
THE IMPACT OF USING TEAM GAME TOURNAMENT TO ENHANCE STUDENTS' VOCABULARY MASTERY

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Abstract

The aim of this study is to reveal the effectiveness of using Team Game Tournament (TGT) to improve the vocabulary mastery of the second-grade students of Islamic Junior High School in Indonesia. Quantitative method design is used in this research. In order to achieve the objective of this research, the researchers designed a quasi-experimental study. The researchers used two classes to take pre-test and post-test, namely experiment and control classes. The teacher teaches vocabulary mastery in two classes. The experiment class used TGT and the control class used existing English textbook in teaching vocabulary mastery. For the data collection method, this study used vocabulary tests with multiple choice questions based on pictures. The final result of this experiment shows the average value of the experimental class was greater than the control class. Based on the findings, it can be concluded that TGT is effective in improving vocabulary mastery.

INTRODUCTION

English has four skills namely, listening, speaking, reading and writing. To achieve English skills, it is important to master English language components such as vocabulary, grammar, and pronunciation. One component that plays an important role in the success of learning a foreign language is vocabulary, as well as learning English. Additionally, Anderson (2012) argues that English as a second/foreign language (ESL/EFL) requires students to have a good reading ability. Through reading, ESL/EFL students will be able to improve their other language skills. For example, having a rich vocabulary mastery will influence students' writing and speaking skills. However, the difficulties experienced by students were found. In reading and listening skills, the students cannot understand what they read and listen to, because they lack vocabulary. In writing skills, students have difficulty and tend to take a long time when given writing assignments. Students write words as if they are spelled one by one because there are many vocabularies that they are not familiar with.

Based on the early observation of the second-grade students of Islamic Junior High School in Indonesia, the students still lack of vocabulary. As seen in the classroom, students tend to prefer silence rather than being active due to limitations in the vocabulary they understand and have, therefore, the students find it difficult to get or understand the material presented by the teacher. Some students are aware that they need to improve their vocabulary. But the main obstacle they face is that learning vocabulary is so boring, such as memorizing words, identifying, reading, translating, and analyzing. Therefore, in an effort to increase the sense of desire to learn English in students, creating a fun way of teaching vocabulary is the right way, this is commonly called a keyword game.

Keywords game is an enjoyable and attractive team in guessing words to improve the student's vocabulary. In playing this game, the students have to mention many cue words to help their team to guess the target word. Directly, they will feel that they are demanded to know many words. It means, key word games can motivate the students to improve their vocabulary. As a matter of fact, key word games are not a new teaching strategy. This game has been one of common strategies applied by the teacher of English as a foreign language in terms of engaging the student's focused attention to the material to be presented and triggering the student's active participation in the sense of creating the best situation of learning.

One way to make English vocabulary learning effectively is to use a learning model that can provide meaning and fun for students. One model that can direct students to gain a hands-on learning experience is the cooperative learning model (Slavin, 1999). This cooperative learning model can train students to discover and understand concepts that are considered difficult by exchanging thoughts or discussions with their friends through mutual help activities and encouraging them to achieve their desired goals. Cooperative learning has several learning methods, one of them is Team Game Tournaments (TGT) methods (Slavin, 1999).

The goal of this study was to use the Team Games-Tournament (TGT) approach to apply the learning method in order to improve the ability of a student's vocabulary. The TGT approach was chosen since it is one of the learning methods that can assist students in understanding the subject matter (Slavin, 1985). The Team-Games-Tournament approach is used in the procedure to assign students in groups. When there are heterogeneous groups, a game such as a tournament is held to promote learning. After that, an evaluation is carried out. It is possible to use this strategy in a variety of situations. The students are not depressed because the atmosphere is enjoyable and not monotonous.

The employment of methods based on team games and tournaments is intended to produce better and optimal results. Because learning is enjoyable and social, it produces better results than remedial work done directly by the teacher. Teacher-student relationships are typically more intimate. If students are capable, the students will find it easy to apply some vocabulary in their daily life.

This research aims at investigating quantitatively whether the impact of using Team Game Tournament to enhance students' vocabulary mastery.

LITERATURE REVIEW

Previous researchers used different methods for exploring issues of vocabulary mastery in junior high school context. Rambe (2019) investigated the effect of Team Games Tournament (TGT) technique on students' reading comprehension achievement at a high school in Indonesia. This research was quantitative research, conducted by using experimental method. The samples used were two classes, they were VIII-2 which consisted of 21 students as the experimental class and the students of VIII-1 which consisted of 22 students as the control class. The instruments of collecting data used test. The result of the calculation using the t-test showed that $t_{\text{observed}} = 3.23$ and $t_{\text{table for } \alpha: 5\%} = 2.02$. It meant that $t_{\text{observed}} > t_{\text{table}}$ { $3.23 > 2.02$ }. It could be concluded that there was an effect between the students' reading comprehension achievements which were taught by using TGT technique and the students' who were not. Nevertheless, using TGT technique during the teaching and learning process could make the students more enthusiastic and more active in the class.

Rihanah & Sudiyo (2020) studied the students' vocabulary mastery using Team Games Tournament (TGT) method. This research aims to improve vocabulary through TGT techniques in class IX students of one of the junior high schools conceived. The sample of this research was 32 students. The method used in this research was action research applied in two cycles. Then the data was collected by using multiple choice tests (pre-test and post-test). The results that the TGT method can be improved vocabulary students, it was showed from the table score that increased from the mean score of pre-test, post-test cycle 1 and post-test cycle 2. The mean score of pre-test was 55.94, the mean score of the pretest cycle was 74.37 and the mean score of the post-test cycle 2 was 80.31. It is assumed that the TGT method is effective to improve vocabulary students and then the use of the TGT technique makes students more motivated.

Dewi & Syahuma (2022) analyzed the implementation of Word Chain Game to the students' vocabulary mastery and the student's responses at the basic level of AVON English School. This research is a type of qualitative research. The data were collected through observation, interview, and documentation. The findings shown that the students enjoy and have fun in learning English vocabulary using Word Chain Game techniques. This game helps the students recall their memories about the vocabulary they have known before, enhance their mastery vocabulary, and helps them find the clue to tell any vocabularies. The students found it easier to learn vocabulary in the classroom. The students were more and enthusiastic to join the meaningful and contextual activity. They learned to share and co-operate each other in communicative activity in the classroom. After finding and analyzing the data of this study, it can be concluded that Word Chain Game as one of the games in English teaching learning process can be applied to the mastery of English vocabulary and it has a positive influence on vocabulary mastery in the learning.

This current study explores the use of Team Games Tournament (TGT) to enhance students' vocabulary mastery at an Islamic junior high school in Indonesia. In addition, this research used authentic pictures in TGT techniques to help the students' vocabulary mastery.

RESEARCH METHOD

The research was conducted at one of Islamic boarding school in Indonesia. The research population was 198 grade 2 junior high school students from six classes in the 2021-2022 school year. The sample participants were 40 students from 2 classes that ranged in age from 13 to 14 years. Quantitative method design is used in this study because it deals with numerical data that

can be statistically collected and analyzed (Creswell, 2012, p.141). The researcher applied quasi-experimental design. Quasi-experimental designs are common in small-scale language education research and allow causal interpretations when the studies are carefully designed and executed. Cautious generalization is possible, limited by the specific and unique features of the participants and research setting. Quasi-experimental designs have two distinguishing characteristics. The first is the presence of an experimental treatment. The second is the use of a pre-test to verify that existing groups are comparable, to form comparable groups, or to statistically equate groups (Turner, Prague, Gallis & Fan, 2017). The researchers used two classes to take pre-test and post-test, namely experiment and control classes. The teacher teaches vocabulary mastery in two classes. The experiment class used TGT and the control class used existing English textbook in teaching vocabulary mastery. For the data collection method, this study used vocabulary tests with multiple choice questions based on pictures. A Class Action Research (CAR) is a research design used in this study during the implementation of TGT techniques in experiment class. According to Kemmis (2010), classroom action research is research that usually takes place in small-scale investigative projects in the classroom. The teacher himself consists of a number of steps that are often in cycles. Each cycle consists of preliminary research, planning, implementation, observation, analysis and reflection.

In each study, researchers conduct or implement a recycling process. According to Setyosari (2016, p. 162), the recycling process is repeated with the same action or treatment. That means that when the first cycle doesn't work, then the researchers do the second cycle. The cycle continues if the criteria for success in this study are not achieved. The following method shows that the plan is valid based on the analysis in the findings from the initial observations. After the teacher completes the planning, then the English teacher applies the TGT type cooperative learning method in the teaching and learning process. During the observation, the teacher collects data to determine the outcome of each action. After the data was collected, the teacher analyzed the data to find out whether the cycle action was successful or not based on the passing grade at Madrasah Tsanawiyah. Then if the success criteria are met, the teacher will not continue the cycle. However, if the criteria are not met, the teacher will review the plan, and continue to the next cycle.

FINDING AND DISCUSSION

Pre-test

As the first step of experiment, the researchers did the pre-test on Thursday 23th of June 2022 for 40 students, which is divided into two groups, namely, control group and experiment group. Each group was twenty students. The researcher used class VIII C as experimental group and class VIII D as control group. The pre-test was done to know the ability of the learners in vocabulary mastery. The researcher conducted the learning activity by giving the students an exercise about vocabulary. The exercise is matching pictures with the appropriate words. The test consisted of 20 items and 45 minutes was allowed for the students to do the test. The result of pre-test, the researcher found that the score of pre-tests showed that some students did some mistakes in matching the pictures with the words. There were twenty-five students who get score 100, one student get score 95, 10 students get score 90, two students get score 85, two students get score 80, one student get score 7,5, and one student get score 70.

Treatment

Treatment was conducted in 1 day. The students were divided into two observed groups. They were experimental group and control group. The experimental group was taught using the Team Game Tournament (TGT) method by the researcher. And the control group was taught without TGT method using the conventional English book. The first treatment was conducted

on Saturday, 25th June 2022 in an Islamic Boarding School. The researcher taught the material about “Name of Places in Town” from 10.45 to 11.30 a.m. The researcher divided the students into four groups containing five students each group. At the beginning of the treatment, the researcher explained the rule of the TGT method that would be used in the learning activity. Then, the teacher gave twenty flashcards to each group that would be matched with the appropriate words provided by the teacher. In this section, the students were asked to match the flashcards that had been given with the words on the cardboard. It was about 25 minutes, while the students doing the group project, the teacher will come to every group to help the students who find some difficulties in doing the project. Lastly the researchers asked the student to submit the group project on the teacher’s table. Generally, the learning activity in this meeting ran very well. It can be seen from the students’ enthusiasm in the learning process in the class. Their eager to study gave the positive atmosphere towards the process.

Post-test

At the third step of the experiment, the researcher did post-test on Monday, 27th of July 2022 for 40 students which are divided into two groups namely control group and experiment group. The post-test used the written test of matching vocabulary. The post-test was conducted to find out the difference between the scores gained by control group and experiment group after the students getting the treatment in one day. The question of the post-test were similar with the questions of the pre-test. The post-test consisted of 20 questions related to the materials given in the treatment. The post-test focused on matching vocabulary. The result of post-test showed that there was a little difference between the score gained by the students of control group and experiment group. There was progress on both of control and experiment group. Based on the result of post-test, the control group which consists of one student who get score 90, two students get score 95, and seventeen students get score 100. In the other hand, the experiment group consists one student gets score 90, one student gets score 95 and eighteen students get score 100. So, it means that the implementation of TGT method in enhancing students’ vocabulary mastery is appropriate with the need analysis of second grade students of an Islamic Junior High School.

Table 1. t-Test: Two-Sample Assuming Equal Variances (using Microsoft Excel 2019)

	<i>Gain Score Experiment</i>	<i>Gain Score Control</i>
Mean	5	6
Variance	81.57894737	56.84210526
Observations	20	20
Pooled Variance	69.21052632	
Hypothesized Mean Difference	0	
df	38	
t Stat	-0.380114051	
P(T<=t) one-tail	0.352988573	
t Critical one-tail	1.68595446	
P(T<=t) two-tail	0.705977146	
t Critical two-tail	2.024394164	

Based of Arikunto (2010, p. 406), the level of significance (α) in this statistic is 0,05 while db is 38. If the level of significance was matched with db in t-Table, the gotten result is 1,69. The last result f analysis $t_o=0,35298$ and $t_t=0,705$ (see table 1). The result analysis shows that $t_o > t_t$. Therefore, it can be concluded that the implementation of TGT method in enhancing student vocabulary mastery toward the students was quite better than the students taught using the method in general. This findings similar to the previous researches (Rambe, 2019; Rihanah & Sudiyono, 2020).

CONCLUSION

Based on the finding and discussion, it can be concluded that the Team Game Tournament (TGT) technique is more effective than conventional strategy to improve students' vocabulary mastery. This is achieved due to the features of TGT that make students easier to gain vocabulary and that it allows them to interact with other game players. It showed with the result of T-test that $t_o=0,35298$ and $t_t=0,705$. The final result of this experiment shows the average value of the experimental class taught by using TGT was greater than the control class. Therefore, this study can be a reference for further researchers who want to investigate the effectiveness of using TGT technique in different English skills.

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