The Effect of Team Games Tournament (TGT) Method on the Vocabulary Mastery of Third Semester Students of South Tapanuli Muhammadiyah University

Shoufi Nisma Dewi[1] Mutia Nasution[2]
English Department, Universitas Muhammadiyah Tapanuli Selatan, Kota Padang Sidempuan, Provinsi Sumatera Utara, Indonesia[1]
Politeknik Negeri Sriwijaya, Kota Palembang, Provinsi Sumatera Selatan, Indonesia[2]
email: shoufi.nisma@um-tapsel.ac.id[1] mutianasution@polsri.ac.id[2]

Abstract

The purpose of this research was to find out the significant effect of TGT Method torward vocabulary mastery at the third semester English Department students of South Tapanuli Muhammadiyah University. The population was all of the third semester students with 120 students. The sample was 67 students which took by cluster sampling. This study was conducted to find out the cause and effect relationship, the research method used was experimental method. Then the data was collected by using instrument. The instrument used was multiple choice test. And to analyze the data the writer used statistic process, they were descriptive analysis and inferential analysis by using t-test formula. And from the data that has been collected, it was found that the result showed the score of ttest >ttable (2.68 > 2.00).

Keywords: TGT Method , Vocabulary Mastery, English Department

INTRODUCTION

English is an international language. This language is an instrument of communication. Human deliver their ideas or judgment by language. The delivery of through may be done through speaking and writing. Ideas that are delivered are received through listening or reading. Speaking, listening, reading, writing are called as the language skills. In order to understand and use the language, vocabularies is one of the important aspects to be owned. According to Smith, 2014 compared with three other skills, reading is a basic skill which is useful for language acquisition. In addition, reading will let the students deal with many texts and words. That is to say that reading will allow students facing words and gaining them will be good for their language competence. However, students often find unknown words in reading. It is because the language or vocabulary they encounter in the English text is often completely new to them. As a result, they tend to look up the word in the dictionary or ask the teacher directly rather than to find the meaning by themselves. Besides, students often look up a word in their dictionary and select the third entry, without considering the context related to the unknown word they read. Vocabulary is a group of words that has the meaning. With vocabulary the student can understand the sentences, understand the text and can make the paragraph. Vocabulary is collecting words, that to shape the part of the sentences that have different meaning suitable with the use and collection of the sentences. Vocabulary can help the student to translate or to understand what the speaker says, when they are listening in English easily for the student to understand the meaning of words in context.

Vocabulary is the core component of all aspects of language competences. Someone's vocabulary greatly affects the ability in learning language primarily for reading. Indonesian students who study English as a foreign language, especially junior high school students, have

difficulty in reading English text (Husna, 2017). In fact, in fact, it is not only junior high school students who experience difficulties, but also english department students. Learners employ many strategies to facilitate their vocabulary learning. He differentiates vocabulary learning strategies into 4 groups of strategies. The strategies are social, memory, cognitive and metacognitive. The third strategy, the social strategies involves social activities such as asking for others' help to know about the meaning. For instance, asking to the teacher or to other friends. The second one is memory strategies which rely on relating or associating word knowledge. It means that learners will depend on their memory in relating the new words with the previous one which has already learned. Third, the cognitive strategy which is alike to memory strategy since the activities is making word lists, flash card, and vocabulary notebook to learn vocabulary. Then, metacognitive strategy is a strategy which allows students to take control and assess their own learning strategy Schmitt (1997) in Ghazal (2007:86).

The aim of teaching vocabularies is in order that the student have the ability to define as a range of words of knows used. It helps the student to understand context, making inference, and understand the meaning of words. Many students cannot understand the sentences because they lack of word meaning such as verb, noun, adverb, teaching method in vocabulary mastery. After all, the role of vocabulary learning strategies is to facilitate students to be an independent learner in learning vocabulary because vocabulary cannot be taught directly by the teacher but gained by the students themselves (Husna, 2017). The purpose of vocabulary is to know the meaning of words that use in communication or context. Because the vocabulary is fundamental tool for communication and acquiring knowledge. To achieve the purpose of learning vocabulary, it can be done by applying various teaching methods, such as TGT (Team Game Tournament), TPS (Think Pair Share), NHT (Numbered Head Together), Jigsaw, Group Investigation and so forth. All of these method are useful to help students to increase their vocabulary mastery. In fact, majority of students are difficult in understanding English include vocabulary mastery. It can be seen based on the writer observation in In fact, it is not only junior high school students who experience difficulties, but also, it is founded that the low average of the student score is 45. Mean while, their minimum score is to get B 65.If the problem is not solved, it is impossible that students will not master in vocabulary, in this case indepth studies are necessary to obtain a solution of the problem.

To solve the problem, the lecturer should do the efforts such as various method, extra curricular, teamwork, and so on. Those efforts are expected to improve the students toward vocabulary mastery. Vocabulary is the meaning and pronunciation of words that we use in communication. It is simply the number of words that we understand or can actively use to listen, speak, read, or write. According to Janette K. Klinger, et.al. vocabulary is knowing what the words mean in context. The mechanics of vocabulary mastery are still something of a mystery, but one thing we can be sure of is that words are not instantaneously acquired, at least not for adult second language learners. Rather, they are gradually learned over a period of time from numerous exposures. Vocabulary mastery plays an important role in learning a language. According to Ike Anisa mastery is a comprehensive knowledge. In addition, Culson says that mastery is a skill to use the knowladge. It means that mastery is ability to use one's knowledge. Norbert Schmitt says that the incremental nature of vocabulary mastery manifests itself in a number of ways. We have all had the experience of being able to recognize and understand a word when we see it in a text or hear it in a conversation, but not being able to use it ourselves. This common situation shows that there re different degrees of knowing a word. Being able to understand a word is known as receptive knowledge and is normally connected with listening and reading. If we are able to produce a word of our own accord when speaking or writing, then that is considered productive knowledge.

Teaching is an activity to transfer knowledge which done by a teacher to students. So, in teaching learning process a teacher should have ability and talent to transfer the material especially in teaching vocabulary. Method is the way to do something. A.S. Hornby and E.C Painwell state that method is a part of planning operation, the movement one favorable position. In addition Wina Sanjaya says that method is the means use to implement the plans that have been developed in the concrete activities that goal has been achieved optimally prepared. According to Liu and Shi a teaching method is characterized by a set of principles, procedures or strategies to be implemented by teachers to achieve desired learning in students. It means that teacher can use these teaching methods, principles and technique which are determined partly by the nature of the subject matter to be taught, and partly by our beliefs or theories about how students learn in order to transfer the material with the purpose of learning activity. To achieve the purpose of teaching vocabulary mastery, in can be done by applying various methods, such as Team Game Tournament (TGT), Student Team Achievement Division (STAD), Think Pair Share (TPS), Group Investigation, Role Play, Snowball Throwing and so forth. In this research, the writer describes Team Game Tournament (TGT) as the method of teaching vocabulary mastery. Team Game Tournament (TGT) was designed where teams compete with other teams to get points for their group. TGT replaces quizzes and the improvement scores system with a system of academic game tournaments.

The Team Games Tournament (TGT) type cooperative learning model is a learning model that invites students to learn while playing. This learning model is very suitable to be applied in elementary schools because this model is able to improve the character of mutual cooperation and student learning outcomes. Yasa and Madio (2014) stated that TGT is a learning model that can be easily applied in the classroom by teachers and students as peer tutors who can involve heterogeneous student activities. Apart from that, TGT also contains elements of a game (Yunita, A., Juwita, R., & Kartika, S, E., 2019). While Tarigan (2012) said thar The Teams Games Tournament (TGT) type cooperative learning model is a type or model of cooperative learning that is easy to implement, involves the activities of all students without having to have differences in status, involves the role of students as peer tutors and contains elements of play and reinforcement. The advantage of TGT type learning is that there are academic tournaments in the learning process. Rusman (2016) stated that "Team Games Tournament (TGT) is a type of cooperative learning that places students in study groups consisting of five to six students who have different abilities, genders and ethnicities or races." Saco (2006) stated "in team games tournaments students play games with other team members to get scores for their respective teams" (Rusman 2016, p.224).

Learning teams are divided so that students from each team compete with other students who have similar levels of past performance, individual scores contribute to a team score. Spencer Kagan and Miguel Kagan says that TGT is identical to STAD except it used academic game tournaments instead of quizzes, and a bumping system instead of individual improvement scores. They also state that the critical elements that differentiate TGT from STAD are game tournaments and the bumping system. Similarly, Rusman states that TGT method is cooperative learning that assigned students in teams that consist of 5 to 6 students that have different ability and sex. Teacher prepare the material, and students discuss the topic with their team. In discussion, teacher give the work sheet to each team. The students do the tasks together with their team. If one of the team member doesn't understand the task that had given, the other students have the responsibility to give an answer or explain it, before ask that question to the teacher.

RESEARCH METHODS

The writer is interested in doing the research in that college because of some reasons: 1) the title never been researched in that college, 2) to know how far the students' ability in vocabulary mastery, and 3) the data for the research is available in that college. The process of this research will be conducted three months from September-November 2023. The writer uses experimental method, because this is the only type of research method that can test hypothesis to establish cause-effect relations. According to Suharsimi Arikunto experimental method is the way to find out the cause-effect relationship between two factors and it is happened by researcher by eliminating or unless or avoiding others factor that can be influenced. Similarly Alison Mackey and Susan M. Gass state that "Experimental method is a method which manipulate one or more variables independent variables to determine the effect on another variable dependent variable. While Marguerite G. Lodico et.al. says that experimental research, which comes out of the scientific realism framework, is thought by many researchers to be the only type of research that can result in findings that suggest causal relationships.

The population of this research is the third students of English Department students of In fact, it is not only junior high school students who experience difficulties, but also. They are 120 students and the sample of the research is 67 students. Sample is the sub group taken from a population. As Mark Balnaves and Peter Caputi state that sample is subset of units of analysis from a population. Similary, L.R. Gay said that sample is a group of individuals, items, or events that represents the characteristics of the larger group from which the sample is drawn. The sample is taken by cluster sampling. As Allison Mackey and Susan M.Gass state that Cluster sampling is the selection of groups rather than individual as an object of the study. It means in cluster sampling the research choose the participants from the group to make as an object of research rather than used individuals. It is more effective if larger numbers of clusters are involved. The instrument of this research is a test. As Suharsimi Arikunto says that instrument of the research is a tool or facility which is used by the researcher to collect data in order to make the research easier and get a better result, accurate, complete and systematic and easy to analyze. A good instrument helps the writer to get an accurate data and take the conclusion based on the reality.

There are many kinds of technique for collecting data such as questionnaire, interview, observation, test and documentation. And in this research, the writer uses test as the instrument to measure the students' achievement in to measure the ability of the students in vocabulary mastery. For data analysis, the writer used statistic processes. They are descriptive analysis and inferential analysis. Descriptive analysis is used to describe, or summarize the data for instance, define frequency, central tendency and differentiate among mean, median and mode. Inferential analysis used to test the hypothesis. The data is analyzed by using t-test formula.

RESEARCH RESULT AND DISCUSSION

After collecting the data from Third Semester - A by applying TGT, it is found that the highest score of the students is 85 and the lowest score is 45. From the calculation, it is known that the mean is 70.30. The median is 70, and the mode is 70. It is categorized "good". The data frequency distribution in reading by using TGT Method, it is shown that the students go the score 45- 51 are 2 students or 6.06%, score 52-58 are 2 students or 6.06%, score 59-65 are 4 students or 12.12%, score 66-72 are 10 students or 30.30%, score 73-79 are 8 students or 24.24%, and score 80-85 are 7 students or 21.21%. So, from the frequency of the score, the writer concludes that the dominant score has got by the students is 66-72, they are 10 students from 33 students. Meanwhile, after collecting the data from Third Semester – B by using

Conventional Method, it is found that the highest score is 80 and the lowest score is 45. From the calculation, it is known that the mean is 64.85. The median is 65, and the mode is 65. It is categorized "enough". The data frequency distribution in reading by using Conventional Method, it is shown that the students got score 45-50 are 2 students or 5.88%, score 51-56 are 4 students or 11.76%, score 57-62 are 5 students or 14.70%, score 63-68 are 11 students or 32.35%, score 69-74 are 7 students or 20.59%, and score 75-80 are 5 students or 14.70%. So, from the frequency of the score, the writer concludes that the dominant score has got by the students is 63-68, they are 11 students from 34 students.

The data is analyzed by using ttest formula. The result shows the value of to is 2.68. While, the sample are 67 students where N1 = 33 students and N2 = 34 students. Because there is no 65 in the table, so the writer uses the nearest degree of freedom df to 70, which df is 2.00 at 5% significant level. It means that the score of to is higher than tt (to > tt = 2.68 > 2.00). Based on the result of the research, the writer found that the treatments of TGT Method give better result than the Conventional Strategy that teacher used. It can be seen from the score of students. The process of this research has been done with the steps included in the research carefully. It is done so that the result of the research got is subjective as possible. Meanwhile, to get the perfect result from the research is very difficult because in this research the writer felt so many limitations and weakness. The writer realizes that there are some mistakes and weaknesses that can be seen in this research such as in making the instrument, the process of calculating the data and so on. These weaknesses are caused by lacking of the books reference, fund and the knowledge of the writer. For those mentioned above, the writer realizes and asking apologies. However, this research is expected to be useful to the next research.

CONCLUSION

The students' achievement in vocabulary mastery by using TGT Method is categorized "good". The students' achievement in vocabulary mastery by using Conventional Method is categorized "enough". There is a significant effect of TGT Method toward vocabulary mastery at the third semester English Department students of In fact, it is not only junior high school students who experience difficulties, but also. It can be seen from the calculation that score of ttest is higher than ttable (2.68 > 2.00).

BIBLIOGRAPHY

Anisa, Ike. 2010. Improving Students' Vocabulary Mastery Using Experential Learning. Klaten: Universitas Widya Dharma.

Arikunto, Suharsimi. 2010. Prosedur Penelitian Suatu Pendekatan Praktek. Jakarta: Rineka Cipta. Mackey, Allison and M.Gass, Susan. 2003. Second Language Research: Methodology and Design. London: Lawrence Erlbaum Associates.

Balnaves, Mark and Caputi, Peter, Introduction to Quantitative Research Methods,London : Sage Publication, 2001.

Damayanti, Riska. 2022. Penerapan Model Pembelajaran Kooperatif Tipe Team Games Tournament Untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar pada Pembelajaran IPA di Kabupaten Maros. Makassar: Universitas Negeri Makassar.

Frianto, Budi Eko Soetjipto, Achmad Amirudin. 2016. The Implementation of Cooperative Learning Model Team Game Tournament and Fan N Pick To Enhance Motivation and Social Studies Learning

G. Lodico, Marguerite, Dean T. Spaulding and Katherine H. Voegtle. 2006. Methods in Educational Research from Theory to Practice. New York: John Wiley & Sons, Inc.

Gay, L.R. 2009. Educational Research. New Jersey: Pearson.

Ghazal, Lotfi. 2007. "Learning Vocabulary in EFL Contexts Through Vocabulary Learning Strategies". Novitas Royal: Research on Youth and Language, 1(2), 84-91.

Hornby, A.S. and E.C Painwell. 2000. Oxford Learner's Dictionary. United States: Prentice Hall.

K. Klinger, Janette, Sharon Vaughn and Alison Boardman. 2007. Teaching Reading Comprehension to Students with Learning Difficulties. New York: The Guildford Press.

Kagan S., and Miguel Kagan. 2009. Kagan Cooperative Learning. San Clamente: Kagan Publishing.

Mackey, Allison and M.Gass, Susan. 2003. Second Language Research: Methodology and Design. London: Lawrence Erlbaum Associates.

Mackey, Allison and M.Gass, Susan. 2003. Second Language Research: Methodology and Design. London: Lawrence Erlbaum Associates.

Nurdini Husna, Leni Marlina. 2017. Vocabulary Journal As A Learning Tool For Students In Learning Vocabulary Through Reading at Junior High School. Journal of English Language Teaching Volume 6 No. 1 Serie D.Outcomes. Journal: IOSR Journal of Humanities and Social Science (IOSR- JHSS) Volume 21, Issue 5, Ver. 7 (May. 2016) PP 74-81.

Pangestuti, Ardian Anjar, Mistianah, A.D Corebima, Siti Zubaidah. 2015. Using Reading- Concept Map-Teams Games Tournament (Remap-TGT) to Improve Reading Interest of Tenth Grade Student of Laboratory Senior High School State University of Malang. Journal: America Journal of Educational Research, 2015, Vol. 3, No. 2, 250-254.

Rusman. (2016). Model-Model Pembelajaran Mengembangkan Profesionalisme Guru. Jakarta: PT Raja Grafindo Persada.

Rusman. 2011. Model-Model Pembelajaran Mengembangkan Profesionlisme Guru. Jakarta: Rajawali Pers.

Salam Abdul, Anwar Hossain, Shahidur Rahman. 2015. Effect of using Teams Games Tournaments (TGT) Cooperative Technique for Learning Mathematics in Secondary School of Bangladesh. Journal: Malaysian Online Journal of Educational Technology Volume 3, Issue 3 (2015).

Sanjaya, Wina. 2008. Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan. Jakarta: Kencana.

Schmitt, Norbert. 2000. Vocabulary in Language Teaching. London: Cambridge University.

Smith, L. C. 2004. Exploring Content 1: Reading for Academic Success. New York: Pearson Education.

Westwood, Peter. 2008. What Teachers Need to Know About Teaching Methods. Sidney: Acer Press.

Yunita, A., Juwita, R., Kartika, S, E. (2020). Pengaruh Penerapan Model Pembelajaran Kooperatif Tipe Teams Games Tournament Terhadap Hasil Belajar Matematika Siswa. Jurnal Pendidikan Matematika, 9(1), 23-34