

## Team Games-Language Learning Model in Improving Students' Speaking and Listening Skills Viewed from Creativity

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### Abstract

Speaking and listening are language skills that are supporting each other. Students who have good speaking competence will have good listening skills as well. Unfortunately, students who have good listening skills do not indicate that they have good speaking skills. To help students in improving speaking and listening, this study applied team games-based language learning (TG-BLL) model. This model was designed with appropriate learning materials and activities, and English experts validated the quality of learning materials. Therefore, this current study was aimed at investigating the use of the TG-BLL model to improve students' speaking and listening skills viewed from their creativity at secondary schools at Algeria. To attain the research goal, this study employed quasi experimental research with using pre-test post-test control group design. 69 students were involved in this study as research samples. The samples were divided into two groups which are experimental and control groups. The samples were selected using cluster random sampling. The variable of creativity in this study was pointed as a helping variable to see whether the level of students' creativity come to affect students' speaking and listening skills. To see the significant effect of team games-based language learning on speaking and listening skills, the researcher applied t-test statistical analysis. Meanwhile, ANOVA statistical analysis was applied to see the interaction between the TG-BLL model and students' creativity level on speaking and listening skills at the secondary level. The result showed that the TG-BLL model had good effect on speaking and listening skills in the experimental group. It was proven that the score of the t-test was higher than t-table with 0.05 significant level. Moreover, there was good interaction between the GBL model and students' creativity level to affect students' speaking and listening skills at secondary schools. The implementation of the TG-BLL model was useful in improving students' pronunciation, grammar, and knowledge of how sounds get reduced.

**Keywords:** team game learning; speaking skills; listening skills

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### INTRODUCTION

Speaking in terms of teaching English as a foreign language (TEFL) is categorized as productive skills after writing skills. Mastering speaking skills is of great importance to survive today's educational and economic challenge, and finding a well-paid national and international job. In addition, listening skills have been developed with different ways by English teachers. Many applications are employed in English classes with their focus on oral, receptive, and all language elements to support language learning activities. It has

been a while that team games-based language learning, with focus on speaking and listening skills, have achieved the attraction of many English teachers and educators (Yeh, 2017; Hasan & Hoon, 2013). Nowadays, studies on listening skills have showed increasingly interest for English teachers to think that listening is the most essential skill and must be prioritized toward other skills because it has good roles and effects on improving other language skills (Masalimova et al., 2016; Galante, 2018; Tragan & Falbona, 2018).

Speaking and listening in this study are developed to help students attain their language productive and receptive skills in the secondary level. One classroom learning model with potential to improve language elements of speaking and listening skills is applying team games-based activities. It calls the TG-BLL model. Team games are not new and have been applied for several years as learning strategies to involve and engage students to enhance speaking (Dodson, 2002; Miccoli, 2003) and listening skills (hhh). This learning model emphasizes students to work together to solve language difficulties and, teammates are responsible for their team's learning activities as well as their own (Gargesh & Sharma, 2019; Ghadirian et al., 2018). In practice, English teachers ask their students to presentation, to making groups, playing games while learning, giving feedback, and recognizing each team.

Although team games instruction has been applied in TEFL learning as an additional and complementary learning strategy for the provision of speaking and listening skills, only limited body of studies has emphasized on how team games, in particular, affect students' creativity and specific dimension of creativities. In this study, creativity is defined as students' intellectual abilities, knowledge and thinking styles (Lubart & Sternberg, 1995; Hennessey & Amabile, 2010; Glaveanu, 2010). In the context of language learning, creativity and intellectuality or intelligence are related to each other (Glaveanu, 2010; Haerazi et al., 2020).

To see the effectiveness of the TG-BLL model, this study was also concerned with students' creativity in speaking and listening activities. This psychological issue is considered as helping variable that come to give an effect on the success of speaking performances and listening activities. In speaking activities, students are more focus on aspects of pronunciation, grammar, vocabulary, accuracy, fluency, and comprehension (Hanen & Budiarti, 2019; Sumarsono et al., 2020). In listening learning, students are directed to focus on speakers' pronunciation, grammatical production, vocabulary sizes, sounds merged or reduced, and concentration. These of language aspects are affected by the level of students' creativities in learning. Therefore, creativity in this study refers to students' ability to address new ideas to speak, refers to students' strategy to capture comprehension through listening activities.

Finally, the present study addressed some research questions: Is implementing the TG-BLL model more effective than the existing learning activities applied to teach speaking and listening skills at the secondary level at Algeria? Do the students who have high creativity have better speaking performance and listening skills than those having low creativity level? And is there any interaction between the TG-BLL model and creativity level on affecting students' speaking and listening skills at secondary school? The novelty of this lies on learning activities designed in the form of team games viewed from students' creativity level. The level of students' creativity affects the way they speak their ideas and they way they do the listening activities over speakers.

## METHOD

This study employed quasi-experimental study using pre-test and post-test control group design or it can be known as non-equivalent with pretest-post test design (Cohen et

al., 2018). 69 students are involved in this study. The samples are divided into two group classes i.e., experimental and control groups. The samples are selected using cluster random sampling technique (Miller, 2005). 35 students are engaged in the experimental group, and 34 students are invited in the control group. The experimental group students are subjected to the TG-BLL model, while the control students are treated using the existing instructional model (eclectic learning model following the TEFL learning-teaching principles). The treatments are provided in 4-5 meeting in each of speaking and listening classes.

The real teachers of English at the secondary schools are acted as the teacher in applying the TG-BLL model. The researchers and the teacher do discussions in many times to have the same perception and knowledge of how the teaching steps of the TG-BLL model. To find the research data, this study used the speaking tests and listening tests. The two groups are distributed pre-tests to know the current speaking and listening situation before giving treatments. In the last meeting, researchers and teachers provided students in both groups with post-tests. It aims to see the effectiveness of the TG-BLL model on speaking and listening skills.

After giving pre-tests, researchers collected the results of pre-test, and the results are computed using descriptive statistical analysis. After knowing the current speaking and listening level, researchers and teams did treatments. In practice, the real teachers acted as direct teachers in the class with using the TG-BLL model. The real teachers are invited in practicing the model directly to avoid learning biases. At the end of meetings, the teacher and researcher distributed post-tests. The results of post-test are then accounted using inferential statistic analysis with SPSS devices. To see the effectiveness of the TG-BLL model, the researcher calculates the students' speaking and listening scores in post-test. As a consideration to come to a conclusion, the researcher formulates condition in which if the score of t-test is higher than t-table, it means the use of the TG-BLL model has positive effect on speaking and listening skills. To see the interaction between the TG-BLL model and the level of students' creativity in affecting students' speaking and listening skills, the researcher applied analysis covariance (ANNOVA) with using SPSS devices. The students' creativities are categorized in three level i.e., very high, high, moderate, and low level.

## RESULTS AND DISCUSSION

This study was aimed at investigation the effectiveness of the TG-BLL model in improving students' speaking and listening skills viewed from students' creativity. It works in quantitative ways. Researchers proposed two research questions i.e., is the implementation of the TG-BLL model more effective than the existing learning activities applied to teach speaking and listening skills at secondary level at Algeria? And Do the students who have high creativity have better speaking performance and listening skills than those having low creativity level? In this part, the answers of the two questions are arranged in two subsections as follows.

### The effectiveness of the TG-BLL Model

The TG-BLL model comprises some teaching steps i.e., students make presentation, create small groups, play games while learning, give feedback to counterparts, and recognize each team. In presentation step, students are asked to present the provided simple speaking topics. Students are assisted with vocabulary lists. The topics chosen for speaking activities consisted daily activities, sport experiences, drama stories, and contents of videos from YouTubes. Providing students with vocabulary lists help students to create simple sentences while speaking (Anugerah et al., 2019; Nunan, 2017; Arndt & Woore,

2018). In this case, students are given an opportunity to think and arrange their ideas before presenting the topics. Each student is provided 4-5 minutes to present their simple performances. After they have presented each topic, students are divided into some small groups. Each group discussed previous topics that are presented in the previous step. The design of small groups is to facilitate students to speak with their partners in groups. It aims to reduce students' anxiety to speak. It is in line with Passiatore et al. (2019) who state that creating good atmosphere among students group encourage students to perform their speaking abilities. This finding can be probed with the students' speaking condition before giving these speaking activities. Figure 1 presented the students' speaking achievement in pre-test.

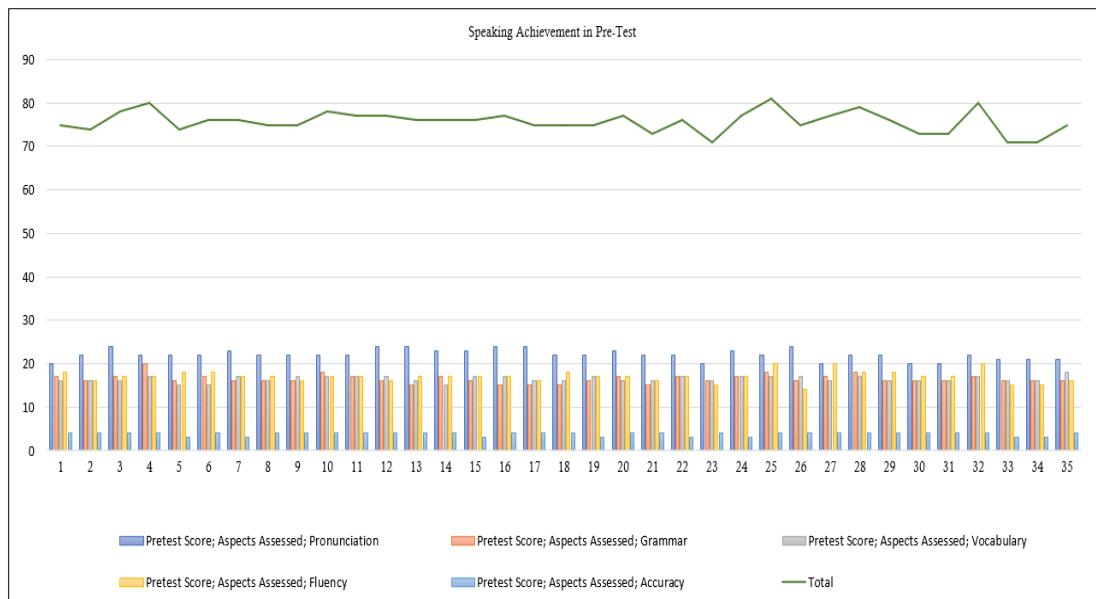


Figure 1. Speaking achievements in pre-test for the experimental class

Figure 1 showed that students' speaking skills are below standard with the mean score of 75. Three people of 34 students have attained the minimum standard on 80 and 81. The language aspects assessed in speaking skills covered pronunciation, grammar, vocabulary, fluency, and accuracy. Before providing speaking activities such as presentation and small group to discuss the upcoming topics to presented, students in experimental group lied in low medium level of speaking performance. The effect of learning activities seems different in some meetings or treatment since passed the two steps of the TG-BLL model.

The same as experimental class of pre-tests, the control group students have attained speaking skills below standard with the mean score of 75. There are some students who get the minimum standard. The language aspects assessed followed the aspects of speaking test in the experimental group i.e., pronunciation, grammar, vocabulary, fluency, and accuracy. The two groups are not given any of learning activities yet. Dealing with the lesson plan, the students in the experimental were subjected to the TG-BLL model, while students in control groups were given learning activities using the existing learning activities applied by the real existing teachers. The results of speaking pre-test in control group are presented in Figure 2.

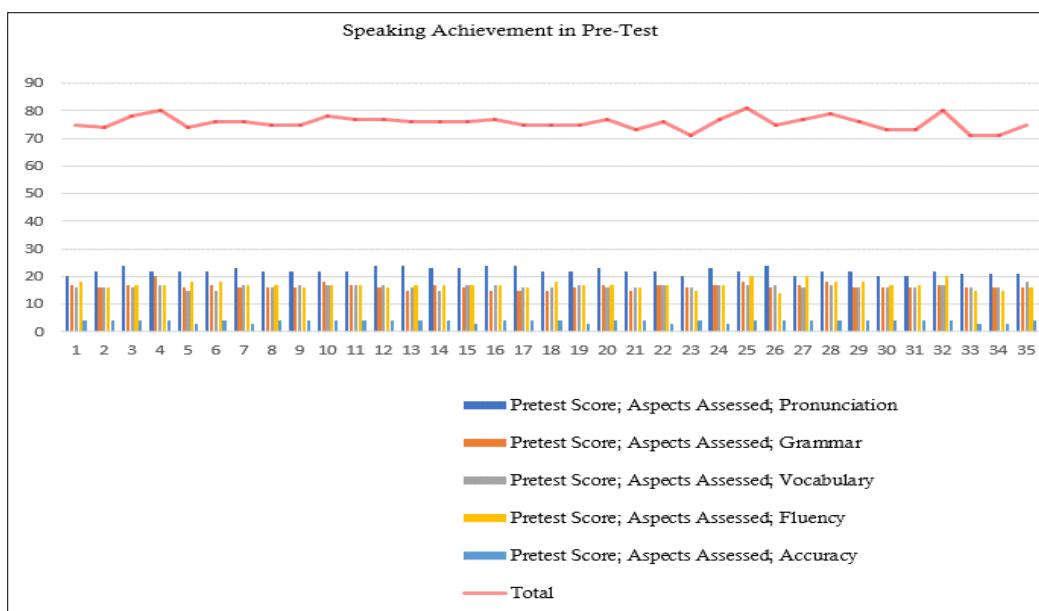


Figure 2. Speaking achievements in pre-test for the control class

Dealing with students' listening skills, students lied on low category. Students, both experimental and control groups, attained low listening achievement in 70. Listening skills are considered as difficult skills to be acquired. Students still felt uneasy to comprehend English native speakers' utterances. It is in line with Nation (2006) who declared that listening ability is determined by how much students do the reading activities with much more vocabulary mastery. Abobaker (2017) has different research findings on listening in which students can acquire listening skills through written scaffolds activities. Therefore, in this study, the researcher applied some steps of the TG-BLL model in accordance with the aims of scaffolds activities. For instance, the phase of playing games and giving feedback is emphasized to get knowledge of how sounds spoken by native speakers get reduced.

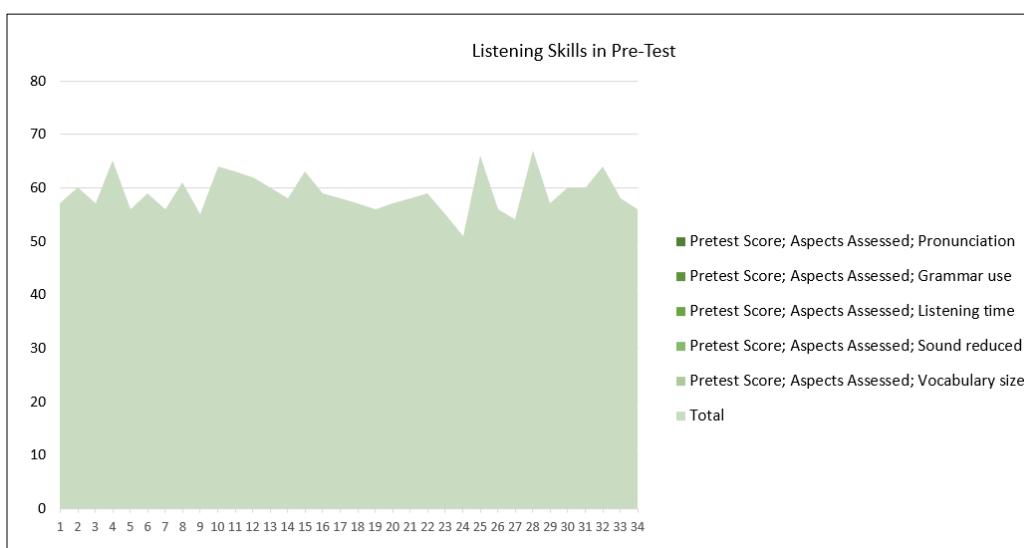


Figure 3. Listening Skills in Pre-test in Experimental and Control Group

The implementation of the TG-BLL model facilitates students provide feedback each other. Students are asked to correct their partners in they made mistake in pronunciation, grammar, and vocabulary use. Other students also have chances to give corrective feedback to other students. The learning process seemed dynamic activities. In particular tasks, students are asked to listen videos from YouTubes. Then, they are engaged in discussion and feedback activities. Any of learning activities should be addressed in English. It is directed to students to accustom themselves in English production and imitate how any of English words are pronounced correctly (Fay and Matias, 2019; Maryani & Aguskin, 2019; Richard & Renandya, 2002). The videos are chosen to facilitate students in doing speaking activities. It is in line with Arndt and Woore (2018) who state videos can help students to imitate English native speakers' intonation, pronunciation, accuracy and knowledge how sound get reduced. The result of speaking and listening skills post-test is presented in Table 1.

Table 1. Speaking and listening post-test in experimental and control groups

Speaking and Listening Skills	Mean	Median	Mode	Std. Deviation
Listening in Experimental Group	78	78	75	5.5
Speaking in Experimental Group	81	80	78	4.3
Listening in Control Group	75	75	65	6.8
Speaking in Control Group	75	70	70	6.6

Table 1 showed that the implementation of the TG-BLL model was effective to improve students' speaking and listening skills for students at secondary schools. The mean score of speaking skills at experimental groups was 81. It was in high category. Meanwhile, the mean score of students in the control group was 75. The same result presented in listening skills in the experimental group was 78 and 75 in control group. Based on the confirmation of t-test analysis, the result showed that t-test is higher than t-table. It means the TG-BLL model have positive effect on students' speaking and listening skills.

### The interaction between the TG-BLL model and creativity level

The answer of Question 2 of this study was attained using statistical analysis by applying analysis of covariance. Based on the result of analysis, students who have very high creativity have better speaking performance and listening skills than those who have high creativity. Thus, students who have high creativity have better speaking and listening skills than those who have moderate creativity. The result showed that the level of students' creativity and the implementation of the TG-BLL model come to have positive effects on students' speaking and listening skills at the secondary schools. The use of various English videos in implementing the TG-BLL model facilitates students to recycle how some English pronounced, imitated, and arranged in sentences. This finding is in accordance with Soejowardhana and Nugroho (2017) who develop English learners' speaking skills using podcast videos taken from internet sources. The same findings are also confirmed by Makiabadi and Square (2019), who informed that English VOA podcasts were employed in listening and speaking classes, and it can help students increase their listening skills and speaking performances.

The implementation of the TG-BLL model in speaking and listening classes was positive results for students, and it also was affected by students' creativity. The creativity of students refers to students' ability and knowledge to create listening strategies and

speaking activities to capture the information delivered by English speakers. It was probed by the result of covariant analysis. The results of analysis of covariance are presented in Table 2 as follows.

Table 2. Results of analysis of covariance

Speaking Skills	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	481.579	2	240.790	49.586	.000
Within Groups	155.392	32	4.856		
Total	636.971	34			
Listening Skills	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	718.552	2	359.276	33.253	.000
Within Groups	345.733	32	10.804		
Total	1064.286	34			

Table 2 showed that the P-value was 0.000. It was lower than sig. level 0.05, and it indicates the level of students' creativity had an effect on students' speaking and listening skills. The researcher was computing previously the homogeneity of variance as a prerequisite of covariant analysis. The data were stated as valid data. This finding presented students have four creativity categories i.e., very high, high, moderate, and low category. Students having very high creativity have good speaking skills because they are amble to create various sentences compared with students having moderate or high category. It is in accordance with Brown (2002); Haerazi et al. (2020) informed that students having good creativity had better in writing, reading, and speaking skills. In this research result, the level of students' creativity come together with the learning process in implementing the TG-BLL model affecting the successfulness of students in speaking performance and listening activities.

## CONCLUSION

The conclusion of this study showed that; (1) the use of the TG-BLL model had positive effect on students' speaking and listening skills at the secondary schools at Algeria; (2) there was interaction between the implementation of the TG-BLL model and the level of students' creativity in developing and improving students' speaking and listening skills. The language components of speaking addressed covered pronunciation, grammar, vocabulary, accuracy, and fluency. Meanwhile, the language elements of listening skills were focused on pronunciation effects, grammatical usages, vocabulary size, knowledge of how sound get reduced, visual support, listening times, and concentration. These elements were developed with using the TG-BLL model, which has some steps i.e., presentation, making learning groups, playing games, giving feedback, and recognizing each team. In practice, students were provided with various topics to discuss in groups and individually. To facilitate students in listening activities, this study provided students with various videos from YouTubes. Finally, the use of the TG-BLL model was able to improve students' speaking skills and listening activities.

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