



**THE EFFECT OF TGT FOR COOPERATIVE LEARNING  
TOWARDS STUDENTS' SPEAKING ABILITY AT  
GRADE X MAS PONDOK PESANTREN DAR'AL  
MA'ARIF (PPDM) BASILAM BARU  
KOTA PINANG**

**A THESIS**

*Submitted to State College for Islamic Studies STAIN Padangsidempuan  
as a Partial Fulfillment of Requirement for Degree of Islamic  
Educational Scholar (S.Pd.I) in English Program*

**WRITTEN BY:**

**NURIA SIREGAR**  
Reg. No. : 07 340 0060

**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTMENT  
STATE COLLEGE FOR ISLAMIC STUDIES**

**(STAIN)  
PADANGSIDIMPUAN**

**2012**



**THE EFFECT OF TGT FOR COOPERATIVE LEARNING  
TOWARDS STUDENTS' SPEAKING ABILITY AT  
GRADE X MAS PONDOK PESANTREN DAR'AL  
MA'ARIF (PPDM) BASILAM BARU  
KOTA PINANG**

**A THESIS**

*Submitted to English Study Program as a Partial Fulfillment of  
Requirement for Islamic of Educational Scholar In English Program  
(S. Pd.I) of State College For Islamic Studies (STAIN)  
Padangsidempuan*

**BY:**



**NURIA SIREGAR**

Reg. No. : 07 340 0060

**ENGLISH EDUCATION STUDY PROGRAM**  
  
**TARBIYAH DEPARTEMENT**  
**THE STATE COLLEGE FOR ISLAMIC STUDIES**  
**(STAIN)**  
**PADANGSIDIMPUAN**  
**2012**



**THE EFFECT OF TGT FOR COOPERATIVE LEARNING  
TOWARDS STUDENTS' SPEAKING ABILITY AT  
GRADE X MAS PONDOK PESANTREN DAR'AL  
MA'ARIF (PPDM) BASILAM BARU  
KOTA PINANG**

**A THESIS**

*Submitted to English Study Program as a Partial Fulfillment of  
Requirement for Islamic of Educational Scholar In English Program  
(S. Pd.I) of State College For Islamic Studies (STAIN)  
Padangsidempuan*

**BY:**

**NURIA SIREGAR**

Reg. No. :07 340 0060

ADVISOR I

RAYENDRIANI FAHMEI LUBIS, M.Ag.  
NIP. 19710510 200003 2 001

ADVISOR II

ERNA IKAWATI, M.Pd.  
NIP. 19791205 200801 2 012

**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH DEPARTEMENT  
THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN)  
PADANGSIDIMPUAN  
2012**

## **SURAT PERNYATAAN MENYUSUN SKRIPSI SENDIRI**

Saya yang bertanda tangan di bawah ini:

Nama : Nuria Siregar

NIM : 07 340 0060

Jurusan/Prodi : Tarbiyah/Tadris Bahasa Inggris - 2

Judul Skripsi : **THE EFFECT OF TGT FOR COOPERATIVE LEARNING  
TOWARDS STUDENTS' SPEAKING ABILITY AT GRADE  
X MAS PONDOK PESANTREN DAR'AL MA'ARIF (PPDM)  
BASILAM BARU KOTA PINANG**

Dengan ini saya buat dengan menyusun skripsi sendiri tanpa meminta bantuan tidak sah dari pihak lain, kecuali arahan tim pembimbing, dan tidak melakukan plagiasi sesuai dengan kode etik mahasiswa pasal 14 ayat 2.

Pernyataan ini saya buat dengan sesungguhnya dan apabila di kemudian hari terdapat penyimpangan dan ketidak benaran pernyataan ini, maka saya bersedia menerima sanksi sebagaimana tercantum dalam pasal 19 ayat 4 tentang kode etik mahasiswa yaitu pencabutan gelar akademik dengan tidak hormat dan sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padangsidempuan, 31 Agustus 2012

  
**NURIA SIREGAR**  
Reg. No. 07 340 0060



**KEMENTERIAN AGAMA**  
**SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)**  
**PADANGSIDIMPUAN**  
**JURUSAN TARBIYAH**

Email: stainpasid@yahoo.co.id

Alamat : Jl. Imam Bonjol Km. 4,5 Sihitang Padangsidimpuan. Telp. (0634) 22080 Fax. (0634) 2402

Hal : Skripsi a.n  
Nuria Siregar  
Lamp : 5 (Lima) Exemplar

Padangsidimpuan, 31 Agustus 2012  
Kepada Yth.  
Bapak Ketua Sekolah Tinggi  
Agama Islam Negeri Padangsidimpuan  
di-  
Padangsidimpuan

*Assalamu 'alaikum Wr. Wb*

Setelah membaca, meneliti, memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Nuria Siregar yang berjudul: "THE EFFECT OF TGT FOR COOPERATIVE LEARNING TOWARDS STUDENTS' SPEAKING ABILITY AT GRADE X MAS PONDOK PESANTREN DAR'AL MA'ARIF (PPDM) BASILAM BARU KOTA PINANG"

Kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam bidang Tadris Bahasa Inggris Jurusan Tarbiyah STAIN Padangsidimpuan.

Untuk itu dalam waktu yang tidak lama, kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang Munaqasyah.

Demikian kami sampaikan kepada Ibu atas perhatiannya dan kerjasamanya kami ucapkan terima kasih.

*Wassalamu 'alaikum Wr. Wb*

Pembimbing I

**Ravendriani Fahmei Lubis, M.Ag.**  
NIP. 19710510 200003 2 001

Pembimbing II

**Erna Ikawati, M.Pd.**  
NIP. 19791205 200801 2 012



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)  
PADANGSIDIMPUAN**

**DEWAN PENGUJI  
UJIAN MUNAQSAH SARJANA**

**NAMA : NURIA SIREGAR**  
**NIM : 07 340 0060**  
**JURUSAN : TARBIYAH/TBI-2**  
**JUDUL : THE EFFECT OF TGT FOR COOPERATIVE LEARNING  
TOWARDS STUDENTS' SPEAKING ABILITY AT GRADE  
X MAS PONDOK PESANTREN DAR'AL MA'ARIF  
(PPDM) BASILAM BARU KOTA PINANG**

**Ketua : Drs. H. Muslim Hasibuan, M. A**  
**Sekretaris : Rayendriani Fahmei Lubis, M. A**  
**Anggota : 1. Drs. H. Muslim Hasibuan, M. A**  
**2. Rayendriani Fahmei Lubis, M. Ag**  
**3. Eka Sustris Harida, M.Pd**  
**4. Zainuddin, S.S.,M.Hum**



Handwritten signatures of the exam board members, including the names of the Chairman, Secretary, and four members, each written over a horizontal line.

Diuji di Padangsidimpuan pada tanggal, 31 Agustus 2012  
Pukul 13.00 s/d 16.00  
Hasil/ Nilai: 64.25  
Indeks Prestasi Kumulatif (IPK): 2,83  
Predikat: Baik



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
PADANGSIDIMPUAN**

**PENGESAHAN**

**JUDUL SKRIPSI : THE EFFECT OF COOPERATIVE LEARNING  
(TGT) TO STUDENTS' ON SPEAKING ABILITY  
AT GRADE X MAS PPDM BASILAM BARU KOTA  
PINANG**

**DITULIS OLEH : NURIA SIREGAR  
NIM : 07 340 0060**

Telah dapat diterima sebagai salah satu syarat memperoleh gelar  
**Sarjana Pendidikan Islam (S.Pd.I)**

Padangsidimpuan, 31 Agustus 2012



**Dr. Ibrahim Siregar, MCL.**  
19680704 200003 1 003

## ACKNOWLEDGEMENT



Firstly, the writer would like to convey her grateful to Allah SWT, the most Creator and Merciful that has given her the health, time and chance for finishing this thesis on titled “The Effect of cooperative learning Teams-Games-Tournaments (TGT) to students speaking ability at grade X MAS PPDM Basilam Baru Kota Pinang”. This thesis is written in order to fulfill one of the requirements for being Islamic Education Scholar in English Department at the Tarbiyah Faculty of State Collage for Islamic Studies (STAIN) Padangsidimpuan.

In the process of finishing this thesis some people have granted academic support for the writer, she would like to make the opportunity to thank them all in completing this thesis, the writer would like to express her gratitude:

1. Special thanks are due to Mrs. Rayendriani Fahmei Lbs, M.Ag., as her advisor I and Mrs. Erna Ikawati, M.Pd., as advisor II who had given the guidance and the motivation to the writer in writing this thesis.
2. Special thanks are to the Leader of STAIN Padangsidimpuan H. Ibrahim Siregar M.Cl., the Deputy Leader I, II and III, the Chief of English Section, and all for the civitas academic of STAIN Padangsidimpuan, who had helped her in writing this thesis and also in this studying.
3. Thank are due to all the lecturers who given her their valuable thoughts in teaching English to during her academic years at STAIN.



4. Thanks are due to Drs. Rajuddin Harahap as the Head Master of MASPPDM Basilambaru Kotapinang who had helped to complete this research as well as his students for the helping has given to her.
5. Thanks are due to her special friend who had given understanding, believe, support, inspiration, motivation, constantly love to her.
6. Thanks are due to all of her friends who had helped the writer in writing this thesis.

Very special and sincerest thanks to beloved parent, Jambi Siregar and Siti Anum Harahap, my younger sisters Mirna Wati Siregar and Afrahul Fadillah, and my little brothers Ali Imron Siregar, Juddin Siregar, Azli Azhari Siregar and Muhammad Azli Siregar. Thank for their sympathy, understanding, spirits, constantly love, interest, both of the moral and material support, never ending encouragements and understanding given during my Academic year at the English Department of State Collage for Islamic Studies (STAIN) Padangsidimpuan, and their never ending pray and as spritual support for me to finish this study, without them the writer could not finish this all.

Finally, the writer fully realizes that this thesis is still so far from being perfect based on weakness of the writer. Therefore, the writer expects the constructive criticisms and suggestions from the readers to improve this thesis.

Padangsidimpuan, 31 August 2012



**Nuria Siregar**

**Reg. No : 07 340 0060**

## TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENT .....	i
ABSTRACT .....	iii
TABLE OF CONTENTS .....	iv
LIST OF TABLES .....	vi
LIST OF PICTURES .....	vii
LIST OF APPENDICES .....	viii
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Problem .....	1
B. Identification of the Problem .....	4
C. Limitation of the Problem .....	4
D. Formulation of the Problem .....	5
E. Purpose of the Research .....	5
F. Significances of the Research .....	6
G. Definition of Operational Variable .....	6
H. Outline of the Thesis .....	8
<b>CHAPTER II</b>	
<b>THEORETICAL DESCRIPTION, FRAME WORK, AND THE HYPOTHESIS</b>	
A. Theoretical Description .....	10
1. Description of Cooperative Learning .....	10
a. The Cooperative Learning .....	10
b. Type of Cooperative Learning .....	11
c. Strategy and characteristic of Cooperative Learning .....	12
d. The Principles of Cooperative Learning .....	13
e. The Procedures of Cooperative Learning .....	15
f. Typology of Cooperative Learning .....	16
g. The Concept of Cooperative Learning .....	17
h. Advantages and Disadvantages of Cooperative Learning .....	18
2. The Description of Teams- Games- Tournaments (TGT) .....	20
a. Teams .....	20
b. Games .....	20
c. Tournaments .....	21
3. The Description of Speaking Ability .....	24
B. Review of Related Findings .....	41
C. Conceptual Frame Work .....	43
D. The Hypothesis .....	44
<b>CHAPTER III METHODOLOGY OF THE RESEARCH</b>	
A. Research Design .....	45
B. Time and Place of Research .....	46
C. Population and Sample .....	46
a. Population .....	46
b. Sample .....	47
D. Instrumentation .....	48
E. Technique of Collecting Data .....	52
F. Technique for Data Analysis .....	53

CHAPTER IV DATA ANALYSIS	
A. Description of Data.....	55
1. Speaking Ability Before Using Teams-Games-Tournaments (TGT) method .....	55
2. Speaking Ability After Using Teams-Games-Tournaments (TGT) method .....	61
3. The Experimental Group .....	62
4. The Control Group .....	62
B. The Hypothesis Testing .....	69
C. Discussion.....	74
D. The Threats of the Research .....	75
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion .....	76
B. Suggestion .....	77

REFERENCES

APPENDICES

## LIST OF TABLES

	Page
Table 1. defening proficiency levels.....	31
Table 2. proficiency level of speaking.....	40
Table 3. the design of this research can be seen from yhe following.....	46
Table 4. population of the research.....	47
Table 5. sample of the research.....	48
Table 6. indicator of speaking.....	49
Table 7. the score of pre-test control class.....	56
Table 8. the frequency distribution of student score.....	57
Table 9. the score post-test of control class.....	58
Table 10. the frequency distribution of students score.....	59
Table 11. the score of pre-test experimental class.....	62
Table 12. the frequency distribution of students score.....	63
Table 13. the score post-test experimental class.....	65
Table 14. the prequency distribution of students score.....	66
Table 15. List of Score.....	70
Table 16. Coefficient Effect of Interpretation.....	72

## **LIST OF APPENDICES**

APPENDIX I : The Instrument of Pre-Test

APPENDIX II : The Instrument of Post-Test

APPENDIX III: the pre-test control class and the post-test control class

APPENDIX IV : the pre-test experimental class and the post-test experimental

APPENDIX V : The Score pre-test and post-test of Experimental class

APPENDIX VI: The Score pre-test and post-test of Control class

APPENDIX VII : Nilai Persentil

Name : **Nuria Siregar**  
Reg. No : 07. 340 0060  
Program study : Tadris Bahasa Inggris  
Title : The effect of cooperative learning Teams-Games-Tournaments (TGT) to student speaking ability at grade X MAS PPDM Basilam Baru Kota Pinang

### **ABSTRACT**

The aim of the research was to know the effect of cooperative learning Teams-Games-Tournaments (TGT) on speaking ability. The research conducted by quantitative method and types of the research was experimental research. The population of the research was the grade X students MAS PPDM Basilambaru Kotapinang. Further, the sample of the research included 34 students. Then, they were divided to be two class as sample, one class was as Experimental class and the other was as control class, each of group consist of 17 students.

In collecting the data, the writer used the instrument of the research, essay test namely, the tests of 8 items tests. However the hypothesis of research was “there was a significant effect of using Team-Games-Tournaments (TGT) on speaking ability at grade X MAS PPDM Basilambaru Kotapinang”.

After calculating the data, the score experimental class higher than control class, and from the calculation of  $t$  to 2,83 and  $t_s$  2,04, it means that,  $t$  is higher than  $t_s$  ( $2,83 > 2,04$ ), so, “there was an effect of using Teams-Games-Tournaments (TGT) on speaking ability”. It means that the hypothesis of the research is accepted.

## **APPENDIX.1**

### **INSTRUMENT OF PRE-TEST**

**Direction (petunjuk):**

- 1. Make a group consist of 4 person**
- 2. Every group choose the topic which will be discussed randomly**
- 3. After discussed, every group will presentate about their topic in front of the class**
- 4. Make the paragraph 4, which the title in the following**

**Question**

**Choose one of these topic below!**

1. School
2. Library
3. Bed room
4. Living room

## **APPENDIX.2**

### **INSTRUMENT OF POS-TEST**

**Direction (petunjuk):**

- 1. Every students will take the random number in teacher's table**
- 2. Every students will presentate about the topic based on their number**
- 3. The topics are:**
  1. Friend
  2. Sport
  3. Hobby
  4. Family



### APPENDIX. 3

#### The pre-test control class

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

50	55	55
55	55	60
60	63	63
63	65	65
68	68	70
70	70	

2. High score = 70

3. Low score = 50

4. Range = high score – low score = 70–50 = 20

5. The total of classes (BK) =  $1 + 3,3 \log n$   
=  $1 + 3,3 \log (17)$   
=  $1 + 3,3 (1,230)$   
=  $1 + 4,059$   
=  $5,059 \approx 5$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{20}{5} = 4,0$$

$$7. \text{Mean Score } (x) = \frac{\sum fixi}{fi}$$

Interval	Fi	Xi	Fixi
50 – 54	1	52	52
55 – 59	4	57	228
60 – 64	4	62	248
65 – 69	4	67	268
70 – 74	4	72	288
<b>i = 4</b>	<b>17</b>	<b>310</b>	<b>1084</b>

$$x = \frac{\sum fixi}{\sum fi} = \frac{1084}{17}$$

$$= 63,7$$

#### 8. Median

$$\text{Me} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$\text{Me} = \frac{1}{2}n = \frac{1}{2}17 = 8,5$$

$$b = \frac{63 + 63}{2} = 63$$

$$p = 4$$

$$F = 4 + 1 = 5$$

$$f = 4$$

$$\text{Me} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$= 63 + 4 \left( \frac{8,5 - 5}{4} \right)$$

$$= 63 + 4(0,87)$$

$$= 63 + 3,48$$

$$\text{Me} = 66,48$$

$$9.\text{modus} = 55$$

### The pos-test control class

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

50	50	50
50	53	60
60	60	62
65	65	66
67	67	68
70	72	

$$2.\text{High score} = 72$$

$$3.\text{Low score} = 50$$

$$4.\text{Range} = \text{high score} - \text{low score} = 72 - 50 = 22$$

$$\begin{aligned} 5.\text{The total of classes (BK)} &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log (17) \\ &= 1 + 3,3 (1,230) \\ &= 1 + 4,53 \\ &= 5,53 \quad = 5 \end{aligned}$$

6.Interval (i)

$$i = \frac{R}{BK} = \frac{22}{5} = 4,4$$

$$7. \text{Mean Score } (x) = \frac{\sum fixi}{fi}$$

<b>Interval</b>	<b>Fi</b>	<b>Xi</b>	<b>Fixi</b>
50 – 54	5	52	260
55 – 59	0	57	0
60 – 64	4	62	248
65 – 69	6	67	402
70 - 74	2	72	144
<b>i = 4,4</b>	<b>17</b>	<b>310</b>	<b>1054</b>

$$x = \frac{\sum fixi}{\sum fi} = \frac{1054}{17}$$

$$= 62$$

### 8. Median

$$\text{Me} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$\text{Me} = \frac{1}{2}n = \frac{1}{2}17 = 8,5$$

$$b = \frac{65 + 65}{2} = 65$$

$$p = 4$$

$$F = 5 + 0 = 5$$

$$f = 6$$

$$\text{Me} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$= 65 + 6 \left( \frac{8,5 - 10}{6} \right)$$

$$= 65 + 6(0,53)$$

$$= 65 + 3,49$$

$$\text{Me} = 68,49$$

$$9.\text{modus} = 50$$

t 0,975 untuk test 2 ekor dengan t.s 0,05

## APPENDIX.4

### The pre-test experimental class

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

55	55	60
60	60	65
65	68	68
70	70	70
70	70	72
72	74	

2. High score = 74
3. Low score = 55
4. Range = high score – low score = 74 – 55 = 19
5. The total of classes (BK) =  $1 + 3,3 \log n$

$$= 1 + 3,3 \log (17)$$

$$= 1 + 3,3 (1,230)$$

$$= 1 + 4,53$$

$$= 5,53 = 5$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{19}{5} = 3,8$$

$$7. \text{ Mean Score } (x) = \frac{\sum fixi}{fi}$$

<b>Interval</b>	<b>Fi</b>	<b>Xi</b>	<b>Fixi</b>
55 – 58	2	57	228
59 – 62	3	61	252
63 – 66	2	65	198
67 – 70	7	68	138
71 – 74	3	72	288
<b>i = 4</b>	<b>17</b>	<b>323</b>	<b>1119</b>

$$x = \frac{\sum fixi}{\sum fi} = \frac{1119}{17}$$

$$= 65,82$$

#### 8. Median

$$\text{Me} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$\text{Me} = \frac{1}{2}n = \frac{1}{2}17(8,5)$$

$$\text{Me} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$b = \frac{68 + 68}{2} = 68$$

$$p = 2$$

$$F = 3 + 2 = 5$$

$$f = 7$$

$$\text{Me} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$= 68 + 7 \left( \frac{8,5 - 5}{7} \right)$$

$$= 68 + 7(0,5)$$

$$= 68 + 3,5$$

$$\text{Me} = 71,5$$

9. Modus = 70

### The post-test experimental class

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

60	65	65
70	70	70
72	74	74
74	75	76
76	76	76
77	79	

2. High score = 79

3. Low score = 60

4. Range = high score – low score = 79 – 60 = 19

5. The total of classes (BK) =  $1 + 3,3 \log n$

$$= 1 + 3,3 \log (17)$$

$$= 1 + 3,3 (1,230)$$

$$= 1 + 4,53$$

$$= 5,53 = 5$$



6. Interval (i)

$$i = \frac{R}{BK} = \frac{19}{5} = 3,8$$

7. Mean Score (x) =  $\frac{\sum fixi}{fi}$

Interval	Fi	Xi	Fixi
60 – 63	1	61,5	61,5
64 – 67	2	65,5	131
68 – 71	3	69,5	208,5
72 – 75	5	73,5	367,5
76 – 79	6	77,5	465
<b>i = 3,8</b>	<b>17</b>	<b>347,5</b>	<b>1233,5</b>

$$x = \frac{\sum fixi}{\sum fi} = \frac{1233,5}{17}$$

$$= 72,55$$

8. Median

$$Me = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}17(8,5)$$

$$Me = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$b = \frac{74 + 74}{2} = 74$$

$$p = 3$$

$$F = 2 + 1 = 3$$

$$f = 6$$

$$\text{Me} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$= 74 + 6 \left( \frac{8,5 - 3}{6} \right)$$

$$= 74 + 4(0,91)$$

$$= 74 + 5,49$$

$$\text{Me} = 79,49$$

$$9. \text{ Modus} = 76$$

**APPENDIX.5**

Table

The Score of Pre-test and Post-test of Experimental Group

Number of student ( n )	Pre- test	Post- test	Y1	Y12
(1)	(2)	(3)	(4)	(5)
1	70	72	2	4
2	68	70	2	4
3	60	65	5	25
4	55	60	5	25
5	70	74	4	16
6	72	74	2	4
7	60	65	5	25
8	65	70	5	25
9	55	70	15	225
10	60	75	15	225
11	70	76	6	36
12	74	76	2	4
13	68	74	6	36
14	65	77	12	144
15	70	76	6	36
16	72	79	7	49
17	70	76	6	36
Total	1124	1229	107	919

**APPENDIX.6**

Table  
The Score of Pre- test and Post- test Control Group

<b>Number of student ( n )</b>	<b>Pre- test</b>	<b>Post- test</b>	<b>X<sub>2</sub></b>	<b>X<sub>2</sub><sup>2</sup></b>
1	2	3	4	5
1	50	53	3	-45
2	63	50	-7	-25
3	60	50	-5	-25
4	65	60	-5	-225
5	70	55	-15	-324
6	68	50	-18	-169
7	55	72	-13	-1
8	65	66	-1	-100
9	70	60	-10	225
10	55	65	15	-16
11	63	67	-4	-16
12	60	70	10	100
13	55	67	12	144
14	70	65	5	25
15	68	60	8	64
16	55	68	13	169
17	63	62	-1	-1
Total			-10	-154

## APPENDIX. 7

Nilai persentil  
Untuk distribusi t

NU= db

(bilangan dalam Badan Daftar Menyatakan t)

NU	t <sub>0,995</sub>	t <sub>0,99</sub>	t <sub>0,975</sub>	t <sub>0,95</sub>	t <sub>0,925</sub>
1	63,66	31,82	12,71	6,31	3,08
2	9,92	6,96	4,30	2,92	1,89
3	5,84	4,54	3,18	2,35	1,64
4	4,60	3,75	2,78	2,13	1,53
5	4,03	3,36	2,57	2,02	1,48
6	3,71	3,14	2,45	1,94	1,44
7	3,50	3,00	2,36	1,90	1,42
8	3,36	2,00	2,31	1,86	1,40
9	3,25	2,82	2,26	1,83	1,38
10	3,17	2,76	2,23	1,81	1,37
11	3,11	2,72	2,20	1,80	1,36
12	3,06	2,68	2,18	1,78	1,36
13	3,01	2,65	2,16	1,77	1,35
14	2,98	2,62	2,14	1,76	1,34
15	2,95	2,60	2,13	1,75	1,34
16	2,92	2,58	2,12	1,75	1,34
17	2,90	2,57	2,11	1,74	1,33
18	2,88	2,55	2,10	1,73	1,33
19	2,86	2,54	2,09	1,73	1,33
20	2,84	2,53	2,09	1,72	1,32
21	2,83	2,52	2,08	1,72	1,32
22	2,82	2,51	2,07	1,72	1,32
23	2,81	2,50	2,07	1,71	1,32
24	2,80	2,49	2,08	1,71	1,32
25	2,79	2,48	2,06	1,71	1,32
26	2,78	2,48	2,06	1,71	1,32
27	2,77	2,47	2,05	1,70	1,31
28	2,76	2,46	2,05	1,70	1,31
29	2,76	2,46	2,04	1,70	1,31
30	2,75	2,46	2,04	1,70	1,31
40	2,70	2,42	2,02	2,68	1,30
60	2,66	2,39	2,00	1,67	1,30
120	2,62	2,36	1,98	1,66	1,29
00	2,58	2,33	1,06	1,645	1,28

Sumber: Statistical Tables for Biological, Agricultural, and Medical Research, Fisher.  
R.A dan Yates, F. Table 111, Oliver and Boyd Ltd. Edinburgh.  
t<sub>0,995</sub> untuk test 2 ekor dengan t<sub>0,01</sub>  
t<sub>0,975</sub> untuk test 2 ekor dengan t<sub>0,05</sub>

## **APPENDIX.8**

### **LESSON PLAN (CONTROL CLASS)**

School : MAS PPDM Basilam Baru Kotapinang

Subject : English

Topic :Speaking

Class : X B

Time : 4 x 45 minutes

Meating : 1 and 2

#### **A. Competense Standard**

B. Understand and express meaning in short text write functional that very simple in the forms of descriptive, recount, and dioalog for interact by around circles.

#### **C. Basic Compotence**

Express meaning in text short text write functional that very simple as accurate, fluent, and acceptanced by around circles.

#### **D. Indicator**

a. Students are able to understand ability to pronounce of sound articulation of words to express, to declare and to deliver the idea, felling or sense, as a large of these limitation we can say in speaking Students are able to understand present continuous tense in the forms negative sentence.

- b. Students are able to understand fluency/accuracy, grammar, vocabulary, pronunciation.
- c. Students are able to make the sentence and complete the sentence.

**E. Source/Material**

Grammar book

**F. Media**

Conventional method (talkative)

**G. Teaching Learning**

- a. Opening
  - Greeting
  - Brain storming
- b. Main activity
  - Teacher explained about the function and the fluency/accuracy, grammar, vocabulary, pronunciation.
  - Teacher made some essay test (example) of school, library, bed room, living room in the board and asked the students to their own sentence minimal 3 paragraphs and correct it if there any mistake.
  - Teacher giving some test to students.
  - The students collected their test and teacher investigation task of students.

c. Closing

- The teacher made the students one by one in front of and their talket about their written and asked the students about their difficulties in understanding lesson.
- Closing the lesson.

**H. Evaluation**

Given the test speaking.



## **APPENDIX.9**

### **LESSON PLAN (EXPERIMENTAL CLASS)**

School : MAS PPDM Basilam Baru Kotapinang

Subject : English

Topic : Speaking

Class : X A

Time : 4 x 45 minutes

Meating : 1 and 2

#### **A. Competense Standard**

Understand and express meaning in short text write functional that very simple in the forms of descriptive, recount, and dioalog for interact by around circles.

#### **B. Basic Compotence**

Express meaning in text short text write functional that very simple as accurate, fluent, and acceptanced by around circles.

#### **C. Indicator**

- a. Students are able to understand ability to pronounce of sound articulation of words to express, to declare and to deliver the idea, felling or sense, as a large of these limitation we can say in speaking Students are able to understand present continuous tense in the forms negative sentence.
- b. Students are able to understand fluency/accurancy, grammar, vocabulary, pronunciation.

- c. Students are able to make the sentence and complete the sentence.

**D. Source/Material**

Grammar book

**E. Media**

Using Teams-games-tournament (TGT) method

**F. Teaching Learning**

- d. Opening

- Greeting
- Brain storming

- e. Main activity

- Teacher prepared method to students.
- Teacher showd method to students.
- Teacher explained formulation, fuction and fluency/accurancy, grammar, vocabulary, pronunciation based on action Teams-Games-Tournaments (TGT) method provided.
- Teacher ordered students to made group or using Team-Games-Tournaments (TGT) method and group was 4 group.
- Teacher made the short card was number and then the students take in front of that.
- Teacher giving direction for the students.

1. every students will take the random number in teacher's table.

2. Every students will presentate about the topic based on their number and student make in paragrap minimal 3 paragrap and thier speaking in front of about it.

- Teacher write in the board 4 essay test, the topic are friend, sport, hobby and family.
- The students collected their test and teacher investigation task of students.

f. Closing

- The final step the teacher concluded what she had taught and asked the students about their diffucallties in learning speaking ability and found problem solving in next meeting.
- Closing the lesson.

**G. Evaluation**

Given the test speaking.

## **CURRICULUM VITAE**

### **A. Identity**

Name : Nuria Siregar  
Reg. No. : 07 340 0060  
Place and Birthday : Simpang Maropat, 16 Juni 1987  
Sex : Female  
Religion : Islamic  
Address : Pijor Koling Langga Payung

### **B. Parents**

1. Father's name : (The late) Jambi Siregar
2. Mother's name : (The late) Siti Anum Harahap

### **C. Little Sister**

Little brother's name : Mirna Wati Siregar  
Afrahul Fadillah Siregar

### **D. Little Brother**

Little Brother's name : Ali Imron Siregar  
Juddin Siregar  
Azli Azhari Siregar  
Muhammad Azhari Siregar

### **E. Education Background**

1. Graduated from Elementary School in SD Negeri 112250 Parimbunan from 1994-2000
2. Graduated from Junior High School in MTsS Janji Manahan from 2000-2004
3. Graduated from High School in MAS PPDM Basilam Baru Kota Pinang from 2004-2007.
4. Be University student in State Collage for Islamic Studies (STAIN) Padangsidimpuan.

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

English is an important language which is studied at school, Colleges and universities. So that, they are able to communicate one each other in English. Now days, English is used by people in many countries in the world because English is one of the international language besides Japan and Mandarin language. English as a global language can make the people use it as a medium to communicate with the other people from many countries.

Indonesia is one of the nations that takes a part in the world society. Therefore, Indonesian people have to prepare themselves to face any world problem .One of many solutions they can take is ruling English as a subject in the schools since the elementary school, junior high school, senior high school until university. However, it has been already done indeed but it is still far from what we expected.

The study of a language is now seen as a useful skill. Therefore, it is so important to study language that mostly used and available in many places around the world. Through language human can communicate one another to express idea, feeling, thoughts and desires.

Speaking is one of the language skills besides writing, reading, and listening. As speaking has an important role in running foreign communication, it

must be mastered by them because it is related to the students' need in facing and having globalization or free trade are time.

Speaking is a productive language skill that hardly can be mastered by students. In speaking, we bring out what we have in mind into words orally. The main problem in our country is that most people, both intellectual and common people, can not speak English which is as the most important medium of communication. As the productive skill, speaking is regarded as a difficult lesson because they just don't know the words or grammar they need to express, and speaking lesson used to be come uninteresting lesson for them. The writer also finds that the condition occurs in the speaking task that student also have to master for speaking performances.

From the observation in MAS Basilam baru, it was found that learning English was difficult for the students especially in speaking ability and the students as well are not to learn it, the students were taught the speaking ability and perform it through monotonous way, there were learning difficulties in word and grammar, lack of interest and motivation. Those things are not good so that each of them should be improved.

As writer knows, that problem will arise, however, if students are limited in TGT method. TGT learning method is one of the strategy in learning speaking. This strategy is inspired by content and focus of planning as of the four processes that are planning, monitoring, problem solving and evaluating.

It is a strategy that is grouped into planning processes of TGT method learning and help students develop and use forethought. They help encourage thinking so that the students reflects before beginning a task rather than diving into the activity unprepared and with little thought as what selves will happen. It aims to help the students learn the TGT method learning while they can maintain themselves with their TGT method knowledge.

Based on the above explanation, the writer is interested in conducting the research about **“THE EFFECT OF TGT FOR COOPERATIVE LERANING TOWARDS STUDENTS’ SPEAKING ABILITY AT GRADE X MAS PONDOK PESANTREN DAR’AL MA’ARIF (PPDM) BASILAM BARU KOTA PINANG**

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

Based on the writers’ observation for students at grade XI MAS Basilam Baru, the writer found that students got difficulties in speaking, thus they are not interested in learning it. They regarded speaking as a difficult lesson because they just did not know the words or grammar they needed to express.

Then, it was also found that the students were taught the speaking through monotonous way. They did not know the function of TGT method.

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

Based on above identification of the problem, the writer limits the problem on the use of metacognitive learning strategy on students' speaking ability at grade X MAS Baslam baru. The speaking was fluency and accuracy, grammar, vocabulary, and performance.

### **D. Formulation of the Problem**

To make the problem clearer in this research, the writer formulates it as follows:

1. To what extent is students' speaking ability before using TGT method?
2. To what extent is students' speaking ability after using TGT method?
3. Is there the effect of using TGT method on students' speaking ability?

### **E. Aims of the Research**

The aims of the research are:

1. To know students' speaking ability before using teams-games-tournaments (TGT) method.
2. To know students' speaking ability after using teams-games-tournaments (TGT) method.
3. To know whether there is or there isn't the effect of using teams-games-tournaments (TGT) method on students' speaking ability.



## **F. Significances of the Research**

The significances of the research are:

1. Head master of the school, to motivate the English teachers' to teach English in a good way.
2. English teachers, to develop the teaching English especially in teaching speaking.
3. Students and readers, to know the way to learn speaking ability effectively, especially in speaking ability.
4. The researchers, who want to do research the same problem as information about the topics.

## **G. Defenition of Operational Variables**

According to title of this thesis, the writer took two variables, they are:

1. Teams-Games-Tournaments (TGT)

According to Agus Suprijono<sup>1</sup>. Teams-Games-Tournaments (TGT) is very frequently used in combination with STAD adding an occasional tournament to the usual STAD structure. A description of the components of Teams-Games-Tournaments (TGT) follows.

---

<sup>1</sup> Agus suprijono, cooperative learning teori dan aplikasi paikem,(celeban timur: yogyakarta, 2009). P 114

While According to writer Teams-Games-Tournaments (TGT) is one type of learning that places cooperative learning the students in groups 5-6 members learning students who students work with their respective groups this can be determined by looking at the value they gained during the pre-test gave the ability , gender and race syllable or different teacher presents the material.

## 2. Speaking ability

Speaking is a productive language skill that hardly can be mastered by students'. In speaking, we bring out what we have in mind into words orally. The main problem in our country that most people, both intellectual and common people, cannot speak English which is as the most important medium of communication.

## **H. Outline of the Thesis**

The systematic of this research was divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In the chapter one, it was consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, the purpose of the research, the significances of the research, the definition of operational variables. Next, the techniques of data analysis and the last outline of the thesis.

In the chapter two, it was consist of the theoretical description, review of related finding, conceptual framework, and hypothesis.

In the chapter three, it was consist of research methodology and in research methodology consist of time and place of the research, research methodology, population and sample, instrumentation collecting data, validity of instruments, the techniques of data collection and the last the techniques of data analysis.

In the four chapter, it was the result of the research talking about the analysis of data ( the result of research). This chapter consist of description of data, hypothesis testing, discussion and threats of the research.

And the finally, in the chapter five consist of conclusion and suggestion.

## CHAPTER II

### THEORETICAL DESCRIPTIONS

#### A. Theoretical Description

##### 1. Description of Cooperative Learning

###### a. The Cooperative Learning

Cooperative learning is learn cooperatively Cooperative learning is the model requires student cooperation and interdependence in its task, goal, and reward structures. The term *goal* and *reward* structures both refer to the degree of cooperation or competition required of student to achieve their goals or rewards.<sup>1</sup>

Cooperative learning is a special type of group activity that tries to advance learning and social skill with collaboration three concepts into teaching which is: (a). agglomerate appreciation (b). get to take on person answer (c ). same opportunity for successful. Cooperative learning need cautious planning and performing that sistematic.<sup>2</sup>

According to Chamot that:

Cooperative learning is compatible with strategies in struction, and cooperative learning and group or pair work any type cooperate learning or group activity can become a vehicle for practicing learning, strategy, and cooperative should be identified as astrageg, and students can be asked to explain the various fits that this strategy provides. Assingning rolesto

---

<sup>1</sup> Richard I, *language asseessment*, (USA: Yogyakarta, 2008). p. 314

<sup>2</sup> Syafaruddin, *Manajemen Pembelajaran*, (Jakarta: Quantum Teaching, 1987) p. 200

different members of a cooperative group helps ensure that all members participate and make contribution to the group assignment. Typical roles include coordinator, task master, recorder, note-taker, cheerleader, encourager, and material organizer.<sup>3</sup>

As part of the cooperative learning task, teachers should remind students which strategies to practice. They also should provide a way for students to record the strategies they use during the cooperative learning or group activity.

Cooperative learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to reach a common goal. Its effectiveness has been documented through numerous research studies. However, very few published materials have been done on. The relationship between the use of cooperative learning as a teaching method to increase students' achievement in learning English literature in secondary school. Therefore, the purpose of this study was to discover the relationship between cooperative learning and achievement in English language acquisition in a literature class in a secondary school. It is hoped that this study could help overcome the problems of students who have low English language proficiency in secondary schools. This study was conducted in a rural secondary school.<sup>4</sup>

---

<sup>3</sup> Anna Uhl Chamot. *The Learning Strategies* (America: Rhea Banker, 1999). p.106.

<sup>4</sup> Suherman, *Cooperative Learning and Achievement*, <http://sites.google.com/site/prapasara/3-5>, retrieved on Monday, 13 March 2008.

Slavin says:

Cooperative learning refers to a variety of teaching method in which students work in small groups to help one another learn academic content. and cooperative learning is not a new idea in education, but until recently it has only been used by a few teacher for limited purposes, such as occasional group projects or reports, however, research over the last twenty years has identified cooperative learning methods that can be used effectively at every grade level to teach. Every type of content, from math to reading to writing to science, from basic skills to complex problem solving. increasingly, cooperative learning is being used as teacher's main way of organizing classrooms for instruction.<sup>5</sup>

Thus it can be concluded that Cooperative learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to reach a common goal.

#### b. Types of Cooperative Learning

Slavin say, five principal student team learning methods have been developed and extensively researched, three are general cooperative learning methods adaptable to most subject and grade levels:<sup>6</sup>

1. Student teams-achievement divisions (STAD).
2. Teams-Games-Tournaments (TGT).
3. Jigsaw II.
4. Team accelerated instruction (TAI).
5. Group investigation (Gi)

---

<sup>5</sup> Robert E. Slavin, *Cooperative Learning Theory, Research and Practice* (USA: Singapura, 1990). P.2.

<sup>6</sup> Slavin. *Op. Cit.* p. 5.

The remaining two are comprehensive curricula designed for use in particular subjects at particular grade levels:

1. Cooperative integrated reading and composition (CIRC).
2. Team accelerated instruction (TAI).

The type of cooperative learning is STAD, TGT, JIGSAW II, TAI, GI, CIRC.

#### c. Strategy and Characteristics of Cooperative Learning

Strategy of cooperative learning has two principle component are:

1. Cooperative task and cooperative incentive structured. So the important here, there is willing which have impact of learning, is like a increasing students achievement.
2. Characteristics and perinciples of cooperative learning strategy.
  - a. Learning in a team. Cooperative learning is the learning in a team. team is a place to get aims, it is to make students learns.
  - b. Based on cooperative management. Management has four of principle function, the function of planning, organizing, acting and controling.
  - c. Ability to work together. The principle of work together should be stressedin cooperative learning process, the

student must be supported to have to able interacted with others.<sup>7</sup>

Cooperative learning involves your working with.<sup>8</sup> And cooperative a strategy that you use frequently in your own life. What are some ways that you have worked cooperatively with others recently.<sup>9</sup>

d. The Principles of Cooperative Learning.

1) Positive interdependences

Transcendent agglomerate success dependent on effort each as to establish work group which effective, instructor needs to arrange such as task so each group member shall solve its own task that the other can reach their aim.

2) Individual accountability

This element constitute effect from element the first. if task and research pattern at makes to terminological cooperative learning's model procedure. each student will perceive to account for to do one well.

3) Face to face promotion interaction

---

<sup>7</sup> Wina Sanjaya. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jl. Tamrana raya. No. 23) p. 243.

<sup>8</sup> Anna uhl chamot, *Op. Cit.* p.24.

<sup>9</sup> *Ibid.* p. 41.



activity gazes to show face it will form synergy that advantages all member. each member shall at gives chance for gets to gaze face and gets discussion. fundamental from this energy to price distinctive, function is excess and fills lack each.

#### 4) Participation communicaton

Communication among membered it is indispensable because success a group also dependent on readiness its member for mutually listen their ability to interpose their opinion.

#### 5) Evaluation

Instructor needs to schedule special time for melompok to evaluate working group process and student job result their that hereafter job can equal more effective again.

#### e. The Procedures Of Cooperative Learning

The prosedures of cooperative learning there are four steps are:<sup>10</sup>

1. Explanation of material teacher gives material and the students learn material in a team.
2. Learning in a team. The students are asked to learn on their team.
3. Evaluation. The evaluation in cooperative learning strategy is done by test on quis this test or quis is done individually or grouply.

---

<sup>10</sup> *Ibid.* p. 248

4. Recognition of team. Is establishment team which have quali taked, And they are given the reward, the recognition and giving a reward hoped to motivate the team and to develop others team motivation for increasing their achievement.

#### A typologi of Cooperative Learning

There are some typologi of cooperative learning as below:

1. Group goal, most cooperative learning methods use some form of group goals.
2. Individual accountability, this is achieved in two years.
  - a. Is two heve group scores be the same or average of individual quis scores or other assesments, as in the students team learning models.
  - b. Is task specialization,where by each student is given a unique responsibility for part of the group task.
3. Equal opportunities for success, a characteristic unique to the students team learning methods is the use scoring methods that ensure all students and equal opportunity to cntribute to their teams.
4. Team competition, early studies of STAD and TGT used compotition between teams as a means of motivating students cooperative within teams.<sup>11</sup>

#### f. The Concept Of Cooperative Learnig

---

<sup>11</sup> Slavin. *Op.Cit.* p. 12

According to Wina Sanjaya the concept of strategy cooperative learning is series of learning activities that is done by students in a group to get the purpose of learning. There are four components in learning cooperative strategy are:<sup>12</sup>

1. Students in a group.
2. There is diciplines of cooperative.
3. The efforts of learning in agroup.
4. The aim that is should be got.

g. Advantages and Disadvantages of Cooperative Learning

There are some advantages and disadvantages of cooperative learning, as below:

Cooperative learning excellence as a learning strategy include:

1. Through cooperative learning students do not neet to hang on the teacher. can increase confidence in its ability to think themselves. Finding variety of imformation from various sources and learn from other students.
2. Cooperative learning can help children to respect others and a were of everything confine and accept all the difference.
3. Cooperative learning can build a complete capability of ideas.
4. Cooperative learning can help to empower each student to take more responsibility in learning

---

<sup>12</sup> Wina Sanjaya, *op cit* p.241.

5. Cooperative a strategy learning is powerful enough to achievement academic as well as social skills. including developing self esteem, positive interpersonal relationships with others, build skills to manage time and a positive attitude toward school.
6. Through cooperative can reward learning ability of students to return.
7. Cooperative learning can enhance students' ability to use information and the ability to learn abstract becomes real (rill).
8. Iteraksi during cooperative way can increase motivation and provide a stimulus to thinking.limitations of cooperative learning.

In addition to learning also has the advantage cooperative limitation are:

1. To understand and appreciate the philosophical cooperative takes time.
2. The main characteristic is that the students' cooperative learning each other.
3. Cooperative give assessment in learning based on the results of group work.
4. Cooperative learning success in efforts to develop group requires a fairly long period of time and this unlikely to achieved with just one will not ever this strategy.

5. Although the ability to cooperate is an ability that is essential for students, but many activities in life that are based solely on individual ability.<sup>13</sup>

So with the learning model allows students cooperative learning it can achieve success in learning, as it also can train students to practice social skills to express opinions as receive advice and input of others.

## **2. Description of Teams-Games-Tournaments (TGT)**

### **a. Based of Teams-Games-Tournaments (TGT)**

Based what do be revealed by Slavin, therefore learning cooperative learning team's type tournament's gamete have marking as follows:

#### **1. Team**

Team consisting of four, five students or more that represents all part of class in term academic performance, gender, race and ethnicity. Main function of this team is ensure that all team member quite a studying, and more in particular again, are subject to be get things square its member for can work quiz with every consideration. After learning to pass on its material team congregates to study another activity sheet. One that right usually happens that learning involve study about

---

<sup>13</sup> *Ibid.* p. 249.

problem with, comparing answer, and correcting every understanding fault if member team available one slips up.

## 2.Game

Game comprise of question which its relevant content those are designed to test student science that be gotten of presentation at brazes and team job performing. That game is played at table face with three students, one that each represents different the teams. Mostly game just as number of question those are written on same sheet. A student takes one card get number and have to answer numbers appropriate question which on that card.

## 3.Tournament

Tournament is one structure where game happen. Usually happens at the early week or unit end, after learns to give presentation at brazes and team have performed working group to activity sheet. On tournament first learns to point student for lies on tournament table 3, student gets previous tall achievement on table one, three next on table two and so on.<sup>14</sup>

### b. Definition of Teams-Games-Tournaments (TGT)

---

<sup>14</sup> Suheri, *Teams-Games-Tournaments and implementation*, <http://ftczone.com> on wensday, 12 March 2012 00: 03.

According to Isjoni TGT is one type of learning that places cooperative learning the student ingroups 5-6 membered learning students who students work with their respective groups. this can be determined by looking at the value they gained during the pre-test the ability, gender and race syllable or a different teacher presents the material.<sup>15</sup>

And according to Slavin Teams-Games-Tournaments (TGT) is originally developed by David DeVries and Keith Edwards, was the first of the John Hopkins cooperative learning method, it uses the same teacher presentations and team work as in STAD. but replaces the quizzes with weekly tournaments. in which students play academic games with members of other teams to contribute points to their team scores. students play the games at three-person "tournament tables" with others with similar past records in mathematics. a "bumping" procedure keeps the games fair. the top scorer at each tournament table brings sixty points to his or her team, regardless of which table it is, this means that low achievers (playing with other low achievement) and high achievers (playing with other high achievers) have equal opportunities for success. As in STAD,

---

<sup>15</sup> Isjoni, *Pembelajaran Kooperatif Meningkatkan Kecerdasan Komunikasi Peserta* (jl. Celeban Timur) Jakarta. 2009.p.84.

high performing teams earn certificates or other forms of team rewards.<sup>16</sup>

Teams-Games-Tournaments (TGT) is perhaps the simplest and most straight forward of the cooperative learning approaches. Teacher using TGT present new academic information to students each week or on a regular basis, ether through verbal presentation or text.<sup>17</sup>

c. Type of Teams-Games-Tournaments (TGT)

The characteristic of Teams - Games - Tournaments (TGT)

1. Based characteristic and intent Teams Tournaments Games (TGT).

TGT constitutes cooperative studying type that resulting of developmental STAD type (Student Teams Achievement divisions), where is learned student in little groups with main component as presentation of class, team discussion, quiz, individual's upturned score, and recognition is team. Meanwhile one becomes distinguishing of both of type it is mark sense academic game on Teams-Games-Tournaments (TGT) type, so gets to make learning process becomes more agreeable and in glad atmosphere and most composes it team competition that is

---

<sup>16</sup> Slavin .*Op.Cit.* p.6.

<sup>17</sup>*Ibid* p. 315



gone upon on accountability each its individual.

Teams-Games-Tournaments (TGT) initially being introduced by Johns Hopkins and is developed more by David and Keith Edwards. In common Teams-Games-Tournaments (TGT) with its academic tournament wields quiz and upturned score systems individuals, where on student races as representative of their team with other team member that previous academic performance one par as they.<sup>18</sup>

### 3. Description of Speaking Ability

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and affectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test”.<sup>19</sup>

Speaking is one of the language skills that is comprehended as productive skill. It is a spoken language, it matches at least two participants that are grouped as the speakers and the listeners. In the process of communication, speaking brings out the idea that the speaker has in mind to the listener in order to make sure that the point is delivered clearly. Mc. Donough says, ”Speaking is not only the oral

---

<sup>18</sup> Zailani, *Defenition of Teams-Games-Tournaments*, [\\_http:// fahreana.wordpress. Com Sunday-22-2011-05 january-31-213](http://fahreana.wordpress.com/Sunday-22-2011-05-january-31-213).

<sup>19</sup> H. Doughlas Brown. *Language Assesment: Principles and Classroom Practices*, (San Fransisco: Longman, 2004), p.140.

production of written language, but also involves learners in the mastery of a wide range of sub skill, which added together constitute an overall competence in the spoken”.<sup>20</sup>

Henry Guntur says, “Speaking is the ability to pronounce of sound articulation of words to express, to declare and to deliver the idea, feeling or sense, as a large of these limitation we can say in speaking.”<sup>21</sup>

The writer concludes that speaking ability is the ability to express their ideas, feelings, and emotions and aspect of speaking. By looking whole explanation above, a good speaking will make and create a good communication should have the same correlation between the communicator and listener in absorbing the information, or the meaning of the topic is being talked and also give the sense and response. Moreover, in this situation can talk a topic and using a simple language to teach speaking ability well.

#### a. Types of Classroom Speaking Performance

---

<sup>20</sup>Joe Mc. Donough. *Materials and Methods in ELT*, (A Teacher’s Grade Cambridge: Blackwell, 2003), p.151.

<sup>21</sup>Henry Guntur Tarigan. *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1986), p.15.

Speaking is an ability that is also required to be mastered by the students during the learning process in the classroom, and it is divided into several performances. The kinds of oral productions that students are expected to carry out in the classroom.

1) Imitative

In the drill process, students are offered limited practice through repetition and allowed to focus on one element of language in a controlled activity.

2) Intensive

Intensive speaking can be self-initiated or it can be even form part of some pair work activity, where learners are “going over” certain forms of language.

3) Responsive

These replies are usually sufficient and do not extend into dialogues, such speech can be meaningful and authentic.

4) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5) Interpersonal (dialogue)

These conversations are a little trick for learners because they can involve some or all of the following factors:

- a) a casual register
- b) colloquial language
- c) emotionally charged language
- d) slang
- e) ellipsis
- f) sarcasm
- g) a covert “agenda”.<sup>22</sup>

6) Extensive (monologue)

Extensive oral production task include speeches, oral presentations, and story telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps non verbal responses) or ruled out altogether.<sup>23</sup>

b. What Makes Speaking Difficult

Learning something will always be followed by challenges or conditions that make it difficult to do. Therefore, it is necessary to do something in order to prepare the learners facing those situations. This takes strategy in learning speaking for all of its tasks.

There are things make speaking difficult. Those are points that generally cannot be mastered well by the learners.

1) Clustering

---

<sup>22</sup> H. Douglas Brown. *Teaching by Principles, Op. Cit*, p.267.

<sup>23</sup> *Ibid*, p.268.

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced forms

Students who don't learn colloquial constructions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4) Performance variables

One of the most salient differences between native and non native speakers of a language is in their hesitation phenomena.

5) Colloquial languages

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. One the task in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

## 7) Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation because the stress timed rhythm of spoken English and its intonations patterns convey important messages.

## 8) Interaction

Learning to produce waves of language in a vacuum-without interlocutors –would rob speaking skill of its richest component: the creativity of conversational negotiation.<sup>24</sup>

## c. Principles for Teaching Speaking

According to Djago Tarigan the technique of teaching speaking are:

- 1) Repeat the say
- 2) View and saying
- 3) Describe
- 4) Substituon
- 5) Transformation
- 6) Completing the sentence
- 7) Answer the question
- 8) Ask a question
- 9) Probing quetions
- 10) Advancing the story

---

<sup>24</sup>H. Douglas Brown. *Teaching by principles, Op.Cit*, p.256-257.

- 11) Series of the story
- 12) Repeating the story
- 13) Conversations
- 14) Paraphrase
- 15) Invention of story telling
- 16) Giving instruction
- 17) Telling things
- 18) Dramatizing things
- 19) Statement view
- 20) Playing the actor
- 21) Talking by phone
- 22) Interviewing
- 23) Discussing.<sup>25</sup>

d. Defining Proficiency Levels

The use of FSI (Foreign Service Institute) in speaking testing would put a carefully designed set of structured tasks that elicit pronunciation, fluency, and integrative ability, sociolinguistic and cultural knowledge, grammar, and vocabulary. The test taker is judged to possess proficiency that falls into one of the following eleven different levels.

Table 1

Defining proficiency levels

---

<sup>25</sup> Djago Tarigan. *Teknik Pengajaran Keterampilan Berbahasa*, (Bandung: Angkasa: 1986), p.90.

<b>Level</b>	<b>Description</b>
0	Unable to function in the spoken language.
0+	Able to satisfy immediate needs using rehearsed utterances.
1	Able to satisfy minimum courtesy requirements and maintain very simple face to face conversations on familiar topic.
1+	Able to initiate and maintain predictable face to face conversations and satisfy limited social demands.
2	Able to satisfy routine social demand on limited work requirements.
2+	Able to satisfy most work requirements with language usage this often, but not always, acceptable and effective.
3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics.
3+	Often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding task
4	Able to use the language fluently and accurately on all levels



	normally pertinent to professional needs
4+	Speaking proficiency is regularly superior in all aspect, usually equivalent to that of a well educated, highly articulate native speaker.
5	Speaking proficiency is functionally equivalent to that, of a highly articulate, well-educated native speaker and reflects the cultural standards on the country where the language is spoken. <sup>26</sup>

e. Testing Speaking

According to Cyril j. Weir there are nine ways of speaking test, they are:

1) Verbal essay

Asked to speak for three minutes on either one or more specified general topics.

2) Oral presentation

Expected to give a short talk on a topic which he has either been asked to prepare beforehand or has been informed of shortly before the test.

3) The free interview

---

<sup>26</sup>H. Douglas Brown. *Teaching by Principles, Op. Cit*, p.100.

The conversation unfolds in an unstructured fashion and no set of procedures is down in advance.

4) The controlled interview

It is normally a set procedures determined in advance for eliciting performance.

5) Information transfer; description of picture sequence

The candidate sees a panel of pictures depicting chronologically ordered sequence of events and has to tell the story in the past tense.

6) Information transfer; question on a single pictures

The examiner ask the candidate a number questions about the content of a picture which he has had time to study.

7) Interaction tasks, they are:

a) Information gap students – student

Students normally works in pair and each has given only part of the information necessary for completion of the task.

b) Information gap students – examiner

Interaction some boards have the examiner as one of the participants or employ a common intercalation.

8) Role play

Expected to play one of the rules in an interaction which might reasonably be expected in the real world.

9) The training and standardisation of oral examiners.

Is an essential factor in taking decisions on what to include in a test of spoken or written production.<sup>27</sup>

Then, According to Brown the test of English speaking are:

- 1) Describe something physically
- 2) Narrate from presented material.
- 3) Summarize information of the speaker's own choice
- 4) Give directions based on visual materials
- 5) Give instructions
- 6) Give an opinion
- 7) Support an opinion
- 8) Compare/ contrast
- 9) Hypothesize
- 10) Functions "interactively"
- 11) Define.<sup>28</sup>

f. Characteristics of Successful Speaking Activity

The characteristics of successful speaking techniques are:

---

<sup>27</sup> Cyril. j. Weir. *Communicative Language Testing*, (New York: Prentice hall, 1990), p.74.

<sup>28</sup>H. Douglas Brown. *Language Assessment, Op. Cit*, p.163.

- 1) Learners talk a lot. As much possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often much time is taken up with teacher talk or pauses.
- 2) Participation is even. Class room discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
- 3) 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 objective.
- 4) 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.<sup>29</sup>

g. Problem with Speaking Activities and Help to Solve some Problems

There are problems with speaking activities are:

- 1) Inhibition. Unlike reading, writing and listening activities, speaking requires some degrees of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom; worried about making mistakes, fearful of criticism or losing face or simply shy of the attention that their speech attracts.

---

<sup>29</sup>Penny Ur. *A course in Language Teaching Practice and Theory*, (New York: Cambridge University Press, 2000), p.120.

- 2) Nothing to say. Even if they are not inhibited you often hear learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.
- 3) Low or uneven participations. Only one participants can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
- 4) Mother tongue use. In classes where all, or a number of, they may tend to use it: because it is easier. Because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are talking in small groups it can be quite difficult to get some classes- particularly the less disciplined or motivated ones- to keep to the target language.<sup>30</sup>

And help to solve some of the problems were:

- 1) Use group work

---

<sup>30</sup>H. Douglas Brown. *Op. Cit*, p.121.

This increases the sheer amount of learners talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class.

2) Bare the activity on easy language

In general, the level of language needed for a discussion should be lower than that used in intensive language. Learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation.

3) Make a careful choice of topic and task to stimulate interest

On the whole, the clearer the purpose of the discussion the more motivated participants.

4) Give some instruction or training in discussion skills

If the task is shared on group discussion then include instruction about participation when introducing it.

5) Keep students speaking the target language

Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.<sup>31</sup>

Hornby says, "Ability is (potential) capacity or power (to do physical or mental)."<sup>32</sup> From the above question, it is concluded that the

---

<sup>31</sup>*Ibid*, p.121-122.

ability is one's capability of doing something and that of making a certain response physically or mentally. In relation to the object of this research, it is speaking. Relevant to description above, the writer concludes the indicator of speaking are:

1. Fluency and accuracy

Fluency and accuracy indicate while fluency in many communicative language course bean initial goals in language teaching, accuracy is achieved to some extent by allowing students to focus on the element of phonology, grammar, and discourse in their spoken output.

2. Grammar

Grammar indicates a concerned with the pattern and arrangement of unit established and organized on criteria other than those referable to phonetic feature alone.

3. Vocabulary

Indicated a list or a series of words that is used to express the ideas or in other it is used for general communication.

4. Performance

Performance indicates the process or manner performing when we speaking anything.

It is known as far as ability is got someone in proficiency levels of speaking based ACTFL Proficiency Guidelines (1986), as follows:

---

<sup>32</sup> A.S. Hornby. *Op.Cit*, p.2.

Table 2  
Proficiency level of speaking

<b>Level</b>	<b>Generic Description- Speaking</b>
Novice	The novice level is characterized by the ability to communication minimally with learned material
Advanced	<p>The advanced level is characterized by the speakers ability to :</p> <ul style="list-style-type: none"> <li>-converse the clearly participation</li> <li>-initiate, sustain and bring to closure a wide variety of communicative task including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events.</li> <li>-satisfy the requirement of school and work situation .</li> <li>-narrate and describe with paragraph-length connected discourse.</li> </ul>
Superior	<p>The superior level is characterized by the speaker's ability to:</p> <ul style="list-style-type: none"> <li>-participate effectively in most formal and informal conversation on practical, social, professional and abstract topic.</li> </ul>



	-Support opinion and hypothesis using native-like discourse strategies. <sup>33</sup>
--	---

Based on the table above, it is known students on Senior High School exist at intermediate level whose ages range between 12 and 18. So, minimally the students have ability to communication minimally with learned material.

## B. Review of Related Findings

Talking about Related findings, the writer found some researchs have done by other person. *First*, in the Aryani Annisa's Thesis entitled "The Effect of Appropriation Technique on Students' Speaking Achievement". The aim of the research was to find out the effect of appropriation technique in students' speaking achievement. The research conducted by experimental method. After calculating and analyzing the date, it stated that there was any significantly effect of appropriation technique to the students' speaking achievement. From the calculation of  $t_0$  2,84 while  $t_s$  score is 2,53, so there was positive of significant effect using appropriation technique on Students' Speaking Achievement.<sup>34</sup>

*Second*, Alfian Ramadhan had done research about "The Effect of Content Based Instruction on Students' Achievement' in Speaking Ability at SMA Negeri 1 Arse ". Based on research the Content Based Instruction on Students' Achievement in Speaking ability showed the significant effect.

---

<sup>33</sup>H. Douglas Brown. *Op. Cit*, p.236-238.

<sup>34</sup>Aryani Annisa. *The Effect of Appropriation Technique on Students' Speaking Achievement(Unpublished Script)*, (Padangsidempuan: UMTS, 2003), p.30.

From the calculation of  $t_0$  2,93, while  $t_s$  score is 2,68, so there was positive of significant effect using Content Based Instruction on Students' achievement in speaking ability at SMA N 1 Arse.<sup>35</sup>

*Third*, Teguh Satria Amin about "Improving the Students' Achievement on Speaking through Cooperative Learning". The aim of the research to find out whether or not cooperative learning can improve students' achievement on students' achievement. The research conducted by action research. After calculating and analyzing the data, it stated that there is an improvement of students' speaking if it is taught by using cooperative learning.<sup>36</sup>

So that, from the description above, the writer can conclude that many methods can increase the students' speaking ability. And their research are similarly with writers' title, and it could hope the writer research. The aim of the research was found the effect of cooperative learning Teams-Games-Tournaments (TGT) to students' on speaking ability. This research conducted by experimental and used T-test to analyzing the data.

### **C. Conceptual Framework**

Cooperative learning is hypothesized to increase time on task by engaging students' attention (because of the social nature of the task) and

---

<sup>35</sup> Alfian Ramadhan. *The effect of Content Based Instruction on Students' Achievement in Speaking Ability at SMA Negeri 1 Arse (Unpublished Thesis)*, (Padangsidempuan: STAIN, 2011), p.52.

<sup>36</sup> Teguh Satria Amin. *Improving the Students' Achievement on Speaking through Cooperative Learning*, (Medan: IAIN, 2002), p.39.

by increasing their motivation to master academic materials, most studies that have measured time on task have found higher proportions of engaged time for cooperative learning students. this was found for STAD, Teams-Games-Tournaments (TGT) and for Jigsaw II, the results for the learning together model have been less consistent.

Teams-Games-Tournaments (TGT) is one type of learning that places cooperative learning the student ingroups 5-6 membered learning students who students work with their respective groups. this can be determined by looking at the value they gained during the pre-test and the ability, gender and race syllable or a different teacher presents the material.

Speaking is one of the tasks that must be mastered by the students in the school as one of requirements in learning speaking. Speaking can be understood based on its content of presentation. Here, the presentation is directed to get information about the person involved in the conversation. Therefore, it may vary since one's background of knowledge and competence in making response may be different to each other. However, finally the speaker may get information and end the presentation in comprehensive way. This kind of speaking task is not always done informal way of speech. However, the fact, there are still many students that have less competence through presentation and this strategy can motivate the interest of the students to speak English well.

**D. The hypothesis**

Based on the explanation above the writer formulated the hypothesis as follow: “There is an Effect of using cooperative learning Teams-Games-Tournaments (TGT) method to teaching speaking ability at grade X MAS PPDM Basilam Baru Kotapinang.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Methodology

##### 1. Research Design

The writer used experimental method in doing this research. L. R. Gay and Peter Airasian say “experimental research is that the experiment the research controls the independent variable in fact, the experimental is the quantitative approach that provides the greatest degree of control over the research procedures. Experimental research is the only type of research that can test hypotheses to established cause and effect.”<sup>1</sup> According to John Creswell W. random assignment of subject to treatment condition as well as quash, an experimental that use non randomized.<sup>2</sup>

From the quotation above, writer concludes that the experimental research is kind of research which has aim to know causal effect relationship between one variable or more to other variables. The experimental research controls the selection of participant for the study and divides the select participant in to more groups having similar characteristics at the start of experimental.

The design of this research can be seen from the following table:

---

<sup>1</sup> Brown, *Language Assesment, Op. Cit*, p.141- 142.

<sup>2</sup> John W. Cresswell. *Research design*, (USA: sage publication, 2002).p. 14

Table 3

Class	Pre-Test	Treatment	Post-Tes
Experimental Class	√	√	√
Control Class	√	X	√

## 2. Location and Schedule of Research

This research had been done at MAS PPDM Basilambaru Kotapinang that is located on jl. Linsum km. 5 Basilambaru Kotapinang. The research had been held from November 2011 until August 2012. So that this research had been done for about eight months.

## 3. Population and Sample

### a. Population

Suharsimi Arikunto say, “a population is a set (collection) of all element processing one or more attributes of interest.”<sup>3</sup> From the quotation that, the writer takes an experiment in the grade X MAS PPDM Basilam Baru Kotapinang. The population of grade X is 34 students. The population research consists of one class so that it can be seen the table follow:

---

<sup>3</sup> Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1993) p. 180

Table 4.  
Population of the Research

NO	Class	The Total of Students	Genre	
			Male	Female
1	X	34	24	10

#### b. Sample

According to the John W. Creswell sample is single or multistage (called clustering). A Single-stage sampling procedure is one in which the researcher has access to names in the population and can sample the people (or another elements) directly.<sup>4</sup> And Suharsimi Arikunto says, “ if the subject less 100, it is better to take all of the sample”<sup>5</sup> The students of MAS PPDM Basilambaru Kotapinang is consist of 34 students. The in multistage, clustering procedure, the researcher first samples groups organizations (or clusters). Obtains names of individuals within groups or clusters, and then sample within the clusters. The writer taught that one group, and the writer divided class into two. (as experiment class and control group), which consist of group A and group B. Each group consist of 17 and 17 students. The writer chose group A using method (as experiment class) and class B without using method (as control class). It can be seen the in table as follow:

---

<sup>4</sup> John W. Creswell, *Resesrch Design* (California, New Delhi: 2002) p. 156

<sup>5</sup> Suharsimi Arikunto, *op cit*, p. 109

Table 5

Sample of the research

Experimentl Class	Control Class
17	17

#### 4. Instrumentation

A research must have an instrument in this research because a good instrument can go guarantee for taking the valid data. Suharsimi Arikunto says, “Instrument of research is a tool of facility is used by the researcher in collecting data”<sup>6</sup>. So that, the process is easier and better with the more careful, complete and systematic.

Further, speaking ability is a skill which should be mastered by students to express the idea or though, feeling, knowledge and experience of communicator to audience. There the indicators of speaking were:

Table : 6

Indicator of Speaking

<b>1. Fluency/ Accuracy</b>	<b>0-30</b>
- Pronunciation frequently unintelligible	0-5
- Frequent gross errors and a very a heavy accuracy make understanding difficult,	6-10

---

<sup>6</sup> *Ibid.* p.106



<p>require frequent repetition.</p> <ul style="list-style-type: none"> <li>- Foreign accent requires concentrated listening and mispronunciations/ end to occasional misunderstanding and apparent errors in grammar or vocabulary.</li> <li>- Marked foreign fluency and accuracy mispronunciation with do not interfere with understanding.</li> <li>- No concepcious mispronunciation but would not taken for a native speaker.</li> <li>- Native pronunciation with no trace of foreign fluency.</li> </ul>	<p>11-15</p> <p>16-20</p> <p>21-25</p> <p>26-30</p>
<p><b>2. Grammar</b></p> <ul style="list-style-type: none"> <li>- grammar almost entirely in accurate phrases</li> <li>- constant errors showing control of very few major pattern and frequently preventing communication</li> <li>- frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.</li> <li>- Few errors , with no patterns of failure</li> <li>- No more than two during the interview.</li> </ul>	<p><b>0-15</b></p> <p>0-3</p> <p>4-6</p> <p>7-9</p> <p>10-12</p> <p>13-15</p>

## **CHAPTER IV**

### **DATA ANALYSIS**

As mentioned in earlier chapter, in order to evaluate the effect of using TGT method on speaking ability, the writer has calculated the data using pre- test and post-test. The writer used the formulation of T-test to test the hypothesis. Next, the writer described the data as follow:

#### **A. The Result of Research in Control Class**

The control class is done by calculating the result of test that given to students before giving treatment. Where, the test given to two classes, there are pre-test control class and pre-test experiment class. The following are data and the calculation of the result of control class.

##### **1. Pre-test control class**

In the control class, the writer calculated the result that got by the students in answering the questions at the pre-test control class. The scores of pre-test control class can be seen in the following table:

Table 7  
The score of pre-test control group

No	Number of students (n)	Pre-test
	(1)	(2)
1	AHMD	50
2	ADL HRYN	63
3	ASL	60
4	DNHJ	65
5	EWDYNT	70
6	HDTY	68
7	HRDYS	55
8	JLYN	65
9	KKR	70
10	MYSR	55
11	MLYN	63
12	NJR MULN	60
13	NNSHRN	55
14	NRHJJ	70
15	NRLS	68
16	RJRSK	55
17	SNTYK	63
	Total	1055
	Mean	63,7
	Mode	55
	Median	66,48
	The lowst	50
	The highest	70

Based on the table above the total of score in control group was 1055, mean was 63,7 mode was 55, median was 66.48 The writer got the highest score was 70, and the lowest score is 50. Next, the calculation of how to get it can be seen in the appendix 3. Then, the computed of the frequency distribution

of the student's score of class can be applied in to table frequency distribution as follows:

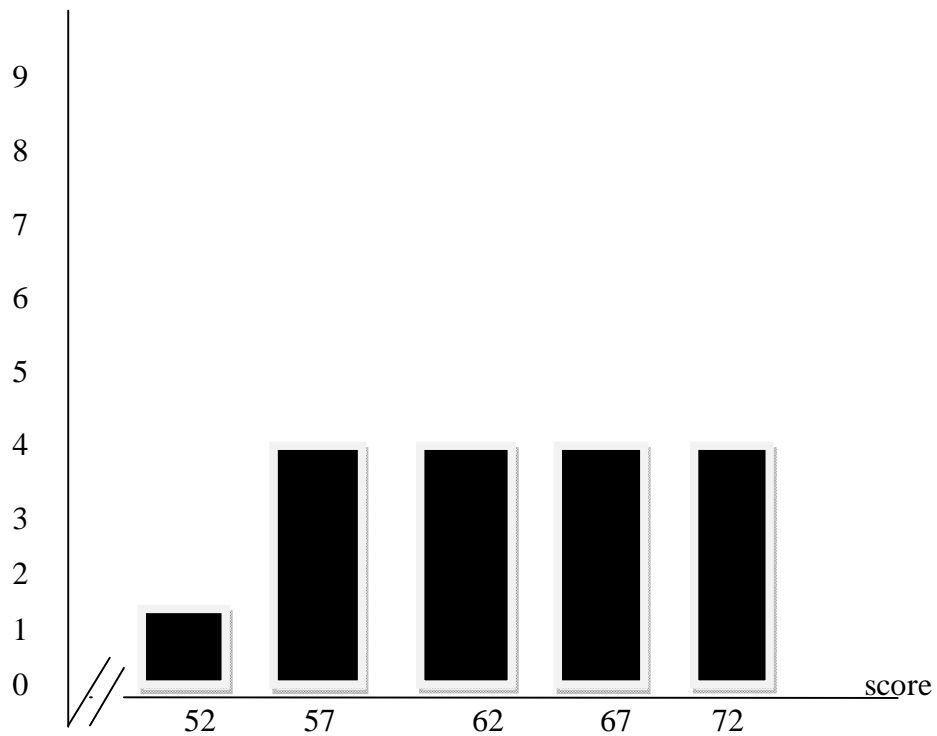
Table : 8

The frequency distribution of students' score

No	Interval	Median	Frequency	Percentages
1	50-54	52	1	5,88%
2	55-59	57	4	23,52%
3	60-64	62	4	23,52%
4	65-69	67	4	23,52%
5	70-74	72	4	23,52%
Total			17	100%

Based on the table above, it can be drawn at histogram as below.

Frequency



Picture 4: Histogram of students' score of control group

From the histogram above, it can be seen that more students get 57, 62, 67, 72 and percentages of students' score that same it is 23,52%. The low score is 52 in percentages of students' score that 5,88%.

**2. Post-test control class**

Table 9  
The ScorePost-test of Control Group

No	Number Of Students	Post- test
1	AHMD	53
2	ADL HRYN	50
3	ASL	50
4	DNHJ	60
5	EWDYNT	55
6	HDTY	50
7	HRDYNS	72
8	JLYN	66
9	KKR	60
10	MYSR	65
11	MLYN	67
12	NJR MULN	70
13	NNSHRN	67
14	NRHJJ	65
15	NRLS	60
16	RJRSK	68
17	SNTYK	62
	Total	1040
	Mean	62
	Mode	50
	Median	68,49
	Min. Score	50
	Max. Score	72

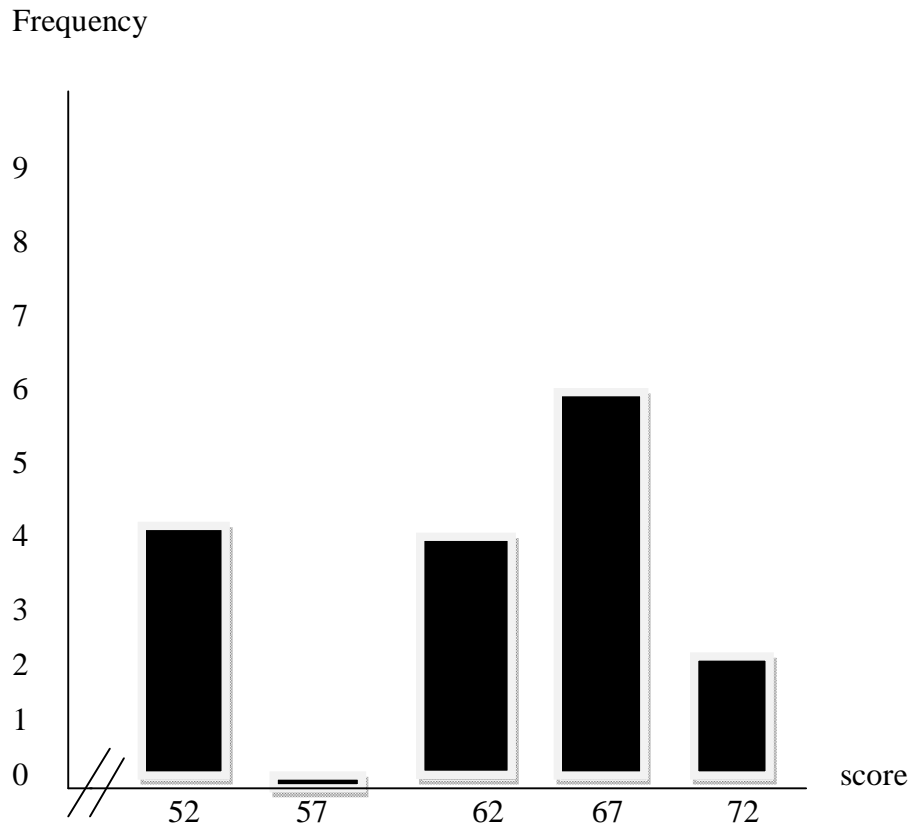
Based on the table above the sum of score in experimental group was 1040, mean was 62, mode was 50, median was 68,49. The writer got the highest score was 72, and the lowest score is 50. Next, the calculation of how to get it can be seen in the appendix 3. Then, the computed of the frequency distribution of the students' score of group of control can be applied in to table frequency distribution as follows:

Table 10

The frequency distribution of students' score

No	Interval	Median	Frequency	Percentages
1	50-54	52	4	23,52%
2	55-59	57	0	0%
3	60-64	62	4	23,52%
4	65-69	67	6	35,29%
5	70-74	72	2	11,76%
	Total		17	100%

Based on the table above, it can be drawn at histogram as below.



Picture 4: Histogram of students' score of control group

From the histogram above, it can be seen that the more score was 67, And the percentages of the students' score that was 35, 29%. Then the low score was 57%, And percentages of the students' score that was 0%. So the total mean score of pre-test control group is bigger than post-test control group it can be seen from the mean score ( $63,7 > 62$ ). It can be said that the pre-test control group is better that post-test control group.

After the calculating the result of the control class in the pre-test and the post-test, next, the writer also calculated the both score of the pre-test and the post-test of control class. in this case, the writer will be seen the raising of score pre-test control class and post-test control class. The result of that can be seen in the appendix 3.

The result both of pre-test and post test control class can be seen from different score between pre-test and post- test of control class , the total score of post- test is bigger than pre-test (1040<1055). It means the score of students was down.

## **B. The Result of Research in Experimental class**

After calculating the result of pre-test control class, post-test control class and compare the score of pre-test control class and post-test control class above, next in this case the writer had calculated the pre-test experimental class, post test experimental class and the score both of the pre-test experimental class and post-test experimental class. The following are data and the calculation of the result of experimental class.

### **1. Pre-test experiment class**

In the pre-test experimental class, the writer calculated the result that got by the students in answering the questions at the experimental class. The scores of pre-test experimental class can be seen in the following table:



Table 11

The score of pre-test experimental group

No	Number of student ( n )	Pre- test
	(1)	(2)
1	MYSRH PN	70
2	STARYN	68
3	STPTMH	60
4	SPYKHRN	55
5	SHRN	70
6	SWLMN	72
7	STY	60
8	SRRFK	65
9	WTRRHMDN	55
10	YLIENDG	60
11	MRNINDH	70
12	DSPRNMNDRT	74
13	NRHT	68
14	KHIRL	65
15	SDDMHSEIN	70
16	BDGNWN	72
17	HLMTSSDYH	70
	Total	1124
	Mean	65,82
	Mode	70
	Median	71,5
	The lowst	55
	The highest	74

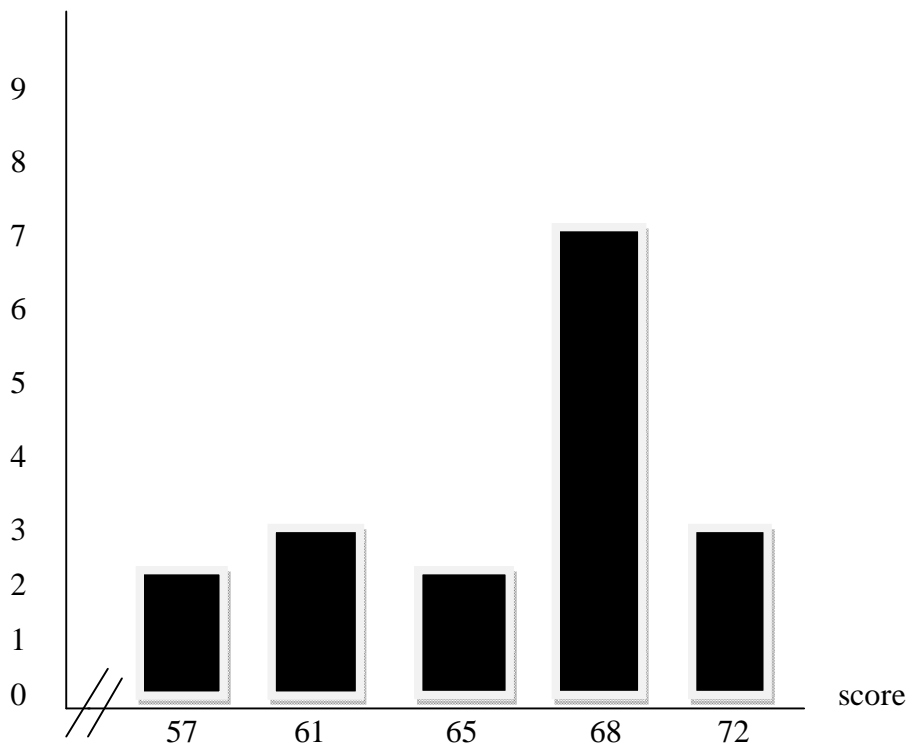
Based on the table above the total of score in experimental group was 1124, mean was 65,82 mode was 70, median was 71,5. The writer got the highest score was 74, and the lowest score is 55. Next, the calculation of how to get it can be seen in the appendix 3. Then, the computed of the frequency distribution of the student's score of class can be applied in to table frequency distribution as follows:

Table 12  
The Frequency Distribution of Students' Score

No	Interval	Median	Frequency	Percentages
1	55-58	57	2	11,76%
2	59-62	61	3	17,64%
3	63-66	65	2	11,76%
4	67-70	68	7	41,17%
5	71-74	72	3	17,64%
Total			17	100%

Based on the table above, it can be drawn at histogram as below:

Frequency



Picture 6: Histogram of Students' Score of Pre-Test Experimental Class

From the histogram above, it can be seen that more students get 68, and the percentages of the students' score was 41,17%. Than the low score was 57, and the percentages of the students' score was 11,76%.

## 2. post- test experimental class

Table 13

The score post- test of experimental group

No	Number of students	Post-test
1	MYSRH PN	72
2	STARYN	70
3	STPTMH	65
4	SPYKHRN	60
5	SHRN	74
6	SWLMN	74
7	STY	65
8	SRRFK	70
9	WTRRHMDN	70
10	YLIENDG	75
11	MRNINDH	76
12	DSPRNMNDRT	76
13	NRHT	74
14	KHIRL	77
15	SDDMHSEIN	76
16	BDGNWN	79
17	HLMTSSDYH	76
	Total	1229
	Mean	72,55
	Mode	76
	Median	79,49
	Min. Score	60

	Max. Score	79
--	------------	----

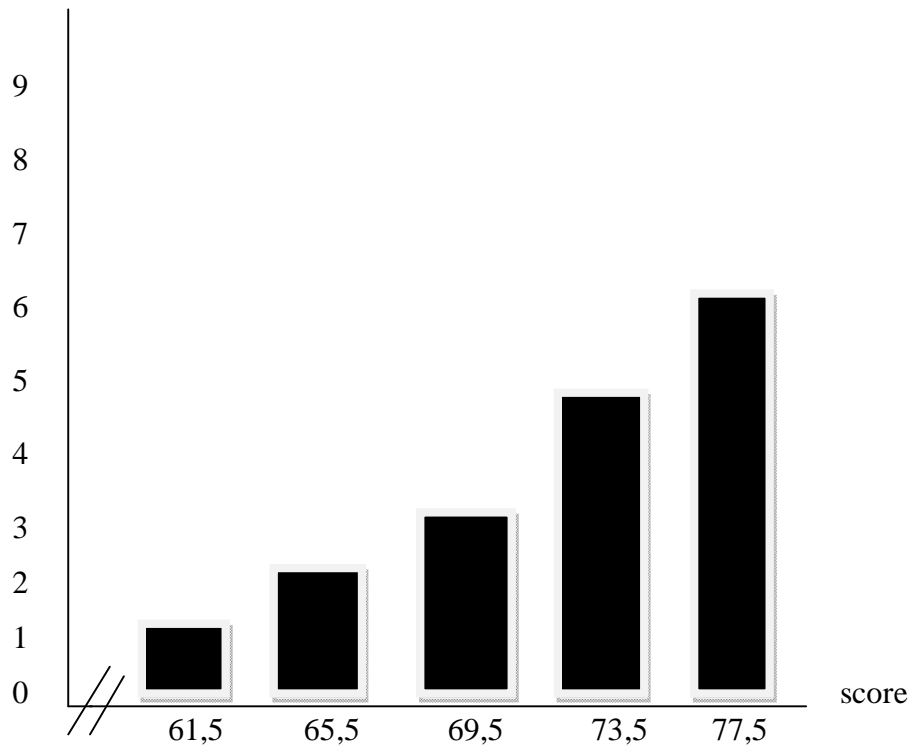
Based on the table above the sum of score in experimental group was 1229, mean was 72,58, mode was 76, median was 79,49. The writer got the highest score was 79, and the lowest score is 60. Next, the calculation of how to get it can be seen in the appendix 3. Then, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows :

Table 14  
The frequency distribution of students' score

No	Interval	Median	Frequency	Percentages
1	60-63	61,5	1	5,88%
2	64-67	65,5	2	11,76%
3	68-71	69,5	3	17,64%
4	72-75	73,5	5	29,41%
5	76-79	77,5	6	35,29%
	Total		17	100%

Based on the table above, it can be drawn at histogram as below

Frequency



Picture 3: Histogram of students' score of Experimental group

From the histogram above, it can be seen that more students get 77,5, and the percentages of the students' score was 35,29%. than the low score was 61,5 and the percentages of the students' score was 5,88%.

After calculating the result pre-test experimental class and pro-test experimental class above, next, the writer also calculated the score of pre-test experimental class and post-test experimental class. In this case, the writer will be seen the raising of score pre-test experimental class and post-test experimental class . The result of that can be seen in appendix 4.

From the calculating the result of control class and experimental class above, the writer summarized that the result both of post-test control class and post test experimental class can be seen, the students got different score, the post-test control class was 1045 and the post- test of experimental class was 1229, the total score of post- test is bigger than pre-test (1229>1124). It means the score of experimental class better than control class.

#### **D. The Hypothesis Testing**

The hypothesis of research was “there was a significant effect of cooperative learning (TGT) to students speaking ability”. The data will be analyzed to prove hypothesis by using formula of T-test. The steps were as follow:

- 1) The first step, to find average score each group.
  - a. The average score of experimental group.

$$\begin{aligned}
 M_1 &= \frac{Y_1^2}{Y_1} \\
 &= \frac{919}{107} \\
 &= 8,58
 \end{aligned}$$

- b. The average score of control group.

$$\begin{aligned}
 M_1 &= \frac{Y_2^2}{Y_2} \\
 &= \frac{-194}{-10} \\
 &= -19,4
 \end{aligned}$$

2) The second step, to find deviation score each group

a. The deviation score of experimental group

$$\begin{aligned}\Sigma_{x_1} &= \Sigma Y_1^2 - \frac{(\Sigma Y_1)^2}{n_1} \\ &= 919 - \frac{(107)^2}{17} \\ &= 919 - \frac{11449}{17} \\ &= 919 - 673,4 \\ &= 245,6\end{aligned}$$

b. The deviation score of control group

$$\begin{aligned}\Sigma_{x_2} &= \Sigma Y_2^2 - \frac{(\Sigma Y_2)^2}{n_2} \\ &= -194 - \frac{(-10)^2}{17} \\ &= -194 - \frac{-100}{17} \\ &= -194 + 5,88 \\ &= 199,88\end{aligned}$$

3).The third step, to use the formulat of T- test

Table 15  
List of Score

No	Symbol	Score
1.	$M_1$	8,58
2.	$M_2$	-19,4
3.	$\Sigma Y_1^2$	245,6
4.	$\Sigma Y_2$	199,88
5.	$n_1$	17
6.	$n_2$	17

$$\begin{aligned}
 Tt &= \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma X_1 + \Sigma X_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
 &= \frac{8,58 - (-19,4)}{\sqrt{\left(\frac{245,6 + 199,88}{17 + 17 - 2}\right)\left(\frac{1}{17} + \frac{1}{17}\right)}} \\
 &= \frac{27,98}{\sqrt{\left(\frac{445,48}{32}\right)\left(\frac{2}{17}\right)}} \\
 &= \frac{27,98}{\sqrt{13,93\left(\frac{2}{17}\right)}}
 \end{aligned}$$



$$= \frac{27,98}{\sqrt{\frac{27,86}{17}}} = \frac{27,98}{\sqrt{1,63}}$$

$$= \frac{27,98}{9,87}$$

$$t_o = 2,83$$

d.  $b = (n_1 + n_2 - 2) = 17 + 17 - 2 = 32$  Next, do test missing one

In the table V the score  $t_{s\ 0,05} = 2,04$  and  $t_{s\ 0,01} = 2,75$   $t_o = 2,83$  ( $2,83 > 2,75 < 2,04$ ). So the from the calculation about, it is concluded that the result of experimental is significant, next Teams-Games-Tournaments (TGT) methods has significant effect to improve speaking ability at grade X MAS PPDM Basilam Baru Kota Pinang. So, the hypothesis is accepted.

Next, to know the categorize how far the effect of Teams-Games-Tournaments (TGT) methods on students' speaking ability, it would be interpreted from the table below:

Table 16  
The Table coefficient Effect of interpretation<sup>1</sup>

Coefficient interval	Effect level
0,00 - 0,02	Very low
0,20 – 0,40	Low
0,40 – 0,70	Enough
0,70 – 0,09	High
0,09 – 1,00	Very high

To know the effect of cooperative learning by using Teams-Games-Tournaments (TGT) methods on speaking ability. next, the result of it interpreted to above table,  $2,83 - 2,04 = 0,79$ . The effect of Teams-Games-Tournaments (TGT) methods on grade X students' speaking ability categorized into high.

From the calculation data above shown that, after using Teams-Games-Tournaments (TGT) method the students' speaking ability increases. It can be seen from the total score of experimental group that was 207. Moreover, the last score of the calculation above indicated to  $> ts (2,83 > 2,04)$ . Next, showed with different score of experimental class was bigger then control class  
(  $1229 < 1055$ ).

---

<sup>1</sup> Riduan, *belajar mudah penelitian untuk guru karyawan dan penelitian pemula* (bandung: alfabeta). 2005, P. 89

Concerning the result t- test above, it shown that Teams-Games-Tournaments (TGT) methods can improve students' speaking ability. It concluded the hypothesis of this study was accepted.

## **E. The Discussion**

In this rant, the writer discussed what she found in related theories or findings. First, Zainil says“speaking retention can be increased through physical actives”.<sup>2</sup> It means learning by cooperative learning Teams-Games-Tournaments (TGT) methods can increase the students' speaking ability.

Further, In the Suherman's scriptthe effect of cooperative learning and achievement on speaking ability in fron of class in a secondary schoolShe proved that there was effect of cooperative learning Teams-Games-Tournaments (TGT) to students' on speaking ability. So, she also proved was with Zainil's theory, that learning by cooperative learning TGT methods can increase the students' speaking ability.

The writer has also found the same thing. She found the students' speaking ability before learning by using Teams-Games-Tournaments (TGT) methods categorized low. It can be seen from the result of pre-test, most of students still have score 60-79 .Whereas, the standardization of English must be 75 .Next, after using Teams-Games-Tournaments (TGT) methods, the students speaking ability increase. It can be seen from the total score of experimental

---

<sup>2</sup> Zainil, *Language Teaching Methods*, (Padang: Sukabina Offset, 2008), p. 52.

group that was 1229. Moreover, the last score of the calculation above indicated to  $t > t_s$  ( $2,83 > 2,04$ ) so, the hypothesis was accepted. Finally, there was significant effect between using Teams-Games-Tournaments (TGT) methods on students' speaking ability.

Thus, it can be stated that Teams-Games-Tournaments (TGT) can increase the students' speaking ability.

#### **F. Threats of the Research**

The writer found the threat of this research, as follows :

1. The students were shy to perform the monolog text in front of class.
2. The limited in literature make into writer difficult for collected the recent theory and relevant with the research.
3. The students needed more time for working pre-test and post-test.
4. The limited of English books (especially speaking book) in the writer's campus.
5. The limited of the instrument of research.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This chapter the effect of cooperative learning Teams-Games-Tournaments (TGT) to students on speaking ability shown there is significant effect. Based on the result of data analysis that has described in the previous chapter, the writer concluded as follows:

1. Before using Teams-Games-Tournaments (TGT) method, pre- test control class was 63, 7 and pre-test experimental class was 65,82 it is low category.
2. After using Teams-Games-Tournaments (TGT) method, post-test control class was 62 (low) and post- test experimental class was 72, 55 (high). the total score of post- test was better than pre-test.
3. There are the significant effect to students on speaking ability by using Teams-Games-Tournaments (TGT) method in cooperative learning.

## **B. Suggestion**

Based on the conclusion of this research that have mentioned above. The writer wants to give some suggestion as follows:

1. For all students are hoped to be more active in next teaching and learning especially in using TGT method in cooperative learning to build up students' speaking ability.
2. It is advisable for the English teacher to increase the student's competence in speaking and also it is suggested to the student to study in their house and order to practice their ability of speaking.
3. To English teachers are hoped that in English teaching learning process should use English to explain or to teach English subject to the students surrounding school area.
4. The students of English section at STAIN Padang Sidimpuan should have to do practice in English as much with their classmate or maybe with their English teacher.
5. To English lecturers at STAIN Padang Sidimpuan should be active in using English when the learning process.
6. To the chief of the English section at STAIN Padang Sidimpuan to repair the curriculum of English subject better.

## REFERENCES

- Amin, Teguh Satria, *Improving the Students' Achievement on Speaking through Cooperative Learning*, Medan: IAIN, 2002.
- Annisa, Aryani, *The Effect of Appropriation Technique on Students' Speaking Achievement Unpublished Script*, Padangsidempuan: UMTS, 2003.
- Arikunto, Suharsimi, *Prosedur Penelitian suatu Pendekatan Praktek*, Jakarta: Rineka Cipta, 1993.
- Brown, H. Douglas, *Language Assesment: Principles and Classroom Practices*, San Fransisco: Longman, 2004.
- Chamot, Anna uhl, *The Learning Strategies*, America, Rhea Banker, 1999.
- Donough, Joe Mc, *Materials and Methods in ELT, A Teacher's Grade* Cambridge: Blackwell, 2003.
- Field, Kit, *issue in modern foreign language teaching*: Edited, New York: Routledge Falmer, 2000
- Isjoni, *Pembelajaran Kooperatif Meningkatkan Kecerdasan Komunikasi Peserta Celeban Timur* Jakarta. 2009.
- Nasution, Syafaruddin and Irwan, *Manajemen Pembelajaran*, Jakarta: Quantum Teaching, 1987.
- Oxford learner's, *Pocket Dictionary*, Victoria Bull, University Press: Market, 2008.
- Ramadhan, Alfian, *The effect of Content Based Instruction on Student's Achievement' in Speaking Ability at SMA Negeri 1 Arse (Unpublished Thesis*, Padangsidempuan: STAIN, 2011.
- Riduan, *belajar mudah penelitian untuk guru karyawan dan penelitian pemula* bandung: alfabeta. 2005.
- Sanjaya, Wina, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, Jl. Tamrana raya. No. 23.
- Slavin, Robert E, *Cooperative Learning Theory Research and Practice USA*: Singapura, 1990.

- Suheri, *Teams-Games-Tournaments and implementation*, <http://ftczone.com> On wensday, 12 March 2012 00: 03.
- Suherman, *Cooperative Learning and Achievement*, <http://sites.google.com/site/prapasara/3-5>, retrieved on Monday, 13 March 2008.
- Tarigan, Djago, *Tekhnik Pengajaran Keterampilan Berbahasa*, Bandung: Angkasa, 1986.
- Tarigan, Henry Guntur, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, Bandung: Angkasa, 1986.
- Ur, Penny, *A course in Language Teaching Practice and Theory*, New York: Cambridge University Press, 2000.
- Weir, Cyril j, *Communicative Language Testing*, New York: Prentice hall, 1990.
- Zailani, *Defenition of Teams-Games-Tournaments*, <http://fahreena.wordpress.com> Sunday-22-2011-05 january-31-213.
- Cresswell, John W, *Research design*, USA: sage publication, 2002. .
- Lie, Anita, *Cooperative Learning*, Gramedia, Jakarta. 2010.