THE EFFECTIVENESS OF TEAM GAMES TOURNAMENT METHOD ON STUDENTS' VOCABULARY MASTERY IN JUNIOR HIGH SCHOOL

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Abstract

The aim of this research method is to examine whether the implementation of the Team Games Tournament method influences students' vocabulary mastery when describing extracurricular activities. Many students in areas that rarely use English as a second language find it difficult to master English. The problem that often occurs is the lack of motivation when students want to develop their English skills. The researcher collected data from 2 class VII students at SMP Islam Kunir. The subject of this research was the VII class; VII-A and VII-C had 27 students, and VII-B had 28 students. This research conducted quantitative method with quasi- experimental design . The data were collected using a vocabulary test. The mean of pre-test and post-test on control group are 51.43 and 71.25. While, The mean of pre-test and post-test on experimental gropu are 63.42 and 82.96. The significance of the T-test result is (0,000), which means it is lower than (0,005). That means the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. Based on the data results, the researcher found that the team game tournament method can improve students' vocabulary mastery. This research only used one game, Describe and Mention. Many games can be used in the TGT method. The researcher hoped that future studies would use another game to understand the effect of the TGT method on vocabulary more comprehensively. Also, the researcher hoped that future studies would investigate other contexts, such as speaking, reading, writing, and listening.

Keywords: Team Games Tornament, Vocabulary

INTRODUCTION

Many students in areas that rarely use English as a second language find it difficult to master English. The problem that often occurs is the lack of motivation when students want to develop their English skills. Most of them are ignorant of English in the learning process at school. Basic understanding, such as describing their extracurricular activities, is easy when students use their first languages. However, it can be a problem for students because they do not yet understand how to describe something using the English language as a students' second language.

Based on the problem phenomenon, one of the methods to apply in the learning process is the game. The researcher has a topic that will be studying about the Team Games Tournament method. Researchers will use this TGT method as research material to see whether it can effectively develop students' ability to master vocabulary when describing extracurricular activities. TGT will be implemented using describe and mentioned as a game that would interest the research

Based on Nasution, (2018) study, there was a significant effect of the TGT Method on vocabulary mastery at the 7th-grade students of SMA Negeri 1 Padangsidimpuan. Rusman

stated that the TGT method is cooperative learning that assigns students in teams of 5-6 students with different abilities and sex. Teaching vocabulary mastery can be done by applying various methods, including Team Game Tournament (TGT). O'Mahoni (2006:1) in (Laili et al., 2014) stated that the research found that TGT increased basic skills, students' achievements, positive interactions between students, acceptance of priority on classmates, and self-sufficiency.

Another study by Karman & Indriani, (2021) showed that the Team Games Tournament (TGT) could improve the vocabulary mastery of 8th-grade students of SMP ISLAM Pomalaa. The result from cycle 2 was that the students who were not confident and afraid to speak English improved. This means that the Teams Game Tournament can improve their vocabulary mastery.

In another research conducted by Don Mario Mangindaan et al., (2020) the result was that implementing Team Game Tournament using Word Square can increase students' vocabulary mastery—the research used experimental study with a descriptive quantitative and qualitative approach. The research also gave a limitation. Many factors affect increasing students' vocabulary mastery, such as psychological factors in their students and external factors, such as learning methods, media, classroom environment, and instruments.

Consequently, the research will study the effect of the Team Games Tournament method through "Describe and Mention Games" on students' mastery of describing Extracurricular activities. Assuming such a background this study is prepared the team game torunament as a method. At the same time, it is hoped that this research would offer information to readers, especially students, teacher and people who make efforts to try new things: there are many ways of making learning English both enjoyable easy one which uses team game tournaments. Thus, I hope that this could open up a new perspective for teachers in terms of how to use the TGT method effectively in their teaching, as well as motivating them by serving as material they can refer back to at some time later on. The purpose of this study is aimed at find out how students can improve vocabulary mastery about the verb of extracurricular activities. Based on the explanation above , the researcher identified the problem: whether implementing the Team Games Tournament method influences students' vocabulary mastery when describing extracurricular activities?

Nowadays, most learners like playing "games" during the learning process in the classroom. There are two main categories of games: group and individual. To keep themselves from getting bored, students played games. When the researcher conducted practice teaching at one of the schools, it was discovered that most students enthusiastically responded to questions presented through games. Cooperative learning is a category of instructional strategies in which students work together to fulfil shared learning objectives and acquire and practice knowledge related to the subject (Macpherson, 2007). It involves significantly more than assigning kids to groups and hoping for good. To solve this issue, the researcher applied TGT. One kind of cooperative learning is the TGT method, which assigns students to study groups of 4-6 students with different skills, genders, and racial backgrounds. Additionally, this method allows students to develop new habits by collaborating frequently and developing academic skills. (Andesti & Jamna, 2021). Lie (2000: 23) mentioned that the inside of TGT is exactly like the contests. The concept of TGT learning is both a cooperative and competitive learning model.

According to Shoimin (2014: 207), The TGT approach has several benefits. The benefits of TGT are as follows: first, the TGT technique encourages students who are capable of lower academic standing to become active members of the group and not just top achievers. The second benefit is that this teaching strategy may encourage her group members to have a spirit of respect and cooperation. Third, students become excited about the course. The teacher will reward the one who got the highest scores. Ultimately, because this model contains tournament games, students become more engaged and enthusiastic about the material.

A vocabulary is a group of words comprising a language or speaking unit used and understood in many daily activities such as trade, technology, literature, politics, and other professions (Astuti 2014:191). This statement is also supported by Hiebert and Kamil (2005:3), who states that vocabulary is a group of words that know the meaning when we write, read, and speak. It indicates that students find learning English challenging if they lack sufficient vocabulary. Pradhita Yudhi Astri et al. (2018) claimed that learning would be more successful using games than traditional methods, especially in learning, students' focus, and active engagement. With the TGT method, students can be more motivated by learning through group interaction.

Team Games Tournament is one of the methods applied in school to engage students' interest because this method includes games in the learning process. Many studies have shown that this method affects increasing students' vocabulary. According to the data analysis of the Student's responses, it proved from the text that the students who were taught applying the Teams Games Tournament method had a better understanding of English vocabulary and could efficiently respond to the questions (Kusnandar & Febiana, 2023). In another previous study (Saputra M, 2017), following data analysis, the researchers discovered that the students' test scores kept increasing. Students' English vocabulary can be improved by adopting the TGT technique, as shown by the score improvement percentage. (Don Mario Mangindaan et al., 2020) Stated that the result of their research analysis is that the team game tournament has effectively improved students' mastery of English vocabulary.

METHOD

Research Design

To clarify this research, the researcher will use the quantitative method. Quantitative research is a positivist-based research methodology seen as scientific because it refers to scientific principles in an objective, measurable, rational, and systematic way in concrete or empirical data (Sugiyono 2017). The researcher applied a Quasi-Experimental research design. Small-scale language education research usually uses the quasi-experimental design, which provides causal interpretations with careful planning and execution.

Instrument

The instrument of this research is using multiple choice as a vocabulary test. The test will be in the form of multiple choice that consists of 20 items with four options (a, b, c, d). The resulting vocabulary test score will be used as data collected by researchers.

Procedure

There are three steps in the Experimental Research procedure: The first is planning The researcher made some plans to run the application well before the researcher applied the research procedure. Second is application, after making several plans, the researcher can apply the already planned research procedure. The last procedure of experimental research is reporting.

Reliability and Validity

The consistency in the instrument that can measure what is supposed to be measured is determined as reliability. Reliability is related to the consistency of the scores obtained, that is, how consistent the scores are between each individual tested by the instrument (Debrina Puspita Andriani, 2017). This study will use Cronbach's Alpha as the type of reliability. Table 1 shows that the reliability of this research is 0.873, which is at high criteria.

Table 1. Table of Reliability Criteria

No	Interval	Criteria
1	<0,200	Very Low
2	0,200 - 0,399	Low
3	0,400 - 0,599	Fair
4	0,600 - 0,799	High
5	0,800 - 1,000	Very High

Validity is a way to measure an instrument's validity and determine which question items will be used as an instrument (Prof. Dr. Sugiyono, 2017). In this research, the researcher uses content validity to test how valid the instrument created is to be used as a test for students. Content validity tests the extent to which the test items in the instrument cover the entire situation that the test wants to measure (H. Miftachul 'Ulum, 2016).

Data Analysis

The Data analysis will use the T-test as a statistical analysis. The data collection from pre-test and post-test scores will be analyzed with a T-test on SPSS software, the 25th version.

FINDING AND DISCUSSION

The data were collected from the students' post-test scores, which were given to the experimental and control groups. The scores from both groups were used as data to examine the effect of team game tournaments for the experimental group and direct learning for the control group.

Control Group

Table 2 shows the data or the result of the pre-test and post-test scores of the control group class, which was VII B. The data can be seen in the control group class, which was VII B.

Table 2 Statistic Descriptive of Control Group

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pre-test Control	28	65	25	90	1440	51.43	19.286	371.958
Post-test Control	28	45	50	95	1995	71.25	12.444	154.861
Valid N (listwise)	28							

The data description of VII B. The Pre-test's lowest score is 25, and the highest score is 90. The pre-test total score is 1440 and the mean is 51.43. The lowest score for the post-test was 50, and the highest score was 95. The post-test total score is 1995 and the mean is 71.25.

Experimental Group

Table 3 shows the data or the result of the pre-test and post-test scores of the control group class, which was VII A. The data can be seen in the control group class, which was VII A.

Table 3 Statistic Descriptive of Experimental Group
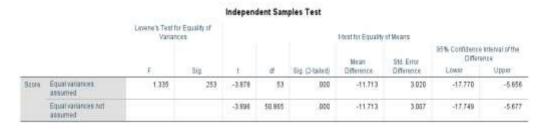
Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-test Experimental	27	50	35	85	63.52	12.311	151.567
Post-test Experimental	27	35	65	100	82.96	9.733	94.729
Valid N (listwise)	27						

Data description of VII A, it was found that the score of the pre-test and post-test differed. The Pre-test lowest score is 35, and the highest score is 85. The pre-test total score is 1715, and the mean is 63.52. The lowest score on the post-test was 65, and the highest score was 100. The post-test total score is 2240, and the mean is 82.96.

Statistical Analysis

The T-test aims to compare the mean scores of two groups. If the Sig (2-tailed) lower than 0.05 H0 is rejected and the hypothesis accepted. If the sig (2-tailed) is higher than 0.05 H0 is accepted and the hypothesis rejected. The result of the hypothesis testing can be seen below:

Table 4 The Result of Independent T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	1.335	.253	-3.878	53	.000	-11.713	3.020	-17.770	-5.656
	Equal variances not assumed			-3.896	50.855	.000	-11.713	3.007	-17.749	-5.677

Based on the table, the sig (2-tailed) value was 0.000, which was lower than 0.05. It revealed that there were significantly different vocabulary mastery learning outcomes

between the experimental and control classes. This means that the TGT method significantly affected the student's vocabulary mastery at SMPN Islam Kunir.

Discussion

This study's findings show a significant effect of a team game tournament on students' vocabulary mastery, confirming the hypothesis. The researcher found that the TGT method had a significant effect on the post-test mean scores of the experimental group, which was 82.96. This score is higher than the pre-test score of 63.52. Based on the score results, it can be said that there is a significant improvement in students' vocabulary mastery.

The result of this research is that there is a significant improvement in students' vocabulary mastery, especially in learning the verbs in extracurricular activities; this aligns with the Nasution, (2018) study, which stated there was a significant effect of the TGT Method on vocabulary mastery in the 7th-grade students of SMA Negeri 1 Padangsidimpuan. There was also a study done by Karman & Indriani (2021), which mentioned that the result of his study was that the cooperative learning method type as team game tournament was able to raise the students' vocabulary mastery at second years students of SMPN 1 Pomalaa.

During the research, the researcher found that the students were interested in learning vocabulary through the TGT method. The researcher proved this when asked them to contribute to the TGT method. This statement is supported by Permadi et al. (2013), which stated that implementing the TGT method (Permadi et al., 2013)

Amalia Aziza (2024) stated that implementing the TGT method can improve the students' vocabulary memory. This is aligned with the research's results. During the research, the researcher found that students demonstrated a motion so that they could remember the word. The motion for them to remember the word was obtained, and it was stated that implementing the TGT method can improve the students' vocabulary memory. This is aligned with the research's results. During the research, the researcher found that students demonstrated a motion so that they could remember the word. The motion for them to remember the word was obtained, and it was stated that implementing the TGT method can improve the students' memory of vocabulary. This is aligned with the research's results. During the research, the researcher found that students demonstrated a motion so that they could remember the word. The motion for them to remember the word was obtained from the TGT method.

A study from (Muflihah & Rahmadani, 2022)showed that the students were motivated to contribute actively to the TGT method. This motivation can impact vocabulary achievement because the students can actively use the TGT method. This finding aligns with this result, which shows that the students were actively using the TGT method because they were motivated.

This research only used one game, Describe and Mention. Many games can be used in the TGT method. The researcher hoped that future studies would use another game to understand the effect of the TGT method on vocabulary more comprehensively. Also, the researcher hoped that future studies would investigate other contexts, such as speaking, reading, writing, and listening.

CONCLUSION

This study found that Team Game Tournament significantly improved students' vocabulary mastery. Team Game Tournaments also help students improve their vocabulary mastery by allowing them to create their motivation, memorize, and actively contribute. During the research in SMP Islam Kunir, a team game tournament was used as a method or strategy to improve students' vocabulary mastery. Before practising or implementing the TGT method, the research explained what it is, how to do it, and what will be achieved during the learning process. After explaining the team game tournament, the researcher started the learning process using it. Based on the results of this research, it can be concluded that team game tournaments are an effective way to improve students' vocabulary mastery. In other words, the team game tournament significantly affects students' vocabulary mastery.

Suggestion

This research only used one game, Describe and Mention. Many games can be used in the TGT method. The researcher hoped that future studies would use another game to understand the effect of the TGT method on vocabulary more comprehensively. Also, the researcher hoped that future studies would investigate other contexts, such as speaking, reading, writing, and listening.

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