CHAPTER I
INTRODUCTION

In this chapter researcher will explain about the background of study, the scope and limitation of study, the statement of problem, the purpose of study, as well as the significant of study.

1.1 The Background of Study

Learning is an interaction process between teacher and student. In this case, the activity that happened is teacher teach and student study. According E. Mulyasa (2002:32), learning is going to be successful and excellent if students are involved in learning process either actively, physically, mentally, and socially. Based on explanation above, teacher’s attempt in developing active learning is the main key for successful learning.

Furthermore, Oemar Hamalik (2005:172) said that learning is not only through listening and seeing but also through doing the other activities such as reading, asking, answering, sharing, doing homework, drawing, communicating, presentation, discussion, concluding, and using the tools. Students are called active if students dominate the learning. In this case, Students actively use the brain either to meet the main idea of material, solve the problem, or apply what has been learned already. Therefore, one of the way could be conducted by the teacher is planning and implementing learning method which enables passive student to become active student in which finally can improve students’ achievement.
According to Slavin (2005), one of the learning model that makes student active is cooperative learning. Cooperative learning is a teaching model in which students learn and work in small groups whose members four up to six students whichn is heterogeneous.

In line with Slavin, Sugandi (2002:14) stated that cooperative learning is a teaching system that gives an opportunity to the students to collaborate with another students in a structured tasks. Cooperative learning is known as group learning. However, cooperative learning is more than just group learning because it has cooperative task that allows open interaction and effective interdependence relationship among group members. The conclusion of some opinions about cooperative learning above is that cooperative learning is quite successful in small groups, in which each group consists of students who have different levels of abilities perform a variety of learning activities to improve their understanding of the material being studied. Each group member is responsible for not only learning what is taught but also help their colleagues learn, so that they together achieve success. All students try to understand the subject material until all group members successfully understand.

Researcher carried out the observation in Class XI.1 UPW SMK Putikecwara Batu to obtain the description of teaching learning process in the class on September 24, 2012 and April 15, 2013. Based on researcher’s point of view during observation, (1) students were taught by conventional teaching method, teaching learning process applied by using lecturing method with the use of textbooks as the only major source of learning that teachers used in the delivery of the material. (2) Some students were tend to talk and make a joke with his
classmates when teacher was explaining the material. Tragically, a few of them were listening the music and sleeping (3) When the teacher asked questions related to the material, there were only one or two students who could answer correctly out of 22 students. (4) The majority of students did not like English Lesson because English was still a foreign language to them. Some of students said that they must think about the word or sentence in Indonesian. Then they translated the word or sentence from Indonesian into English. They added, their brain was set to produce Indonesian word or sentence first before translating into English. It caused their brain work harder in speaking English. (5) Students were not creative. For example, when teacher gave them a question about making a dialogue, they would answer based on model of dialogue given by teacher, and they could not create another model themselves (6) the results in final semester examination in the academic year 2012/2013 was 60 % out of 22 students had score above 7.0. It revealed that this class had yet met qualification. Minimal completeness criteria of English at SMK Batu Putikecwara is 7.0. And classical completeness criteria in English Subject at SMK Putikecwara Batu is 75%. (7) Students did not know the good way to get teacher’s attention. They tried to grab teacher’s attention through negative behaviors. They thought that the only way to get teacher’s attention was from making noise, disturbing their friend or breaking the rules of school (8) When students successful identified her mistakes, the teacher did not want to be blamed.

The conclusion of the observation above are there are eight factors that makes students’ achievement under classical completeness criteria. They are lecturing method with text book, talking and making joke during teaching
learning, only one or two students could answer question out of 22 students, students were not creative, students did not like English, final test result was under classical completeness criteria, Students did not know the good way to grab teacher attention, and teacher did not want to be blamed.

There are few types of cooperative learning model that can raise students’ achievement. One of them is Team Game Tournament (TGT). There are some steps in this learning. Teacher presents the subject material in outline only, then students are formed into group and given a worksheet designed by teacher. After that students complete the worksheet and the representative of each group present it in front of the class. Besides, The group also compete with another group in form of tournament and game. The group whose highest score will get reward. TGT avoids learning process from boring activities. TGT also helps student actively find problem solving and communicate their knowledge to others, so each student become more proficient in the material. In Addition, teacher goes around the class to guide the student during group study. It stimulates student to have close interaction with teacher. Having close interaction enables student to ask question and share opinion to teacher without terrible fear.

Previous research on cooperative learning model TGT had been done by Fathul Munir, Elementary School Teacher Department, (2011) in English subject. His research shows that students’achievement was increased from cycle 1 to cycle 2. The ratio of the classical completeness cycle 1 is 64.52% and classical completeness cycle 2 is increased to 91.67%. From this result, researcher concluded that TGT can improve students’ achievement.
Based on the view above, researcher wants to conduct an classroom action research entitled improving students’ speaking achievement through Team Game Tournament Method in Class XI.1 UPW at SMK Putikecwara Batu.

1.2 Statement of The Problem

Based on the background of study and problem limitation above, the problem can be formulated as follows.

1. How does Team Game Tournament Method improve students’ speaking achievement in Class XI.1 UPW at SMK Putikecwara Batu?

1.3 Action Hypothesis

1. If TGT is given to the students, their English Speaking Achievement would be improving.

1.4 Purpose of Study

1. The purpose of the study is to describe the implementation of Team Game Tournament to improve students’ speaking achievement in Class XI.1 UPW at SMK Putikecwara Batu.

1.5 Significant of the Study

After conducting Classroom Action Research, it is expected to be useful for:

1. Teacher

It can give description, insight, and experience in carrying out the teaching. Teacher can change her boring conventional teaching into TGT method. Because this method has group work phase which can make students communicate each other to find problem solving, so that sleeping, listening music, or something like that could be avoided. In addition, teacher can
entertain students through Games Tournament. In this phase, teacher asked students in a group to play a game and to collect point as many as possible. Teacher would give a reward to winner groups. Games Tournament is expected to deteriote pressure during teaching and learning process and Reward is expected to stimulate students to make good achievement. Hence, they will study hard either inside or outside class. In addition, reward is an evident that teacher has given attention to students who has made great job.

2. Student

TGT can give new experience of learning to students. Students can understand the material easily and to the point because teacher delivered material in outline only. Besides, students could enhance intimacy and solidarity with one another. Intimacy and solidarity can be performed through communicating each other to find problem solving in worksheet. Intimacy and solidarity can raise the awareness to help each other. In another words, students who were smart would help students who less or not smart. Moreover, students can be so much fun and no under pressure in learning by participating in game tournament, because they would be in a group and would play a game and compete with another group to get reward.

3. Researcher

This research can give inspiration and references to the next similar research.

4. School

This method can fix the performance of teacher. If teachers make changes or improvements in a professional performance, then the school will be thrive or rapidly growing. There is a close relationship between the development of a school and the development of teacher skills. School will not develop, if the teacher does not have the ability to develop themselves.
1.6 Scope and Limitation

This research is only restricted on the implementation of Team Game Tournament Method to improve students’ speaking achievement in Class XI.1 UPW at SMK Putikecwara Batu.

1.7 Definition of Key Terms

Researcher included some definition of key term to support the readers understanding this thesis easily. They are as follow.

1. TGT is one of model in cooperative learning method. It has four steps. They are Presentation, group study, games and tournament, and reward. In presentation, the task of student is paying attention to the explanation. In group study, the task of students is working together and finding problem solving based on question in worksheet. In games tournament, the task of students is playing a game representing their group and collecting point as many as possible to get winning title. In reward, teacher is going to announce three winner groups (super team, great team and good team) and give presents.

2. Achievement is the ability obtained by student measured by number after teaching learning process (Abdurrahman, 2003).

3. UPW is the abbreviation of Usaha Perjalanan Wisata. It is one of departments existed in SMK Putikecwara Batu.