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Cooperative Learning Effectiveness to Teach Speaking: Teams-Games-Tournament (TGT) versus Students Teams Achievement Division (STAD) In Terms of Students’ Motivation (An Experimental Study)

The present study aims to investigate whether: (1) TGT technique is more effective than STAD technique in teaching speaking for the first semester Intensive Course students of English Department; (2) the first semester Intensive Course students of English Department with high motivation have better speaking ability than those having low motivation; and (3) there is an interaction between teaching techniques and students’ motivation in teaching speaking.

The design of this study was experimental study. The study was conducted at the Intensive Course class of English Department in STKIP PGRI Bangkalan. The population of the study was 67 first semester Intensive Course students of English Department. The sample was taken by using cluster sampling technique. The class I-B was assigned as the experimental class and class I-A as the control class. The instruments of collecting data were motivation questionnaire and speaking test. The data were then analyzed by using ANOVA 2x2 and continued by using Tukey test.

The result of data analysis shows that: (1) TGT technique is more effective than STAD technique to teach speaking at the first semester Intensive Course students in English Department; (2) The students who have high motivation have better speaking ability than those who have low motivation; (3) There is an interaction between teaching techniques and the students’ motivation in teaching speaking at the first semester Intensive Course students class in English Department of STKIP PGRI Bangkalan.

The result implies that TGT can affect students’ speaking ability. It is proved that this technique is more effective than STAD.

Increasing Vocabulary Comprehension through Bingo Game for 3rd Graders of Lab School, Jakarta

The objective of this research to investigate whether the implementation of Bingo Game can increase students’ vocabulary comprehension of 3rd graders of Lab School Selabudi, South Jakarta. This is a Classroom Action Research piece that was conducted in two cycles based on Kemmis and McTaggart’s model. The participants of this research were 20 students. Data were collected through test instrument to measure students’ level of vocabulary comprehension. Moreover, an observation sheet which recorded the activity of teacher and students in class to test the efficacy of Bingo game was also used. Both instruments have been tested for their reliability and validity. The results show that there is a significant increase in vocabulary comprehension score after the application of Bingo Game.