USING FUN TEAM BUILDING TO IMPROVE STUDENTS' SPEAKING SKILL

THESIS

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BANDA ACEH
2023

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the requirement for
The Bachelor Degree of Education in English Language Teaching

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It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Friday,
June 16th 2023

27 Zulkaidah 1444 H

In Darussalam, Banda Aceh

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Using Fun Team Building to Improve Students' Speaking Skill

adalah benar –benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 11 Mei 2023

Saya yang membuat pernyataan,

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ACKNOWLEDGEMENT

First of all, all praises to Allah SWT, the most gracious and most merciful, the lord of the world, the master of the day after, the creature of everything in this universe. Through His guidance and blessing, the researcher has completed this academic requirement for the award of bachelor degree at English education department, Faculty of Education and Teacher Training of State Islamic University Ar-raniry, Banda Aceh. Salawat and greetings to the prophet Muhammad SAW who has brought us from the realm of ignorance to the realm of Islamiyah, from darkness to the realm of bright light, from the realm of ignorance to a realm full of knowledge, as we have experienced at this time.

I would like to express my great appreciation to my supervisor Dr .phil. Saiful Akmal, M.A. and Rita Hermida, S.Pd.I., M.Pd. who have always provided time, guidance, encouragement, feedback and advice during the process of writing and completing this thesis. I also express my gratitude to all English education lecturers and staff who have given me guidance, knowledge and helped me while I was a student in this department.

I would like to deliver my deepest gratitude to my father Muhammad Suchairi and my mother Dian Andalia who have always been my staunchest supports throughout my life, especially during the completion of this thesis. I am very grateful to them for their unconditional love, patience, sincerity, and the best prayers they can provide. I did also like to thank my three younger brothers and sister, Maulana Kamil, Maulana Rafif, and Athira Najuba Khalya, for being a

source of strength, motivation, and awareness that I'm the eldest sister with a huge responsibility to them. My thanks also go to all of the large families who helped me finish the program in the English department.

I also express my gratitude to my best friends, Putri, Nadhirah, Ica, Henny, and Raysa who have always offered me advise and made me happy every moment. My special mentions also for my close besties at Universities, Wilda and Nisa who have been my support system throughout my studies and have now finished this research. Thanks also to all the support systems which names cannot be named individually, but your support has profoundly influenced the completion of this thesis. Lastly, I would like to thank and appreciate myself for overcoming numerous obstacles while conducting this research and writing.

Finally, I realize that this writing still has shortcomings. Therefore, opinions, constructive comments are needed to improve the quality of this writing. Hopefully, this thesis gives a useful contribution for the readers and the advancement of education. Aamiin.

Banda Aceh, May 11st 2023

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ABSTRACT

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Thesis working title : Using Fun Team Building to Improve Students' Speaking Skill
Main Supervisor : Dr.phil. Saiful Akmal, M.A.
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Keywords   : Fun Team Building, Speaking ability, Improve.

This research aimed to measure whether students' speaking abilty improved by using fun team building. The sample of this research was students grade VII of SMPN 2 Banda Aceh. This research used mixed-method. The quasi-experimental research use in this research which divide into two groups, experimental and control group. Each group consisted of 32, with 64 students in total. The semi-structured interview with 12 students who agreed to be interviewed from 32 students. In collecting data, researcher used pre-test and post-test. The experimental group used fun team building method in learning activity. Based on the test, the pre-test experimental group mean score was 3.50 and the post-test experimental group mean score was 4.91 Meanwhile, the pre-test control group mean score was 3.16 and the post-test control group mean score was 4.41 Thus, the t-test result in this research was 11.501 and the t-table was 2.039 at significant level 0.05 with d_f = n-1 =32-1. The alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. In addition, the most significant aspect of speaking fluency and vocabulary increased from 111.88 points to 157.19 points. This result showed that using fun team building to improve students' speaking skill is very helpful: improving speaking skill in fluency and vocabular aspects. In addition, students face several challenges in using fun team building; such as challenge in learning time, challenge in inter-group cooperation and challenge concentrating during the learning process. Therefore, this research is expected to be a reference for further research and provide support for suggestions in improving innovative learning and identical research on this topic to find out the best methods to improve speaking skills.

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CHAPTER I

INTRODUCTION

In this chapter, discussed the concept of study that, research questions, the aim of study, significance of study and terminology.

A. Background of Study

Every school in Indonesia teachers English as one of the disciplines. Students in junior high school and senior high school study or are taught English as a main subject. English is a tough foreign language for Indonesian students. As a result, Indonesian students are generally uninterested in learning English. The learning process in the classroom which is still monotonous reduces students' interest in learning English. There are many factors influence the success of the learning English process include: teachers, students, curriculum and learning environment. According to Tillayeva, (2020) teachers as activity managers teaching and learning has a task that is not easy, because it is a factor that have a big influence on the achievement of learning quality the good one.

Speaking is one of the essential skills in learning English. Tarigan (2013) defines speaking is a skill in language that can change and develop someone's life. This speaking skill can be obtained through the ability to listen. When people are listening and doing other things at the same time, they will learn speaking skills.

Speaking ability in English has a vital role in communication. According to Nunan (1991) also defines speaking as the ability to express oneself. Speaking is also referred to as reporting through spoken words with the ability to speak.

1

Speaking English is related to what is seen, felt, heard, and articulated in the form of words. When more than one person speaks, a discussion or engagement ensues. Speaking also allow students to readily communicate with one another. Also, speaking English can increase a person's confidence, because students have to practice a lot to improve their speaking good. As a result, speaking is one of the key aspects for students in learning the language.

Interest that is well developed in students is a strong source of motivation to learn. If interest has been formed in the student, then will try harder to understand English subject when compared to students who are less interested or easily bored. Interesting learning methods will arouse students' interest in understanding a material. Therefore, the ability of English teachers to choose effective, creative and interesting learning English methods is needed so that students can think creatively.

In learning English, there are four skills; one of them is speaking skill. Speaking skill is a vital ability in English that is required for communication, as well as one of the aspects that truly supports language learning. Students with speaking abilities will feel more secure in explaining topics in English and be able to attain learning objectives during the learning process. In learning English, students are required to master speaking skills in order to communicate effectively in English. That is one of the goals for learning English is taught in the school. English is currently one of the world's social languages, also known as the "lingua franca". Therefore, with the advancement of communication students are required be able to master English. Brown (2001) as cited in Puspitasari, (2019) stated that speaking is not a single skill in English but speaking is an interactive process for

constructing the meaning that involved the reception, production, and processing of information. Therefore, speaking English is a language skill that important to be mastered by students.

Creativity is important in language teaching. Creativity is widely believed to be about letting the imagination and free self-expression. Creativity is born of discipline and thrives in a context of constraints. Creativity is universal. The environment is one of the things that can increase creativity. Creativity is a quality which manifests itself in many different ways, and this is one of reason it has proved so difficult to define (Maley, 2010).

There are many methods in teaching creatively. According to Setyawan (2020), the learning methods that can generate residual interested the Team Building method. Besides being able to generate interest, the team building method can foster an attitude of mutual trust, become more confident in the ability of other team members to carry out each task, by giving confidence to students, the results given are also definitely better.

Fun Team building is one way to get students learning English together and to their potential. The English teachers who lack of attention Team bonding exercises either because of the expense or the time cost that it involves but the most successful English teachers reap the long-term to their creative students (Nelson, 2002).

The implantation of team building activities are make better communication, team building exercise encourage student to communicate with each other to complete tasks and solve problems. Increased productivity by working together on

common goal, duplication of work is decreased, there is less friction and resistance, and therefore better output from each student member, improved morale, enthusiastic and positive students that make they are cared for will radiate that feeling throughout the class, creating an environment that is nice fun to work in. Increase in motivation, help improve productivity levels, morale and confidence in their ability. And creativity is encouraged students to be creative and use their initiative. They will feel trusted to think outside the box and find solution to potential problems learning English.

There was previous research that was conducted by Safrianti (2019) under the title "Explore English Classroom Activities to Develop Students Multiple Intelligence" found that by using the activities to develop students multiple intelligence are studying or listening to the teacher, reading, word games, listening to song or music, singing a song, playing music tool, self-esteem building, discussion, problem solving and taking note or writing, however, if the theory methods and systems used are not in accordance with the learning activities, the students will be overwhelmed and will not be able to dominate the learning optimally.

Despite these studies, research that regularly reviews students' speaking skills in learning English in the classroom through fun team building. Therefore, this study focuses on junior high school students at public school. In contrast to previous studies, in this study, the researcher examined the creative learning English of junior high school student in the public school. This research also conducted to find out the types of students' obstacles in language learning to examine more deeply the

effect of creative learning English through fun team building activities and also to know students' expectation in learning English through fun team building activities. Furthermore, research is required in this topic so that it can be answer properly and finding significant outcomes about unresolved issue.

The problem that researcher observed in learning English at the SMPN 2 Banda Aceh that the lack of speaking English in fluency and vocabulary aspect, students also had challenge in communicating English well. Although, there are many programs and good environment that support learning English. Therefore, researchers are interested in conducting experimental research entitle **"Using Fun Team Building to Improve Student's Speaking Skills"**.

B.   Research Question

Based on what is in the background of study, this research has some research questions:

1.   Does using fun team building improve students' speaking skill in fluency and vocabulary?

2.   What are the challenges in using fun team building to improve students' speaking skill?

C.   The Aim of Study

Related to the research question the aim of this study are:

1.   To measure the use of fun team building in improving students' speaking skill in fluency and vocabulary.

2.   To find out the challanges in using fun team building to improve students' speaking skill

D.   Significance of Study

The results of this study have provided information regarding the application of using fun team building can improved students' speaking skills". The benefits of the research are expected to:

a.   To the schools, this research is useful for improving and developing teacher professionalism in teaching so that the quality of education will be better and the goals to be achieved

b.   To the teachers, this research is useful to provide   as well as input for teachers in order to develop an English learning model through fun team building as a part of creative learning to improve students' speaking skill.

c.   To the students, this research is useful to improve students' speaking skill

d.   To further research, this research can be reference for similar further research.

E.   Terminology

1.   Speaking Skill

Speaking skill for the most people is still something difficult to learn. According to Yanto (2015), speaking skills is still difficult because it requires several English language skills. However, in order to speak English successfully, we need courageous and significant motivation. According to Nunan (1991), speaking is the ability to express oneself. Speaking in English is related to what is seen, felt, heard, and expressed in the form of words. If more than one person says, it will lead to a conversation or interaction. This study focuses on the use of interaction in speaking as daily use according to student's language abilities from elementary to junior high school levels and focuses in two aspects of speaking

fluency and vocabulary   that will help students in communicating with others using the English language.

2. *Fun Team Building*

Fun team building is the most basic important thing in successful learning. It is sometimes unseen but is definitely felt and mostly known. Smith, S. L. (1995) states the look between two students team members when a third students talks, the silent resentments felt when in student is allocated a particular piece of work that other students wanted.

According to Noe (2010), fun team building is a training method designed to increase a team or group's effectiveness. Explained that training with the team-building method was directed to improve participant' skills to support team effectiveness. In team building, participants share   and experiences, build team identity, understand the dynamics of interpersonal relationship, and know each other's strengths and weaknesses.

The process fun team building learning referred to in this study is something that can move or encourage students in the learning process so that students can achieve the intended learning objectives and manage student' ability to work together in teams and solve problems critically and creatively.

F. Hypothesis

According to Kerlinger (2006), the hypothesis is a provisional assumption that has the basis on two or more variables. According to Danim and Darwis (2003). Sometimes scientists formulate hypotheses using symbols H1 (Ha) or Ho for a

research topic. The abbreviation symbol indicates the H1 (Ha) symbol is for a research topic. The abbreviation symbol indicates the H1 (Ha) symbol is for the hypothesis to be accepted, while the Ho is for hypothesis to be rejected.

H_a : There is a significant difference after using the Fun Team Building for students in improving students' speaking skills.

H_0 : There is no significant difference after using the Fun Team Building for students in improving students' speaking skill.
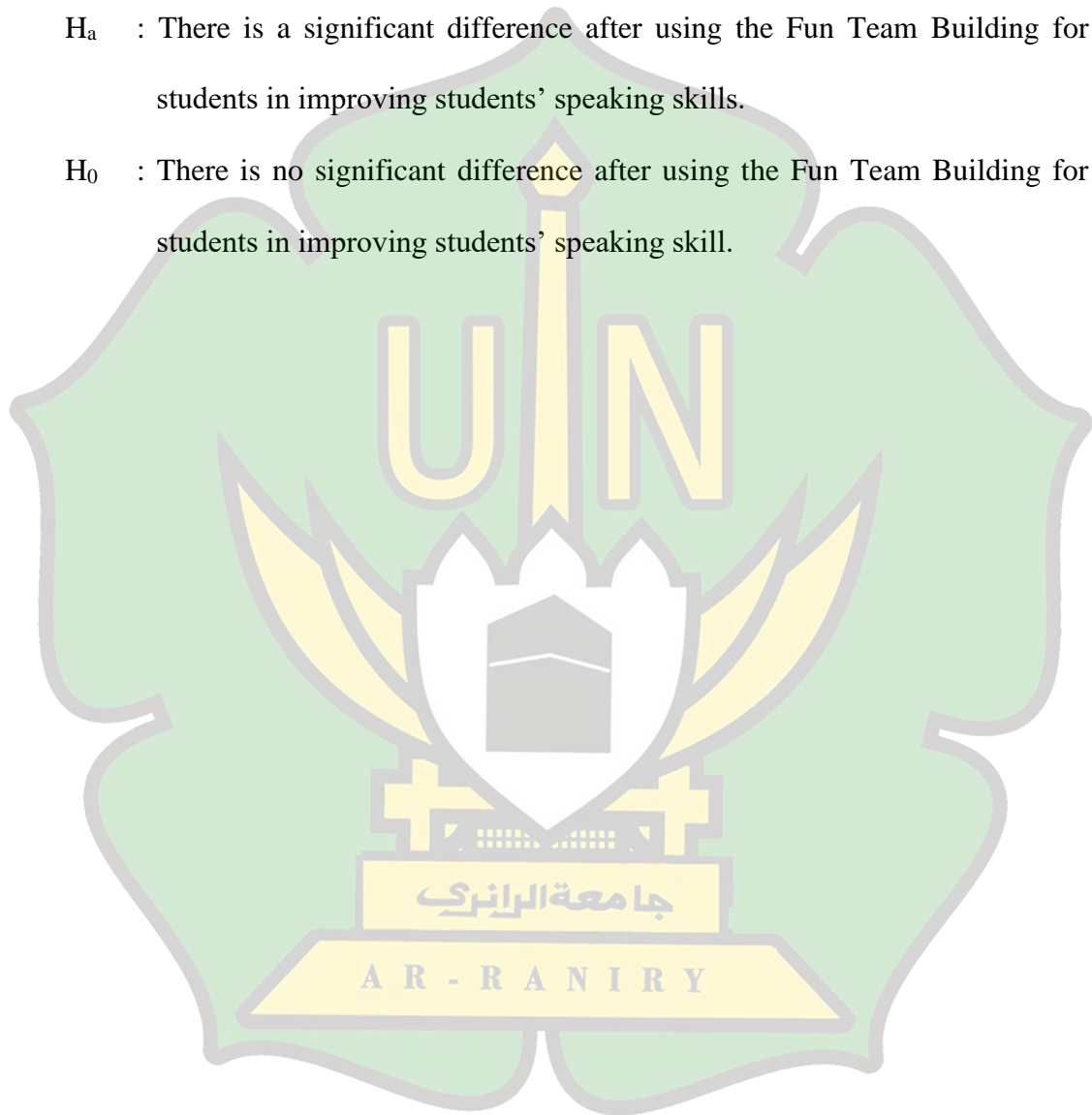
CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discussed the literature review related to this research. Meanwhile, this chapter aims to deepen knowledge about the field to be researched. The focuses for this research are speaking skill and Team Building.

A. Speaking Skills

1. The Definition of Speaking Skills

Speaking is one of the essential skills in Learning English. According to Nunan (1991) defines that speaking as the ability to express oneself. Speaking is very important ability and must be mastered by someone because talking makes it easy to communicate with others. The complete expression, that speech is the ability to pronounce articulation sounds or words to express, convey thoughts, and feeling. Byrne (1984), as cited in Muklas (2017) Stated that speaking is oral communication. In speaking is known as two-way process between speaker and listener that involves productive and receptive skill. Speaking is also one of the main communication elements in the interaction process.

In another definition, Tarigan (2013) also defines that speaking as a skill in language that can change and develop someone's life. This speaking skill can be obtained through the ability to listen. When people are listening and doing other things simultaneously, they will learn speaking skills. Speaking ability in English has an essential role in communicating.

Speaking is a skill that needs to be learned. According to Brown (2004), he defines that speaking is a skill that can be assessed and also observed by everyone directly and accurately, and the result that have been observed can be said to be accurate. Therefore, speaking can be said to be a very productive skill. According to Mackey (2007), speaking is an activity to channel message through sound, seen not only from the correct pronunciation but also the sentence patterns that are easy for listeners to understand. At the same time, speaking can also be expressed in human existence or used as exact language to report a behaviour or situation.

The objectives of speaking are to establish communication between two individuals by asking or giving opinion, information, etc. Such as supported by Brown (1994), that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Based on Richards (2008), investigated that speaking is fundamental to human communication. Her definition shows how important speaking is, since it is the most basic means of human communication. Speaking is the basic tool of education and the most important skill in everyday life. Thus, it is no wondered that speaking skill must be learned if someone wants to have good interaction and make a friend. According Rao (2019), there are several benefits when someone especially students who can speak English, including; Dare to speak in public in fact, it will all be resolved if a person has a high sense of willingness to learn. Increase knowledge, expand communication networks, someone has good English skills, they will be able to communicate with people from various nations in domains, such as fields of business, friendship, education, and even better someone profession or career.

2. The Function of Speaking

The function of speaking in learning English is to interact with larger community in English. Typically, someone able to master English not only through learning but also through experiences in other countries, possibility of obtaining a promising position, understanding of information on foreign internet resources, and the ability to participate in small and large international relations to name a few of the reasons why it is worthwhile studying English. The English language has become an essential component of the entire modern world. As a result, by using English in daily conversation, a person can develop competence in oral communication.

According to Harris (1974), there are five aspects of speaking that will help students in communicating with others using the English language that can later be understood by others easily, including:

1) Fluency

Fluency is about someone who can make a situation comfortable and confident in the language expressed. Richards (2006) says that fluency occurs naturally by the speaker without being artificial. According to Fillmore (1979), as cited in Nation (1989), a good speaker understands how to speak fluency and correctly without pauses to understand the meaning conveyed. If you have good fluency, the this will make it easier for listeners to understand more about what you are saying.

2) Vocabulary

Vocabulary is one of the most crucial things that someone must have been good vocabulary. Without vocabulary, speakers will be unable to convey their

objective or message if they lack vocabulary. Richard and Willy (2002) state that vocabulary is the basis and foundation of a language in speaking, reading writing and listening. Using good vocabulary will allow you to develop your speaking ability.

3) Grammar

Grammar is also one of the most important skills in speaking. Chang (2011) says that grammar is a guideline for speakers to be able to talk well and quickly understand by listeners. Widodo (2006) also perceives that grammar is guide for students, and it's not only for speaking skills but also for writing, reading, and listening skills.

4) Pronunciation

A good speaker is one who can pronounce words correctly and good pronunciation. Several factors must be considered in pronunciation including, the speaker's and the listener's understanding of the sentence being pronounced, must be able to understand the intent of the speaker, and must also be able to increase self-confidence (Goodwin, 2001). Goodwin (2001) also says that pronunciation is also not the only goal that is considered in speaking.

5) Comprehension

Comprehension is anything that can be comprehended is referred to as comprehension. Every listener is expected to comprehend the meaning provided by the speaker. Comprehension is very crucial in learning speaking because if speakers can get the message in a good way and other people can

easily understand the meaning, it indicates that the speaker has a good speaking comprehension.

Speaking English is extremely beneficial when combine with the five skills listed above, it is very helpful for someone to speak English. With those five skills, it makes easier for listeners to understand the intent and message that conveyed by the speaker. As a result, the function of speaking in learning can interact with the five aspects in learning daily speaking English.

3.   The Problems in Speaking that Faced by Students

Nowadays, most of students still feel challenge speaking English. There are several reason students still have challenges communicating for a variety of reasons, including: so many challenges in speaking, students don't know what to say, and low vocabulary. Base on previous research, there are several reasons why people still have challenge speaking (Zulfitri & Nurlali, 2020) state psychological, poor vocabulary, good partner, bad in pronunciation and lack of motivation makes some students still feel less confident to practice speaking English in their environment. This low self-   confidence makes students afraid and embarrassed to practice speaking. So, they cannot improve their speaking skills.

As indicated in Self-confidence has a key Mcintyre (2004) cited by Gürler, (2015) self-confidence significantly will improve students' willingness to communicate in foreign languages. Speaking requires a high level of self-confidence, which includes being a self-assured in one's abilities and not being aggressive or shy in social situations. Therefore, if want to become a native speaker

and speak a foreign language fluently, self-confidence is an essential for breaking down some major communication barriers.

4. **The Solution to Improving Speaking Skill**

There are certain programs that serve as activities to improve and increase students in language learning, for example memorizing vocabulary, related study by Dakhi & Fitria (2019) show that the vocabulary is the basis for communication. The importance of vocabulary is vocabulary as the basis for humans' communication, vocabulary as the reflection of social reality, vocabulary as an academic ability predictor and vocabulary as an emotion booster. In addition, Kayi (2006) also mentioned conversation is an essential function in human life. Everyone communicates their thoughts to others, so talking means we are interacting to other people.

The greatest solution for the teacher is use the most effective technique or method in the learning process. According to Amri (2013), teaching and learning methods can be interpreted as ways that are carried out to convey or impact knowledge to students' subjects or children through a teaching and learning activity, both at school, home, campus, and others. So, if the teachers use the best and creative technique in learning speaking skills, student will enjoy their learning. One of the techniques that teacher can use is Fun Team Building. According to Baharun (2021), the objectives of team building are building a solid team by increasing a sense of belonging and trust in organizational values, building a spirit of togetherness with the principles of followership and balanced leadership, building effective communication and cohesiveness between team members,

building a proactive, positive, confident, tough and creative personality and lastly, the goal of the team. In conclusion, Fun Team Building can solve student's problems, especially speaking, if implemented very effectively.

B. Fun Team Building

1. Fun Team Building

According to Baharun (2020), defining the activities of fun team building teamwork as a step to adjust the goals within the team and the specific problems faced. So that in practice, certain activities are carries out or the purpose of establishing such cooperation.

Fun team building is the most basic important thing in successful learning. It is sometimes unseen but is definitely felt and mostly known. Smith, S. L. (1995) states the look between two students team members when a third students talks, the silent resentments felt when in student is allocated a particular piece of work that other students wanted.

Such as building students interpersonal relationships, setting goals to become differences in goal perception, role analysis to clarify the roles of each member, as well as process analysis to make the students team more effective.

According to Baharun (2020), there are some types of fun team building including; Personality-based team building is packaged by focusing on each team member, so that participants are able to get to know their teammates and themselves in depth. Activity-based team building the activity-based type focuses on physical activity. The goal is to hone the team's ability to communicate, coordinate and cooperate.

Skills-based fun team building students team cooperation through skill-based is carried out in the form of activities. The skills that are honed through this program are the ability to handle conflict, criticize, accept criticism, and provide valid arguments. and lastly, problem solving-based team building based Students team Building Problem-based solving can be done through outdoor and indoor challenges. The trick is to use puzzles, cases or various other problems as learning media.

This activity with holds key bits of information from the students so that they are forced to talk to each other more about what they know. It encourages students to ask questions, listen to each other and work collaboratively.

According to Noe (2010), activities suitable for student teams working address issues at a skills level and do not really venture into such scary areas. In fun team building approach, it goes deeper. Examine the slightly uncomfortable areas that people find it hard to talk about.

According to Nelson, K (2002) there are activities that can be done in the fun team building program, where the activities can be done outdoor and indoor. In Outdoor activities that can be done to build teamwork. Rafting where team building games will challenge participants who test their cohesiveness by wading through water rafting tours that require everyone to be involved so that the rubber boat does not capsize. In indoor areas, for example, such as escape rooms. So, the participants were locked in a room and asked to solve a problem to get out, as well as perform shouts, egg drops, newspaper towers, a blindfolded leader game, the perfect square, and other activities.

2. Fun Team Building in Teaching

Fun team building activities strengthen collaboration among students and foster a spirit of collaboration. Tillayeva, S. (2020) stated the activities divided into groups, the team building participants worked hand in hand to be able to complete the task. According to Nelson, K (2002), team building activities can be carried out with various activities that can be related to the learning material being taught. The types of fun team building activities that can be carried out for example 'Blindfolded Leader'.

The Instructions 3-5 students gets in a line and puts their hands on the shoulders of the person of them. Students except the first person in line close their eyes. The first person who is the leaders leads everyone around, and the group has to communicate and work as a team to avoid obstacles. The learning time took 35 minutes.

Figure 1. *The sample of blindfolded leader team building*
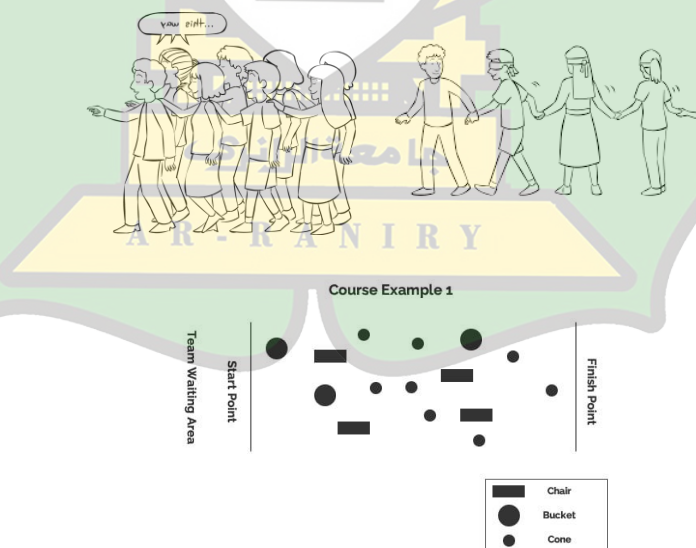
3. **Benefits in Fun Team Building**

a. Better Communication and Collaboration

Communication will increase because communication is not carried out in the classroom, communication becomes more comfortable among student team building. Bohari (2020), stated creating conditions where students communicate with each other directly, especially between students who do not have emotional closeness. Communication between students who rarely talk to each other, in team building activities, verbal communication can fuse separated students into a new emotional bond.

b. Communication of Member Group

Closer and personal relationships will bring a sense of security and comfort in learning. As a result, students can trust other students when burdened with certain responsibilities.

The growth of trust in the group also has an effect on adapting by means of communication, discussion atmosphere and ways of solving problems.

c. Relieve Stress

Routines and learning loads that need to be considered are clearly the joy of reducing stress. By taking a break through team building activities, students can unwind, have fun and keep a good mood while studying. This positive energy can trigger students to learn optimally.

d. Encourage Creativity

Solving problems in team building activities or games is also a stimulus for the emergence of creative. According to Albawi, (2014), prove that the process of

exchanging thoughts from many heads produces creative that have never been thought of before. Students will be more comfortable to express their imagination if they are together with other students.

The activities carried out must be designed with a pleasant ambient. Students in team building activities do not feel that at that time they are in learning activities, but it is like playing games. As English teachers have to sort out several types of fun team building activities that are appropriate and fun to carry out so that all students do not feel stiff.

4. Challenges in Fun Team Building

The fun team building also have challenges. A previous study by Everrett (2011) said that the Fun team building defect would occur if interactive trust between team members is not complex enough. Trust between team member is one of foundation to success. A lack of trust Collaboration and communication become much harder and cannot actively participate in the learning process. Furthermore, Setyawan (2020) also states that the challenges of using fun team building in learning is that sometimes students are ineffective communication is often the root because of project failure. Some students prefer working alone because the feel more focused than having to join a team, inferior performance is another challenge in team building. Students need teams' motivation and practices to help manage team performance. Using teams is also a waste of time when dividing students into each group.

a. Challenge in Learning Time

The use of fun team building activities that require a long duration of time. In the classroom teachers and students need time to give instructions and teaching and learning process. Tillayeva, S. (2020) stated the activities divided into groups, the team building participants worked hand in hand to be able to complete the task. In using team building activities in the classroom, using a blindfolded leader. For example, Instruction 3-5 students line up and place their hands on the person's shoulders. Students except for the first person in line close their eyes. The first person to be the leader leads everyone else, and the group must communicate and work as a team to avoid obstacles. The learning time lasts 35 minutes.

It becomes a problem because the time needed is not appropriate and effective, so that students are not optimal in understanding the learning provided, and the teacher is also less effective in coordinating, so what is needed is that the teacher can manage the time as well as possible, so that it does not become an obstacle in the learning process.

b. **Challenge in Inter-Group Cooperation**

The finding revealed that one of the challenges participants encountered when using fun team building activity were students had obstacles when working together in group, such as challenge cooperation in communicating between teams and challenge in coordinating each member. According to Noe (2010), activities suitable for student teams working can become problems if the team cannot participate in project and lack of communication. The students who challenge

cooperation in communicating, tend not to like being involved in busy activities, and interacting with other teams when the fun team building process takes place in the classroom.

c. Challenge Concentrating During the Learning Process

The use of English has challenges and challenges for every learner. The different abilities each student has can affect their learning challenges. Setyawan (2020) stated that the challenges of using fun team building in learning is that sometimes students are ineffective to concentrating during and affect the results of learning projects. Some students revealed that they faced challenges that hindered them during the learning process such as, to face challenge and find it harder to think in English and challenge concentrating. Learning English also presents challenges for the students.

Challenges during the learning process, especially in terms of challenge thinking in English and challenge focusing during the learning process. In conclusion, during the learning process, it is important to have a learning system such as an innovative and creative teaching so that students have an interest in learning English.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the research methodology will be discussed. The methodology includes the research design, research site and participants, methods of data collection, and data analysis method.

A. Research Design

The research has referred to mixed methods research, quantitative and qualitative. According to Burke, Anthony, and Turner (2007), mixes method research is when a researcher gathers, analyzes, and combines both quantitative and qualitative data in single study multiphase program of inquiry. The researcher has combined the two methods to be able to retrieve accurate data from two things, firstly the result of data from the researcher by using statistical methods, and secondly, the results of data from students by conducting final interview.

In more detail, this research is larger in the direction of quantitative but employs a mixed qualitative method. The researcher has considered the problem under study to be highly complicated and dynamic, and data obtained from the sources were collected using a different method. This design consisted of collecting quantitative data first and then collecting qualitative data to help the researcher in explaining or elaborating on data result.

The type of design in this research is pre-experimental. Creswell (2016) stated that pre-experimental design in which the researcher observes one main group and makes observations within it throughout the study. The pre-experimental design has

several forms. In this study the researcher used One-Group Pre-Test Post-Test design. The data obtained from the sources were collected using a different method more natural, namely direct *interview* with sources and got a natural answer.

This research used several methods which include a pre-test, experimental teaching, post-test and final interview. The research design of data can be shown as

$$01 \longrightarrow X \longrightarrow 02$$

follows:

Where:

    01   = Pre test

    X   = Experimental teaching

    02   = Post test

B. Research Site and Participant

1. Location

This study took place at SMP Negeri 2 Banda Aceh, which is an educational unit with a junior high school level in Bandar Baru, Kec. Kuta Alam, Banda Aceh City, Aceh. In carrying out its activities SMP Negeri 2 Banda Aceh is under the auspices of the Ministry of Education and Culture.

This school was chosen by the researcher as location research and in this school the researcher collected and analyzed the data. The researcher found some problems while doing internships at the school, there are lack of students' fluency and vocabulary use in English and lack of students' motivation in learning English. The boring learning process is one of the factors that contribute to low student

interest. As a result, the researcher chose to conduct research at that site to investigate students' ability to learn English in the classroom using the fun team building method.

2. Population

The population is overall of the research subject. The population could be a generalization space that consist of objects or subjects with specific qualities and characteristics determined by researchers to be studied then drawn conclusions (Sugiyono, 2010b). The population of this study were first grade at the Junior High School level at SMPN 2 Banda Aceh. Which amounted to 7 classes, namely: 7-1,7-2,7-3,7-4,7-5,7-6, and 7-7, where in 1 class consisted 30-32 students.

3. Sample

According to Salkind (2010), the sample is a set of population. The population can be a set of people, animals or things. The conclusion of the sampling of the data will be generalized to the population as needed. The purposive sampling technique was used in this research. According to Salkind (2010), purposive sampling is the process of selecting a sample by determining certain criteria. The researchers took two class, namely 7-2 as a control class which has 32 students and 7-4 as a experimental teaching class which has 32 students, this class will give fun team building experimental teaching in learning to improve students' speaking skills, a final interview was conducted with twelve students to hear the responses directly.

C. Methods of Data Collection

In order to obtain data, the researcher was collected through tests (pre-test, experimental teaching, post-test) and final semi-structured interview with the students. The purpose data is to obtain information related to the research question.

1. Experimental Teaching

During this study, the researcher conducted experimental teaching in the first grade at SMPN 2 Banda Aceh. The researcher used fun team building game as a model in teaching Speaking of experimental class. Fun team building was used to improve students' speaking ability. There were four meetings in total for this experimental teaching. Each meeting lastsed 1 hour and 40 minutes and below were the details of every meeting:

a. First Meeting

In the first meeting, the researcher introduced self and told the students about the purpose of the presence. The, explained what was fun team building and it procedure in learning process. After that, the researcher did a pre-test to measure students' speaking ability before the treatment by asking them to speak about how they were and some talks about food and a little explanation about the importance of delicious food and were also given an introduction to what experimental teaching they would get. it all took about ten minutes.

b. Second Meeting

At this meeting, the researcher strated to apply fun team building game in teaching speaking. Before that, the researcher showed them kind of food and drink based on the cjapter in a book. the researcher introduced what the

Fun Team Building to the students, how to do it by providing an overview and explanation with a video or other example, and the researcher explained the roles and tasks of each group member later. After introducing the Fun Team Building and how it worked, the researcher divides all students into six groups. Each group should have duties, roles, and responsibilities for the tasks the researcher gives. In the second meeting, the researcher divided the members based on the pre-test score. The researcher put 1 or 2 students that got the highest score, and then 1 or 2 students that got not too low score, and 1 or 2 students that got the lowest score in 1 group. So, all the groups have in common with the selection of group members.

c. Third Meeting

At this meeting, the researcher asked each group to be able to practice the results of their work in front the class with played the activity of Fun Team Building. Then, the researchers provided feedback and also directions regarding the results of the practice they had done.

d. Fourth Meeting

In the last meeting, a post-test or second test was demonstrated. That way, researcher can compare the results of the first test has not been applied to the Fun Team Building and the second test that has used the technique, whether it has increased or not. With this experimental teaching as an actual happening for research observation, the researcher could observe how the use of Fun Team Building during the learning English speaking skill in the classroom. The experimental teaching process was carried out twice with

ninety-minute lessons. In the end, has been done by encouraging and motivating students to keep practicing to be better

2. Test

The word test can be in form of noun or verb. As a noun, it defines as a procedure intended to establish the quality, performance, or reliability of something, especially before it is taken into widespread use. As a verb, test is defined as taking measures to check the quality, performance, or reliability of (something) especially before putting it into widespread use or practice. Those definition are taken from Oxford dictionary. In short, test is a set of questions or exercises, as well as another instrument, used to assess an individual's or group skill, intelligence, ability, or talent.

In collecting data, I used the test to know students' ability in speaking. There are two types of tests that applied in this research: pre-test and post-test. Pre-test is a test performed before the treatment. The purpose of pre testing is to establish baseline data. In other words, it determines the situation before the treatment is implemented. The post-test is the similar test to the pre-test, which is carried out after the treatment takes place. (Griffee, 2012)

In order to obtain data, the researcher use a test for collecting data, the assessment rubric has been determined previously. The following is an assessment rubric adopted from Brown 2003 the previous study:

a. Fluency

Score	Description
1	Conversation is nearly impossible due to the halting and fragmented nature of speech.
2	Except for short or customary utterances, speech is slow and unsteady.
3	Speech is hesitant and choppy, and phrases are frequently left unfinished.
4	Speech is hesitant at times, with some unevenness induced by rephrasing and word groping.
5	Speech is effortless and fluent, but the speed and evenness are noticeably non-native.
6	As natural and effortless as a native speaker on all professional and popular topics.

b. Vocabulary

Score	Description
1	Vocabulary insufficient for even the most basic conversations.
2	Basic personal and survival vocabulary (time, food, transportation, family, etc.) is restricted.
3	Inaccurate word choice and language limits prevent discussion of some popular professional and social themes.
4	Professional vocabulary adequate for discussing special interests; generic vocabulary allows for some circumlocutions in discussing any non-technical issue.

a) Pre -Test

Before giving experimental teaching to students, the speaking test was given to find out the students' initial level at the first meeting and then asked students to express their opinion about the topic from the researcher. In that way, students' speaking ability, fluency, vocabulary, they express, and self-confidence will be seen and assessed. This research was aimed to improve English speaking skills at students of SMPN 2 Banda Aceh.

Figure 2. *The sample of pre-test*

b) Post Test

After experimental teaching, a post-test was used after giving experimental teaching to students at the last meeting. This test is the same as the previous initial test. This post-test aims to see an increase in students after being given experimental teaching.

Figure 3. *The sample of post-test*

c) Interview

According to Nadzirotunnuha (2017), interview is a flexible tool for data collection, enabling multi-sensory channels to be used; verbal, non-verbal, spoken, and heard. To strengthen the results of the data, final interviews with 12 students from six groups which took two students based on score of post-test whom got the higher score, middle not too high and not too lower score. Were carried out to find out directly from their opinions after being given experimental teaching. The interviews were in the form of semi-structured (Sugiyono, 2014). In this type, the interview is conducted more freely when compared to a structured interview. Probing questions were provided during the interviews to further explore the students' the challenges and benefits of learning speaking using Fun Team Building.

Furthermore, the students were interviewed individually while maintaining the confidentiality of their identities. The interview takes 15-20 minutes per student. It took more than a week to reach out to the twelve students because of time teaching in the school.

D.   Methods of Data Analysis

This research used mixed-method to gain the data that will be analyzed by considering the score of the test. It is not only the result of the test that were analyzed, but also the result of the interview that had been given to the participants as an individual toward using fun team building in improve their speaking ability. To analyzed the achievement, the researcher used the following formula.

a.   Mean

Calculating the average score of pre-test and post-test:

$$X = \Sigma \frac{Fx}{N}$$

The description above symbolization as:

X= mean

F_{χ}= total score of frequency

N= the number of samples

b. Standard deviation

The standard deviation used to measure students' score and the formula used

follow:

$$\sqrt{\frac{\Sigma d^2 - \frac{(\Sigma d)^2}{n}}{n-1}}$$

The description above symbolization as:

S_d = standard deviation

D = differences between pre-test and post test

N= number of data

c. T-test

The t-test is a statistical test for comparing the means of two groups. Because

the groups consist of experimental and control group, I used a paired t-test in this

study. The formula used as Ary (2010):

$$t = \frac{\overline{d} - D_0}{S_d / \sqrt{n}}$$

The description above symbolization as:

T = t-test value

$\overline{d}$ = average difference between 2 samples

s_d = standard deviation difference of 2 samples

In the t-test, the rejection areas used are as follows:

$$|t|_{value} > t_{table} \text{ or } P_{value} > \alpha$$

d. Interview data collection method

This study applied a semi-structured interview. The results from the interviews were transcribed and further analyzed using thematic analysis (Braun and Clarke, 2006). In this analysis, themes related to the challenges in implementing the Fun Team Building to the students were identified. Therefore, interviewees' points of view, opinions, and critics were purposively used to collect the research data.

In this research, there were 12 students from SMPN 2 Banda Aceh, that had been interviewed about their perspectives on experience fun team building in learning English. The students were selected from experimental teaching class 7-4 which per group the researcher took two students based on the score in post-test. All of participants were interviewed privately. Furthermore, before the research proceeded, the participants were asked for their agreement through a consent letter which allowed the researcher to continue collecting the data.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter has presented the data results. The researcher has obtained three kinds of data; pre-test post-test scores and final semi-interview results. In this section, the research results have been presented in the form of data in the classroom. Data from the field has been obtained from this observation is the raw material for obtaining accurate results.

A. Findings

1. Data Results of Pre-Test and Post-Test

After calculating the result of the student's score, the mean score of both the pre-test and post-test could be presented in the following table:

Table 4.1
The Students' Mean Score of Fluency and Vocabulary in Pre-test and Post-test Control Class

Variable	Mean Score		Improvement	% Improvement
	Pre-Test	Post-Test		
Fluency	48,13	66,88	18,75	16,30
Vocabulary	53,13	74,38	21,25	16,67

The above table has shown that the student's mean score or fluency on the pre-test was 48,13 and the student's average score of the vocabulary on the pre-test was 53,13. Meanwhile, the average score of students' fluency in the post-test was 66,88 and the average score of student's vocabulary in the post-test was 84,69. The increase from the average score of 32 student's fluency scores in the pre-test and

33

post-test was 18,75 (16,30%) and the increase in the average score of students' vocabulary in the pre-test and post-test was 21,25 (16,67%). In the other words, we can say that the improvement was significantly different and the students' ability progressed because the mean score of post-tests was higher than pre-test.

Table 4.2
Total Mean Score Between Pre-Test and Post-Test in Term of Fluency and Vocabulary Control Class

Variable	Score	
	Pre-Test (X1)	Post-Test (X2)
Total	101,25	141,25
Average	3,16	4,41

Table 4.2 above shows that there was an improvement in student's speaking in term of fluency and vocabulary, before and after experimental teaching was given. The average total mean score of pre-tests (X1) was derived from the total score of fluency, and vocabulary (101,25) divided by the total number of students 32 and the result got was (3,16) and the average total mean score of post-tests (X2) was derived from the total score of fluency and vocabulary, (141,25) divided by the total number of students (32) and the result got was (4,41). The improvement of the students' speaking skills is shown in this chart below:

Table 4.3
Total Mean Score of Pre-Test, Post-Test, and Improvement of Fluency and Vocabulary Control Class

Variable	Pre-Test	Post-Test	Improvement
Average	3,16	4,41	1,25

To sum up the chart above, it can be seen clearly that the average total mean score of fluency and vocabulary improved from pre-test to post-test. In pre-test 3,16, in post-test 4,41 and improvement by pre-test to post-test is 1,25.

Table 4.4
The Students' Mean Score of Fluency and Vocabulary in Pre-Test and Post-Test Experimental teaching Class

Variable	Mean Score		Improvement	% Improvement
	Pre-Test	Post-Test		
Fluency	52,50	72,50	21,25	16,67
Vocabulary	59,38	84,69	25,31	17,57

The above table has shown that the student's mean score or fluency on the pre-test was 52,50 and the student's average score of the vocabulary on the pre-test was 59,38. Meanwhile, the average score of students' fluency in the post-test was 72,50 and the average score of student's vocabulary in the post-test was 84,69. The increase from the average score of 32 student's fluency scores in the pre-test and post-test was 21,25 (16,67%) and the increase in the average score of students' vocabulary in the pre-test and post-test was 25,31 (17,57%). In the other words, we can say that the improvement was significantly different and the students' ability progressed because the mean score of post-tests was higher than pre-test.

Table 4.5
Total Mean Score Between Pre-Test and Post-Test in Term of Fluency and Vocabulary Experimental teaching Class

Variable	Score	
	Pre-Test (X_1)	Post-Test (X_2)
Total	111,88	157,19

Average	3,50	4,91

Table 4.5 above shows that there was an improvement in student's speaking in term of fluency and vocabulary, before and after experimental teaching was given. The average total mean score of pre-tests (X1) was derived from the total score of fluency, and vocabulary (111,880) divided by the total number of students 32 and the result got was (3,50) and the average total mean score of post-tests (X2) was derived from the total score of fluency and vocabulary, (157,19) divided by the total number of students (32) and the result got was (4,91). The improvement of the students' speaking skills is shown in this chart below:

Table 4.6
Total Mean Score of Pre-Test, Post-Test, and Improvement of Fluency and Vocabulary Experimental teaching Class

Variable	Pre-Test	Post-Test	Improvement
Average	3,50	4,91	1,42

To sum up the chart above, it can be seen clearly that the average total mean score of fluency and vocabulary improved from pre-test to post-test. In pre-test 3,50, in post-test 4,91 and improvement by pre-test to post-test is 1,42.

2. **Comparison Score of Pre-test and Post-test Using T-Test for Experimental teaching Class**

The t-test is used to calculate the comparison of student scores before and after taking the test related to fluency variables and vocabulary. The test step is carried out as follows.

a. Fluency

1. Hypothesis

H₀ = There is no significant difference after using the Fun Team Building for students

Hₐ = There is a significant difference after using the Fun Team Building for students in improving student's speaking skills.

2. Significance level

The significance level is the magnitude of the tolerance limit in accepting the hypothesis error results for the population parameter values. The significance level used in this study is $\alpha = 0.05$ because the maximum error is determined (used as a benchmark) by the researcher shows a data should be (ideal data), so that it can show differences with other data (reject H₀).

3. Critical Region

In the t test, the rejection areas used are as follows:

$$|t|_{value} > t_{table} \text{ or } P_{value} > \alpha$$

4. Test Statistic

Table 4.7
t-score of fluency Pre-test and Post-test

Variable	t	df	P_value
Fluency	-11,501	31	0,000

t-table

$$t_{\frac{\alpha}{2},n-1} = t_{0,05/2,(32-1)} = t_{0,025,31} = 2,03951$$

The table 4.4 shows that the calculated t-value on the in-fluency indicator obtained is -11.501 or |t| = 11.501 and the t-table value is 2.03951. This shows that

the t-count value obtained is greater than the t-table value (11.501 > 2.03951) so, that H_0 is rejected. This decision making can also be seen by comparing the P value with a significance level of α (0.000 <0.05) so that H_0 is rejected. Based on this decision, it can be said that there is a significant difference between students' pre-test and post-test scores on the fluency indicator. This shows that the fun team building method is effective in improving students' English-speaking skills.

   b.   Vocabulary

   1.   Hypothesis

      H_0 = There is no significant difference after using the Fun Team Building for students

      H_a = There is a significant difference after using the Fun Team Building for students in improving student's speaking skills.

   2.   Significance Level

The significance level is the magnitude of the tolerance limit in accepting the hypothesis error results for the population parameter values. The significance level used in this study is $\alpha = 0.05$ because the maximum error is determined (used as a benchmark) by the researcher shows a data should be (ideal data), so that it can show differences with other data (reject H_0).

   3.   Critical Region

In the t test, the rejection areas used are as follows:

$$|t|_{value} > t_{table} \text{ or } P_{value} > \alpha$$

   4.   Test Statistic

Table 4.8

t-score of vocabulary   Pre-test and Post-test

Variable	t	df	P$_{value}$
Vocabulary	-13,293	31	0,000

t-table

$$t_{\frac{\alpha}{2},n-1} = t_{0,05/2,(32-1)} = t_{0,025,31} = 2,03951$$

The table 4.8 shows that the calculated t-value on the vocabulary   indicator obtained is -13.293 or |t| = 13.293 and the t-table value is 2.03951. This shows that the t-count value obtained is greater than the t-table value (13.293 > 2.03951) so that H$_0$ is rejected. This decision making can also be seen by comparing the P value with a significance level of α (0.000 < 0.05) so that H$_0$ is rejected. Based on this decision, it can be said that there is a significant difference between students' pre-test and post-test scores on the vocabulary   indicator. This shows that the fun team building method is effective in improving students' English speaking's skills.

Research Question 1: Does the use fun team building in learning English improve students' speaking skill?

The findings indicate that almost all participants have the same perceptions of the use fun team building as a way to improve their English-speaking ability, with only a few having different perceptions. As explained below, their perceptions include the improving English skill in fluency aspect and the improving English skill in vocabulary aspect.

a. **Improving English Skill in Fluency Aspect**

The finding revealed that one of the improvement participants encountered when using fun team building was when they prepared materials to be delivered, such as more fluently and quickly using the word, speak English well during presentations and students understand what will be said in English. This is evidenced in the interview excerpt from student R8 below:

> "I am more helped by knowing the vocab that is taught, and the use that is repeated, so that it makes me more fluent in pronouncing words, for example I still have challenge pronouncing vegetables, breakfast, toast, I have challenge in pronunciation because these words are foreign, but when I repeat them, it makes me more fluently and quickly using the word." [R8, interview, April 12, 2023]

Similarly, student R3 added, as the documented below, that fun team building allows him to speak English well during presentations.

> "I what I found the most improvement when I gave future presentations, apparently I could talk more even though there were still many pauses but I like learning in this way." [R3, interview, April 12, 2023]

Student R24 also offered a similar view about the improvement of his fluency in speaking English because he understands what will be said in English. This can be seen in the following quote:

> "I like learning by playing game like this, I had a little challenge speaking in fluently before the material given because I have many pauses while speaking. But, after learning with this game, I can speak faster after the material explained because I understand what will be said." [R24, interview, April 14, 2023]

The quotes above shows that the use of fun team building can improve English speaking skills in the aspect of fluency because after learning the explanation of the material they remember more and often repeat the vocabulary and sentences that are being taught, so that they can be used and pronounced

properly and fluently. In conclusion, the use of English can be spoken fluently, there is a need for instruction in sentence combining as well and appropriate vocabulary.

b. The Improving English Skill in Vocabulary Aspect

As previously stated, by using fun team building in the class, many English students got the improvement in vocabulary aspect when practicing speaking, this is demonstrated by the following statement by student R10. This is stated in the following below:

> "There are still many vocabulary words that I don't know, but in the learning process I found new vocabulary and was able to develop vocabulary. A lot of sentences, such as I don't like to eat mushrooms except bread, the vocabulary that I learned can also be used in daily because it's easy to find and often use." [R10, interview, April 12, 2023]

Meanwhile, student R21 argued that the improvement speaking skill in vocabulary is important when speaking, increasing vocabulary can help students to speak English. Her statement are as follows:

> "I like English and to be able to speak English I need a lot of vocabulary and I can increase my vocabulary while learning, make me more able to master the material being taught and make me easy to think and speaking English." [R21, interview, April 14, 2023]

In line with this, student R26 also agrees that using fun team building can improve her speaking skills. Her explanations as follows:

> "Using fun team building will improve my ability to speak more easily because with playing the game I can find new vocabulary that I never heard before, such as a fizzy drink, once or twice a week, toast and so on." [R26, interview, April 14, 2023]

Students can easily remember the vocabulary being taught and improvement speaking skill in vocabulary their never heard of before and improvement in vocabulary aspect when practicing speaking. Using fun team building as a method

to improve English skills is also interesting so that they understand the material being taught. As a result, this technique is very useful for students who want to practice speaking.

Research Question 2: What are the challenges in using fun team building to improve students' speaking skill?

Although the results of this study revealed that students had an improvement in learning English while using fun team building especially in terms of fluency which has increased by 16.67% and vocabulary have increased by 17.57%. However, challenges were also faced by the students in implementing this Fun Team Building activity. Based on the interviews, a number of three themes were identified as the challenges or obstacles faced by the students. They are in challenge in learning time, challenge in inter-group cooperation and challenge concentrating during the learning process.

a. **Challenge in Learning Time**

The students informed that time was a challenge, because the duration given to do this activity is limited, which was only 35 minutes. R5 explained that due to the time constraint, she preferred to the assignment individually rather than in group. Because group discussion takes up a lot of time. Below is the excerpt:

> "I prefer to do my own assignments rather than do tasks in a group, if I am alone, I can complete what I want. But, if in a group I have to discuss it first, and adjust to the thoughts of other friends, so that the time to do the task is limited." [R5, interview, April 12, 2023]

Moreover, R8 also confirmed that time was a challenge to face in implementing the Fun Team Building activity. He noted that it was very difficult for him to think in

a very little time given by the teacher to complete the task. He more he tried to think the assignment through, the more he got frustrated. His except is as below:

> "The material taught is actually understandable, but because of the short time to do the assignments it becomes an obstacle so that when using English makes it difficult for me to think." [R8, interview, April 12, 2023]

Furthermore, student R13 also gave a similar view same view about how time matters in the process of learning English when using fun team building techniques. Here's the explanation:

> "The time is too short to study while playing games, so I have challenge working with other teams, it is difficult for us to manage team tasks to the fullest, and do assigned tasks in a short amount of time." [R13, interview, April 14, 2023]

In conclusion, the statement above shows that students faced challenges in a short time when learning English using fun team building activity. As a result, this must be considered so that the learning process can operate as efficiently as possible and optimally.

b. Challenge in Inter-Group Cooperation

The finding revealed that one of the challenges participants encountered when using fun team building activity were students had obstacles when working together in group, such as challenge cooperation in communicating between teams and challenge in coordinating each member. This demonstrated by student R2 below:

> "I have challenge cooperation in communicating between teams. I tend to follow what the group leader will convey. I just answer the assignments the table because I don't like to come to the front of the class and be seen by many people." [R2, interview, April 12, 2023]

It can be seen that there is student who challenge cooperation in communicating, tend not to like being involved in busy activities, and interacting with other teams when the fun team building process takes place in the classroom.

Student R10 also offered a similar view about the challenge in the group is cooperation in coordination. This be seen in the following quote:

> "The challenge in the group is coordinating each member who has been given a task, there are team members who do not like the task that has been given and do other tasks, even though I have good English skills compared to friends, I am not enthusiastic when I get unsupportive team and difficult to work with." [R10, interview, April 12, 2023]

Meanwhile, student R8 argued, as documented below, even she enjoyed the learning process, that cooperation between groups also had challenge.

> "During the learning process I was very happy, because I had the ability to be confident when I came to the front of the class, but I'm having a hard time working together. I was not able to use vocabulary properly, so that there were some team members who complained because I was not fluent in English and the team was having trouble and they didn't help me to justify my answer either." [R12, interview, April 12, 2023]

Student R19 also described a similar opinion regarding the challenge in group learning process.

> "I do not like learning in groups, because not all of my friends often talk even though we are classmates, so it makes it difficult for me to work together and communicate with them, I prefer working alone, but so far the activities are fun and I can easily understand the material and process was enjoyable". [R19, interview, April 14, 2023]

Even though the participant observed that learning English by using Fun team building process was still enjoyable, he agreed that the learning had challenge cooperation inter-group in communication, coordination with other members, in conclusion, during the learning process, it is critical to establish a learning system

that allows each student to engage more so that the relationships that occur are familiar and easy to work cooperatively.

c. Challenge Concentrating During the Learning Process

The use of English has challenges and challenges for every learner. The different abilities each student has can affect their learning challenges. Some students revealed that they faced challenges that hindered them during the learning process such as, to face challenge and find it harder to think in English and challenge concentrating. Learning English also presents challenges for the students.

According to student R21's statement, it is shown that the students had to face challenge and find it harder to think in English while doing the assignment.

> "I have challenge using English when I want to make a presentation in front of the class, I have to think hard about what I will say, not because I don't know what to answer, but I am confused about answering using English"[R21, interview, April 14, 2023]

Student R26 stated that the process in learning English is challenge concentrating. Here's what the statements are:

> "During the learning process I have challenge concentrating, I like not to focus when studying and get bored easily, especially if the lessons are monotonous." [R26, interview, April 14, 2023]

The statement above shows that students experience challenges during the learning process, especially in terms of challenge thinking in English and challenge focusing during the learning process. In conclusion, during the learning process, it is important to have a learning system such as an innovative and creative teaching so that students have an interest in learning English.

B. Discussion

Before the students received any experimental teaching, a pre-test was given to the students at the beginning of the research to measure their ability in speaking. The results revealed that the mean pre-test score in terms of fluency and vocabulary for the experimental teaching class was 111.88 with an average of 3.50 and the mean pre-test score in terms of fluency and vocabulary for the control class was 101.25 in average 3.16. After that, the experimental teaching class used a fun team building activity to learn, while the control class used a discussion and presentation of learning models. For the fourth times experimental teaching, the researcher used present tense is combined with the chapter 'this is delicious' as a material. Following the completion of the research, the post-test was administered to measure how much the students; speaking ability in both experimental teaching and control class. In the experimental teaching class, the mean of post-test score in terms of fluency and vocabulary was 4.9, while in the control class it was 4.41.

From the explanation above, it is found that there was significant difference between the result of experimental teaching class and control class. Teaching speaking using fun team building in experimental teaching class was more effective that teaching speaking using the conventional method (discussion and lecturing). It could be seen from the difference of the mean score from both classes. Based on the analysis above, the result of t-test showed that the t-count value obtained is greater than t-table value $11.501 > 2.03951$, the alternative hypothesis (Ha) was accepted. It means that using of fun team building improved students' speaking ability.

There focus 2 aspects of speaking rate in both pre-test and post-test, fluency and vocabulary. The 2 aspects increased after the experimental teaching was conducted in post-test result of experimental teaching class. Before the experimental teaching, the students' mean score of fluency was 52,50 and vocabulary was 59,38. After the experimental teaching, the total score of each aspects increased as fluency was 72,50 and vocabulary 84,69. Furthermore, the most increased score is vocabulary was 17.57 percent.

The researcher has conducted an interview of 12 respondents. As presented on the previous page stated that their perception of the experimental teaching that the researcher had given made them enjoy learning to speak and had made their improve, especially in fluency and increasing vocabulary. The result interview showed the improvement in generating vocabulary made students could speak English more fluency, using fun team building activities had made them memory sensitive so that it gave rise to many vocabulary.

In this research also have challenges, the study conducted by Everette (2011) said that the fun team building defect would occur if interactive cooperation between team members is not complex enough. A lack of collaboration and communication become much harder and cannot actively participate in the learning process, R2 said, "I have challenge cooperation in communicating between teams. I tend to follow what the group leader will convey. I just answer the assignments the table because I don't like to come to the front of the class and be seen by many people."

Meanwhile, Setyawan (2020) also stated that the challenges of using fun team building in learning is that sometime students are ineffective communication is often the root because of project failure. Some students prefer working alone because the feel more be focused than having to join a team, that happen in a participant stated that "I do not like learning in groups, because not all of my friends often talk even though we are classmates, so it makes it difficult for me to work together and communicate with them, I prefer working alone, but so far the activities are fun and I can easily understand the material and process was enjoyable".

There are about respondents stated that they got improvement after learning to speak English by using fun team building activities had made them able to speak English faster and speaking with a little pouse, they become more confident in speaking English, studying with fun team building is enjoyable and also made their memory sensitive so that it gave rise to many vocabulary.

The finding research are similar with the existing research that has been mentioned such as a study conducted by Saroya et. al (2014) showed that team building technique could marginally increase students' speaking ability at SMA Darussalam Ciputat. Moreover, the study conducted by Albawi (2014) revealed that students' motivation and interaction are increased during the implementation of team building in the speaking classroom. As a result, the fun team building was not only useful in improving speaking ability, but also increasing students' motivation and interaction during the class.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the conclusion and suggestion of the research in discussed. The conclusion contains the important point of the research, along with the suggestions of the research.

A. Conclusion

Base on the research that has been conducted and the analysis of the data in previous chapter, the conclusion can be drawn as follow:

1. Based on the findings of the analysis performed using the t-test, the result was obtained where t-test = 11.501 was higher than t-table with the mean of post-test for experimental teaching class was 4,91 and the mean of post-test for control class was 4,41. In other words, the fun team building activity could improve speaking skills. The result shown that each aspect of speaking increased significantly after the experimental teaching. The higher score of the aspects was vocabulary with total difference between pre-test and post-test was 17.57 percent.

2. Based on the semi-structured analysis of the result of the interviews, there are challenges in using fun team building activity in learning process. First, challenge in learning time because the duration given to do this activity is limited. Second, challenge in inter-group cooperation as challenge cooperation in communicating between teams and challenge in coordinating each member. Third, challenge concentrating during the learning process

such as, to face challenge and find it harder to think in English and challenge concentrating.

B.   Suggestion

After conducting the study, there are several essential that can be highlighted. First, it is better for English teacher to use fun team building in teaching-learning activity because it can improve students' speaking skill. The teacher should pay extra attention in directing students while applying the fun team building model by controlling the activities. The students should be more confidence in exploring their ability in speaking, in conclusion, it would be better is there was identical research in this topic to find out best method for improving speaking ability.

Second, the challenges experienced by students could be overcome if the use of time can be coordinated to be more optimal so that the learning process becomes more focused and not rushed and team members should work together and open opportunities for communication without having to consider the relationships that occur outside the group, so that the ability to work together and creativity in building a team can be built, and being a supportive group.

Finally, it would be better if there was identical research in this topic to find out best method for improving speaking ability.

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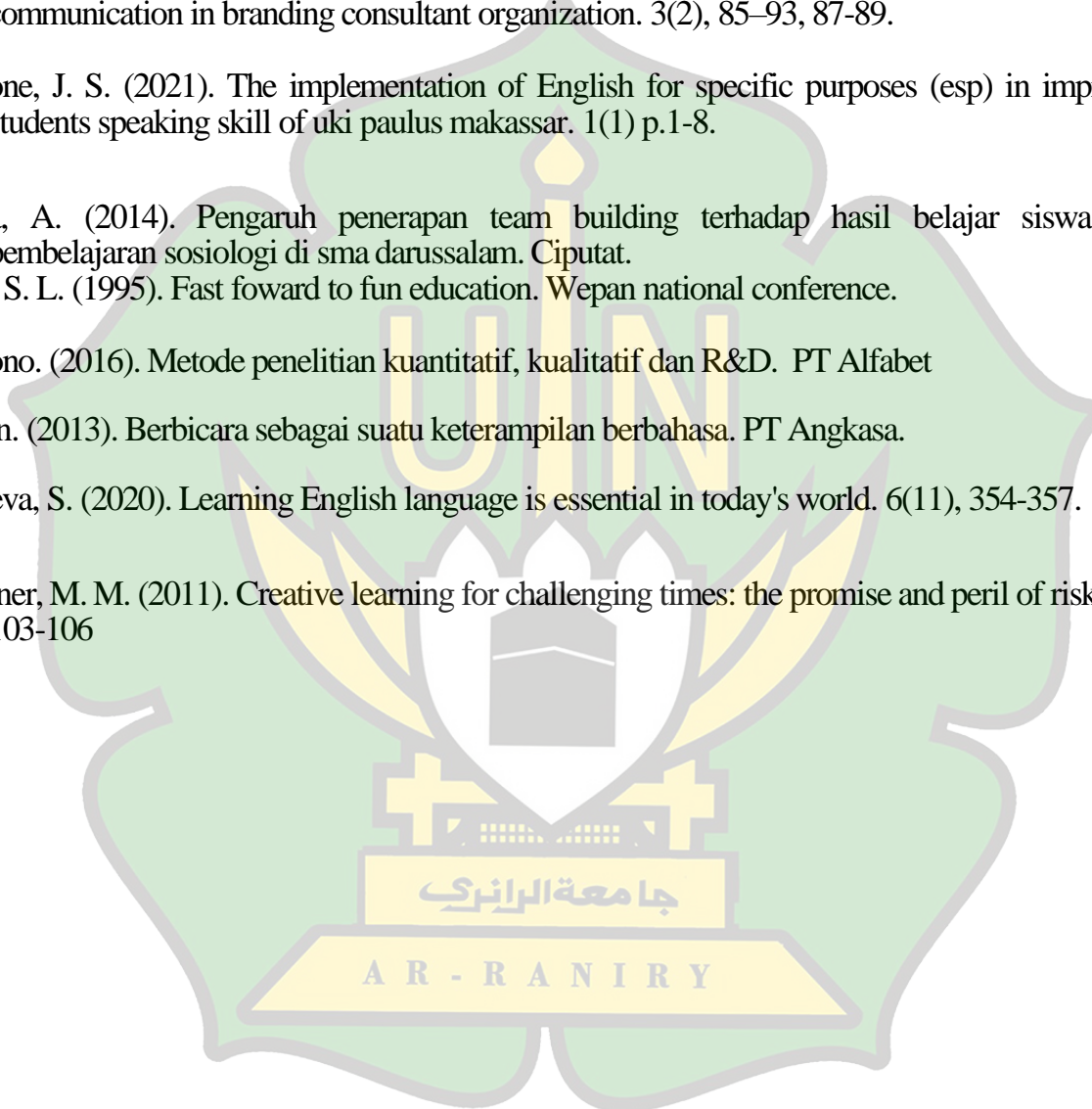Adams, W. C. (2021). Perception and interest of English language learners (ELL) toward. *Journal English Language Teaching,* 14(5), 476-475.

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APPENDICES

Appendix A: Decree Letter about Thesis Supervisors

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-15354/UN.08/FTK/KP.07.6/12/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi untuk diangkat sebagai pembimbing skripsi.

Menimbang :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293 KMK.05 2011 tentang Penetapan Institut Agama Islam Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 November 2022

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk Saudara:
1. Dr.phil. Saiful Akmal, S. Pd. I., M.A — Sebagai Pembimbing Pertama
2. Rita Hermida, M. Pd — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :
Nama : **Rianda Juffa Khalya**
NIM : 180203171
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Using Fun Team Building to Improve Students's Speaking Skills**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 01 Desember 2022
a.n Dekan,

Safrul Muluk

Appendix B: Research Permit Letter

KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI AR-RANIRY FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-5183/Un.08/FTK.1/TL.00/03/2023
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **Rianda Juffa Khalya / 180203171**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang   : Jl. Mujahidin I Gampoeng Lambaro Skep, Kec. Kuta Alam, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin SMPN 2 Banda Aceh dalam rangka penulisan Skripsi dengan judul *Using Fun Team Building to Improve Students's Speaking Skills*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 31 Maret 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 20 Mei 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
Jl P.Nyak Makam No. 23 GP. Kota Baru TELP/FAX. (0651) 7555136, 755513
E-mail: dikbud@bandaacehkota.go.id Website: dikbudk.bandaacehkota.go.id

Kode Pos: 23125

SURAT IZIN
NOMOR : 074/A4/1457
TENTANG
IZIN PENGUMPULAN DATA

Dasar : Surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-5183/Un.08/FTK.1/TL.00/03/2023 tanggal 31 Maret 2023, perihal Penelitian Ilmiah Mahasiswa.

MEMBERI IZIN

Kepada :
Nama : **RIANDA JUFFA KHALYA.**
NIM : 180203171
Jurusan Prodi : Pendidikan Bahasa Inggris.
Untuk : Melaksanakan pengambilan data pada SMP Negeri 2 Banda Aceh dalam rangka penulisan skripsi dengan judul :

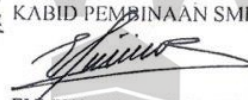" **USING FUN TEAM BUILDING TO IMPROVE STUDENT'S SPEAKING SKILLS** ".

Dengan ketentuan sebagai berikut:

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil pengumpulan data sebanyak 1 (satu) eksemplar kepada pihak sekolah.
3. Surat ini berlaku sejak tanggal 10 April s.d 10 Mei 2023.
4. Diharapkan kepada yang bersangkutan agar dapat meyelesaikan pengumpulan data tepat pada waktu yang telah ditetapkan.
6 Kepala Sekolah dibenarkan mengeluarkan surat keterangan hanya untuk mahasiswa yang benar-benar telah melakukan pengumpulan data.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 6 April 2023 M
15 Ramadhan 1444 H

a.n. KEPALA DINAS PENDIDIKAN DAN
KEBUDAYAAN KOTA BANDA ACEH
KABID PEMBINAAN SMP,

EVI SUSANTI, S.Pd, M.Si.
Pembina
NIP.19760113 200604 2 003

Tembusan :
1. Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
2. Koordinator Pengawas Sekolah
3. Kepala SMP yang bersangkutan

PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 2
JLN. AYAH GANI I BANDAR BARU TELP. (0651) 23724
E-mail: smpn2bna@gmail.com   Website: https://smpn2bna.sch.id   Kode Pos 23126

SURAT KETERANGAN
No. : 074 /317/ 2023

Kepala Sekolah Menengah Pertama (SMP) Negeri 2 Banda Aceh Kecamatan Kuta Alam Kota Banda Aceh, dengan ini menerangkan :

N a m a	: **RIANDA JUFFA KHALYA**
N I M	: **180203171**
Jurusan/Prodi	: **S I Pendidikan Bahasa Inggris**

Telah mengadakan Penelitian/mengumpulkan data pada SMP Negeri 2 Banda Aceh pada tanggal 3 s.d 6 Mei 2023, sesuai dengan Surat Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh No.074/A.4/1457 tanggal 6 April 2023 untuk keperluan Penyusunan Skripsi yang berjudul" **USING FUN TEAM BUILDING TO IMPROVE STUDENT'S SPEAKING SKILLS** " dan pelaksanaannya berjalan dengan baik.

Demikian Surat keterangan penelitian ini dibuat untuk dapat dipergunakan seperlunya.

Banda Aceh, 15 Mei 2023
Kepala

Arlis.M,S.Pd,M.Pd
Pembina Tk.I
Nip.19670430 199412 1 003

MODUL AJAR BAHASA INGGRIS

INFORMASI UMUM PERANGKAT AJAR	
1. Nama Penulis	: RIANDA JUFFA K
2. Instansi	: SMPN 2 BANDA ACEH
Tahun	: 2023
3. Jenjang Sekolah	: SMP
4. Kelas	7
5. Alokasi Waktu	: 4 x 45 menit

TUJUAN PEMBELAJARAN

- Fase D

  Elemen : Membaca – Memirsa

  Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

- ☐ **TP 7.3**

  Menyajikan dan Mengomunikasikan ide dan pengalaman mereka tentang pengalaman mereka melalui paragraf sederhana dan terstruktur dengan menggunakan kosakata spesifik dan struktur kalimat sederhana melalui karya kunjung. (**this is delicious**)

- **Tujuan Pembelajaran:**

  Tujuan pembelajaran modul ini adalah :

  1. Peserta didik dapat menyampaikan tentang makanan dan minuman.

- **Indikator Pencapaian Tujuan Pembelajaran:**

  1. Peserta didik mampu mengidentifikasi kosakata khusus terkait teks deskripsi tentang makanan dan minuman

  2. Peserta didik mampu mengartikan teks tulis terkait makanan dan minuman

  3. Peserta didik mampu menyesuaikan teks tulis terkait dengan kosakata yang tepat.

  4. Peserta didik mampu menrepresentasikan makan dan minuman dalam teks tulis present tense.

- Konsep Utama: CHAPTER 6 UNIT 3
- Present tense menjelaskan makanan dan minuman

KOMPETENSI AWAL

1. Sebelum mengikuti pembelajaran peserta didik belum mampu menyebutkan makanan dan minuman kesukaan,sedangkan setelah mengikuti pembelajaran peserta didik mampu menyebutkan makanan dan minuman kesukaan
2. Sebelum mengikuti pembelajaran peserta didik kesulitan untuk menentukan arti kosakata dalam bahasa inggris secara tepat terkait makanan dan minuman, setelah mengikuti pembelajaran peserta didik dapat menentukan arti kosakata dalam bahasa inggris secara tepat terkait makanan dan minuman.
3. Sebelum mengikuti pembelajaran peserta didik belum mampu menyesuaikan teks tulis terkait makanan dan minuman dengan visual yang tepat, setelah mengikuti pembelajaran peserta didik mampu menyesuaikan teks tulis terkait makanan dan minuman dengan visual yang tepat.

PROFIL PELAJAR PANCASILA

Bergotong royong , bernalar kritis dan kreatif

SARANA DAN PRASARANA

1. Sarana

   Sarana yang digunakan dalam pembelajaran teks present tense adalah LCD, Laptop,

2. Prasarana

   Prasarana yang digunakan dalam pembelajaran materi ini adalah slide PPT, gambar, kertas Manila, sticky notes , lembar kerja, dan instrument penilaian.

TARGET PESERTA DIDIK

Peserta didik yang menjadi target dalam modul pembelajaran ini adalah: peserta didik regular / tipikal : umum

MODEL PEMBELAJARAN:

Discovery Learning

METODE PEMBELAJARAN:

Diskusi, team work, penugasan, diskusi, tanya jawab

MODA PEMBELAJARAN :

Luring

KOMPONEN INTI

1. Peserta didik mampu memahami teks tulis terkait present tense tentang makanan kesukaan
2. Peserta didik mampu menyesuaikan teks tulis present tense dengan kalimat yang tepat
3. Peserta didik mampu menerapkan prinsip gotong royong, bernalar kritis dan kreatif

PEMAHAMAN BERMAKNA

Peserta didik terampil memahami teks tulis tentang makanan dan minuman sehingga mampu menyesuaikan dengan keadaan yang tepat terkait teks tulis yang diberikan.

PERTANYAAN PEMANTIK

- Pernahkah kamu makan buah kesukaanmu?
- Bagaimana kamu menjelaskan makanan kesukaanmu kepada orang lain dan saling bertanya?
- Apa makanan dan minuman kesukaanmu dan orang lain di dekatmu?

URUTAN KEGIATAN PEMBELAJARAN

Kegiatan Awal (15 menit)

1. Menyiapkan peserta didik
2. Melakukan pembukaan dengan salam pembuka, dan berdoa untuk memulai pembelajaran
3. Memeriksa kehadiran peserta didik
4. Mengaitkan materi dan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik yaitu pengetahuan tentang present tense.
5. Memberikan pertanyaan pemantik
- Pernahkah kamu makan buah kesukaanmu?
- Bagaimana kamu menjelaskan makanan kesukaanmu kepada orang lain dan saling bertanya?
- Apa makanan dan minuman kesukaanmu dan orang lain di dekatmu?
6. Memaparkan tentang manfaat mempelajari materi present tense

Kegiatan inti (50 menit)

1. Mengorientasikan peserta didik pada masalah
   a. Guru menanyakan makanan kesukaan
   b. Peserta didik mengamati penejelasan
   c. Guru menanyakan beberapa pertanyaan terkait gambar kepada peserta didik
   d. Peserta didik menjawab pertanyaan guru terkait gambar yang disajikan
2. Mengorganisasikan kerja siswa
   a. Guru membagi peserta didik menjadi 6 kelompok. Satu kelompok berisi 4-5 orang. Guru membagi kelompok secara heterogen dengan melihat kemampuan dan bakat siswa yang terdiri dari siswa Audio, Visual dan kinestetik
   b. Peserta didik berkumpul dengan grup masing – masing
   c. Guru membagi lembar kerja peserta didik
   d. Peserta didik mengidentifikasi kosakata terkait karakteristik tokoh dalam teks present tense yang diberikan.
3. Melakukan penyelidikan atau penelusuran untuk menjawab permasalahan
   a. Guru meminta peserta didik memahami teks present tense yang diberikan.
   b. Guru meminta peserta didik mengidentifikasi kosakata terkait makanan dan minuman pada teks yang diberikan kedalam tabel yang telah disediakan.
   c. Peserta didik saling berdiskusi dalam kelompok mengidentifikasi dan mendaftar kosakata

beserta arti kedalam tabel yang telah disediakan.

d. Setelah peserta didik mengidentifikasi dan mendaftar kosakata terkait makanan dan minuman kedalam tabel, guru meminta peserta didik menetukan potongan kosa kata yang sesuai dengan teks tulis yang diberikan.

e. Guru memantau dan memberikan penguatan terhadap kegiatan diskusi kelompok yang dilakukan peserta didik.

Kegiatan akhir (15 menit)

1. Guru bersama peserta diidk membuat simpulan daftar kosakata apa saja yang muncul dalam kegiatan pembelajaran

2. Guru bersama peserta didik melakukan refleksi kegiatan belajar hari ini

3. Guru memberikan tindak lanjut terhadap refleksi kegiatan hari ini

4. Guru menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.

Kegiatan awal (15 menit)

(Pertemuan)

1. Menyiapkan peserta didik

2. Melakukan pembukaan dengan salam pembuka, dan berdoa untuk memulai pembelajaran

3. Memeriksa kehadiran peserta didik

4. Mengaitkan materi dan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik yaitu pengetahuan tentang teks deskriptif.

5. Memberikan pertanyaan pemantik

- Apa saja yang bisa disebutkan untuk menjelaskan makanan dan minuman kesukaanmu?
- Kosakata apa saja yang kalian temukan pada pertemuan sebelumnya?

6. Memaparkan tentang manfaat mempelajari materi present tense

Kegiatan inti (50 menit)
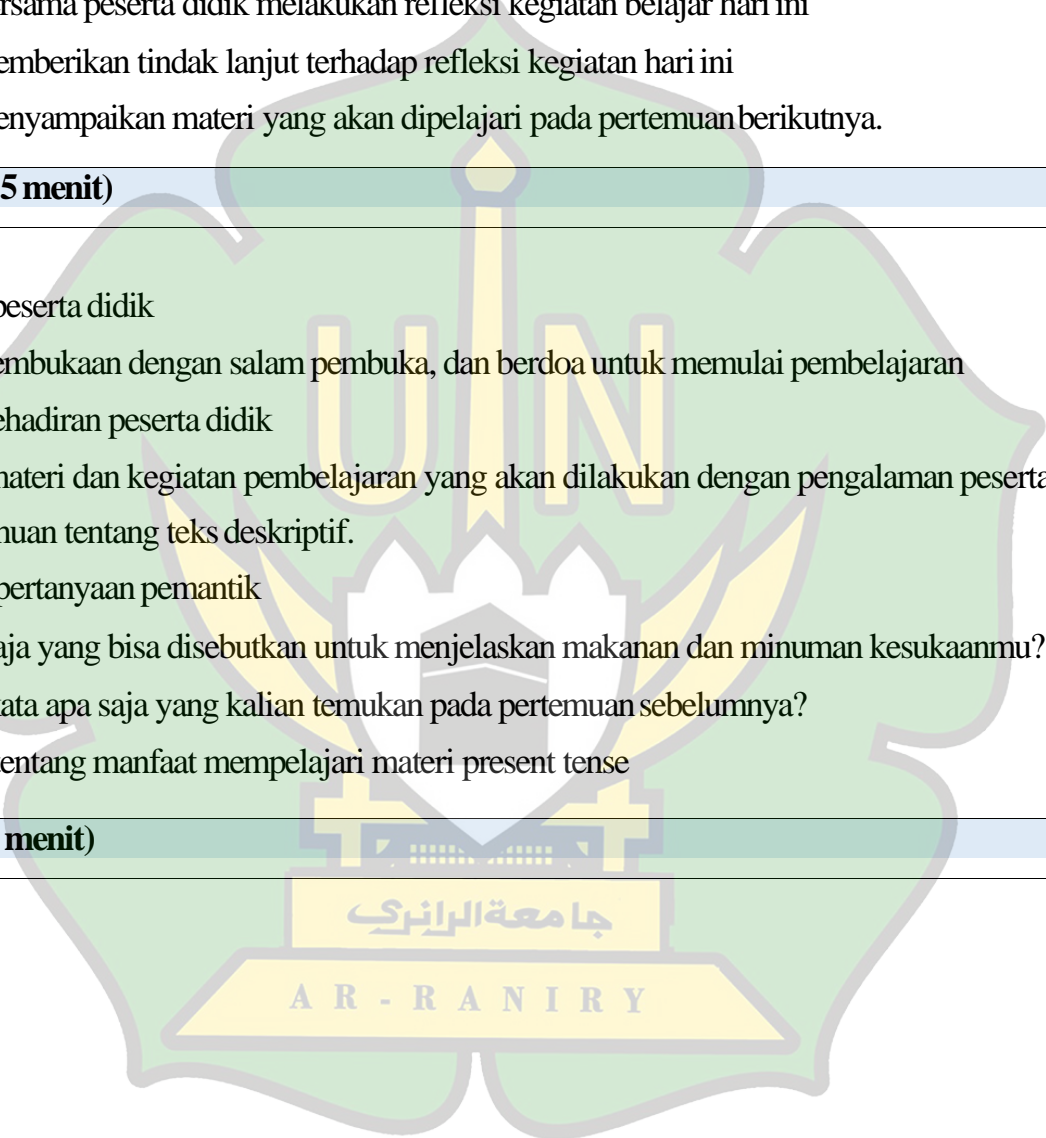
4. Menyusun hasil kerja dan mempresentasikannya

   a. Peserta didik menggunting dan menempel kertas tulisan yang sesuai dengan teks yang diberikan pada kertas Manila yang telah disediakan

   b. Peserta didik memberikan rangkuman ciri-ciri tokoh dalam teks berdasarkan keterangan yang telah dipresentasikan pada pertemuan sebelumnya pada lembar kertas manila

   c. Peserta didik menghias kertas manila yang berisi keterangan tentang makanan dan minuman pada present tense.

   d. Peserta didik menempel hasil kerja kelompok di dinding atau di tempat yang telah disediakan.

   e. Peserta didik mempresentasikan hasil kerja melalui kegiatan windows shopping dengan cara:

      1. Setiap kelompok memilih 2 perwakilan untuk tetap tinggal bersama hasil kerja sementara anggota kelompok lain berkeliling untuk melihat hasil kerja dan mencatat informasi penting dari hasil kerja kelompok lain.

      2. 2-3 perwakilan kelompok bertugas untuk menjelaskan hasil kerja mereka kepada anggota kelompok lain yang datang berkunjung dan bertanya tentang hasil kerja yang ditampilkan.
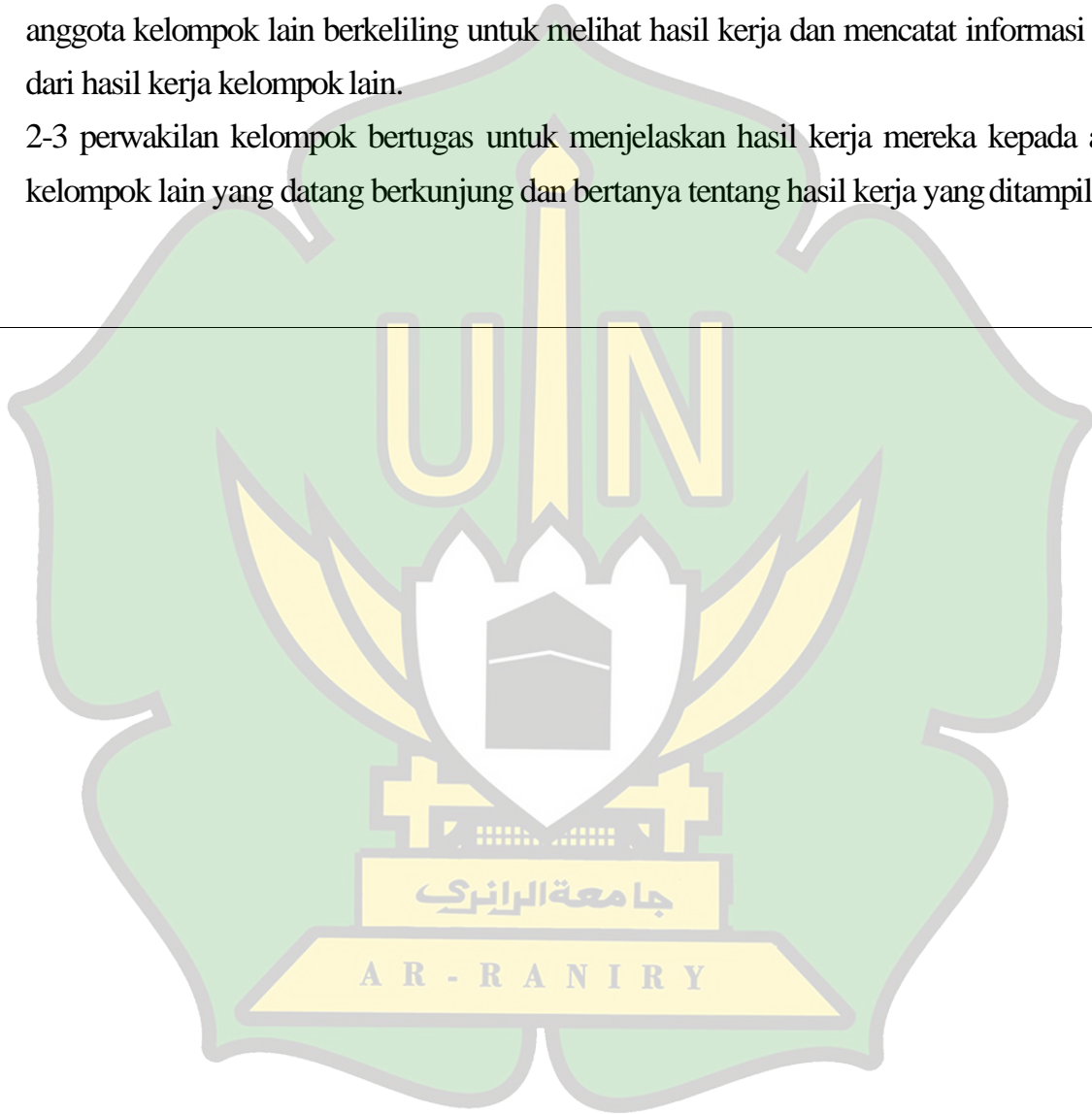
5. Melakukan evaluasi dan refleksi proses dan hasil penyelesaian masalah

    a. Guru membagikan sticky notes untuk setiap peserta didik

    b. Guru meminta peserta didik untuk memberikan apresiasi kepada kelompok yang memberikan penjelasan terbaik menurut mereka melalui kegiatan menempel sticky notes yang berisi kalimat apresiasi atau memberikan semangat.

    c. Guru meminta peserta didik untuk saling memberikan komentar terhadap hasil kerja kelompok lain dengan cara menyebutkan kelebihan yang dan kekurangan terhadap hasil kerja yang telah ditampilkan

    d. Guru memberikan penguatan kepada peserta didik terkait hasil kerja yang telah ditampilkan.

Kegiatan Akhir (15 menit)

- Guru bersama peserta diidk membuat simpulan daftar kosakata apa saja yang muncul dalam kegiatan pembelajaran
- Guru bersama peserta didik melakukan refleksi kegiatan belajar hari ini
- Guru memberikan tindak lanjut terhadap kegiatan yang telah dilaksanakan.
- Guru menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.

REFLEKSI PENDIDIK

1. Kendala apa yang dialami saat menyelenggarakan proses pembelajaran?
2. Apa solusi yang dilakukan untuk menghadapi kendala?
3. Apakah tujuan pembelajaran sudah tercapai?
4. Langkah apa saja yang dilakukan ketika tujuan pembelajaran tidak tercapai?
5. Apa rencana tindak lanjut untuk proses pembelajaran yang akan dilakukan?

REFLEKSI PESERTA DIDIK

1. Bagaimana proses pembelajaran kali ini? Apakah menyenangkan?
2. Apa yang dapat kalian pahami dari proses pembelajaran ini ?
3. Apa kendala/ kesulitan terbesar dalam mengikuti proses pembelajaran?
4. Apa yang yang paling menyenangkan dalam proses pembelajaran?
5. Apa rencana yang dilakukan untuk menyelesaikan kesulitan terbesar dalam proses pembelajaran?

LAMPIRAN-LAMPIRAN

1. Bahan ajar
2. Lembar Kerja Peserta Didik (LKPD)
3. Lembar refleksi
4. Kisi-kisi penugasan
5. Lembar observasi pelaksanaan dan hasil diskusi kelompok pada LKPD
6. Lembar instrument penilaian sikap profil pelajar pancasila

PENGAYAAN DAN REMEDIAL

Pengayaan : peserta didik diminta untuk mengidentifikasi *speaking ability* pada teks present tense Remidi : peserta didik mendaftar bagian-bagian tubuh beserta karakteristiknya	

BAHAN BACAAN PENDIDIK

a. Buku Paket Bahasa Inggris Kelas VII ENGLISH FOR NUSANTARA

b. Teks adapted from book

BAHAN BACAAN PESERTA DIDIK

a. Buku Paket Bahasa Inggris Kelas VII: ENGLISH IN MIND

b. Kamus Inggris – Indonesia John. M. Echol dan Hasal Shadily

DAFTAR PUSTAKA

Harbert Putcha & Jeff Stranks (2010) English In Mind

www.cambridge.org/9780521185370

Rubrik Penilaian Speaking

No	Aspek yang dinilai	Kriteria	Skor
1	Pronunciation	Hampir sempurna	5
		Ada beberapa kesalahan, tetapi tidak Mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu	2
		Terlalu banyak kesalahan dan mengganggu makna	1
2	Intonation	Hampir sempurna	5
		Ada beberapa kesalahan, tetapi tidak Mengganggu makna	4

		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu	2
		Terlalu banyak kesalahan dan mengganggu makna	1
3	Fluency	Sangat lancar	5
		Lancar	4
		Cukuplancar	3
		Kuranglancar	2
		Tidaklancar	1
4	Accuracy	Sangat tepat	5
		Tepat	4
		Cukuptepat	3
		Kurangtepat	2
		Tidaktepat	1

Lembar penilaian siswa:

No	Nama Peserta didik	Pronunciation (5-1)	Intonation (5-1)	Fluency (5-1)	Accuracy (5-1)	Skor
1	....					

❖ Penskoran

- Skor maksimal : 20

❖ Nilai akhir

- $N = \dfrac{Skor\ perolehan}{20} \times 100$

- *Kementerian Pendidikan dan Kebudayaan. 2017. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.*

1. Pembelajaran Remedial dan Pengayaan

a. Remedial

❖ Remidial dapat diberikan kepada peserta didik yang belummencapai KKM maupun kepada peserta didik yang sudah melampui KKM. Remidial terdiri atas dua bagian: remedial karena belum mencapai KKM dan remedial karenabelummencapaiKompetensiDasar

❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugasbagi peserta didik

yang belum mencapai KKM (Kriteria Ketuntasan Minimal), misalnya sebagai berikut.

b. Pengayaan

❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.

❖ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.

❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya

Mengetahui   Banda Aceh, 4 April 2023
Kepala Sekolah   Guru Mapel Bahasa Inggris

Rianda Juffa Khalya
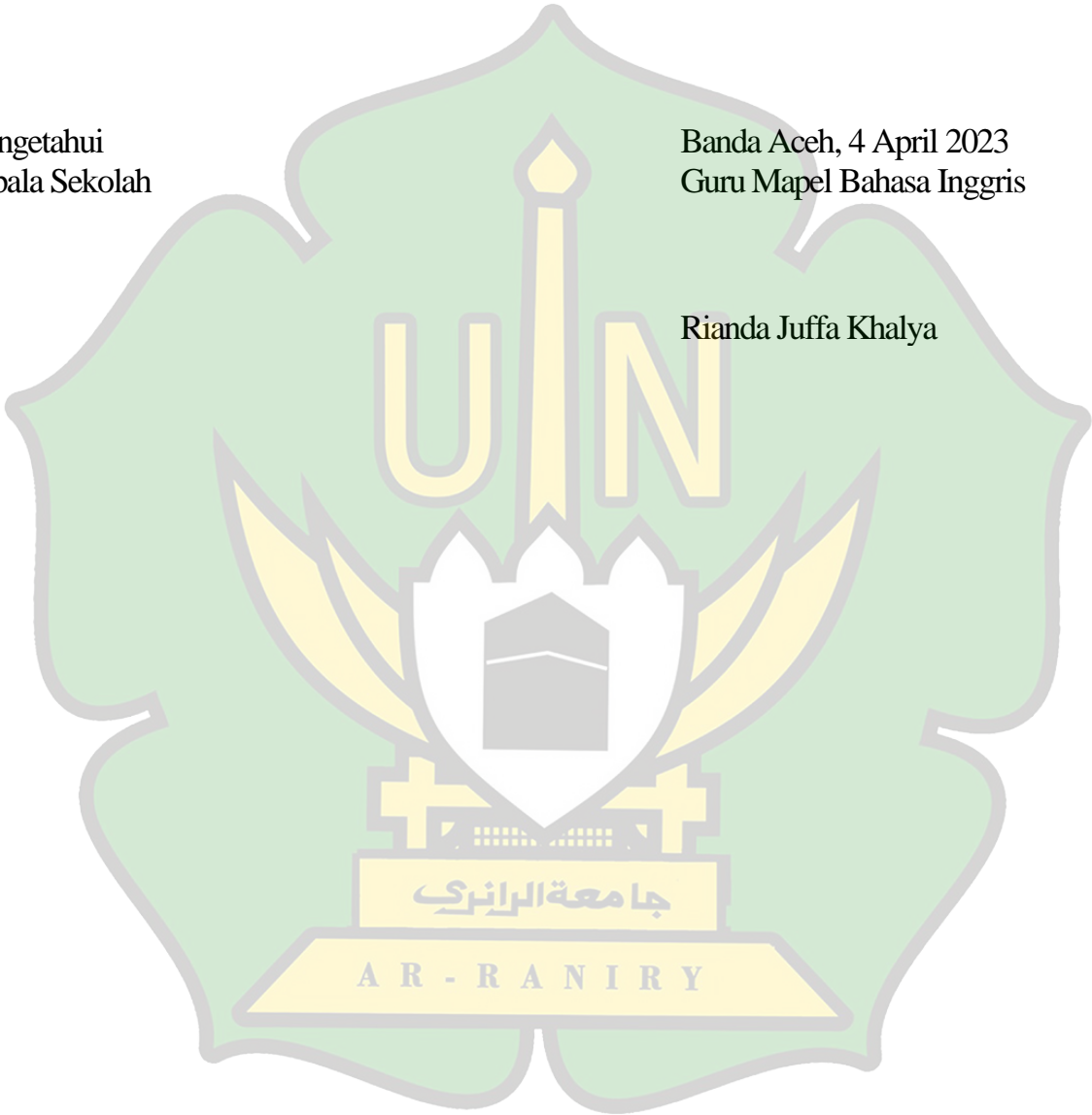
INTERVIEW QUESTION

Question:

Does the use of fun team building in learning English improve students's speaking skill? (RQ1)

1. What is the benefit if learned speaking using Fun Team Buiding Activity in the class?

    a. Apa manfaat belajar speaking menggunakan kegiatan Fun Team Building di kelas?

2. The improvement of their vocabulary   and speaking fluency, is there any improvement in both terms?

    a. (Peningkatan pada ide kosakata dan kefasihan speaking mereka, apakah ada peningkatan terhadap hal tersebut?)

3. Does the Fun Team Building activity increase your motivation in learning English? (Apakah kegiatan Fun Team Building meningkatkan motivasi kamu dalam belajar bahasa Inggris?)

What are some challenges in using fun team building to improve students speaking skills? (RQ2)

1. What your expectation during the learning English process using fun team building? (Apa ekspektasi kamu selama proses pembelajaran bahasa Inggris berlangsung menggunakan fun team building?)

2. What the challenge or challenge they face during learning speaking using fun team building? (apa tantangan atau kesulitan yang mereka hadapi saat belajar

speaking menggunakan fun team building? (Apa tantangan atau kesulitan yang mereka hadapi saat belajar speaking menggunakan using fun team building?

APPENDIX E: Research Instrument Pre-Test and Post-Test

Pre-Test

Chapter: This is Delicious!

Name: **Class:**

A. **Look at the name of food. Which of them do you like? Are they good for you?**
1. What do you have for breakfast?
    ☐ Cereal
    ☐ Fruit
    ☐ Vegetables
    ☐ Rice
    ☐ Bread or Toast
    ☐ An egg
    ☐ Milk
    ☐ Meat
2. What do you drink at lunchtime?
    ☐ Water
    ☐ A fizzy drink
    ☐ Fruit juice
3. What do you like for dinner?
    ☐ Fast food
    ☐ Meat
    ☐ Cheese
    ☐ Fish
    ☐ Vegetables
    ☐ Noodles
4. What do you have for snacks?
    ☐ Crips
    ☐ Fruit
    ☐ Biscuits
    ☐ Sweets
5. When do you eat sweets and chocolate?
    ☐ Every day
    ☐ Never
    ☐ At the weekend
    ☐ Once or twice a week

Post-Test

Chapter: This is Delicious!

Group: **Class:**

B. **Tell your team which things you like and which you don't like.**
    For example:
    A: I like bananas
    B: Oh. I don't like them, but I love apples

    A: I really like hamburger
    B: Hamburger is my favourite too, but it is not healthy

    A: I don't like to eat seafood, because I have a seafood allergy
    B: Oh. I like to eat seafood except shellfish

    Food Vocabulary: Unit 6

1. Fish	2. Salt	3. Pepper	4.cereal	5. Olive oil
6. Garlic	7. beans	8. Yoghurt	9.mushroom	10. Chocolate
11. Cheese	12. Biscuits	13. Chips	14. Rice	15. Noodles
16. Pizza	17. Fruit juice	18. Cereal	19. Bread	20. Ice cream

Appendix E: Research Documentation