

TEAM GAME TOURNAMENT (TGT): AN EFFECTIVENESS METHOD TO TEACH VOCABULARY

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ABSTRACT

This research aimed to find out the effectiveness of using Team Games Tournament to Teach Vocabulary Mastery. It used Pre-Experimental Design with one group pre-test and post-test design at Class VIII B of SMPN 1 Diwek academic year 2023- 2024 with a total of 31 students. The result showed that vocabulary of SMPN 1. Diwek was still considered lacking with mean score of the pre-test is 50,00. After being treatment, the students' vocabulary is increased after using Team Games Tournament Method with the mean score of the post-test 80,48. There is significant difference between Students' vocabulary mastery before and after being taught by using Team Games Tournament Method. By using descriptive analysis test, the normality test, and the Paired Samples Test showed that a significant value (2- tailed) of 0.000 the data are less than (<0.05) so it can be said that the meaning that H0 is rejected and H1 is accepted. In short, this means that team games tournament as the method is effectively applied in improving students' vocabulary mastery at SMPN 1 Diwek. These results prove that the Team Games Tournament is an effective method for improving students' vocabulary mastery. By combining healthy competition and a fun learning atmosphere, this method not only helps students improve their vocabulary skills but also builds their confidence in using the English language. This research provides strong evidence that innovative methods such as team game tournaments can be a concrete solution to the challenges of vocabulary learning in schools.

Keywords: *Effectiveness, Vocabulary Mastery, Team Games Tournament*

INTRODUCTION

In the era of globalization, the mastery of English vocabulary is indispensable to support all four English language skills. The learning process in language education comprises formal and informal education, involving interactions among teachers, students, and learning materials. To ensure effective knowledge transfer, appropriate learning methods with specific learning objectives and outcomes are crucial (Ganyaupfu, 2013). as cited by (Agustina, 2023).

English is one of the international languages, which means that English is studied in many countries around the world. Many people use English for international communication and it is used as the key to knowledge, science and technology. Therefore, English is very important for communication anytime, anywhere and in everything. English has three crucial parts: pronunciation, vocabulary, and grammar. One of the three essential elements is vocabulary (Bai, 2018) as cited by (Noviana, 2024). We do not be able to communicate ourselves or our societal requirements without a robust vocabulary. Students with weak vocabulary skills may encounter serious problems that hinder their ability to learn English (Afzal, 2019) To understand the language, the learner must master the vocabulary. It shows that vocabulary contains more information than carried out by grammar. Therefore, Vocabulary needs to be studied because it is one of the requirements for mastering english. Therefore vocabulary needs to be learned.

Teaching vocabulary especially in English by using games is one solution. Through the game students can more easily understand what is conveyed by the teacher. According to Alzaabi (2017) as cited by (Fajarina, 2023). English users are currently more than 1.7 billion people in the world. Many videos, website, books, and other things that support informal education are presented in English. So, learning English is very important to deepen knowledge and skills.

Based on the observations conducted at a state junior high school in Diwek District, Jombang, there were several problems that the researchers found, especially in class VIII-B. First, the students still experience difficulties in mastering vocabulary due to lack of understanding and experience. This causes students to have difficulty speak due to a lack of understanding about constructing sentences with vocabulary. Then their attention to learning is still relatively low and their concentration during the learning process is still lacking. Second, teachers do not use methods in the teaching and learning process or still focus on the Small Group discussion model. So there is no variation in learning, so students feel less interested, bored and lazy to learn English. Therefore, the researchers use the team games tournament method and give rewards to students.

This method is based on the philosophy that the teacher in the classroom

should participate in the games, while the students are encouraged to be involved in production as much as possible. The team game tournament method made a positive contribution toward teaching English vocabulary in the classroom. Students English vocabulary increases significantly after using the team game tournament method (Negara et al., 2022) A recent study using the team game tournament Method in teaching vocabulary showed that students' vocabulary achievement significantly improved (Lestari & Martina, 2022).

Therefore, in English vocabulary mastery is required not only to memorize but also to uses or implement to thereal usage. According to Richardsin Nurhayati (2017) as cited by (Fajarina, 2023) that "Vocabulary is a corecomponent of language proficiency and provides muchof the basis for how well learnersspeak, read, write and listen". Therefore, the researcher tried to examine the students' vocabulary mastery.

Therefore, this research aims to find out the effectiveness of using the Team Game Tournamentmet method in teaching vocabulary, which is expected to provide new insights in teaching practices and improve students' language skills.

LITRATURE REVIEW

Definition of Vocabulary

According to Schmiit (2018) vocabulary is defined as the collection of words possessed by an individual and used in the process of communication. Schmitt emphasizes the importance of vocabulary acquisition in understanding and producing language effectively.

Nation (2018) Vocabulary is a crucial aspect of language proficiency, encompassing the words known by language learners and how they can use these words in various situations. Nation highlights the importance of understanding word frequency in vocabulary learning.

Aniza et al., (2021) as cited by (Zuhriyah, 2022) said that A vocabulary is a set of words that belong to someone, another entity, or part of a particular language. Vocabulary is a core component of language proficiency, providing also the grounds a learner can speak, listen, read and write. A person with a large

vocabulary is considered proficient in four levels of English. Vocabulary is an important aspect in the learning process. Students need it when learning vocabulary, an important aspect of the learning process. It is necessary for mastering English skills such as read, write, speak and listen. Students learning English should have a good vocabulary so that they can easily master the language.

The Purpose of Teaching Vocabulary

Firdausiah (2019) mentioned that teaching vocabulary means the teacher helps students in earning vocabulary and gives specific media or method that could improve students understanding of vocabulary. Therefore, in teaching and learning process the teacher does not only give the vocabulary but also explain how it uses in daily activity and also in a text. Teaching vocabulary is a complex task because teaching not only include the meaning of words but also spelling and pronouncing the words. A good teacher should use appropriate presentation techniques and enough practice for certain words.

Teaching Vocabulary

According to (ALQAHTANI, 2015) cited in Susanto (2017) teaching vocabulary is a crucial aspect in learning a language as languages are based on words . Make it explicit, even native speakers who actually use markers or key vocabulary, may not have consciously thought about these devices. Introducing some key markers and vocabulary is often welcome it makes explicit how to understand and manage conversations, which may have been something a mystery (such as why a friend reacts with anger at teachers' student ignoring a raised issue).

Teams Game Tournament

Definition of TGT

According to Nurchasanah (2020) in the context of cooperative learning, a team game tournament is defined as a learning strategy where students are grouped into small teams and compete in various games or activities. The goal is

to encourage collaboration and increase students' motivation to learn. She emphasizes that through this approach, students learn to work together while fostering healthy competition between teams.

Component of TGT

According to (Susanna, 2018), there are five main components in implementation of the Team Games Tournament (TGT). These are:

Class Presentation

Teachers often convey content accurately from the beginning of the lesson in class presentations. It was usually a live lecture or a masterful discussion. Students must pay attention intentionally to achieve their performance in tournaments. When presenting to the class, students should gather in their groups.

Team

The teacher divided students into teams of four or five members. Each team must be heterogeneous. The main point of this team arrangement was to allow members to work together to study, play games together, and prepare for the tournament.

Games

The games included content-related questions designed to test the knowledge students' gain during class presentations and group practice. Most games have numbered questions on a piece of paper.

Tournament

The tournament is the structure in which the games take place. It usually takes place at the end of the week or at the end of a lesson, after the teacher has presented to the class and the teams have had time to practice with the worksheets in their study groups. For the tournament, teachers place students into competition groups, with the top three students in terms of past performance in group 1, the next three in group 2, and so on. This is a fair competition; allows students at all previous levels of achievement to contribute as much as possible to their team's score if they try their best.

Teams Recognize

Group recognition is done by giving awards in the form of prizes or certificates for the efforts made by the group TGT.

Advantages and Disadvantages of Team Games Tournament by (Azizah et al., 2021)

The advantages of team games tournament are:

1. With just a little time, you can master the material by studying in depth.
2. Students' learning motivation was high.
3. Students were more active in class.
4. Raise student awareness.
5. Practice more social interaction with others.

The disadvantages of team games tournament are:

Teacher

Difficult in classifying the students according to the ability of each other and the time spent by the students for discussion more still.

Student

There were students who were capable of high less accustomed and it was difficult to provide an explanation to the students.

RESEARCH METHOD

This study used a quantitative research approach to assess the effectiveness of using Team Games Tournament to teach vocabulary. A pre-experimental design was employed, specifically the one-group pre-test and post-test design, where students were tested before and after the intervention. The research involved 31 students from VIII B at junior high school in Diwek located in Jombang, East Java, during October 2024. The data collection process involves administering vocabulary tests, and the results were analyzed to determine the impact of the teaching method on students' vocabulary mastery.

The research was conducted at a state junior high school in Diwek District. it has been done from October 8 to November 24, 2024 The population for this

research included all students in class VIII, totaling eight classes. The total number of students at a state junior high school in Diwek was 256 students. This research, however, was conducted in only one class, especially class VIII B. The researcher took 31 participants, consisting of 17 female students and 14 male students, as the sample for this research. The research used purposive sampling because the class was recommended by the teacher and the headmaster.

This research involves a series of procedures to obtain valid and maximum results. First, researchers conducted school observations on August 19 to collect initial information regarding the general environment, classroom dynamics, teacher-student interactions, and other aspects that might influence the research. Then, researchers created a pre-test and post-test to measure participants' knowledge or skills before and after treatment. So that this test is valid and in accordance with the research objectives, the researcher consults with an expert or validator who checks and approves the test instrument. Next, a Learning Implementation Plan (RPP) is prepared so that the intervention can be carried out systematically and in accordance with the research objectives. Finally, data is collected from the class after the treatment is given, in the form of test results, observations, student feedback, or other metrics that are analyzed to assess the effectiveness of the treatment. These procedures reflect the general stages in educational research: planning, implementation, and evaluation.

To collect the data, the researchers used a pre-test and a post-test of vocabulary. These tests had been validated by two English lecturers and one English teacher before being tried out in class. In addition, the vocabulary tests were also tested their validity and reliability. As the stages in a pre-experimental study, the first thing done by the researchers after the vocabulary tests were valid and reliable was administering the pre-test. After that, the researchers implemented the Team Games Tournament in teaching vocabulary. After the results of the pre-test and post-test were collected, then, the researchers analyzed the data using descriptive statistics. Then, it was followed by calculating the normality of the data. After the data was in the normal distribution, the researchers analyzed the data using a paired-sample t-test to know the significant difference

in the average scores in the pre-test and post- test. All these calculations were done using SPSS version 20,20.

FINDINGS AND DISCUSSION

Students Vocabulary Mastery Before Being Taught Using Team Games Tournament Method

After the result of the pre-test and post-test questions are valid and reliable. The researcher gave pre-test questions to class 8B students, which consisted of 31 students. In the pre-test, the students must answer 20 multiple choice questions, this test was intended to know the students' vocabulary mastery before given treatment. It is explained that from a total of 31 students, it shows that the total number pre-test scores is 1715. The mean of pre- test is 50,00. The median is 50,00. The mode is 45. The highest score on the pre-test was 65 and the lowest score on the pre-test was 35.

Students' Vocabulary Mastery After Being Taught Using Team Games Tournament Method

After conducting of the pre-test, the researcher gave post-test questions to class 8B students, which consist of 31 students. Post-test was given after researcher give treatments to students. It is explained that from a total of 31 students, it shows that the total number post- test scores is 2.495. The mean of post-test is 80,48. The median is 80,00. The mode is 80. The highest score on the post-test was 95 and the lowest score on the post-test was 65.

The Significant Difference Between Students' Vocabulary Mastery Before and After Being Taught Using Team Games Tournament Method

Descriptive Statistics

In analysis the data, the researcher tried to find out analysis the descriptive statistic. The result can be shown in the table 4.3:

Tabel 1. Descriptive Statistics of Pre-test and Post-test Scores Descriptive Statistics

	Sum	Mean	Median	Mode
Pr e-test	550	50.00	50.00	45
Po st-test	495	80.48	80.00	80

Normality Test

Normality test is used to find out fundamental requirement for many statistical tests, such as the paired t-test, which is often used to compare two sets of related data. For hypothesis testing, if H1 is accepted then the data is normally distributed. In this case, H0 is rejected if the significance value is less than 0.05, and H1 is accepted if the significance value is higher than 0.05.

Paired Sample t-Test

Paired sample t-test is used to find out whether there is a difference in the averages of two paired samples, it shows that a significant value (2-tailed) of 0.000 the data is less than (<0.05) so it can be said that the meaning that H0 is rejected and H1 is accepted. In conclusion, students' vocabulary mastery has increased. This means that team games tournament method is effectively applied in improving students' vocabulary mastery at SMPN 1 Diwek.

According to Putri (2021) as cited by (Zuhriyah, 2022) the word “vocabulary” to the large number of the word students need to know not only to remember their form, but also to understand their meaning. Vocabulary is not limited to just the meaning of words, it is about how vocabulary is structured in the language, how people use words, and how English can be understood more easily in the world of education and education. It includes how you are learning words so that you can use them as communication.

DISCUSSION

At the first treatment in class VIII-B SMPN 1 Diwek, learning focused on verbs in recount texts with the theme "first experiences in high school." The teacher explains the structure of recount text, the use of verbs such as go, visit,

and see, then students are divided into six groups to take part in the Team Games Tournament. Groups answer questions about verbs within two minutes, and the best group gets a prize. The meeting closed with a reflection on students' understanding. At the second treatment, learning shifted to adjectives in the recount text with the theme "holidays in Bali." The teacher reviews previous material, provides a text about holidays in Bali, and asks students to mark adjectives such as amazing, beautiful, and exciting. Students were divided into five groups for a one-minute writing adjectives tournament. The best group also received a prize, and the activity closed with a reflection on the importance of collaboration and the use of adjectives.

For further findings, the researcher found additional result from the students. During the application of the Team Games Tournament (TGT) method in class, there was significant development in a student who was previously very introverted. This student had never previously actively participated in class activities. They tend to be quiet and hesitant to get involved. However, when the TGT method was introduced, extraordinary changes occurred. This method, which involves teamwork and fun competition, creates a supportive and engaging environment. Supported by positive group dynamics, these students began to actively participate. They even came forward to try to answer questions during the tournament. Teams work together effectively, combining their efforts to achieve success. As a result, the group managed to win the prize as the highest scorer. This experience shows that the TGT method is able to effectively engage even the quietest students. This method helps increase their self-confidence and encourages active participation in class activities.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of data analysis and discussion, it can be concluded that using Team Games Tournament Method was Effective in teaching vocabulary. After implementing class VIII B of SMPN 1 Diiwek in the academic year 2024/2025. The following are the study's conclusions.

1. The Students Vocabulary Mastery Before Being Taught Using Team Games Tournament Method was still low. It is shown that the total score of the pre-test is 1.550. The mean of the pre-test is 50.00. The median is 50.00 and the mode is 45. The highest score on the pre-test was 65 and the lowest score on the pre-test was 35.
2. The students Vocabulary Mastery After Being Taught Using Team Games Tournament Method has increased. It is shown from the total number of post-test scores is 2.495. That the mean of the post-test is 80.48. The median is 80.00 and the mode is 80. The highest score on the post-test was 95 and the lowest score on the post-test was 75.
3. There is Significant Difference Between Students' Vocabulary Mastery Before and After Being Taught Using Team Games Tournament Method. The student's vocabulary mastery in the post-test is higher than in the pre-test. It can be seen in the data analysis that many students got good scores in the class by using the Team Games Tournament Method. As a result, the average in the post-test is 1.096 and the pre-test class is 1.503. The researcher employed the paired sample T-test to analyze the data following data calculation. Considering the significance score of 0.000 (<0.005), it can be said that H_0 is rejected and H_1 is accepted, as there is a significant influence on student vocabulary mastery after being taught using the team games tournament method, and the study came to the conclusion that the team games tournament method was an effective strategy for teaching vocabulary in class VIII B of SMPN 1 Diwek.

Suggestion

The researcher realizes that there are still many shortcomings and errors in this writing, so suggestions and support from readers are very meaningful to help improve this work. The researcher also wants to provide several recommendations as follows: (1) For readers, it is hoped that the Team Games Tournament (TGT) method can be used to make learning English easier, especially in mastering vocabulary. (2) For teachers, it is recommended to implement interesting teaching

strategies, such as the TGT method, to prevent student boredom, increase comfort in the teaching and learning process, and ultimately improve student learning outcomes. (3) For students, the TGT method is expected to foster enthusiasm for improving vocabulary mastery. (4) For future researchers, this research can be used as a reference and basis for further exploration.

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