ENHANCING STUDENTS' SPEAKING SKILL THROUGH TEAM-GAME-TOURNAMENT OF COOPERATIVE LEARNING TECHNIQUE AT THE SECOND YEAR STUDENTS OF SMAN 4 PALOPO

IAIN PALOPO

A THESIS

Submitted to the English Study Program of Tarbiyah and Teacher Training Faculty of the state Islamic Institute of Palopo in Partial fulfillment of Requirement for Degree of Sarjana Pendidikan (S,pd.) in English Education

By

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PRONOUNCEMENT

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Declares that the thesis she wrote to fulfill of requirement for the degree of Sarjana S.Pd. In Tarbiyah Department The State Collage for Islamic Studies Palopo entitled **"Enhancing Students' Speaking Skill Through Team Game Tournament of Cooperative Learning Technique at the Second Year students of SMAN 4 Palopo"** is truly my original work. It does not incorporate any material previously written or published by another person except those indicated in quotations and bibliography. Doe to this fact, I am the only person responsible for thesis if there is any objection or claim from other.

IAIN PALOPO

Palopo, 23th of june 2016

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Palopo, th November 2016

The Researcher

Anita Hatta

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Rencana Pelaksanaan Pembelajaran

Lesson Plan

Nama Sekolah : SMA NEGERI 4 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI IPA

Alokasi Waktu : 2 x 45 menit

Aspek : Speaking Skill

Topik : Describing Noun

1. **Standar Kompetensi**

Memahami makna dalam percakapan transaksional/ interpersonal resmi dalam konteks kehidupan sehari-hari.

2. **Kompetensi Dasar**

Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: descriptif, narrative, dan procedure.

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3. **Indikator**

- Mendeskripsikan objek benda-benda.
- Menanyakan objek benda-benda.

4. **Tujuan Pembelajaran**

Setelah mengikuti pembelajaran ini siswa kompeten dalam:

- Menggambarkan objek benda-benda
- Menanyakan objek benda-benda

5. Materi Pembelajaran

Mendeskripsikan benda dengan tema "NOUN" dengan memberi informasi seperti: form/bentuk, color/warna, function/fungsi atau tatste/rasa dari benda yang siswa deskripsikan.

Menanyakan benda dengan menggunakan kalimat : "what is this? This thing/job……

Menebak benda dengan menggunakan kalimat :" it is/that is……..." or "is it……?"

6. Metode Pembelajaran: *Team-Game-Tournament of cooperative learning technique..*

7. Langkah-langkah Kegiatan

Kegiatan Awal

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- Pembukaan dan tegur sapa (perkenalan) selama 5-10 menit.
- Setting class sesuai dengan kebutuhan siswa.
- Guru Mengecek kehadiran siswa.
- Melakukan ice beraking.

Kegiatan Inti (70 menit)

- Guru membagi siswa ke dalam 5 kelompok masing-masing kelompok memiliki 5 anggota.
- Guru menjelaskan dan memberi contoh tentang materi.
- Guru memberikan nomor pada masing-masing kelompok tim di mulai dari siswa 1,2,3,4,dan 5.
- Guru memanggil satu persatu perwakilan dari setiap kelompok di mulai dengan kelompok 1 siswa 1.
- Guru memberikan 1 kata benda untuk perwakilan dari team, dan menggambarkanya di depan kelas.
- Kelompok di berikan waktu 2 menit untuk mendiskusikan gambaran dari teman mereka.
- Guru memberikan kesempatan pada kelompok pertama dan siswa 2 untuk menebak gambaran benda teman mereka, jika siswa 2 yang menggambarkan benda maka siswa 3 yang menebaknya agar semua siswa mampu untuk berbicara. Apabila kelompok pertama tidak menebak dengan benar maka kelompok lain di berikan kesempatan untuk menebak.
- Guru menilai dan membenarkan tebakan siswa.
- Guru memberikan nilai untuk kelompok.
- Guru mengumumkan kelompok pemenang.

Kegiatan Akhir : Production (10 menit)

- Guru menyimpulkan kembali materi pembelajaran yang telah dipelajari bersama dengan siswa.
- Guru menutup pertemuan dengan memberikan motivasi kepada siswa.

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8. Sumber/Bahan/Alat

- Kamus
- Spidol
- Whiteboard

9. Penilaian

- Aspek penilaian: Accuracy, Fluency, Comprehensibility

Palopo, August 2016

Mahasiswa Peneliti,

ANITA HATTA

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ABSTRACT

Anita Hatta, 2016. **Enhancing Students' Speaking Skill through Team-Game-Tournament of Cooperaive Learning Technique at the Second Year Students of SMAN 4 Palopo.** Thesis English Study Program of Tarbiyah Department of Institute For Islamic Studies (IAIN) Palopo. Supervised by **(1) Dr. Abbas Langaji, M.Ag. (2) Amalia Yahya,S.E.,M.Hum.**

Key Words: Enhancing Speaking, Team-Game-Tournament, Cooperative Learning Technique, Speaking Skill.

This research focused to find out the Enhancing Speaking Skill through Team-Game-Tournament of Cooperative learning Technique. This thesis focused on one problem statement: What is the appropriate way to use Team-Game-Tournament of Cooperative learning technique at the second year students of SMAN 4 Palopo.

Team-Game-Tournament method is part of a cooperative learning and described by Robert E Slavin in his book that. Robert E Slavin (2002: 2) stated that "TGT is used academic tournaments, in which students compete as representative of their group". TGT is the first method of learning by Johns Hopkins and improved by David Devries and Keith Edward. This research was done through classroom action research, it was held for three cycles which include four steps for each namely planning, action, observation, and reflection.

The result of the research showed that the appropriate way to use Team-Game-Tournament are The teacher divides the students into some groups in every group have 5 students, teacher explains and gives example about the material, the teacher numbering the students in the group there are student 1, 2, 3, 4, 5, the teacher calls one by one in every member of the team begin from group 1 students 1, the teacher gives the topic to students 1 and then she/he describes in front of class, the teacher gives 2 minutes in the group for discussion what their friend explain, the teacher asks to the first group guess their friend describing, if student 1 describe the word then student 2 guess the word if the student 2 describe then the word student 3 guess the word etc for make the students speak up. If the group cannot guess the word, than the teacher gives the opportunity to another group, teacher evaluates and corrects the students' guesses, teacher gives the point for the team, and teacher announces group that become the winner.

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CHAPTER I

INTRODUCTION

A. Background

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means that speaking is a crucial part of language and it became a communicative skill for the students.[1] Speaking ability is the ability to speak appropriately and effectively in real communicative situation in order to communicate ideas to other. Human beings have feeling, ideas or thought. In current curriculum, the English literacy level of Senior high school is the ability to use English for communication in daily life. It means that the objective of English teaching is the ability to speak English fluently. But we still find some students are speaking little or even passive in the classroom, and it can be caused of many things include the students, the class situation, Environment, teaching method, technique, approach or even from the teachers who cannot deliver their material successfully.

The researcher has found similar case in SMAN 4 Palopo when she was PPL in there, where the students cannot say something perfectly in English. They do not know what they must say and how to say, they look very confuse to express the ideas on their mind even not active enough on their speaking class. According to the teacher's experiences that the problem relates directly to the teaching method and how the teacher delivers material. There is no specific method to teach English. Speaking is the most important lesson that the students should be

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1 Burns, A., & Joyce, H., *Focus on Speaking.* (Sydney: National Center for English Language Teaching and Research, 1997)

mastered, but in fact speaking becomes the most difficult lesson to understand by the students, so that the speaking always becomes passive class in every meeting.

Based on the fact as previous problem above, then, the researcher emphasized the problem and tried to investigate what idea came in her mind and began analyzed focus of the problem. Her research is about speaking skill that would begin to produce their sentences and deliver the idea without worrying any failure.

There are many techniques can be adopted by the teacher in teaching this skill, and one of them is Cooperative Learning Technique, it is also recommended by the researcher after considering the case above. Cooperative Learning implies working together to achieve common goal and use of small group instruction that allows students to work together to maximize their learning and studying other member of group. Cooperative learning has so many models which can be a good alternative to be applied in teaching English and it can make an interesting teaching and learning for the students, one of the models of Cooperative Learning is through Team-Game-Tournament.

Team-Game-Tournament is combining between Team, Game, and Tournament where as Team the students form the team or group and then play the game and compete with another Team. Team-Game-Tournament easy to applying involve the activity all the students and contain element of the game. Through Team-Game-Tournament the students can fun and enjoy in learning beside that can make the student responsible, work together, and competition that are oriented through Class Action Research. So that, the student Based on the factual

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information and explanation above, the researcher is interested in conducting a class action research under the title **"Enhancing the Second Year Students' Skill in Speaking through Team-Game-Tournament of Cooperative Learning Technique at Second Year Student of SMAN 4 Palopo"**

B. Problem Statement

Referring to the background of the study previously presented, the researcher formulate the research question as follow "What is appropriate way to use Team-Game-Tournament of cooperative learning technique in enhancing the students' speaking skill at second year student of SMAN 4 Palopo?"

C. Objective of the Research

The objective of the study is aimed to find out appropriate way to use Team-Game-Tournament of cooperative learning technique in enhancing students' speaking skill. at second year student of SMAN 4 Palopo

D. Significance of Research

The advantages that can be acquired from this research are:

1. For the students; this research can encourage them to learn English especially in learning speaking so that they can enhance their speaking ability and find the interesting teaching and learning process. It can be new experience for them in learning English so that their speaking achievement can be better.
2. For the teachers; it can be input and reference to the English teachers in teaching speaking. They can get an appropriate technique so that they can enhance their students' speaking ability and make the students' speaking achievement can be better than before.

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3. For other researcher; it can be used to be reference in conducting further research to develop another technique to motivate the students to speak English.

E. Scope of the Research

The researcher focused on appropriate way to use Team-Game-Tournament of Cooperative Learning second year student of SMAN 4 Palopo.

F. Operational Definition

Based on the title, **"Enhancing Students' Speaking Skill through Team-Game-Tournament of Cooperative Learning Technique",** the researcher gives definition as follows:

1. Speaking skill is the skill to communication with another people to transfer information, idea, and opinion.
2. Cooperative learning technique is group learning activity that use small group and allows students to work together.
3. Team-Game-Tournament is one of the cooperative learning models which forms small groups in learning and have three elements that Team is the student form 5 students in every team, Game is the students playing the game, and Tournament is compete with another team.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Preview of Related Research

There are two researchers who have same used Cooperative Learning with different method:

1. Suryani in her research "Implementing Cooperative Learning in Improving Students writing ability" this research aimed to know improvement the writing ability through Student Teams Achievement Division (STAD) method of Cooperative Learning. In STAD method the teacher divided students in group learning consist of 5 students after that the teacher gave the students some test about the material, but they cannot help each other. The result showed effective to improve the students' writing ability. Indeed, Cooperative Learning STAD can achieve students' ability in academic activities.[1]
2. Rahmi H.S in her research "The use of Cooperative Learning models for teaching Past Tense, at the eleventh grade of senior high school" this research aimed to make student ability and understand in past tense through Group Investigation method of Cooperative Learning. In Group Investigation method the teacher divided students in group learning consist of 6 students. And then the teacher asked to the students to discuss in their team about Past Tense after they were finished to discuss one of the member of the team conveyed the result of their

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1 Suyani *"Implementing Cooperative Learning in improving students writing ability"* (Syiah Kuala University, 2014)

discussion about the topic and another groups can receive that. The result showed the student can understand more about past tense through Group Investigation.[2]

B. Theories of Speaking

1. Definition

Heaton defines speaking skill is at the ability to communicate ideas appropriately and effectively.[3] Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak. Speaking skill is an interactive process of constructing meaning that involves producing and receiving and processing information. It means that speaking is a crucial part of language and it became a communicative skill for the students.[4]

Speaking skill is the ability to express the word to convey or explain the purpose, idea, concept, thought, and feeling that arranged and developed appropriate with listener need so that the listener can understand what we conveyed.

In this sense, Richard stated that, in speaking we are not conveying to the receiver a meaning clothed in words but by our words we are arousing within the

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2 Rahmi H.S *"Cooperative Learning models for teaching Past Tense at the eleventh grade of senior high school"*

3 J.B. Heaton, *Writing English language Test* (New York : Longman Grup UK Company,1988), p, 87.

4 Burns, A., & Joyce, H., *Focus on Speaking.* (Sydney: National Center for English Language Teaching and Research, 1997)

receiver association and expectation which will enable that person to form an interpretation of the intention of our message.[5]

2. *The Main Aspect of Assessing Speaking Skill*

The main objective of teaching speaking is the development of the ability to interact successfully in that language and thus involves comprehension as well production.[6] Testing students' spoken language and this command is one of the most important aspects or an overall evaluation of the students' language performance. Rasyid an hafsah J. Nur divided speaking skill into two features, first is competency that consist of content and intonation. Second, Approciacy is the ability to use of language generally appropriate to the function.[7] Syah says that Approciacy is use lexical, phonology and intonation properly and fairly base on situation and condition. In this case, performance features are the appropriateness in using language.[8]

Based on the statement above, the speaking skill can be divided into three main components, as follow:

a. Fluency

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5 Wilga M. Rivers, *Teaching Foreign Language Skill,* (Ed. II. London: The University of Chicago Press, 1981), p. 222

6 M. Basri wello and Hafsah Amin J. Nur, *An Introduction to ESP.* (Ujung Pandang: Sunu Baraya, 1990), p. 71

7 Muhammad Rasyid and Hafsah J. Nur, *Teaching English and Foreign language,* p. 201

8 Djalius Syah, *International English Conversation,* p. 200

Fluency is the ability to produce what one wishes to say smoothly and without undo hesitation and searching.[9] According to scoot thornbury, fluency is the capacity to string long runs together, with appropriately placed pausing.[10] Furthermore, he states that fluency is simply the ability to speak fast.

Speak without too great an effort with a fairly wide range of expression. In the past research Rasyid and hapsah J. Nur found that in the students' speaking skills, they were fairly fluent in interaction by speaking 75-85 words per minute with not more than 3 false and repetitions and not more than 7 fillers peer 100 words.[11]

b. Accuracy

Accuracy is the ability in use of the target language clearly with intelligible pronunciation, particular grammatical and lexical accuracy. Brown says that accuracy is achieved in some extend by directing the students to focus on the elements of phonology, grammar and discourse in their spoken output.[12]

c. Comprehensibility

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9 *Ibid,* p. 372

10 Scoot Thornbury, *How to Teach Speaking,*(England: Pearson Education Limited, 2005), p. 5

11H. Douglas Brown, *Teaching by Principle: An Interaction Approach to Language Pedagogy* (New York : Longman Inc, 2001), p. 201.

12 H. Douglas Brown, *Teaching by Principle: An Interaction Approach to Language Pedagogy* (New York : Longman Inc, 2001), p. 268.

Comprehension is exercise to improve one understand.[13] According to Scoot Thurnbury, comprehension is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing.

3. *Elements of Speaking*

According to Harmer, the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot.

a. Language features

1) Connected Speech

In connected speech, should are modified assimilation omitted, added or weekend. It is for this reason that we should involve students in activities designed specially to improve their connected speech.

2) Expressive Devices

The use of this devise contributes to the ability to convey meanings. Allow the extra expression of emotion and intensity. Students should be able to develop at least some of such supra segmental features and device in the some way if they are to be fully effective communicators.

3) Lexis and Grammar

Spontaneous speech is marked by the use off all number of common lexical phrases, especially in the performance of certain language function.

4) Negotiating Language

Effective speaking benefits from the negotiator language we use seek clarification and to show the structure of what we are saying.

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b. Metal/Social Processing

1) Language Processing

Effective speakers need to able to process language in their one head and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convoy the meanings that are intended. Language processing involves the retrieval of word and phrases from memory and their

13 H. Martin Manser, *Oxford Learners Pocket Dictionary,* (New Edition; 1995), p. 81

assembly into syntactically and propositionally approach sequence. One of the main reasons for including speaking activities in language lesson is to help students to develop habits if rapid language processing in English.

2) Interacting with others

Most speaking involves interaction with one or more participant. This means that effective speaking also involves a good deal of listening, and understanding of how the other participant are feeling, and a knowledge of how linguistically to make turns allow other to do so.

3) (On the Spot) Information processing

Quite apart from our response to others feelings we also need to be to process information they tell us the mean us get it. The teachers' talk will two folds: to be given them (learners) confidence in English and to equip then with hitherto unknown skills in either their own mother tongue or English.[14]

4. *Characteristic of a Successful Speaking Activities*

Hymes states successful communication involves more than just the mastery of the "rules of grammar" that is the linguistic forms of a language, but also the understanding and appropriate application of the "rule of use". Thus effective teaching of oral skills would naturally involve developing "communicative competence" or "pragmatic competence" in the learners.[15]

Penny Ur states that there are four characteristic of speaking activities, as follows:

a. Learners to talk

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14 Eka Ningsih, *Improving Speaking Skill by Using Classroom Observation Technique at the Eight Year in SMP PMDS Putra Palopo,* (Palopo: STAIN Palopo, 2013), p. 8-9

15 Foley J. A., *New Dimension in the Teaching of Oral Communication,* (Singapore: SEAMEO, Regional Language Centre, 2005), p. 55

As much as possible of the period or time allocated to the activity is in the fact occupied by learner talk. This may seem obvious, but often most time is taken op teacher talk or pauses.

b. Participation is even

A minority of talkative participants does not dominated classroom discussion, all get change to speak, and contribution is evenly distributed.

c. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.

d. Language is of an acceptable

Learner expresses themselves is utterance that are relevant. Easily comprehensibility to each other and acceptable level of language accuracy.[16]

5. *The problem of Speaking*

Learning to speak a foreign language requires more than knowing its grammatical and semantic riles. As we learn to speak, we also should learn some aspect such as vocabulary mastery courage to speak and do continues speaking practice.

Speaking a language is usually difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Diversity in interaction involves not only verbal communication, but also linguistic elements of speech, such us pitch stress and intonation.[17]

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16 Penny Ur, A., *Course in Learning Teaching, Practice and Theory,* (Great Britain: Cambridge University Press, 1996), p. 21

17 Jack C Richard & Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (United State of America : Cambridge University Press, 2002), p. 204.

There are some characteristic which can make speaking difficult as well as, in some case, difficult.

a. Clustering

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

b. Redundancy

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

c. Reduced form

Construction, elision, reduced vowel, etc. all forms are all special problems in teaching spoken language.

d. Performance various

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performances of hesitation, pauses, backtracking, and corrections.

e. Colloquial language

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

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. How to help learners to achieve an acceptable speed along with other attributed of fluency.

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g. Stress rhythm and characteristic

The most important characteristic of English pronunciation will be explained below. Those are the stress; rhythm of spoken English and its intonation pattern convey important message.

h. Interaction

Learning to produce forms of language is a vacuum without interlocutors rob speaking skill of the richest components: The creatively of conversational negotiation.[18]

6. *Creating a Positive Environment for Speaking Skill*

The key to encouraging speaking skills in the classroom is creating the proper environment. Children should feel relaxed, and be active in social interaction with peers should be encouraged. One teacher of fourth grade suggests these goals:

a. To speak clearly with proper pronunciation in order to communicate with others.
b. To speak expressively with feeling and emotion and avoid the monotone.
c. To speak effectively in different situations: with individuals, small groups, and the whole class.
d. To utilize speaking in all the communication arts and content areas to further learning.

7. *Enhancing Speaking Performance*

Speaking in front of a large audience for many of us is quite difficult. It is okay to feel nervous in front of large audience. However, you can overcome the fear of public speaking completely by making presentation on a regular basis. This form of oral communication is very different from interpersonal communication. Here, you must speak precisely and present the topic a concise manner. Holding the attention of listeners is the key to become a proficient public speaker. They must also develop a range of skills in four key areas of speaking competence. These are:

a. Phonological skill, produce accurate sounds of the target language at the phonemic.
b. Speech function skill, use spoken perform communicate function, such request, demand, decline, explain, complain, encourage, beg, direct, warn and agree.

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18 Brown H. Douglas, *Teaching by Principle : An Interactive Approach to Language Pedagogy* (New York : Prentice Hall, 2001), p. 270-271

c. Interaction management skills, manage face to face interaction by initiating, maintain, and closing conversation, regulating turn talking, changing topics and negotiating meaning.
d. Extend discourse organization skills, establish coherence and cohesion in extended discourse by using established conventions to structure different types of spoken text.[19]

C. The Concept of Cooperative Learning

1. Definition of Cooperative Learning

Cooperative learning is a learning model in which the system studied and worked in small groups of 4-6 people, amounting to collaboratively so as to stimulate the students more enthusiastic in learning.

The main objective in the application of cooperative learning model of teaching and learning is that students can learn in a group with his friends in a way respectful opinion and provide the opportunity for others to express their ideas with their expression in groups.[20]

Cooperative learning implies working together to achieve common goals. In a cooperative learning activity, students individually seek a favorable outcome for whole group. Thus, cooperative learning is the use of small group

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19 Willy A Renandya and Jack C Richards, *Teaching Speaking in the Language Classroom,* RELC portopolio series 15, p. 4

20 Isjoni, *Cooperative Learning,* (Cet.I;Jakarta: WahyuMedia,2007),p. 262

instruction that allows students to work together to maximize their learning and studying other members of the group.[21]

Cooperative learning is an ideal solution to the problem of providing an opportunity to interact in a cooperative and not superficial to the students of different ethnic backgrounds to improve inter-group relations.

The importance of group goals and individual responsibility is to provide an incentive to students to help each to encourage each other to do the maximum effort.[22]

2. Types of Cooperative Learning

There are several types of learning cooperative, three of which are:

a. Formal cooperative learning groups
   Students work one of one session.
b. Informal cooperative learning groups.
   Students work together only for one session only.
c. Cooperative base groups[23]

3. The Steps of Cooperative learning

The steps in the use of models of cooperative learning in general can be described operationally as follows:

a. The first step is to design a plan faculty learning programs. In this step the teacher consider and set targets to be achieved in the study of learning. To start learning, teachers should explain the purpose and attitude and social skills to be achieved and demonstrated by students during learning. This must be a teacher, because then students can know and understand what to do during learning. This must be a

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21Mahmud. http:// blogspot.com. kumpulan makalah. /2012/07/*langkah-langkah-dalam-pembelajaran.*html.Access on January 15th 2013

22Robert E. Slavin, *Cooperative Learning "Teori, Riset, dan Praktik",* (Cet.9;bandung: Nusa Media, 2005), p. 81

23 Miftahul Huda, *Cooperative Learning etode, Teknik, Struktur dan Model Penerapan"* (Cet.IV;Yogyakarta: Pustaka Pelajar, 2013), p. 87

teacher, because then students can know and understand what to do during the process of teaching and learning takes place.

b. The second in the application of learning in the classroom, the teachers explains the main points of the material in order for students to have sufficient and orientation of the material being taught. The next step to do is to explore students' knowledge and understanding of the subject matter based on what they have learned. Next the teacher guide students to make the understanding and conception of faculty to students individually to find the unity of the group is formed. This activity was carried out while explaining the task to be performed by students in each group.
c. The third step, the observation of the activities of students, faculty directing and guiding the attitudes either individually or in groups in term of understanding the material and on the students and behavior of students during the teaching and learning activities take place.
d. The fourth step, teachers provide opportunities for students from each group to present their work. At the time of the class discussion, the teacher acts as a moderator. It is intended to guide and correct students understanding and comprehension of the material or the work that has been displaying.[24]

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The important aspects of cooperative learning that includes the nature of cooperative learning and the five key elements of cooperative learning; positive interdependence, face to face interaction, individual and group accountability, interpersonal small- group skill and group processing.

4. The Characteristics of Cooperative Learning

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24 Mahmud, http:// blogspot.com. kumpulan makalah. /2012/07/*langkah-langkah-dalam-pembelajaran.*html. Accesson January 15th 2013

Millis outlines five characteristics typical of cooperative learning:

a. Students work together in small groups containing two to five members;
b. Students work together on common tasks or learning activities that are best handled through group work;
c. Students are positively interdependent and activities are structured so that students need each other to accomplish their common tasks or learning activities; and
d. Students are individually accountable or responsible for their work or learning.[25]

The important aspects of cooperative learning that includes the nature of cooperative learning and the five key elements of cooperative learning; positive interdependence, face to face interaction, individual and group accountability, interpersonal small- group skill and group processing.

1. The Nature of Cooperative Learning

As humans we are social animals and have an inherent social nature. It is not in our nature to life alone.[26] Based on the statement above we can conclude that make a group is needed in our life. It seems for the students that they need to learning together through group work. Group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self initiated language.[27] Group work is usually called cooperative learning. Cooperative learning is group learning activity organized so

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25 Timothy S. Roberts. http://my.safaribooksonline.com/book/hr-organizational management/1591401747/*collaborative-or-cooperative-learning*/ch09lev1sec8 access on 15th 2012.

26 Johnson, D., Johnson, R., *Learning Together and Alone, Cooperation, Competition, and Individualization,* (Englewood Cliffs, NJ: Prentice-Hall, 1975)

27 Brown, H.D., *Characteristic of Successful Speaking Activities.* (New York: Cambridge University Press, 2001), p.177.

that learning is dependent on the social structured exchange of information between learners in group and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of other.[28] It means that cooperative learning can increase the spirit of the students to study with their friends in group.

a. The Elements of Cooperative Learning

The five factors are necessary for successful cooperative learning are :

a. Positive Interdependence, a sense of working together for a common goal and caring about each other's learning.
b. Face to Face Interaction, where learners explain, argue, elaborate, and link current, material with what they have learned previously;
c. Individual and Group Accountability, whereby every team member feels in charge of their own and their teammates' learning and makes an active contribution to the group, thus there is no 'hitchhiking' or 'freeloading' for anyone in a teams-everyone pull their weight;
d. Interpersonal and Small- Group Skills also called Collaborative Skills include such group interaction skills as leadership, decision- making, trust-building, communication and conflict- management skills
e. Group Processing occurs when the students discuss their progress in reaching goals and analyze their working relationship within the group. Group processing exist when group members discuss how well they are achieving their goals and maintaining effective working relationship. The effective working relationship shows and describes what member actions are helpful and not helpful.

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There are many cooperative learning strategies that you can implement. Here the strategies that can be used across subject areas and grade levels:

28 Kessler, C, *Cooperative Language Learning,* (Englewood Cliffs, NJ: Prentice-Hall Regents, 1992), p.8.

1). Numbered Heads Together

Divide students into groups of four or five students each. Within each group, students should count off. The teacher then poses a question for the groups to discuss together. However, the teacher calls a specific number from each group to respond, and that student is responsible for sharing the answer with the class.

2). Jigsaw

Divide students into groups of three to five students each. Label these groups as students' home groups. Within these home groups, give students a selection of text (for example, a portion of a chapter) that they are responsible for reading and learning. After students individually read their assigned selection, they meet with students in the other groups that were assigned the same material (called expert groups). During this meeting, students can help each other understand the reading or clarify the most important points. Finally, students return to their home groups to teach each other what they have learned.

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3). Pair Checks

Divide students into groups of four. Within these groups, students pair off. The teacher poses a question or problem, and students work in their pairs to find

the answer. After each pair has an answer, the group of four must work together to make sure they all understand and have the correct answer.

4). Team- Game-Tournament

1. Definition of Team-Game-Tournament

Team-Game-Tournament is one of cooperative learning models that easy to applying, Team Game Tournament method is learn by using tournament principle. Learning activity with game in learning Team-Game-Tournament (TGT) of cooperative learning model enable students can learn more relax. In this occasion TGT is used academic tournaments, in which students compete as representatives of their group with members of other group who are like them in past academic performance.[29] The important thing is that students help each other by successful. TGT gives idea that students have to make good cooperation in learning and responsibility to their friend in one group with as good as in the result of learning.

2. The Characteristic of Approaches of Small Group in TGT

Approach use in Team-Game-Tournament is group approach which forms small groups in learning. The formation of small group will make students more active in learning. The characteristics of approaches as grouping can be observed from variations aspect;[30]

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29 Robert E. Slavin, *Cooperative Learning; Theory, Research and Practice,* (New York: Prentice Hall, 2002), 2nd p 2.

30http://www.scribd.com/doc/31253549/Team-Game-Tournament.

a. Learning purpose in small group

Learning purpose in small group are: (a) giving the students opportunities to develop ability to problem solving rationally, (b) developing social attitude and spirit of teamwork, (c) building team activity in study until each group have responsibility, and (d) developing ability of leadership in the group.

b. Students in learning small group

In order that small group can play constructive and productive role in learning, it is expected that; (a) member of group should be aware to become member of the group, (b) students as member of group have sense of responsibility, (c) each member of group build a good relation and encourage enthusiasm of the team, (d) the group create cohesive team work.

c. Teacher in group learning

Teacher's roles in group learning are: (a) formation of group, (b) planning of group task, (c) implementation, (d) evaluation of result group study

3. The implementation Teams-Games-Tournaments in Learning

According to Robert E. Slavin, the implementations in TGT are class presentation, teams, games, tournaments and team recognition.[31]

a. Class presentation

In beginning learning process the teacher convey the material in class presentation..Usually in direct teaching or talking, discussion that teacher as a leader when presentation material students have to pay attention and understand about material that given from the teacher during class presentation, because it will help the students be better to work when group work and when game because game score will determine group score.

b. Teams

Groups usually consist of 4-5 students. Function of group is to deep understanding of material with their group especially for prepare the group member in order to work be better and optimal when the game.

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31Robert E. Slavin, *op.cit.,* P. 84-85

c. Games

Games contain the performance that makes students enhancing their speaking ability. Every student in the group will come in front of the class to describing the word that prepared by teacher and their group guess the word. The students that can make their group understand and guess it will get score.

d. Tournament

A tournament is the structure where the games take place. It is conducted after the teacher give presentation and teams have playing the game.

e. Team Recognition

The teams will receive the reward if the total score of team has fulfilled the certain criterion. Team score will be calculated based on the score gained by each member in tournament; and the reward will be given to the team with certain criterion:

The scoring of criterion

Average Score's Team	The Reward
70-79	Good team
80-89	Great team
90-100	Super great team

4. The steps of Team Game Tournament

a. The teacher divides the students into some groups in every group have 5 students.
b. Teacher explains and gives example about the material.
c. The teacher numbering the students in the group there are student 1, 2, 3, 4, 5
d. The teacher calls one by one in every member of the team begin from group 1 student 1
e. The teacher gives the topic to student 1 and then she/he describes in front of class.
f. The teacher gives 2 minutes in the group for discussion what their friend explain.
g. The teacher asks to the first group guess their friend describing, if student 1 describe the word then student 2 guess the word if the student 2 describe then the

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word student 3 guess the word for make the students speak up. If the group cannot guess the word, than the teacher gives the opportunity to another group.

h. Teacher evaluates and corrects the students' guess
i. Teacher gives the point for the team.
j. And teacher announces the groups that become the winner.[32]

5. The advantages of Team-Game-Tournament

a. The students develop and use their skill of thinking and cooperation of group.
b. The students can active as tutor to enhance the success of their group.
c. There is interaction students to enhance their ability in give opine.
d. Student can fun and relax in learning beside that can make the student responsible, cooperation, and involvement in learning.
e. There is tournament in TGT make the class situation more enjoy. In tournament it becomes the motivation for the students that want to be the winner.

6. The weakness of Team-Game-Tournament

a. Some of the students difficult because they not habitual learning use the method like TGT.
b. The first use TGT the teacher difficult in manage the class.
c. Need long of duration.

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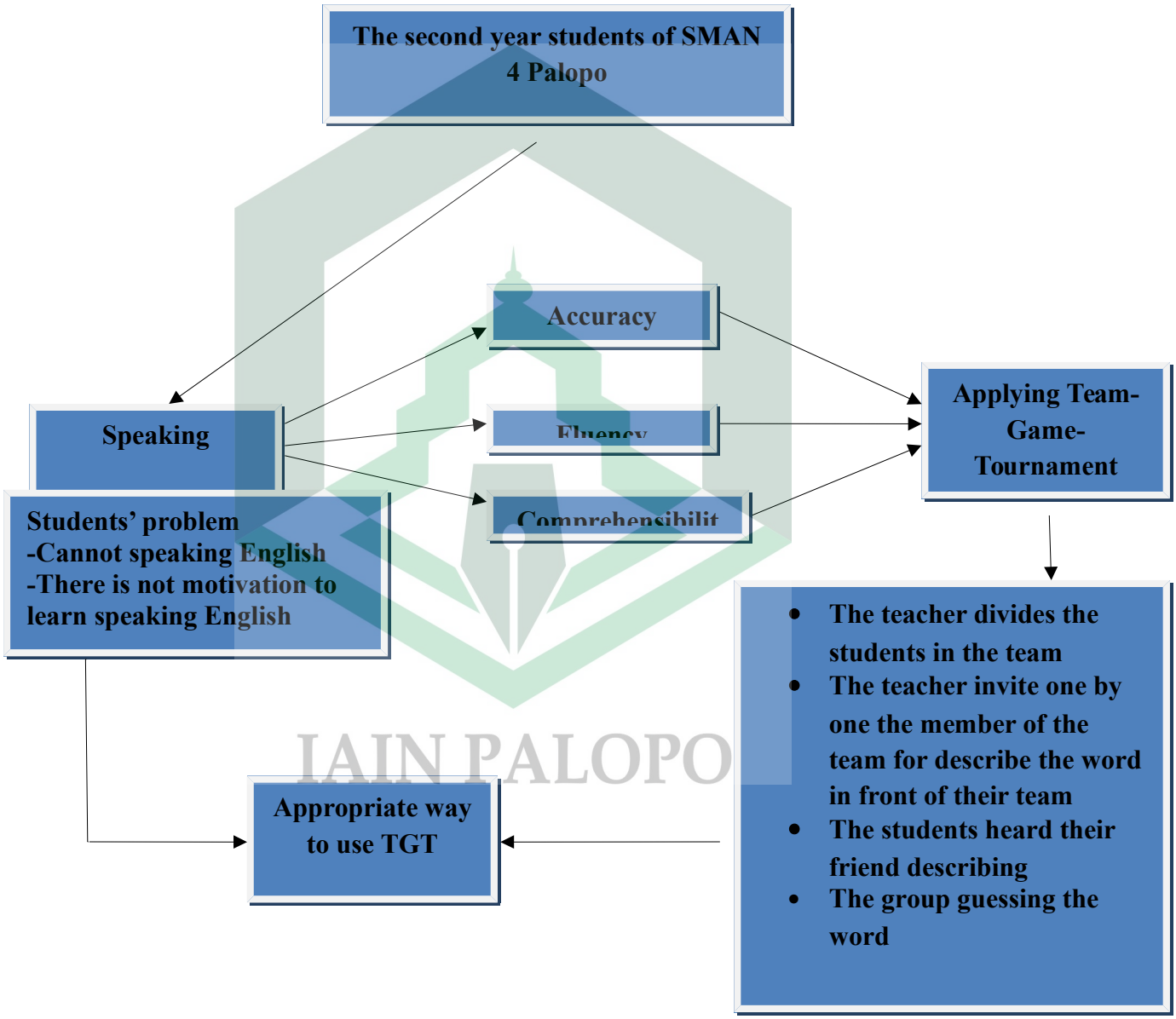
32 Robert E. Slavin, *Cooperative Learning "Teori, Riset, dan Praktik",* (Cet.9;bandung: Nusa Media, 2005)

D. Conceptual Framework

The conceptual framework underlying in this research is in the following diagram:



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CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research applied Classroom Action Research (CAR) method by using four stages; planning, action, observation and reflection.

Classroom action research is collaborative, which is typically done because of a common concern for the situation needs to improve. The type of this research used empirical action research. The basic idea of this kind of CAR is to do something and record what was done and what happened. Process of research was principally with regard to record keeping and gathered experience in daily work.[1] The characteristic of classroom action research are:

1. Situational, contextual, small-scale, realized and are directly relevant to the real situation in the world of work.
2. Flexible and adaptive
3. Classroom action research has a commitment to the improvement of education in action research conducted systematic monitoring to generate valid data.[2]

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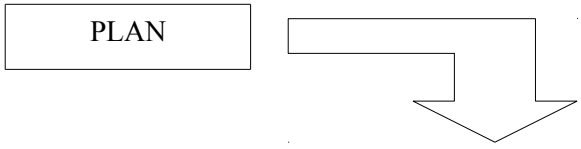
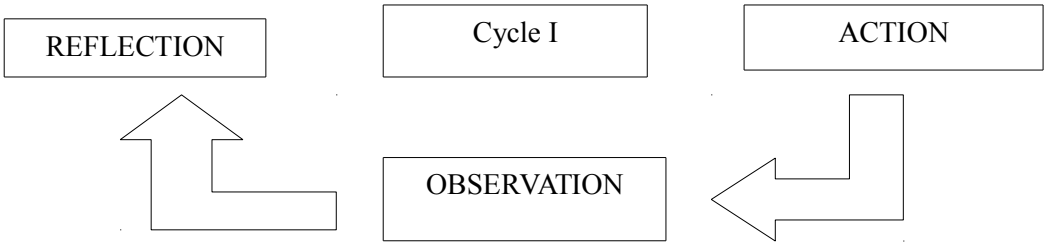


1 Suwarsih Madya, *Teori dan Praktik Penelitian Tindakan (Action Research.* Cet.IV:Bandung Alfabeta cv.2011 p.70

2 *Ibid.* p. 11



General structure by Kemmis and Taggart. In Mulyadi Hamid, S.E.,M.Si.[3]

B. Time and Place of the Research

This research started on August 2016 at the Second year students of SMAN 4 Palopo.

C. Research Participant

The participants of the research were:

1. Researcher was a teacher, where the Researcher applied TGT strategy of cooperative learning in teaching speaking in the class.
2. Students, the position of the students in this research as subject of the research, the researcher hopes after researching the students can develop their speaking ability.
3. Collaborator, the position in this research as observer, the collaborator helps the research to observe the students. So the researcher can be able to know the students condition in learning process and give suggestion for the problem in each cycle.

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D. Data and Data Sources

a. Data

The data in this study obtained from observations, documentation and the results of the final test scores at each cycle.

b. Source of Data

3 Mulyadi Hamid, S.E., M.Si, dkk. *Metodologi Penelitian Tindakan Kelas.* p. 13

There were some data sources in this classroom action research, as follow:

1. Students, to get data about result of study and activities of students in lesson process in the class.
2. Teacher, to see result of Team-Game-Tournament, result and students' activities in learning process.
3. Observer, as data source to see implementation of classroom action research, whether from students and teacher.

E. Instrument of the Research

The researcher used speaking test, Observation, and interview.

1. Test, to find out the students' score
2. Observation, used observation paper to observe students' activities in learning process speaking.
3. Interview, used question of interview to know opinion about Mind Web. Question of interview is "What do you think about Team-Game-Tournament in teaching speaking?

F. Indicators of Success

Successfully in this action research, if apply TGT in learning speaking effectively in the class, the students can be active and creative to study English. Then the students can understand with their speaking and can make their friend in the group can understand what they mean. According to the criteria of completeness of material that is established by second year students of SMAN 4 Palopo.

There are also changes in attitudes of the students during the learning process is characterized by increased attendance, attention, and the activity of students in the learning process that can be seen in the observation sheet.

G. Research Procedure

a. Planning

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1) Teacher designs lesson plans which describe teacher's step and students' step in solving the students' problem of speaking skills.
2) Teacher prepares all facilities needed in doing learning teaching process through TGT, such as TGT topics, the camera, students' test, observation sheet and interview.
3) Teacher determines the success indicators before begin this research.

b. Actions

The teacher opens the class by greeting all the students and then, the teacher introduces herself and her collaborator. After that, the students introduce themselves one by one to see their speaking skill. and then the teacher gives explanation about the TGT to teach speaking, how to learn speaking by using TGT, and give the students example to learn speaking by using TGT until the students can understand the steps of TGT and ready to compete.

Teacher applies Team-Game-Tournament of cooperative learning technique of learning where students work in teams.

Steps:

a) The teacher divides the students into some groups in every group have 5 students.
b) Teacher explains and gives example about the material.
c) The teacher numbering the students in the group there are student 1, 2, 3, 4, 5
d) The teacher calls one by one in every member of the team begin from group 1 student 1
e) The teacher gives the topic to student 1 and then she/he describes in front of class.
f) The teacher gives 2 minutes in the group for discussion what their friend explain.
g) The teacher asks to the first group guess their friend describing, if student 1 describe the word then student 2 guess the word if the student 2 describe then the word student 3 guess the word for make the students speak up. If the group cannot guess the word, than the teacher gives the opportunity to another group.
h) Teacher evaluates and corrects the students' guess
i) Teacher gives the point for the team.
j) And teacher announces the groups that become the winner

c. Observation and evaluation

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This observation make by researcher when implementing teaching and learning on the classroom. The teacher notes the situation and condition of student learning based on the observation sheet that has prepared previously, in this case the attendance, attention, and the activity of the students in following the teaching and learning process. To get output from students about the learning activities that have been done, that at the end of the cycle students will be asked to carry out the evaluation of the response and to determine the increase in the learning of English in cycle I.[4]

d. Reflection

In this step, the teacher analyzes all of the data; observation sheet, and test. From the data, the researcher can find out about the result of the cycle it is successful, less success, of failed. The result of this reflection use as a consideration to plan the next action cycle and to determine whether or not the next cycle is needed. If the cycle I not successful or failed, the teacher identified the causes that make this strategy was not success. Then, the teacher plan cycle 2 to rapier the unsuccessful thing in cycle I.

H. Data Analysis Technique

In analyzing the data, the teacher determined the scoring classification which include of accuracy, fluency and comprehensibility. Those assessment criteria explained by J.B. Heaton as follow they are:

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Table 3.1

Fluency

4 http://www.scribd.com/doc/10284529/Penelitian-Tindakan-Kelas.

The ability to use the target language fluently and in accepting and giving information is quickly.

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	5	Has to make an effort at times to search nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
Poor	2	Long pauses while he searchers for the desired meaning. Frequently fragmentary and halting delivery.
Very poor	1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

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Table 3.2

Accuracy

The ability to pronounce in the target language, clearly, grammatically and logically.

Classification	Score	Criteria
Excellent	6	Pronunciation very slightly influenced by the mother tongue. Two or three minor grammatical and lexical error,.
Very Good	5	Pronunciation is slightly influenced by the mother tongue. A view minor grammatical and lexical errors but most utterance are correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only causing confusing.
Average	3	Pronunciation is seriously influenced by mother tongue only a few serious phonological errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a breakdown in communication. Many "basic" grammatical and lexical errors.
Very Good	1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

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Table 3.3

Comprehensibility

The ability to understand the general meaning and the speaker intention the category of oral test assessment as follow[5]

Classification	Score	Criteria
Excellent	6	Easy for listener to understand and speaker's intention and general meaning. Very few interruption or clarification required.
Very Good	5	The speakers' intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what speaker says is easy to follow. His intention is always clear but several interruption are necessary to help him convey message or to seek clarification.
Average	3	The listener can understand a lot what is said, but he must constantly seek clarification. Cannot understand many of speakers' more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is listening the speaker.
Very poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speakers is unable to clarify anything he seems to have said.

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Students Score:

5 J.B. Heaton, Writing English Language Test, (New York; Longmen, 1988), p. 98

$$Students\ score = \frac{Score\ obtained + 2}{25} x\ 100$$

Beside the technical of scoring through six scales above, the teacher also make rating classification to measure the students' speaking ability according to daryanto.[6] The following is rate scale classification:

Table 3.4

Rating Scale

Classification	Scale	Rating
Excellent	86-100	6
Very Good	71-85	5
Good	56-70	4
Average	41-55	3
Poor	26-40	2
Very Poor	<25	1

Calculating the mean score of the students' speaking test by using the following formula according to Gay I. R & Airasian Peter.

$$X = \frac{\Sigma x}{N}$$

Where:

X = Mean score

Σx = Total raw score

N = Total Sample.[7]

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6 Daryanto, *Evaluasi Pendidikan,* (Jakarta: Rineka Cipta, 2007),p.211

7 Gay I. R & Airasian Peter, *Education Research,* (New Jersey: Mill Prentice hall, 1992), p.47

4) Calculating the rate percentage of students score by using the following data:

$$P\frac{F}{N}X\,100$$

Where:

P = Rate percentage

F = Frequency

N = The total number of students[8]

Activities of students during the learning process: this was analyzed by considering the students' participation and classified into passive and active classification.

Where:

a) Very Active: The students is responsive and participated fully in all activities in the learning and teaching process. Focus in teaching and learning process, if they not understand yet they said and asked to the teacher.
b) Active: The students responses the material and interacting with other, wither to the teacher or his/her friends.
c) Less Active: Te students pay attention and gives responses once in a while, sometime focus in other something.
d) Not Active: The students does not give response to the material, she/he looks confused, bored, and sometimes lives the class, sleepy, fiddling mobile, write or something beyond off

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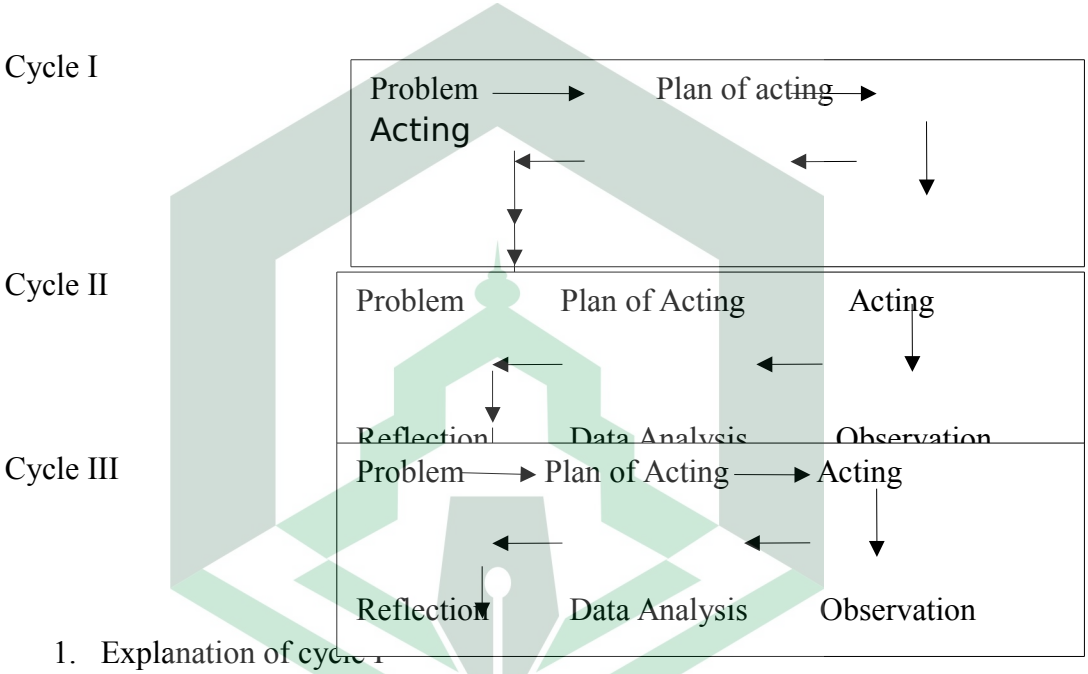
8 Sudjana, *Metodestatistika* (Bandung : Tarsito Bandung, 1992), p. 73

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research explain the cycles of learning and teaching process of this current research. In this case, there were two cycles; it can be seen in general through the following chart:



1. Explanation of cycle I

a. Planning

a) Teacher designed a lesson plan which described teacher's step and students' step in solving the students' problem of speaking skills.
b) Teacher prepared all facilities needed in doing learning teaching process through TGT, such as TGT topics, the camera, students' test, observation sheet and interview.
c) Teacher determined the success indicators before began this research.

b. Action

The action started on 5 August 2016, at the second lesson at 09:00 for the first meeting of the cycle I. The teacher opened the class by greeting all the students and then, the teacher introduced herself and her collaborator. After that, the students introduced themselves one by one to see their speaking skill. and then

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the teacher gave explanation about the TGT to teach speaking, how to learn speaking by using TGT, and gave the students example to learn speaking by using TGT until the students can understand the steps of TGT and readied to compete in second meeting. The teacher closed the class by gave them suggested to all students study hard, because in the next meeting one by one they would practice speaking and compete with their friends in the group.

a) The action started on 8 August 2016, at the first lesson at 08:15 am for the second meeting of the cycle 1. The teacher opened the class by greeting all the students and asked condition of students, to attract student's response the teacher said "hay" and the students answered "hello". The students follow it according teacher's intonation. The teacher gave a simple example to all students about how to speaking by using TGT of Cooperative learning technique that was steps of TGT. The students had to follow their teacher activity. Because there are 25 students in the class the teacher divided them into 5 groups every group have 5 students, the teacher asked them to calculated from number one until five for the same number became one group. The situation in the classroom was noisy when the students made group, there were some of the students who complained about their friends in group. After divided into groups, the teacher explained and gave the example about the material. Then the teacher called one by one in every member of the team began from group 1 student 1 and the teacher gave the topic about NOUN such as table, teacher, bad etc. Then she/he described in front of class. After described the topic teacher gave 2 minutes in the group for discussion what their friend has explained, after that he teacher asked to the first group and

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the student 2 guessed their friend describing. Student 2 cannot guess the word than the teacher gave opportunity to another group guessed the word. If student 2 that describing word in front of class then student 3 guess the word for make the students speak up. And then Teacher evaluated and corrected the students' guessed and gave the point for the team. Only group 1, 3 and 4 who work together and enthusiasm to listen their friend describing, the other groups were joking with their friends in group.

After all of group finished the game, the teacher announced who got the first, second, and third winner. Finally the first winner was group 4, the second winner was group 3, and the third winner was group 1. Before closed the class the teacher gave them topic that they must learn in their home before they compete in the group.

By the end of the class, the researcher closed the class by giving conclusion as appreciation to all students had done well in learning although there were some of them cannot describing the words and cannot guessing the words. And then, the teacher suggested to all students to study hard, because in the next meeting one by one they would practice speaking by using same topics that they have guess but in different words.

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Here some of data transcriptions and score that student got in cycle 1

The students who get very poor scores are:

S7 (the topic is teacher)

S7 : what is this? This is eeee…… eeeee…… can mengajar and eee… eee… this job…

G : (confused)

(the student still used Indonesian language)

The student who got pure score

S6 (the topic is table)

S6 : what is this? This thing can for study, writing eeeee (silent)

G : that is pen

S6 : No, this for study
G : that is book
S6 : No, eee eeee
(Cannot make her friend understand and guess the word)
The student who got average score
S3 : what is this? This thing used to sleepy in the eeee… in the room used sleep sleepy and have pillow
G : is it bedroom?
S3 : No.. almost
G : is it bed?
(can make sentence although the student still saw the dictionary)

c. Observation

Through students active participation the teacher found that: (1) there was not students seem responsive and participated fully in all activities in the learning and teaching process (very active), (2) 12 students responses the material by listening, interacting with others, whether to the teacher or her friends (active), (3) the classification both of very active students and active students reached 48%

Through Students' test speaking mean of students reached 60%. The teacher found that there were still some of students cannot express their speaking without dictionary. They were still difficult to speak up without dictionary. The student still brought and used dictionary when describing the words. Especially in fluency, accuracy, and comprehensibility, those characterized by some of students look awkward to say some words because they were doubt about the meaning of the words, and doubt to pronounce the words. The teacher halted delivery that made their speaking sometimes hardly understand. So, the teacher concluded that Team-Game-Tournament of cooperative learning has successful as technique of English teaching learning process, but it needs some different

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models to make students more understanding. What they want to speak so that the student's speaking skill be better.

Through interview result to the students, they were not really active, because they did not understand about the material. This thing can be seen from: (1) there was not active, such as students 7, 12, 16, 21 and 22 because they did not understand about the material(2) 8 students were less active, such as students 2, 5, 6, 10, 11, 15, 17 and 18 because they did not pay attention when teacher explained the material, (3) 12 students were active in learning process, such as students 1, 3, 4, 8, 9, 13, 14, 19, 20, 23, 24 and 25 they understand about the material

Table 4.1

The observation result of students active participation of cycle 1

Students	Very Active	Active	Less Active	Not Active
S1				
S2				
S3				
S4				
S5				
S6				
S7				
S8				
S9				
S10				
S11				
S12				
S13				

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S14				
S15				
S16				
S17				
S18				
S19				
S20				
S21				
S22				
S23				
S24				
S25				

Table 4.2

The percentage of students' active participation of cycle 1

Classification	Frequency	Percentage
Very active	-	-
Active	12	48%
Less active	8	32%
Not active	5	20%

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Based on the observation sheet, in cycle I which shown there was not student very active in the speaking class by using Team-game-tournament of cooperative learning technique as one of technique to learn speaking. The active

students were 12 and the percentage reached (48%). The less active students were 8 (32%) and not active were 5 students (20%). The classification of active students reached (48%).

Table 4.3

The result of students' scoring of speaking in cycle 1

Student	Three components of speaking assessment			Score of test
	Accuracy	Fluency	Comprehensibility	
S1	4	3	4	70
S2	2	2	2	50
S3	4	3	4	70
S4	3	2	2	60
S5	2	2	2	50
S6	3	2	3	60
S7	2	1	2	45
S8	4	4	4	70
S9	4	4	4	70
S10	2	1	2	45
S11	1	2	2	45
S12	2	2	2	50
S13	3	3	4	70
S14	4	3	3	70
S15	2	2	2	50
S16	2	2	3	60

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S17	3	2	2	60
S18	2	2	2	50
S19	4	4	4	70
S20	4	3	4	70
S21	2	2	3	60
S22	1	2	2	45
S23	4	3	3	70
S24	4	3	4	70
S25	4	3	4	70
				$\Sigma D = 1500$

Calculating the mean score of the students' speaking test of cycle 1

$$Md = \frac{\Sigma D}{N}$$

¿ $\frac{1670}{25}$

= 60%

Table 4.4

The students' accuracy score of cycle 1

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	10	40%
Average	3	4	16%
Poor	2	9	36%
Very poor	1	2	8%

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Table 4.4 shows that score of accuracy of cycle I. As can be seen from the table that was not student (0,00%) got 'excellent' and 'very good', 10 students (40%) got 'good', 4 students (16%) got 'average', 9 students (36%) got 'poor', and there were 2 students (8%), got 'very poor' classification.

Table 4.5

The students' fluency score of cycle 1

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	3	12%
Average	3	8	32%
Poor	2	12	48%
Very poor	1	2	8%

Table 4.5 shows the score of fluency of cycle 1. As can be seen from the table that no student (0,00%) got 'excellent' and 'very good', 3 students (12%) got 'good', 8 students (32%) got 'average', 12 students (48%) got 'poor', and 2 students (4%) got 'very poor', classification

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Table 4.6

The students' comprehensibility score of cycle 1

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	9	40%
Average	3	5	20%
Poor	2	11	44%
Very poor	1	-	-

Table 4.6 shows the score of comprehensibility of cycle 1. As can be seen from the table that there was no student (0, 00%) got ‘excellent’ and ‘very good’, 9 students (40%) got ‘good’, 5 students (20%) got ‘average’, 11 students (44%) got ‘poor’, and no students got ‘very good’, classification.

d. Reflection

The reflection was done by the teacher and collaborator, caused there were still weakness in implementation or using TGT in teaching speaking, this is have to repaired. Some of the students so confused making sentence to describing the word, cannot guess the word, and not active in learning process.

2. Explanation of cycle II

a. Planning/revised plan

After doing observation in the first cycle, there were still weaknesses in the first cycle. To create the successfully in the second cycle, therefore, in the second cycle was planned as follows:

1. The teacher should louder the voice in explained the lesson.
2. The teacher explained more the material.
3. The teacher organized the class by combined skill the students that can speaking English with the students cannot speaking English
4. The teacher guide them who cannot or confused describe the word.
5. The teacher gave the reward.

b. Action

The second cycle continued on 9 august 2016 at 12:30 am. The teacher opened the class by greeting the students and asked their condition. Next, teacher reminded the students about the previous lesson and relates it back to the current lesson. Like action in the first meeting the teacher reminded again about the topic

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that they have to describe as speaking test at the meeting. After that the teacher divided the students into 5 groups and each group consist 5 students.

When the students were divided the situation in the classroom was crowded, they were busy to look for their groups, because in this cycle the teacher made new group but still same in form in cycle 1. There were some of students who complained with their new group but in this cycle were better than the first cycle. After divided the students into group, the situation in classroom became quiet and then the teacher called one by one in every member of the team began from group 1 student 1 and the teacher gave the topic about NOUN such as table, teacher, bad etc. Then she/he described in front of class. After described the topic teacher gave 2 minutes in the group for discussion what their friend has explained, after that he teacher asked to the first group and the student 2 guessed their friend describing. If student 1 described the word then student 2 guessed the word if student 2 described the word then student 3 guessed the word.

After all of groups finished the game, the teacher announced who got the first, second, and third winner. The first winner was group 4, the second winner was group 3, and the third winner was group 2. Then the teacher gave the rewards such as snack and cake to all of winners and gave suggestion or motivation to each group to be more diligent in studying. And then the teacher gave them topic that they must learn in their home before they compete in cycle III. After that, the teacher closed the class.

c. Observation and evaluation

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Evaluation on students' speaking showed that the students' mastery on Team-Game-Tournament method was better that the first cycle. The mean score was 74%

Through students active participation the teacher found that: (1) there were 7 students seem responsive and participated fully in all activities in the learning and teaching process (very active), (2) 14 students responses the material by listening, interacting with others, whether to the teacher or her friends (active), (3) the classification both of very active students and active students reached 84%

Through Students' test speaking mean of students reached 74%. The teacher found that there were some of students were not fluent in speaking, some of the students still brought dictionary. They were still difficult to speak up without dictionary.

Here some of data transcriptions and score that student got in cycle 2

The student who got pure score

S7 (the topic is chair)

S7 : what is this? This thing you can dous apa?
G : use….!!!!!!
S7 : you can use seat seat down…
G : Chair
(still doubt with about the meaning of the words, and doubt to pronounce the word)

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The students who got average score

S12 (the topic is doctor)

S12 : what is this? That is in the hospital, this is a job… in the hospital job

G : it is nurse

S12 : no, what else in the hospital job

G : it is doctor

(can make a sentence but still repeat the same sentence)

The student who got good score

S4 (the topic is airplane)

S4 : what is this? This thing in the air, the place in bandara… the air.. air… there is airline

G : oooohhh it is airplane.

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Table 4.7

The observation result of students active participation of cycle 2

Students	Very Active	Active	Less Active	Not Active
S1				
S2				
S3				
S4				
S5				
S6				
S7				
S8				
S9				
S10				
S11				
S12				
S13				
S14				
S15				
S16				
S17				
S18				
S19				
S20				
S21				
S22				
S23				
S24				
S25				

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Table 4.8

The percentage of students' active participation of cycle 2

Classification	Frequency	Percentage
Very active	7	28%
Active	14	56%
Less active	2	8%
Not active	2	8%

Based on the observation sheet, in cycle I which shown there were 7 students very active in the speaking class by using Team-game-tournament of cooperative learning technique as one of technique to learn speaking the percentage reached (28%). The active students were 14 (56%). The less active students were 2 (8%) and the not active student were 2 (8%). The classification of active students reached (84%).

Table 4.9

The result of students' scoring of speaking in cycle 2

Respondent	Three components of speaking assessment			Score of test
	Accuracy	Fluency	Comprehensibility	
S1	5	5	5	85
S2	3	4	4	75
S3	5	5	4	85
S4	5	5	5	85
S5	3	4	3	65
S6	3	3	3	65
S7	4	3	4	75
S8	3	3	4	65
S9	5	4	5	85
S10	3	4	3	65
S11	3	4	4	75
S12	4	4	3	85
S13	4	4	3	75
S14	3	3	3	65
S15	3	3	3	65
S16	3	3	5	65
S17	4	3	4	75
S18	4	3	3	75
S19	5	4	5	85
S20	3	4	3	65
S21	3	3	3	65
S22	3	3	3	65
S23	5	5	5	85
S24	4	5	4	75
S25	5	4	4	75

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	$\Sigma D = 1850$

Calculating the mean score of the students' speaking test of cycle 1

$$Md = \frac{\Sigma D}{N}$$

$$¿ \frac{1850}{25}$$

= 74%

Table 4.10

The students' accuracy score of cycle 2

Classification	Score	Frequency	Percentage
Excellent	6	-	-%
Very good	5	7	28%
Good	4	6	24%
Average	3	12	48
Poor	2	-	-
Very poor	1	-	-

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Table 4.10 shows that score of accuracy of cycle 2 were still varied but there were some improvement. There were 7 students (28%) who got 'excellent', 6 students (24%) got 'very good', 12 students (48%) got 'good'. There were not student (0,00%) got 'average', 'poor', and 'very poor' classification.

Table 4.11

The students' fluency score of cycle 2

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	5	20%
Good	4	10	40%
Average	3	10	40%
Poor	2	-	-
Very poor	1	-	-

Table 4.11 shows the score of fluency of cycle 2 were still varied but there were some improvement. There were 5 students (20%) who got 'excellent', 10 students (40%) got 'very good', 10 students (40%) got 'good', there was not student (0,00%) got 'average', 'poor', and 'very poor' classification.

Table 4.12

The students' comprehensibility score of cycle 2

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	8	32%
Good	4	6	24%
Average	3	11	44%
Poor	2	-	-
Very poor	1	-	-

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Table 4.12 shows the score of comprehensibility of cycle 2. As can be seen from the table that there was not student (0,00%) got 'excellent' , 8 students

(32%) got ‘very good’, 6 students (24%) got ‘good’, 11 students (44%) got ‘average’, and there was not student got ‘poor’ and ‘very poor’ classification.

d. Reflection

In this second cycle, the teacher found different condition between first and second cycle, some of the students were active to learning activities. But still found weakness in applying Team-Game-tournament in teaching speaking, the problem was about of accuracy and fluency and some students still were not active in learning process and still brought dictionary when describing word, but most of them were able to describe well.

3. Explanation of cycle III

a. Planning/revised plan

The researcher hoped in the third cycle the students were more active than before. In order to decrease the weakness of the second cycle, the third cycle was planned follows:

1. Gave motivation and reinforcement to the team with good team work.
2. Gave punishment to the team which is not serious following the class activity.
3. Gave the more reward.

b. Action

The third cycle continued on 11 august at 8:15 am. The teacher opened the class by greeting the students and asked their condition. All action in this cycle was based on the revised plan. Like action in second meeting the teacher reminded again about the topic it is about noun that they have to describe. After that, the teacher divided the students into five groups and each group consist five students each group. The situation in this cycle was better than cycle 2, the students more easily to arrange. And then the game was beginning with the same steps of cycle 2.

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After all of groups finished the game, the teacher announced the winner of group. The first winner was group 4, the second winner was group was group 3, and the third winner was group 2. The teacher gave reward for the first winner such as snack, book, and pen. Before class closed, the teacher told to the students that they have great improvement in speaking and told to the students that day was the last meeting. She also said many thanks to all students for their participation during teaching learning process. And the teacher gave them motivation to keep study hard, especially in learn English speaking.

The student who got good score

S1 (the topic is police)

S16 : what is this? This is a job, save your home and save your travelling… in (thinking) this job this job for save

G : security

S16: no, emmmm he or she use eee gun for save

G : ooohh it is police

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The student who got very good score

S6 (the topic is pen)

S6 : what is this? This thing can you use for study and writing on the book

G : that is pen

The student who got excellent score

S1 (the topic is camera)

S1 : what is this? This thing can you bring eee go to holiday in the beach and you use for photographer, selfy, and emmm take a picture

G : it is camera.

c. Observation

Evaluation on students' speaking skill showed that the student' mastery on TGT method in three cycle was much better that the first and the second cycle. The mean score was 81,76%.

Based on the observation activity in cycle 3, the students were interested in describing the word about noun and their group more understands what they describing.

Students' active participation the teacher observed and found that classification both of very active students and active students reached 92% where in the cycle 1 only 48%, cycle 2 only 84%, and cycle 3 92%. They students improved in every cycle.

Students' speaking in the class there were great improvement in speaking in which mean score of students' test in cycle 1 was 60%, cycle 2 became 74%, and cycle 3 improve to 81,76%. There was improvement in every cycle

Table 4.13

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Observation Sheet

The observation result of students active participation of cycle 3

Students	Very active	Active	Less Active	Not Active
S1				
S2				
S3				
S4				
S5				
S6				
S7				
S8				
S9				
S10				
S11				
S12				
S13				
S14				
S15				
S16				
S17				
S18				
S19				
S20				
S21				
S22				
S23				
S24				
S25				

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Table 4.14

The percentage of students' active participation of cycle 3

Classification	Frequency	Percentage
Very Active	9	36%
Active	14	56%
Less Active	2	8%
Not Active	-	-

Based on the observation sheet, in cycle 3 which shown there were 9 students very active percentage reached (36%), the active students were 14 (56%),

and the less active students were 2 (8%). The classification of active students reached (92%)

Table 4.15

The result of students' scoring of speaking in cycle 3

Respondent	Three components of speaking assessment			Score of test
	Accuracy	Fluency	Comprehensibility	
S1	6	6	6	90
S2	5	4	5	85
S3	6	5	5	88
S4	5	4	5	85
S5	5	4	4	80
S6	5	4	4	80
S7	5	5	5	85
S8	4	4	4	70
S9	5	6	6	88
S10	4	5	5	85
S11	5	5	5	85
S12	5	6	6	88
S13	5	5	5	85
S14	4	4	5	75
S15	4	5	4	75
S16	4	5	4	75
S17	5	4	4	75
S18	5	5	5	85
S19	6	6	6	90
S20	4	4	5	75
S21	4	4	4	70
S22	4	4	4	70
S23	6	6	6	90
S24	5	4	5	85
S25	5	4	5	85
				$\Sigma D = 2044$

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Calculating the mean score of the students' speaking test of cycle 1

$$Md = \frac{\Sigma D}{N}$$

$$¿ \frac{2044}{25}$$

= 81,76%

Table 4.16

The students' accuracy score of cycle 3

Classification	Score	Frequency	Percentage
Excellent	6	4	16%
Very good	5	13	52%
Good	4	8	32%
Average	3	-	-
Poor	2	-	-
Very poor	1	-	-

Table 4.16 shows There were 4 students (16%) who got 'excellent', 13 students (52%) got 'very good', 8 students (32%) got 'good'. There were not student (0,00%) got 'average', 'poor', and 'very poor' classification.

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Table 4.17

The students' fluency score of cycle 3

Classification	Score	Frequency	Percentage
Excellent	6	5	20%
Very good	5	8	32%
Good	4	12	48%
Average	3	-	-
Poor	2	-	-
Very poor	1	-	-

Table 4.17 shows the score of fluency of cycle 3 there were 5 students (20%) who got 'excellent', 8 students (32%) got 'very good', 12 students (48%)

got ‘good’, there was not student (0,00%) got ‘average’, ‘poor’, and ‘very poor’ classification.

Table 4.18

The students’ comprehensibility score of cycle 3

Classification	Score	Frequency	Percentage
Excellent	6	5	20%
Very good	5	11	44%
Good	4	9	36%
Average	3	-	-
Poor	2	-	-
Very poor	1	-	-

Table 4.18 shows the score of comprehensibility of cycle 3. The majority of student’s comprehensibility score who got very good was 11 students, only 5 students got excellent score, while 9 students got good score.

d. Reflection

The conclusion of the students in three cycles was much better. Teaching and learning process were very active and more conducive because all of students were more enjoy and interesting in learning process, most of students were more easily in describe the word.

Based on the result, the teacher concluded the good ways in teaching speaking through TGT of cooperative learning technique were:

1. Explain about material detail
2. Reward is a good solution, it is indicated that students are more active when they are given the reward.
3. Games can assist student in learning process.

The students also gave good responses about TGT in interview season, for example students enjoyed speak up by using TGT because can help the students to express their ideas for describing the noun word with their group, and the students

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in the group can guessed the word. TGT method also made them easier to made sentence and every member in groups enthusiastic to come in front of class to compete in another group.

Most of students answered if TGT of cooperative learning technique is good method because it made them enjoy in speaking, and make solidarity each other. Besides, it also really good because could make them to express their ideas to describe the word about noun with their group so their group not spend many time to discussed.

B. Discussion

In scoring speaking skill there were 3 aspects such as accuracy, fluency, and comprehensibility. As regards the contribution of Team-Game-Tournament of Cooperative Learning technique in improving students' speaking skill as follow:

1. Accuracy is scoring refer to grammatical that students use to speak. By using this TGT of cooperative learning technique, the teacher give a theme to discussed and presented by the students in good grammatical. In other side, there were some students who gain lexical errors in learning process. Meanwhile, the teacher must give correction about how to use correct grammatical to speak. It can be seen from the improvement of accuracy in each cycle when the students speak.

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Table 4.19
Improvement of accuracy

Students	Accuracy		
	Cycle 1	Cycle 2	Cycle 3
S1	4	5	6
S2	2	3	5
S3	4	5	6
S4	3	5	5
S5	2	3	5
S6	3	3	5
S7	2	4	5

S8	4	3	4
S9	4	5	5
S10	2	3	4
S11	1	3	5
S12	2	4	5
S13	3	4	5
S14	4	3	4
S15	2	3	4
S16	2	3	4
S17	3	4	5
S18	2	4	5
S19	4	5	6
S20	4	3	4
S21	2	3	4
S22	1	3	4
S23	4	5	6
S24	4	4	5
S25	4	5	5
Average	2	3	4

Based on the table 4.19 in cycle 1 there was not student got excellent score (6) and very good score (5), only 10 students got good score (4), 4 students got average score (3), 9 students got poor score, and 2 students got very poor score (1) in cycle 1 the students' accuracy low in grammatical. In cycle 2 the students' have improvement their accuracy. 7 students got very good score, 5 students got good score, 12 students got average score, and there was not student got poor and very poor score it means that they have improvement without just little bit. In cycle 3 the students' accuracy have more improvement it is shown that 4 students got

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excellent score, 13 students got very good score, 8 students got good score, and there was not students got average, poor, and very poor score.

2. Fluency is scoring aspect refer to analyze about how the students give information when they speak and how they can speak fluently. In TGT, the students learn in the group and describe the word about noun directly and accurate because they must give information or describing noun word to their friend. It can be seen from the improvement of fluency in each cycle when students speak.

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Table 4.20
Improvement of fluency

Students	Fluency		
	Cycle 1	Cycle 2	Cycle 3
S1	3	5	6
S2	2	4	4
S3	3	5	5
S4	2	5	4
S5	2	4	4
S6	2	3	4
S7	1	3	5
S8	4	3	4

S9	4	4	6
S10	1	4	5
S11	2	4	5
S12	2	4	6
S13	3	4	5
S14	3	3	4
S15	2	3	5
S16	2	3	5
S17	2	3	4
S18	2	3	5
S19	4	4	6
S20	3	4	4
S21	2	3	4
S22	2	3	4
S23	3	5	6
S24	3	4	4
S25	3	4	4
average	2	3	4

Based on the table 4.20 in cycle 1 there was not student got excellent score (6) and very good score (5), only 3 students got good score (4), 8 students got average score (3), 12 students got poor score, and 2 students got very poor score (1) in cycle 1 the students cannot speak fluently. In cycle 2 the students' have improvement their fluently in speaking. There were 5 students got very good score, 10 students got good score, 10 students got average score, and there was not student got poor and very poor score it means that they have improvement without just little bit. In cycle 3 the students' fluency have more improvement it is shown that 5 students got excellent score, 8 students got very good score, 12 students got good score, and there was not students got average, poor, and very poor score.

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3. Comprehensibility is scoring aspect refer to understand the meaning from the material. In team-game-tournament of cooperative learning technique, every member in the group must come in front class to choose noun word in the paper that the teacher have prepared and then student describe the word, their friend in the group guess it. The teacher found that students comprehensibility improve every cycles where the students understand the meaning of the materials using TGT.

Table 4.21
Improvement of comprehensibility

Students	Comprehensibility		
	Cycle 1	Cycle 2	Cycle 3
S1	4	5	6
S2	2	4	5
S3	4	4	5
S4	2	5	5
S5	2	3	4
S6	3	3	4
S7	2	4	5
S8	4	4	4
S9	4	5	6
S10	2	3	5
S11	2	4	5
S12	2	3	6
S13	4	3	5
S14	3	3	5
S15	2	3	4

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S16	3	5	4
S17	2	4	4
S18	2	3	5
S19	4	5	6
S20	4	3	5
S21	3	3	4
S22	2	3	4
S23	3	5	6
S24	4	5	5
S25	4	4	4
Average	2	3	4

Based on the table 4.21 in cycle 1 there was not student got excellent score (6) and very good score (5), only 9 students got good score (4), 5 students got average score (3), 11 students got poor score, and there was not student got very poor score (1) in cycle 1 the students cannot make the listener understand what is said.. In cycle 2 the students' have improvement their comprehensibility in speaking. There were 8 students got very good score, 6 students got good score, 11 students got average score, and there was not student got poor and very poor score it means that they have improvement without just little bit. In cycle 3 the students' comprehensibility have more improvement it is shown that 5 students got excellent score, 11 students got very good score, 9 students got good score, and there was not students got average, poor, and very poor score.

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Table 4.22
Score of test

Students	Score of test		
	Cycle 1	Cycle 2	Cycle 3
S1	70	85	90
S2	50	75	85
S3	70	85	88

S4	60	85	85
S5	50	65	90
S6	60	65	80
S7	45	75	85
S8	70	65	70
S9	70	85	88
S10	45	65	85
S11	45	80	85
S12	50	85	88
S13	70	75	85
S14	70	65	75
S15	50	65	75
S16	60	65	75
S17	60	75	75
S18	50	75	85
S19	70	85	90
S20	70	65	75
S21	60	65	70
S22	45	65	70
S23	70	85	90
S24	70	75	85
S25	70	75	85
	$\Sigma D = 1500$	$\Sigma D = 1850$	$\Sigma D = 2044$

Based on the table 4.22 their speaking from cycle 1 until cycle 3 have improvement, in cycle 1 the total score was 1500 (60%), and cycle 2 the total score was 1850 (74%), and cycle 3 the total score was 2044 (81,76%)

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In every cycle there are some students still have standard score, like students 8, 14, 15, 16, 17, 20, 21, 22 because they are still have low motivation to study. But most of the students' very enthusiasm to study used Team-Game-Tournament method.

Team-game-tournament of cooperative learning technique is one of technique to attract students learning English especially speaking, because the

students can show their idea, it make easily for students understand what they mean when they speaking English.

The student participation in learning process increase every cycle, in cycle 1 the students felt confusing how to learn speaking use team-game-tournament and still cannot speaking without bring dictionary, in cycle 2 the students can make idea and sentence but some of them still brought dictionary, in cycle 3 they can enhancing speaking ability and very enthusiasm. Based on the observation, the result shows the action process has been successful because this case has an improvement. The students have better achievement.

Every cycle there was a winner from the group, the winner is super team

Table 4.23

Score for group 1

Students	Score cycle 1	Score cycle 2	Score cycle 3
S1	70	85	90
S6	60	65	80
S11	45	80	85
S16	60	65	75
S21	60	65	70
Average	59	72	80

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Table 4.24

Score for Group 2

Students	Score Cycle 1	Score Cycle 2	Score Cycle 3
S2	50	75	85
S7	45	75	85
S12	50	85	88
S17	60	75	75

S22	45	65	70
Average	50	75	80

Table 4.25

Score for Group 3

Students	Score cycle 1	Score cycle 2	Score Cycle 3
S3	70	85	88
S8	70	65	70
S13	70	75	85
S18	50	75	85
S23	70	85	90
Average	66	77	83

Table 4.26

Score of Group 4

Students	Score Cycle 1	Score Cycle 2	Score Cycle 3
S4	60	85	85
S9	70	85	88
S14	70	65	75
S19	70	85	90
S24	70	75	85
Average	68	79	84

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Table 4.27

Score of Group 5

Students	Score Cycle 1	Score Cycle 2	Score Cycle 3
S5	50	65	80
S10	45	65	85
S15	50	65	75
S20	70	65	75
S25	70	75	85
Average	57	67	80

Based on the Table in Cycle 1 the first group got score 59, the second group 50, the third group 66, the forth group 68, and the fifth group got 57, so the winner was the forth group. In cycle 2 the first group got score 72, second group 75, third group 77, forth group 79, and the fifth group got score 67, so the winner still the forth group. In cycle 3 the first group got score 80, second group 80, third group 83, forth group 84, and fifth group 80, so the winner still the forth group.

Based on score of cycles in every group the teacher got the group winner is fourth group as a super team and based on the activeness team. Every member in the forth team very enthusiasm. And they are participation fully to make their team become a winner.

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CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings, data analysis and the discussion in the previous chapter, the teacher then came to the teacher conclusion and suggestion. Both of items were presented as follow:

A. Conclusion

Based on the result of research had explain there were some conclusion that can be drawn as the answer of the teacher question.

Based on every cycle that teacher found the appropriate way to use Team-Game-Tournament of Cooperative Learning Technique in enhancing the students' speaking skills are

a) The teacher divides the students into some groups in every group have 5 students.
b) Teacher explains and gives example about the material.
c) The teacher numbering the students in the group there are student 1, 2, 3, 4, 5
d) The teacher calls one by one in every member of the team begin from group 1 students 1
e) The teacher gives the topic to students 1 and then she/he describes in front of class.
f) The teacher gives 2 minutes in the group for discussion what their friend explain.
g) The teacher asks to the first group guess their friend describing, if student 1 describe the word then student 2 guess the word if the student 2 describe the word student 3 guess the word etc for makes the student fair to speak up. If the group cannot guess the word, than the teacher gives the opportunity to another group.
h) Teacher evaluates and corrects the students' guess
i) Teacher gives the point for the team.
j) And teacher announces the groups that become the winner.

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Using this method also made the students' speaking better than before, the student that cannot speaking English cycle by cycle can speaking although still standard.

B. Suggestion

The teacher hopes the result of the teacher to be useful for all readers especially for teachers as a guide in teaching speaking and students in developing their speaking skill.

1. For the teacher

a. The teacher should always increase the ability in improve and convey the material and manage the class with application of innovative learning, so process and result of learning can increase together with increase their ability.
b. The teacher should give the students opportunity to all students to practice their speaking.
c. The teacher uses good technique to stimulate students for active, interest, easily to comprehend in learning speaking.
d. The teacher should become motivator to enhancing the students speaking skill.
e. The teacher should be more creative in creating comfortable class in teaching speaking.
f. The teacher can apply Team-game-tournament of cooperative learning technique in teaching speaking skill with interesting media that can increase the students' interest, attention, and motivation to comprehend the material that in finally can more increase the result of students learning.
g. The teacher should cooperation with the students during learning process, so learning process can be more conducive and the students can easily to understand about the material.

2. For the students

a. The students should have cooperation with the teacher or other students in teaching and learning process.
b. The students should active in learning process.

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c. The students should have the interest media that make them enjoy and fun to improve their speaking skill.

d. The students should be diligent to practice their speaking skill in English.

3. For the researcher

The researcher should make this technique as a material and guide to be a better teacher in the future.

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