IMPROVING TENTH GRADER'S ENGLISH SPEAKING FLUENCY THROUGH TEAM-BASED LEARNING

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Abstract: This paper describes how far the effectiveness of using Team-Based Learning (TBL) improves students' fluency in speaking English at tenth grade of Man 2 Nganjuk academic year 2020/2021. In teaching speaking to high school/MA level students, the fluency aspect must be emphasized so that students can speak well. For that reason, teachers need to use appropriate teaching methods to enable students to learn speaking well and fun. It aims to explain the application of the TBL method and the students' fluency improvement after they are taught by using TBL. The research was conducted in class 10 MIPA 2 which consisted of 32 students. The method employed was Classroom Action Research as a design to obtain optimal results. The research instrument used is the students' speaking activity using TBL. The result of this research shows that TBL can be implemented successfully by the students, and it also improved the students' fluency in speaking English.

Keywords: *Team-Based Learning (TBL), English fluency, speaking activities*

INTRODUCTION

Speaking in general can be interpreted as delivering one's intentions (ideas, thoughts, feelings) to others by using spoken language to understand these intentions. However, many experts put forward its meaning in particular. Speaking is the ability to pronounce articulation sounds or words to express, state and convey thoughts, ideas, and feelings.

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In learning speaking several aspects need to be considered, namely pronunciation (pronunciation), word choice (diction), and fluency (fluency). The first is pronunciation. This pronunciation is the basis of speaking because improper pronunciation will cause boredom, less fun, or less interesting. It can distract the listener and interfere with communication besides changing the meaning, or its use is considered strange (Maidar & Mukti, 2005). The second is word choice. The choice of words should be precise, clear, and varied. Clearly means easy to understand by the target audience. The listener will be more aroused and understand better if the words used are already known to the listener. Second, word choice is related to the type of text, whether it is used for written text or spoken text. And the third is fluency. In speaking to show that the speaker is able to speak is when he can speak fluently. Good speakers avoid disjointed speech, do not make certain sounds that are very disturbing such as *ee, hmmm, oo, aa*. These three things are significant to support so that students can speak English well.

The students at the SMA/MA level have received speaking material starting from the SMP/MTs level, which means they have learned about pronunciation and word choice. The fluency aspect needs to be emphasized to be continuously trained. It can be done with their friends in class. The goal is to facilitate speaking skills, enrich vocabulary use, improve language structure, perfect vocabulary utterances, English sentences, and train hearing to easily catch messages from the interlocutor so that they are able to speak well.

In teaching speaking to high school/MA level students, the fluency aspect must be emphasized so that students can speak well; for that, teachers need to use appropriate teaching methods so that speaking teaching can run well and is fun for students. On the other hand, today's students are the so-called 'GenZ' generation, they are children born from 2000 to the present, they are the generation born with technology, the internet, social media. They can't even live without technology (Santosa, 2017). They are also often referred to as 'digital natives. Their daily activities cannot be separated from an object that can reach all of these things, namely digital technology or smartphones (Sriprom et al., 2019; Asyifa, 2021). Because they have been very used to technology, this generation has become an individual generation, they do not need to socialize to solve their problems, because technology has helped all their problems that's why they are said to be an isolated generation (Gillet-Swan, 2017; Raslie, 2021).

A learning model that emphasizes students working together in a team is needed to learn to socialize and work together, which will help them learn to solve problems. One method that can help them socialize is to use Team-Based Learning (TBL). According to Styron (2014), Team-Based Learning (TBL) utilizes a specific sequence of individual work, group work, and immediate feedback to create a motivational framework in which students increasingly hold each other accountable for coming to class prepared and contributing discussion. Team-based learning uses specific steps in individual work, group work, and direct feedback to motivate so that students can contribute well in learning activities (Michaelsen et al., 2014). In addition, with TBL, students also learn how to learn (metacognitively), work, interact and collaborate in groups which are an important part of their future success (Hills, 2001; Lawlor et al., 2018).

Team-based learning model is an alternative model that makes teachers will be easier to apply learning strategies in facing the 21st century,
especially for language subjects, as stated by Atmazaki (2013) the purpose of language learning is to guide students' language development on an ongoing basis through the listening process, speaking, reading, and writing. Ultimately, the goal is to guide students to use language for learning, express ideas fluently and clearly (Sisk, 2011), and communicate effectively with others (learning to use language, learning about language, and learning through language). From this view, it is clear that language learning is related to learning how to use language, use language itself, and learn language to be used as a tool for studying science. Therefore, using the TBL learning model where students use language to learn the material and use language to convey ideas/opinions can be an alternative so that students can maximize their language.

Team-based learning is a group-based learning model. Learning with TBL is a learning model using collaborative learning or learning with a collaborative or group system. According to Laal (2012), collaborative learning is an educational approach to teaching and learning involving groups of learners working together to solve a problem, complete a task, or create a product. Collaborative learning is an approach in education that involving groups to work together, solve problems, do assignments, and create products (Rabbany et al., 2014).

This model helps teachers make students fluent in English because in this method, students will be asked to actively speak in small groups to maximize their learning and the learning of other members (Trianto, 2011).

Thus, all students have the same opportunity and the same goal to be able to speak fluently. Research on using the TBL method to hone students' fluency in speaking is essential because not many researchers have investigated how to improve students' fluency in speaking, especially when using applicable learning methods and can be easily practiced by students.

Based on the need to improve student's speaking skills and the benefits of TBL, this research is trying to answer two research questions. The first question is on how the application of the TBL method for teaching speaking. The second inquiry is on how the students' fluency improves after being taught using TBL for tenth grade students of MAN 2 Nganjuk Academic year 2020/2021.

METHOD

Data collection & analysis

This research was conducted in class X MAN 2 Nganjuk represented by class 10 MIPA 2 which consisted of 32 students. In the research methodology, the researcher used Classroom Action Research as a design to obtain optimal results. Classroom action research was used to obtain information to solve problems in the learning process (Fraenkel, 2012; Mackey & Gass, 2015), meaning Classroom Action. Research (CAR) was a method used to solve a problem directly in learning with actions used in an interesting activity. In analyzing the data, the researcher took the average score of the students' practice activity when the researcher applied TBL.

FINDINGS

This study is a kind of classroom action research. Team-Based Learning (TBL) to teach speaking is started by the student's activeness in reading and discussing the material with their friends in a group. After they have understood the material, the teacher checks their understanding by asking one group member about the material. Then, each group member goes to the other group to share the material they have studied by explaining it directly. In this way, students are learning how to communicate, share their ideas, and explain what are in their minds.

In this study, two cycles are used so that the learning model can

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work well, in testing the student's fluency in speaking English, the teacher asks the member of the group visited by the student to score them, then teacher average it to get the score. Then the result of the two cycles can be seen in Table 1.

Table 1. The Students score of Cycle 1 and Cycle 2

| No | Fluency | | No | Fluency | | No | Fluency | |
Student	Cycle 1	Cycle 2	Student	Cycle 1	Cycle 2	Student	Cycle 1	Cycle 2
1	83	90	12	82	88	23	82	88
2	80	82	13	83	87	24	84	88
3	80	82	14	82	83	25	83	84
4	82	86	15	85	85	26	82	88
5	80	81	16	85	88	27	83	82
6	83	82	17	82	88	28	81	83
7	84	83	18	88	84	29	83	81
8	84	82	19	87	88	30	84	83
9	82	85	20	83	82	31	82	84
10	86	88	21	85	83	32	82	82
11	81	82	22	88	85			
						Average	**83**	**85**

Based on the data above, it can be seen that students improve after the teacher applies Team-based learning for teaching speaking. For example, students' average score for cycle 1 is 83 and in cycle 2, the average score is improved by 85. From that score, it can be concluded that the TBL model canimprove students' fluency in speaking English.

DISCUSSION

The analysis of the results is based on the researcher's teaching in MAN 2 Nganjuk. Good communication can build a good environment. But it will not happen if the students are deficient in speaking, especially in fluency, how they can communicate when they are afraid to be mistaken in speaking English. The researcher analyses Team-Based Learning (TBL) in improving students' fluency as a good model. The researcher analyzes the teaching process at the beginning of teaching, such as preparation,

greetings, and warm up to get closer to students, and do not forget the researcher also evaluates after the material is finished. The researcher finds that courage students, vocabulary, and confidence in English speaking are still low.

The speaking activities of the English students in the class are still lacking. Students think that speaking English is very difficult, so they do not dare to speak English. Based on the teaching description or process, the researcher finds some facts. First, the researcher has to prepare all the equipment before teaching, because with good preparation, the teaching process will be much better. The researcher prepares material, lesson plan, and guidebook for teaching. The researcher also prepares to warm up before starting the lesson. The researcher chooses to warm up, which can increase the concentration of students, and asks students to follow what the researcher says. Warming up is also used to encourage students to learn. Getting student attention is also very important during learning, so students can concentrate and not ignore the teacher explaining in front of the class.

Second, students are easy to get bored in foreign language learning. So, the researcher asks the students to make a group of four. To make students understand, the researcher also provides several examples in using sentences to provide information. The researcher asks students to present the results of their assignments to be shared with another group, so one student, the group member, shares the result of their assignment to one group. Therefore, when there are four members of the group, they will share the information to four different groups. That activity will be done by another group in turn. From these activities, the fluency of students to speak English becomes good and increases their confidence. Also, get new knowledge from the information they get. This finding is in line with Putri et al. (2017) that it also promotes learners' confidence supporting autonomy and increases student engagement (Jarjoura et al., 2015). Team-Based Learning (TBL) used as a model for every teacher in teaching students in English speaking lessons, it is advantageous in a way to get the students enthusiasm, and more fun in learning English, moreover for the students who do not like to pay attention because of the lesson are so boring or they do not understand the lesson.

From these activities, students can exchange information with others. Exchanging information becomes an interesting activity in Team-Based Learning (TBL), students must have goals in providing and asking for the information needed before sharing information with others. TBL is a fun way to train fluency in English Speaking. Students can learn well and

comfortably when exchanging information. In addition, by using TBL, it can also add new vocabulary; students become aware of what they did not know before. Next, TBL can improve the courage and confidence of students in speaking using English in the classroom.

CONCLUSIONS

In this study, the researcher concluded that Team-Based Learning (TBL) could make students more fluent in speaking the target language, especially in English. It can be seen in every meeting; students become active in communicating with other students. This activity trains students to use the target language that is English to communicate in real life, asking students to share and exchange information. By using Team-Based Learning (TBL), the
teacher involves students in some communication activities to make students accustomed to using the target language. The researcher also finds some advantages by applying Team-Based Learning (TBL). Students become more active in speaking English. This model can improve students' courage and confidence, and students get a lot of new vocabulary and new information that they did not know before. This activity can also increase the courage and confidence of students to speak in English. Teaching English speaking through Team-Based Learning (TBL) can help teach foreign languages to students, especially English. This model is very interesting because many activities can be applied during the teaching process.

SUGGESTION

The result of this research shows that students' fluency in speaking English is improved when the teacher uses TBL. However, a further study about different methods to improve students speaking ability is still needed. This research also implies that students should be motivated to be active in teaching-learning process to get the better result.

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