The Effect of Team Games Tournament (TGT) Method Toward Vocabulary Mastery at the Tenth Grade Students of High School 1 Padangsidimpuan

Mutia Nasution

Universitas Negeri Medan, Sumatera Utara, Indonesia
Telp: 085270133460
E-mail: mutianasution238@gmail.com

Abstract: The background of this research was students’ achievement in vocabulary mastery in High School 1 Padangsidimpuan was not suitable to the expectation and their achievement was in low score. The purpose of this research was to find out the significant effect of TGT Method toward vocabulary mastery at the Tenth grade students of High school 1 Padangsidimpuan. The population was all of the Tenth Grade students with 298 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 $t_{test} > t_{table}$ (2.68 > 2.00). It means that there is a significant effect of TGT method toward vocabulary at the seventh grade students of High School 1 Padangsidimpuan.

Keywords: TGT Method and Vocabulary Mastery.

1. 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. 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.

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.

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 High School 1 Padangsidimpuan, it is founded that the low average of the student score is 70. Mean while, their minimum succeed criteria mastery (KKM) is 75. 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 teacher 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 knowledge. 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. 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.
2. Method

The writer chooses High School 1 Padangsidimpuan. It is located at Jl. Merdeka No. 39 Padangsidimpuan. The writer is interested in doing the research in that school because of some reasons: 1) the title never been researched in that school, 2) to know how far the students’ ability in vocabulary mastery, and 3) the data for the research is available in that school. The process of this research will be conducted for three months from September-November 2013. 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 seventh grade students of SMA Negeri 1 Padangsidimpuan. They are 298 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.

3. Result and Discussion

After collecting the data from X₁ by applying TGT, it is found that the highest score of the students’ reading comprehension 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 X₂ 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 $t_{\text{test}}$ formula. The result shows the value of $t_o$ is 2.68. While, the sample are 67 students where $N_1 = 33$ students and $N_2 = 34$ 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 $t_o$ is higher than $t_t$ ($t_o > t_t = 2.68 > 2.00$). 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.

4. Conclusions

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 seventh grade students of SMA Negeri 1 Padangsidimpuan. It can be seen from the calculation that score of $t_{\text{test}}$ is higher than $t_{\text{table}}$ ($2.68 > 2.00$).

5. References

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

[2] Anisa, Ike. 2010. *Improving Students’ Vocabulary Mastery Using Experential Learning.* Klaten: Universitas Widya Dharma.

[3] Schmitt, Norbert. 2000. *Vocabulary in Language Teaching.* London: Cambridge University.

[4] Hornby, A.S. and E.C Painwell. 2000. *Oxford Learner’s Dictionary.* United States: Prentice Hall.

[5] Sanjaya, Wina. 2008. *Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan.* Jakarta: Kencana.

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

[7] Kagan S., and Miguel Kagan. 2009. *Kagan Cooperative Learning.* San Clamente: Kagan Publishing.

[8] Rusman. 2011. *Model-Model Pembelajaran Mengembangkan Profesionlisme Guru.* Jakarta: Rajawali Pers.

[9] Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktek.* Jakarta: Rineka Cipta.

[10] Mackey, Allison and M.Gass, Susan. 2003. *Second Language Research: Methodology and Design.* London: Lawrence Erlbaum Associates.
[11] G. Lodico, Marguerite, Dean T. Spaulding and Katherine H. Voogtle. 2006. *Methods in Educational Research from Theory to Practice*. New York: John Wiley & Sons, Inc.

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

[13] Gay, L.R. 2009. *Educational Research*. New Jersey: Pearson.

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

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

[16] 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).

[17] 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 Outcomes. Journal: *IOSR Journal of Humanities and Social Science (IOSR-JHSS)* Volume 21, Issue 5, Ver. 7 (May. 2016) PP 74-81.

[18] 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: *American Journal of Educational Research, 2015, Vol. 3, No. 2, 250-254*. 