

**IMPROVING THE SEVENTH YEAR STUDENT'S ABILITY IN  
CHARACTER BASED SPEAKING THROUGH TEAM-GAME-  
TOURNAMENT OF COOPERATIVE LEARNING TECHNIQUE AT  
SMPN 1 NGAWEN KLATEN IN ACADEMIC YEAR 2017/2018**

S-1 THESIS

Submitted as a Partial Fulfillment of the Requirement for Undergraduate Degree  
in English Education Study Program, Teacher Training and Education Faculty,  
University of Widya Dharma Klaten.



By

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**TEACHER TRAINING AND EDUCATION FACULTY**

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**KLATEN**

**2018**

**APPROVAL**

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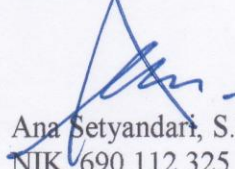
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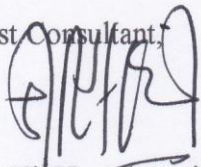
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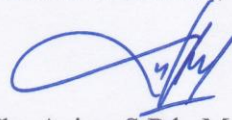
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## PRONOUNCEMENT

This is to certify that I write this thesis entitled **“IMPROVING THE SEVENTH YEAR STUDENT’S ABILITY IN CHARACTER BASED SPEAKING THROUGH TEAM-GAME-TOURNAMENT OF COOPERATIVE LEARNING TECHNIQUE AT SMPN 1 NGAWEN KLATEN IN ACADEMIC YEAR 2017/2018”**. It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on bibliography. If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 20<sup>th</sup> August 2018

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## **MOTTO**

“No one can be like me because I’m unique”

(The researcher)

“Life is simple. You make choices and you don’t look back”

(The researcher)

“I live my life a quarter mile at a time”

(Dom Toretto | *The Fast and The Furious*)

## **PRESENTATION**

This thesis is presented to:

1. Jesus Christ and Saint Marry
2. My beloved Parents, my Siblings (my sisters and brother), thanks for your prayer and supports and I love you so much. May God's grace always be with you.
3. My beloved friends from Widya Dharma University, especially my friends in arms for those who involved in English S1 thesis, thanks for the support, help, togetherness, and friendship

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Finally, I hope that this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect, so any criticism, ideas, and suggestions for the improvement of this thesis are greatly appreciated. I hope this thesis will give some contributions to the improvement of the English teaching and learning.

Klaten, 20<sup>th</sup> August 2018

The researcher

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## ABSTRACT

**IGNASIUS PRIYANTO. No. 1411202912.** English Education Study Program, The Faculty of Teacher Training and Education. Widya Dharma University, 2018. Thesis: **Improving the Seventh Year Student's Ability in Character Based Speaking Through Team-Game-Tournament of Cooperative Learning Technique at SMPN 1 Ngawen Klaten in Academic Year 2017/2018.**

The objectives of the research is to find out how Team-Game-Tournament strategy can be used to improve students' ability in character based speaking at the seventh year students of SMPN 1 Ngawen in Academic Year 2017/2018.

In this research, the researcher used classroom action research. The research was done in two cycles at the seventh grade students of SMPN 1 Ngawen in Academic Year 2017/2018. The research was held in the second semester of the seventh grade students of SMPN 1 Ngawen in Academic Year 2017/2018. Each cycle consisted of two meetings. Each cycle consisted of: planning, action, observation, and reflection. Technique of collecting the data used test, observation and interview. The researcher analyzed the data both qualitatively and quantitatively. The researcher gave pre-test, test cycle 1 and test cycle 2 especially in descriptive text to measure students' ability in character based speaking.

The result of the study shows that the use of TGT method can improve students' ability in character based speaking. It was seen from the comparative result of the test in each cycle. The improvement of students' ability in character based speaking was indicated by their score in test. It can be seen from the result of cycle I to the cycle II. The cycle I shows that the mean score of pre-test is 58.75, the mean score of post-test is 64.50, and the mean of student's character assessment is 2.38. Meanwhile, the cycle II shows that the mean score of pre-test is 64.50, the mean score of post-test is 73.80 and mean of student's character assessment is 2.98. This mean this research has been completed and shows that TGT can improve the students' ability in character based speaking, especially in descriptive text. This method can help the students understand the material easily.

**Keywords:** *Speaking, Team-Game-Tournament, Character*

# **CHAPTER I**

## **INTRODUCTION**

### **I. THE BACKGROUND OF THE STUDY**

Nowadays English is getting important roles in our life. Therefore, Indonesian Government has decided that English is one of subject curriculums in Indonesia school. It becomes a local content in Elementary School, a compulsory subject in Junior and Senior High School and a complementary subject of higher education institution. This is hoped that Indonesian student can master English.

In learning English, there are four skills that needed to be mastered by student. They are listening, speaking, reading and writing. Listening and reading are receptive skills while speaking and writing are productive skills. The four skills are important. But of all the four skills, speaking seems intuitive the most important.

Richard and Renandya (2002: 210) stated that speaking is the one of the central elements of communication in EFL (English as a Foreign Language) teaching. It is an aspect that needs special attention and instruction.

Cameron (2001: 40) states that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. Speaking requires learners to be possession of

knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances (Uso-Juan and Martinez-Flor, 2006: 139). In brief, learners need to know how to use the language in context.

Speaking is one of four basic skills in learning foreign language besides listening, reading and writing in English that must be learnt by students in language learning. In line with the function as a means of communication, the aim of English learning is that the learners are able to use English in communication activity. In other words, they communicate with others in English fluently. Although speaking skill is important, but when the students of SMP 1 Ngawen join the speaking session, they get bored easily. When the teacher taught them, they just say that they understand but in fact they do not understand about the material. Besides, when the teacher gives them a specific task for presentation about their activity at home, some of them still use Indonesian language, and when the teacher asked them to speak English, they usually say "*I cannot speak English*" or "*I can speak English but a little*".

Based on this condition, the teacher concerns with this problem, the teacher teaches how to learn English skill and gives many tasks to develop their mastery. One way of the fundamental things in helping the students to develop their skills is that she must be ready to develop the students. The students, however still find some difficulties in mastering speaking. It may happen because they still feel that the teaching speaking is boring. From that problem, the situation of the teaching speaking must be changed. The



situation and the method must be more interesting than before. This is needed to raise the students' motivation. Khamkhien (2010:760) has proposed some factors that influence the learners' speaking ability including native language, age, experience in learning English, phonetic ability, attitude, and motivation. When it comes to native language, the learner usually speaks the way he does in his own language. Also, Khamkhien adds that the more we practice, the easier it is to speak and formulate ideas in English. Since language learning is made successful out of habit, it is important to notice that those who have learned English for a certain length of time conform faster and better to delivering ideas although some mistakes can generally still be found. Then, phonetic ability matters. Some learners with better phonetic ability can perform better listening which can lead to more success in speaking.

To solve the problem of speaking English, the student must understand the importance of English as a foreign language. They also need to be motivated in order to avoid shyness and fearness of speaking English in public. Once they feel confident, the knowledge of English given by the teacher can be absorbed and practiced well in real communications such as telephone conversations, obtaining information or expressing an opinion. Gudu (2015:55) also proposed some alternative solution. They are 1) students should be given chances to practice using authentic English language in context, 2) teachers should integrate various activities in a

lesson to meet learners' needs and, 3) Curriculum to acknowledge learners' cultural backgrounds in order to enhance their learning outcomes.

Furthermore, the teacher needs to create classroom speaking activities that will develop communicative competence by applying appropriate strategies.

The teaching and learning in school must be directed in developing student's character. The Minister of National Education of Indonesia named it as Character Education. Character Education shifted into a major concern of Ministry of National Education (MoNE) since 2010 which is included into School Based Curriculum (KTSP). Bringing the theme of "Character Education to Improve the Nation's Civilization", Character Education (CE) is considered as the basis of the vision of national building to create a society with good deeds, moral, ethics, culture, and good civilization based on the philosophy of the Pancasila (*RJPN 2000-2015*).

Based on the statements above, the researcher knows that the mastery of speaking becomes the problem in learning English. Here, the using of appropriate techniques in teaching and learning English is one of the ways to solve the problem. It is needed in order to make the students motivated in speaking English in the classroom and out of classroom. There are many techniques to make English teaching especially speaking is fun, interesting and active, so the students are encouraged to expose themselves to speak English. One of the techniques which can be used in English speaking is cooperative learning technique. Cooperative learning has so

many techniques which can be a good alternative to be applied in teaching English and it can make an interesting teaching and learning for the students. Jalilifar (2010: 97) points out that cooperative learning as a method of teaching turns out to be a valuable tool to help students learn comprehension strategies while encouraging positive interactions among peers. In cooperative classroom, students are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and fill in gaps in each other understands. The researcher proposes Team Game Tournament Technique (TGT) as one kind of cooperative learning method.

Team game tournament is an effective technique of cooperative learning where in groups is created that function in the class for a period of time (Frianto, Soetjipto and Amirudin, 2016:75). This technique can be applied in the class and hopefully improve students' participation. Why the researcher offers this technique is because contrasted to the traditional technique, this technique has some advantages. The first one is, it provides new experience for both the teacher and also the students. With games, they would not be bored with the activities that they used to do. The second reason is, games gave challenges to the student. This can arouse their curiosity; therefore they will be motivated to learn more in order to win the challenge. The third is games help us to create a good learning atmosphere. It is expected that with the good atmosphere the teaching and learning process will run effectively. And the important thing is that games also help

students to develop their social skills. Through games they learn how to cooperate and to compete. Therefore, by applying Team game Tournament methods in speaking, it can build moral competency. Moral competence is a youth's ability to assess and respond to the ethical, affective, or social justice dimensions of a situation. It means that the students can respond others opinion by speaking.

According to the description of Team game Tournament methods which is applied in teaching and learning speaking, it can build student's character. According to Aqboola and Tsai (2012: 163), character education is a growing discipline with the deliberate attempt to optimize students' ethical behavior. The students will surely encourage creative skill. It means by applying Team game Tournament students will think creatively and develop more ideas, beside the students will be responsible with their statements they produce through speaking activity.

Based on the backgrounds above, the researcher conducted a study in the form of Classroom Action Research entitled "Improving the Seventh Year Student's Ability in character based speaking through Team-Game-Tournament of Cooperative Learning Technique at SMPN 1 Ngawen Klaten in Academic Year 2017/2018."

## **II. THE REASON FOR CHOOSING THE TOPIC**

The reasons that encourage the writer to choose the topic are as follows:

- A. Speaking skill is one of the skills that the students have to master based on competency standard in Junior High School.
- B. A team-Game-Tournament technique is effective strategy to make students easily learn speaking.
- C. The writer is interested in observing cooperative learning because this method is considered to the most suitable to be applied in Junior High School.

### **III. THE LIMITATION OF THE STUDY**

Based on the background of the study above, the researcher and the teacher come to agreement to focus the study on the efforts to improve students' speaking abilities. The reason why the researcher decides to use Team Game Tournament Technique is that it is believed that the technique could improve the student's character based speaking abilities. In the light of view, the study is conducted in Class VII C SMP N 1 Ngawen in academic year 2017/2018.

### **IV. THE PROBLEM OF THE STUDY**

Referring to the background of the study previously presented, the researcher formulates the statement of the problem as follows "How can the Team-Game-Tournament of cooperative learning technique be used to improve the seventh year students' ability in character based speaking at SMPN 1 Ngawen in academic year 2017/2018?"

## **V. THE AIM OF THE STUDY**

Therefore, the purpose of this research is to find out how Team-Game-Tournament strategy can be used to improve students' ability in character based speaking at the seventh year students of SMPN 1 Ngawen.

## **VI. THE USE OF THE STUDY**

The advantages that can be acquired from this research are:

### **A. For the students**

This research can encourage them to learn English especially in learning speaking so that they can enhance their speaking ability and find the interesting teaching and learning process. It can be new experience for them in learning English so that their speaking achievement can be better.

### **B. For the teachers**

It can be a valuable input and reference to the English teachers in teaching speaking. They can get an appropriate technique so that they can improve their students' speaking ability and make the students' speaking achievement can be better than before.

### **C. For other researcher**

It can be used to be reference in conducting further research to develop another technique to motivate the students to speak English.

## VII. THE CLARIFICATION OF THE KEY TERM

To avoid misunderstanding and misinterpreting of any terms used in this class action research, the researcher defines the key words as follow:

### A. Improving

According to Hornby (2005: 781), improving is to become better than before. Improving in action research means improve in learning quality, so that it is continuous improvement of learning process and continuous quality improvement (Mulyasa, 2009: 8). It means that, in this study the student's speaking character should improve by applying Team-Game-Tournament method of seventh year students of SMPN 1 Ngawen in academic year 2017/2018.

### B. Speaking

Huebner (1960: 5) states that language is essentially speech, and speech is basically communication by sounds. And according to him, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages

In this study, speaking means how to express the word of language to construct meaning of seventh year students of SMPN 1 Ngawen.

### C. Character Education

Berkowitz and Bier (2005: 27) put definition of character education on their paper as follows: Character education is teaching children about basic human values, including honesty, kindness, generosity, courage, freedom, equality, and respect. The goal is to raise children to become morally responsible, self-disciplined citizens.

In this study, character education is a teaching method which fosters the development of ethical and responsible individuals by teaching seventh year students of SMPN 1 Ngawen in academic year 2017/2018 about the good values that people should have like caring about the other people, honestly, responsibility, and other important traits that make for an upstanding citizen.

### D. Team-Game-Tournament

Team-Game-Tournament is one of the games based on the procedure and developing of cooperative learning technique. The major characteristic of the game is group work. The students study in group and assigned a task that involves collaboration and self-initiated language.

In this study Team-Game-Tournament is a group work games based that will help the teacher to improve students' speaking character of the seventh year students of SMPN 1 Ngawen Klaten in academic year 2017/2018.



#### E. Cooperative learning

Cooperative learning technique is group learning activity organized so that learning is dependent on the structured social exchange of information between learners in group and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of other (Kagan, 2008: 8). It means that cooperative learning technique can enhance the motivation and spirit of the students to study with their friends in group.

In this study, cooperative learning is a strategy that will help teacher create a learning environment which engages individual achievement and group achievement in the same time to the seventh year students of SMPN 1 Ngawen in academic year 2017/2018.

### VIII. THE ORGANIZATION OF THE STUDY

The study consists of five chapters as follows:

**Chapter I is introduction.** It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

**Chapter II is review of related literature.** It deals with the nature speaking, teaching speaking, character education, and cooperative learning.

**Chapter III is the method of the study.** It deals with the meaning of research method, the subject of the study, the technique of collecting the data, and the technique of analyzing the data.

**Chapter IV is the result of the study.** It includes the present of the data, the analysis of the data, and the discussion of the findings.

**Chapter V is conclusion and suggestion.** It is consists of conclusion and suggestion.

## **CHAPTER V**

### **CONCLUSION AND SUGESTION**

Based on the study on the previous chapter, in this chapter the researcher describe the conclusion and suggestion for the reader.

#### **A. Conclusion**

After conducting the research to improve students' ability in character based speaking using TGT method, the researcher draws some conclusions. Based on the data analysis and discussion, the researcher presents the conclusion as follows:

1. The process of teaching and learning descriptive text using TGT method run well. Most of students are enthusiastic to participate and active during the learning process. It can be seen on the result of observation in the class that shows most of the students feel enjoyable and happy during the learning process. It also can be proven that students are active to answer questions and do their assignments using TGT method. They are also interesting to follow all procedures of TGT such as: class presentation, teams, games, tournaments, and team recognition. All students can do any assignments and have good discussion with each members of team to understand the material. Hereby, the implementation of TGT method in teaching speaking

descriptive text can be done properly. Students can make their own speaking project using their creativity and idea.

2. The use of TGT as teaching method can improve the students' ability in character based speaking, especially in descriptive text. It is relevant with the data of mean score in pre-test and post-test in each cycle. Mean score of post-test are higher than the pre-test. The cycle I shows that the mean score of pre-test is 58.75, the mean score of post-test is 64.50, and the mean of student's character assessment is 2.38. Meanwhile, the cycle II shows that the mean score of pre-test is 64.50, the mean score of post-test is 73.80 and mean of student's character assessment is 2.98. It means that there is significant difference of mean score between pre-test and post-test. It indicates that TGT method can improve the students' ability in character based speaking.
3. There is significant influence of using TGT method to improve students' ability in character based speaking in descriptive text. It is shown by the result of the calculation of t-test in two cycles. In the cycle I, the calculation of t-test is 12.23, which is higher than t-table (2.05). While in the cycle II, the calculation of t-test is 8.52, which is higher than t-table (2.05), by the level of significance of 5%. The result of the student's score is improving significantly. It means that there is significant improvement of students' ability in character based speaking in descriptive text.

## **B. Suggestion**

Based on the result of study and conclusion above, the researcher would like to suggest as follows:

1. For the teacher

The English teacher should use an interesting method in teaching learning process. Teacher also should prepare materials well and build fun atmosphere in the class in order to make students enjoy and interest with the class. The teacher can use TGT as a method in teaching speaking to make students to be active and interest in attending the lesson. Using TGT method can make students becomes more enthusiastic to enjoy any learning process, so the students are more encourage improving their writing skill.

2. For the students

Students should always be active in teaching and learning process. They should not be afraid to ask any question when they get difficulty or and express their idea during the learning process. The students should develop their motivation to get a good achievement in English lesson. The students also should give more attention, keep their attitude when the teacher explained the lesson and teach them. In addition, students should study English harder and continuously to reduce their difficulties of English learning

3. For the researcher

The researcher can enrich the knowledge about TGT as a method of teaching speaking. Therefore, the researcher knows the benefit of teaching speaking by using TGT method optimally and the researcher also can get useful experiences in teaching English teaching speaking using TGT method.

4. For the institution of Education

The education institution should provide facilities and media which could support the teaching and learning process. By using appropriate facilities and media in class, teaching and learning process could run effectively.

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