

CHAPTER IV

FINDING AND DISCUSSION

The research questions will be answered on this chapter is related to the use of Teams Games Tournament at SMP Negeri 4 Tanjung. In this section, the researcher will describe the results of the data obtained by the researcher while conducting the research.

A. Findings

1. The use of Teams Games Tournament

a. First Observation (Wednesday, 21st August 2019)

On the first observation, the researcher observed teacher's preparation before applying Teams Games Tournament in teaching and learning process. The teacher has already prepared all the equipment and the lesson material well.

b. Second Observation (Thursday, 22nd August 2019)

The researcher came at 12.20 and waited in the teachers' office. At 12.30 the researcher and the English teacher went to class. The students had already sat with their group as the teacher told yesterday. The teacher was greeting the students, prayed together, began the learning process. The teacher asked the students whether they still remember the previous lesson or not, and the students said that they still remember it. The teacher explained about comparative degree, the function, and how to make a sentence of comparative degree. The teacher wrote the explanation and some examples on the whiteboard. The teacher continued explain about superlative degree. He wrote the explanation and some examples of superlative degree next to comparative degree. He asked the students to write down the material on their book. After all the students done

writing some notes, the teacher asked the students whether they had understand the material or not. The teacher gave some questions to check the students' understanding about the material. The teacher used the question on the task book and chose some students randomly to answer it. They answered some question until the bell was ringing at 13.50

Table 4.1 The Step of Teams Games Tournament		
Review Section	Yes	No
Teacher presented the material in the class	✓	
Teacher checked students understanding by giving some questions	✓	
Teacher and students discussed about the material	✓	

c. Third Observation (Wednesday, 28th August 2019)

The researcher came at 7.20 and sat in front of the class, talked to the students while waiting the teacher. The teacher came at 07.35. On this meeting, the teacher brought a lot of papers. The teacher also brought a projector, laptop, and speaker. After greeting the students, the teacher explained about what they were going to do today. The teacher said that they would learn with their group about the material that they had learned yesterday. One of the students asked whether they should do presentation in class or not. The teacher said that they would not do presentation but they had to work with the group. He reminded the students about the importance of working and studying cooperatively, the teacher wanted all the students to get involved, and every students responsible of their own groups. All the groups got task sheet from the teacher and then the teacher asked the students to answer the question. The students read the question sheet, some of them worked with their group immediately and some of them

complaining about how much the question was. The teacher was walking around the class for checking the groups and reminding that they had to work with the team, not with the other team. The researcher saw there was one group that they were not work together. One student did the task while his team only sat and talked about something else. The teacher said to the students that they were free to ask if there was something they did not understand.

When the task was done, the teacher gave the answer sheet and asked the students to check their answer. The students cheered up when they have the right answer. The teacher asked how number they got it right, and the result was the students got good score. After that, the teacher play an animation video about degree of comparison and asked the students to guess what kind of sentence that was. The time was end at 09.05.

Table 4.2		
The Step of Teams Games Tournament		
Review Section	Yes	No
Team Study		
Teacher gave students task sheet and answer sheet	✓	
Students learned the material by answering the task that given by teacher	✓	
Students assessed themselves and their teammates by checked the answer sheet	✓	
Teacher encouraged students to work cooperatively with their group	✓	
Teacher made sure that the students in group help each other	✓	

d. Fourth Observation (Thursday, 29th August 2019)

The lesson began at 12.30. On this meeting, teacher said that they would play games related to the material. The teacher brought a lot of quiz cards. The students sat with their teams, and the teacher explained the rule of the game. There was a table in the middle of the class, and the teacher put the quiz card on the table. The teacher stuck a score carton on the whiteboard. Every teams must send one person to play the game and student who got the right answer would get the score for the team. The teacher asked the groups to chose one person represent the team and then they began the game. There were five students from five groups on the middle of the class, every student took one card and answered the quiz. The teacher gave few minutes to answer it, student who could answer the quiz got the score and the teacher wrote it on the carton. Once the students who represents the group was done, they back to their group and the other member of the group moved forward to take turn to play game. The students played game until the cards was over and all member of the group got the turn. Beside the score carton on the whiteboard, the teacher also had his own assessment rubric. After all the cards had answered, the teacher asked one student to sum the score they get. The teacher ended the meeting by announcing that they would play academic tournament tomorrow.

Table 4.3		
The Step of Teams Games Tournament		
Review Section	Yes	No
Game		
Teacher gave students quizzes	✓	
The quizzes consist of several numbered questions	✓	
The game played at table tournament represent by different team.	✓	

The students selected a numbered card and answer the question	✓	
Students who answered correctly get the score	✓	

e. Fifth Observation (Wednesday, 4th September 2019)

The lesson started at 12.40 and the students were ready to play an academic tournament. The teacher gave a score paper to the groups, put the quiz cards on the tournament table and then call out students from different groups who has homogeneous ability to compete in the tournament table. The student who answered right got the score, the score written by their own group. The teacher called the next students into tournament table when the previous students was done. Some students were absent, it made the tournament was not going so well for a while, but the teacher can make the class under control. The students played the tournament until the cards is over and all the students got their turn. When the time almost end, the teacher asked the students to hand in the score paper. The teacher said that he would announce the winner tomorrow morning.

Table 4.4		
The Step of Teams Games Tournament		
Review Section	Yes	No
Tournament		
Teacher placed the students with homogenous academic level into table tournament	✓	
Teacher put quiz card and the answer sheet in table tournament	✓	

Students played academic games in the tournament table	✓	
Each students in tournament table answer the quizzes turns by turns	✓	
The game played until the quiz card is over	✓	
Teacher asked the students to fill out the result of tournament in the paper	✓	
After fill out the result paper, students collected the paper to teacher	✓	

f. Sixth Observation (Thursday, 5th September 2019)

On this meeting, the teacher announced the score that students got and became the winner. The teacher brought a gift for the winner and gave a little speech to the students about they have done very well, always remember to help each other and study harder. Some students gave congratulations for the winner. The researcher was out of the class before the bell ringing so the teacher and the students continued learning the next material.

Based on the observation, the researcher found that the teacher was applying Teams Games Tournament in the right order from day one until the last day the researcher conducted the observation at the school. The teacher provided a good class environment and gave a clear explanation so the students could be more active and engaged with the lesson. The students followed teacher's instruction to study together and always have active role during the lesson such as work cooperatively with the group, ask and answer question, give opinion, doing the task, and helping each other. The students also listen well to the teacher even though sometimes they are busy with themselves. Nevertheless with cooperative learning applied by the teacher, most of the time the students

are busy to discuss about the lesson, do the task, or explaining the material; thus time for playing around is really tight.

Table 4.5		
The Step of Teams Games Tournament		
Review Section	Yes	No
Team Recognition		
a. Teacher checks the point that students get	✓	
b. Teacher give award to students who get the highest score	✓	
c. Teacher give support to students to learn harder and never give up	✓	

2. The Problem of Using Teams Games Tournament

During the interview, the teacher stated that there was some things he found as the problem for him. The first is introducing the technique itself to the students. The teacher said that some students were not too familiar with this kind of learning process, therefore before teaching and learning by using Teams Games Tournament were began, the teacher had to explain about what they are going to do. Students needed a clear instruction in order to make the learning process went effectively.

Another problem the teacher had was the preparation. The teacher said that he should make a preparation more detail than usual because Teams Games Tournament has some phases and every phase should be well prepared. The teacher required to make a list of student achievement, a placement sheet, a test and answer sheet, quizzes, score sheet, and so on. The teacher stated that he should prepare all of that days before apply Teams Games Tournament in the class. The placement

sheet could be a problem too. The different level of the students need to be taken into consideration. Even once the groups are selected, personalities can conflict, making it difficult for the group to be successful.

B. Discussion

In this part, there are two results to be discussed. Firstly, related to the result of observation checklist as the first result regarding to overview of the use of Teams Games Tournament, whether it is applicable to teach English or not. Secondly, related to teacher's interview as the result used to know whether there is a problem using Teams Games Tournament in teaching English.

The observations in the use of Teams Games Tournament technique to teach English were done in six meetings. There are six phases in Teams Games Tournament, which is put students into team, class presentation, team study, games, tournament, and recognition. Based on the observation, the researcher found that all the steps were done well in the right order from beginning until the end. During the lesson, the teacher always give explanation, ask questions, and provide examples in language that could be easily understood by the students.

Based on the observation, it is known that there is an improvement of students ability in vocabulary. It was proved by the enhanced of students' achievement. Teams games tournament is helpful to increase students' interest and enjoying in learning which make the students more involved in learning English. By using teams games tournament the students could increase the understanding of the lesson that the teacher has given, and decrease the monotonous teaching process. Moreover, it was perceived that the learners were more eager and interested in learning English in the classroom, it was proved that this technique influenced the students' motivation to study English comfortably. However, it was not denied that there also some problem that found in

implementing this technique. Therefore, the creative and good preparation of the teacher is very essential during the process of implementing this technique.

During the observation and the interview from the English teacher, the researcher found the problem faced by using this technique. Teams Games Tournament technique took a lot of time for teaching one material only. The preparation was too much, and this technique has some phases that must be followed. Beside the limited amount of time allocation, the researcher found that students' behavior and attendance could be a problem too.

In summary, the researcher asserts that Teams Games Tournament useful to increase students motivation, cooperation, confidence, English mastery. Teams Games Tournament is applicable in teaching spesific English skills because this technique takes too much time.

