

Teaching Students Listening Skills by Using Team Game Tournament (TGT) Method

Yogi Pralama

Alumni Program Studi Pendidikan Bahasa Inggris Fak. Tarbiyah dan Tadris IAIN Bengkulu

Nadrah

Dosen Pendidikan Bahasa Inggris IAIN Bengkulu

Fera Zasrianita

Dosen Pendidikan Bahasa Inggris IAIN Bengkulu

Abstract

Tujuan dari penelitian ini adalah untuk mengetahui apakah metode Team Game Tournament efektif dalam memperbaiki kemampuan mendengar siswa pada kelas delapan siswa dari Madrasah Tsanawiyah (MTs) Pancasila Bengkulu pada tahun ajaran 2013/2014. Penelitian ini menerapkan metode Penelitian Tindakan Kelas (PTK). Dalam penelitian ini, peneliti mengambil responden kelas VIII^A; mereka terdiri dari 24 siswa. Data dikumpulkan dari tes listening pada pre-assessment, cycle 1, cycle 2, and cycle 3. Hasil menunjukkan bahwa terdapat perbaikan nilai kemampuan mendengar dari pre-assessment ke cycle 1 ke cycle 2 sampai cycle 3 dengan menggunakan metode Team Game Tournament (TGT). Pada pre-assessment, terdapat 54,17% atau 13 siswa gagal dalam listening, 20,83% atau 5 siswa lemah dalam listening, dan 25% atau 6 siswa sedang dalam listening. Pada cycle 1, terdapat 37,5% atau 9 siswa gagal dalam listening, 16,7% atau 4 siswa lemah dalam listening, 37,5% atau 9 siswa sedang dalam listening, dan 8,3% atau 2 siswa bagus dalam listening. Pada cycle 2, terdapat 20,83% atau 5 siswa gagal dalam listening, 4,17% atau 1 siswa lemah dalam listening, 41,7% atau 10 siswa sedang dalam listening, 25% atau 6 siswa bagus dalam listening, dan 8,3% atau 2 siswa sangat bagus dalam listening. Pada cycle 3, terdapat 4,17% atau 1 siswa gagal dalam listening, 4,17% atau 1 siswa lemah dalam listening, 25% atau 6 siswa sedang dalam listening, 33,33% atau 8 siswa bagus dalam listening, dan 33,33% atau 8 siswa sangat bagus dalam listening. Hasil menunjukkan bahwa terdapat perbaikan dalam setiap cycle yang menunjukkan bahwa metode Team Game Tournament (TGT) efektif untuk digunakan dalam kemampuan mendengar.

Kata Kunci : Mengajar, Kemampuan Mendengar, Team Game Tournament (TGT).

INTRODUCTION

Language is a media to communicate which form a system of sound symbol which is resulted by human's saying equipment. As we know that language consists of words or word collection which themselves have meaning that are abstract relation between words as a symbol with object or concept which is representative by word collection or vocabulary. Expert of language set it with alphabet and follow with explanation of meaning and then is made a dictionary or lexicon. The function of language is a communication's media or media to give information, express mind and feeling.

Every country, region, ocean, island, etc has different languages. For example; Indonesia and England have different languages or Indonesia and Malaysia have almost similar language. In Indonesia, English is as foreign language but in Malaysia English is as the second language. In the world, English admit as the International language. Therefore, all of countries obligate to learn English, its function is in order to speak with people in other countries. Each language has four skills that is listening skill, writing skill, reading skill, and speaking skill.

English is the first foreign language now being taught in Indonesia. It is based on the Regulation of Ministry of Education and culture No. 056/1967 (Kartono, 1976; Alwasilah, 1997) regulating the status and function of English. It has been used as the first foreign language in Indonesia since 1955. Halim (1976:146) argue that English has some official functions in Indonesia: (1) Means of communication among nations, (2) means of development supporter of Indonesian language to become modern language, and (3) means of science and technology transfer for national development.

As it is known that, listening is as one of the basis for the development of all other skills and the main channel through which the student makes initial contact with the target language and its culture. Communication happens if there is an interaction between the speaker and the listener. Therefore, listening comprehension activities have a direct and important relationship to the amount and quality of speaking skill. Successful listening for language learners depends on many factors such as the knowledge of the language, background knowledge (Muji, 2004). Usually in listening

subject, students get low score. Many factors or problems which influence of students in listening subjects till get bad score. They are students' motivation of listening is low, consider listening is easy material whereas they rarely listen of foreign language, there are many schools do not have language laboratory, method used always the same with just listen tape recorder and answer some questions, and it makes students bored in listening subject.

Sudrajat (2008:1) say that method is learning procedure which is focused on the purpose achievement. Technique is explanation of learning method. According to Majid (2005:16), "Teaching is a way how prepares learning experience for students. In other words, teaching is a process which is done by teachers in guide, help, and aim students to have learning experience. Teaching method always is applied in every teaching and all of subjects not except English subject. In English, there are some teaching methods that are silent way, investigation group, jigsaw, TGT, class discussion, debate, gaming and stimulation, flash cards, flowcharts, interviews, models, drama or role playing, brainstorming and so on.

Team Game Tournament (TGT) method developed by David De Vries and Keith Edward. TGT method is the first learning from Jhon Hopkins (Slavin, 2008:13). This method is a cooperative approach with the team which develop cooperative interpersonal. In other word TGT is one of the cooperative learning types which put the student in study groups which has member around 5 to 6 students with ability, genre, and ethnic group or reins are different.

The main objective of listening comprehension practice in junior high school level is that the students should learn to function successfully in real life situations. In detail, the purpose of listening activity is that the students are able to do the instruction or to gain information from different kinds of listening texts of genres.

Based on the researcher's observation in a school, the researcher saw that students' listening ability was so low because the teacher just used one method in listening subject that is just hearing the tape recording which make students boring. Begin from there, the researcher has idea to use other method in listening subject.

That's why in this research, the researcher wants to improve students' listening skill by using Team Game Tournament method.

DISCUSSION

Listening Skill

Listening is the receptive skill in the oral mode. According to Nunan (1998), "More than 50 % of the student's time in learning foreign language will be spent to listening". In listening, we just take the important point, in other word listening is a skill which is very little comprehended and was very ignored from the others skills (listening, writing, reading and speaking) in language class."

Based on Oxford (1993:206), "Listening is a complex problem to solve skill, listening involve the comprehension about meanings words, phrases, clauses, sentences, and connected discourse." Listening is one of skills in language learning which comprehend through listening or earring as media in this skill.

Listening is like verbal noun. As a Verbal noun, listening means that understanding oral or spoken language. The form of verb which appropriate from listening is to listen way to hear and to pay attention (Hornby, 1987 : 496). In addition, Webster (1974:410) say that "To listen is to pay attention in order to hear." Furthermore, Yudanarso (1986 : 3) states that listening is a perceptive skill in understanding the spoken language. Goddes (1981 : 79) cited in Yudanarso (1986 : 8), say that "Listening refers to the ability to understand how a particular sentence relates with has been said and its function in the communication. In this step, listener chooice the thing which relevan to purpose and reject the thing which is not relevan."

Listening is the natural basic to speak; the early step of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening. The first language speaker need the instruction to read and writing, but not like that with listening and speaking because this skill automatically is got from native speaker. Similarly, according to Winitz (1981), "In second language

learning, several writers and researchers in the early 1980s suggested that listening had a very important role." Because everything always begin from listening.

Types of Listening Activities

According to Goh (2002), "there are five types of listening according to the purpose of listening". These five types are: Discriminative listening, Comprehensive listening, Therapeutic listening, Critical listening and Appreciative listening.

a. Discriminative Listening

Discriminative listening is where the objective is to distinguish sound and visual stimuli. This objective doesn't take into account the meaning; instead the focus is largely on sounds. In a basic level class this can be as simple as distinguishing the gender of the speaker or the number of the speakers etc. As mentioned before the focus is not on comprehending; but on accustoming the ears to the sounds. If one thinks she/he can see that this is where L1 listening begins - the child responds to sound stimulus and soon can recognize its parents' voices amidst all other voices. Depending on the level of the students, the listening can be discriminating sounds to identifying individual words.

b. Comprehensive Listening

Comprehensive listening where the focus is on 'understanding the message'. The writers consider this as the basis for the next three types of listening. However, the problem can come in the form of 'understanding'. Depending on many factors (both individual and social) students can end up understanding the same message in different, different ways. Lot of work in teaching listening in the classroom has to happen here in facilitating the students to develop their comprehension skills.

c. Therapeutic Listening

Therapeutic listening - is one kind of listening where the listener's role is to be a sympathetic listener without much verbal response. In this kind of listening the listener allows somebody to talk through a problem. This kind of listening is very important in building good interpersonal relations.

d. Critical Listening

Critical listening is the fourth kind of listening where listeners have to evaluate the message. Listeners have to critically respond to the message and give their opinion.

e. Appreciative Listening

Appreciative listening where the focus is on enjoying what one listens. Here my students raised the point that when they listen to English music, even if they don't understand, they still enjoy thereby challenging the notion of comprehensive listening as the basis for other three types of listening. Then we reflected on the practice of listening to songs in the language lab. Generally my students listen to the songs once and try to make out the lyrics before listening a second time with the lyrics. Then they recalled that they appreciated the song better during the second time and were able to see the relation between how one would enjoy something that s/he is able to make sense of. Goh (2002)

Furthermore, (Beube and Masterson, 2006) and (Glatthorn and Adams, 1984) state that there are three types of listening: as identifying the following three types of listening:

a. Hearing

This is the simple physical act of having sound waves enter our ears and be transmitted into neural impulses sent to our brain. In 1965, Paul Simon and Art Garfunkel sang in "The Sound of Silence" about "people hearing but not listening," and this is really what Glatthorn and Adams were referring to.

a. Analyzing

Beyond simply receiving sound waves, listeners may employ critical judgment to ascertain the purpose behind a speaker's message(s). In so doing, they may consider not only the content of the message, but also its stated and unstated intent, its context, and what kind of persuasive strategy the speaker may be using it as part of.

b. Empathizing

Empathizing requires that a listener not only discern a speaker's intention, but also withhold judgment about that person and see things from his or her perspective. Once this is accomplished, it may be possible to respond to the speaker with acceptance.

Those activities can be used when we do listening comprehension.

Stages of Listening

Figure 1. Stages of Listening



Joseph Devito (2000) divided the listening process into five stages. They are: receiving, understanding, remembering, evaluating, and responding.

a. Receiving

Receiving is the intentional focus on hearing a speaker's message, which happens when we filter out other sources so that we can isolate the message and avoid the confusing mixture of

incoming stimuli. At this stage, we are still only hearing the message. Notice in Figure 1 "Stages of listening" that this stage is represented by the ear because it is the primary tool involved with this stage of the listening process.

b. Understanding

In the understanding stage, we attempt to learn the meaning of the message, which is not always easy. For one thing, if a speaker does not enunciate clearly, it may be difficult to tell what the message was—did your friend say, "I think she'll be late for class," or "my teacher delayed the class"? Notice in Figure 1 "Stages of listening" that stages two, three, and four are represented by the brain because it is the primary tool involved with these stages of the listening process.

c. Remembering

Remembering begins with listening; if you can't remember something that was said, you might not have been listening effectively. Wolvin and Coakley (2006), noted that the most common reason for not remembering a message after the fact is because it wasn't really learned in the first place. However, even when you are listening attentively, some messages are more difficult than others to understand and remember.

d. Evaluating

The fourth stage in the listening process is evaluating, or judging the value of the message. We might be thinking, "This makes sense" or, conversely, "This is very odd." Because everyone embodies biases and perspectives learned from widely diverse sets of life experiences, evaluations of the same message can vary widely from one listener to another.

e. **Formative Feedback**

Not all response occurs at the end of the message. Formative feedback is a natural part of the ongoing transaction between a speaker and a listener. As the speaker delivers the message, a listener signals his or her involvement with focused attention, note-taking, nodding, and other behaviors that indicate understanding or failure to understand the message. These signals are important to the speaker, who is interested in whether the message is clear and accepted or whether the content of the message is meeting the resistance of preconceived ideas.

f. **Summative Feedback**

Summative feedback is given at the end of the communication. When you attend a political rally, a presentation given by a speaker you admire, or even a class, there are verbal and nonverbal ways of indicating your appreciation for or your disagreement with the messages or the speakers at the end of the message.

The points explained above show that those stages of listening are very needed in order to know students comprehension.

TGT (Team, Game, Tournament) Method

Team Game Tournament (TGT) method developed by David De Vries and Keith Edward. TGT method is the first learning from Jhon Hopkins (Slavin, 2008:13). This method is a cooperative approach with the team which develop cooperative interpersonal. In other word TGT is one of the cooperative learning types which put the student in study groups which has member around 5 to 6 students with ability, gender, and ethnic group or reims are different.

Besides, Slavin also stated that (2008) there are characteristics of approaches as grouping can be observed from variations aspect:

a. Learning purpose in small group

Learning purposes 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, and (d) the group create a 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, and (d) evaluation of result group study.

Based on the explanation above, it can be concluded that in Team Game Tournament (TGT) there is an approach. It is an approach of small group.

The Implementation of Team Game Tournament in Learning

The Implementation Teams-Games-Tournaments in Learning According to Slavin (2005: 170), the implementations in TGT are class presentation, teams, games, tournaments and team recognition.

a. Class presentation.

The first presentation is material. Students have to pay attention during class presentation because it can help them to do quiz well and their score of quiz determine the group score.

b. Teams.

Students are assigned to make group consisting of 4-5 students with heterogeneous academic achievement, race or ethnic and each team should discuss the given materials from the teacher's presentation. Here, they have to

do the worksheet and discuss it together and share their insights related to the topic.

c. Games.

Games contain the relevant questions to the material discussed in team to test their individual understanding. It takes place in a table consisting of three students who become the representatives from the different teams.

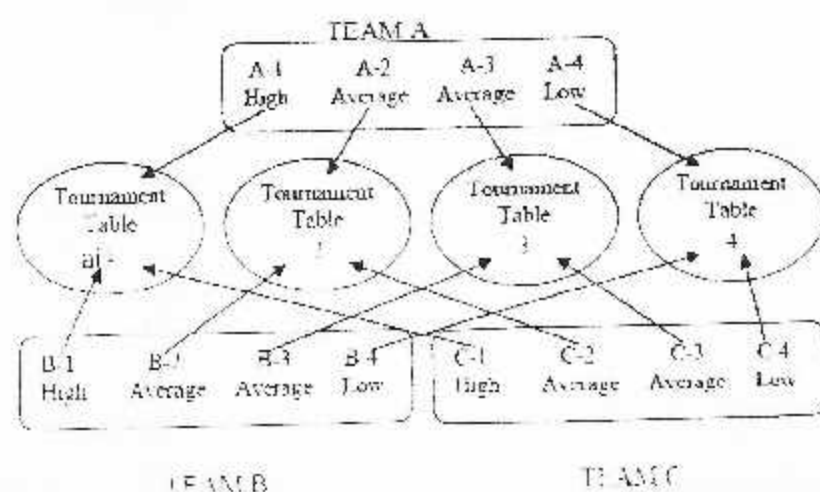
The rules can be seen as follow:

- 1) 1st student picks a numbered card and finds the corresponding question on the game sheet, read question out loud, and tries to answer.
- 2) 2nd student challenges if he or she wants to (and gives a different answer), or passes.
- 3) 3rd student 1 challenger passes if he or she wants to, when all have challenged or passed, 2nd challenger checks the answer sheet. Student who answers correctly, can keep the card. If the reader is wrong, there is no penalty, but if either challenger is wrong, he or she must put a previously won card, if any, back in the deck.

d. Tournaments.

A tournament is the structure where the games take place. It is conducted after the teacher gave presentation and the teams have practiced with their worksheet. The students are assigned to tournament tables in which the tournaments are composed of homogenous students. The technique can be figured out as follows:

Figure 1. Assignments to Tournament



tain criterion as below:

Table 1. The Scoring of Criterion

Average Score's Team	The Reward
40	Good Team
45	Great Team
50	Super Great Team

It can be concluded TGT can be applied in four skill of English lesson: Speaking, Listening, Writing, and Reading. TGT are also useful for some stages of teaching that is presentation and practice that can be design to some various levels: primary, secondary, tertiary.

The Advantages of TGT.

Study group is one of important part in applying cooperative learning (including Team Game Tournament as a kind of cooperative learning) that can help to create spirit and encourage student to help each other. Although study group are emphasized, individual accountability is also important in cooperative learning that ensure each member of a group learn the content and master the concept and skills being taught. Whereas, heterogeneous groups that consists of different race, ethnicity, and gender can increase interaction and relationship among each member of groups. Lie (2004) stated that heterogeneous groups give an opportunity to teach each other (peer tutoring), support, increased interaction and relationship between race, ethnicity, and gender, and make easier in classroom management with there is a person with high academic abilities.

According to Slavin (2005: 163), there are some advantages in applying Team Game Tournament technique in teaching learning process such as students who are more active during the learning process, students will be better mastery in the material provided because there are challenge in this technique which force them to master the

material, improve the student communication skill each other, learning process will be more attractive, and improve the teaching quality.

By applying this Technique, it's very useful for improving speaking skill as Slavin statement that Team Game Tournament Technique can improve the student communication skill where speaking is part of communication skill. In addition, Team Game Tournament technique can improve the teaching quality that become one of teacher's priority in teaching and learning process.

Method of the research

This research would used a Classroom Action Research (CAR) which consisted of planning, action, observation, and implementation (Elliott (1991) (Wiraatmadja, 2007:100). The respondent of the research was class VIII (VIII A) in MTs Pancasila Bengkulu which consisted of 24 students. The researcher chose this school because in this school there were some problems in listening skill, such as have not laboratory of language, and the teacher always used the same method which make the students bored. Instrument which was used in this research were listening test, observation sheet, and documentation. The data of this research was analyzed as the procedures as follow; the first, in order to got a complete the data from the pre-test, the researcher gave score to the test; The second, in ordering to get a complete data from the post-test, the researcher also gave score to the test.

After collecting a complete data of students' score, the researcher count the mean score by using the following formula:

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

Note:

M = mean score

X = total of the students' score

N = number of students

Then, the researcher counted the percentage of students score in each cycle in order to know whether there was improvement or not. The formula below used to find students' percentages:

$$S = \frac{T}{Q} \times 100\%$$

Note:

S = The score which is found is percentage

T = Total of the students' score that apply Team Game Tournament (TGT)

Q = Total number of the students

(Arikunto, 2002)

After that, the result of the test interpreted by using table of five scale interval percentages those are proposed by Nurglantoro (2008: 19) below:

Table 2. Table of students score interval

Interval Percentages	Qualification
85% – 100%	Very Good
75% – 84%	Good
60% – 74%	Moderate
40% – 59%	Low
0 – 39	Failure

In this research, the cycle would be stopped if the mean of score which was received achieve the target. The mean of score was 75 appropriate with createrian of success minimal (KKM) of English lesson in MTs Pancasila Bengkulu.

Findings

The researcher was collected data from the eighth grade students of MTs Pancasila Bengkulu in academic year 2013/2014. They were consisted of twenty four students. The researcher identified that there were some problems focus to listening in teaching and learning process. The researcher tried to increase students' listening skill by using Team Game Tournament (TGT) method. The revising of students' listening skill was shown by comparing the percentage of students' listening skill in each cycle. This research consisted of some stages, they were pre-assessment, cycle I, cycle II, cycle III.

Before began in cycle, the researcher gave the pre-assessment to know the students listening skill. It means that, the researcher not used yet Team Game Tournament (TGT) method. The researcher listened record from native speaker and the students answer questions which was prepared by researcher as pre test.

Based on the result of pre-assessment, there were 13 students or (54,17%) got failure in listening skill, there were 5 students or (20,83%) got low in listening skill, there were 6 students or (25%) got moderate in listening skill, and there were no students got good and very good in pre-assessment. They got score like that because most of students have low vocabulary so that words unfamiliar for them. Besides that, the teacher always used the same method in teaching learning process of listening.

Cycle I

a. Planning of action I

After saw the result of students' listening score in pre-assessment, the researcher prepared some recording appropriate with material which was learned at eighth grade students of MTs Pancasila Bengkulu in academic year 2013/2014 by using Team Game Tournament (TGT) method. The material had the same level as the material that they had learned and according their syllabus. And then, the researcher used the

lesson plan that had been prepared before as the guidance for the researcher in the teaching and learning process.

b. Action

After prepared English teaching material and the instrument that would be used in action 1, the researcher did the action with the procedures below:

1) Pre- Teaching Activity

In this activity, the researchers greeted the students, checked the students' attendance list, checked and prepared sequences of classroom, and told about the purpose of learning to students.

2) While Teaching Activity

In this part, the researchers distributed English materials to the students, explained about the material orally in several minutes to the students by using Team Game Tournament (TGT) method, and divided the students became five groups appropriate the result of pre test. Group 1 consists of five students who got the highest score. Group 2 also consists of five students who got the same score. Be continued to group 3, group 4 and group 5, but group 5 only four students. Then, The researcher prepared some cards. At the front of card there is the number of card and at behind of the card was written the question appropriate with number of the card. Then, the student from each group took the one of the card. And all of the students in the group must answer that question. After that, the researcher gave worksheet which consists of two parts. The students answer all the questions. Finally, the researcher asked each group of the students to table tournament. Then, the students answer the question appropriate with card which be taken before.

3) Post activity

In this activity, the researcher gave opportunity to students to ask about material which they didn't understand yet, concluded the activity, and then, closed the activity.

c. Observation

While the researcher taught the material to students, the researcher also did the observation through observation sheet with English teacher in MTs Pancasila Bengkulu. Through this observation, the researcher and English teacher found that only some of students' pay attention toward the lesson during the class, only some of students ~~pay become active participant, few students critical toward the material~~ discussed, only some of students take note during the lesson and some of students done assignment that are given by the teacher, and learning situation is very passive. Then, the English teacher recommended to the researcher to control the student's activity by asking them to focus.

d. Reflection

In this stage, the researcher compared the result of the pre-assessment and cycle I. The researcher judged that Team Game Tournament (TGT) method was ~~method~~ which effective to revise students' listening skill especially at eighth grade students of MTs Pancasila Bengkulu in academic year 2013/2014. It can be seen from the result of cycle I which is better than the result in pre test. The researcher also used this result for the next cycle to help the researcher increase the students' listening skill.

Based on the result of action 1, we can see that 37,5% of the students or 9 students were failure in listening skill, it because of some students who still have the problem such as feeling shy when they spoke in front of their friends so their didn't get the meaning of it, don't have enough vocabularies, etc. but in this cycle there was revising score from the pre-assessment into cycle I. It means that Team Game Tournament (TGT) method can minimize students' problem who were failure from 54,17% or 13 students to 37,5% or 9 students, there were 4 students who got low score or 16,7%, there were 9 tudents or 37,5% who got moderate score, there were 2 students or 8,3% who got good score and there was no student who got very good score.

By this result in cycle 1, the researcher felt that Team Game Tournament (TGT) method is good for students, and could be applied in teaching and learning process to get better result in next time. In other hand, the condition of the students, such as their

motivation, interest, brave and self-confidence must be increased well. Because the researcher still found the problems about the aspects above on the students such as they still didn't get the meaning of it, some of them have lack of English vocabularies, etc. Therefore, the researcher should go to the next cycle.

Cycle II

a. Planning of Action

After seeing the result of cycle I, the researcher prepared English teaching material, instrument, and lesson plan, to improve students listening skill in cycle II. Because the researcher believed that students' listening skill will be better by using Team Game Tournament (TGT) method. English teaching material was used in cycle II was about giving congratulations.

b. Action

After prepared English teaching material and the instrument that will be used in action 2, the researcher did the action with the procedure below:

1) Pre- Teaching Activity

In this activity, the researchers greeted the students, checked the students' attendance list, prepared the sequences of the classroom, and told about the purpose of learning.

2) While activity

In this section, the researcher distributed English materials to the students, and then explained about the material orally in several minutes to the students by using Team Game Tournament (TGT) method. After that, the researcher divided the students became five groups appropriate the result of pre test. Group 1 consists of five students who got the highest score. Group 2 also consists of five students who got the same score. Be continued to group 3, group 4 and group 5, but group 5 only four students. Besides, the researchers prepared some cards. At the front of card there is the number of card and at behind of the card was written the question appropriate with number of the card. Then, the student from each group

took the one of the card. And all of the students in the group must answer that question. Then, the researcher gave worksheet which consists of two parts. The students answer all the questions. Last, the researcher asked each group of the students to table tournament. Then, the students answer the question appropriate with card which be taken before.

3) Post Teaching Activity

In this part, the researcher gave opportunity to students to ask about material which they didn't understand yet. Then, The researcher concluded the activity and closed the activity.

c. Observation

While the researcher taught the material to students, the English teacher at eighth grade students of MTs Pancasila Bengkulu in academic year 2013/2014 also did the observation and monitoring during the activity. The English teacher observed the students activity in the classroom, especially their listening activity through observation sheet. Through observation of action 2, the English teacher found only some of students' pay attention toward the lesson during the class, only some of students pay become active participant, become critical toward the material discussed, students take note during the lesson and students do not assignment that are given by the teacher, and learning situations passive. Then, the researcher tried to control the students' activity by asking them to focus on the activity of learning. Through this condition, the researcher felt that the monitoring and controlling of the students might be revised again on the next cycle to get better situation and results.

d. Reflection

In this session, the comparison of the cycle I and cycle II result was reflected. Similar with the reflection on cycle I, in this reflection, the researcher analyzed everything related with the students' revising in listening. The researcher will still used this information for the next cycle. From the action II, the researcher know that using Team Game Tournament (TGT) method in teaching English was effective to increasing student's listening skill, it could be seen on the result of action II. It could be shown that there were some progresses of students' listening skill. There were 20,83% of students

or 5 students who failure in listening skill, it because the students tried minimize all the problems that they felt in pre-assessment and cycle I, 4,17% of the students or 1 students who low in listening skill, 41,7% of the students or 10 students who moderate in listening skill, 25% of the students or 6 student who good in listening, and there were 2 students or 8,3% students who very good in listening skill, it because most of the students still have the problems such as their motivation, interest, self-confidence, and lack of vocabulary in listening.

Cycle III

a. Planning of Action

After finishing cycle I and cycle II and seeing the result of students' listening skill in each cycles, the researcher prepared English teaching material, instrument, and lesson plan, to revise students listening skill in cycle III. Because the researcher believed that students' listening skill will be better by using Team Game Tournament method. English teaching material was used in cycle III was about giving advice and giving information. Before doing this cycle and its test, the researcher asked them to more focus and attention in listening.

b. Action

After prepared English teaching material and the instrument that would be used in action 3, the researcher did the action with the procedures below:

1) Pre activity

In this part, the researcher greeted the students, checked the students' attendance list, prepared the sequences of the classroom, and told about the purpose of learning.

2) While Teaching Activity

In this activity, the researcher distributed English materials to the students and explained about the material orally in several minutes to the students by using Team Game Tournament (TGT) method. Then, The researcher divided the students became five groups appropriate the result of pre test.

Group 1 consists of five students who got the highest score. Group 2 also consists of five students who got the same score. He continued to group 3, group 4 and group 5, but group 5 only four students. After that, the researcher prepared some cards. At the front of card there is the number of card and at behind of the card was written the question appropriate with number of the card. Then, the student from each group took the one of the card. And all of the students in the group must answer that question. Next, The researcher gave worksheet which consists of two parts. The students answer all the questions, and finally the researcher asked each group of the students to table tournament. Then, the students answer the question appropriate with card which he taken before.

3) Post activity

In this section, the researcher gave opportunity to students to ask about material which they didn't understand yet, concluded the activity, and closed the activity

c. Observation

While the researcher taught the material to the students, the English teacher as observer also did the observation and monitoring during the activity. Through observation, the researcher and the observer found that all students' pay attention toward the lesson during the class, students' become active participants in the classroom being active participant individually and in group work, students become more critical toward the material discussed, students take note during the lesson and students do not assignment that are given by the teacher, and learning situation is active.

d. Reflection

In this session, the comparison results of the cycle II and cycle III was reflected. Similar with the reflection on cycle II, in this reflection, researcher analyzed everything related with the students' improvement in listening.

Through the result, it could be seen that students' listening skill revised effectively than actions in the cycle before. The result above shows that the percentage

of failure students in listening was 4,17% or 1 students, the percentage for low students in listening was 4,17% or 1 students, there were 25% or 6 students who moderate in listening skill, and there were 33,33% or 8 students who good and there were 33,33% or 8 students who very good in listening skill. It means that most of the students were active listening in cycle 3 and its test.

If the data was analyzed based on observing and evaluating of listening skill in pre-assessment, cycle I, cycle II, and cycle III. There was revising students' listening skill by using Team Game Tournament (TGT) method. It could be seen in comparing the result of students' listening skill in pre-assessment, cycle I, cycle II, and cycle III in the following table :

Table. 3 The Percentage of Students' Listening Skill in All Each Cycles

Cycles	The Qualification of Students Listening Skill				
	Failure	Low	Moderate	Good	Very Good
Pre-assessment	54,17%	20,83%	25%	0%	0%
Cycle 1	37,5%	16,7%	37,5%	8,3%	0%
Cycle 2	20,83%	4,17%	41,7%	25%	8,3%
Cycle 3	4,17%	4,17%	25%	33,33%	33,33%

Based on the table above, it could be seen that the percentages of students' listening skill increase in each cycle. It could be proved that the students who failure in pre-assessment there were 13 students, in cycle 1 there were 9, in cycle 2 there was increasing that there were 5 students who failure, and in cycle 3 there were 1 student who failure. The students who low in listening skill in pre-assessment there were 5 students, in cycle 1 there were 4 students, in cycle 2 there were 1 student, and in cycle 3 there were 1 student. The students who moderate in listening skill in pre-assessment there were 6 students, in cycle 1 there were 9 students, in cycle 2 there were 10 students, and in cycle 3 there were 6 students. The students who good in listening skill in pre assessment there was no student, in cycle 1 there were 2 students, in cycle 2

there were 6 students, and in cycle 3 there were 8 students. There was no student who very good in listening skill at pre-assessment and cycle 1, in cycle 2 there were 2 students, and in cycle 3 there were 8 students who very good in listening skill. The students have been studying hard in improving their listening skill through Team Game Tournament (TGT) method, they tried to show their best performance in listening when teaching and learning process of English conducted in classroom. It also showed that Team Game Tournament (TGT) method was effective in improving students listening skill at eighth grade students of Madrasah Tsanawiyah (MTs) Pancasila Bengkulu in academic year 2013/2014.

CONCLUSION

It can be concluded that Team Game Tournament (TGT) method was good method to teach listening in order to improve students' listening skill especially in MTs Pancasila Bengkulu where the students demanded to listen English in their daily life especially during learning English subject in classroom. This method could decrease students' problems in listening English, such as low motivation to listen, don't have enough vocabularies to know the meaning what they hear, unfamiliar with good techniques to listen easily. Then, it is suggested for the English teachers to teach listening subject by using Team Game Tournament method, should be creative in developing the teaching learning activities in classroom to make the class alive and their students do not get bored. This method improve the students' listening skill step by step, and there was significant improvement in listening skill.

REFERENCES

- Arikunto, Suhaimi. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta
- Beebe and Masterson Beebe, S.A., & Masterson, J.T. (2006). *Communicating in small groups; Principles and practices* (8th ed.). Boston: Pearson. cited Allan
- Elliott, J. (1991). *Action Research for Educational Change*, Open University Press, Milton Keynes.

- Glatthorn and Herbert Adams Glatthorn, A.A., & Adams, H.R. (1984). *Listening your way to management success*. (Glenview, IL: Scott, Foresman)
- Goh, C. C. (2002). *Teaching listening in the language classroom*. Singapore: SEAMEO Regional Language Centre.
- Hornby, a.s. 1987. *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press
- Kelly, M.S. (2006). *Communication @ work: Ethical, effective, and expressive communication in the workplace*. Boston: Pearson.
- McKay, M., Wood, J.C., and Brantley, J. (2007). *The dialectical behavior therapy skills workbook*. Oakland, CA: New Harbinger Publications, Inc.
- Muijis, Daniel and Reynolds, D. (2004). *Effective Teaching Teori dan Aplikasi*. Yogyakarta: Pustaka Peajar.
- Oxford, R.L. (1993). *Research Update on Teaching L2 Listening*. System, 21 (2) Rahmawati, Eni. Retrieved January 08, 2014, from <http://enichan.blogspot.com/2012/06/instrumen-penelitian.html>
- Slavin, R. E. (1995). *Cooperative learning: theory, research and practice*. (2nd ed.) Boston: Allyn & Bacon.
- Slavin, R.E. 2005. *Cooperative Learning: theory, research and practice*. (4th ed.) Boston: Allyn & Bacon.
- Slavin, R.E. (2008). *Cooperative learning*. In G. McCulloch & D. Crook (Eds.)
- Winitz, H. (ed.) (1981). *The Comprehension Approach to Foreign Language Instruction*. Rowley, Mass.: Newbury House.
- Wolvin, A., and Coakley, C. G. (1996). *Listening* (5th ed.). Boston, MA: McGraw-Hill.
- Yudanarso, Salviyah. (1986). *the important of listening in learning english*. Unpublished skripsi. Palembang .faculty of teacher training and education, sriwijaya university.