

The Effect of Using Team Games Tournament (TGT) Technique on Vocabulary Mastery of the Eighth Grade Students at SMPN 13 Jember in the 2013/2014 Academic Year

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Abstract

The purpose of this study was to determine the effect of Team Games Tournament (TGT) Technique on vocabulary mastery of the eighth grade students at SMPN 13 Jember in the 2013/2014 academic year. A posttest-only, quasi experimental design was used. The research respondents were determined by using homogeneity test and were analyzed by using ANOVA, all classes in the eighth grade were heterogeneous. Two classes that had similar meaning were chosen as the experimental group and the control group by using lottery. The total numbers of the respondents were 60 students consisted of 31 students from class VIII-C as experimental group and 29 students from class VIII-D as the control group. The research data were analyzed by using t-test formula with 95% confidence interval of the difference. Results indicated that the mean score of vocabulary test for the experimental group was 78 while the control group was 72.5. This implies that the experimental group performed better in the vocabulary test compare to the control group. In conclusion, this research proved that there was a significant effect of using Team Games Tournament (TGT) Technique on vocabulary mastery of the eighth grade students at SMPN 13 Jember in the 2013/2014 academic year.

Keywords: *Team Games Tournament, vocabulary mastery, Cooperative Learning, Experimental research.*

Introduction

Vocabulary is a key to students understanding what they hear and read; and to communicate successfully with other people. The ultimate goal of studying foreign language is to be able to communicate in English, therefore mastering vocabulary is not just important, but crucial in a foreign language environment. A number of studies have shown that vocabulary size in young children is a strong predictor for success in later grades: The larger the children's vocabularies in the primary grades, the greater their academic achievement in the upper grades (Coxhead, 2006:83). Rowenhorst (2006:3) adds vocabulary, or word meaning, is one of the keys to comprehension. Based on the expert's opinion above, I can say that vocabulary is strongly affected students' academic performance. So it is important to build a large stock of vocabulary in order to communicate successfully.

Teaching vocabulary, especially in junior high school is not an easy matter. The teachers should pay more attention because if they take the wrong step that leads to confusion and cause reluctance in learning process, this may affect the students' willingness to learn English. Frequently, teacher provides the students with vocabulary they need but fail to teach them how to access that vocabulary and make them words their own (Preszler,

2006:2). That means that majority of teachers only teach the vocabulary without teaching how to use those vocabularies in different contexts. As we know that English is taught as a compulsory subject at a first time in Junior high school. When students feel interested in the way the teacher is teaching English, this indirectly gain their motivation and make them want to learn more. On the contrary, when the method of teaching makes them bored, they will be reluctant to learn more. As Nguyen & Khuat (2003:4) state that for many learners studying English as foreign language, vocabulary learning is considered as boring, as they have to memorize unfamiliar words and they are asked to complete lots of exercises. This situation makes the students get a difficulty to memorize the vocabularies being taught. As Krashen (1981:101) believes that in order to fully use language in communicative setting, the second language or foreign language students must first acquire the language before learning is introduced. In the other words, we have to make the teaching learning process fun in the early step in language learning. That can prevent stress and also create a pleasant atmosphere in the classroom.

To create such pleasant atmosphere, the researcher planned to apply Team Games Tournament (TGT) Technique in teaching vocabulary. TGT is one of techniques in cooperative learning method. O'Mahony

(2006:1) states that Slavin has found TGT increased basic skills, students' achievement, positive interactions between students, acceptance of mainstreamed classmates and self-esteem. From that statement, I consider TGT is probably suitable to teach vocabulary. A lot of experts said that The Team Games Tournament is very simple to apply and it is also fun and challenging. Team Games Tournament is a technique which demands the students to learn on group with 4-5 students' members who have heterogeneous ability and then ask them to work with their teams to make sure all team members have mastered the lesson being discussed. The main idea behind TGT is to motivate students to encourage and help each other master skills presented by teacher. This technique was chosen because it is pledge to provide the opportunities for the students to be involved actively in teaching learning process. They had chances to discuss the difficulties of the vocabularies that they had faced with their group members which make the learning process successful. Therefore, the researcher decided to use this technique because the researcher was curious to find out whether this technique was "really" effective or not to teach vocabulary.

The objective of the research was to know whether or not there is a significant effect of using Team Games Tournament (TGT) Technique on vocabulary mastery of the eighth grade students at SMPN 13 Jember in the 2013/2014 academic year.

Research Method

Employing a quasi experimental with posttest-only design, this study examined the effect of using Team Games Tournament (TGT) Technique on vocabulary mastery of the eighth grade students of SMPN 13 Jember in the 2013/2014 academic year. In this design, two classes with similar mean score were chosen as the experimental and control groups from the four available classes of the eighth grade of SMPN 13 Jember. The experimental group was be taught by applying the treatment that is Team Games Tournament Technique, while the control group was taught vocabulary by using Lecturing Technique as the ordinary process in the school.

Group	Treatment	Posttest
A	X	O
B		O

Notes:

- X : Treatment
- A : Experimental group
- B : Control Group
- O : Posttest

The research area was SMPN 13 Jember. The area was determined by purposive method based on two considerations, the first was academic reason and the second was technical reason. Based on academic reason, the eighth grade students of SMPN 13 Jember were never taught vocabulary by using Team Games Tournament; the teacher only taught vocabulary by using Lecturing

Technique. While for the technical reason, it was possible for the researcher to get permission to conduct the experimental research and SMPN 13 Jember had complete facilities that could support the researcher in doing the research, such as: the viewer, the tables and the chairs were movable.

The respondents in this research were taken by using cluster random sampling because the group that the researcher chose is already in the form of intact group. The respondent of this research were the eighth grade students of SMPN 13 Jember which consisted of four classes: VIII A, VIII B, VIII C, and VIII D in the 2013/2014 Academic Year. Before choosing sample, the researcher conducted homogeneity test first to ensure the homogeneity of the sample and analyzed it by using ANOVA. All classes of the eighth grade were heterogeneous. The total numbers of the respondents were 60 students consisted of 30 students from class VIII-C as the experimental group and 29 students from class VIII-D as the control group.

The data of this research consisted of primary data and secondary data. Primary data were gained from students' vocabulary test in the form of post test scores and were analyzed by using t-test formula proposed by Arikunto (2006:311-312) with 95% confidence interval of the difference. The purpose of the analysis was to obtain data about the significant different between experimental group and control group.

The secondary data of this research were obtained from the result of documentation. Documentation in this research was used to get the supporting data about the number of the eighth grade students at SMPN 13 Jember and the students' English scores in odd semester of class VIII-C.

Research findings

The homogeneity test in this study was in the form of vocabulary test which consisted of 20 multiple choices items and the time allocation was 40 minutes. The homogeneity test was administered to know whether the population was homogeneous or not. The result of the homogeneity test was calculated by using ANOVA, based on the result of ANOVA analysis, the result of f-observation (f_0) was 8.629 While f-table in the 5% significance table was 2.68. Having been compared, the result of f_0 was higher than F-table ($8.629 > 2.68$). It could be concluded that the students' vocabulary mastery was vary. It means that there was a significant mean difference of the classes, or in other words, it can be concluded that the population was heterogeneous. To choose two classes as the control and the experimental groups, two classes that had the same or closest mean difference were chosen. Afterwards, the researcher used a lottery to determine which class belonged to the experimental group and which class belonged to the control group. The result of the lottery showed that VIII-C was the experimental group and VIII-D was the control group.

Try out for vocabulary posttest was given to one class of the existing two classes of the eighth grade which was not selected as the experimental and the control group. That

was class VIII-B of SMPN 13 Jember consisting of 30 students. The try out was administered on January 23rd, 2014 at 09.55 a.m. until 10.35 a.m. The time allocation given was 80 minutes. The purpose of giving try out was intended to select which test items that fulfilled the requirement of a good test items included on the post test. The reason why the researcher used 60 test items instead of directly used 40 test item in try out test was dealing with efficiency. Instead of working twice if the result of the try out was not fulfill the requirement as a good test, the researcher used 60 test items in the try out test then calculating the difficulty index. After doing the try out, the researcher started to analyze the difficulty index and it was known that the range of difficulty index of try out test was from 0.20 up to 0.93. According to Supranata (2009:14), the difficulty index was categorized as 'sufficient' when the range was from 0.31 up to 0.70. So, there were 70% items which were categorized as sufficient items. It means that the test items were fair or enough. It can be said that the test items of try out for vocabulary posttest were not too easy or too difficult.

The reliability coefficient of the whole test items of vocabulary try out test was 0.70. Sudijono (1998:209); Wells and Wollack (2003:5); and Jacobs (2004) state that reliability coefficient of a teacher-made test is believed to be reliable if the reliability coefficient is ≥ 0.70 . Thus, the test was reliable as it is fulfill the requirement and the researcher did not have to make any changes of the test items.

The post test was administered to both the experimental and the control groups on January 27th, 2012 after students had been given the treatment. The first turn was administered for the control group from 9:15 a.m. until 10:15 a.m. and the next turn was administered for the experimental group from 10:35 until 11:35 a.m. The post test used vocabulary test consisting of 40 test items in the form of classifying parts of speech (20 items) and multiple choice with four options (20 items). The post test was administered for 60 minutes. In relation to the scoring, the result of post test was analyzed statistically by using independent sample t-test formula. Based on the result of data analysis in this research, the computation of the t-test formula of the scores of post test on vocabulary test showed that the statistical value of t-test was 2.26 while the t-table with significance level of 5% and the degree of freedom (Df) of 58 was 2.00. It means that the statistical value of t-test was higher than t-table ($2.26 > 2.00$).

Table1. Statistics calculation of t-test

	Mean	Individual score deviation	t-test	Df
Experimental	78	6502	2.263	58
Control	72.5	3123.17		

After knowing the result of t-test, the researcher calculating the Degree of Relative Effectiveness (DRE) of

Team Games Tournament on students' vocabulary mastery. Degree of Relative Effectiveness was analyzed to know how far the effect of TGT affect the students' vocabulary mastery. The result of DRE was 7.512%. It shows that the DRE of TGT in teaching vocabulary is 7.512% more effective than teaching vocabulary by using question-answer technique. To conclude, the data analysis has proven that there is a significant effect of using Team Games Tournament (TGT) technique on vocabulary mastery of the eighth grade students at SMPN 13 Jember.

Discussion

The result of hypothesis verification have showed that Team Games Tournament (TGT) had a significant effect on the eighth grade students' vocabulary mastery at SMPN 13 Jember in the 21013/2014 academic year. This research finding supported DeVries' findings (1980:5) who says that research on TGT in classroom experiments shows a clear pattern of increase in academic achievement, students' satisfaction with the class, peer tutoring, cross-racial cooperation, and subject-matter understanding. In other words, by having TGT as a technique in teaching vocabulary, will be positively enhance students' motivation and achievement as it provides cooperation among students in learning process.

The enhancement of academic achievement can be seen from the students' vocabulary posttest score. Students were taught by using TGT in experimental class gave better score compared to students in control group. That happened because TGT relieves the monotonous of memorization and drilling by making these parts of game-playing process so students are more willing to work at the task. This supported by Okebula (1985) who found substantially greater achievement in TGT technique using group goals and individual accountability than other technique that did not.

Knowing that TGT can significantly increase students' achievement (compared with individual, competitive, or traditional learning) when it was properly implemented, does not mean it will be always effective. One example is a research conducted by Friederich (2008) who attempted to examine the use of TGT on 11th grade students' motivation and academic achievement who studied Science and English. Four classes of 1150 students were assigned in which half participated in experimental group that received instruction according to TGT technique, whereas the rest were assigned to control group that followed a traditional instruction. Finally, the result proved that there was no significant difference between the control and the experimental groups on the post test. One possible reason stated on her research is that students engaging in TGT may engage in greater task-off conversation because they are in group which may help facilitating both on and off discussion and dialogue. To avoid such thing happened in my research, I emphasized the importance of group study to the students at the

beginning of teaching learning process. I also had carefully structured and managed the activities in TGT. It is also important to placed not more than 5 students in a group and gives only two worksheets in a group so they could work together effectively. It was succeed to make the students more engaged to the task and reduced task-off conversation among the students.

Students' satisfaction with the class appeared from reduction of students' absence, they become concerned about their attendance and classwork. Compared to the control group, students in experimental group are more diligent and more aware about their presence in the class. During the treatment in the experimental group, there was only 1 student who did not attend the class while in the control group there were more than 4 students who did not attend the class. This findings supported DeVries' findings (1980) who said that within team study, students show an active and positive concern for each other's academic progress in the class and it becomes important to students that their teammates consistently present in class and that they well-prepared.

Through team study, TGT fosters active tutoring among students. Students themselves have shown an incredible ability to assess who on the team needs the most help, on what problem assistance is needed, and who is the best individual to do the tutoring. They help each other to comprehend the material. Zuo (2011) has the same opinion as I do, he said that TGT operates on the principle that students work together to learn and are responsible for their teammates' learning as well as their own, and emphasizes having team goals that are dependent on the learning of all group members. The cross-racial cooperation appeared in group study that is mixed in performance level, gender, and ethnicity. TGT can reduced the natural social barriers in classroom which consisted of students from variety of background. As DeVries (1980) point out: "students of different backgrounds, placed together for a common goal. Through such activities, social or other differences are blurred, and common interests and skills become more apparent".

In the implementation, the researcher adopted the procedure of TGT proposed by Slavin (2005) with some alliteration. According to Slavin (2005:166-169), TGT had some steps which are class presentation, team study, tournament, and team recognition. It is worth mentioning that the researcher skipped the game and immediately administered the tournament due to time limitation. Based on Slavin (2005), tournament table formats consist of 30 numbered cards, 30 numbered question cards and 30 numbered answer sheet cards, but the researcher only prepared 30 numbered question cards without provided answer sheet cards. This attempt intended to decrease students' opportunity to cheat and it also helped the researcher to control the class. Instead, the researcher read aloud the answer in front of the class after made sure all students in tournament table had answered the question card. This format made students pay attention and reduced noise in the class. The other procedures and formats were

still the same as what Slavin (2005) proposed. Even though I did not use all the procedures and change a bit the format, it does not give a bad impact to the result. In this study, the result showed TGT gives a significant effect to the eighth grade students' vocabulary mastery although I skipped the game and did not provide answer card in the tournament table. So, the reduction of tournament's procedure and format in the application does not influence the result of the research.

As I had interviewed the students in the end of the observation, most of students said that the most interesting part of TGT was the tournament because in this activity students were compete one to another in homogeneous ability which was rare in real classroom situation. Students feel confident because they have same opportunity to collect as many points as possible in the tournament table. It appeared that using Team Games Tournament activate students' minds and gave them time to pause and think about the words, whether to compare, find the antonym, synonym, or meaning and use it in the reference. They also found it fun to get along with new friends. At first, most of students refused to be placed in a group with friends that I choose. They wanted a group with their own friends. But as the team study and tournament goes on and they realize how important their and their friends' role to win the competition, they become familiar to each other and of course no more protests. As to me, the experience I get from conducting this research is amazing. I found this technique really change the atmosphere in the classroom. The situation became more conducive and directly reduced tension among students that gave positive impact to both students' cognitive and affective ability. Students became more active; they get along with their friends, and enhance their academic achievement concurrently with cooperativeness.

Conclusion and Suggestion

Conclusion

Based on the research result of data analysis of the statistical computation value of the t-test, it was known that the t-test value was higher than the t-table ($2.26 > 2.00$) Therefore, the null hypothesis (H_0) which was formulated as: "There is no significant effect of using Team Games Tournament (TGT) Technique on Vocabulary Mastery of the eighth grade students of SMPN 13 Jember in the 2013/2014 Academic Year" was rejected. On the other hand, the alternate hypothesis which said: "There is significant effect of using Team Games Tournament (TGT) Technique on Vocabulary Mastery of the eight grade students of SMPN 13 Jember in the 2013/2014 Academic Year" was accepted. In conclusion, the students who were taught vocabulary by using Team Games Tournament (TGT) which belonged to the experimental group had better vocabulary mastery than the students who were taught vocabulary by using question and answer method which were put into the control group.

Suggestions

Knowing that Team Games Tournament (TGT) had a significant effect on the students' vocabulary mastery, the researcher proposes some suggestions to the English teacher and other researchers. It is recommended that the English teacher uses Team games Tournament as an alternative technique of teaching vocabulary mastery since this technique not only enhances the students' vocabulary mastery but also enhances their motivation and reduces their boredom in the classroom. It is also suggested that the result of this research can be used as a reference and gives information for other researchers to conduct a further research dealing with the use of Team Games Tournament (TGT) on a different population or different research design.

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