



**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**

THESIS

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Program of Language and Arts Education Department
Faculty of Teacher Training and Education
Jember University

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2014**

STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved parents (Budi Suharso, M.Pd and Inti Astuti, S.Pd). Thank you for your endless support, love, and prayer. Thanks for taught me to never give up. You are my strength to face the world;*
- 2. My dearest sister, Barillinda Budi Astuti, S.Km, thanks for your support and affection;*

MOTTO

“If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh.”

(Jeremy Harmer)

CONSULTANT'S APPROVAL

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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Jember, 16 May 2014

The Writer

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SUMMARY

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; Ainun Elvilla Nur Laili, 080210491046; 2014: 49; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University

Vocabulary is obviously a very important element of mastering a second language. If we want to use language effectively, we must have good stock of vocabulary. Communication in second language without words to express a wide range of meanings cannot happen in any meaningful way. That is why, build up a large store of vocabularies are very important especially for EFL students.

Learning English vocabularies is not easy for the students in Junior High school who are considered as young learners. Nguyen and 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. In order to make the students more excited in learning English vocabulary, the researcher planned to use a technique which can make the atmosphere in the classroom more pleasant. To create such pleasant atmosphere, the researcher planned to apply Team Games Tournament (TGT) Technique in teaching vocabulary. Using TGT as a technique in teaching learning process is one of way that may have a significant effect for the students on their vocabulary mastery.

This research was an experimental research. The purpose of this research was to know whether the use of Team Games Tournament as a technique in teaching learning process on vocabulary mastery of the eighth grade students at SMP Negeri 13 Jember in the 2013/2014 academic year was significant or not. The area of this research was SMPN 13 Jember. It was chosen purposively because the research about the use of TGT to teach vocabulary has never been conducted at this school. Another reason was that the researcher got permission to conduct a research in this school.

The respondents of this research were the eighth grade students at SMPN 13 Jember in the 2013/2014 academic year. The research respondents were determined by using cluster random sampling based on the result of homogeneity test which had been analyzed by using ANOVA. All of classes in the eighth grade are heterogeneous. To choose two classes as control and experimental group, two classes that had the same or closest mean difference were chosen. The total numbers of the respondents were 60 students that consisted of 31 students from class VIII-C as experimental group that was taught vocabulary by using TGT, while the control group consisted of 29 students of VIII-D that was taught by using lecturing technique.

The primary data of this research were collected from the students' scores of English vocabulary post test, while the supporting data were gained from interview and documentation. The result of vocabulary post test is used to make comparison between the two groups after the treatment done. The results of the vocabulary post test were analyzed by using t-test formula. The result of the analysis indicated that the statistical value of t-test was 2.26, while the t-table with the significant level of 5% and the Degree of Freedom (Df) of 58 was 2.00. The value of t-test was 2.26 and it was higher than 2.00 ($2.26 > 2.00$). Therefore, the alternative hypothesis (H_a): "There is a significant effect of using Team Games Tournament Technique on vocabulary mastery of the Eighth Grade Students at SMPN 13 Jember in the 2013-2014 Academic Year" was accepted. It means that the experimental group which was taught vocabulary by using Team Games Tournament Technique gave better result than the control group which was taught vocabulary by using Lecturing method.



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