Article

STUDENTS' PERCEPTIONS OF THE TEAM GAME TOURNAMENT TOWARDS STUDENTS' SELF-EFFICACY IN THEIR SPEAKING ABILITY

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Abstract
This study discusses students' perceptions of the Team Game Tournament (TGT) towards students' self-Efficacy in Their Speaking Ability. This research is motivated by the importance of using teaching speaking methods that are effective and can motivate students to increase their self-efficacy. The purpose of this study was to find out the student's perceptions in the Team Game Tournament (TGT) Towards students' self-efficacy in their speaking ability and to find out self-efficacy factors in students. This study used a qualitative approach with a case study design. The data collection instrument used a Likert scale questionnaire and semistructured interviews. Thirty-four participants filled out the questionnaire, and seven participants were interviewed. Data analysis was carried out using descriptive statistics and inductive analysis. The results of this study obtained positive and negative perceptions about Team Game Tournament (TGT) on students' selfefficacy in their speaking skills and found four factors that could affect students' self-efficacy, namely mastery experience, vicarious experience, social persuasion, and physiological state.

Keywords: *Speaking skill, Team Game Tournament (TGT), Self-Efficacy, Students' perceptions*

Sari
Penelitian ini membahas persepsi siswa terhadap Team Game Tournament (TGT) terhadap efikasi diri siswa dalam kemampuan berbicara mereka. Penelitian ini dilatarbelakangi oleh pentingnya penggunaan metode pengajaran berbicara yang efektif dan dapat memotivasi siswa untuk meningkatkan efikasi diri mereka. Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa terhadap Team Game Tournament (TGT) terhadap efikasi diri siswa dalam kemampuan berbicara mereka serta untuk mengetahui faktor-faktor efikasi diri pada siswa. Penelitian ini

menggunakan pendekatan kualitatif dengan desain studi kasus. Instrumen pengumpulan data menggunakan kuesioner skala Likert dan wawancara semi-terstruktur. Sebanyak tiga puluh empat (34) peserta mengisi kuesioner, dan tujuh (7) peserta diwawancarai. Analisis data dilakukan dengan statistik deskriptif dan analisis induktif. Hasil dari penelitian ini menunjukkan adanya persepsi positif dan negatif mengenai Team Game Tournament (TGT) terhadap efikasi diri siswa dalam keterampilan berbicara mereka, serta ditemukan empat faktor yang dapat memengaruhi efikasi diri siswa, yaitu pengalaman penguasaan (mastery experience), pengalaman vikarius (vicarious experience), persuasi sosial (social persuasion), dan kondisi fisiologis (physiological state).

Kata kunci*: Keterampilan berbicara, Team Game Tournament (TGT), Efikasi Diri, Persepsi Siswa*

Introduction

Speaking is the most important skill for English language learners because we can communicate, interact, express information, or share opinions with others (Effendi, 2017: 46). However, English Foreign Language (EFL) students tend to have some problems with their limitations in vocabulary, pronunciation, and environmental limitations. Several other factors that affect students' speaking performance are that they have issues such as anxiety, nervousness, and insecurity (Brown, 2000). These factors sometimes make students give up easily and become not motivated to learn English, especially in the speaking aspect. They also always feel unsure and think that their ability to speak English is low.

From the case regarding the factors of students' limitations in speaking, researcher also found the same thing at SMA Negeri 1 Kawali. Based on observations and interviews with students, researcher found that students had difficulties learning English, especially in the speaking aspect. The students said they feel shy and afraid to express something in English. They also often feel anxious and insecure because some friends and even teachers always judge or make fun of them if their speaking of English is very bad or wrong. Therefore, students prefer to be passive and avoid interaction during the learning process because they lack confidence in speaking. In this case,

researcher suspects that the students of SMA Negeri 1 Kawali have low self-efficacy because students feel insecure and not confident in their speaking ability.

From the observations, researcher is interested in applying a method to encourage students' self-efficacy in their speaking skills. The method that will use by researcher is the Team Game Tournament (TGT). The researcher conducted research at SMAN 1 Kawali because the students had problems speaking. She realized that students need support in English, especially speaking, to increase students' self-efficacy. In addition, the researcher wanted to use the Team Game Tournament (TGT) in this study as a method to be more effective and could motivate students to increase self-efficacy.

Literature Review

Speaking Skill at the Second Grade of SMPN 7 Bukittinggi in Academic Year 2016/2017," by Frenti Nurul Fauzi (2017). He wrote a study on the effect of using Team Game Tournament on students' speaking ability. This study uses experimental research with a quasi-experimental design and using the pre-test - pos-ttest control group design. The population taken is the second grade of SMPN 7 Bukittinggi. To analyze the data, he used the normality by using the Liliesfors test and the homogeneity test by using the F test to test the hypothesis. The results of this study proved that all hypotheses were accepted. It is proven that using Team Game Tournament on students' speaking skills can help students in their speaking skills.

The second study with the title "The Use of Team Game Tournament to Improve Students' ELT Classroom Interaction and Reading Comprehension Concerning Self-Efficacy," written by H. Ruslan Abdul Gani (2019), found out the implementation of Team Game Tournament to improve students' classroom interaction and reading comprehension concerning self-efficacy. By establishing team game tournaments for the eighth-grade students of SMPN 5 Kopang, the students' classroom interaction and reading comprehension of self-efficacy improved.

The next study, "The Correlation Between Students' Self-Efficacy and Their Speaking Performance," was written by Nisa Agnia Maulida (2016). This study discusses self-efficacy in speaking English. This study aimed to determine the level of students' self-efficacy and find the correlation between students' self-efficacy and their

performance in speaking English. The method used is quantitative and descriptive. The instruments used in this study were a questionnaire and an English speaking test. The results of the questionnaire show that the majority of students have medium self-efficacy. This study shows that there is a significant correlation between the two variables.

Methods

This research is a case study with an approach qualitative method. The researcher chose this approach because the researcher wants to obtain comprehensive information. The researcher conducted this research at SMAN 1 Kawali. The subjects in this study are 11th grade students with a total of about 34 students. The researcher chose the 11th grade because, based on preliminary research that had been taken previously through short interviews, the 11th grade had problems they faced in speaking skills.

In this study, the instrument used a Likert scale of 5 (strongly agree, agree, undecided, disagree, and strongly disagree) for the questionnaire and created using Google Form. For interviews, the writer used semi-structured interviews. The writer prepared questions to be asked, but as the interview progresses, the writer can add several questions related to this study. The writer did an interview face-to-face and recorded by smartphone or online using WhatsApp. Meanwhile, another tool that will be used in the interview session is an interview guide.

In this study, the researcher used some techniques in collecting data, namely questionnaires and interviews. The first thing the researcher do to collect data are ask permission to do research in the classroom and ask the teacher to apply Team Game Tournament (TGT) in teaching and learning activities.

After that, the researcher will use a questionnaire and it will be given after the students carry out the learning process activities in the classroom using a Team Game Tournament (TGT). The researcher will make the questionnaires from Google Form and will be distributed to students via WhatsApp groups.

Meanwhile, the data collection technique for the interview will be carried out after the data from the questionnaire is collected. Then, the researcher makes several questions related to students' perception of the Team Game Tournament (TGT) towards

students' self-efficacy in their speaking ability and find the factors that influence students who have self-efficacy in their speaking skills when playing Team Game Tournament (TGT). After that, the writer will meet seven students who are randomly selected to be interviewed face-to-face. Data from interviews will be taken by recording.

After collecting the data, the researcher will systematically arrange the data obtained from the interviews by transcribing the data, organizing the data into categories, breaking it into units, arranging them in patterns, sorting out what is important to learn, and draw conclusions so that researchers and readers can easily understand them. Meanwhile, to analyze the data from the questionnaire, the researcher will analyze it using descriptive statistics. The data analysis technique used in this study for interviews was inductive analysis. The steps to analyze the data from observation and interview in this study are: 1) Data collection, 2) Data Reduction, 3) Data Display, and 4) Conclusion/Verification.

Results and Discussion

From the results of the data that has been analyzed, the researcher found several findings regarding students' perception of Team Game Tournament (TGT) towards students' self-efficacy in their speaking ability and self-efficacy factors in students.

1. **Students' Perception of Team Game Tournament (TGT) Towards Students' Self-Efficacy in Their Speaking Ability**

From the results of the data that has been analyzed and explained, the researcher found two perceptions with balanced results. That is, positive and negative perceptions. The results of the data obtained from a questionnaire through Google Forms after the researcher analyzed it.

The findings can be concluded that the positive and negative perceptions of students are balanced because students have some difficulties speaking English while playing games. However, they also do not avoid these difficulties. Playing games using English is an obligation and responsibility of students in the learning process, so they must complete it even though they cannot and do not have high expectations of the results. In this case, it can be interpreted that students have medium self-efficacy. They tend to be able to recover self-efficacy and can control their mentality,

but they can also quickly lose confidence because they are depressed by the difficulties they face.

2. Factor of Self-Efficacy in Students

It can be seen that the factors or sources of self-efficacy are divided into mastery experience, social persuasion, vicarious experience, and physiological state. These four factors can form self-efficacy in students.

From the interview data that the researcher has analyzed, the past experiences of students playing games using English are very influential for them. Learning activities using games make them happy, so they want to try it again if allowed to play. From these results, it can be interpreted that the mastery experience affects students and can form high self-efficacy in students.

Under certain conditions, students will feel more confident and motivated with their abilities when someone supports them orally. This support can be given by other friends, teachers, or people around them. From the results of the data that has been analyzed, students tend to get support from their friends so that they can face difficulties when playing games. From the explanation above, it can be interpreted that social persuasion can increase students' self-efficacy to achieve the goals they want.

The vicarious experience factor can also influence and increase student selfefficacy, although the effect is not as strong as other factors. However, from the data results, students' self-efficacy can increase because students see other students succeed in completing the game and speak English well. Successful students will be their reference to do their task better than before.

The last factor affecting students' self-efficacy is a physiological and emotional state. This factor has an important role in self-efficacy. From the results of the interview data, it was found that students tend to have low self-efficacy because they cannot control their physiological and emotional states. Students are often depressed by the difficulties they face. The inability of students to speak English became one of the obstacles for them, and they felt pressured when the teacher asked them to play

the game using English. They can only control their physiology and emotions depending on the delivery of game material.

Conclusion & Recommendation

Based on the research results of qualitative research with interviews and questionnaires conducted at SMAN 1 Kawali about Students' perception of Team Game Tournament (TGT) towards students' self-efficacy in their speaking abilities and factors of self-efficacy in students, this Team Game Tournament (TGT) is proven to be a fun, stress-free, and challenging game to teach English speaking. Using this game makes the class atmosphere more fun and can motivate some students to be more confident in speaking English. However, Team Game Tournament (TGT) has negative perceptions. From the results of student perceptions, students have not fully mastered English. Students have another weakness when playing Team Game Tournament; one of these weaknesses is that students are afraid that other students will laugh at them because they have poor speaking skills. This is a factor that students cannot fully appear confidently. So, even when playing games, they feel unsure they can do it and doubt themselves. From this explanation, students have balanced perceptions and results. Therefore, it can be said that students have medium self-efficacy. The reason students have medium self-efficacy is that students continue to complete the Team Game Tournament (TGT) and do not avoid it because they have to do it even though they have problems not mastering English which makes them not confident.

There are four factors can affect students' self-efficacy. Factors that are proven to influence and increase students' self-efficacy are mastery experience, social persuasion, and vicarious experience. As previously explained, previous experiences when students played Team Game Tournament (mastery experience), support from closest friends and motivation in the form of words directly from the teacher (social persuasion), and following other students' strategies as a reference to achieve success in completing the game (vicarious experience), these three are factors or sources of increasing student self-efficacy. While for the physiological state, this factor certainly affects but tends to reduce students' self-efficacy because it is related to emotion, and students cannot control it, so they are often depressed by the obstacles they face.

In line with the conclusion, this research suggest, if we want to use the Team Game Tournament, it would be nice if this game was used repeatedly to practice students' speaking so that students become accustomed and confident to use English. For future research, the author suggests replacing how to play the Team Game Tournament with other speaking activities that are easier for students to understand, focus to research into one dimension of selfefficacy, and don't forget to take documentation when playing the game because it will make it easier to observe or re-analyze the data.

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Conflict of Interest

No potential conflict of interest is reported.

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