

**THE INFLUENCE OF USING TEAM GAME TOURNAMENT TOWARDS  
STUDENTS' SPEAKING ABILITY OF THE SEVENTH GRADE OF SMP  
AL-HUDA SOUTH LAMPUNG IN ACADEMIC YEAR 2019/2020**

**A Thesis**

Submitted as a Partial Fulfillment of  
the Requirements S-1 Degree

**By**

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## ABSTRACT

English was taught from elementary school until university. This research was conducted based on the preliminary research that many students considered speaking was difficult. The students still could not develop and express their idea in speaking. The class condition was less attractive. The students had still lack vocabulary mastery. The objective of the research was to find out whether there was influence of using team game tournament towards students' speaking ability of the seventh grade of SMP Al-Huda South Lampung in the academic year 2019/2020.

The methodology of this research was quasi-experimental design. The treatments held in three meetings, each meeting allocated  $2 \times 45$  minutes. The population was the seventh grade of SMP Al-Huda South Lampung. The total samples were 56 students that were taken from two classes. VII D (Control Class) and VII E (Experimental Class) by using cluster random sampling. Team game tournament was used in experimental class and role play in control class. The data was collected by pre-test and post-test. The instrument was oral test. The pre-test was given before the treatment and the post-test after the treatment for both classes. To analyze the data, SPSS version 21 was used to formulate the independent sample t-test in the statistical computation.

After conducting the test, the data was analyzed. The result showed that the value of significant generated  $Sig.(P_{value}) = 0.003 < \alpha = 0.05$ . It means that  $H_a$  was accepted and  $H_0$  was rejected. Based on the computation, it could be concluded that there was significant influence of using team game tournament towards students' speaking ability of the seventh grade of SMP Al-Huda South Lampung the academic year of 2019/2020.

**Keywords:** quasi-experimental design, speaking ability, team game tournament



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SPEAKING ABILITY OF THE SEVENTH GRADE  
OF SMP AL-HUDA SOUTH LAMPUNG IN  
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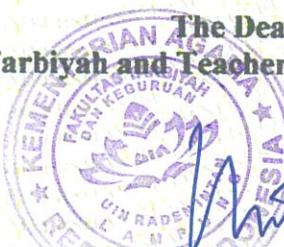
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## **DECLARATION**

I hereby state that this thesis entitled “The Influence of Using Team Game Tournament towards Students’ Speaking Ability of the Seventh Grade of SMP Al-Huda South Lampung in the Academic Year of 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.



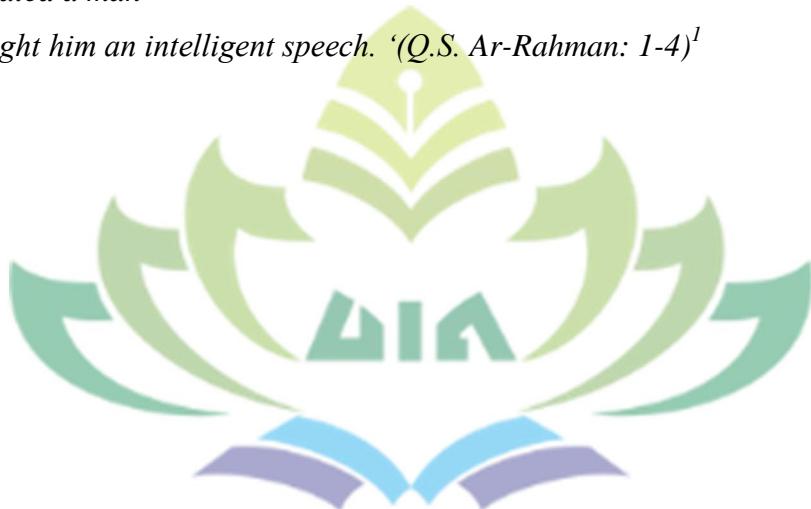
## MOTTO

□

الرَّحْمَنُ (١) عَلَمَ الْقُرْآنَ (٢) خَلَقَ إِلَيْنَا نَسَانَ (٣) عَلَمَهُ الْبَيَانَ (٤)

*In the name of Allah, Most Gracious, Most Merciful.*

1. *The most gracious!*
2. *It is he who taught the Qur'an*
3. *He has created a man*
4. *He has taught him an intelligent speech. '(Q.S. Ar-Rahman: 1-4)<sup>1</sup>*



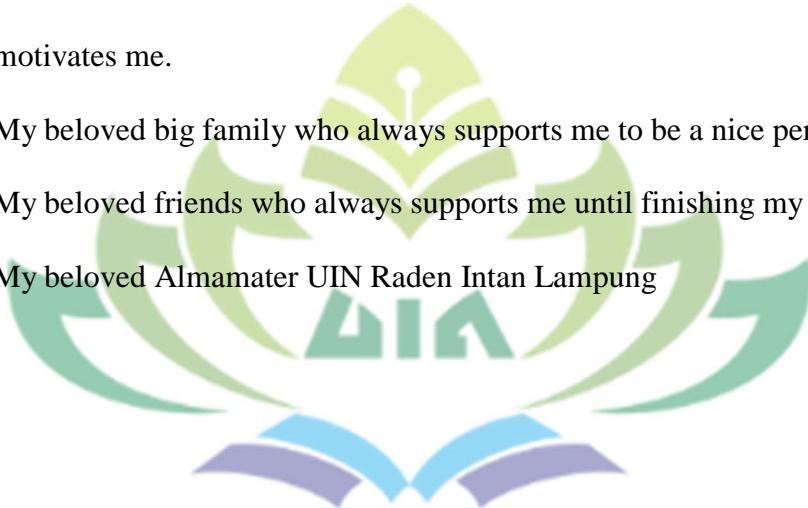
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<sup>1</sup>Abdullah Yusuf Ali Translation, *The Meaning of Holy Qur'an* (Maryland: Amana Publication, 2001), p. 184

## **DEDICATION**

This thesis is proudly dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Yeddy and Ms. Siti Rohani who always support, educates, prays and gives me motivation to be success in my study and life. Therefore, thank you for giving me everything. I am really proud of having you as my parents
2. My beloved brother, Ariyadi Dwi Saputra, who always supports and motivates me.
3. My beloved big family who always supports me to be a nice person.
4. My beloved friends who always supports me until finishing my thesis.
5. My beloved Almamater UIN Raden Intan Lampung



## **CURRICULUM VITAE**

Septi Yeni Rusmawan was born in Kotabumi, September 16<sup>th</sup>, 1996. Septi is the first child of Mr. Yddy and Ms. Siti Rohani. She has one brother. His name is Ariyadi Dwi Saputra.

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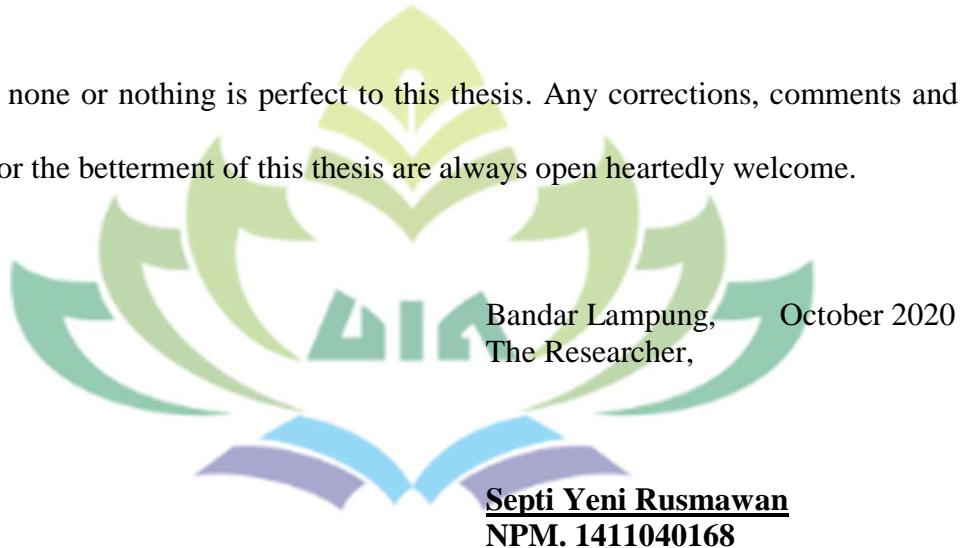
## **ACKNOWLEDGEMENT**

First of all, Praise be to Allah, the most gracious and the most merciful, who has given her blessing and chance for completing this thesis entitled “The influence of using team game tournament toward students’ speaking ability of the seventh grade of SMP Al-Huda South Lampung in the academic year of 2019/2020”. This thesis is written as one of requirements of S-1 degree the English Education study program of UIN Raden Intan Lampung. Then, the gratitude and thankfulness are given to the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung with all staffs, who has given opportunity and forbearance when the researcher on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Dr. M. Muhammin, M.Hum, as the first advisor who has always patiently guided and directed the writer until the completion of this thesis.
4. Istiqomah Nur Rahmawati, M.Pd, as the second advisor, who has always patiently guidance and spent countless time that has given to the writer to finish this thesis.
5. Satria Adi Pradana, M.Pd, as the primary examiner who spent countless hours correcting this thesis for its betterment.

6. All excellent lecturers of English Education Study Program of UIN Raden Intan Lampung who shared and taught the researcher since the first of her study.
7. The headmaster, the teachers, and all students of seventh grade of SMP Al-Huda South Lampung for allowing to conducting the research and giving me contribution while the researcher were conducting and helped me.
8. All friends of the English Study Program of UIN Raden Intan Lampung especially in Class C.

Finally, none or nothing is perfect to this thesis. Any corrections, comments and critics for the betterment of this thesis are always open heartedly welcome.



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## **CHAPTER 1** **INTRODUCTION**

### **A. Background of the Problem**

In Indonesia English as foreign language that is taught from elementary school until university. One of them was at SMP Al-Huda South Lampung. In speaking, the students practiced to make a communication in many activities that can put into the real of communication. Based on the preliminary research conducted at SMP Al-Huda, by interviewing the English teacher, Ms. Marita, S.S, there were some students' problems in speaking ability. She sated that students' problems in learning speaking those were (1) the students have low motivation in learning speaking, (2) the students rarely practice to speak English with their friends formally or informally, (3) the students speak language or their mother tongue to communicate each other. So, it makes them difficult to develop their speaking ability, (4) the students have low vocabulary mastery, (5) the students are afraid of making mistakes when they spoke English and difficulty to pronounce the words correctly.<sup>1</sup> It can be concluded that students have difficulty learning to speak in English so that the learning process in the classroom becomes less interesting.

The data and information about the speaking ability score also asked to the English Teacher. From that interview the result of the students' scores which still low in speaking:

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<sup>1</sup>Marita, the English Teacher at SMP Al-Huda, *An Interview*, on Monday, August, 20th, 2018, unpublished.

**Table 1**  
**English Speaking Score of the Seventh Grade**

<b>No</b>	<b>Range</b>	<b>Qualification</b>	<b>Class</b>								<b>Total of Students</b>	<b>Percentage %</b>
			<b>VII A</b>	<b>VII B</b>	<b>VII C</b>	<b>VII D</b>	<b>VII E</b>	<b>VII F</b>	<b>VII G</b>	<b>VII H</b>		
1	80-100	Excellent	2	1	1	1	1	1	-	1	8	3.4%
2	76-79	Very Good	4	3	1	2	3	1	2	2	18	7.7%
3	70-75	Good	8	7	8	9	8	9	7	8	63	26.8%
4	60-69	Average	7	5	8	4	3	5	4	4	40	17%
5	50-59	Poor	9	15	12	12	14	14	17	13	106	45.1%
Total			30	31	30	28	28	30	30	28	235	100%

Source: English Teacher of SMP Al-Huda South Lampung.

Based on the table above, it can be seen that from Class VII A until VII H of the seventh grade of SMP Al-Huda South Lampung, the total number of students were 235. From 235 students, there were 8 students (3.4%) who got score in criteria excellent, 18 students (7.7%) who got score in criteria very good, 63 students (26.8%) who got score in criteria good, 40 students (17%) who got score in criteria average, 106 students (45.1%) who got score in criteria poor. It means that most of students still faced difficulties in speaking ability.

Brown explained that scoring standards and range in speaking assessments in evaluating the students' speaking ability there were five aspects to be considered: pronunciation, grammar, vocabulary, fluency, and comprehension.<sup>2</sup> Therefore, a conclusion that takes from the data based on the preliminary researcher. Here are the list of the English competence scores of the seventh grade of SMP Al-Huda South Lampung based on the Brown's theory.

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<sup>2</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Longman, 2004), p.149

In this research, only 5 classes with 144 student responses were given questionnaires because only 5 classes were permitted by the school during the preliminary research. Based on the questionnaire that had been gave to the students, the factors of students' problems in learning English especially speaking ability those are (1) the students feel difficult to learn speaking and the students did not feel enjoyable, (2) the students have low vocabulary mastery, (3) the students have difficult to pronounce the words correctly.<sup>3</sup> Some of the various problems faced by the students in learning to speak, they feel uncomfortable and find difficulties when to speak in front of the class.

The cause of problem found was that the students' speaking ability is still low. One of those speaking problem above is caused by unsuitable method and technique. The problem of teaching process can be solved by the suitable method. It happens because the teacher does not use appropriate way and the students face difficulties to learn speaking and the students did not feel enjoyable. Then, the students have low vocabulary mastery and low motivation in learning speaking. To solve the problem of speaking English, students must understand the importance of English as a foreign language. The good method is the method that can make the students active in the class activity. They also need to be motivated to avoid shame and fear of speaking English in public. Once they feel confident, the knowledge of English given by the teacher can be absorbed and practiced properly in real communication

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<sup>3</sup>Seventh Grade Students' of SMP Al-Huda Questionnaire, on August 23<sup>rd</sup>, 2018, unpublished.

such as telephone conversations, obtaining information or expressing opinions. Furthermore, the teacher needed to create speaking activities in the classroom that developed communicative competencies by applying the right strategies. To improve the students' speaking ability needs an appropriate strategy, technique, learning model and method helping them as solution for their problems. There was actually technique that can help students in speaking, called team game tournament.

Students' speaking ability is very well understood by the teaching-learning techniques used by the teacher. This is consistent with Brown who stated that learning or language theory and language learning play a large role in the teaching-learning process.<sup>4</sup> Moreover, Webb stated that the technique of Team-Game-Tournament is one technique that can change the understanding of the theory that is relevant and adapted to developments in society, and contribute to the principle of education that is centered on students. The Game-Tournament-Engineering Team is useful for improving student achievement, contributions and motivation.<sup>5</sup> This is in accordance with what Slavin agreed on, which is a positive mutual supports made by groups that help increase motivation in groups.<sup>6</sup> Referring to the study conducted by Johnson and Johnson, there is motivation in the group that encourages the

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<sup>4</sup>S. Brown, *Current Task Based Language Teaching: Some Issues and Models* (London: Longman, 1994) p. 15.

<sup>5</sup>N. M. Webb, *Peer Interaction and Learning in Small Groups, International Journal of Educational Research*, 13, 1989, 21-39.

<sup>6</sup>Robert E. Slavin, Cooperative Learning and Review, journal, p.2, available on [http://www.teachmeet.pbworks.com/w/file/feth/54135631/TGT\\_teachmeet](http://www.teachmeet.pbworks.com/w/file/feth/54135631/TGT_teachmeet), accessed on Tuesday, July, 17th, 2018.

movement to achieve the desired common goal.<sup>7</sup> Based on these considerations, the final results were very dependent on behavior and motivation.

Team Games Tournament was one of the team learning techniques designed by Slavin for review and mastery learning of material. Slavin has found that TGT increased basic skills, students' achievement, positive interactions between students, acceptance of mainstreamed classmates and self-esteem. Students learn material in class; this can be taught traditionally, in small groups, individually, using activities, etc. The heterogeneous *Study Teams* review the material, so students compete in academically homogeneous *Tournament Teams*.<sup>8</sup> It can be concluded that team game tournament was one of the teaching techniques that can help students to improve performance and produce students in terms of achievement. So, TGT match to promote speaking in teacher learning activity due to it does not only cover the individual improvement of students but also it covers the togetherness when they work as a team in academic tournaments.

Team games tournament was one of cooperative learning technique which has a unique thing that allows the students to work in the group, to support each other, to collaborate their idea. In addition, another research by Erwin

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<sup>7</sup>D. W. Johnson & R. Johnson, *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*, Fifth Edition (Boston: Allyn & Bacon, 1999), p. 75.

<sup>8</sup>Slavin, *Op. Cit.*, p.2.

about Teaching Grammar by used Team Games Tournament.<sup>9</sup> In Team Games Tournament students were formed in small groups consisting of four to five heterogeneous students, both in academic achievement, gender, race, and ethnicity.

Based on the research conducted by Sari about Teaching Speaking by Using Teams Games Tournaments for Junior High School Students also revealed that by using TGT are: 1) Students lack of chances to practice speaking can be solved by using TGT. It is because in TGT, the students get adequate opportunities to speak as they involved in teams. 2) The students' difficulty in expressing ideas also can be decreased. That is because by having TGT, students' difficulty in pronouncing words and using grammar decreased, and students' mastery of vocabulary may increase. It is recommended that teachers may implement TGT in speaking class.<sup>10</sup> In the previous research Sari used the speaking skill. In this research, TGT could improve students' understanding on speaking ability in asking and giving information regarding the name and number of animals, objects and public buildings by using TGT. Speaking ability took by the writer because it is appropriate based on the materials in English Curriculum for Junior High School at seventh grade. In

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<sup>9</sup>Erwin, *Teaching Grammar by Using Team Games Tournament at the Second Grade Students of SMPN 5 Ajangale*, English Education Department, Tarbiyah and Teaching Science Faculty, Alauddin State Islamic University of Makassar, 2017, available on <http://repositori.uin-alauddin.ac.id/8396/1/ERWIN.pdf>, accessed on Monday, 8th October 2018.

<sup>10</sup>Nurmaya Sari, *Teaching Speaking by Using Teams Games Tournaments for Junior High School Students*, English Education Study Program, Teacher Training and Education Faculty, Syiah Kuala University, Aceh, 2013, available on <http://etd.unsyiah.ac.id/baca/index.php?id=1070&page=1>, accessed on Wednesday, 28<sup>th</sup> November, 2018.

the previous research, team game tournament can improved speaking skill in expression material to start a conversation. In this research, the writer used the asking and giving information regarding the name and number of animals, objects and public buildings by using team game tournament.

Based on the explanations above, conducted a research entitled: "The Influence of Using Team Game Tournament toward Students' Speaking Ability of the Seventh Grade of SMP Al-Huda South Lampung in the academic year of 2019/2020".

## **B. Identification of the Problems**

Based on the background of the problems above, the problems were identified as follows.

1. The students' speaking score were still low.
2. The students had still lack of vocabulary mastery.
3. The students were afraid of making mistakes when they speak English.
4. The students were lack how to pronounce ability of English words.

## **C. Limitation of the Problems**

The problem of the research would be limited in order make more focus. In junior high school, there were many aspect to learn, but the research would be focused on the influence of using team game tournament towards speaking ability in asking and giving information regarding the name and number of animals, objects and public buildings of the seventh grade of student SMP Al-Huda South Lampung in the academic year 2019/2020

## **D. Formulation of the Problems**

Considering the background, the problem was formulated follows:

“Is there a significant influence of using team game tournament toward students speaking ability of the seventh grade of SMP Al-Huda South Lampung in the academic year 2019/2020?”

## **E. Objectives of the Research**

Related to the problem formulation, the objective of this research was to find out whether or not there is a significant influence of using team game tournament toward speaking ability of the seventh grade of SMP Al-Huda South Lampung in the academic year 2019/2020.

## **F. Uses of the Research**

After doing this research, expected that there were some uses of this research as follows:

### 1. Theoretical Contribution of the Research

For the theoretical contribution, the result of this research expected to support the previous theories about team game tournament to improve speaking ability.

### 2. Practical Contribution of the Research

For the practical contribution, the result of this research expected that the teacher improved the students' speaking ability by using technique in teaching learning process, so the goal of learning can be achieved and the

students can increase their speaking ability through team game tournament.

## **G. Scope of the Research**

### **1. The subject of the research**

The subject of the research was the students of the seventh grade of SMP Al-Huda South Lampung.

### **2. Object of the Research**

The object of the research was used team game tournament and students' speaking ability of seventh grade of SMP Al-Huda South Lampung in academic year 2019/2020.

### **3. Place of the Research**

The research was conducted at SMP Al-Huda South Lampung.

### **4. Time of the Research**

The research was conducted of seventh grade in the academic year of 2019/2020.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Teaching English as a Foreign Language**

English is one of the subjects that should be learned by the students at the school. Even students have to learn this since the elementary school until the university. But in our country, English is a language that comes from foreign. So English is a subject that including the difficult subject. As a teacher, we need to help our students to more easy to learn it. Therefore, the teacher should prepare the ways that can use to convey the materials.

Broughton stated that in the rest of the world, English is a foreign language, that is taught in school often widely, but is does not play an essential role in national or social life.<sup>11</sup> It means that, for the consequence of English as subject that taught in school, So English not only as a foreign language but also as a second language to the students.

Setiyadi also stated that language is a system for expressing meaning.<sup>12</sup> It means that human used language to express their ideas, feelings, opinions. It was needed to interact or to communicate with other people. People can express their ideas, emotions, and desires, and it is used as a medium to interact one another to fulfill their daily needs, especially by students. Language can also be defined as a means of communication that is used to

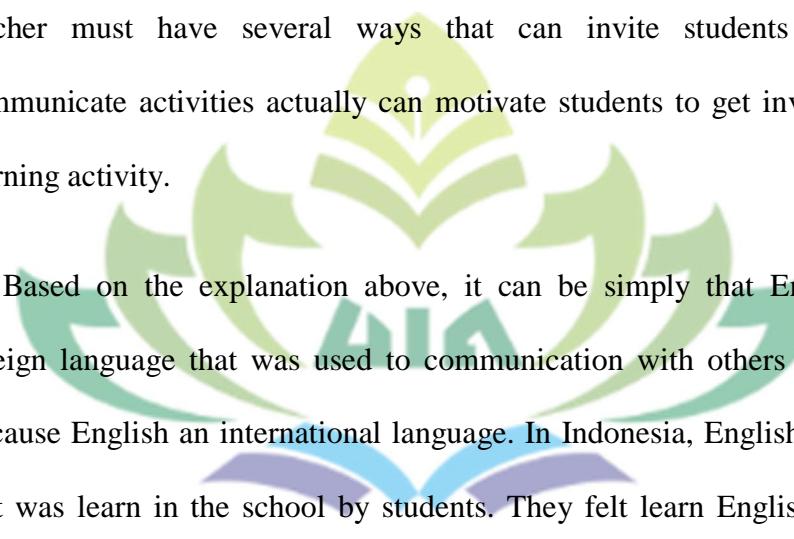
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<sup>11</sup>Geoffrey Broughton, et.al, *Teaching English as a Foreign Language*, (Second Edition), (New York: Routledge, 1980), p. 6

<sup>12</sup>A.g. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: GrahaIlmu, 2006), p. 11

express something and to stimulate a response to somebody else, and to think something.

In addition, Muhassin stated that English teachers can make the language learning effective by implementing communicative active. To establish such condition, teachers can perform some activities which invite students to speak or communicate with others in the classroom.<sup>13</sup> It mean that the teacher English made this language learning can produce positive effects and results with an active relationship between students, so in applying his learning the teacher must have several ways that can invite students to actively communicate activities actually can motivate students to get involved in the learning activity.



Based on the explanation above, it can be simply that English was a foreign language that was used to communication with others in the word. Because English an international language. In Indonesia, English as a subject that was learn in the school by students. They felt learn English is difficult things, because English is really different with their language. They also rarely use English in real communication. So the teacher should give the students opportunity to habituate their self to using English. Not only learn but also how to apply this in our daily life. In order to students easy to do, the teacher mush be deliver the subject well by using technique, strategy, or games that appropriate to their students.

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<sup>13</sup>Mohammad Muhassin, *Teachers' Communicative Activities in Teaching English as a Foreign Language (TEFL): A Study at SMAN 9 Bandar Lampung*, Humaniora Vol 7 N0.4 (October 2016), p.485

## B. Speaking

Speaking is action of delivering information from one person to another person between communicator and communicant. Every people when they speak, they want the words come out from their mouth without translation and hesitation; they want to make their speaking in English as if they speak in their own language. So that other people whom we communicate understand what they are talking about.

Thornbury explained that speaking is always a part of human's daily life that produces more than tenth thousand words a day, and just like other skills it needs a practice to be developed.<sup>14</sup> It means that in mastering speaking students should know that they understand not only the knowledge of speaking but also, they need have skill to speak and practice more.

Furthermore, Martin stated that speaking is skill which is proper to get attention every bit as much as literary skill. Speaking is the productive skill which needed a practice in order to be able to communicate in English.<sup>15</sup> It can be assumed that speaking is the skill that needs attention such as learning other skills.

Speaking is an important language skill and as a general communication which happens in people's daily life that should be practiced to have high

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<sup>14</sup>Scott Thornbury, *How to Teach Speaking* (London: Longman, 2005), p.1

<sup>15</sup>Bygate Martin, *Language Teaching: Speaking* (New York: Oxford University Press, 2003), p. vii

confident to speak and to communicate to other people in the community.<sup>16</sup>

Richards and Renandya stated that speaking is the core thing in relationship as well, because someone can show his feeling, emotion and idea.<sup>17</sup> It can be concluded that speaking is one of language skills which is important, therefore speaking must be practiced continuously.

In additionally, Tarigan stated that speaking is a speech built during the child age that is acquired from the listening skill. It is someone ability to express their thought, opinion, and sense to interact to others through spoken words.<sup>18</sup> In short, it can be inferred that speaking is a language skill that involves producing, receiving, and processing information in order to share thoughts and feelings.

Moreover, speaking is one of four basic skills in learning English besides listening, reading and writing. Many people tend to measure someone's ability in speaking rather than other skills in English. When students are speaking, at the same time he or she tries to express their ideas by talking with others and they also try to get idea spoken by listening to others. It is possible if people understand English in written form of English but they cannot understand the productive abilities, especially speaking. So, speaking is one of four abilities which have important role in daily life.

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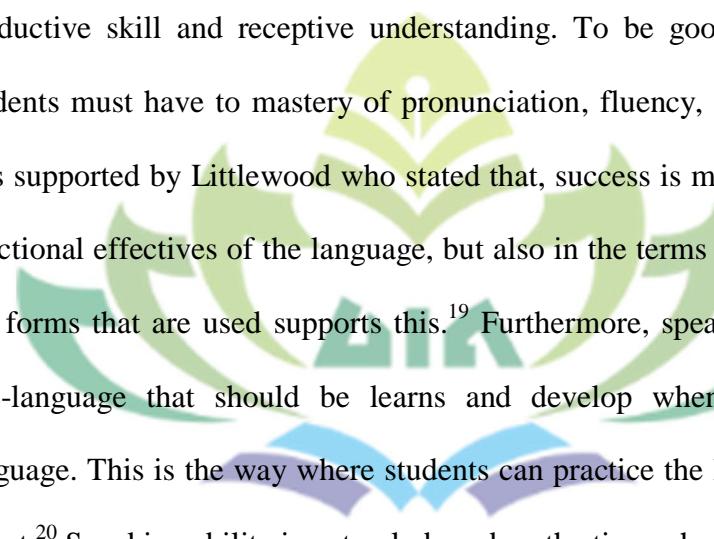
<sup>16</sup>Sari Louma, *Assessing Speaking* (New York: Cambridge University Press, 2004), p. 9.

<sup>17</sup>Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 210.

<sup>18</sup>Henry Guntur Tarigan, *Menulis sebagai Suatu Keterampilan Berbahasa* (Bandung: Penerbit Angkasa, 2008), p. 3

From the explanation above, it can be concluded that speaking is a process of transferring message. Speaking is what we say about what we see, feel and think and we want someone to hear us, so we use words or voice or articulation in order to inform, to entertain or to persuade listener. The language was used not only to produce language correctly but also to express oneself to be understood by other.

### **1. Speaking Ability**



Speaking is process between speaker and listener and it involves the productive skill and receptive understanding. To be good in speaking, the students must have to mastery of pronunciation, fluency, and grammar. This was supported by Littlewood who stated that, success is measured not only in functional effectives of the language, but also in the terms the acceptability of the forms that are used supports this.<sup>19</sup> Furthermore, speaking ability is also one-language that should be learns and develop when studying foreign language. This is the way where students can practice the language they have learnt.<sup>20</sup> Speaking ability is not only based on the time where the students have studied about speaking for long time but also it is based on their habitual to speak English , they must practice in their daily activities because speaking ability is verbal intelligence.

Speaking skill is the ability to use the language in oral form. In junior and senior high school, this skill is limited to the ability to conduct a simple

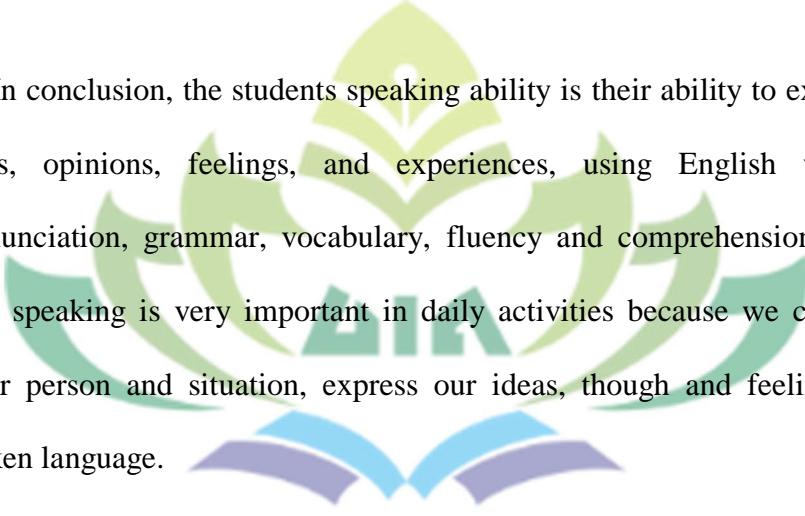
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<sup>19</sup>William Littlewood, *Communicative Language Teaching* (New York: Cambridge University Press, 2004), p.21

<sup>20</sup>*Ibid*, p.16

conversation on some subject (e.g. expressing regret, gratitude, agreement, offer, certainly, etc.). Among the four skills, speaking is complex skill to acquire. The following five components are generally recognized in analysis of speech process:

1. Pronunciation
2. Grammar
3. Vocabulary
4. Fluency
5. Comprehension.<sup>21</sup>



In conclusion, the students speaking ability is their ability to express their ideas, opinions, feelings, and experiences, using English with good pronunciation, grammar, vocabulary, fluency and comprehension. It means that, speaking is very important in daily activities because we can react to order person and situation, express our ideas, though and feeling through spoken language.

## **2. Students Speaking Ability**

Simanek stated that the definition of student is someone who studies something. it can mean, one who attends a school, college or university have ways (such as course requirements, exams and grades) to attempt to ensure that those who attend will also study and learn something.<sup>22</sup> It means that,

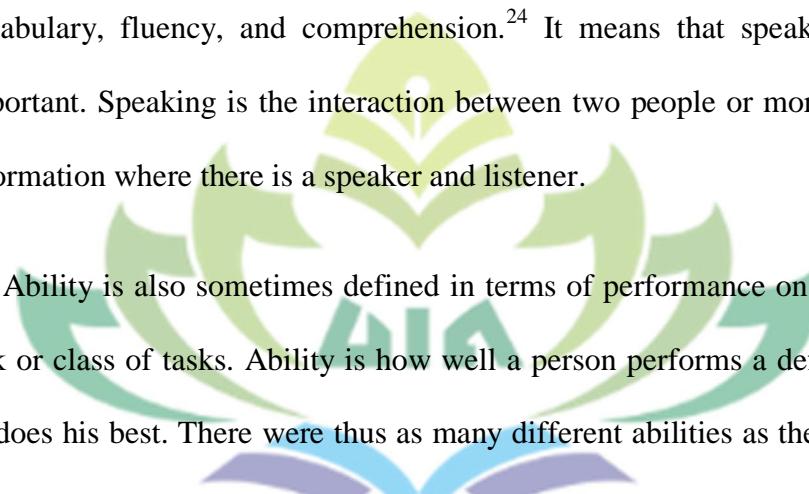
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<sup>21</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Longman, 2004), p.149

<sup>22</sup>Donald E. Simanek, *On Being a Student, an Article*, Lock Haven University, 1997, 2007, available on <http://gg.gg/d0hnr>, accessed on 28th, January 2019.

student is someone who achieves the ability to apply one's knowledge in new, creative, and correct ways.

Additionally, Brown explained that speaking is the way we build the definition which covers process of producing, receiving and processing information. Every time someone speaks, he must create the purpose depend on the context of information and circumstances.<sup>23</sup> Speaking skill is the ability to use the language in oral form. It was supported by Brown's scoring standard about five aspects to be considered: pronunciation, grammar, vocabulary, fluency, and comprehension.<sup>24</sup> It means that speaking is very important. Speaking is the interaction between two people or more in getting information where there is a speaker and listener.



Ability is also sometimes defined in terms of performance on a particular task or class of tasks. Ability is how well a person performs a defined task if he does his best. There were thus as many different abilities as there are tasks that can be administered and on which performance can somehow be observed and scored. Since everyone could fail to accomplish a task, or could succeed at it, individual differences are not a necessary component of this definition of ability. In addition, Lohman stated that ability can be inferred from the comparison of one individual's performance to that of other individuals or to an external standard, process is inferred from the comparison of performance

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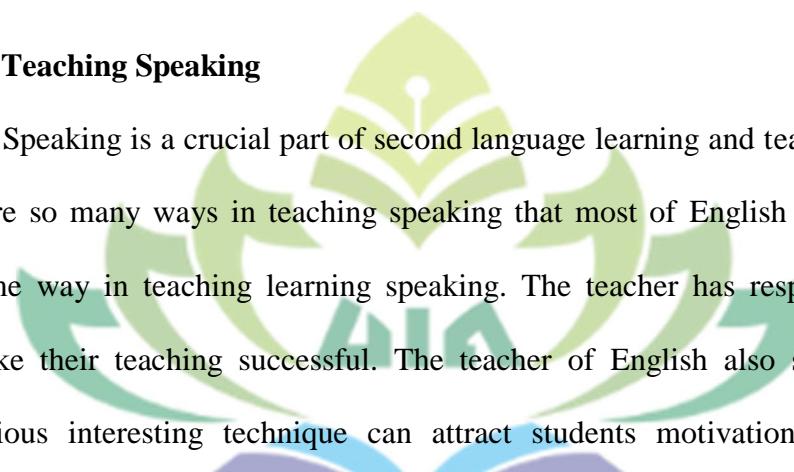
<sup>23</sup>Brown, *Op. Cit*, p. 140

<sup>24</sup>Brown, *Loc. Cit*, p. 149

in one condition to performance in another condition.<sup>25</sup> It can be concluded that ability was their performance to do the best so that something given can be completed and assessed.

From several definition above, it can be inferred that the students' speaking ability in this research was their ability to share and express their ideas, thought, and feeling in their real communication for certain purposes in spoken form using English with good pronunciation, grammar, vocabulary, fluency and comprehension.

### **3. Teaching Speaking**



Speaking is a crucial part of second language learning and teaching. There were so many ways in teaching speaking that most of English teacher have some way in teaching learning speaking. The teacher has responsibility to make their teaching successful. The teacher of English also should apply various interesting technique can attract students motivation in learning English so that the student enjoy in learning English.

Teaching speaking is that the way to use the language. It uses an appropriate language in spoken language. Cameron stated that in building foreign language, it will be built from assumption that the major of part of teaching and learning for young learners will be oral. He also said that in high classes of students who have mastered reading and writing texts regularly

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<sup>25</sup>David F. Lohman, *Issues in the definition and measurement of abilities*, The University of Iowa, USA, Paper presented at the Second Spearman Seminar, University of Plymouth, July 14, 1997, available on <http://gg.gq/d0hsQ>, accessed on 29th, January 2019.

support the learning in spoke language.<sup>26</sup> It means that speaking can increase the ability of learners with teaching and learning foreign language.

According to Martin, this distinction between knowledge and skill is crucial in teaching speaking. Speaking particular attention and constant practice is required to speak in more effective ways. As the English teacher, the teacher must help the student in order to make the speaking ability of the students is well.<sup>27</sup> Meanwhile Harmer stated that there were three main reasons for getting students to speak in the classroom. The first, speaking activities provide rehearsal opportunities to practice real life speaking in the safety of the classroom. The second, speaking tasks in which students try to use any or all of languages they know provide feedback for both teacher and students. Everyone can see how well they are doing both low successful they are and also what language problems they are experiencing. The last, the students have opportunities to activate the various elements of language in their brain, the more automatic their use of these elements become.<sup>28</sup> It can be concluded that the teacher should differ the different between knowledge and skill in the class to make the students speaking ability well. The teacher should gave the students three reasons why speaking is important. First, as a practice before used it in a real life. Second, the feedback from the teacher by giving

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<sup>26</sup>Lynne Cameron, *Teaching Languages to Young Learners* (New York: The Press Syndicate of The University of Cambridge, 2001), p. 71

<sup>27</sup>Martin, *Op. Cit.*, p. 3

<sup>28</sup>Jeremy Harmer, *The Practice of English Language Teaching* (New York: Cambridge University Press, 2002), p. 123

them the task of speaking showed them the progress of their skills. And the last, to activate the linguistics element inside their brain.

#### **4. Elements of Speaking**

Harmer stated that the ability to speak English presupposes the elements necessary for spoken production as follows:

1. Language features

The elements necessary for spoken production are the following:

- a) Connected speech.

In connected speech, sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contraction and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

- b) Expressive devices.

Native speaker of English changes the pitch and stress of particular parts of utterance, very volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling. The uses of this device contribute to the ability to convey meanings.

- c) Lexis and grammar.

Teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing, surprise, shock, or approval.

d) Negotiation language.

Effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

2. Mental/social processing.

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

a. Language processing.

Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

b. Interacting with others.

Effective speaking also involves a good deal of listening, and understanding of how other participants are feelings, and knowledge of how linguistically to take turns or allow others to do so.

c. (On the spot) information processing.

Quite apart from our response to other's feeling, we also need to be able to process the information they tell us the moment we get it.<sup>29</sup>

Based on those explanation above, it can be concluded that to master speaking should pay attention to some elements of speaking such as: language features, and mental/social processing. These two elements relate to each other

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<sup>29</sup>Ibid, p.120

due to they should be fulfilled by the students as the consequence to have a good performance in speaking.

## **5. Types of Classroom Speaking Performance**

Brown stated that there were six categorizes of speaking performance assessment tasks, described as follows:

### 1. Imitative

It is described as the ability to simply parrot back (imitative) a word or phrase or possibly a sentence.

### 2. Intensive

It is the production of short stretches of oral language designed to demonstrate competence in a narrow band grammatical, phrasal, lexical, or phonological relationship. The example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences, and translation up to the simple sentence level.

### 3. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard, greeting and small talk, simple requests and comments, and the like.

For example:

Mary :"Excuse me, do you have the time?"  
Doug : "Yeah. Nine-fifteen."

**4. Transactional (Dialog)**

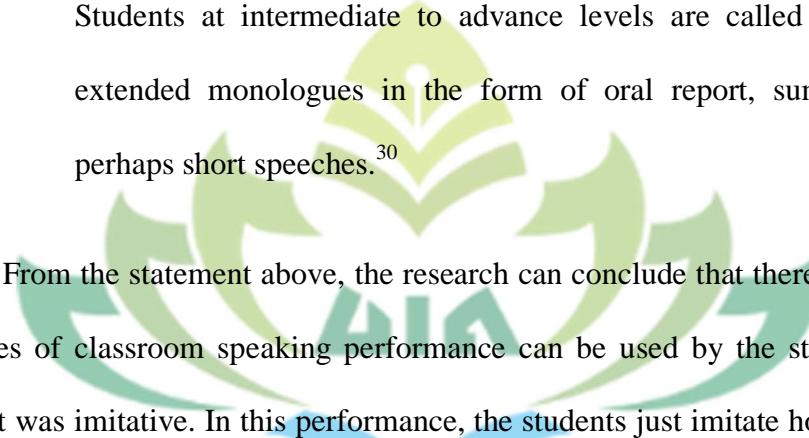
Transactional language carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language

**5. Interpersonal (Dialog)**

Interpersonal dialog carried out more for the purpose of maintaining social relationship than for transmission of facts and information.

**6. Extensive (Monolog)**

Students at intermediate to advance levels are called on to give extended monologues in the form of oral report, summaries, or perhaps short speeches.<sup>30</sup>



From the statement above, the research can conclude that there were some types of classroom speaking performance can be used by the students. The first was imitative. In this performance, the students just imitate how to say in correct intonation not meaningful interaction. The second was intensive. The students practice some phonological/grammatical aspect of language. The third was responsive. The student should have question or command for their teacher. The fourth was transactional. In this activity, the students tried to speak to get the purpose of getting information. The fifth was interpersonal. The students got the purpose of maintaining social relationship to get the fact and information. The last was extensive. The students tried to perform oral

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<sup>30</sup>Brown, *Op. Cit.*, p. 271

transactional such as for the purpose of conveying or exchanging specific information.

## 6. Assessing Speaking

In evaluating the students' speaking ability, used the oral English rating sheet proposed by Brown.<sup>31</sup> Based on this oral rating sheet, there are five aspects to be considered: pronunciation, grammar, vocabulary, fluency, and comprehension.

**Table 2**  
**Rating Sheet Score**

No	Criteria	Rating Score	Comments
1	Grammar	5	Equivalent to that of an educated native speaker
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.
		2	Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar.
		1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his/her language.
2	Vocabulary	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
		4	Can understand and participate in any conversation within the range of his/her experience with a high degree of precision of vocabulary

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<sup>31</sup>H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Longman, 2003), pp.172-173

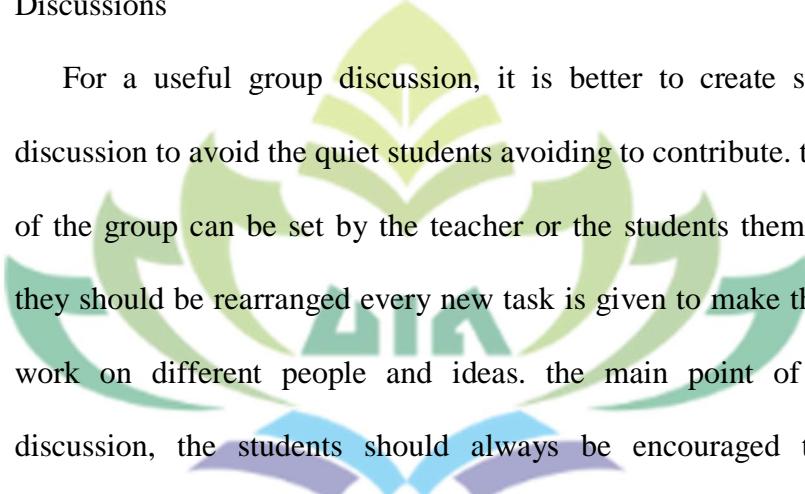
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. Vocabulary is broad enough that he/she rarely has to grope for a word.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs.
3	Comprehension	5	Equivalent to that of an educated native speaker
		4	Can understand any conversation within the range of his experience
		3	Comprehension is quite complete at a normal rate of speech.
		2	Can get the gist of most conversation non-technical subjects (i,e, topics that required no specialized knowledge).
		1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.
4	Fluency	5	Has complete fluency in the language such that his/her speech is fully accepted native speaker.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
		2	Can handle with confidence but not with facility most social situations, including introduction and casual conversation about current events, as well as work, family, and autobiographical information.
		1	No specification fluency description. Refer to other four language areas for implied level of fluency.
5	Pronunciation	5	Equivalent to and fully accepted by educated native speaker.
		4	Errors in pronunciation are quite rare.
		3	Errors never interfere with understanding are rarely disturb the native speaker. Accent may be obviously foreign.
		2	Accent is intelligible though often quite

			faulty.
	1		Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his/her language.

### C. Technique to Teach/Promote Speaking

To create classroom speaking activities that developed communicative competence, teachers need to incorporate a purpose and an information gap and allow for multiple forms of expression. Here were some activities that can be done in the speaking class to promote speaking according to Kayi:<sup>32</sup>

#### 1. Discussions



For a useful group discussion, it is better to create small group discussion to avoid the quiet students avoiding to contribute. the member of the group can be set by the teacher or the students themselves. but, they should be rearranged every new task is given to make them able to work on different people and ideas. the main point of the group discussion, the students should always be encouraged to ask the questions, express the ideas, show support, check the clarification etc.

#### 2. Role Play

Another way to make the students to speak is role playing, the students pretend to be someone else in different environment. the role of

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<sup>32</sup>Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, University of Nevada, The Internet TESL Journal, Vol. XII, No. 11, November 2006 (<http://iteslj.org/> being accessed on September 5th, 2017), p.11

the teacher is to give them direction about who they are and what they think or feel.<sup>33</sup>

### 3. Simulations

Simulation is little bit different from role play. in simulation the students can bring the items that support the situation which they want to act to make it more real. for example, if a student acts as a singer, he will bring a microphone to sing and dress as a singer. there are some advantages that can be taken from simulation, first, it motivates the students by entertaining them. Second, it improves the students confidence because they will have different play and do not have to speak for themselves which means, they should not take the same responsibility

### 4. Information Gap

In this activity, the students should work in pairs. a student will have the information which other couples do not have it and the partners will share their information. this activity have many purposes like solving the problem or gathering the information. besides that, each partner play the important role because their task cannot be completed if the partners do not have the information the others need. this is very effective because everyone have their own chance to speak largely.

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<sup>33</sup>*Ibid*, p. 1

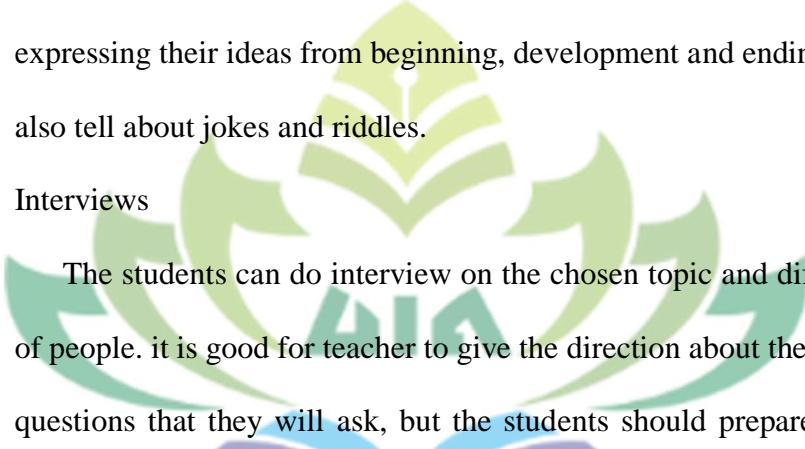
## 5. Brainstorming

On a set topic, the student can create the ideas in limited time depend on the context. the brainstorming creates the idea freely and quickly. it is good that the students do not have to be criticized because of their ideas so they will be open to share new ideas.

## 6. Storytelling

The students can retell the stories that they heard from someone before, or they can make their own stories to be told to their classmates. storytelling grows the creative thinking. it will help the students expressing their ideas from beginning, development and ending. they can also tell about jokes and riddles.

## 7. Interviews



The students can do interview on the chosen topic and different type of people. it is good for teacher to give the direction about the type of the questions that they will ask, but the students should prepare their own questions as well. doing interview gives the student chance to train their ability to speak in other circumstances. after that, the students should present their result in class.

## 8. Story Completion

It is very enjoyable. the whole class speaking freely in a circle. the teacher will begin with a story and then he will stop to story tell. the other students will resume the story with four to ten sentences including new character, event, description and so on.

## 9. Reporting

The students are asked to read newspaper or news from internet before coming to the class. When they are already inside the class, they should report what they think interesting.

## 10. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance: Diamonds: Earning money Hearts: Love and relationships Spades: An unforgettable memory Clubs: Best teacher Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- Is money important in your life? Why?
- What is the easiest way of earning money?
- What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students were not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.<sup>34</sup>

## 11. Picture Narrating

It is based on the chronological pictures. each student is asked to tell the story happened in the picture by paying attention to the rubric given

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<sup>34</sup>Ibid p. 2

by the teacher. the rubric may insert the vocabulary or the structure that they need when they tell the story.

### 12. Picture Describing

Another way to use picture in speaking activity is to give the students a picture and ask them to describe what is happening inside the picture. this activity can be done by forming the groups where the students discuss the picture with their group and the representator will speak for their group in front of the class.

### 13. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.<sup>35</sup>

Based on the statements above, there were thirteen types of classroom activities in English for teaching and learning, this research only focused on role play because from the preliminary research, it was found that the teacher used the role play as her speaking activity in the class.

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<sup>35</sup>*Ibid*, p. 3

## **D. Asking and Giving Material**

Asking and giving information material is one of the materials in 2019/2020 Curriculum syllabus at the first semester of seven grade student. Teaching material for First Meeting in Experimental Class were stated and question the names and numbers of animals. The stages are as follows :

### 1. Social functions

Introducing, identifying objects, animals, public buildings.

### 2. Text structure (the memorization phrase, don't need to explain the grammar)

a. It's my cricket. They are my cats. There are many fireflies in the farm., What is it? How many cows do you have?

b. Are they your toys? Which one is your book? What is in your pocket? Who has a red pen?

c. The hospital is near the post office. The police station is in the corner, etc.

### 3. Linguistic elements

a. Knowing the use of prepositions (in, on, at, in front, behind, beside, under, between) in showing places.

b. Sentences refer to directions (Near, Next to, Turn right, Turn left, Go Straight, Across, Go past, Opposite, Intersection, T-junction, On the corner of)

c. Question words (Where? When? What? Which one? How many?)

d. The mention of singular nouns with a and the, and plural (-s).

- e. Pronouns (it, they, this, that, those, these).
- f. Phrase (There is/are..., Are there ...?)
- g. Verbs that refer to actions that are very common and are related in simple present tense: be, have, go, play, get, take, etc

The example of Card in Team Game Tournament



Dialogue used in Team Game Tournament:

A: is that a Lion?

B: Yes, it is

A: how many lion in the picture?

B: there are two lions

A: What does lions eats?

B: lions are carnivores, so they eat meat

A: so, do you know. Where does lion live?

B: yes, I know. Lion live in grassland of Africa

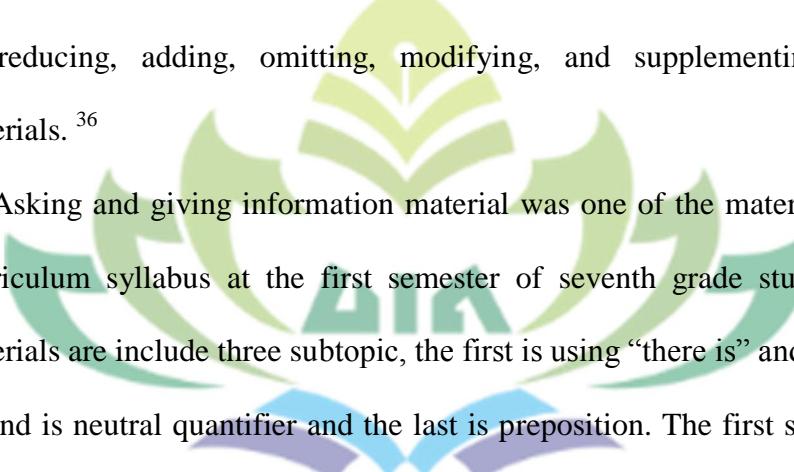
A: wow! You know a lot about lions.

B: of course, lion is one of my favorite animals.

A: Thank you

B: You're welcome

Ilmiah and Aliyah stated that material development was everything made by people (the writers, the teachers, or the learners) to give and utilize information and provide experience of the using language, which was designed to promote language learning. So, in developing materials they need to identify, first, learners' needs and consider the objective of the learning. Then, they can develop the materials by adapting them in order to improve or to make them more suitable to learners' needs. Adaptation can be carried out by reducing, adding, omitting, modifying, and supplementing learning materials.<sup>36</sup>



Asking and giving information material was one of the materials in 2013 Curriculum syllabus at the first semester of seventh grade student. Those materials are include three subtopic, the first is using “there is” and “there are” second is neutral quantifier and the last is preposition. The first subtopic was about using “there is” and “there are”.<sup>37</sup>

1. There is a library around the corner
2. There are two birds on the tree
3. There are a lot of students at the conference
4. There are some cake on the table
5. There is a book in the room

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<sup>36</sup> Nur Ilmiah and Nur Aliyah, *Developing Asking and Giving Information Materials Dealing With 2013 Curriculum of SMP Eight Grade*, Journal Of Universitas IslaM Negeri Alauddin Makassar, Volume 4, Number 01, June 2018

<sup>37</sup> *Ibid.*

The second subtopic was about neutral quantifier. The text structure as shown below:

1. There is not much tea
2. There is a lot of tea
3. There are not many apples
4. there are a lot of apples

The last subtopic was about preposition

1. the book is on the table
2. the hospital is beside the market
3. the bank is in front of the mosque talk about

From the term task based language teaching, it can be concluded that the approach used tasks as the basic components in teaching language. In addition, Rahman stated that proposes six principles and practices that strengthen task based language teaching, namely:<sup>38</sup>

1. A needs-based approach to content selection
2. An emphasis on learning to communicate through interaction in the target language
3. The introduction of authentic text into the learning situation
4. The provision of opportunities for learners to focus not only on language but also on the learning process itself
5. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning
6. The linking of classroom language learning with language use outside the room.

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<sup>38</sup> Aprilia Fitri Rahmani, *Developing English Learning Materials for Grade VIII at MTs N Yogyakarta I*, 2014, A thesis of Yogyakarta States University

Moreover, Yuniarti stated that the students were taught the material about how to ask and give for a service/help and thing. In the beginning lesson, the students answered some questions (brainstorming) related to the material about how to ask and give for a service/help and thing. After that, they practiced pronouncing some expressions how to ask and give for a service/help and thing. The students could say some expressions such as:<sup>39</sup>

Can you help me?

Could you show me where the post office is?

Open the door, please!

Pass me the pencil please!

Give me the paper please!

After that, they got more practicing conversation in the form of Information Gap task. In Joint Construction of the Text stage, the students practiced doing conversation in the form of Information Gap task in pairs. They chose one of the situations contained a map and a direction which some missing information included in the map, had to fill up by asking the question from their pairs. Finally, the students had to perform the result of the task in pairs in front of the class (Independent Construction of the Text). In this stage, they could ask and answer where some certain place was, based on the map and direction such as:

Q: Can you tell me where the police station is?

A: It is in front of the school.

Q: Can you show me where the hospital is?

A: Hospital is near Bank

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<sup>39</sup> Ratna Dwi Yuniarti, *The Use of Information Gap in Developing the Students' Speaking Skill (The Case of Grade VII Students of SMP N 2 Tegowanu-Grobogan Academic Year of 2008/2009)*, 2009, A thesis of Semarang State University

## E. Cooperative Learning

Slavin mentioned that cooperative learning is an old idea in education, which has experienced a substantial revival in educational research and practice in the past few years. The term refers to classroom techniques in which students work on learning activities in small groups and receive rewards or recognition based on their group's performance. Classroom instructional technology can be described as a combination of three essential elements: a task structure, a reward structure, and an authority structure. The task structure is the mix of activities that make up the school day. Lecture, class discussion, and seat work are different task structures in use in most classrooms. Another dimension on which task structures may vary is the grouping system in use. Students may be working on individually prescribed tasks, in homogeneous or heterogeneous small groups in which students may or may not be permitted to help one another with their work, with or without a teacher or aide, and so on.<sup>40</sup>

One of definitions of TGT explained by slavin that Team Games Tournament is one of the type cooperative learning refers to a variety of teaching technique in which students work in small group to help one another learn academic content. Students usually prefer work with group than work individual. But the teacher must be able to divided groups appropriate with their ability. This intended that each group can work together and achieve

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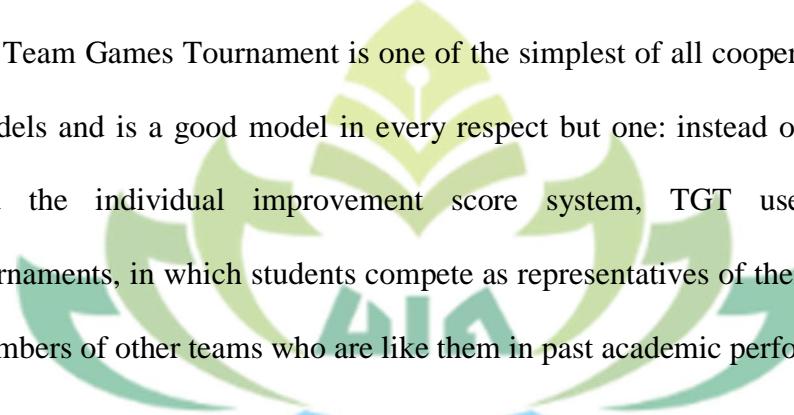
<sup>40</sup>Robert E. Slavin, *Cooperative Learning*, Review of Educational Research Summer, 1980, Vol. 50, No. 2, p. 315, available on <http://rer.sagepub.com/content/50/2/315>, accessed on Monday, 6th, August, 2018

learning objectives.<sup>41</sup> Based on the statements above, there were several cooperative learning models in English for teaching and learning, this research only focused on team game tournament because TGT was the right technique that allows the teacher used competition in positive atmosphere where the competition was something the students deal with all the time, but TGT gave them rules and strategies to compete as individuals after receiving help from their teammates and TGT used in experience class.

## **F. Team Game Tournament**

### **1. Definition of Team Game Tournament**

Team Games Tournament is one of the simplest of all cooperative leaning models and is a good model in every respect but one: instead of the quizzes and the individual improvement score system, TGT uses academic tournaments, in which students compete as representatives of their teams with members of other teams who are like them in past academic performance.<sup>42</sup>



Teams Games Tournament is one of the team learning technique designed by Slavin for review and mastery learning of material. Slavin has found that TGT increased basic skills, students' achievement, positive interactions between students, acceptance of mainstreamed classmates and self-esteem. Students learn material in class; this can be taught traditionally, in small groups, individually, using activities, etc. The heterogeneous *Study Teams* review the material, then students compete in academically homogeneous

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<sup>41</sup>Robert E. Slavin, *Cooperative Learning: Theory, Research and Practice* (Massachusetts: A Simon & Schuster Company, 1995), p. 71

<sup>42</sup>*Ibid*, p. 84.

*Tournament Teams.*<sup>43</sup> Teams-Games-Tournament (TGT) is built around two major components: 4 to 5-member student teams, and instructional tournaments. The teams are the cooperative element of TGT. Students are assigned to teams according to a procedure that maximizes heterogeneity of ability levels. The primary function of the team is to prepare its members to do well in the tournament. Following an initial class presentation by the teacher, the teams are given worksheets covering academic material similar to that to be included in the tournament. Teammates study together and quiz each other to be sure that all team members are prepared.<sup>44</sup>

Team game Tournament is a teaching technique in which the completion of the task is done through games. This technique can be applied in the class and hopefully improve students' participation. Why the researcher offers this technique is because contrasted to the traditional technique, this technique has some advantages. The first one was, it provided new experience for both the teacher and also the students. With games, they would not be bored with the activities that they used to do. The second reason was that games gave students challenges. This can arouse their curiosity, therefore they motivated to learn more in order to win the challenge. The third was games help us to create a good learning atmosphere. It was expected that with the good atmosphere the teaching and learning process run effectively. And the

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<sup>43</sup>*Ibid*, p. 316.

<sup>44</sup>*Ibid*, p. 318.

important thing was that games also help students to develop their social skills, through games they learn how to cooperate and to compete.<sup>45</sup>

In addition, Langdon stated that team game tournament is a classroom technique that can help to make important and widespread changes in student's attitudes and achievement.<sup>46</sup> It means that, team game tournament was one of the teaching techniques that can help students to improve performance and produce students in terms of achievement. So, TGT match to promote speaking in teacher learning activity due to it does not only cover the individual improvement of students but also it covers the togetherness when they work as a team in academic tournaments.

## **2. Components of Team Game Tournament**

Slavin stated that there were five components of TGT, they are:

a. Class Presentations

At the beginning of the lesson, the teacher presents the material in class presentation or often also called class presentation. This activity is usually done by direct instruction or by a teacher-led lecture. At the time of presenting this class, the student should really pay attention and understand the material presented by the teacher, as it will help the students work better during group work and at the time of game because game score will determine group score.

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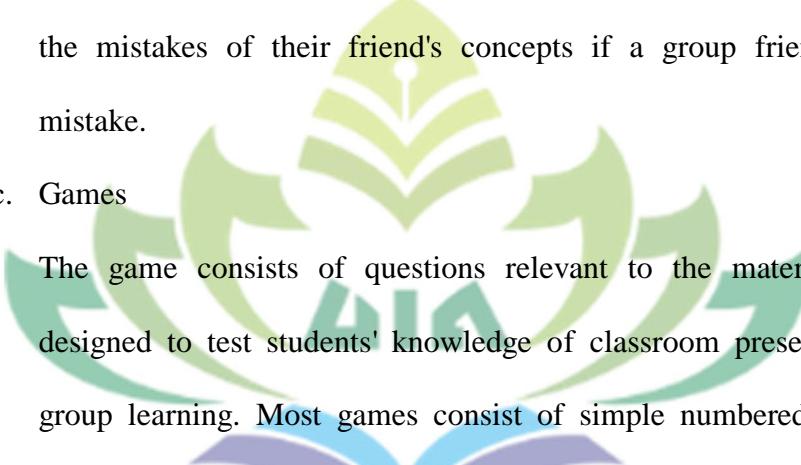
<sup>45</sup> Cintiya Mradipta Rosanti Wijaya, *Using The Game Tournament Technique To Improve Students Abilities At Grade VIII SMP N 1 Wonosari In The Academic Year Of 2013/2014*, 2014, A thesis of Yogyakarta States University, p. 4

<sup>46</sup> Danny G. Langdon, *Teams Games Tournament: The Team Learning Approach* (New Jersey: Educational Technology Publications, Inc., 1980), p. 5

b. Group (Teams)

Groups usually consist of 4 to 5 students whose members are heterogeneous in terms of academic achievement, gender and race or ethnicity. The group function is to deepen the material with the group's friends and more specifically to prepare the group members to work properly and optimally during game. After the teacher presents the class presentation, the group (team or study group) is in charge of studying the worksheet. In this group learning the students' activities are discussing problems, comparing answers, checking, and correcting the mistakes of their friend's concepts if a group friend made a mistake.

c. Games

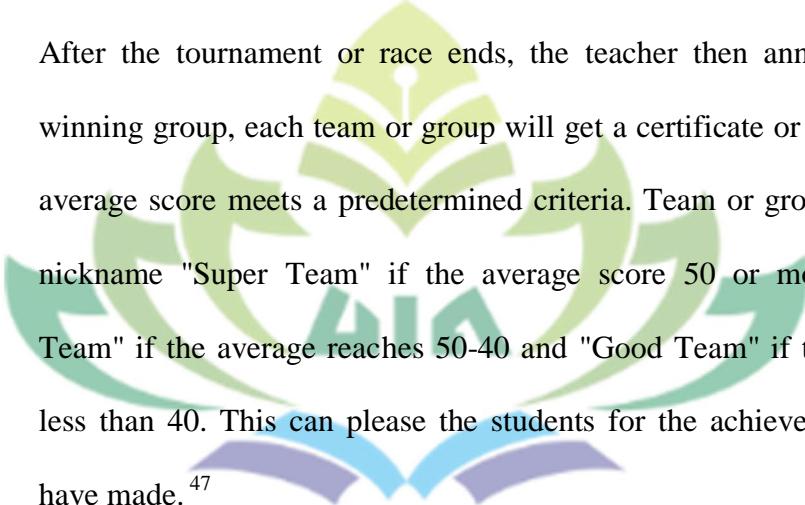


The game consists of questions relevant to the material, and is designed to test students' knowledge of classroom presentation and group learning. Most games consist of simple numbered questions. This game is played on the table of the tournament or race by 3 students representing the team or group respectively. The student selects the numbered card and tries to answer the question according to the number. Students who correctly answer the question will get a score. These scores are later collected students for a tournament or weekly race.

d. Tournament or Contest

Tournaments or competitions are learning structures, where games happen. Usually tournaments or competitions are done at the end of the week or on each unit after the teacher makes a class presentation and the group is already working on the student worksheet. The teacher's first tournament or contest divides the students into several tournament or race tables. The three highest students of his achievement are grouped on table I, the next three students on table II and beyond.

e. Group Award (Team Recognition)



After the tournament or race ends, the teacher then announces the winning group, each team or group will get a certificate or prize if the average score meets a predetermined criteria. Team or group gets the nickname "Super Team" if the average score 50 or more, "Great Team" if the average reaches 50-40 and "Good Team" if the average less than 40. This can please the students for the achievements they have made.<sup>47</sup>

Based on the explanation above, there were several components of team game tournament. Class presentation was all about teacher performance in presenting the lesson. The students grouped into 4 to 5 students who come from different ability, race, gender and so on. They competed against each other in academic games which the winner gave an award or recognition.

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<sup>47</sup>Slavin, *Op. Cit.*, p. 84.

### **3. Procedure of Teaching Speaking Using Team Game Tournament**

According to Slavin, TGT consist of a regular cycle of instructional activities, it was the component that should exist in TGT so the steps were:

- a. At the first teacher present the lesson.
- b. And then team study: students work on worksheets in their teams to master the material.
- c. After that doing tournaments: students play academic games in ability-homogeneous, three-member tournament tables.
- d. The last team recognition: team scores are computed based on team members' tournament scores, and teams are recognized if they exceed pre-set criteria.<sup>48</sup>

According to Asma, as for the steps of the cooperative application of the TGT type were as follows:

- a. At the beginning of learning the teacher delivers material, usually done by direct teaching, lectures, or teacher-led discussions. When presenting this class students must really pay attention and understand the material delivered by the teacher, because it help students work better during group work.
- b. Group usually consists of 5-6 heterogeneous members. The function of the group is to further explore the material with his group friends and more specifically to prepare group members to work well and optimally during the game.

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<sup>48</sup>Slavin, *Op. Cit.*, p. 87.

- c. The game consists of numbered questions. Students choose numbered cards and try to answer questions that match the number. Students who answer the question correctly will get a score. This score collected by students for weekly tournaments.
- d. This TGT cooperative learning is a result of the modification of the TGT tutorial learning where cooperative groups are designed by groups that are termed the discussion model "Four-Pair Thinking" or think pair square. Usually, tournaments are held at the end of the week or in each unit after the teacher has made a class presentation and the group has worked on the worksheet.
- e. The teacher announces the best group according to his name. This TGT model contains activities that are game in nature. In general, the role of the teacher in this model is to encourage students to be more serious and enthusiastic, then compare it with the achievements of other students. Thus, it can determined which groups can achieve better achievements.<sup>49</sup>

Furthermore, Shoimin stated that model of TGT procedure as follow:

- a. Group the students with each group consisting of three to five people. The member made the heterogeneous group includes the characteristics of intelligence, beginning math skills, learning motivation, gender, or different ethnic backgrounds.

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<sup>49</sup>Nur Asma, *Model Pembelajaran Kooperatif* (Yogyakarta: Depdikdup Dirjen Pendidikan Tinggi, 2006), p. 54

- b. Learning activity begins with the presentation of teachers in explaining the lessons of exposure to the problem, providing data, giving example. Presented a goal is to introduce concepts and encourage student curiosity.
- c. Understanding of concept was done by students are given group tasks. They may do these tasks simultaneously or alternately with each other to ask the others or discuss the issue in a group or whatever it takes to master the subject matter. The students not required to fill out an answer sheet but also to learn the concept. Members of the group were told that they were considered not finished studying the matter until all group members understands the subject matter.
- d. Students play academic games in the tournament weekly and friend group should not help each other. The game is intended to identify individual level mastery students to a concept in a way that students are given problem can be solved by applying the concept of a previously owned.
- e. The result of the next game as compared with the previous average and the points will be awarded based on the level of success students achieve to exceed previous performance. Points are then added together to form a group score.

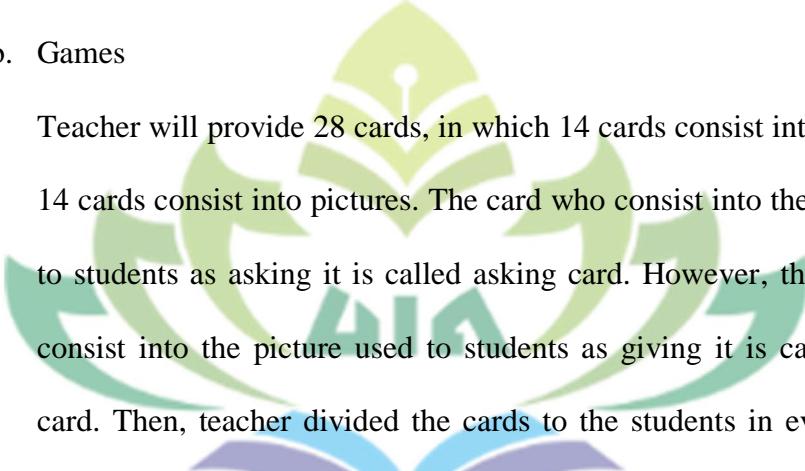
- f. After that the teacher gives awards to the best group performance or who have met certain criteria. The award here can be a gift, certificates, and others.<sup>50</sup>

From several definition above, this research applied the procedure of team games tournament by slavin as follow:

a. Class presentation

At the first teacher present the lesson about asking and giving information. Then, the students grouped into 4 students who come from different ability.

b. Games



Teacher will provide 28 cards, in which 14 cards consist into word and 14 cards consist into pictures. The card who consist into the word used to students as asking it is called asking card. However, the card who consist into the picture used to students as giving it is called giving card. Then, teacher divided the cards to the students in every group.

Into the group, there were 2 students who get asking card and 2 students who get giving card. So, the teacher asked student in group to choose asking their partner. They should ask their partner in four questions minimally.

c. Tournaments

After playing the game, researcher conducted a tournament. In conducting the tournament, teacher provided 14 cards in 7 pairs.

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<sup>50</sup>Ari Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013* (Yogyakarta: Ar-Ruzz Media, 2017), p. 206

Teacher gave to different picture card in every group. And then, they can choose one of their picture cards that will be show up by them. The teacher asked who get the similar picture. They should do this tournament on 5 minutes and four sentences minimally.

d. The last team recognition

The students competed against each other in tournaments which the winner given an award or recognition.

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

#### **4. Advantages and Disadvantages of Team Game Tournament**

Here are some advantages using TGT as the speaking activity in the class room:

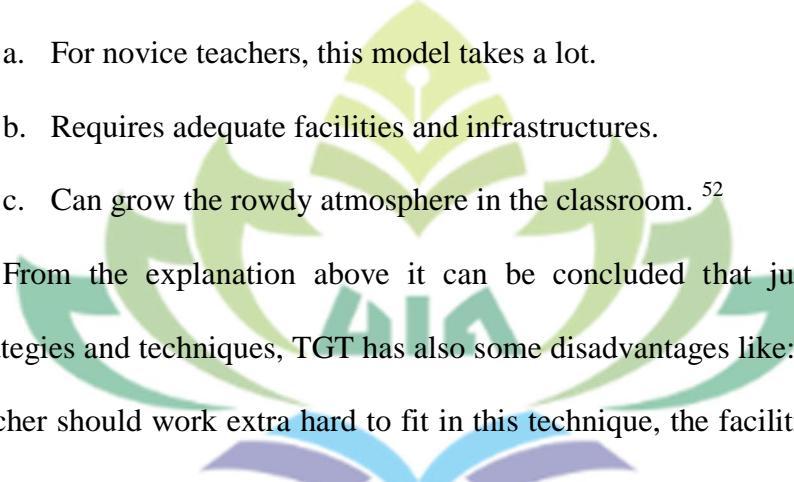
- a. The involvement of students in higher learning.
- b. Students become excited about learning.
- c. Knowledge obtained by the students rather than solely from the teacher, but also through the construction of its own by students.
- d. It can foster positive attitudes in students, such as cooperation, tolerance, responsibility, and could not accept other people's opinions.

- e. Train students to express or convey an idea or ideas.<sup>51</sup>

From the advantages above, it can be concluded that TGT has several advantages that make this technique worth to be applied in classroom such as: increasing the role of the students in learning, making them more excited due to the sense of competition, constructing their own knowledge without getting it merely from the teacher, growing the positive vibes, and training them to have a self-confidence to express their ideas.

In the other hand, here were some disadvantages of using Team Game Tournament, they are:

- a. For novice teachers, this model takes a lot.
- b. Requires adequate facilities and infrastructures.
- c. Can grow the rowdy atmosphere in the classroom.<sup>52</sup>



From the explanation above it can be concluded that just like other strategies and techniques, TGT has also some disadvantages like: the beginner teacher should work extra hard to fit in this technique, the facilities should be prepared, the classroom crowded, and the prize are too cliché. Hence, a well-prepared teacher and good classroom management will solve these problems. The teacher should comprehend the TGT itself and prepare the things that needed before the game starts. So, when the game has been started, even though the class will be grow rowdy, the task of teacher will be more useful as the judge and maintain the whole participant groups stay obeying the rules.

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<sup>51</sup>*Ibid*, pp. 207-208

<sup>52</sup>*Ibid*, p. 208.

## G. Role Play

### 1. Definition of Role Play

Harmer stated that offers this definition, Role-play activities are those where students are asked to imagine that they are in different situations and act accordingly.<sup>53</sup> Role Play as a vehicle by which students can more easily learn the fundamentals of English conversation in a specific situation, requiring the use of key words which act as signifiers for that particular situation.<sup>54</sup> In this case, Ladousse and Maley illustrated that when students assume a Role, they play a part (either their own or somebody else.s) in specific situation. Play, means that is taken on in a safe environment in which students are as an inventive and playful as possible.<sup>55</sup> From the statement above, it can be concluded that role play was the condition where the students pretend to be somebody else in some different situations that elicit them to be more sensitive to the environment where they were play playfully.

According to Crookal and Oxford, there is a little consensus on the terms used in the role playing and simulation literature. A few of the terms often used interchangeably are, simulation, games, role play, simulation game, role play simulation, and role playing game.<sup>56</sup> Another definition is stated by

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<sup>53</sup>Jeremy Harmer, *The Practice of Language Teaching* (New York: Longman, 2001), p. 92.

<sup>54</sup>George and Daisy Stocker, *English Language Teaching Articles: How to Use Roleplay in ESL*, 2006, accessed on Monday, 17th, December, 2018, available on <http://www.eslbase.com/articles/roleplay.asp>.

<sup>55</sup>Gillian Porter Ladousse and Alan Maley, *Role Play* (New York: Oxford University Press, 1995), p. 5

<sup>56</sup>D. Crookal and Rebecca L. Oxford, *Simulation, Gaming, and Language Learning* (New York: Newbury House, 1990), p. 3

Joanna in British Council Teaching English (BBC) on her article with the title Role Play. She said that role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation.<sup>57</sup> From the explanation above, it can be concluded that role play was the technique which consists of two or more persons where they are asked to imagine that they are in different situations and act to achieve a result in team work, and they can take assume more responsibility for their own learning.

## **2. Procedure of Role Play**

The procedures for in scripted role play adapted from Doff. The procedures explained by Doff as follows:

1. The students work in pairs
2. One as a tour guide, one as a tourist.
3. The tourist guide (expert) is given text about an interesting place in Indonesia.
4. The international tourist about an interesting place in Indonesia.
5. They perform in front of class.<sup>58</sup>

The procedures for in scripted role play from Barkley. The procedures explained by Barkley as follows:

1. It is critical to spend thoughtful time designing the scenario for your role play. Appropriate scenarios require interaction from stakeholders

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<sup>57</sup>Budden Joanna, *Role Play* (London: BBC, 2006), available on <https://www.teachingenglish.org.uk/article/role-play>.

<sup>58</sup>Adrian, Doff, *A Training Course for Teacher* (London: Cambridge University Press, 1998), p. 98.

with multiple perspectives. Therefore, identify the perspectives and define the type and number of characters and the framework for their actions.

2. In addition to the roles for the scenario, you may also want to assign group-process roles such as Moderator (who can, for example, intervene if a person falls out of character) and Observer (who interprets and comments on the action).
3. As you craft the basic story line, it is best to initiate the action through a critical event that the players must respond to, such as a comment by one of the actors or an incident that has just occurred.<sup>59</sup>
4. Identify resources (if any) for each of the play's roles, and decide how the activity will end. For example, will you set a time limit, or will you let the scenario end naturally?
5. Ask students to form groups with enough members in each group to assume each stakeholder role.
6. Present the scenario and allow time for discussion of the problem situation. It is important to allow sufficient time for students to ask questions on any aspects of the scenario that are unclear.
7. Assign or ask students to assume a stakeholder role. If you have decided to assign group-process roles such as Moderator and Observers, make sure students are clear on their tasks.

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<sup>59</sup>Elizabeth F. Barkley, *Student Engagement Techniques: A Handbook for College Faculty* (San Francisco: The Jossey-Bass, 2009), p. 232

8. Inform students of the time limit or other parameters that will signify the end of the activity. The role play should run only until the proposed behavior is clear, the targeted characteristic has been developed, or the skill has been practiced.
9. Follow the role play with a discussion within the small groups or with the whole class, or both. Discussion should focus on the students' interpretations of the roles and the motivations for and consequences of their actions.<sup>60</sup>

Those are the types and procedures of role play explained by experts but it does mean that the procedures are a must. English teacher may develop their own procedures based on condition in the class.

### **3. The Advantages and Disadvantages of Role Play**

There are several advantages of role play :

#### **1. Build confidence**

Role-playing provides a safe environment to encounter these scenarios for the first time, which builds confidence in team members that can help them in their day-to-day roles.

#### **2. Develop listening skills**

Good role-playing requires good listening skills. In addition to understanding the words the other person is saying, it's important to pay attention to body language and non-verbal clues. Better to have

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<sup>60</sup>Ibid, p. 233

your team develop these skills while role-playing than when they're trying to perform in the real world.

### 3. Creative problem-solving

No matter how outlandish a situation you create in a controlled environment, generally, something even more bizarre is bound to happen on the job. Role-playing will at least give your team the chance to get some experience in handling difficult situations and in developing creative problem-solving skills.<sup>61</sup>

Based on the explanation above, Role play has some advantages which make it good to be applied as speaking activity, like: it builds the students confidence, developing their listening skill, and eliciting their capability in problem solving.

Besides, there are several disadvantages of role play:

1. It is time-consuming.
2. The discussion can easily get off track.
3. Some participants in the group may do all the talking.
4. It involves less presenter involvement than other methods.<sup>62</sup>

From explanation above, it can be concluded that the role play has several disadvantages in the implementation in the classroom, therefore it takes several roles of teachers to be able to maximize and take advantage of lesson time so that learning in class can be achieved and interesting. The teacher

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<sup>61</sup>Ernest W. Brewer, *Proven Ways to Get your Message Across* (California: Corwin Press Inc, 1997), p. 27

<sup>62</sup>*Ibid*, p. 27

should plan the time management before applying this method to avoid wasting much time. The teacher should also keep telling the students to stay on the track of the discussion when it is conducted and keep an eye to make sure that all the participants involve to the discussion.

## **H. Frame of Thinking**

Speaking is often found as the hard skill to learn due to the lack of confidence experienced by the students. The lack of confidence happens because some of factors like learning speaking is difficult and not enjoyable, the students have low vocabulary mastery, they have difficulties to pronounce the words and teacher's teaching activity is less interesting. As consequence, the teaching and learning activity used to get boring.

There is a technique that can increase their ability in speaking. It was named Team Games Tournament. TGT was one of the cooperative learning which focuses on the level of ability alone. In TGT technique used class presentation, academic games, tournaments and recognition. In the class presentation, the students were assigned to study the material with other members that explained by the teacher. After that, the students play used a card containing several pictures and explain how much information related to the name and number of animals, objects, and public buildings to identify, criticize or praise them. In game play, that students' speaking skills increased because the students speak and explain some parts of the pictures. After doing the academic game, the students will do the tournament. The students opened the cards provided by the teacher. The card contains several pictures related to

the name and number of animals, objects, and public buildings. Then, students have a dialogue about the material in front of the class based on the topics that obtained from the card. They were individually tested through the tournaments which the winner gave an award or recognition.

TGT was one of the best technique to be applied in classroom activity. It allows the teacher to use competition in positive atmosphere. Students realize that competition was something they deal with all the time, but TGT gave them rules and strategies to compete as individuals after receiving help from their teammates. They developed a dependence in their home team that allows them to feel confident when they compete in the tournament. Moreover, it gave them award as the gift for the team who comes as the winner. The constructive nuances given by TGT lead the students to have the sense of competition in learning and increasing their ability especially in speaking.

## I. Hypothesis

Based on frame of thinking it can be concluded the hypothesis, as follows:

H<sub>0</sub>: There is no significant influence of Team Game Tournament towards students' speaking ability of the seventh grade of SMP Al-Huda South Lampung in the academic year of 2019/2020.

H<sub>a</sub>: There is a significant influence of Team Game tournament towards students' speaking ability of the seventh grade of SMP Al-Huda South Lampung in the academic year of 2019/2020.

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