

## CHAPTER I INTRODUCTION

This chapter delves into the background of research, scope and limitation, problem formulation, research objectives and the research advantages.

### 1.1 Background of Research

English is one of the most widely used languages in the world. In general, English is a universal language. English is often referred to as a "universal language" because it is widely spoken and understood around the world. This is in large part due to the historical and cultural influence of countries where English is the primary language, such as the United Kingdom, the United States and other countries that were once part of the British Empire. However, for some countries in Europe, Asia and Africa, English is considered a foreign language.

English as a foreign language (EFL) refers to the use or study of the English language by non-native speakers in a country where English is not the primary or dominant language. This can include learning the language in a classroom setting, self-study, or immersion in an English-speaking environment (Surkamp & Viebrock, 2018). EFL is typically taught in non-English-speaking countries and is usually focused on helping students develop their reading, writing, speaking and listening skills in English. It is different from English as a second language (ESL) which is typically used in English-speaking countries to help non-native speakers develop their English language skills (Rustamov, 2018).

In Indonesia itself, English has been introduced since elementary school until to university level. In its level, students are always equipped with four basic skills in learning English as a foreign language. First, reading skill is a skill that allows students to understand and comprehend written text. In a written text in English, it contains many vocabularies, grammar and also tenses. Second, writing skill is a skill that involves the ability to convey thoughts, ideas and information through the use of written language. Writing

in English, specifically can be challenging for non-native speakers because of the complexity of the language and the difference in structure and vocabulary compared to their mother language. Third, speaking skill is the ability or skill of someone to convey information, thoughts and or ideas through spoken language. In writing, we have to know the grammar. However, in speaking, in fact, tense or grammar is not too influential here. For student, they can convey a sentence in English although with the wrong tense and grammar, it is still counted as a rapid progress. The last skill is listening skill. This skill is the ability of someone to be able to understand and comprehend spoken language from someone. Listening skill is considered as the most difficult skill, because essentially there are many unfamiliar words to the students' ears and sometimes the pronunciation of those words is different from what is written.

In Indonesia itself, English is considered a foreign language. According to M. Ivan Mahdi (in [dataindonesia.id](http://dataindonesia.id)), the mastery of the Indonesian people in English reaches a score of 466 in 2021, which means Indonesia is ranked in the bottom five in Southeast Asia. Based on this ranking, we know that there are still many Indonesian people, like adults, the elderly and students who are still minimally interested in mastering English.

Based on that data, it is necessary for teachers to update aspects of learning support, such as facilities and infrastructure, lesson plans and teaching methods. The teaching method is the most effective way to update the learning system and able to improve the success of learning English.

Teaching method is a way or technique used by teachers or educators to convey the lesson material to students or learners (Kurniawan, 2022). There are various methods of learning that can be used, such as conventional learning, inquiry learning, cooperative learning, individual learning, and so on. The choice of the appropriate teaching method will highly depend on the material being taught, the nature of the students and the learning objectives.

In supporting the success of English, it is necessary to have innovative teaching methods, namely cooperative learning. Cooperative learning is a teaching method in which small groups of students work together to achieve a

common goal (Tran, 2019). The group members are interdependent and work together to complete a task or project (Yassin, 2018). Cooperative learning can improve academic performance, increase motivation and self-esteem and promote social skills such as communication, cooperation and conflict resolution. Research has also shown that students who participate in cooperative learning are more likely to retain the information they have learned and transfer it to other areas of their lives (Baloche & Brody, 2017).

One of the innovative cooperative learning is Team Games Tournament (TGT). Team Games Tournament (TGT) is a type of cooperative learning model that utilizes elements of competition and game-playing to promote student engagement and learning (Burhanuddin et al., n.d.). It is a structured method of organizing small groups of students to work together and compete against other teams in a tournament-style format. In a TGT model, students are organized into teams and given a task or problem to solve. Each team is responsible for developing a solution and presenting it to the class or to a panel of judges. The teams are then scored or ranked based on their performance and the winning team is determined through a tournament-style competition.

## **1.2 Scope and Limitation**

To support the success of the English language learning process, focus is needed in this research. The focus of this research is to determine the effectiveness of the implementation of the Team Games Tournament (TGT) learning model.

The researcher intends to take one class as a sample, which consists of approximately 16 students. In this class, each student in that class knows and understands each other well. Therefore, the researcher aims to assess the effectiveness of the Team Games Tournament learning model on the students in this class

Another goal that is the focus of this research is how effective the level of cooperation and creativity of students is, given that the Team Games

Tournament learning model is a unique model where every student must participate in it. Thus, their level of cooperation and creativity will be very influential in order to achieve the group's goals and be able to succeed in the learning model.

### **1.3 Problem Formulation**

Based on the problems restriction above, the formulation of problem is:  
“How is the implementation of Team Games Tournament in learning English at 12th-grade of a Vocational High School?”

### **1.4 Research Objectives**

Based on the problem formulation above, the purposes of this research is:  
“The implementation of Team Games Tournament in learning English at 12th-grade of a Vocational High School”

### **1.5 Research Advantages**

There are two kinds of the benefits from this research, namely:

#### **1. Theoretically**

The researcher hopes that the results of this research on the implementation of cooperative learning type Team Games Tournament (TGT) will be beneficial and can be used as a guideline for research considerations for other researchers.

#### **2. Practically**

This research can provide information and an overview for teachers regarding the implementation of Team Games Tournament type cooperative learning and how effective it is in mastering the learning material taught to students.