1462</b>	<b>99192</b>	<b>1164</b>	<b>64076</b>	<b>2626</b>	<b>318562</b>

From the table, it is gained  $n_1 = 22$ ;  $n_2 = 22$ ;  $n = 44$ ;  $k = 2$ ;  $\sum X_1 = 1462$ ;  $\sum X_1^2 = 99192$ ;  $\sum X_2 = 1164$ ;  $\sum X_2^2 = 64076$ ;  $\sum X_t = 2626$ ;  $\sum X^2 = 318562$ .

$$\begin{aligned} SS_1 &= \sum X_1^2 - \frac{(\sum X_1)^2}{n_1} & SS_2 &= \sum X_2^2 - \frac{(\sum X_2)^2}{n_2} \\ &= 99192 - \frac{1462^2}{22} & &= 64076 - \frac{1164^2}{22} \\ &= 99192 - 97,156 & &= 64076 - 61,586 \\ &= 98,123 & &= 64,014 \end{aligned}$$

$$\begin{aligned} SD_1 &= \frac{\sqrt{SS_1}}{(n_1 - 1)} & SD_2 &= \frac{\sqrt{SS_2}}{(n_2 - 1)} \\ &= \frac{\sqrt{98,123}}{(22-1)} & &= \frac{\sqrt{64,014}}{(22-1)} \\ &= \frac{9,90}{21} & &= \frac{8,00}{21} \\ &= 0,47 & &= 0,38 \end{aligned}$$

$$\begin{aligned} t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\ &= \frac{0,47 - 0,38}{\sqrt{\left(\frac{98,123 + 64,014}{22 + 22 - 2}\right) \left(\frac{1}{22} + \frac{1}{22}\right)}} = \frac{0,09}{\sqrt{\left(\frac{162,137}{42}\right) \left(\frac{1}{22} + \frac{1}{22}\right)}} \\ &= \frac{0,09}{\sqrt{\frac{162,137}{42} \left(\frac{2}{22}\right)}} = \frac{0,09}{\sqrt{(3,86)(0,09)}} = \frac{0,09}{\sqrt{0,3437}} = \frac{0,09}{0,58} = 0,15 \end{aligned}$$

$$df = n_1 + n_2 - 2 = 22 + 22 - 2 = 42$$

$$df = 42 = 0.15$$

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### Appendix XIII

#### The Hypothesis Testing Result

Group	Total Sample	Standard Deviation	Mean	The Difference of Mean	Value	
					$t_{count}$	$t_{table}$
Experiment	22	0,47	66,45	14,16	0,15	0.05
Control	22	0,38	52,29			



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## Appendix XIV

### Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah	:	SMA N 5 Kota Sungai Penuh
Mata Pelajaran	:	Bahasa Inggris
Kelas	:	Eksperimen
Keterampilan	:	Berbicara
Alokasi waktu	:	2 x 45
Topik	:	Pengalaman
Pertemuan	:	1

**Kompetensi Dasar** : Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *recount text* yang berkaitan dengan lingkungan sekitar

**Indikator** :

- (1) Mengidentifikasi Makna gagasan (ide pokok) teks *recount*
- (2) Mengidentifikasi Makna tekstual dalam teks *recount*
- (3) Menyebutkan Langkah retorika teks *recount*
- (4) Mengidentifikasi Tujuan komunikatif teks *recount*
- (5) Menyebutkan Ciri kebahasaan teks *recount*

#### A. Tujuan Pembelajaran

Pada akhir pembelajarn siswa dapat:

1. Menemukan dan memahami *recount* teks
2. Mampu mengidentifikasi generic structure dari *recount text*
3. Mampu mengidentifikasi language features dari *recount text*
4. Mampu menggunakan *recount* teks secara lisan/oral

#### B. Materi Pembelajaran: *Recount* teks

#### C. Metode/ Teknik Pembelajaran: TGT

#### D. Langkah-langkah Pembelajaran

Setiap pertemuan selalu dilakukan dengan 3 tahapan, yaitu:

##### Kegiatan awal:

- Greeting
- Review

##### Kegiatan inti:

- Guru memberi materi tentang *recount* teks
- Guru membagikan siswa dalam kelompok
- Guru meminta siswa untuk memahami teks yang diberikan.

- Setiap kelompok menjelaskan materi jika anggota yang lain tidak mengerti materi
- Guru memberikan beberapa pertanyaan berhubungan dengan materi
- Guru mempersiapkan segala sesuatu untuk permainan
- Setiap kelompok mendapatkan kesempatan memilih nomor kartu dalam meja turnamen
- Pertanyaan yang tidak bisa dijawab akan dijawab oleh kelompok lain
- Siswa yang bisa menjawab pertanyaan mendapat nilai di belakang kartu

**Kegiatan Akhir:**

- Guru menyimpulkan pelajaran
- Guru memberi hadiah ke kelompok yang menang
- Guru menutup kelas

**E. Sumber Belajar:**

Buku-buku yang relevan

**F. Penilaian**

1. Teknis : Tes lisan
2. Bentuk : Identifikasi

Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 1
2. Jumlah skor maksimal  $1 \times 10 = 10$
3. Nilai maksimal = 10
4. Nilai Siswa =  $\frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$

## Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah	:	SMA N 5 Kota Sungai Penuh
Mata Pelajaran	:	Bahasa Inggris
Kelas	:	Eksperimen
Keterampilan	:	Berbicara
Alokasi waktu	:	2 x 45
Topik	:	Pengalaman
Pertemuan	:	2

**Kompetensi Dasar** : Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *recount text* yang berkaitan dengan lingkungan sekitar

**Indikator** :

- (1) Mengidentifikasi Makna gagasan (ide pokok) teks *recount*
- (2) Mengidentifikasi Makna tekstual dalam teks *recount*
- (3) Menyebutkan Langkah retorika teks *recount*
- (4) Mengidentifikasi Tujuan komunikatif teks *recount*
- (5) Menyebutkan Ciri kebahasaan teks *recount*

### A. Tujuan Pembelajaran

Pada akhir pembelajarn siswa dapat:

1. Menemukan dan memahami *recount* teks
2. Mampu mengidentifikasi generic structure dari *recount text*
3. Mampu mengidentifikasi language features dari *recount text*
4. Mampu menggunakan *recount* teks secara lisan/oral

**B. Materi Pembelajaran:** *Recount* teks

**C. Metode/ Teknik Pembelajaran:** TGT

### D. Langkah-langkah Pembelajaran

Setiap pertemuan selalu dilakukan dengan 3 tahapan, yaitu:

#### Kegiatan awal:

Greeting  
Review

#### Kegiatan inti:

- Guru memberi materi tentang *recount* teks
- Guru membagikan siswa dalam kelompok
- Guru meminta siswa untuk memahami teks yang diberikan.
- Setiap kelompok menjelaskan materi jika anggota yang lain tidak mengerti materi
- Guru memberikan beberapa pertanyaan berhubungan dengan materi

- Guru mempersiapkan segala sesuatu untuk permainan
- Setiap kelompok mendapatkan kesempatan memilih nomor kartu dalam meja turnamen
- Pertanyaan yang tidak bisa dijawab akan dijawab oleh kelompok lain
- Siswa yang bisa menjawab pertanyaan mendapat nilai di belakang kartu

**Kegiatan Akhir:**

- Guru menyimpulkan pelajaran
- Guru memberi hadiah ke kelompok yang menang
- Guru menutup kelas

**E. Sumber Belajar:**

Buku-buku yang relevan

**F. Penilaian**

1. Teknis : Tes lisan
2. Bentuk : Identifikasi

Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 1
2. Jumlah skor maksimal  $1 \times 10 = 10$
3. Nilai maksimal = 10
4. Nilai Siswa =  $\frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$

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## Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah	:	SMA N 5 Kota Sungai Penuh
Mata Pelajaran	:	Bahasa Inggris
Kelas	:	Eksperimen
Keterampilan	:	Berbicara
Alokasi waktu	:	2 x 45
Topik	:	Pengalaman
Pertemuan	:	3

**Kompetensi Dasar** : Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *recount text* yang berkaitan dengan lingkungan sekitar

**Indikator** :

- (1) Mengidentifikasi Makna gagasan (ide pokok) teks *recount*
- (2) Mengidentifikasi Makna tekstual dalam teks *recount*
- (3) Menyebutkan Langkah retorika teks *recount*
- (4) Mengidentifikasi Tujuan komunikatif teks *recount*
- (5) Menyebutkan Ciri kebahasaan teks *recount*

### A. Tujuan Pembelajaran

Pada akhir pembelajarn siswa dapat:

1. Menemukan dan memahami *recount* teks
2. Mampu mengidentifikasi generic structure dari *recount text*
3. Mampu mengidentifikasi language features dari *recount text*
4. Mampu menggunakan *recount* teks secara lisan/oral

**B. Materi Pembelajaran:** *Recount* teks

**C. Metode/ Teknik Pembelajaran:** TGT

### D. Langkah-langkah Pembelajaran

Setiap pertemuan selalu dilakukan dengan 3 tahapan, yaitu:

#### Kegiatan awal:

Greeting  
Review

#### Kegiatan inti:

- Guru memberi materi tentang *recount* teks
- Guru membagikan siswa dalam kelompok
- Guru meminta siswa untuk memahami teks yang diberikan.
- Setiap kelompok menjelaskan materi jika anggota yang lain tidak mengerti materi
- Guru memberikan beberapa pertanyaan berhubungan dengan materi

- Guru mempersiapkan segala sesuatu untuk permainan
- Setiap kelompok mendapatkan kesempatan memilih nomor kartu dalam meja turnamen
- Pertanyaan yang tidak bisa dijawab akan dijawab oleh kelompok lain
- Siswa yang bisa menjawab pertanyaan mendapat nilai di belakang kartu

**Kegiatan Akhir:**

- Guru menyimpulkan pelajaran
- Guru memberi hadiah ke kelompok yang menang
- Guru menutup kelas

**E. Sumber Belajar:**

Buku-buku yang relevan

**F. Penilaian**

1. Teknis : Tes lisan
2. Bentuk : Identifikasi

Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 1
2. Jumlah skor maksimal  $1 \times 10 = 10$
3. Nilai maksimal = 10
4. Nilai Siswa =  $\frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$

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## APPENDIX XV

### Rencana Pelaksanaan Pembelajaran

#### (RPP)

Nama Sekolah	:	SMA N 5 Kota Sungai Penuh
Mata Pelajaran	:	Bahasa Inggris
Kelas	:	Kontrol
Keterampilan	:	Berbicara
Alokasi waktu	:	2 x 45
Topik	:	Pengalaman
Pertemuan	:	1

#### A. Standar Kompetensi

Memahami makna teks tulis fungsional dan teks percakapan pendek sederhana yang berkaitan tentang pengalaman.

#### B. Kompetensi Dasar

Berbicara nyaring bermakna teks tulis fungsional dan teks percakapan pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan pengalaman.

#### C. Indikator

Berbicara tentang pengalaman

#### D. Tujuan Pembelajaran

Pada akhir dari pelajaran ini, siswa mampu untuk bercerita tentang pengalaman dengan mengkonteks kan kegiatan dengan kehidupan nyata.

#### E. Materi

Recount text

#### F. Teknik Pembelajaran

##### 1) Kegiatan Awal

##### Apersepsi

- Guru menyapa siswa

- Guru mengecek absen siswa

## 2) Kegiatan Inti

### Eksplorasi

- Guru menjelaskan tentang topik
- Meminta pertanyaan siswa tentang pelajaran

### Elaborasi

- Guru menyuruh siswa untuk menterjemah text atau menemukan arti teks
- Guru menyuruh mereka untuk menjawab pertanyaan
- Guru memonitor siswa dan membantu mereka

### Konfirmasi

- Mendiskusikan pelajaran
- Memberikan umpan balik

## 3) Kegiatan Akhir

- Mereview pelajaran
- Guru menutup pelajaran

## G. Sumber dan Media

- Buku teks yang relevan

## H. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/Soal
Memahami recount text	Lisan	Oral Speaking	Mengambarkan tentang pengalaman

## Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah	:	SMA N 5 Kota Sungai Penuh
Mata Pelajaran	:	Bahasa Inggris
Kelas	:	Kontrol
Keterampilan	:	Berbicara
Alokasi waktu	:	2 x 45
Topik	:	Pengalaman
Pertemuan	:	2

### A. Standar Kompetensi

Memahami makna teks tulis fungsional dan teks percakapan pendek sederhana yang berkaitan tentang pengalaman.

### B. Kompetensi Dasar

Berbicara nyaring bermakna teks tulis fungsioanal dan teks percakapan pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan pengalaman.

### C. Indikator

Berbicara tentang pengalaman

### D. Tujuan Pembelajaran

Pada akhir dari pelajaran ini, siswa mampu untuk bercerita tentang pengalaman dengan mengkonteks kan kegiatan dengan kehidupan nyata.

### E. Materi

Recount text

### F. Teknik Pembelajaran

#### 1) Kegiatan Awal

##### Apersepsi

- Guru menyapa siswa
- Guru mengecek absen siswa

## 2) Kegiatan Inti

### Eksplorasi

- Guru menjelaskan tentang topik
- Meminta pertanyaan siswa tentang pelajaran

### Elaborasi

- Guru menyuruh siswa untuk menterjemah text atau menemukan arti teks
- Guru menyuruh mereka untuk menjawab pertanyaan
- Guru memonitor siswa dan membantu mereka

### Konfirmasi

- Mendiskusikan pelajaran
- Memberikan umpan balik

## 3) Kegiatan Akhir

- Mereview pelajaran
- Guru menutup pelajaran

## G. Sumber dan Media

- Buku teks yang relevan

## H. Penilaian

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/Soal</b>
Memahami recount text	Lisan	Oral Speaking	Mengambarkan tentang pengalaman

## Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah	:	SMA N 5 Kota Sungai Penuh
Mata Pelajaran	:	Bahasa Inggris
Kelas	:	Kontrol
Keterampilan	:	Berbicara
Alokasi waktu	:	2 x 45
Topik	:	Pengalaman
Pertemuan	:	3

### A. Standar Kompetensi

Memahami makna teks tulis fungsional dan teks percakapan pendek sederhana yang berkaitan tentang pengalaman.

### B. Kompetensi Dasar

Berbicara nyaring bermakna teks tulis fungsioanal dan teks percakapan pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan pengalaman.

### C. Indikator

Berbicara tentang pengalaman

### D. Tujuan Pembelajaran

Pada akhir dari pelajaran ini, siswa mampu untuk bercerita tentang pengalaman dengan mengkonteks kan kegiatan dengan kehidupan nyata.

### E. Materi

Recount text

### F. Teknik Pembelajaran

#### 1) Kegiatan Awal

##### Apersepsi

- Guru menyapa siswa
- Guru mengecek absen siswa

## 2) Kegiatan Inti

### Eksplorasi

- Guru menjelaskan tentang topik
- Meminta pertanyaan siswa tentang pelajaran

### Elaborasi

- Guru menyuruh siswa untuk menterjemah text atau menemukan arti teks
- Guru menyuruh mereka untuk menjawab pertanyaan
- Guru memonitor siswa dan membantu mereka

### Konfirmasi

- Mendiskusikan pelajaran
- Memberikan umpan balik

## 3) Kegiatan Akhir

- Mereview pelajaran
- Guru menutup pelajaran

## G. Sumber dan Media

- Buku teks yang relevan

## H. Penilaian

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/Soal</b>
Memahami recount text	Lisan	Oral Speaking	Mengambarkan tentang pengalaman