

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and discussion of the research. The statement of the problem is the implementation of TGT method to teach English speaking at MA. Miftahut Thullab Putatsari and the advantages and disadvantages of the implementation of TGT method to teach English at MA. Miftahut Thullab Putatsari.

#### A. Overview of Research Objects

##### 1. The profile of MA. Miftahut Thullab Putatsari

MA Miftahut Thullab, Putatsari Village, Grobogan District, Grobogan Regency is part of a formal religious education institution accredited B managed by the Foundation. MA Miftahut Thullab was established on July 1, 2003, with school statistics number: 312331512423.2 The history of the establishment of MA Miftahut Thullab due to several factors, namely :<sup>1</sup>

- a. The pace of development and increase of junior high school graduates and MTs graduates, especially in these neighbor hoods, who are not accommodated in public schools, so they must enter private schools. Therefore, finally an initiative arose to establish Madrasah Aliyah to accommodate and in order to help the government reduce the shortage of places to study.
- b. Fulfilling the demand of some people who want to have sons and daughters go to school in Madrasah Aliyah because in addition to studying general science, they also study religious knowledge.
- c. To deepen religious education for children who graduated from junior high school and MTs.

##### 2. Vision dan Missions

The Vision of MA. Miftahut Thullab Putatsari Grobogaan is *“terdepan dalam prestasi padu dalam ilmu dan seimbang dalam amal serta berakhlakul karimah”*.

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<sup>1</sup> The results of observation carried out by researcher, May, 14<sup>th</sup>, 2023

While the missions of MA Miftahut Thullab, namely:

- a. Improving the quality of learning
- b. Integration of religious and general sciences
- c. Resource development
- d. Implementation of Islamic culture
- e. Community participation.<sup>2</sup>

### 3. The Organizational Structure

The organizational structure referred to here is all tasks or personnel involved in the management and development of the madrasah. Because in an institution there needs to be a structure that will facilitate and regulate the course of the organization so that educational programs can be realized and coordinated properly and neatly, so that educational goals will be achieved.

As a formal educational institution, to carry out the duties and functions of MA Miftahut Thullab Putatsari is led by the head of the madrasah who is in charge of the activities that take place. In carrying out his duties, the head of the madrasah is assisted by waka and other stakeholders. The composition of the chairman of MA Miftahut Thullab is as follows:<sup>3</sup>

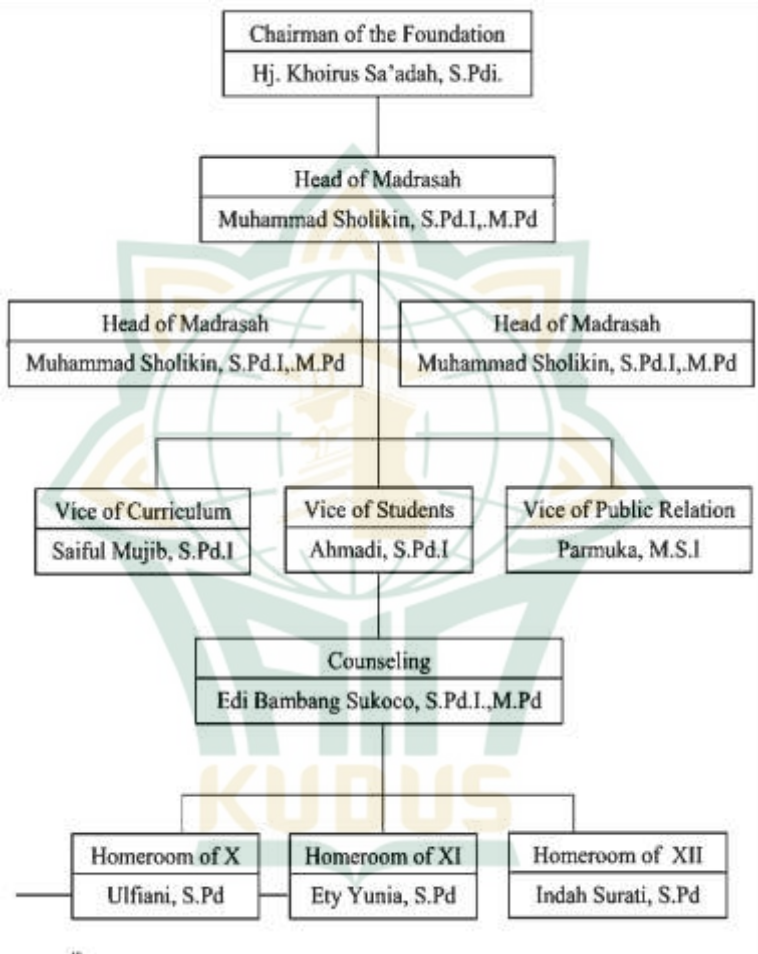
Chairman of the Foundation	: Hj. Khoirus Sa'adah, S.Pdi.
Head of Madrasah	: Muhammad Sholikin, S.Pd.I,M.Pd
Vice of Curriculum	: Saiful Mujib, S.Pd.I
Vice of Students	: Ahmadi, S.Pd.I
Vice of Public Relation	: Parmuka, M.S.I
Head of Administration	: Muhammad Yudi
Homeroom of X	: Ulfiani, S.Pd
Homeroom of XI	: Ety Yunia, S.Pd
Homeroom of XII	: Indah Surati, S.Pd
Counseling	: Edi Bambang Sukoco, S.Pd.I.,M.Pd
The Commite of Madrasah	: Ahmad Masyrofi

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<sup>2</sup> Documentation of MA.Miftahut Thullab Putatsari

<sup>3</sup> Documentation of MA.Miftahut Thullab Putatsari

**Picture 4.1.**  
**ORGANIZATIONAL STRUCTURE OF**  
**MA MIFTAHUT THULLAB PUTATSARI GROBOGAN<sup>4</sup>**



<sup>4</sup> Documentation of MA.Miftahut Thullab Putatsari

**Table 4. 1 Teacher of Ma Miftahut Thullab Putatsari<sup>5</sup>**

<b>No</b>	<b>Name</b>	<b>Position</b>	<b>Subject</b>
1	Hj. Khoirus Sa'adah, S.Pdi.	Chairman of the Foundation	-
2	Muh. Sholikin, M.Pd	Head of Madrasah	Qur'an Hadits
3	Saiful Mujib, S.Pd.I	Vice of Curriculum	Bahasa Inggris
4	Parmuka, M.S.I	Vice of Public Relation	Seni Budaya
5	Ahmadi, S.Pd.I	Vice of Students	SKI
6	M. Abdul Rohman, S.Pd.I	Teacher	Prakarya
7	M. Hanafi, M.E	Teacher	Fiqih
8	M. Ulin Nuha, S.Pd.I	Teacher	Aqidah Akhlak
9	Ahmad N. Sholekan, S.Pd	Teacher	TIK
10	Etty Yunia, S.Pd	Homeroom of XI	Matematika
11	Ulfiani, S.Pd	Homeroom of X	Kimia dan Fisika
12	Edi Bambang S, M.Pd	Counseling	Bahasa Arab
13	Jumei Ekowati, S.Pd	Teacher	Biologi
14	Indah Surati, S.Pd	Homeroom of XII	Bahasa Jawa
15	Ahmad Yudy	Head of Administration	-
16	Suryaning Tyas, S.Pd	Teacher	PKN
17	Laspan, S.Pd	Teacher	Bahasa Indonesia
18	M. Al-Amin, S.Pd.I	Teacher	Penjasorkes
19	Muslimin, S.Pd.I	Teacher	Sejarah
20	Zumrotul Khoiriyah	Administration	-

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<sup>5</sup> Documentation of MA.Miftahut Thullab Putatsari

**Table 4. 2 The Students Data of MA Miftahut Thullab**

No	Kelas	L	P	Total
1	X	13	15	28
2	XI	6	22	28
3	XII	15	14	29
	<b>Total</b>	34	51	85

**Table 4. 3 The Infrastructure of MA. Miftahut Thullab<sup>6</sup>**

No	Data description	Total	Condition
1	Land Size	3120 m <sup>2</sup>	
2	Building	5	Good
3	Headmaster room	1	Good
4	Teacher room	1	Good
5	Science Laboratory	1	Good
6	Classroom	5	Good
7	Assembly Hall	1	Good
8	Administration room	1	Good
9	Boys' Dormitory Room	2	Good
10	Girls' Dormitory Room	2	Good
11	Mosque	1	Good
12	Canteen	1	Good
13	Bathroom	3	Good
14	Skills room	1	Good
15	Laptop	24	Good
16	Sewing Tools	20	Good
17	Computer Laboratory	1	Good

<sup>6</sup> Documentation of MA.Miftahut Thullab Putatsari

No	Data description	Total	Condition
18	Futsal and Basketball Field	1	Good
19	Volleyball Field	1	Good
20	Students Table	150	Good
21	Students Chair	150	Good
22	Teachers Table	24	Good
23	Teachers Chair	24	Good
24	LCD Projector	2	Good
25	Cupboard	4	Good

## B. Description of Research Data

This research was done from May 12 until June 3, 2023, at MA Miftahut Thullab Putatsari. The researcher researched the implementation of TGT method to teach English speaking at MA. Miftahut Thullab Putatsari. In this research, the researcher obtained the data by interviewing the Teacher, students, and the headmaster of MA Miftahut Thullab Putatsari. At the documentation stage, the researcher documented the results of the interview in the form of photos and data files related to the topic. The researcher found that participant implemented the TGT method to improve student speaking skills at MA. Miftahut Thullab Putatsari. The data findings that the researcher found are described as follows:

### 1. The Implementation of TGT Method to Improve Student Speaking Skills at MA. Miftahut Thullab Putatsari

In this section, researcher conducted interviews with the headmaster, teachers, and students about the TGT method that used by teacher at MA Miftahut Thullab Putatsari. The results of the interview were poured by the researcher into the form of a description as follows:

The application of the TGT method in improving student speaking at MA Miftahut Thullab Putatsari was carried out. This is evidenced by the results of interviews with the head of the Madrasah who mentioned that he often

saw the treatment of TGT carried out by Mr. S in teaching English.<sup>7</sup>

As for the process of implementing the method, researchers conducted interviews with teachers and students which were described by researchers as follows:

The learning process was carried out in the classroom, both teacher and students so that the TGT method could apply in the classroom. Before the learning process began, all preparations are prepared by the teacher such as material, the systems of the tournament, technical, and so on. This is done to make it easier for teachers to be able to implement the method easily while in the classroom so that everything is neatly packaged and ready to be implemented to students. This is evidenced by the results of interview with Mr. S who mentioned that he prepared the material to be used for TGT before class started.<sup>8</sup>

The next step is the teacher divided students into several groups, in the formation of which the teacher classified the level of knowledge possessed by students. The division is intended so that each group has a balanced level of knowledge so that the implementation of TGT can run well. If the formation of TGT was made randomly, then the quality of knowledge possessed between groups could be different. Some have a high level of intelligence in one group, then there are groups that are less intelligent. If this is applied in this method, then the implementation of TGT becomes less optimal and meaningless. This is also reinforced by the opinions of students who say that the process of forming groups is carried out by equalizing the quality of knowledge possessed so that all groups are homogeneous.<sup>9</sup>

After the group formation is complete, the next step is the students discussed the material with their teammates, This is evidenced by the results of interviews with teachers who stated that in the implementation of the TGT method,

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2023 <sup>7</sup> Headmaster, The Results of Interview , Interview 1, transcript, May, 15<sup>th</sup>,

<sup>8</sup> The results of observation carried out by researcher, May, 14<sup>th</sup>, 2023

<sup>9</sup> Mr. S, The Results of Interview , Interview 2, transcript, May, 14<sup>th</sup>, 2023.

students were given a short time to discuss the material before carrying out the tournament.<sup>10</sup> Beside that, based on observations was made by researcher, students discuss again with their teammates about the materials that have been explained by the previous teacher. After that, if it felt that the discussion time is enough, it would proceed to the next step.<sup>11</sup> Then based on the results of interviews with students, researcher got information that the groups created in the class are 7 groups with each group totaling 5 people. All activities in the group were organized and agreed upon by the group discussion.<sup>12</sup>

The next step is the tournament process. Based on the results of interviews with teachers, researcher found that in the implementation of the tournament, there were several rules that were obeyed by each team. The first rule is when one group practices speaking, the other group must not interfere with the team that were performed, However, other groups are allowed to. If the correction results from the other team are correct, then the corrector team gets one point. If the correction is wrong, there is no point deduction for the correcting team. On the other hand, the corrected team may also defend the correction from its friends, if the defense is made by the team that appears, then the team that appears gets an additional point.<sup>13</sup> In addition to earn points from grading other groups, each team would also get points from teachers as core assessments. This value can be based on the quality of performances of each team. The team that performs well and correctly has no pronunciation errors, will get a score of 10, While the value can be reduced according to the mistakes made by the team. The value of the team can increase if the other team can correct the other team's performance errors and the correction results are correct, then if the correction results are wrong, and the

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<sup>10</sup> Mr. S, The Results of Interview , Interview 2, transcript, May, 14<sup>th</sup>, 2023.

<sup>11</sup> The results of observation carried out by researcher, May, 14<sup>th</sup>, 2023.

<sup>12</sup> Student A, The Results of Interview , Interview 3, transcript, May, 14<sup>th</sup>, 2023.

<sup>13</sup> Mr. S, The Results of Interview , Interview 2, transcript, May, 14<sup>th</sup>, 2023.



team that appears maintains its truth by arguing and opinions, then the tin that appears gets one point. This statement was also corroborated by the results of interviews with students who stated that in the implementation of the tournament, other groups may make corrections to the group that is speaking in class. If the correction result is correct, the team that corrects correctly will get points.<sup>14</sup>

## 2. The Advantages and Disadvantages of TGT Method Improve Students' Speaking Skills at MA. Miftahut Thullab Putatsari

### a. The Advantages

At this time, researcher conducted interviews with teachers who applied the TGT method to improve student speaking in the classroom. This interview discusses the advantages that exist in this method, which described as follows:

Mr. S. mentioned that there are several advantages obtained from implementing TGT in teaching speaking. The first advantage is that students became active in participating to express their opinions so that the atmosphere in class is more meaningful than if learning does not use TGT.<sup>15</sup> Researcher also found that the situation in the classroom when TGT was implemented that had more interactive, where students interacted with other groups, provided feedback, corrected, and so on.<sup>16</sup> This is corroborated by the results of an interview with student A who stated that there is a high enthusiasm for learning when the method is implemented. With the game system carried out, students will be encouraged to win the game organized by the teacher, so that students will try to win the game.<sup>17</sup>

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<sup>14</sup> Students, The Results of Interview , Interview 3, transcript, May, 14<sup>th</sup>, 2023

<sup>15</sup> Mr. S, The Results of Interview , Interview 2, transcript, May, 14<sup>th</sup>, 2023.

<sup>16</sup> The results of observation carried out by researcher, May, 14<sup>th</sup>, 2023.

<sup>17</sup> Student A, The Results of Interview , Interview 3, transcript, May, 14<sup>th</sup>, 2023.

The second advantage is that students are increasingly trained to feel confident in expressing their opinions in class, confidence is provided positive energy that can support the process of absorbing knowledge. In this case, Mr. S hopes that the confident attitude of his students will not only apply in the classroom but also can apply outside of school.<sup>18</sup> In the observation process carried out by researcher, researcher also get the phenomenon of students who have high self-confidence, these students play an active role in correcting the mistakes of their friends who are performing speaking in class. This attitude makes other students more motivated to provide good feedback, ranging from refutation, defense, and other feedback activities that can occur in the learning process.<sup>19</sup>

The third advantage is that students have more motivation to comprehend the material in learning because of the implementation of TGT learning which could trigger students to want and to win games carried out in class.<sup>20</sup> In observation, researcher also got information that students feel enthusiastic to learn about the material provided by the teacher, this is triggered by learning motivations that arise due to the implementation of TGT in learning speaking in the classroom. In carrying out these activities, students would compete to win games organized by teachers in teaching speaking in class.<sup>21</sup> This is also corroborated by the opinion of Student A mentioned that the advantage of the TGT method is that there is a high enthusiasm for learning when the method is implemented. With the game system carried out, students will be encouraged to win the game organized

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<sup>18</sup> Mr. S, The Results of Interview , Interview 2, transcript, May, 14<sup>th</sup>, 2023.

<sup>19</sup> The results of observation carried out by researcher, May, 14<sup>th</sup>, 2023.

<sup>20</sup> Mr. S, The Results of Interview , Interview 2, transcript, May, 14<sup>th</sup>, 2023.

<sup>21</sup> The results of observation carried out by researcher, May, 14<sup>th</sup>, 2023.

by the teacher, so that students will try to win the game.<sup>22</sup>

The fourth advantage is that students became more motivated to active and to interact in class. Students became more active compared to other classes that do not use TGT. This active activity is spurred by prizes that would be given by the teacher to the team that would win the tournament in the classroom so the majority of students in the class began to be encouraged to interact and improvise with their teams in order to win the match organized by the teacher.<sup>23</sup> Based on observations made by researcher, students feel enthusiastic and motivated to learn the material tested in order to achieve the victory in class. In addition, students are also encouraged to explore how to pronounce a word correctly to get good grades.<sup>24</sup> This is also reinforced by the opinions of students who state that the advantage felt by student B is that the learning carried out becomes more meaningful than traditional learning, with learning with the TGT method can make learning easy to remember.<sup>25</sup>

The fifth advantage is the togetherness of team that appeared in the classroom. In the TGT implementation process, students' attitudes seemed to had more togetherness with their teammates, they interacted together and provided explanations with one team if one team member could not get what the team will do.<sup>26</sup> In observations made by researcher, students had a close relationship with one team, where they had a high sense of community in the team. All members

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<sup>22</sup> Student A, The Results of Interview , Interview 3, transcript, May, 14<sup>th</sup>, 2023.

<sup>23</sup> Mr. S, The Results of Interview , Interview 2, transcript, May, 14<sup>th</sup>, 2023.

<sup>24</sup> The results of observation carried out by researcher, May, 14<sup>th</sup>, 2023.

<sup>25</sup> Student B, The Results of Interview , Interview 3, transcript, May, 14<sup>th</sup>, 2023.

<sup>26</sup> Mr. S, The Results of Interview , Interview 2, transcript, May, 14<sup>th</sup>, 2023.

in the group will feel happy with one team if they manage to complete the performance smoothly.<sup>27</sup>

The sixth advantage is the mutual respect which appeared for each other in the class. This attitude appeared when the implementation of TGT was carried out, where students felt the need for their teammates. They do learning with teammates who could create a common bond within a team. They also provided brainstorming and discussion within the team to make good preparations to give a good performance.<sup>28</sup> In observation, researcher also found that students helped each other and discussed with each other about the material tested. An attitude of respect for each other appeared during the discussion and presentation of the material. Where not only did teammates appreciate their team, but also other teams also had mutual respect for other teams.<sup>29</sup> This is also reinforced by the opinions of student B who mentioned that the advantage which he encountered was the mutual respect between teams, where they could allow other teams to give their opinions on the performance of other teams which could increase mutual respect.<sup>30</sup>

The last advantage encountered by Mr. S. is that students are more enthusiastic about learning English speaking. Students have high enthusiasm if the TGT method is applied in their learning. This spirit is also motivated by the gifts that was given by teachers to students if their team manages to show their best performance. In addition, driven by a high competitive attitude, students had high enthusiasm and enthusiasm so as not to get lost in the TGT method applied by Mr. S. in the classroom.<sup>31</sup> Researcher also observed the

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<sup>27</sup> The results of observation carried out by researcher, May, 14<sup>th</sup>, 2023.

<sup>28</sup> Mr. S, The Results of Interview , Interview 2, transcript, May, 14<sup>th</sup>, 2023.

<sup>29</sup> The results of observation carried out by researcher, May, 14<sup>th</sup>, 2023.

<sup>30</sup> Student B, The Results of Interview , Interview 3, transcript, May, 14<sup>th</sup>, 2023.

<sup>31</sup> Mr. S, The Results of Interview , Interview 2, transcript, May, 14<sup>th</sup>, 2023.

attitudes of students who had enthusiasm in learning to speak, especially in improving their speaking using the TGT method. Students start reasoning and looking for correct pronunciation together with their peers so that they can perform well and get victory in the TGT method.<sup>32</sup>

b. The disadvantages

In addition to conducting interviews about the advantages, researcher also conducted interviews about the shortcomings that exist in the implementation of TGT in the classroom, which will be described as follows.

There are several disadvantages encountered by Mr. S. in implementing TGT in teaching speaking in the classroom. The first disadvantages is that the method adopted by Mr. S. in teaching English using TGT requires a long time so the time needed should be longer.<sup>33</sup> This is reinforced by observations did by researcher, the process of appearance and correction became a little hasty because of the limited time in learning so the learning process sometimes became more disrupted due to limited time.<sup>34</sup> This is reinforced by student B who mentioned the disadvantages of the method is that there is a commotion that causes a lot of time wasted to control students to be conducive, especially if at the time of group formation, students will be rowdy and communicate with other students.<sup>35</sup>

Another disadvantage encountered by Mr. S. is that he needed to sort out relevant material to be used in the TGT method because not all materials could be applied to the TGT method. this made Mr. S. had to think again to determine the material that is relevant to the material to be discussed using TGT, therefore Mr.

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<sup>32</sup> The results of observation carried out by researcher, May, 14<sup>th</sup>, 2023.

<sup>33</sup> Mr. S, The Results of Interview , Interview 2, transcript, May, 14<sup>th</sup>, 2023.

<sup>34</sup> The results of observation carried out by researcher, May, 14<sup>th</sup>, 2023.

<sup>35</sup> Student B, The Results of Interview , Interview 3, transcript, May, 14<sup>th</sup>, 2023.

S. needs more thought in working to determine the material that is suitable for TGT to apply.<sup>36</sup>

The next disadvantage encountered by Mr. S. is that students sometimes got rowdy if Mr. S. cannot control the class properly. The class uproar was caused by the movement of students to other places. This happened because of the formation of a group that made student seating move from place A to place B so that many students were talking to other friends at this time. This process also causes a lot of time to be spent in learning because there are students who stall not immediately changing places to catch up with other teams.<sup>37</sup> Based on observations made by researcher, noise often occurs during team formation, where many students talk to their other friends. So that makes the classroom atmosphere very lively. This often happens if the class is not properly and properly conditioned so that Mr. S.'s role at the time of group formation would determine the level of conducive atmosphere in the classroom.<sup>38</sup> Hal ini diperkuat dengan pendapat dari Student A who stated that the disadvantage that he encountered in the method was that students who felt unable to be inclined to be silent and did not actively participate in tournament team game activities.<sup>39</sup>

Mr. S mentioned that the last disadvantage that he faced was material that was not completed if the time was not properly arranged in the classroom. The limited time that makes Mr. S have to control the use of time to be used in the implementation of TGT made Mr. S had to be careful. If the time prepared by Mr. S. is not enough, it will cause neglect of the material that are implemented. As for if the practice of TGT is continued in the next meeting, then the atmosphere in

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<sup>36</sup> Mr. S, The Results of Interview , Interview 2, transcript, May, 14<sup>th</sup>, 2023.

<sup>37</sup> Mr. S, The Results of Interview , Interview 2, transcript, May, 14<sup>th</sup>, 2023.

<sup>38</sup> The results of observation carried out by researcher, May, 14<sup>th</sup>, 2023.

<sup>39</sup> Student A, The Results of Interview , Interview 3, transcript, May, 14<sup>th</sup>, 2023.

the classroom is different and became meaningless. The most time-consuming thing is during the formation of the group to the implementation of discussions, where students sometimes cost a lot of time to carry out discussions with their teammates.<sup>40</sup>

This opinion is reinforced oleh siswa C who mentioned that the disadvantage of the method is lack of time in learning, the lack of time makes the appearance at the end hastier to perform the performance so the appearance displayed becomes not optimal.<sup>41</sup>

## C. Discussion

### 1. The Implementation of TGT Method to Improve Students' Speaking Skills at MA. Miftahut Thullab Putatsari

There are many methods in teaching English speaking. These methods could be implemented by teachers in their teaching and learning activities. The selection of methods need to be considered through several aspects so that the chosen method can support and improve the quality of student understanding.

The researcher analyzed about the implementation of TGT method to improve students' speaking class that delivered as follows:<sup>42</sup>

#### a. Preparation

In this part, teacher did preparations before the implementation of TGT method was applied in the class. The first preparation is the subject matter that could be applied in the classroom. Teacer prepared the material carefulllly based on what was related to the TGT method. This is related to the theory put forward by Slavin that the

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<sup>40</sup> The results of observation carried out by researcher, May, 14<sup>th</sup>, 2023.

<sup>41</sup> Student C, The Results of Interview , Interview 3, transcript, May, 14<sup>th</sup>, 2023.

<sup>42</sup> Linda Juwitaet al, "The effect of team game tournament (TGT) cooperative learning method application towards learning motivation and achievement," *The Effect Of Team Game Tournament (Tgt) Cooperative Learning Method Application Towards Learning Motivation And Achievement*, vol 2, no.2 (2017): 154-163.

material in the TGT model cooperative learning is designed in such a way for group learning, therefore, the teacher must prepare a worksheet, namely the material to be studied during group study, and the answer sheet from the worksheet. In addition, teachers must also prepare tournament questions.<sup>43</sup> Based on the sentence above, the material prepared by teacher in order to implement TGT must be prepared carefully so that the process of implementing TGT can run smoothly.

The next preparation is the formation of a group that would be used for the implementation of TGT, the formation of this group is carried out in the classroom, then students were divided into several groups. This group division is focused on the equitable distribution of groups in order to have a homogeneous quality of knowledge. This is in line with Slavin's opinion that in TGT The teacher must group students in one class into 4-5 groups whose abilities are heterogeneous. The way of group formation is carried out by sorting students from top to bottom and from bottom to top based on their academic ability, from the list of students who have been sorted is divided into five parts, namely high, medium 1, medium 2, and low groups. The groups formed are tried to be balanced both in terms of academic ability and gender and race, in this group work the teacher serves as a facilitator, namely going around if there is a group that wants to ask about the worksheet.<sup>44</sup>

b. The Process of TGT

In a sequence of steps of the TGT method, Process is the core activity carried out in this method. These steps are described by the researcher as follows:<sup>45</sup>

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<sup>43</sup> Katty Elizabeth Malta Teedja, "Implementing NHT and TGT to Enhance Students' Knowledge of Passive and Active Voice Construction: Comparative Study." *Acuity: Journal of English Language Pedagogy, Literature and Culture*, vol 4 no. 2 (2019): 69-93.

<sup>44</sup> Mhd. Nau Ritonga, "Application of Team Games Tournament to Increase Students' Knowledge in National Economic of Indonesia" *Asian Journal of Management Sciences & Education* (2020): 121

<sup>45</sup> Askin Baydar, *Pre-Service Primary Teachers' Opinions on Team-Games-Tournaments*, Vol. 14, International Education Studies, 2021, 87.



### 1) Class Presentation

The first step in this activity was the explanation of the material by the teacher. this explanation of what will be implemented in TGT. Starting from the explanation of the material, then continuing with the explanation of the game mechanism that will be carried out in class. This was in line with the statement At the beginning of learning the teacher delivers the material to be studied, and the learning objectives and provides motivation (prerequisites for learning). During learning, the teacher must have prepared worksheets and tournament questions. The explanations of the material are only done briefly to save time because it will be continued with TGT implementation activities in class.<sup>46</sup>

The next step was students reviewed the materials that are explained by the teacher. These materials was used by students to carried out TGT in the classroom. The students prepared themselves to carried out TGT with careful material preparation. This is in line with Slavin's opinion that The teacher reads out the group members and asks the students to gather according to their respective groups. A group usually consists of 4 or 5 students whose members are heterogeneous, judging by academic presentation, gender, and race or ethnicity. The teacher instructs the students to study in groups (groups of origin). The function of the group is to further explore the material with its group friends and more specifically to prepare members to work well and optimally during the game. Usually, this group studies discussing problems together, comparing answers, and correcting erroneous

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<sup>46</sup> Heru Mudiyanto, "differences of effectiveness of cooperative learning Learning model type teams games tournament (tgt) and Group working on learning result at elemntary school," *Journal of Elementary Edcation*, No. 1 (2019): 35

understanding of the material. Groups are a major part of TGT.<sup>47</sup>

## 2) Tournament

The next step is the implementation of tournaments carried out by students. This implementation was carried out in the classroom, where students have occupied their desks to carry out TGT in the classroom. Based on the analysis conducted by the researcher, this implementation was carried out with the speaking material in the student module book. Each student conducted a tournament in terms of speaking. This statement was in line with the theory of Slavin which states that after each student is in the tournament table based on their respective seeds, then the teacher hands out a set of tournaments. A set of tournaments consists of tournament questions, question cards, answer sheets, smile pictures, and tournament score sheets. All sets of questions for each table are the same. This statement is in line with the determination of groups and placement of groups into tables in the context of implementing TGT in the classroom.<sup>48</sup>

## **2. The Advantages and Disadvantages of TGT Method Improve Students' Speaking Skills at MA. Miftahut Thullab Putatsari**

In this discussion, researcher explained the advantages and disadvantages found in the implementation of TGT method to improve students' speaking skills at MA. Miftahut Thullab Putatsari. These advantages and disadvantages are explained as follows:

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<sup>47</sup> Ahmad Munawir et al, "The Influence of Using Teams-Games-Tournament (TGT) on Simple Present Tense," *Eduvelop: Journal of English Education and Development* vol 1 no.2 (2018): 96-116.

<sup>48</sup> Agus Kusnandar and Weni Febiana. "THE EFFECTIVENESS OF THE TEAMS GAMES TOURNAMENT (TGT) MODEL IN IMPROVING ENGLISH VOCABULARY MASTERY." *ELang/ An English Language Education Journal*, vol 8 no.1 (2023): 1-13.

### a. The Advantages

In this research, researcher found that there are several advantages in the implementation of TGT method to improve students' speaking skills at MA Miftahut Thullab Putatsari. The advantages are explained as follows:

#### 1) Students became active

Based on the analysis conducted by researcher, one of the advantages of TGT is that students became more active. this was motivated by the condition of the class, if the TGT method applied, it would be more eager to be active. With the implementation of tournaments, students will be encouraged to win matches in class. This activity was also caused by the tournament held in the class so that between groups would feel like winning the tournament held in the class. This is in line with the opinion of Slavin who states that TGT has the advantage of involving students to actively join in activities in the classroom. This is also relevant with the statement from Jonny Haratua Panggabean, et al who said the activity observed was the activeness of students in the learning process according to the indicators of the cooperative learning model type Teams Games Tournaments (TGT). The activeness of student was increased<sup>49</sup>

#### 2) Students became confident

The next advantage is that students became more confident in the classroom. This was motivated by the implementation of TGT in teaching speaking. Each group might speak to demonstrate their performance. While other groups were allowed to correct the performances of other teams. Therefore, students became more likely to be confident in expressing their opinions in class. This indirectly trains their mentality and confidence to be confident in the

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<sup>49</sup> Jonny Haratua Panggabean et al, "The effect of teams games tournament (TGT) method on outcomes learning and conceptual knowledge in physics science," *Journal of Physics: Conference Series*. Vol, 1819. No. 1 (2021): 230-237.

classroom, it is also proven by the change in attitudes that are more confident. This was in line with the theory put forward by Slavin which states that students will have high enthusiasm and confidence if the TGT method is implemented in the classroom. This is also relevant with the statement of Karman in his research which said that TGT can improve students' confidence in learning because it gives student interaction between students and other students.<sup>50</sup>

3) Students became motivated to learn

The next advantage is that students had more motivation in learning. This was motivated by the use of TGT which was focused on tournaments that must be won by one of the groups in the class. The feeling of wanting to win the game made students study harder to understand the material given by the teacher correctly. This process can significantly spur students to be motivated more in learning to speak, it is also proven by the presence of phenomena that appears that students tend to be active and motivated in the classroom.<sup>51</sup> Even more so if the winner of the tournament will get a prize. This was motivated students to study harder in order to win the game. This was in line with the theory put forward by Slavin which states that students will have high enthusiasm and confidence if the TGT method is implemented in the classroom. This is also relevant with the statement of Sugeng Prasetyo in his research said that team games tournament can improve the motivation of students with the attractive learning method.<sup>52</sup>

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<sup>50</sup> Diania Yovita, "YOUNG LEARNERS' ACHIEVEMENT TOWARDS THE USE OF TEAM-GAMES-TOURNAMENT (TGT) TECHNIQUE AND FLASHCARDS TEACHING TECHNIQUE IN LEARNING GRAMMAR," *Magister Scientiae*, no. 41 (2017): 20-30.

<sup>51</sup> Mutia Nasution, "The Effect of Team Games Tournament (TGT) Method Toward Vocabulary Mastery at the Tenth Grade Students of Hgh School 1 Padangsidempuan," *IOP Conference Series: Earth and Environmental Science*, Vol. 175, No. 1 (2018): 20-28.

<sup>52</sup> Noor Mardiyah, "Team Game Tournament Learning Model to Improve the Students' Speaking Achievement," *Indonesian Journal of Language Teaching and Linguistics* vol. 5 no.3 (2020): 199-214.

4) Students became respect to each other

The next advantage is the high mutual respect that students have with one group. This attitude was motivated by the formation of a group that makes a bond within the group. The bond gives rise to a feeling of interconnectedness with each other to learn. This had a positive effect on the group. This statement is in line with the opinion of Slavin who stated that TGT Can cultivate a positive attitude in oneself such as cooperation, tolerance, and being able to accept the opinions of others.<sup>53</sup> the appearing of mutual respect for each other. This is because there was a team whose members provided support to each other. These supports indirectly led to mutual respect for other students in their team. In addition, this support could also be effective and could be applied in the classroom in addition to the use of the TGT method. This is related to the opinion of Ntasha that learning to speak can provide written feedback like "Your presentation was really great. It was a good job. I appreciated your efforts in preparing the materials and the efficient use of your voice. Things like this give rise to mutual respect. With compliments thrown by his friends to teammates. This is also relevant with the statement of Abdullah Farih who said that TGT has succeed improving the students' respect of each other because the TGT can make student become more knowing each other about the difficulties to speak in front of the class.<sup>54</sup>

5) Students became more enthusiastic in learning

The next advantage is the increase in student enthusiasm in learning English speaking. This is due to the existence of tournaments organized by teachers in

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<sup>53</sup> I. P Intan and Dewi Sri Wahyuni, "Improving the students' participation in speaking by using Teams Games Tournament," *English Education* vol. 7 no.1, (2014): 18-25.

<sup>54</sup> Abdullah Farih, "Improving Students' Vocabulary Mastery Through Team Game Tournament (Tgt) Method at Elementary School Students," *Language and Language Teaching* (2021): 4.

the classroom. This tournament naturally spurs students to feel like winning the tournament. Based on this, students tried to learn and understand good English pronunciation. If the speaking displayed had good quality, then the team will win the tournament in the class. This is in line with the opinion of Slavin that the use of TGT makes students become enthusiastic about learning.<sup>55</sup> Therefore, the application of this method can continue to be developed so that it can always spur the rest to always be enthusiastic about learning. This is also relevant with the statement of Erlian Dwisnu in his research which said that in when using TGT, the enthusiasm of student are improved, it caused by the TGT method gives reward to those who win the games.<sup>56</sup>

#### **b. The Disadvantages**

In this research, researcher found that there are several disadvantages in the implementation of TGT method to improve students' speaking skills at MA Miftahut Thullab Putatsari. The disadvantages are explained as follows:

##### 1) Waste Time

The disadvantage found in TGT was the need for more time to implement the TGT method. This method requires a lot of time because there are steps that need to be taken before TGT would start, where a teacher might choose the material, explain the mechanism of implementing TGT, then had a brief discussion of each group, and then TGT could be carried out in class. This is in line with the opinion of Kokom who said that Learning materials play an important role in the educational process aimed at improving the knowledge and skills of students,

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<sup>55</sup> Gusadha, "Investigating the Effect of Teams-Games-Tournament (TGT) Technique Towards Students' Speaking Skill," *Eighth International Conference on Languages and Art*, (2020): 126-129.

<sup>56</sup> Erlian Dwisnu, "The Effect of Applying TGT (Team Game Tournament) Technique to the Students' Reading Comprehension in UMB," *Jurnal Mude*, (2022): 12

fostering a positive attitude towards the environment and the world in which they live, and behaving by community norms.<sup>57</sup>

## 2) Selected Material

The next disadvantage is the selection of material that must be arranged to be relevant to the TGT method. The determination of material in the classroom for the implementation of TGT might had clarity so that it could be applied using TGT. If the selected materials could not be related to the TGT method, then the material would be useless in the TGT method. So the selection of material was very important in this method. This is in line with the registration from Kokom which states that in the TGT method Learning materials play an important role in the educational process aimed at improving the knowledge and skills of students, fostering a positive attitude towards the environment and the world in which they live, and behaving by community norms.<sup>58</sup>

## 3) Rowdy class

The disadvantage of the seal is that student noise gets worse if the teacher could not control the class properly. The noise based on the researcher' analysis came from the steps of group formation. Where students tend to be more active and talk to each other if not conditioned. This is a natural thing to happen in students, if there is an activity that breaks the atmosphere, there will be a little noise that occurs in the classroom. This is in line with Natasa's opinion that young learners are like sponges, they soak up everything we say and how we say it.<sup>59</sup>

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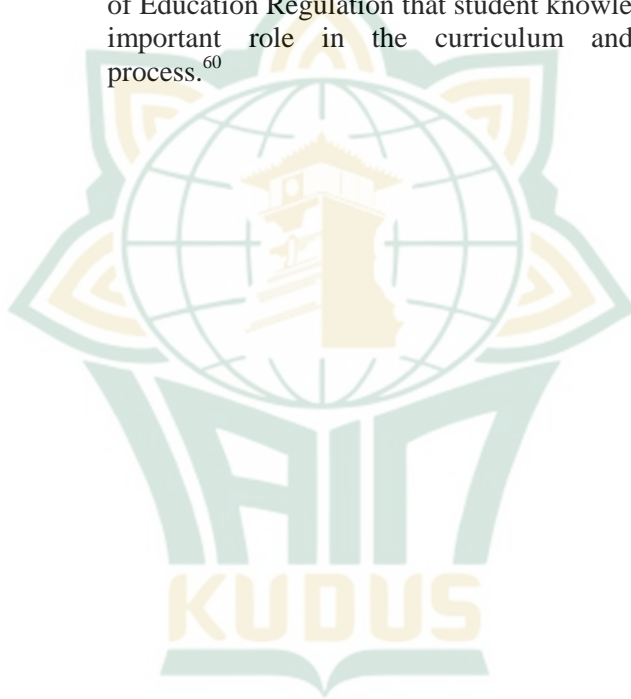
<sup>57</sup> R Sugianto et al, "Development of Rainbow Mathematics Card in TGT Learning For Increasing Mathematics Communication Ability," *Kreano, Jurnal Matematika Kreatif-Inovatif*, Vol 13 no. 2 (2022): 221-233.

<sup>58</sup> Abdus Salam et al, "The effect of using Teams Games Tournaments (TGT) cooperative technique for learning mathematics in secondary schools of Bangladesh." *Journal of Research in Mathematics Education* vol. 4 no. 3, (2015): 271-287.

<sup>59</sup> Moh Mahmud and Ahmad Faruk. "The Implementation of Cooperative Learning Through Teams Games Tournament (TGT) Model to Improve Students'

## 4) Incontrolled

The last disadvantage is the existence of a quiet attitude for students who felt unable to follow learning activities. This was because students had different abilities, so students who felt unable would tend not to be active in this TGT activity. Even so, students who tend to be silent would continue to be encouraged by the teacher to be able to follow the course of the TGT process. This is in line with the opinion of the Minister of Education Regulation that student knowledge has an important role in the curriculum and learning process.<sup>60</sup>



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Speaking Ability." *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi dan Pemikiran Hukum Islam*, vol. 12 no.2, (2021): 1-14.

<sup>60</sup> PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA NOMOR 59 TAHUN 2014 TENTANG KURIKULUM 2013 SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH