

THE EFFECTIVENESS OF THE *TEAMS GAMES TOURNAMENT* (TGT) MODEL IN IMPROVING ENGLISH VOCABULARY MASTERY

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ABSTRACT

This research paper is entitled "The Effectiveness of The Teams Games Tournament (TGT) Model in Improving English Vocabulary Mastery (A Quasi-experimental study done in the seventh grade students of Junior High School)". The aims of the research is to know whether or not there is significant difference in the students' scores before and after the treatment by using TGT learning model for improving student's English vocabulary mastery and to find out the students' responses through the use of TGT learning model in improving their vocabulary mastery. The population of this research is the seventh grade students of Margahayu 1 junior high school which consists of ten classes from seventh grade. The writer take 32 students as the sample of the study. In this study there are two groups, the experimental group and the control group. The sample of this research are class VII-A as experimental group and VII-B as control group. In obtaining the data, the writer uses pre-test, post-test and questionnaires. From the computation of pre-test and post-test scores result shows that with the degree of freedom $(df) = N_1 + N_2 - 2 = 32 + 32 - 2 = 62$, at $P = 0,5$ of two tailed, the critical value of t is 1.998. The result of pretest is 0.8125 lower than the critical value of t (t -table) 1.998 ($0.8125 < 1.998$). It means that there is no significant difference between in english vocabulary mastery between the experimental group and the control group before treatment. After the experimental group was given the treatment, the t -observed value is 4.106. So t -observed was higher than of t -table ($4.106 > 1.998$). It means that there was significant difference between TGT learning model and the conventional method in improving English vocabulary mastery to seventh grade of Margahayu 1 junior high school. It also supported by the students' response in questionnaires. The result showed 32 students (78% of the students) agreed that TGT learning model helped them to understand meaning and increase vocabulary, to remember new vocabulary, to help each other in the learning process, and TGT learning model helped them in improving English vocabulary mastery. This means that the students' responses about TGT learning model are positive. '

Keywords : *quasi-experimental, vocabulary mastery, cooperative learning, teams games tournament, learning model*

ABSTRAK

Makalah penelitian ini berjudul "Efektivitas Model The Teams Games Tournament (TGT) Dalam Meningkatkan Penguasaan Kosakata Bahasa Inggris (Studi Kuasi Eksperimental yang Dilakukan pada Siswa Kelas VII SMP)". Tujuan dari penelitian ini adalah untuk mengetahui ada tidaknya perbedaan yang signifikan pada nilai siswa sebelum dan

sesudah perlakuan dengan menggunakan model pembelajaran TGT untuk meningkatkan penguasaan kosakata bahasa Inggris siswa dan untuk mengetahui respon siswa melalui penggunaan pembelajaran TGT. model dalam meningkatkan penguasaan kosakata mereka. Populasi dalam penelitian ini adalah siswa kelas VII SMP Negeri 1 Margahayu yang terdiri dari sepuluh kelas dari kelas VII. Penulis mengambil 32 siswa sebagai sampel penelitian. Dalam penelitian ini terdapat dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol. Sampel penelitian ini adalah kelas VII-A sebagai kelompok eksperimen dan VII-B sebagai kelompok kontrol. Dalam memperoleh data, penulis menggunakan pre-test, post-test dan angket. Dari hasil perhitungan nilai pre-test dan post-test menunjukkan bahwa dengan derajat kebebasan ($df = N_1 + N_2 - 2 = 32 + 32 - 2 = 62$, pada $P = 0,5$ of two tailed, kritis nilai t adalah 1,998. Hasil pretest 0,8125 lebih rendah dari nilai kritis t (t -tabel) 1,998 ($0,8125 < 1,998$). Artinya tidak ada perbedaan yang signifikan antara penguasaan kosakata bahasa Inggris antara kelompok eksperimen dan kelompok kontrol sebelum perlakuan. Setelah kelompok eksperimen diberikan perlakuan, diperoleh nilai t -observasi sebesar 4,106. Jadi t -diamati lebih tinggi dari t -tabel ($4,106 > 1,998$). Artinya ada perbedaan yang signifikan antara model pembelajaran TGT dan metode konvensional dalam meningkatkan penguasaan kosakata bahasa Inggris siswa kelas VII SMP 1 Margahayu. Hal ini juga didukung oleh respon siswa dalam angket. Hasil penelitian menunjukkan 32 siswa (78% siswa) setuju bahwa model pembelajaran TGT membantu mereka memahami makna dan menambah kosakata, mengingat kosakata baru, saling membantu dalam proses pembelajaran, dan model pembelajaran TGT membantu mereka dalam meningkatkan kosakata bahasa Inggris. penguasaan. Artinya respon siswa terhadap model pembelajaran TGT adalah positif.

Kata kunci : *eksperimen semu, penguasaan kosakata, pembelajaran kooperatif, turnamen permainan tim, model pembelajaran*

INTRODUCTION (BACKGROUND)

In learning a foreign language, namely English, one of the problems that is often encountered is vocabulary mastery. Learners need vocabulary to communicate with others. In communicating, mastery of vocabulary is an important aspect so that communication can run well, because the more vocabulary mastered by the learner, the more skilled the learner will be in communicating.

In reality, it is not easy for beginner level learners to master English vocabulary, especially in verbs and nouns because verbs are divided into two, namely regular verbs and irregular verbs, while there are too many types of nouns which are included as nouns. There are still many factors that hinder students in learning and mastering English vocabulary. These factors are divided into 2, namely internal factors and external factors. Internal factors such as learners easily forget the vocabulary they have learned. Learners lack confidence to pronounce words in English and lack of self-motivation to learn English and students do not easily master the nouns and verbs they have learned. Meanwhile, external factors come from outside the learner, such as class conditions . which is not conducive and the learning model used is not in accordance with the conditions of the learner.

These obstacles can be overcome in the learning process by applying the learning model. The learning model is one of the factors that can motivate learners. With an interesting learning model, learners can more easily digest what is being taught. This is because students are interested and can understand and apply the material they have obtained better.

Cooperative learning is a learning model that prioritizes cooperation among learners to achieve learning objectives. Teams Games Tournaments (TGT) can be one of the cooperative learning models applied in this research. In the TGT model, game techniques are applied in group learning situations. This model can be fun and motivates learners because learners are divided into several groups, each group competes to get an award from the teacher in the form of a prize or value for the group that gets the highest score. The selection of this model is based on the consideration of cooperative learning models that are suitable for learning English vocabulary, but cannot be separated from the elements of cooperative learning which basically do things together by helping each other as a group. It will be easier for students to master English nouns with the game system applied in the TGT model, because the game is more focused on mastering nouns.

Research on TGT has been conducted by Mulyati (2007). From the results of this study, it can be concluded that this model is considered effective for improving students' abilities and motivating students to learn Japanese vocabulary.

Another study on vocabulary mastery was also conducted by Yanti in 2010. From this research, it can be said that the level of understanding of English vocabulary after using picture card games has increased. From the results of the two studies above, it can be seen that vocabulary learning will be more effective and interesting if it is taught through games. This resulted in researchers interested in conducting research on the effectiveness of the Teams Games Tournaments learning model in improving English vocabulary mastery.

RESEARCH QUESTION

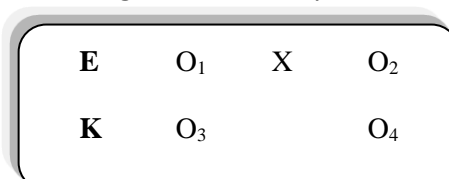
1. Is there any significant difference in students vocabulary test between those applying TGT learning model and conventional learning model?
2. What are students' responses toward the TGT learning model in mastering vocabularies?

Therefore, those research question becomes the researcher focus to do this research.

RESEARCH DESIGN

Judging from the objectives to be achieved from this research, namely to prove whether the Teams Games Tournaments model of learning can help students improve their mastery of English vocabulary, the researchers used quantitative research methods. In this study, the researcher will use an experimental method with a Non-Equivalent Control Group Design, this design is almost the same as the Pretest-Posttest Control Group Design only in this design the experimental group and the control group are not chosen randomly.

The experimental design used in this study can be described as follows:



E	Experimental group
X	TGT learning model
O1	Pretest results of experimental class students before being given treatment
O2	Posttest results of experimental class students after being given treatment.
K	Control Group
O3	Pretest results of control class students using conventional learning.
O4	Posttest results of control class students using conventional learning.

LITERATURE REVIEW

Cooperative Learning

Cooperative Learning is a learning model that prioritizes cooperation among learners in small groups to achieve learning objectives. In this model, learners are required to be active and responsible for their learning outcomes, while the teacher only acts as a motivator. Cooperative Learning is a learning model that can help students to succeed academically, encourage students to interact in a group and develop learner confidence.

According to Isjoni (2010: 6) Cooperative Learning can be interpreted as "learning together to help each other in learning and ensuring that everyone in the group achieves predetermined goals or tasks". Thus it can be understood that Cooperative Learning involves grouping techniques in which students work towards learning goals together with small groups which generally consist of 4-6 people.

Slavin (2009: 9) defines cooperative learning as "a learning model in which students learn and work in small groups collaboratively whose members consist of 4-6 people with heterogeneous group structures". Furthermore, it is also said that "the success of learning and groups depends on the abilities and activities of group members both individually and in groups".

Based on the two definitions above, it can be concluded that cooperative learning is learning in groups to work together and share with fellow group members in understanding and completing tasks given by the teacher. Cooperative learning is not the same as regular group learning because in this learning model each learner has responsibility for himself and his group. Cooperative learning can be defined as a teaching system by means of structured group learning. Structured here can be interpreted that there are several positive elements that must be applied in this learning.

Cooperative Learning Models

The kinds of cooperative learning models according to Slavin (2009: 11) are as follows:

- 1) Student Team-Achievement Division (STAD)
- 2) Teams Games Tournament (TGT)
- 3) Jigsaw II
- 4) Team Accelerated Instruction (TAI)
- 5) Cooperative Integrated Reading and Composition (CIRC)

The application of the cooperative learning model in learning English is expected to be able to overcome the problem of the monotony of the learning model used by the teacher. In this study the learning model that will be used is the Teams Games Tournament (TGT) learning model. This model can make learners more active and more

interested in learning because this learning model is combined with games. Therefore, this TGT model is suitable for use in vocabulary learning compared to other learning models.

2.2 Teams Games Tournament

Teams Games Tournament is a cooperative learning model. The main element in this learning model is cooperative learning, but in TGT there are also elements of games or competitions. The competition in the TGT is a group competition which is held during academic tournaments. This is as expressed by Lie (2000: 23) that "the TGT learning model is one of the models in cooperative learning, it also contains elements of a competitive learning model because in TGT there are academic tournaments that are identical to competition".

TGT is a type of cooperative learning that places students in study groups consisting of 4-5 students with different abilities. The teacher presents the material, and the students work in their respective groups. In group work, the teacher gives assignments to be done in groups. If there are group members who do not understand the given task, then other group members help explain. To ensure that all group members have mastered the subject matter, all students will be given academic games. In academic games, students are divided into tournament tables. The tournament is an academic tournament with a progress score system by means of students as representatives of their teams compete with other team members with equal academic performance.

2.2.1 Teams Games Tournament steps

According to Slavin (2009: 166) the cooperative learning model of the *Teams Games Tournament* type consists of 5 stages, namely: class presentation stage, learning in groups (*teams*), *tournaments*, *bumping*, and group awards.

According to Slavin (2009:173), in the initial period of the game, the stages that must be carried out are:

- (1) Announces placement of tournament tables and arranges tables as tournament tables.
- (2) Ask one of the students to distribute one game sheet, one answer sheet, number card box, and one game score sheet on each table.
- (3) Learners draw numbered cards to determine the first reader. The student who draws the card containing the number with the highest score is entitled to be the first reader.
- (4) The first reader shuffles the pile of cards containing the question number and takes the top card, then reads aloud the questions according to the numbers listed on the card, then answers the question.
- (5) After the learner gives an answer, the learner to his or her left or right (the second player) has the option to challenge and give a different answer.
- (6) The next player checks the answers and reads the answers aloud.
- (7) The student who answers correctly will keep the card. If the second player gives a wrong answer, he must return the card he has won (if any) into the box.
- (8) For the next round, everything moves to the left position. The second player becomes the reader, the third player becomes the first challenger, and the first player becomes the second challenger.
- (9) When the game ends, players record the numbers they have won on the game score sheet in the column for the first game.

- (10) If there is still time, the students shuffle the cards again and play the second game until class is over, then record the number of cards won in the second *game* on the score sheet.

From the explanations above, it can be formulated that the TGT implementation procedure starts from the teacher's activities in the form of delivering subject matter. Then the learners in the team study the material provided and ensure that all team members have mastered the lesson. Then a tournament was held, in that tournament learners play academic *games* with other team members to contribute points to their team scores. In the next tournament, a place shift is applied based on the results of the score in the previous tournament.

Definition of Vocabulary

Learning a language cannot be separated from learning vocabulary. Either mother tongue or foreign language. Related in Marianne Celce-Murcia, (200:285) to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign. Vocabulary supports speakers to express their opinions, ideas, and feelings in communicating. Vocabulary is the most important component of language because it affects four language skills, namely listening, speaking, reading, and writing.

According to Elfrieda H. Hiebert and Michael L. Kamil, (2005:3), vocabulary is the knowledge of meanings of words. Someone who has a lot of vocabulary of foreign language, she/he could learn language easily. Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language. It is supported by Jim Scrivener, (1994:74), Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words.

The definition of vocabulary is quite clear that human life, they use a collection of words. The use of the word itself is distinguished by field, person, class, or profession. The researcher argues that vocabulary is one of the most important aspects of language in language learning because vocabulary has the meaning needed to communicate.

The Types of Vocabulary

According to John Read, (2000:154), There are two types of vocabulary, they are active and passive vocabulary. While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of person's vocabulary are active and passive vocabulary.

Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read.

Elfrieda H. (2005:3) describes the group of passive vocabulary is usually larger than the one of active vocabulary. Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.

Different from John, Wiji (2013:41-42) divides vocabulary into four groups as follows:

- a. The first is function words. These words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, depending on where they are placed.
- b. The second is substitute words. Those words do not represent as individual things or specific actions, but function as substitutes for whole for classes of words. Its means that is a link among words.
- c. The third types of vocabulary items are those that are distributed in use according to such grammatical matters as the absence or presence of a negative. For example, Rena speaks English well and Anton does too. Too means that Anton also can speak English well and Anton does too. Too means that Anton also can speak English well. although the sentences does not show immediately that Anton can speak English well.
- d. The large body of "content words" constitutes the fourth group of vocabulary items and chief materials are usually considered when the vocabulary of language is discussed.

Furthermore, Lehr & Osborn (2001) explain two kinds of vocabulary description as follow:

1. Oral vocabulary includes the words that are recognized and used in listening and speaking.
2. Print vocabulary includes the words that are recognized and used in reading and writing.

Vocabulary mastery

Vocabulary mastery can be interpreted as the act of mastering, using the right words in a language, both in spoken and written form. This is in accordance with what is stated in the Big Indonesian Dictionary (1994: 537) which states that mastery means "process, method, act of mastering, understanding or ability to master".

Vocabulary mastery is always being an essential part of English. Lewis and Hill (1990: 12) say that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English

From the above understanding, it can be concluded that vocabulary mastery is the activity of mastering or the ability to understand and use words contained in a language, both spoken and written. Therefore, a foreign language learner, especially English, must develop mastery of the vocabulary he is learning.

Mastery of vocabulary is very influential in language. This is in accordance with what was expressed by Tarigan (1989: 2), that "the quality of a person's language skills depends on the quality and quantity of the vocabulary he has. The richer the vocabulary, the greater the possibility of being skilled in the language.

The above quote means 'the more words a person knows, the easier he can express his thoughts and ideas'. Basically, mastery of one's vocabulary is used in fluency in communicating, but that does not mean that it is limited to that, vocabulary mastery is also a medium in thinking activities.

This statement is reinforced by Keraf (1996: 24) who states that those who have a broad vocabulary will also have a high ability to choose exactly which words are the

most harmonious to represent their intentions or ideas. On the other hand, those who are poor in vocabulary will find it difficult to find the right word and secondly because they do not know that there is another word that is more appropriate and thirdly, they do not know that there is a difference between the synonymous words.

Basically, language teaching aims to make learners skilled in language, namely listening, speaking, reading, and writing. The four language skills are highly dependent on the quality of the vocabulary they have. Vocabulary is one of the components in language learning, the more treasury one has, the easier it is for someone to speak and convey his thoughts orally and in writing.

This is in accordance with Michael West's statement in Subyakto (1988: 19), "vocabulary is considered the most important in addition to reading skills". This statement is reinforced by a statement that reads "vocabulary is one of the important aspects for learning foreign languages. In accordance with this statement, the lack of vocabulary mastery will be an obstacle for smooth communication, because vocabulary mastery is a must for learners to be skilled in language and communication.

From the explanation above, it can be concluded that by having good vocabulary mastery, the following benefits can be obtained: 1) Can communicate fluently with other people, 2) Can improve language skills, 3) Provide high quality and quantity of speaking skills.

FINDINGS

To find out how the significant difference in student vocabulary test value that use TGT learning model and conventional learning model to the first students of SMPN 1 Margahayu, two instrument were used, those were test and questionnaire. That kind of test which is used was pretest and posttest. The pretest and posttest were given to the experimental group and control group, while quetionnaire was given to the experimental group only. Pretest was distributed to the experimental group and control group on 20th of July 2022 and the posstest was given on 5th of August 2022.

The Pre-test Data

Pretest was used to know the significant difference in the result between the experimental group and the control group. The pretest was conducted to both the experimental group and the control group which consists of 32 students for Each group. Here is the table of students's score of the pretest.

With the degree of freedom (df) = $N_1 + N_2 - 2 = 32 + 32 - 2 = 62$, at $P = 0,5$ of two tailed, the critical value of t is 1.998 As the value of the derived t (to) is less than that of the critical t (t-table) = $\longrightarrow 0.8125 < 1.998$. The null Hypothesis (Ho) which states that there is no significant difference in the students' score before the treatment, is retained. It means that the experimental group and the control group had relatively the same level of students' achievement at the beginning.

The Treatment

Teaching vocabulary by using Teams Games Tournament learning model, was applied only in the experimental group. The research was done in 4 meetings. The specific time of the research was done from 20th July to 5th August 2022. The pre-test was held on 20th July 2022, giving treatment was held on 22nd July – 3rd August and post-test was held on 5th August 2022. The writer took two classes to be used as a sample, first class as experimental group and the second class as the control group.

The first treatment was held on 22nd July 2022. The writer gave material about We love what we do. The writer showed and explained material about Occupation, place

and job description. Then the writer showed the steps of teaching vocabulary through Teams Games Tournament learning model.

The second treatment was held on 27th July 2022. The writer gave treatment by using Teams Games Tournament learning model. The writer made a groups consist of 4-5 members with different academic abilities (Teams). Then the writer asked the students to work in a group and the students tried to discuss to implement the games and start the tournament.

The third treatment was held on 29th July 2022. The students work in group to answer the question card. Then the writer gave a time limit for each group to answer the questions. After all groups collected answer sheets from question cards then the writer arranged the ranking of each group to take part in the tournament.

The last treatment was held on 3rd August 2022. The writer guides students when doing activities with Team Games Tournament (TGT) learning model. Then Each group performs its own. the Students count the tournament points collected and collect it on the score sheet game. The teacher determines the score of each team. the writer calculated the tournament points obtained by each group. After that the writer gave appreciation or reward to the team who got the highest score.

The next meeting, on 5th August 2022, the writer gave post-test to get the final scores and determine the significantly difference scores of two classes in vocabulary mastery, the the writer only gave questionnaires to students from experimental group.

The Post-test Data

The post-test was held on 5th August 2022 both experimental and control groups were given a test together. This test comprises 10 items of multiple choices questions, 5 items of matching test and 5 items fill-in.

With the degree of freedom (df) = $N_1 + N_2 - 2 = 32 + 32 - 2 = 62$, at $P = 0,5$ of two tailed, the critical value of t is 1.998. As the value of the derived t (to) is less than that of the critical t (t-table) $\longrightarrow 4.106 > 1.998$. The null Hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, stating that there is significant difference in the result between TGT learning model and conventional method in teaching vocabulary mastery to the first grade of SMPN 1 Margahayu has significantly better result than the conventional method. This also means that this learning model is effective.

The Data Collected in the Questionnaires

Questionnaires were held on 5th August 2022. To know the responses of the students towards the implementation of Teams Games Tournament learning model for improving English vocabulary mastery.

The result of questionnaires showed that 81% of students' agreed that the implementation of Teams Games Tournament model helped them in English vocabulary mastery. While the rise of the students (19%) thought that the implementation Teams Games Tournament learning model in English vocabulary mastery did not help them. Then more than half of the students (66%) like learning English with Teams Games Tournament model and 34% of students did not like so.

The students got advantages from the implementation of Teams Games Tournament (TGT) learning model. Those included helped them to understand meaning and increase vocabulary. The result of questionnaire showed that 75% of the students stated that the Implementation TGT learning model could help them to understand

meaning and increase vocabulary, and 25% of the students did not think so.

The result showed that 72% of the students answered that TGT learning model make them help each other in the learning process. The number of students who answered that TGT learning model make them even more motivated to English vocabulary mastery (63%), while the rest of the students (37%) were not agree.

From all of the result above, it can be concluded that most of the students gave positive responses. The students said that TGT learning model is effective to improve their ability in English vocabulary mastery.

DISCUSSION

Based on data analysis of the respond of the students who were taught by using Teams Games Tournament teaching model in English vocabulary mastery could be seen from the text and answer the questioneasily and it was effective to improve their English vocabulary mastery.

Based on data which is got from pre-test, it can be concluded that the score of student was improved from the pre-test to the post-test. The result was proven by t-test calculation, where the t_o is bigger than t-table. As the derived $t = 4.106$ exceeds the table critical value of $t = 1.998$, at $P = 0.5$ with $df = 62$ ($4.106 > 1.998$) therefore the alternative hypothesis (H_a) is accepted and the Nul Hypothesis (H_o) is rejected. This means that there is significant difference in the students' scores before and after treatment using Teams Games Tournament (TGT) learning model. This also means that improving English vocabulary mastery to the seventh grade of SMP 1 Margahayu is effective. Furthermore, based on data wich is got from questionnaire it can be conclude the students' responses in the use Teams Games Tournamenet learning model to improving English vocabulary mastery are positive. It can be seen from the questionnaire calculation.

CONCLUSSIONS

After conducting the research, the writer can describe that Teams Games Tournament learning model can be used in teaching English for improving vocabulary mastery. After finishing this study, the writer describes the conclussions as follow:

1. The research data shows that the improvement in English vocabulary mastery of experimental group is statistically significant than the improvement in control group. It can be seen from the result of post-test scores between two group. Teams Games Tournament learning model has been proven to have an effective influence in improving students' vocabulary mastery.
2. From the result of the research data, before treatment the result of the computation pre-test scores of experimental group and control group shows that with the degree of freedom ($df = N_1 + N_2 - 2 = 32 + 32 - 2 = 62$), at $P = 0,5$ of two tailed, the critical value of t is 1.998. As the value of the derived t (t_o) is less than that of the critical t (t-table) $\rightarrow 0.8125 < 1.998$. The null Hypothesis (H_o) which states that there is no significant difference in the students' score before the treatment, is retained. After the treatment, the result of the computation post-test scores of experimental group and control group shows that with the degree of freedom ($df = N_1 + N_2 - 2 = 32 + 32 - 2 = 62$), at $P = 0,5$ of two tailed, the critical value of t is 1.998. As the value of the derived t (t_o) is less than that of the critical t (t-table) $4.106 > 1.998$. The null Hypothesis (H_o) is rejected and the alternative hypotesis (H_a) is accepted, stating that there is significant difference in the result

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between TGT learning model and conventional method in teaching vocabulary mastery to the first grade of SMPN 1 Margahayu has significantly better result than the conventional method. This also means that Teams Games Tournament learning model is effective.

3. Teams Games Tournament learning model is used to help students understanding the meaning, remembering and increase new vocabulary. It can be seen from the questionnaire calculation. The students' responses in the use Teams Games Tournament learning model to improving English vocabulary mastery are positive.

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Alfabeto.

