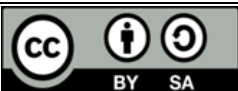


The Implementation of Team Game Tournament (TGT) In Improving Students Listening Skills At MA Manbaul Ulum Al-Ma'arif Kabul In The Academic Year 2024/2025

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ABSTRAK

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The aim of this research is to analyze the implementation of Team Game Tournament (TGT) in improving student's listening skill. The design of this research is one-group pretest-posttest design type pre-experimental research design. The researcher chose one class as a sample. The number of sample selected was 24 students. The data obtain from multiple choices to fill the blank test. The researcher found that the result of the students' mean score of pre-test was 79,58 and it was improved to 91,25 in post-test. In addition, the result shows a significant improvement in students' listening skill after the implementation of Team Game Tournament (TGT). The application of TGT not only enhances listening skill but also increases students' motivation and participation in the learning process. Therefore, the alternative hypothesis (H_a) is accepted while

the null hypothesis is rejected. Based on the result analysis, the researcher occluded that the implementation of TGT can improve students' listening skill.

1. INTRODUCTION

Education is a basic human need because an educated person can help himself and others. All countries in the world have shown that education is an important part of their nation building. They have proven that education has a huge and significant role in improving the quality of their nation. Education enables the progress of the nation as the quality of human resources can be improved. Indonesia is no exception, human resources are an important asset in building a country. So, Indonesia must be good at mastering international languages. English is the language used to communicate with people around the world in the age of globalization. Although English is not the most spoken language in the world, it is spoken as a first language by around 400 million people worldwide and is an official language in 53 countries. In addition, English is also the most widely spoken language in the world. Meanwhile, English is considered a foreign language in Indonesia. English is essential to every aspect of human life and is one of the most widely used languages. This includes science, school, business, and entertainment. Given how important English is for the future, learning English as early as possible should be implemented in schools. Which is one of the efforts to improve individual competence in learning English.

Through listening, students can understand information, instructions, and ideas conveyed by the teacher or their friends. Mastery of listening skills can also support

students' overall learning achievement, especially in subjects that demand understanding and mastery of important concepts. Developing listening skills in English is a challenge that learners often face. There are several key difficulties that need to be overcome. Firstly, there are significant differences between English used in everyday life and English used in academic or formal contexts. Learners often find it difficult to understand the accent, vocabulary and language style used by native speakers whether they are local people or native speaker orally or in English language learning audio materials or even in other English language learner. Madrasah Aliyah MANBAUL ULUM Kabul is one of the senior high school at Kabul central Lombok that applies 2013 Curriculum (K13). It served as a guide for this school's teaching and learning methods, which included the study of English. The pupils spend an hour learning English twice a week for 45 minutes each time. Speaking, listening, writing, and reading are the four language abilities that students studying English are required to acquire. A student is regarded to have successfully completed the English subject in accordance with the 2013 curriculum if they achieve the minimal standard criteria score (KKM) established by each school. For the academic year 2023, MA MANBAUL ULUM Kabul determines 70 for the English KKM. It means that in order to pass the English subject, the students must score at least 70. For most of students, especially those who are enrolled at third grade at this institution.

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Based on the researcher observation, the researcher found that most of the students still have struggles to listen English carefully. The researcher found problems such as, students were less able to listen English, students were not really able to use English in short conversations, lack of motivation to learn English, and most students were not interested in learning English, and they are afraid of making mistakes and they are still a little bit lack of vocabulary so they are still unfamiliar with uncommon word. And also many students still experience difficulties in developing their listening skills. One of the factors that can affect students' low listening skills is the use of inappropriate learning models. Learning models that are too passive and only center on the teacher tend to make students feel bored and less enthusiastic in participating in learning. This can have an impact on students' listening skills which are not optimal. The condition of the teaching and learning process was not really active. The students seemed less enthusiastic in learning English, especially in listening. There are several factors that cause problems in students' listening skills such as student interest, media and techniques or methods used by teacher in the process of learning English that are less precise. Teachers still apply conventional methods in the teaching and learning process in the classroom. The conventional method focuses more on teachers who play an active role in the teaching and learning process, thus making the teaching and learning process less communicative. In these problems, it takes the right method or strategy to deal with the problem. Nowadays, there are many methods or strategies that can be used by teachers as learning media especially in learning English. This aims to increase students' interest and understanding in learning English, especially in listening. Based on the problem above, that all the reason why the school was chosen by the researcher to be a place to do a research. In this school, the researcher implemented Team Game Tournaments (TGT) in improving listening skill. In implementing this learning model, the teacher needed to prepare the class and explained the object that they learn. This model was carried out by dividing students into several groups consisting of four or five people. After that, the teacher gave the instruction of the game. Then, they had a

tournament to get the best score. They were going to compete with other group. The student must follow the teacher's guidance. Finally, who got the best score was the winner of the tournament. It is believed that this strategy can help many students improve their listening skills in English language. So that, the researcher believed that Team Game Tournament (TGT) strategy had a big impact on students learning English subject especially in listening. Therefore, the researcher who is interested in looking into description above created a research entitled: "The implementation of Team Game Tournament (TGT) learning model to improve student's listening skill".

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2. METODE

a. Research Design

This research used pre-experimental method by using "one group pre-test and post test". The researcher did an experiment in a single group only. The steps were: first, the researcher gave a pre-test to the students. Second, the researcher applied the Team Game Tournament (TGT) to the students. Third, the researcher gave a post-test to the students to know the improvement after implementing Team Game Tournament (TGT).



According to Sugiyono (2005: 108), the essence of the pre-experimental design of this research is to compare the result after and before the treatment. The researcher only compared the result of pre-test and post-test.

Group	Pre-test	Treatment	Post-test
E	O1	X	O2

Sugiyono (2005:108)

Explanation:

E = Experimental design

O1 = Pre-test

X = Treatment

O2 = Post-test

b. Variables of the Research

In this study there are two variables, which is variable "X" and variable "Y"

"X" variable refers to implementation of Team Game Tournament (TGT)

"Y" variable refers to improving student's listening skill

c. Instrument of the Research

A research instrument is a tool for collecting and analyzing the data of a study, the instrument that was used in this research were:

1) Pre-test and post-test

The research gave the pre-test before the treatment and post-test after the treatment. Therefore, the students were given listening to a story as listening test to determine student's ability in listening.

2) Questionnaire

The questionnaire is used to measure the learning outcomes given to the treatment. The questionnaire is used to find out how students responded in English learning with implemented Team Game Tournament (TGT).

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3) Documentation

The documentation that used is photos during the learning process.

d. Population and sample of the research

1) Population

The population is generalization area consisting of object/subject that have certain quantities and characteristics set by research to be studied and the drawn this conclusion Sugiyono (2011:80). The population is not just about people, but also object and other natural object. Population is not just the number of object/subjects being studied, but also the characteristic/properties of the subject or object. The population of this research are the students at MA MANBAUL ULUM AL-MAARIF Kabuk in the academic year 2024/2025.

2) Sample

Sample is part of the population that the researcher wants to examine. According to Sugiyono (2011: 81) states that sample is part of the number and characteristics of the population. The data of the sample is taken from the population. The sample of this research is the tenth grade of MA MANBAUL ULUM AL-MAARIF Kabul in the academic year 2024/2025.

Table 3.5 Sample of the Research

o	N	Class	Male	Fem	Tot
			ale		al
1		XI	5	19	24
		grade			
Total			5	19	24

e. Technique of collecting data

In collecting data, the researcher used game and a listening test to the student. The researcher implemented Team Game Tournament (TGT) model to know the implementation in improving student's listening skill at the third grade of MA MANBAUL ULUM AL-MAARIF Kabul in academic year 2024/2025. The procedure of test will be divided in three:

1) Pre-test

Pre-test used to collect the data about students' listening skill. Ladico et al (2006: 178) says that a pre-test is a test given the experimental treatment. Pre-test is done before treatment process to know the students' listening skill before taught by Team Game Tournament (TGT).

a. Treatment

After giving pre-test, the researcher gave treatment to the students using Team Game Tournament (TGT) in the classroom. The treatment will be carry in 4 (four) times, there were more than one meeting to get the most appropriate achievement as the researcher expect of the study result.

a) Opening the class

1. The teacher came in and greeting the class
2. The teacher absent the student
3. Main activities
4. The researcher told the student the purpose of the meeting
5. The teacher or researcher explained to students the material of the meeting
6. Then the teacher divided the student into several teams
7. After that the teacher explained the rules of the game tournament to the students
8. Before get into the tournament, the teacher gave students time to ask a question
9. Next is the student started the tournament with the guidance from the teacher as follow the rules and using the material that conducted by the teacher

b) Closing the class

1. The teacher made the conclusion and the evolution
2. The teacher closed the class.

2) Post-test

Post-test is used to collect data about student' English ability especially in listening skill, post-test held after all the treatment is done. A post-test is a measure on some attribute or characteristics that is assessed or participant in an experiment after a treatment (Creswell, 2008:297).

3) Questionnaire

The questionnaire is used to measure the learning outcomes given to the treatment. The questionnaire is used to find out how students responded in English learning with implemented Team Game Tournament (TGT).

f. Data Analysis Technique

The data that the researcher got from the field is numerical data and can be formulated using statistical method. In this research, there are three ways to analyses the data as follows:

1) Scoring the data

Analyze the data by using scoring; the scoring is a process of making the students' achievement which was measured by the test. The researcher gave listening score to the students by using scoring criteria formula such as:

$$SS = \frac{S}{N} \times 100$$

Where:

SS = Student' Score

S = Total Score

N = Maximum Score

Score	Criteria
20	Poor
21-40	Fair
41-60	Average
61-80	Good
81-100	Excellent

(Brown, 2009)

2) Normality test

According to Ghozali (2018: 111), state that normality test is aimed to test whether in the regression model, variable independent and dependent normally distributed or not. A good regression model has a normal data distribution or close to normal, that is the distribution does not deviate to left and right (normal curve). The researcher computed the data by using statistical formula.

The hypothesis formulates are:

Ho: the data do not have normal distribution

Ha: the data have normal distribution

While the criteria acceptance or rejections of hypothesis are:

Ho: is accepted if sig (Pvalue) < $\alpha = 0,05$ and Ha is rejected

Ha: is accepted if sig (Pvalue) > $\alpha = 0,05$ and Ho is rejected

3.7.3 Paired simple t-test

Paired sample t-test is a different test of two paired samples. Sample in pairs are the same subject but the different treatment. This model is used to analyze the research model before and after treatment is given. According to Widiyanto (2013: 35), state that the paired sample t-test is one of the test methods used to assess the effectiveness of the treatment, marked by a difference in the average before and after the treatment is given. It means that the paired sample as the same subject but with different treatment before using Team Game Tournament (TGT) model and after using Team Game Tournament (TGT) model. The researcher will use SPSS to analyze the data.

The criteria acceptance or rejections of hypothesis are:

Ho: is accepted if sig (Pvalue) < $\alpha = 0,05$ and Ha is rejected

Ha: is accepted if sig (Pvalue) > $\alpha = 0,05$ and Ho is rejected

This test is to prove whether the research sample before and after implement the Team Game Tournament (TGT) has an average significantly or not. The formula is suitable to help the researcher to measure the data in order to get the valid result about the implementation of Team Game Tournament (TGT) to improve student's listening skill.

3. RESULTS AND DISCUSSION

This part mentions about findings of the research and discussion. The researcher analyzed the data that is obtained through the result of pre-test and the result post-test.

A. Research Findings

The research tried to find the implementation of Team Game Tournament (TGT) in improving students' listening skill at MA MANBAUL ULUM AL-MA'ARIF Kabul. Listening is one of crucial skill that should be learned in order to acquire English language. One way to teach listening in fun way is by using Team Game Tournament (TGT). The student lack interest in improving their listening skill because they have not found an interesting way to improve their listening ability. Finally this research explore to find whether Team Game Tournament (TGT) can improve their listening skill and weather this model can help the student to get higher score. This shows the description of students' score of pre-test and post-test. From the students' score of the pre-test and post-test, the researcher analyzes the implementation of Team Game Tournament (TGT) in improving students' listening skill at MA MANBAUL ULUM Kabul in academic year 2024/2025.

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1. Pre-Test

The researcher conducted this research at the third grade of MA MANBAUL ULUM AL-MA'ARIF Kabul. The samples of this research consist of 24 students (5 male and 19 female) which taught by using Team Game Tournament (TGT). Before the students received the treatment, the students were given pre-test on 15th of July 2024. The form of the test is listening test with conversation story, where the student had to listen a conversation story from the sound system and they had to choose the correct answer in multiple choices to fill the blank of the test

Based on the result of pre-test, it showed that total of all students' grade was 1935 from 24 students, the higher grade was 95 and the lower grade was 70. it described that the quality of the students' listening skill before giving the treatment. The average score was 79,58. It means that the students' listening skill is good. even though, they still need more improvement in it. the main reason they were still not really good, was the student's lack of vocabulary and not confident with what they heard, they're nervous and shy.

2. Post Test

The post-test was given after the researcher give treatment by using Team Game Tournament (TGT). The kind of the test is the same with pre-test, which was listening test with conversation story, where the student had to listen a conversation story from the sound system and they had to choose the correct answer in multiple choices to fill the blank of the test. The result of the students' post-test was better than pre-test before.

Based on the result of the post-test, it showed the total of all the students' grade was 2190 from 24 students, the higher grade was 100 and the lower grade was 80 and the average was 91,25. It means the result of post-test is higher than the result of pre-test. The result of the students" post-test described the overall students achieving of

their listening skill. It is described that the quality of the students' listening skill after giving treatment is really good.

a. The Result

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The result explained that the pre-test and post-test were used to measure students' skill after the treatment which implemented by Team Game Tournament (TGT). In addition, to determine students' skill of listening level. Based on the result above, that the students got the improvement of listening skill to gain the score before and after given the treatment. It proved that the students got improvement in their listening skill by using TGT.

The statistic test produced the following descriptive statistics as following, based on the raw data:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pre-test	24	70	95	79,58	6,743
post-test	24	80	100	91,25	4,945
Valid N (listwise)	24				

Based on the descriptive statistics above, it found that the improvement can be measured by presented the minimum and the maximum score of pre-test and post-test. The minimum score in pre-test was 70 and the maximum score was 95. And the minimum score in post-test was 80 and the maximum score was 100. The mean score of pre-tests was 79,58 and the mean score of post-tests was 91.25. However, the standard deviation in pre-test was 6,743 and in post-test were 4.945. before get the treatment, the student get "average" classification, and after doing the treatment the students get "good" classification.

b. Students' Respond of Implementation Team Game Tournament (TGT)

In this research, the researcher used questionnaire to gain information. This section aims to find out the implementation of Team Game Tournament (TGT) as a teaching method. The researcher conducted three points of information which is being searched, namely:

c. The Use of Team Game Tournament (TGT)

As the variable of the title in this research, the first point that is conducted was the use of TGT. The respond in this point showed strong positive responses from the participant. They don't feel any obstacle during the tournament. 87.5% showed that they were paying attention enough during the treatment. And also 95.2% of the participants think that the rules of the tournament that given by the teacher was clear and obviously.

d. Students' Activeness

In the second point, 95.9% the student showed that the implementation of TGT make them more active in the class. They worked and contribute in their team, and almost all of the respondents showed that they were interested doing the learning activity with TGT than another conventional learning method.

e. Students Listening Improvement

In the last point, the respondents gave strong responses of their listening improvement after being taught using TGT. 99% students think that Team Game Tournament (TGT) learning model is good, because it can help the student increase their listening skill in English. Based on the explanation above, it can be concluded that the number of the students agree is quite high. And this show that Team Game Tournament (TGT) is preferred by the student.

B. Data Analysis

1. Normality Test

Normality test used to determine the data distribution on particular data variable is normal. This test purpose to check out whether or not, the collected the data normally distributed. The researcher used SPSS to calculate the data.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre-test	,184	24	,035	,931	24	,103
post-test	,266	24	<,001	,892	24	,014
Lilliefors Significance Correction						

Based on the table above, shows that the significant value of listening achievement of pre-test and post-test. In the Kolmogorov-Smirnov^a pre-test was 0,035 and the post-test was 0,001. The point of the column in Shapiro-wilk in pre-test was 0,103 ($p > 0,05$) it means that the result of the pre-test is distributed normal data. The post-test result based on Shapiro-wilk was 0,014 ($p > 0,05$) it means too that the post-test data is distributed normal. It means that both data are distributed normal.

2. The Hypothesis Test

Because the data are normal, the researcher decided to use paired simple t-test to determine which hypothesis is accepted, whether H_0 or H_a . The researcher used SPSS to calculate paired simple t-test.

3. Paired Simple T-test

Paired simple t-test is test that used to measure two paired related groups, such as pre-test and post-test score in experiment group. This test is used to measure whether or not both pre-test and post-test are significantly different. The research used paired simple t-test to calculate the result of pre-test and post-test, to find out the significant difference in listening ability before and after treatment.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	79,58	24	6,743	1,376
	post-test	91,25	24	4,945	1,009

Table paired sample above shows some of descriptive value from each test. The mean score of pre-tests was 79,58 from 24 students. Standard deviation of pre-test was 6,743 from 24 data with standard error was 1,376. The mean score of post-tests was 91,25 from 24 students and the standard deviation of post-test was 4,945 and the standard error of post-test 1,009.

Paired Samples Correlations

		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	pre-test & post-test	24	,407	,024	,048

Based on table of paired sample correlation above, the correlation of pre-test and post-test was 0,407 from 24 students and the significance of one sided p was 0,024 and the two sided p was 0,048. It means that there was correlation between pre-test and post-test.

Paired Samples Test									
	Paired Differences					t	df	Significance	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
				Lower	Upper				
pre-test - post-test	-11,667	6,539	1,335	-14,428	-8,906	-8,741	23	<,001	<,001

Table 4.2 paired sample t-test

In the table of paired simple t-test above, showed that t-test was 8,741 and the degree of freedom was 23. The t-test gained was compared with t-table was 2,068. Based on the table, it showed that t-test was higher than t-table $8,906 > 2,068$. It means that there is significant difference of implementation Team Game Tournament (TGT) in improving students' listening skill at the third grade of MA MANBAUL ULUM AL-MAARIF Kabul.

After the researcher calculated and compared the t test value and t-table value, it found that t test = 8,906 is higher than t table = 2,068 ($8,906 > 2,068$). It means that the null hypothesis (H₀) was rejected and the alternative hypothesis was accepted. It means that there was significant improvement of students' listening skill after implementing of Team Game Tournament method.

C. Discussions

To make the discussion clear, the result of the research should be able to answer the problems, which had been stated in the formulation of the problem of this research. The problem "is there any improvement of implementing Team Game Tournament (TGT) in improving students listening skill at the third grade of MA MANBAUL ULUM AL-MAARIF Kabul in academic year 2024/2025? ". To answer the problem, the researcher had done the treatment about six meetings with two meetings for pre-test and post-test and four meetings for the treatment. The researcher gave pre-test with a multiple choice where they had to choose the best answer to fill the blank of the test. To know the students' listening achievement before gave the treatment, and gave the post-test with the kind of the test is the same with pre-test, to know the students' listening achievement after the researcher gave the treatment. Moreover, to analyzed the data the researcher used normality test and paired simple t-test. The first meeting on 22nd of July, the researcher did the introduction and the explanation about the purpose of coming to school and then the researcher gave the pre-test of the listening skill that had been prepared to know the students' ability in listening, how good they were before the treatment. The second to fifth meetings, the researcher gave the material and did the tournament. In the tournament or competition, students tried to win their group so that before the game started, they had prepared themselves with the material or vocabulary before. In accordance with, Cagily, et al (2015,p.39) states that competition in games enhanced learning and motivation of participant. The researcher conducted two kinds of games in the treatment. The games are namely: The game "first come, first served". This game was adapted from "siapa cepat,dia dapat" game with adjustment from the researcher. In this game the students divided into 4 (four) teams, the rule was they had to listen the sound or sentence that being played in the speaker and after that one of the students of each team as the delegation had to find the sentence in the table that already prepared by the teacher before, and then who got it and stick it in the whiteboard first was the winner. The second is Whispering game. As the same like the first game, in this game the students also divided into 4 teams. The rule was two of the whole teams would standing in line forward, and the researcher would give a piece of paper to the first students and the rest of the students would relay the sentence to the others and the last students would guess the sentence and wrote it down to the whiteboard, who got the most correct answer is the winner. The last or the sixth meeting, the researcher gave the post-test to measure the students' ability of listening skill after being taught by Team Game Tournament (TGT). The kind of the test was the same with pre-test, which was listening test with conversation story, where the student had to listen a conversation story from the sound system and they had to choose the correct answer in multiple choices to fill the blank of the test. In this research, to analyze the data the researcher used scoring, the scoring is a process of making the students' achievement which was measured by the test. Based on the findings above, the researcher found out that the use of Team Game Tournament (TGT) gave contribution toward the students' listening skill. There were significant different score between pre-test and post-test. The researcher found that the students' mean score of post-test is higher than the students' mean score of pre-test. The mean score of pre-test was 43.27, with the minimum score was 30, and the maximum score was 605. Meanwhile, the mean score of post-test was 73.65 with minimum score was 95 and the maximum was 100. It can be concluded that

the students' listening skill if the was improved well after being taught by Team Game Tournament (TGT). In order to determine whether or not Team Game Tournament (TGT) towards student's listening skill, the researcher decided to use paired simple t-test. The result of paired simple t-test it can be seen at table 4.2. It showed that t-test was 8,741 and the degree of freedom was 23. The t-test gained was compared with t-table was 2,068. Based on the table, it showed that t-test was higher than t-table $8,906 > 2,068$. It means that there is significant difference of implementation Team Game Tournament (TGT) in improving students' listening skill. And also, the researcher used questionnaire as the other instrument to measure students' focus and activeness, 98% of students responded that they paid attention and contributed while taught using Team Game Tournament (TGT). Likewise, Hobbiis (2017) state that focus has a direct impact on students' academic performance across the board. This research is in line with Solikah, Niatus (2019) she stated that Team Game Tournament (TGT) do improve and affective in improving students' listening skill.

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4. CONCLUSION

a. Conclusion

Based on the findings data above, the researcher conclude that Team Game Tournament (TGT) could improve students' listening skill, the mean score of pre-test was 79,58 and it improved to 91,25 of post-test. In addition, the result of statistical analysis by SPSS showed that t-test was 8,741 and the t-table was 2,068. It indicated that t-test was higher than t-table ($8,906 > 2,068$). So, the researcher assumed that TGT learning model could improve students' listening skill. For the other instrument, this research used questionnaire to collect data of students responds. Based on it, it showed that 98% of students agree and think that their activeness and their listening skill improved. And also, they are motivated in increasing their English listening skill.

b. Suggestions

After this research carried on, the researcher concluded that teaching listening skill with Team Game Tournament (TGT) learning method could improve students' listening skill at the third grade of MA MANBAUL ULUM KABUL AL-MAARIF Kabul, even if, there was still weakness in this research.

1) For the Teacher

The researcher suggests to the teacher to use Team Game Tournament (TGT) in teaching listening and use various learning method, because it can make the class more attractive and make the students more active, enthusiastic, motivated and enjoy the learning activity.

2) For the Students

This is recommended that students to keep practicing their English listening skill inside or outside the classroom using Team Game Tournament (TGT) or other method.

3) For the Further Researcher

It is suggested to the further researcher that related to this research topic which is the implementation of Team Game Tournament (TGT) in improving students' listening skill and more creative to help the students in increasing theirs listening skill.

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