

THE USE OF TEAM GAMES TOURNAMENT MODEL TO IMPROVE SPEAKING SKILLS OF GRADE V ELEMENTARY SCHOOL STUDENTS

Sufriah Nurul Imanaah^{*1}, Much Arsyad Fardani², Siti Masfuah³

¹Muria Kudus University, Kudus, Indonesia; 202033236@std.umk.ac.id

²Muria Kudus University, Kudus, Indonesia; arsyad.fardani@umk.ac.id

³Muria Kudus University, Kudus, Indonesia; siti.masfuah@umk.ac.id

^{*}Corresponding author: Sufriah Nurul Imanaah; E-mail addresses: 202033236@std.umk.ac.id

ARTICLE INFO

Article history:

Received January 14, 2025

Revised January 27, 2025

Accepted February 10, 2025

Available online February 20, 2025

Keywords: Speaking Skills, Teams Games Tournament, Picture Card Media

Copyright ©2025 by Author. Published by Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas PGRI Mahadewa Indonesia

Abstract. This research is motivated by monotonous learning by only using peer tutoring model can cause students' limitation in speaking. The purpose of this study was to improve students' speaking skills in the material of unggah-ungguh basa using the Teams Games Tournament model assisted by picture card media. Classroom Action research method consisting of 2 cycles with 2 meetings each. The research subjects in class V SD 7 Kandangmas in 2024/2025 were 13 students with 6 boys and 7 girls. The data analysis techniques used were quantitative and qualitative. Qualitative data were obtained from observations and interviews, while quantitative data through performance tests. The success criteria of this study were determined by the completeness value of students' speaking skills reaching the minimum score, which is ≥ 75 . The results showed an increase in the

assessment of students' speaking skills by applying the Teams Games Tournament learning model assisted by picture card media. In cycle I, the average value of students' speaking skills was 71.08 with an unfinished category, improvements were made in cycle II and increased to 86.15 with a completed category. The score in cycle II has reached the success criteria of ≥ 75 , so this research is considered successful and the cycle is stopped.

INTRODUCTION

Education is a basic effort planned to create an environment and learning process in which students actively participate (Damayanti et al., 2024). Education is very important in human life, especially for children who will create a highly qualified generation to experience changes in future developments. Indonesia has 718 regional languages (mother tongue) spread from Sabang to Merauke. Each regional language has unique characteristics that reflect their respective regional identities (Sa'diyah et al., 2022). In general, language is a communication tool that is widely used by humans. Language is one of the diversity of Indonesia. Indonesia has a variety of languages, one of which is Javanese. Javanese is generally used by the native Javanese population to communicate in everyday life.

Javanese is one of the regional languages that has been used by Javanese people for generations as a means of communication and cultural expression. Javanese language must be given to children, from an early age as an introduction and formation of a foundation to understand Javanese culture, language, and traditions in depth to preserve Javanese culture. Therefore, Javanese is included in the compulsory local content curriculum in schools at the SD/MI, SMP/MTS, and SMA/SMK levels (Fardani, 2023). In Javanese language, *unggah-ungguh* is a rule that serves to realize the value of politeness. Javanese *unggah-ungguh* is a rule used by Javanese people in communicating and behaving politely, paying attention to who is speaking and to whom they are speaking, as well as taking into account the situation, with the aim of respecting and appreciating others (Kamal et al., 2023).

Unggah-ungguh can also be influenced by one's age and position. According to Fatmawati & Wiranti (2023) in Javanese language *unggah-ungguh* there are levels of Javanese grammatical structure which are divided into two, namely *Ngoko* and *Krama*. *Ngoko* is divided into two namely *Ngoko Lugu* and *Ngoko Alus*, while *krama* is also divided into two namely *krama lugu* and *krama alus*. There are many ways to learn *unggah-ungguh basa*, one of which is through learning at school. During the learning process, students are trained to have various skills, especially language skills (Lissa Rahayu Ningsih, 2022). Language skills have four aspects that cover all learning, namely listening, speaking, reading, and writing (Lestari et al., 2024). Four aspects speaking skills are the skills that need to be improved in *Javanese basa unggah-ungguh* material.

Speaking skills are a person's ability to convey ideas, feelings, and ideas to others orally. The development of speaking skills in Javanese, especially in the context of *unggah-ungguh*, is a process that requires patience and support from various parties. With the right learning strategy and a conducive environment, children can master Javanese language well and preserve Javanese culture. Furthermore, the results of interviews and observations with SD 7 Kandamas teachers obtained information that grade 5 students still have difficulty in using *unggah-ungguh basa*, especially in manners. These problems occur due to the lack of effective learning media, teachers only use textbooks/worksheets/learning videos, students only understand translating Indonesian sentences into Javanese sentences since without knowing the meaning of the word and for whom the sentence is intended. The low speaking skills of grade V students of SD 7 Kandangmas can be seen when children speak they cannot use good and correct *unggah-ungguh*. They tend to be less familiar or less skilled in speaking using *unggah-ungguh basa* especially *krama*. The learning media and the teacher's skill in explaining the material is one of the factors that affect the speaking skill of *unggah-ungguh basa* and students can only translate from *krama* or *ngoko* into Indonesian. Based on this information, the researcher asked the homeroom teacher for the score and got an average score of 60.6 which showed that their skills had not met the completion score.

To improve students' speaking skills in interesting learning, alternative strategies are needed. Therefore, researchers design learning that involves students actively discussing, cooperating in groups, this learning is also made as innovative as possible and attracts students' attention, so that students can be enthusiastic in learning. Therefore, the researcher applied the Team Games Tournament (TGT) model assisted by picture card media. The Team Games Tournament (TGT) model is one of the suitable models for learning Javanese, because it can train students to have a sense of responsibility, cooperation between team members, can socialize with peers, and add student learning motivation. as mentioned by Yuliana et al. (2024) & Suhardita et al. (2024) the advantages of the TGT model are that students will

increase self-confidence, can improve learning outcomes, and make students more active. By using this model, students will not feel bored because they learn while playing.

This study uses picture media as a method to test children's cognitive abilities in identifying and connecting visual objects with appropriate words. In this study researchers chose the form of a card. According to [Andayani \(2020\)](#) a picture card is a thick square paper in which there is a picture. This method was chosen because image media can attract students' attention, increase student motivation, and make learning more interactive. With visual aids, students can more easily understand abstract concepts, and through games or group activities, learners can learn in a fun way while improving social skills. In addition, image media is also effective in improving memory and increasing students' interest in learning [Dasril \(2021\)](#). By using this model and media, students are expected to improve their speaking skills when using *unggab-ungguh basa*. Therefore, the researcher raised the title in this study "The Use of Teams Games Tournament Model to Improve Speaking Skills of Grade V Students at SD 7 Kandangmas". The purpose of this study was to improve students' speaking skills in using *unggab-ungguh basa* through the Teams Games Tournament Model.

METHOD

This research uses a classroom action research method (CAR). According to [Surat et al. \(2021\)](#) classroom action research is a process of studying learning problems in the classroom through self-reflection to solve problems by taking planned actions in real situations and analyzing any effects of the treatment. The classroom action research was conducted in two cycles, with two meetings per cycle, with the aim of improving students' speaking skills ([Pratiwi et al., 2024](#)). This research used the stages developed by Stephen Kemmis and Robbin MC Taggart, namely: 1. planning; 2. acting; 3. observing; and 4. reflecting ([Purnadewi & Widana, 2023](#)). The CAR cycle consists of four stages, which are depicted in a spiral, as shown in the figure below.

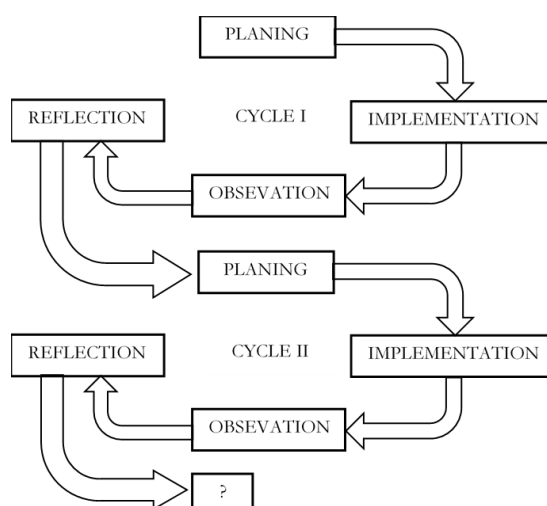


Image 1. Flow of Stephen Kemmis and Robbin MC Taggart CAR

This class action research was conducted at SD 7 Kandangmas which is located in Sintru Hamlet, Kandangmas Village RT/RW 02/08 Dawe District, Kudus Regency. This study took a sample of class V with a total of 13 students, consisting of 6 boys and 7 girls, while the object of this study was the improvement of students' speaking skills on *unggab-ungguh*

material in class V Javanese language learning subjects by using the Teams Games Tournament learning model.

Data collection techniques taken in the form of speaking skills assessment using observation sheets that have been made. The instruments used in this research are interview sheets, performance tests, and documentation. Data analysis techniques in research with quantitative and qualitative methods. Quantitative data was taken from the observation sheet of the performance test, while qualitative data was taken from the interview sheet. The indicator of the student speaking skill assessment test is after the test data is collected then managed by finding the value as follows:

$$\text{Final Score} = \frac{\text{score obtained}}{\text{maximum score}} \times 100$$

Source: (Zulfirman, 2022)

The criteria for the success of class action in this study were obtained from the completeness value of students' speaking skills reaching ≥ 75 in the good category. If this research has not obtained a completeness value of ≥ 75 then it will be continued in the next cycle. If this research has reached a completeness value of ≥ 75 then this research will be stopped.

Table 1. Category of Speaking Skills

Value Interval	Category
86-100	Very Good
71-85	Good
56-70	Fair
41-55	Less
0-40	Less Good

Source: (Pasaribu et al., 2020)

RESULTS AND DISCUSSION

Pre-cycle

In the pre-cycle before applying the Teams Games Tournament model assisted by picture card media, researchers first conducted observations and interviews with teachers and fifth grade students at SD 7 Kandangmas. After observations and interviews, researchers found that teachers had not used a variety of models during the learning process, more often using peer tutoring models. After the researcher conducted observations and interviews, the researcher asked the homeroom teacher for the value of Javanese language after obtaining permission from the principal as a guideline for carrying out further research. Based on data on Javanese language grades in class V in the 2024/2025 school year with 13 students, it shows that the average Javanese language score is only 60.6 and has not met the KCTA score of 75. Furthermore, it can be seen from the value data analysis table below.

Table 2. Analysis of Prasiklus Javanese Language KCTA Score

Data Analysis	Total
Total Score	788
Average	60.6%
Number of Students Completed	5
Number of Incomplete Students	8
Total Students	13

Percentage of Students Complete	38.46%
Percentage of Students Not Completed	61.54%

Judging from the KCTA data of grade V students, only 5 students out of 13 students met the KCTA with a score of 75. From this data, it shows that the classical percentage of 38.46% of 13 grade V students of SD 7 Kandangmas has met the criteria for completeness. While the number of students who have not completed as many as 8 students or 61.54%. It can be concluded that the level of knowledge of SD 7 Kandangmas students in learning Javanese is still relatively low.

Cycle I

In cycle I, the research was conducted by applying the Teams Games Tournament model assisted by picture card media to improve students' speaking skills. In the planning stage, the researcher compiled teaching modules in accordance with the learning model, prepared student worksheets, compiled questions for the Game and Tournament stages, prepared performance sheets, observation sheets, and learning media that would be used. The implementation stage was carried out in two meetings, namely on November 14 and 18, 2024. The researcher, who also acted as a teacher, started the activity by saying greetings, praying, recording students' attendance (all students were present), and reading the learning objectives. Next, the researcher explained the diversity of the Javanese language, then divided the students into three groups formed randomly (teams). Once formed, students were asked to work on worksheets and present the results in front of the class. After that, students played a rotating story game in their respective groups (games), which was followed by the tournament stage, where group representatives competed to collect points. At the end of the activity, the researcher gave awards to groups based on the points earned. At the observation stage, the researcher was assisted by three observers who were tasked with observing students' speaking skills as they performed in front of the class. At the reflection stage, several things were found that needed to be improved, such as the lack of attention of some students to the teacher's explanation, so they had difficulty understanding the tasks on the worksheet. In addition, most students still looked shy when making presentations.

The results of the assessment of speaking skills using observation sheets from student performance tests. Students are asked to make a dialog directly according to the contents of the narrative text that has been prepared by the teacher, after the students finish reading, each group will present the results in front of the class and the observers will assess speaking skills when using *unggab-unggub basa* by observing speaking skill indicators including 1) fluency, 2) accuracy of word selection, 3) sentence structure, 4) intonation, and 5) expression. The following is the data from the assessment of speaking skills using the cycle I performance test.

Table 3. Results of Observation Sheet Assessment of Speaking Skills Cycle I

No.	Value Interval	Category	Number of Students	Presentase
1.	86-100	Very Good	-	-
2.	71-85	Good	8	61.54%
3.	56-70	Fair	5	38.46%
4.	41-55	Less	-	-
5.	0-40	Less Good	-	-
Total			13	100%
Average Score			71.08	

Highest Score	78
Lowest Score	60
Number of Students Completed	4
Percentage Complete	30.77%
Number of Students Not Completed	9
Percentage of Incomplete	69.23%
Category Percentage	Less Good

From the data table of students' speaking skills in cycle I, it can be seen that with a KCTA student score of 75, 4 students have a score ≥ 75 and 9 students have a score < 75 . The number of students who are complete is less than the number of students who are not complete. The percentage of students who completed was 30.77% and the percentage of students who did not complete was 69.23%. There are 5 students who have a sufficient category with a percentage of 38.46%. These students have been able to speak with appropriate intonation, word selection according to the content of the conversation, but when speaking there are still some inappropriate words, irregular word structures, and expressions that do not match the content of the text. While students who got the good category amounted to 8 people with a percentage of 61.54%, these students were able to speak fluently in front of the class, choosing the right words, appropriate intonation when presenting in front of the class. This is due to the lack of interaction between groups and student presentations are not maximized because they are still shy. From the results obtained, students' speaking skills in cycle I were 71.08, which means it has not reached the completeness criteria ≥ 75 , so the researchers continued to the second cycle II.

Cycle II

In cycle II by applying the Teams Games Tournament model assisted by picture card media to improve speaking skills. First, in the planning stage, researchers compiled teaching modules that were in accordance with the model, prepared student worksheets, prepared questions for the Game and Tournament model stage, performance sheets, prepared observation sheets, and prepared the media to be used. In the next stage, it was carried out on November 19 and 20, 2024 who taught in this study the researcher himself and began by saying greetings, praying, taking students' attendance, where all students were present on that date and continued by reading out the learning objectives. Then the researcher explained the diversity of Javanese language followed by the formation of teams according to the previous meeting (teams), after proceeding to work on student worksheets and present in front of the class, then the students will play a rotating story game with their respective groups (games), after the game is finished it continues with a match where group representatives will compete for points (tournament), the researcher gives awards to groups according to the points obtained. The observation stage in cycle II researchers were assisted by 3 observers whose job was to observe when students spoke in front of the class. The obstacles experienced in cycle I have been corrected in cycle II students are able to accept the material well.

The results of the assessment of speaking skills using observation sheets from student performance tests. Students are asked to make a dialog directly according to the theme that has been chosen, after the students finish reading, each group will present the results in front of the class and the observers will assess speaking skills when using unggah-ungguh basa by observing speaking skill indicators including 1) fluency, 2) accuracy of word selection, 3) sentence structure, 4) intonation, and 5) expression. The following is the data from the assessment of speaking skills using the cycle II performance test.

Table 4. Results of Observation Sheet Assessment of Speaking Skills Cycle II

No.	Value Interval	Category	Number of Students	Presentase
1.	86-100	Very Good	9	69.23%
2.	71-85	Good	4	30.77%
3.	56-70	Fair	-	-
4.	41-55	Less	-	-
5.	0-40	Less Good	-	-
Total			13	100%
Average Score			86.15	
Highest Score			98	
Lowest Score			70	
Number of Students Completed			11	
Percentage Complete			84.62%	
Number of Students Not Completed			2	
Percentage of Incomplete			15.38%	
Category Percentage			Very Good	

From the data table of students' speaking skills in cycle II, it can be seen that with a KCTA student score of 75, 11 students have a score ≥ 75 and 2 students have a score < 75 . The number of students who are complete is more than the number of students who are not complete. The percentage of students who completed was 84.62% and the percentage of students who did not complete was 15.38%. Students who have a good category are 4 children with a percentage of 30.77%. While students who get a very good category amounted to 9 people with a percentage of 69.23%, because these students have been able to speak fluently in front of the class, choosing the right words according to the theme, appropriate intonation when presenting in front of the class, showing appropriate expressions, and choosing word structures that match the theme. The improvement of class V speaking skills began in Pre-Cycle, Cycle I and Cycle II. The following are the results of students' speaking skills from pre-cycle to cycle II.

Table 5. Improvement of Speaking Skills in Pre-Cycle, Cycle I and Cycle II

No.	Student	Pre-cycle	Cycle I	Cycle II	Improvement	Information
1.	AFA	45	72	88	Up-Up	Completed
2.	ARA	50	78	94	Up-Up	Completed
3.	AKN	83	76	90	Down-Up	Completed
4.	KMB	75	72	88	Down-Up	Completed
5.	KU	50	68	80	Up-Up	Completed
6.	MYH	45	72	92	Up-Up	Completed
7.	MEP	30	68	76	Up-Up	Completed
8.	MIMA	65	68	86	Up-Up	Completed
9.	NHA	80	76	96	Down-Up	Completed
10.	REA	49	60	70	Up-Up	Not Completed
11.	RAF	75	76	92	Up-Up	Completed
12.	VRM	78	64	74	Down-Up	Not Completed
13.	ZZD	63	74	94	Up-Up	Completed
Total		788	924	1124		

Average	60.6	71.08	86.15
Number of Students Completed	5	4	11
Percentage of Completion	38.46%	30.77%	84.62%

Based on Table 5, the average score and percentage of student completeness have reached the expected standard, which is ≥ 75 . Therefore, the research was stopped in Cycle II because the target had been achieved. During the research, there was an increase in students' speaking skills in class V SDN 7 Kandangmas increased from pre-cycle, cycle I and cycle II. Students who improved were AFA, ARA, KU, MYH, MEP, MIMA, REA, RAF, ZZD. Students who experienced ups and downs were AKN, KMB, MNA. There is one student who experienced down and down is VRM. The average score for the pre-cycle got 60.6 with only 5 students with a percentage of completeness of 38.46%, in cycle I got an average score of 71.08 with a percentage of completeness of 30.77% where only 4 students were complete, then in cycle II there was an increase where there were only 2 students who were not complete while 11 students were complete with an average score of 86.15, with a percentage of 84.62%. To clarify the results of the presentation of the completeness of students' speaking skills in the pre-cycle, cycle I and cycle II, the researchers present it in a bar chart as follows. The following to explain the comparison of the results of students' speaking skills on each indicator is presented in a bar chart in Figure 2.

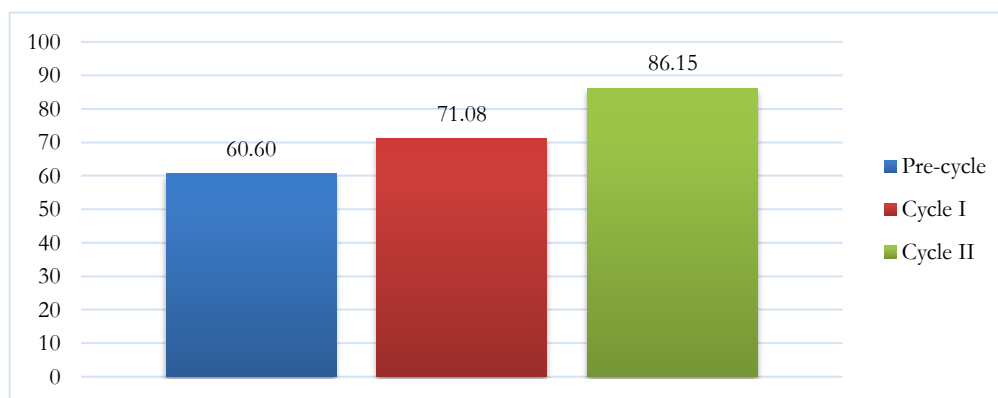


Image 2. Comparison of Speaking Skills Per Indicator

Based on the bar chart in Figure 2, it can be stated that there was an increase in speaking skills in the pre-cycle, cycle I and cycle II. In the pre-cycle, the average score was 60.6 and increased in cycle 1 to get an average score of 71.08 in the Fair category, then increased in cycle II by getting an average score of 86.15 in the Very Good category. So that from the assessment of students' speaking skills, they achieved success at the limit of increasing completeness, namely ≥ 75 .

The results of the class action research continued the improvement of students' speaking skills with the Teams Games Tournament learning model. The improvement of students' speaking skills is evidenced by the data from the research results in cycle I and cycle II. The assessment of students' speaking skills in this study consists of several indicators of speaking skills, namely 1) fluency, 2) accuracy of word selection, 3) sentence structure, 4) intonation,

5) expression. The following is a discussion of each indicator of speaking skills assessment that this researcher has done.

Fluency. In the assessment indicators carried out, researchers measure speaking skills as one of the important components in assessing an individual's ability to communicate effectively. One aspect that is considered is speaking fluency, which refers to a person's ability to convey information without pauses that are too long and disjointed, so that the conversation can flow naturally [Aufa et al. \(2020\)](#). In the first cycle I obtained an average score of 70.77 in the good category, then in cycle II it increased by obtaining an average score of 86.92 in the very good category. In cycle I students still spoke with long pauses and were a little disjointed, making listeners unable to understand what was being conveyed. As a result, students become nervous when speaking in front of the class. Furthermore, in the next cycle students' fluency improved because they had received more structured speaking practice and guidance from the teacher. The teacher provided constructive feedback and encouraged students to practice speaking in groups, so that they could support and learn from each other.

Accuracy of Word Selection. In the word selection indicator, namely the student's ability to choose the right words and in accordance with the theme taken. According to [Aufa et al. \(2020\)](#) the accuracy of word selection refers to the ability of students to use vocabulary that is appropriate to the context and purpose of communication, as well as paying attention to correct spelling and sentence structure. In cycle I, the average score was 73.08 with a good category, then in cycle II it increased by obtaining an average score of 86.15 with a very good category. In cycle I, some students when speaking used vocabulary that was less precise and resulted in the message being conveyed less clearly, so that listeners could not understand the information conveyed. The use of appropriate words also contributes to the fluency of speaking. In cycle II this indicator increased because students had used vocabulary that was in accordance with the Javanese dictionary.

Sentence Structure. In the sentence structure indicator, the assessment focuses on students' ability to compose correct and effective sentences in accordance with applicable grammar. According to [Aufa et al. \(2020\)](#) a good sentence structure includes the use of clear subjects, predicates, and objects as well as logical word arrangements to convey the right idea. In cycle I, the average score was 65.38 with a sufficient category. In cycle I, some students still had difficulty in composing complex sentences, resulting in incoherent sentences. Then in cycle II it increased by obtaining an average score of 86.15 in the good category. The increase in cycle II showed that students had succeeded in improving their ability to compose precise and effective sentences, and were able to use more complex and varied sentence structures. The continuous practice conducted in cycle I had helped students understand their mistakes and apply the necessary improvements.

Intonation. In the intonation indicator, the high and low of a sentence that emphasizes certain words in a sentence. Proper intonation is very important to help listeners understand the intent and emotions that the speaker wants to convey [Aufa et al. \(2020\)](#). For example, rising intonation at the end of a sentence can indicate that it is a question, while falling intonation often signals a statement or confirmation. In cycle I, the average score was 75.38 with a good category. Although this result showed a fairly good understanding in the use of intonation, there were still some students who had difficulty in expressing the right emotions and emphasis when speaking. In cycle II, it increased by obtaining an average score of 86.15 in the excellent category. This increase shows that students have successfully developed their

intonation skills significantly, being able to use a variety of tones that match the sentence. Exercises such as reading dialogs and speaking in front of the class during presentations proved effective in helping students understand the importance of intonation in conveying a message.

Expression. In the expression assessment indicator, the researcher examines how students express or organize sadness, happiness, surprise, fear, or anger. This study aims to see the extent to which students can use facial expressions and body movements to convey emotions effectively (Aufa et al., 2020). In cycle I obtained an average score of 70.77 with a good category, then in cycle II it increased by obtaining an average score of 85.38 with a good category. In cycle I students have started to be able to express their basic emotions, but there are still some problems in expressing their emotions correctly. Furthermore, in the next cycle students already understood more and expressed their emotions better in the next cycle.

The Teams Games Tournament (TGT) learning model with picture card media has a significant relationship with students' speaking skills, where the steps in this model using picture card media provide opportunities for students to practice speaking actively and collaboratively. Umar (2020) suggested that the Teams Games Tournament model allows for more relaxed learning, besides that it can foster responsibility, cooperation, healthy competition, and learning involvement. Aini et al. (2023) in the teaching and learning process, a supportive and game-based group learning model helps groups work together to achieve common goals, as well as to complete tasks or questions given by the teacher. In addition to the Teams Games Tournament learning model that can improve students' speaking skills, picture card media can also train students in speaking by the way the picture is one of the clues to the content of the dialog (Delvianti et al., 2023). So it can be said that the Teams Games Tournament learning model and picture card media have the potential to improve students' overall ability.

After the cycle I and cycle II class actions were carried out using the Teams Games Tournament learning model assisted by picture card media, students' speaking skills improved both individually and in groups. Based on these results, it shows that students are more courageous and able to dialogue or speak fluently in front of the class with their groups. That the Teams Games Tournament model can involve interaction between students in a team allows students to work together to complete a common task.

Speaking skills using *unggah-ungguh* can significantly improve students' communication skills. *Unggah-ungguh basa* is an important aspect of Javanese language learning, teaching students about the level of politeness and the use of language appropriate to the social context. Through this learning, students not only learn to speak, but also understand the cultural nuances and ethics of communication in Javanese. In addition, with the Teams Games Tournament model they are not bored and can learn while playing Marlita et al. (2023).

The Teams Games Tournament learning model aims to improve students' character, encourage them to be more active in answering questions, and increase their interaction with teachers and other students Yuliawati (2021). The TGT model has five main stages, namely class presentation, groups (teams), games, competition (tournament), and group awards (team recognition). According to Rohmah et al. (2024) rewards or awards given to students can increase their confidence, increase their desire to learn, and encourage them to develop. Practically, reward means doing something that appreciates or honors someone. The Teams

Games Tournament learning model has obstacles such as teachers are difficult to group students according to academic terms, when discussing will take a lot of time, depending on peers who have high knowledge (Pratiwi et al., 2024).

This research is compared with previous studies using the Teams Games Tournament model such as research conducted by Wahyuni (2023), in using the Teams Games Tournament learning model there was an increase in speaking skills where in cycle I the initial percentage was 73% and increased in cycle II to 94.2%. Furthermore, research by Fahrudin et al. (2022) where the normality test results obtained a pretest of 0.200 and a posttest of 0.172 more than ($>$) 0.05, meaning that the data is normally distributed. The results of speaking ability when using this media get a significant value of 0.000 smaller than 0.05 ($0.000 < 0.05$) which means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

From the data obtained on the results of research through the Teams Games Tournament model assisted by picture card media in improving students' speaking skills smoothly and there are still obstacles in each cycle. From the data on the assessment of students' speaking skills through performance tests, it shows an increase in each cycle, through this research it shows that the application of the Teams Games Tournament model has a very good impact on students in improving their speaking skills, where the increase that occurred was quite rapid which in cycle I only reached 71.08 so that it had not reached the criteria desired by the researcher, this happened due to lack of student confidence in presenting the work, then in cycle II got results in students' speaking skills of 86.15 so that it had met the criteria for achieving an increase in students' speaking skills, namely 75 which was declared complete.

CONCLUSION

Based on the results of research and discussion that has been carried out with the use of Teams Games Tournament learning model assisted by picture card media to improve students' speaking skills in class V SD 7 Kandangmas, this shows that there is an increase between pre-cycle to cycle I and cycle II. The improvement in students' speaking skills can be seen from the increase in the average score obtained, where students show greater courage in asking questions, answering and expressing their ideas during group discussions. The acquisition of the percentage of the results of students' speaking skills by applying the Teams Games Tournament learning model from 71.08 with the category of incomplete in cycle I has increased to 86.15 which means it is in the very good category in cycle II.

ACKNOWLEDGEMENTS

Praise be to God Almighty who has given His favors and gifts so that the author can complete the writing of this article. Thank you to Mr. Maulana Alif Hidayat, S.Pd. who has given permission to researchers and is willing to be a resource person in writing this article, as well as fellow students of the Elementary School Teacher Education study program, especially non-regular classes. May Allah bestow mercy and fortune on us all, Amin ya rabbal 'alamin.

BIBLIOGRAPHY

Aini, K., Rosidi, I., Muharrami, L. K., Hidayati, Y., & Retno, A. Y. (2023). Uji kelayakan media pembelajaran videoscribe berbasis animation drawing menggunakan model ADDIE pada materi pencemaran lingkungan. *Jurnal Natural Science Educational Research*, 6(1), 112–121.

- Andayani, N. K. (2020). Upaya meningkatkan aktivitas dan penguasaan huruf hiragana melalui team games tournament (TGT) berbasis kartu read and punishment. *Indonesian Journal of Educational Development*, 1(1), 52-60. <https://doi.org/10.5281/zenodo.3760436>
- Aufa, F. N., Purbasari, I., & Widiyanto, E. (2020). Keterampilan berbicara siswa sekolah dasar menggunakan visualisasi poster sederhana. *Jurnal Ilmiah Pendidikan*, 1(2), 86–92.
- Damayanti, M., Khamdun, & Masfuah, S. (2024). Peningkatan kemampuan berpikir kritis siswa melalui model problem based learning pada pembelajaran IPAS Kelas V SD berbantuan media augmented reality. *NUSRA: Jurnal Penelitian Dan Ilmu Pendidikan*, 5(3), 106–114. <https://doi.org/10.55681/nusra.v5i3.3201>
- Dasril, K. (2021). Meningkatkan kemampuan siswa dalam menulis puisi bebas dengan model pembelajaran picture and picture dan concept sentence. *Indonesian Journal of Educational Development*, 2(1), 69-77. <https://doi.org/10.5281/zenodo.4781855>
- Delvianti, A. M., Murjainah, & Prasrihamnih, M. (2023). Pengembangan game tebak gambar keberagaman budaya Indonesia untuk keterampilan berbicara siswa kelas IV SD. *BADA'A: Jurnal Ilmiah Pendidikan Dasar*, 5(1), 64–78.
- Fahrudin, Rachmayani, I., Astini, B. N., & Safitri, N. (2022). Efektivitas penggunaan media kartu bergambar untuk meningkatkan kemampuan berbicara anak. *Journal of Classroom Action Research*, 4(1). <https://doi.org/10.29303/jcar.v4i1.1378>
- Fardani, M. A. (2023). Model teams game tournament bermediakan permainan monopoli untuk meningkatkan kemampuan membaca aksara jawa siswa sekolah dasar. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 4(2), 1081–1088.
- Fatmawati, Y., & Wiranti, D. A. (2023). Analisis kesulitan keterampilan berbicara unggah-ungguh bahasa Jawa siswa sekolah dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 5(5), 2053–2063. <https://doi.org/10.31004/edukatif.v5i5.5634>
- Kamal, M. S., Fardani, M. A., & Bakhrudin, A. (2023). Sikap unggah-ungguh dan santun sebagai cerminan penggunaan ragam bahasa Jawa. *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 09(04), 1019–1027.
- Lestari, N., Fardani, M. A., & Kironoratri, L. (2024). Peningkatan keterampilan membaca aksara jawa dengan menerapkan metode quantum learning berbantu media karawa padda siswa sekolah dasar. *Piwulang: Jurnal Pendidikan Bahasa Jawa*, 12(1), 1–10. <https://doi.org/10.15294/piwulang.v12i1.78188>
- Lissa Rahayu Ningsih, H. S. (2022). Efektivitas penggunaan media kartu carakan dalam pembelajaran menulis aksara Jawa legena di kelas awal sekolah dasar. *JPGSD: Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 10(09), 1953–1963.
- Marlita, ichda N., Masfuah, S., & Riswari, L. A. (2023). Peningkatan hasil belajar IPAS melalui model pembelajaran TGT berbasis media FTB. *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, 7(4), 1646–1660. <https://doi.org/10.35931/am.v7i4.2683>
- Pasaribu, M. F., Tanjung, D. S., & Azelina, D. (2020). Pengaruh keterampilan mengajar guru terhadap motivasi belajar siswa di kelas V SDN 04 Pangkatan. *Jurnal Educatio FKIP UNMA*, 6(2), 375–380.
- Pratiwi, M. P., Masfuah, S., & Ermawati, D. (2024). Penerapan model TGT dalam meningkatkan minat belajar peserta didik kelas IV SD. *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, 7(4), 1750–1763. <https://doi.org/10.35931/am.v7i4.2724>
- Purnadewi, G. A. A., & Widana, I. W. (2023). Improving student's science numeration capability through the implementation of PBL model based on local wisdom. *Indonesian Journal of Educational Development (IJED)*, 4(3), 307-317.

- <https://doi.org/10.59672/ijed.v4i3.3252>
- Rohmah, F. F., Ismaya, E. A., & Masfuah, S. (2024). Analisis motivasi belajar siswa SD selama pembelajaran daring di desa Kudukeras Kecamatan Juwana Kabupaten Pati. *Inopendas Jurnal Ilmiah Kependidikan*, 7(1), 1–8.
- Sa'diyah, K., Khamdun, K., & Fardani, M. A. (2022). Nilai toleransi pada film Semesta karya chairun nissa. *WASIS: Jurnal Ilmiah Pendidikan*, 3(2), 101–107. <https://doi.org/10.24176/wasis.v3i2.8632>
- Suhardita, K., Widana, I. W., Degeng, I. N. S., Muslihati, M., & Indreswari, H. (2024). Sharing behavior in the context of altruism as a form of strategy for building empathy and solidarity. *Indonesian Journal of Educational Development (IJED)*, 5(3), 316–324. <https://doi.org/10.59672/ijed.v5i3.4145>
- Umar, M. R. H. (2020). Meningkatkan keterampilan berbicara menggunakan metode teams games tournaments (TGT). *Jurnal Ilmiah Iqra'*, 15(2), 158–173.
- Wahyuni, S. (2023). Implementasi model cooperative learning teams games tournaments (TGT)-giant ladder snake dalam pembelajaran berbicara bahasa Arab. *Jurnal Agama Sosiasl Dan Budaya*, 6(1), 2599–2473.
- Widana, I. W., Sumandya, I. W., Citrawan, I. W., Widana, I. N. S., Ibarra, F. P., Quicho, R. F., Delos Santos, M. R. H. M., Velasquez-Fajanela, J. V., & Mukminin, A. (2023). The effect of teacher's responsibility and understanding of the local wisdom concept on teacher's autonomy in developing evaluation of learning based on local wisdom in special needs school. *Journal of Higher Education Theory and Practice*, 23(10), 152–167. <https://doi.org/10.33423/jhetp.v23i10.6189>
- Yuliana, A., Maftuh, B., Nailan, A. S., & Rahman. (2024). Efektivitas model pembelajaran teams games tournament (TGT) pada materi keberagaman di kelas III Madrasah Ibtidaiyah. *SAP (Susunan Artikel Pendidikan)*, 8(3), 360–369.
- Yuliawati, A. A. N. (2021). Penerapan model pembelajaran TGT (Teams Games Tournament) untuk meningkatkan motivasi belajar. *Indonesian Journal of Educational Development*, 2(2), 356–364. <https://doi.org/10.5281/zenodo.5256868>
- Zulfirman, R. (2022). Implementasi metode outdoor learning dalam peningkatan hasil belajar siswa pada mata pelajaran pendidikan agama Islam di MAN1 Medan. *Jurnal Penelitian, Pendidikan Dan Pengajaran*, 3(2), 147–153.