

IMPROVING THE STUDENTS' SPEAKING SKILL BY IMPLEMENTATION TEAM-BASED LEARNING (TBL)

¹ Melly Sartika,

English Department, Faculty of Teacher Training and Education

Email: 1@mellysartika77@gmail.com

Al-Muslim University

Abstract

This study aims to see whether the grade XI students of SMA Negeri 3 Bireuen get high scores in improving their English speaking skills using the Team-Based Learning method compared to the average scores of students using conventional methods. Methodology of this research is used collaborative classroom action research (CCAR). The researcher tried to improve students' speaking skills through the Team-Based Learning (TBL) method in this research. The researcher would use quantitative data as data collection. The data was collected from test, questioners, and an observation checklist. Thus, from this study, the researcher drew the following conclusions: The application of the Team-Based Learning (TBL) learning method improved students speaking skills in pronunciation accuracy and vocabulary suitability and students confidence in speaking to second class SMA Negeri 3 Bireuen this could be proven through the results of students speaking test scores, namely in the cycle 1 got the result 46.67 or "good" categorized while in cycle 2 it reaches 86.67 or "excellent" categorized. The Students responses to the use of Team-Based Learning learning methods get satisfactory results. It could be seen that most students had a good response and are happy in learning to use this method. This could be seen from the results of the questionnaires answered by the students and the results of 3.65 (Strongly Agree). Based on the findings, the researcher conclude that the use of Team-Based Learning Method (TBL) in improving the speaking skills of students in the second class SMA Negeri 3 Bireuen Experienced a significant increased.

Key Word: *Improving, Speaking, Team-Based Learning*

INTRODUCTION

Speaking skill is a person's ability to express something they want to convey what they want to achieve. Communication or exchange would not be enough without good speaking skills because speaking skills are very dependent on how the speaker expresses what they want to convey to the other person [1].

Based on the 2013 revised edition 2017 curriculum, students must be productive in the language. One way to improve students' speech is to master speaking skills. They can do many ways to master speaking, one of which is role play and storytelling, so students would get used to speaking English and making it easier to communicate. After the researcher made the observation at SMA Negeri 3 Bireuen, it has many problems for both students and teachers, especially in speaking skills. Students at SMA Negeri 3 Bireuen have some problems like the students' low ability in speaking skills, and the learning methods used in learning are still not adequate. The topics about speaking are still less interesting for students. And the other side, the problem comes not only from students but also from the teacher at the school. The pain from the teacher, such as the methods of the teaching, has not been updated, so students are bored when they learn. Then, the teacher's strategies are still less to motivate the students[2].

The researcher wants to use a learning strategy using the Team-Based Learning (TBL) method to overcome this problem. The Team-Based Learning (TBL) method is a learning strategy that applies to learning using small groups. This strategy uses collaborative learning, which allows someone to follow a structured process that can improve the quality of learning for students, especially in the field of speaking skills [3]

There are several previous research conducted, such as the first research conducted by Arshad Abd Samad et al. The title is "Training English language pre-service teacher using a Team-Based Learning approach (2015)" the result of the study are presented and discussed in three sections. The first discusses the diary entries related to working in terms of the result is, of the 99 entries made after the first 4 weeks of the semester on 12 March 2013, 27 (27.27%) were comments related to Team-Based Learning. Of these 27 references, 16 (59.26%) were non-judgmental or neutral, 8 (29.63%) were generally positive comments regarding TBL while the remaining 3 (11.11%) can be considered negative towards the approach. Between 12 March and 9 May, the number of diary entries doubled to 196, reflecting a double increase in the number of entries for neutral (35), positive (19), and total comments (60), respectively. Upon final collection, the total number of entries increased to 297; however, the total number of neutral, positive and negative comments as well as the total number of entries regarding TBL showed a decrease from the previous collection. In order to better understand the attitude of the teacher trainees towards TBL, the number of positive and negative entries made throughout the study period was examined. The second is general

response pattern towards working in team the result is, in general the data indicate a somewhat positive response to TBL[4]. Three of the teams demonstrated a constant increase in positive responses from the first to the third cycles which may indicate that the views of members in these teams had become more positive towards the end of the semester. The members of these teams can be considered to have a positive view towards working in teams while the members of Teams B and E seem not to have formed any clear position regarding the matter. The third is team performance and diary entries, the result is this may indicate that they were the most active in trying to perform as a team as their members ended up being more aware of team work tasks. Secondly, Team E which had the lowest average score was also the most ambivalent of the teams in terms of making positive and negative entries towards working in teams. This team ended up with an equal number of positive and negative diary entries at the end of the semester. Both these observations point to a generally positive outlook of using TBL in teacher education courses .

The second result by Arisan Candra Naigolan, the title is "Penerapan model Team Based Learning (TBL) untuk meningkatkan prestasi belajar mahasiswa pada matakuliah struktur aljabar tahun 2016." Hasil penelitian yang diperoleh adalah peningkatan hasil belajar mahasiswa dari tes awal, nilai rataratanya adalah 55,47 dan persentase ketuntasan 18,75 %, pada postest I nilai rata-rata mencapai 66 dan persentase ketuntasan 56,25 % kemudian pada postest II nilai rata-rata sudah mencapai 77,84 dan persentase ketuntasan 87,5 %. Jadi dapat disimpulkan bahwa pembelajaran dengan menggunakan model pembelajaran Team Based Learning (TBL) dapat meningkatkan hasil belajar mahasiswa pada matakuliah Struktur Aljabar I."

The last research by Chawin Maninun et al. The title is, "Effect Of Team Based Learning in a Flipped Classroom with Enhancement of Listening and Speaking Ability of Matthayoumsuksa V Students (2017). The result of the research is English listening and speaking ability test was used to assess students with full score of 15 points from scoring with the interviewer (Inter-rater Approach). The rubric assessment was applied from The University of The state of New York Regents (2003) with the scoring 0, 1, 2, out of a total of 5 topics are understanding, pronunciation, vocabulary, fluency and grammar. By experimental group, the average score, before treatment was 10.27 after treatment was averaged at 12.45 and the score showed that the difference between before and after treatment was higher at -2.18. The controlled group, before studying, the average score was 10.71 and after studying the average score was 11.77 by differential before and after studying with the average score was higher at -1.06. The result found that team-based learning in a flipped classroom's scores compared to traditional approach classroom's scores has increased more than the average score for the controlled group by an average score of over at 1.12, this numeric data

explained that the students can learn better and make better results in team-based learning in a flipped classroom considerably"[5]

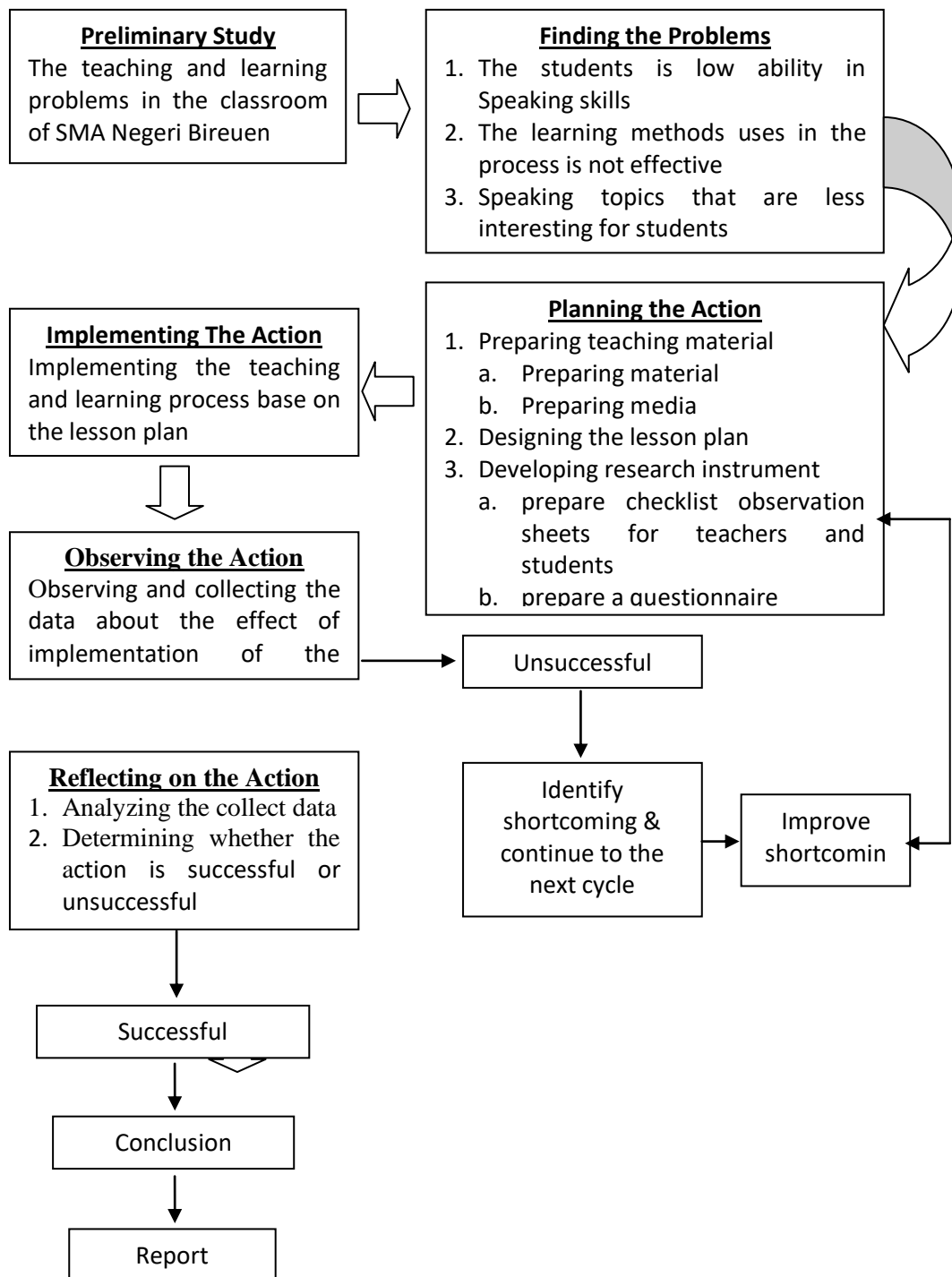
Concerning learning English using TBL (Team-Based Learning), some studies have been conducted using learning groups or teams to improve the student's speaking performance in second grade at SMAN 3 Bireuen. To solve the problem teacher and students face, the researcher was interested in using TBL (Team-Based Learning) since this technique provides challenging activities which groups or teams can organize. By using CAR (Classroom Action Research), it is hoped that all of the students can stimulate the students by offering them equal chances to speak and make them brave in speaking English.

METHOD

The research methodology of this research is used collaborative classroom action research (CCAR). In conducting the research, the researcher worked together with one of the classroom teachers to solve the student's problems in teaching and learning process. The researcher conducts the action with the collaborative teacher to analyze the action to determine whether or not the next cycle is necessary to be conducted. The researcher must revise the plan if the action fails and have another cycle for implementing the plan. A preliminary observation is necessary to ensure the researcher finds the real fact of the student problems before implementing the plan in action.

In the classroom action research method usually uses two-cycle or more cycles to make it easier to get the result of the research. Each cycle consists of planning, action, observation, and reflection (Kemmis and Mc Taggart, 1998: 22). may have been found some problems after the completion of the first research. Therefore, with the emergency problems from the first cycle, it was necessary to continue to the second cycle, with had the same concept as the first cycle. If in the second cycle the result is succeeded, the research stopped and did conclusion and report of the result. The following chapter presented data and results of research achievements in solving students' speaking problems, especially for students of SMA N 3 Bireuen by using the Team-Based Learning method. All data and results are presented sequentially based on cycles[6]. In this chapter, the researcher uses Collaborative Classroom Action Research research methods. The cycle in this study consists of several stages, such as Planning, Action, Observation, and Reflection

This is the procedure of doing action research can be seen in the following figure that is adapted from Kemmis and Taggart Action Research model (1988: 22).



1. Preliminary Study

A preliminary study is one of the steps in which the researcher observed the class and interviewed the teacher about speaking performance. In SMA Negeri 3 Bireuen was done a preliminary study. To get the real problems of the class, including the learning method used in the process of teaching speaking performance, the student's problem, and the result of their ability in mastering speaking. By doing the direct classroom observation and discussing with English teaching at SMA Negeri 3 Bireuen. The researcher found the teaching and learning problems in teaching speaking performance and their ability in speaking skills.

2. Finding the Problems

After doing a preliminary study, the researcher analyzed the problem and arranged the planning to solve the problem faced by the students and the teacher in teaching-learning speaking skills.

3. Planning the Action

Planning the action is one of the steps in Collaborative Action Research prepared things concerned through Expressing congratulation and complimenting to increase the students' speaking performance. The researcher determines and prepares the planning step: First, designing the lesson plan. Second, prepare instructional materials for the speaking activities. Third, specifying the criteria of success and the last in developing the research instrument.

4. Designed Lesson Plan

In conducting the teaching and learning process of speaking in the classroom by expressing congratulation and complimenting reasons, the researcher designed the lesson plan to implement the teaching and learning process. The teacher should carry out the teaching and learning process easier and get the best result through a good lesson plan. Was designed the lesson plan to implement teaching and learning speaking by using material expressing congratulation and complimenting through Team-Based Learning (TBL) as a learning method. In design the lesson plan, the items to be considered were learning objectives, time allocation, and materials. The instructional were adjusted to the K-13 curriculum. The time allocation was 2x35 minutes for one meeting.

5. Preparing Instruction Materials

In the teaching and learning process, the instructional method plays an important role in English students, especially speaking skills. Were given the materials have to be designed based on their level and environment. The material also was taken from the topic and statement related communicative, and it makes the students were interested that could be carried the strategy. The appreciated topics and statements helped the students get the best result of the study.

6. Developing Research Instruments

In conducting the research, the researcher must consider the research instruments used to collect the required data dealing with the criteria of success specified. The researcher prepared the following instruments: test, observation checklist for the teacher and students, lesson plan, and questionnaire for the students.

a) Tes

The researcher was got data by giving the test to the students. The test is given to the students to measure how they master speaking skills; the test was open-minded. In this case, the researcher shaped some small groups of 1-4 students consist one group. And then, the researcher has given students topics and statements, the students must think about the topics or statements. Then, each group expressed their opinions and gave their reasons according to the topic. The students discuss the topic given by the researcher. In the last step, the researcher asked the students to express opinions on their language in the classroom. The researcher gave the appreciation to the students of fastest. At the end of the study, the researcher and the students conclude and close the meeting.

b) Questionnaire

The questionnaire was the lift of a research or survey questions asked for responding and designed to extract the specific information. In this research, the questionnaires are used to see the student's responsibility concerning their activities during the implementation of the action that is attained can not the observation sheet. The researcher gave 10 items to the students, and the type of questionnaires was closed-ended.

c) Observation Checklist

The observation checklist gave an observer structure and framework for observation to get specific information aspect of the class. A kind of observation checklist that used in this research. The observation checklist used in this research is for the teacher and students.

7. Implementation of the Action

Implementing is one of the steps in classroom action research to research in the classroom using the Team-Based Learning (TBL) Method. The researcher did other phases before the real implementation, and the teacher would implement the teaching procedure, which has been prepared in the planning step. The researcher acted as the teacher and implemented the activities designed using the Team-Based Learning (TBL) Method. In comparison, the teacher help the researcher observe the whole activities and interaction between the students during learning speaking. Begin that, the Team-Based Learning (TBL) Method was introduced first to the students by the researcher. Done it was to help the researcher run the technique in each stage.

8. Observation

In this step, the researcher observed the students motivation and behavior in the classroom, the advantages of applying the proposed method in teaching speaking and during the auction process; observation also is monitoring with the systematic phenomenon which investigated, or the researcher observes the teaching and learning process and concluding whatever happened in teaching and learning speaking process.

9. Reflection

In this step, the researcher reflected on the above steps as a basic evaluation for further planning, subsequent action, etc., through a succession of cycles. The researcher decided whether the effect of action has met the criteria of success is the students are motivated. As in English instruction, the speaking class should also show improvement. The students' speaking skills include content, comprehension, vocabulary, grammar, pronunciation, fluency, and accuracy. The implementation of the action is successful if all the criteria of success of the study have been achieved. If unsuccessful, the research moves on to the next cycles of action by improving and revising the next planning.

10. Specifying Criteria of Success

The criteria of success were specified as a basis to determine the success or failure of a cycle in action research. The success criteria of the research are as follow:

- a) The students met the post-test in speaking skill was 75% or good level.
- b) The researcher had good achievement in the teaching and learning process, and the researcher got the percentages in the performance about 80%.
- c) The students responded toward implementing the Team-Based Learning (TBL) Method as media learning to increase the students' speaking performance. They got a mean score in the questionnaire of 3.01 – 5.00, or a good level.

During the learning activity, the researcher called it a success if the reseacher had brought an effect in implementing the Team-Based Learning (TBL) Method to increase the students' speaking about 75% or good level.

Technique of Data Collection

The technique of data collection is how the researcher uses to get the data in this research to collect the required data, namely tests, observation checklists, and questionnaires as instruments. The observation checklist is directed to get specific information on aspects of the class. The observation checklist that used in this research is for the observer. The observer in this research is the English teacher and students in SMA Negeri 3 Bireuen. The last instrument is a questionnaire is

used to elicit comprehensive information from the students during the teaching and learning process. In this research, the students administered a questionnaire to complete the information attained could not from the observation checklist.

Technique of Data Analysis

The technique of data analysis is the continuation of the data collecting phase. Data analysis is an essential part of doing research. Therefore, a researcher must understand data analysis techniques to get reliable and scientific results. Usually, two kinds of data are collected and analyzed in classroom action research, namely qualitative and quantitative data. The researcher would use quantitative data as data collection. The data was collected from test, questionnaires, and an observation checklist.

Descriptive statistics analyzed the qualitative data to calculate the mean score of the students. It means that this research's collecting data was analyzed using the formula. A mean score is used to find the average score of the student's mastery.

Winarsunu (2003:31) gives the following formula below :

$$\chi = \frac{\sum fx}{N}$$

Where :

χ	= Mean score
$\sum fx$	= Total score of all students
N	= Number of students

The scale of students' test was prepared by researcher

1. If the mean score of the students' test was 76 – 100, it was categorized excellent
2. If the mean score of the students' test was 50 – 75, it was categorized good
3. If the mean score of the students' test was 26 – 45, it was categorized fair
4. If the mean score of the students' test was 0 – 25, it was categorized poor

If the average score of the students was 75 or more, in this research, the mean that the students belong to categorized success

FINDINGS AND DISCUSSION**Cycle 1**

After the researcher carried out several actions in cycle 1, the results of the study did not show satisfactory results. The average test scores obtained by students are quite good, but do not meet the success criteria of around 75% "good" according to what has been previously determined, the following researcher analyzed the post-test scores of students' speaking skills through the use of Team-Based Learning (TBL) methods. Student test results could be seen in the table below:

Appendix 4.2 the result of the test in cycle 1

No	Students Name	Gram mar	Vocab	Comp are	Fluenc y	Accent	Total
1	AM	6	7	7	6	9	35
2	AF	7	6	6	5	8	32
3	AF	13	8	12	6	10	49
4	AS	11	10	8	7	10	46
5	CPA	9	13	10	7	10	49
6	DYU	10	12	10	8	8	48
7	F	12	10	9	8	12	51
8	I	13	10	9	7	9	48
9	I	11	14	10	6	14	55
10	K	14	10	8	8	9	49
11	LR	15	10	8	7	10	50
12	MRF	8	10	8	6	10	42
13	MF	9	10	9	7	10	45
14	MRO	12	13	10	6	10	51
15	NF	10	13	8	7	10	48
16	PEV	13	10	9	8	10	50
17	RS	10	11	9	6	10	46
18	SR	11	10	10	6	9	46
	Total Score	840					
	Mean Score	46.67					

Based on the test results in the first cycle, the researcher stated the total score obtained was 840 and the mean score value obtained by students is 46.67 with the category "good". However, the average grade level of students had not yet reached the criteria of success. Therefore, students must take the next test, the researcher continues this research to the second cycle to obtain the average score of students according to the predetermined success criteria.

The results of the checklist observations show that students had not fully mastered speaking skills. This is due to the lacked vocabulary they know and the pronunciation that is not in accordance with the English accent. Therefore, the researcher continued this research to the second cycle by making a new plan. The researcher made several revisions or improvements that would be applied in the second cycle so that the research went as expected. Things that the researcher revised in the second cycle include: the researcher revised the lesson plan and new materials that would be given to the second-grade students of SMA Negeri 3 Bireuen. Furthermore, the researcher made improve to the observation sheets, both observations for teacher and students. The researcher do this in order to got maximum results in accordance with the success criteria that had been set. In addition, in the second cycle, the researcher shortened the time of the teaching and learning process so that students did not feel bored and the researcher would created a comfortable and happiness classroom atmosphere for students.

Cycle 2

In the second cycle, the results showed that the mean score of students in the speaking skill test was 86.67. It was "Excellent" categorized, it means that in showed the appearance of speaking students had met the criteria of success. The following is a table of students' speaking test results in cycle two:

Appendix 4.2 the result of the test in cycle 2

No	Students Name	Gram mar	Vocab	Compr e	Fluenc y	Accent	Total
1	AM	24	18	17	8	15	82
2	AF	20	20	18	8	18	84
3	AF	26	16	19	7	18	89
4	AS	25	19	14	8	19	85
5	CPA	23	20	17	8	20	88
6	DYU	28	20	17	7	20	92
7	F	26	19	18	8	19	90
8	I	23	18	12	8	19	80

9	I	24	20	18	8	19	89
10	K	20	19	19	8	20	86
11	LR	23	19	18	7	19	86
12	MRF	20	18	14	6	20	78
13	MF	26	18	12	8	18	82
14	MRO	24	20	15	7	19	85
15	NF	27	20	18	8	19	92
16	PEV	28	20	15	7	19	89
17	RS	26	19	19	8	19	91
18	SR	27	18	20	8	19	92
Total Score		1560					
Mean Score		86.67					

To make it easier for researcher to find out the researcher actions was successful, the researcher used an assessment rubric from Oller. To calculate the average value obtained by students in speaking, the researcher used the following formula:

$$X = \frac{\sum fx}{N}$$

Where : X = Mean Score

$\sum fx$ = Total Score of the Students

N = The number of Sample

In the following, the researcher describes the formula for finding the mean score of students in improving speaking skills using the Team-Based Learning method :

$$X = \frac{\sum fx}{N}$$

$$X = \frac{1560}{18}$$

$$X = 86.67$$

Based on the results of data analyzed in cycle two, showed some new findings with the results of teaching and learning analytics that had been achieved by the researcher. First, the results of the checklist observation analysis showed that the teacher's performance is very good in the process of teaching speaking skills using the Team-Based Learning (TBL) Method. The results of students' observations showed good performance, students were able to understand the learning delivered and also students were able to apply good cooperation groups.

The two results of the analyzed it could be seen from the questionnaire distributed to students had showed that on average students showed a satisfactory response and are happy with the use of the Team-Based Learning (TBL) method in learning speaking skills. Furthermore, the results of the analysis of the students' speaking test showed the success rate in this study was worth 86.67 in this case it showed that the students' speaking skills reached excellent criteria. Thus, the researcher concluded that the second cycle of research was declared over and successful in accordanced with the established success criteria.

CONCLUSION

Based on the findings, the researcher conclude that the use of Team-Based Learning Method (TBL) in improving the speaking skills of students in the second class SMA Negeri 3 Bireuen Experienced a significant increased. There are two indicators seen by researcher, namely accuracy and appearance. The accuracy is divided into two, namely pronunciation and vocabulary, and students speak confidently. Thus, from this study, the researcher drew the following conclusions:

1. The application of the Team-Based Learning (TBL) learning method improved students speaking skills in pronunciation accuracy and vocabulary suitability and students confidenced in speaking to second class SMA Negeri 3 Bireuen this could be proven through the results of students speaking test scores, namely in the cycle 1 got the result 46.67 or "good" categorized while in cycle 2 it reaches 86.67 or "excellent" categorized.
2. The Students responses to the use of Team-Based Learning learning methods get satisfactory results. It could be seen that most students had a good response and are happy in learning to use this method. This could be seen from the results of the questionnaires answered by the students and the results of 3.65 (Strongly Agree).

At the end of this chapter the researcher wants to give some suggestions, the researcher hopes that it can be useful for other researchers, teachers, students and for schools.

1. To the Teacher

Teachers must play many important roles in improving the quality of students learning. In addition, teachers must have good skills in motivating students and encouraging students to learn. Teachers must be independent and get used to speaking in English when teaching. In addition, teacher creativity must also be improved, both at the time of choosing learning methods and learning media so that they can encourage students to be active.

2. To the Students

Students must be more courageous and confident in speaking without being afraid of mistakes in pronunciation, vocabulary, sentence structure, and so on. Students must learn to practice harder

to train themselves in getting used to speaking in foreign languages. Students also have to get used to mingling with other friends so that good cooperation can be established.

3. To the next researcher

Researcher hope that for the next researchers can prepare everything well and maturely in conducting research and can continue this research with better updates that can build and develop the methods that researchers use in this study

ACKNOWLEDGMENT

The researcher realizes that in compiling this thesis, the researcher received a lot of support, guidance, assistance, and convenience from various parties so that this thesis could be completed. Thus, on this occasion, the researcher sincerely thank:

1. Mrs. Misnar, MA as the first supervisor and Mrs. Zuraini, M.Pd as the second supervisor, who had always been patient in guiding me in completing this thesis.
2. Mrs. Dr. Silvi Listia Dewi, M.Pd as head of English Department.
3. All lecturers majoring in English.
4. Special thanks to my parents who always pray for me for the success I have achieved, especially in completing this thesis

REFERENCES

- [1] R. E. Allen *et al.*, "Team-based learning in US colleges and schools of pharmacy," *Am. J. Pharm. Educ.*, vol. 77, no. 6, 2013, doi: 10.5688/ajpe776115.
- [2] F. Sahalia, M. Asrori, and Teguh Sarosa, "IMPROVING STUDENTS' SPEAKING SKILL BY IMPLEMENTING STUDENT TEAMS ACHIEVEMENT DIVISION," no. 1, pp. 1–14, 2017.
- [3] d. F. Zahara, "the implementation of task based learning to improve students' ability at writing recount text for the eight grade students of mts laboratorium uinsu medan," pp. 1–110, 2019.
- [4] A. A. Samad, H. Husein, J. Md Rashid, and S. Z. S. Abd Rahman, "Training English language pre-service teachers using a team based learning approach," *English Lang. Teach.*, vol. 8, no. 1, pp. 44–51, 2014, doi: 10.5539/elt.v8n1p44.
- [5] C. Maninun, K. Kittichartchaowalit, and N. Kittisunthonphisarn, "Effects of Team-Based Learning in a Flipped Classroom With Enhancement of Listening and Speaking Ability of Matthayomsuksa V Students," *Int. J. Manag. Appl. Sci.*, vol. 3, no. 1, pp. 1–5, 2017.

