

THE USAGE OF TEAM GAME TOURNAMENT METHOD IN TEACHING ENGLISH VOCABULARY IN JUNIOR HIGH SCHOOL

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ABSTRACT

Vocabulary learning plays a great role for learners in acquiring a language. Vocabulary learning is an essential part in foreign language learning which are very often emphasized, whether in classroom or in books. It is also central to language teaching. Team Game Tournament (TGT) is an effective way to decrease the students' boredom and improve students' ability together in teaching English. The objective of the research was to develop learners' English vocabulary by using Team Game Tournament (TGT) technique in junior high school. Seventy percent of learners should reach 70 percent of total scores. The target group was 40 students in 7th grade at Srikanuanwittayakom School, during the first semester, academic year 2016. Students selected by purposive sampling method. The research instruments were 1) 4 lesson plans, 2) vocabulary quizzes, and 3) posttest. The data obtained was analyzed and interpreted statistically in terms of mean (\bar{x}), percentage (%), and standard deviation (S.D.).

The findings of the research were found that students' vocabulary learning improved after they learned by using Team Games Tournament (TGT). The mean score of students was 81.65 percent higher than the criteria of 70 percent and there were 33 students or 87.50 percent passing the determined criterion at 70 percent ($\bar{x} = 16.33$, S.D. = 2.29)

KEYWORDS: Team Games Tournament, TGT technique, Secondary school

INTRODUCTION

English has been considered as the international language, which has been used for communicating among people around the world, including Thailand. As a result, English has been compulsorily taught from the elementary level to secondary level according to Thailand Basic Education Core Curriculum (2008). Learners has learned four English skills which are listening, speaking, reading, and writing with the benefits of improving communication skills, getting a good job, expanding networks and businesses globally and the like. One of the most important parts in learning English is vocabulary. According to Laili, et al. (2014), the ultimate goal of studying foreign language is to be able to communicate, so mastering vocabulary is not just important, but crucial in foreign language

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environment. Therefore, vocabulary plays a great role for learners in acquiring a language, and it is also central to language teaching (Alqhtani, 2015). 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 primary grades, the greater their academic achievement in upper grades (Coxhead, 2006). Carol (2016) mentioned that the children who have heard more words are better prepared in classroom. When learners enter to school with vocabulary, they can join into reading and writing activities with more success. One of the most important things is a very simple one is that learners get lots of talking and conversation in the simply.

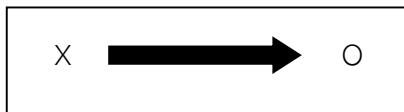
However, for many learners studying English as a foreign language, vocabulary learning has been considered as boring because they have to memorize unfamiliar words and they are asked to do a lot of exercises (Nguyen & Khuat, 2003). This situation makes learners get a difficulty in vocabulary learning. As a result, they have less motivation in learning English language continuously. Considering this situation, the role of teachers is very important. Teachers should use the suitable techniques to motivate learners to enjoy studying English. One of the effective ways to decrease learners' boredom and improve their English abilities together is using cooperative learning which is a learning process of creating work in a group and sharing learners' opinion in teaching English, especially vocabulary.

Team Game Tournament (TGT) is an effective teaching method to develop the English vocabulary and to create an effective classroom environment in which learners are actively participate and receive the encouragement for successful performance. O'Mahony (2006) stated TGT increase basic skills, learners' achievement, positive interactions between learners, acceptance of mainstreamed classmates and self-esteem. The TGT structure enhances both competition and cooperation in a way that promotes peer group rewards for academic and proficiency achievement. TGT has three basic elements: (1) teams: learners are assigned to equal teams categorized by equivalent academic levels, (2) games: skill exercises relating to content material are played during weekly tournaments, (3) tournament: learners represent their teams and compete individually against learners from other teams. Most often, the study takes the form of students quizzing one another to be sure that they understand the content, or working problems together and correcting any misconceptions if teammates make mistakes. In other words, TGT's goal is to motivate learners to encourage and help each other master skills presented by a teacher. The group study is mixed in performance level, gender, and ethnicity. TGT can reduce the natural social barriers in classroom which consists of students from variety of background (Zuo, 2011). Thus, this strategy is appropriate for learners of all abilities.

The objective of the research was to develop learners' English vocabulary by using Team Game Tournament (TGT) technique in junior high school. Seventy percent of learners should reach 70 percent of total scores.

METHODOLOGY

RESEARCH DESIGN: Pre- experimental with one shot case study design was employed and carried out in a 16-week time period. The design was as follows:



X = teaching by using Team Games Tournament (TGT)

O = the development learners' vocabulary

SAMPLING: The sample consisted of 40 learners in 7th grade of Srikanuanwittayakom School in the first semester of academic year 2016 using purposive sampling technique. Samples were taught by the researcher over a 16 week period (50 minutes of teaching, 3 times per week for the first semester). This research was done in the Department of Foreign Languages in Srikanuanwittayakom School.

RESEARCH INSTRUMENTS: The research instruments used in this study were the following:

1. 4 lesson plans (8 hours): The main objective was to develop learners' vocabulary. The lesson plans included unit 1 to unit 4 of Bridge English Book.
2. Vocabulary quizzes used at the end of each lesson plan consisted of 10 items. There were matching vocabulary with picture and matching vocabulary with its meaning to evaluate the development of learners' vocabulary.
3. Posttest (40 multiple-choice) covering all contents learners learned.

DATA COLLECTION AND ANALYSIS: Four steps of TGT procedures were used, which were 1) Class presentation: all contents were taught by the teacher, 2) Team study (Home team): learners practice what they learned together in their team, 3) Game tournament: learners from different home teams compete against each other, 4) Team recognition: teacher gives feed back, sums up scores announces the winner team. Vocabulary was administered to 40 learners during they played the sets of vocabulary by using TGT. Then, learners had a quiz after playing each game. Then, the posttest was operated at the end of the study. The data was analyzed by mean (\bar{x}), percentage (%), and standard deviation (S.D.).

PROCEDURES

Weeks	Activities
Week 1-2	Observing classroom and teaching
Week 3-5	Constructing research instruments
Week 6-10	Collecting data
Week 11-12	Analyzing data
Week 13-15	Writing the research report

1. **Observing classroom and teaching:** The researcher observed learners' learning and participating in classroom, including studied the curriculum and learners' backgrounds.
2. **Constructing research instruments:** The researchers selected the contents and teaching technique which was appropriate to the sample group, and then designed lesson plans and quizzes, including posttest.
3. **Collecting data:** The researchers started teaching using the planned lesson plans (TGT 4 steps) and chosen materials. The way to manage and teach in classroom were announced. After each lesson, learners did a quiz and were provided feedback and comments.
4. **Analyzing data:** The collected data was analyzed by mean (\bar{x}), percentage (%), and standard deviation (S.D.).
5. **Writing the research report:** The researcher wrote the research report using the analyzed data and the observation from getting from each lesson plan, including learners' tasks done in the classroom.

RESULTS

The results of the scores were analyzed to examine the development of students' vocabulary learning. The results show students' scores, mean (\bar{x}), percentage (%), and standard deviation (S.D.). The results are shown in table 1 and the results of the individual students' scores.

Table 1: The result of students' vocabulary scores for grade 7

The number of students	Full score	Students' scores		Standard deviation (S.D.)	The students pass the criteria	
		Mean (\bar{x})	Percentage (%)		Total	Percentage (%)
40	20	16.33	81.65	2.29	35	87.50

From table 1 shows students' vocabulary achievement was higher than the determined criterion of 70 percent. Students got 16.33 (81.65%) of the mean scores which passed the passing the determined criterion of 70 percent. There were 35 students (87.50%) of the students passed the passing the determined criterion of 70 percent.

CONCLUSION AND DISCUSSION

Vocabulary learning plays a great role for learners in acquiring a language. Vocabulary learning is an essential part in foreign language learning which are very often emphasized, whether in classroom or in books. It is also central to language teaching. Team Game Tournament (TGT) is an effective way to decrease the students' boredom and improve students' ability together in teaching English. This study aimed to develop learners' English vocabulary by using Team Game Tournament (TGT) technique in junior high school. Seventy percent of learners should reach 70 percent of total scores. The target group was 40 students in 7th grade at Srikanuanwittayakom School, during semester 1, academic year 2016.

The results indicate that there were 35 learners or 87.50 percent of all students passed the determined criterion of 70 percent, and 5 students or 13.50 percent failed determined criterion of 70 percent. Also, learners got 16.33 of the mean scores. The percentage of mean scores was 81.65 percent which is more than the criterion of 70 percent.

Thus, results of the study indicated that TGT could develop learners' vocabulary according to learners' scores of tests. More than 70 percent of learners can reach 70 percent of the total scores. It can be concluded that TGT was a good method to improve the learners' vocabulary and had a significant effect on 7th grade learners' vocabulary development

This research finding conformed to the research study of Permadi (2013) on the title of the Effect of Using Teams Games Tournaments (TGT) on the Vocabulary Achievement of the Eighth Year Students of SMP Laboratorium Singaraja. The result of the research showed that students were taught by using TGT technique had better English vocabulary

achievement rather the control group students taught by using conventional technique. It can be seen in the result of data analysis by using data description and hypothesis testing. In the data analyzed by data description, it was obtained that mode, median, range, and mean of experimental group were higher. Therefore, the students realized that they had to pay attention carefully during the class presentation. By paying attention carefully, they helped themselves to do as well as they could in tournaments since their tournament score determined their team's score. The researcher used pictures as teaching media in this group. It is the fact that TGT technique had better English vocabulary achievement and students realized that they had to pay attention carefully during the class presentation for their team's score when they are in tournaments. In addition, Zuo (2011) also stated that TGT operated on the principle that students worked together to learn and were responsible for their teammates' learning as well as their own, and emphasized having team goals that were dependent on the learning of all group members. According to Laili, et al (2014) study on 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, the finding was concluded that the students who were taught vocabulary by using Team Game Tournament (TGT) which belonged to the experimental group had better vocabulary mastery than the students who were taught vocabulary by using questions and answer method which were put into the control group. Furthermore, this study was supported by the study of Imama (2013) which is the Effect of Team Game Tournament on the Teaching of the Vocabulary for the Fourth Graders of SDN 1 Menganti. The researcher tried to explore the effectiveness of Team Games Tournament to teach vocabulary for the fourth graders. The subjects were divided into two groups, experimental group and control group. These two groups were given a pretest in order to know their ability. After treatment was given to the experimental group, they were given posttest. Based on the data from the pretest of both groups, it was found that the experimental and control groups have the same ability. On the other hand, the score of experimental group were higher than control group on posttest. From the calculation of t-test, it was found that there was significant difference between experimental and control groups.

Thus, TGT contains many useful advantages to foster learning active in student self to increases their basic skills, student's achievements, positive interactions between students, acceptance of mainstreamed classmates and self-esteem. Furthermore, the implementing of this technique was also able to create a fun learning environment. As a technique of cooperative learning method, TGT Technique trains the students to work effectively in groups in which they did not only learn and share something but also did their best to their own groups. The cooperative learning is more elaborate than group work activity that should be employed as part of a classroom management system because if

the students are trained to work effectively in groups, the result can be productive learning environment. This situation could be seen during teaching learning process in which the students did not only listen to the teacher's explanation but also participate actively. Hence, it is highly recommended to use Teams-Games-Tournaments technique as alternative technique to make the students enjoy during teaching and learning process.

On the other hand, five students (13.50%) did not pass the determined criterion. The result of their low scores may be attributed to the limited of time taking the test, firstly. Even though the samples were taught by the researcher over a 16 week period (50 minutes of teaching, 3 times per week for the first semester), only 4 lesson plans (8 hours) were administered. Due to a lot of school activities and academic national competitions during the first semester, the more activities, the less classes. It was difficult to find time to cover all contents learners needed to learn and to take the test after each lesson plan according to the research instruments of this study (vocabulary quizzes used at the end of each lesson plan, and posttest (40 multiple-choice) covering all contents learners learned.) Secondly, the contents was difficult for the learners. The Bridge English Book was used for 7th grade level in Srikanuanwittayakom School. The vocabulary was appropriate for the 7th grade learners, but the vocabulary knowledge background of the learners was very law. The researchers needed to spend time to teach the learners the fundamental vocabulary; otherwise, learners could not learn English for the higher levels. However, this group of learners were not the non-accomplishment people. The researchers could observe that they improved from their basic knowledge and could see their progression during the semester but the scores on posttest were not good enough for passing the determined criterion.

RECOMMENDATIONS

GENERAL RECOMMENDATIONS

- It could be used as English teacher's guidelines or an alternative technique for teaching vocabulary in order to improve learners' vocabulary learning.
- TGT activities could be used to enhance higher level of learners' vocabulary.

RECOMMENDATIONS FOR FUTURE RESEARCH

- Vocabulary must be the appropriate vocabulary for learners' level and have to make sure that all significant information from students are achieved
- After the end of lesson, the teacher should have the exercises for checking and reviewing learners' vocabulary learning.
- Teaching vocabulary on the test and quizzes can be authentic such as taking the real material instead of pictures if it can hold by hands

LIMITATIONS

This study was conducted in a short time because there were many school activities; thus, learners could not attend to class. The limitation of time in learning English may affect the learners' English vocabulary performance ability in junior high school level.

The other limitation of this research study was the large amount of sample. There were 40 learners in a small room and no space for some activities. With many learners in a small room, it could have been difficult to achieve learners' answers and monitor all learners in the class.

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