

Improving Students' Vocabulary Mastery by Using Cooperative Learning Method Type Teams Game Tournament (TGT)

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ABSTRACT

This research was conducted to improve students' vocabulary mastery using cooperative learning method type teams game tournament (TGT) at the second grade of SMP Negeri 1 Pomalaa. This study used a classroom action research (CAR) design. The procedure of CAR consisted of preliminary of the research, planning, implementation, observation, analysis and reflection. Observation sheets and vocabulary test were used to gather the data. This research consisted of two cycles in which there was an improvement from cycle one to cycle two. The improvement could be seen on the result of the vocabulary test in cycle one and cycle two. It was found out that there was an improvement of students' vocabulary mastery from cycle one to cycle two. In the cycle one, the percentage of students who passed the test was 47.36% and in cycle two the percentage of the students who passed the vocabulary test was 89.47%.

Keywords: Vocabulary Mastery, Cooperative Learning Method, Teams Game Tournament

INTRODUCTION

English is a foreign language and the language of technology which is commonly used around the world. Besides that, it is used as the mother tongue and the first language in the English native country; it is often used as the second language and foreign language in many countries. As the medium of global communication, English is used to communicate or exchange thoughts, views, and feelings among others. It is also required to face the globalization age where a lot of knowledge from the whole world is accessed. Therefore, without knowing English, people could loss some important details, particularly relating to the international network.

English is divided into English Skills and English Components. English skills consist of listening, speaking, reading, and writing. English components consist of pronunciation, vocabulary, and grammar. In this research, the researchers focussed on vocabulary mastery. Vocabulary is a basic component in communication. Vocabulary is also very important for the acquisition process. If the students do not recognize the meaning of the keyword used by those who addressed them, they will be unable to participate in a conversation. The vocabulary mastery is the most fundamental thing that must be controlled by students in learning English. Students would not be able to express language if they do not understand the vocabulary of the language. If the students have many vocabularies in English then the students will be easier to master four English language competencies such as listening, speaking, reading, and writing. Besides that, learning vocabulary and knowing many vocabularies can make the students easy in learning English. Further Nation (2001) explains the relationship between knowledge of vocabulary and language use as complementary each other, in which knowledge of vocabulary enables language use. Conversely, language use leads to an improvement in vocabulary knowledge. Thus, students need to have abundant vocabulary knowledge in order to produce varieties of language function

to express their thoughts. Having sufficient vocabularies will also help learners to produce acceptable English text types in particular context (Karman, 2016).

Based on the researchers' previous observation conducted on October 2016, in SMPN 1 Pomalaa, the researchers found out that most of the students in SMPN 1 Pomalaa had difficulties in communicating their ideas in English because they had little vocabulary. They only could response simple English expressions such as greeting and thanking. When they were asked about complex information in English, they were just silent. To add, they had difficulty in differentiating between noun, verb, and adjective. The English teacher also said that one of the reasons why the students had a lack of vocabulary was that they did not learn English in Elementary School. Therefore, for them, learning English in Junior High School was a new atmosphere.

The Nature of Vocabulary

Vocabulary, according to the Oxford Advanced Learner's Dictionary, is the number of words a person uses or knows. However, knowing a word in a foreign language involves more than just recalling it (Ledbury 2006). There are several aspects of vocabulary. They are pronunciation, meaning, synonym, antonym, and use. The first one is pronunciation. Hewings (2004) postulates that pronunciation is the primary element of speech which is jointly together to form meaningful sounds. The high and low pitches of the sounds are used to convey meaning. These components range from the individual sounds that make up speech where the rise and falling of the voice are used to convey meaning. Pronunciation also relates to the phonetic transcript. Since phonetic transcript constantly reflects the speech sound, it can be used to monitor the spoken language as a reliable guide. Sounds, syllables, and words are the primary components of pronunciation.

The second aspect is meaning. Nation (2001) said that language comprises the combined form and meaning of the term, the idea and the things it corresponds to, and associations with which people think of a certain word or phrase. The third one is synonym. According to Renandya & Richards (2002), synonym is a word which has similar meaning with other words. For instance, in English *allow* and *let* in the following sentences: *My mom lets me eat the cake* and *my mom allows me to eat the cake*. The third one is antonym. According to Renandya & Richards (2002), antonym is a word which has opposite meaning to other words. For instance, in English word "black" and "white," and "black" and "white" are antonyms. The last one is use. Besides knowing the meaning and pronouncing of a word, it is also necessary for people to be able to use the word appropriately in context and grammar, for example, word 'well'. Besides knowing how to pronounce and the meaning of 'well', a student also needs to know how to use this word grammatically or in context. For example well as adjective in *I am not feeling well*, and well as a noun in *I want to take water in the well near from the river*.

Cooperative Learning

Cooperative Learning is an approach which is used by teachers to improve students' communication in the class through group interaction, individual responsibility among students, and academic performance. This approach is a less teacher centred.

Cooperative Learning is a strategy to teach in the classroom that is used to increase students' communication, group interaction, individual responsibility, and also to promote academic helpfulness. It

involves students-students interaction. This situation reduces teacher's domination in the teaching and learning process and allows students to grasp the learning materials better and they can ask other students to deal with the problem together (Johnson, Johnson, and Smith 2014). Cooperative learning involves students in small groups working together to achieve common objectives (Gillies 2007). One types of cooperative learning model is teams games tournament. According to R. E. Slavin (2015), teams game tournament is one of Robert and Slavin's team learning strategies for the mastery of the learning materials. It organizes the students in the classroom into four to five members within the groups for all achievement levels. Slavin found that TGT enhanced fundamental abilities, students' achievement, and good student experiences.

Wena (2009) mentions three elements of cooperative learning namely positive interdependence, face to face interaction, and individual accountability. The first one is Positive Interdependence. In cooperative learning, positive interdependence occurs when groups believe that they need each other's support. In another word, it is like a symbiosis of mutualism. The second one is Face to Face Interaction. Cooperative learning promotes face to face interaction among members of the group in order to have some group discussions on topics given in the classroom (Tukiran et al., 2011). The third one is Individual Accountability. Richards and Rodgers (2001) say that individual accountability is enhanced by the learning activities that demand students to focus on their contribution to the group by delegating their work to a team mission, and the members ought to do their best effort to accomplish the group's goals.

To help the students to improve their vocabulary, teachers in teaching vocabulary should provide selective methods, techniques or approaches. One of them is with a game. The teachers' creativity in using game will increase the probability that students will learn more and the knowledge on vocabularies will retain better in their mind. There are many games that can be used to teach English vocabularies. Among the various games, cooperative learning method type TGT(Teams Games Tournament) was chosen considering many advantages it offered. One of them is that the students always like some fun activities. That was the reason why the researchers chose this method. And the second reason was that the researchers chose cooperative learning method type teams game tournament (TGT) as the researchers' method because we think that in teaching English this method can increase the motivation of the students to learn, especially learn about vocabulary. According (Campbell and Rutherford 2000), cooperative learning could improve learning effectiveness and improve students' performance. There will be a lot of fun and joyful in the classroom atmosphere since in the process the students will experience competition among students in recalling vocabularies.

Teams Game Tournament is one type of cooperative learning which is easy to be implemented to all students because teaching in group and the game can make the students easy to understand the materials. Group also can make students easy to work on their own tasks. O'Mahony (2006) asserts that TGT increased students' basic skills as well as their achievement, improved positive interactions among students, and helped students to accept mainstreamed classmates and to raise their self-esteem. To add, Slavin (2005) also has provided some steps or procedures to use TGT in the classroom, namely class presentation, team study, tournament, and team recognition.

Therefore, based on the advantages, the researchers tried to improve the students' vocabulary mastery by promoting cooperative learning method type TGT (Teams Game Tournament). This technique was expected to stimulate the students to learn English especially for the second grade students of SMPN 1 Pomalaa.

Based on the consideration above, the researchers were interested in conducting a research entitled "*Improving Students' Vocabulary Mastery Using Cooperative Learning Method Type Teams Game Tournament (TGT)*".

METHOD

A Classroom Action Research abbreviated into CAR was the research design. According to Kemmis et al. (2014), a classroom action research is a research typically involves small scale investigation projects in the teacher's own classroom and consisted of a number of steps which are often in cycles. Each cycle consists of preliminary research, planning, implementation, observation, analysis and reflection.

In conducting the research, the researchers implemented recycles process. According to Setyosari (2006), recycle process is repeated with the same action or treatment. It meant that when the first cycle was unsuccessful, the researchers conducted the second cycle. The cycle was continued if the criteria of success in this study were not achieved.

The following procedure shows that plan holds based on the analysis in finding from preliminary observation. After the researchers have finished the planning, one of the researchers acted as the English teacher to implement cooperative learning method type TGT in the teaching and learning process. During the observation, the researchers collected the data to know the result of each action. After the data had been collected, the researchers analysed the data to know whether the action of the cycle was successful or not based on the passing grade in SMP Negeri 1 Pomalaa. Then if the criteria of success were achieved, the researchers would not continue the cycle. But when the criteria were not achieved, the researchers would revisit the plan, and continued to the next cycle.

Setting and Subject of the Research

The research was conducted in SMPN 1 Pomalaa. It is located at Jalan Pendidikan Number 4 Kecamatan Pomalaa, Kab. Kolaka, South East Sulawesi. The population of the research was the second grade students of SMP Negeri 1 Pomalaa in the academic year of 2017-2018. The number of population was seven classes. One class consisted of 19 to 20 students.

The subject of this research was class VIII-B which consisted of 19 students with 8 males and 11 females. The researchers focused on the second grade class because this class had mixed ability level. Mixed ability level is a group in which children of varied abilities were taught together rather than being set a part in groups based on the level. In addition, the researchers chose this class based on the results of preliminary research. It was found that this class had a lack of vocabulary mastery.

Instruments

To gather the data, the researchers used two types of instruments. They were observation sheets and vocabulary test. The observation sheets were applied to observe the activities of the students during the action using cooperative learning method type teams game and tournament (TGT). The students'

observation sheets covered their activity in discussing, complementing the task, asking questions, and their braveness to complete the task. Meanwhile, the vocabulary test was used to measure students' achievement after the implementation of the method. The researchers focused using vocabulary test in the form of multiple choice as the second instrument. The questions were about vocabulary and total number of the test was 20 questions. The vocabulary test was given in the last meeting or the fourth meeting of the cycle.

Data Analysis

This part is divided into two points, data analysis and reflecting. The researchers analysed and reflected the result of the implementation of cooperative learning method type TGT in teaching and learning process, whether the research was stopped or continued to the next cycle. The result of analysed data was based on the criteria of success.

After analysing the data, the researchers had reflection toward the implementation of the method in teaching and learning process. Reflection is very essential in order to assess the impact of the action implemented in the classroom. The aim is to see if the action is successful or not. In other words, the aim of reflection is to see the effectiveness or the lack of what was achieved before or during the action. The researchers predetermined criteria of success. There were two criteria that have to be consulted namely the process during implementation of the action and product after implementing the action. The researchers formulated two criteria of success, namely process and product. In terms of process, the students were expected to be actively involved in teaching and learning process which was measured through students' observation sheets. In terms of the product, 80% of the students obtained the score 70 or higher in the vocabulary achievement test.

FINDINGS

This part covered data presentation and discussion of improving the Students' Vocabulary Mastery by Using Cooperative Learning Method Type Teams Game Tournament (TGT) at the Second Grade of SMP Negeri 1 Pomalaa. The data presentation consisted of the data from the teaching and learning process during the action in the classroom, and the data of students' score which was obtained after teaching vocabulary to the students by using Cooperative Learning Method Type Teams Game Tournament (TGT) in the first cycle and the second cycle. These types of data were obtained from observation sheets and vocabulary test.

Data Finding of Preliminary Research

The researchers conducted a preliminary research to know the real condition of the students' problems in the class and the teacher's problem in teaching and learning process especially in teaching vocabulary. The researchers did preliminary research on October 2016. Based on the result of the preliminary research by interviewing the English teacher in the school, the researchers found that the students' vocabulary was too low. They could not mention vocabularies around them, and also could not translate English texts correctly.

In this phase, the researchers collaborated with the English teacher to make some programs, such as: arranging research agreement with the English teacher, research appointment, and instrument of preliminary research. Then the researchers decided to do research to increase students' vocabulary by

using cooperative learning method type teams game tournament at SMPN 1 Pomalaa especially on class VIII B.

Data Presentation of the First Cycle

The implementation of cooperative learning method type teams game tournament in the first cycle was conducted within two consecutive weeks. The implementation of cooperative learning method type teams game tournament could be explained in four stages of research phase namely planning, implementation, observation, analysis, and reflection.

1. Planning

Before teaching and learning activities were conducted in the class, some planning and discussion were carried out between the researcher and collaborative teacher. The planning the first cycle, the researcher and collaborative teacher discussed about some important points, such as preparing planning of the first cycle, the researchers had prepared the lesson plan, material and instrument, criteria of success and discussion about the game which would be applied as the method in teaching and learning process.

In this case, the researchers conducted the research at the second grade of SMP Negeri 1 Pomalaa on the second semester. The material discussed in the first cycle was about "procedure text". The first cycle was implemented for four meetings. Every meeting was allocated for 2x40 minutes. The researchers planned two weeks to cover those four meetings.

2. Implementation

The implementation of the method took four meetings in the first cycle. Such meetings covered the action to improve the students' vocabulary for 3 meetings, and one meeting for assessing the students' vocabulary achievement after the action was carried out. The first meeting was conducted on Friday, 2nd February 2018. It was started at 07:55 AM and finished at 09:10 AM. The second meeting was conducted on Monday, 5th February 2018. It was started at 10:10 AM and finished at 11:30 AM. The third meeting was conducted on Friday, 9th February 2018. It was started 07:55 AM and finished at 09:10 AM. The fourth meeting was conducted on Monday, 12th February 2018. In this meeting, the vocabulary test was administered to the students. It started at 10:10 AM and finished at 11:30 AM.

Here is the field note of the action in the first meeting.

It was started at 07:55 AM and finished at 09:10 AM. The teacher started the learning activity by greeting and introducing herself, and then the researcher checked the students' attendance list and made first conversation with the students. The researcher's questions were about where the students live, etc. There were 19 students attended the meeting. After that, the researcher introduced the topic to the students. Before the researcher explained the topic, the researcher made some groups. One group consisted of five students. There are four groups. Then the teacher asked the students to sit with their respective group. After that, the teacher started the activity by explaining the procedure text, and then, checked the students' understanding. The researcher asked the students some questions about the topic. Most of students responded the questions. After that, the researcher continued the lesson and focused on discussing the topic about procedure text especially "how to make fried rice". And then, the teacher distributed the text to the groups. The teacher asked the students to translate the sentence on the text. The teacher also explained the activity to the students about what they were going to do. The teacher asked the students to read and understand the vocabularies on the text. After that the teacher explained the game to the students and the students finished reading the text and making some clues referred to the word. The teacher distributed the papers to the group. The teacher asked the students to read the text. Before starting the game, the teacher told the students to choose the words included noun and prepare the clues to make the students became easy to guess the word.

The teacher asked the first group to come in front of class to present their word. And the teacher asked the other groups to pay attention and guess the word while the teacher filled the students' activities observation sheet. While the students read the text, the teacher asked the students to bring dictionary for the next meeting to help the

students translate the word. After that, the teacher asked the students to discuss their words with the same groups. While the group presented their words, the teacher checked the students' answer and filled the students' activity observation sheet.

Every group had a different discussion. The teacher asked the students to read and understand the content of the text. After the students finished reading the text, the students still had mistakes in vocabulary. Some of them did not know the meaning of the words. The teacher tried to answer and gave the instruction to open their dictionary to know the meaning of the word. After that, the teacher asked the students to sit with their own group and told the students to choose the word of noun and asked the group to make the clue. After the students had the words that they wanted to discuss, the group prepared to present the word in front of the class, and the member of the other groups guessed the word by the clue that the first group presented. After the first group had done the presentation of their words, the second group until the last group also took turn to present their words and the other groups also guessed the words. The group that got the most correct answers was the winner of the tournament.

When all of the groups have already presented their own parts, the teacher gave a conclusion about the lesson. Before leaving the class, the teacher said to the students that they would learn procedure text again in the next meeting. She gave them the motivation and hoped the situation would be better than the situation at that meeting.

3. Observation

The observation was done simultaneously with the implementation, therefore the researcher and observer conducted observation when the teaching and learning process. During the research and learning process, the researchers observed all of the students' activities during the teaching and learning process by using observation sheets. In short, the observation was done to ensure whether the implementation of cooperative learning method type teams game tournament (TGT) in learning vocabulary was successful or not.

The observation was carried out concurrently with the implementation. In this phase, one of the researchers acted as the observer while the other acted as the English teacher who implemented the cooperative learning type teams game tournament. The observers (researchers) monitored all of students' behaviour during the teaching and learning process by giving a check mark on the students' observation sheet checklist. The researchers monitored and analysed the behaviours of the students during three meetings. In brief, the observation was made to make sure that the implementation of teaching vocabulary using teams game tournament (TGT) run well.

4. Data Analysis

Based on the data obtained from the observation sheets, the researchers made analysis and reflecting the data to see whether the implementation of cooperative learning method type teams game tournament in teaching vocabulary met the criteria of success or not. This part covered the data analysis of students' observation sheets and the analysis of the students' vocabulary achievement test score.

a. Observation of Students' Activities

The researchers collected and analysed the students' activities during the implementation of the technique within three meetings. The result of students' activities in the first cycle can be seen in the following table.

Table 1. The Result of Observation Sheets for Students' Activities at the First Cycle

Cycle	Meeting 1	Meeting 2	Meeting 3	Total	Average	Category
Cycle 1	6,21	6,31	7,31	19,83	6,61	Enough

There are three aspects that are assessed in the observation sheet of students' activities in the first cycle. The first is activeness, the second one is courage, and the last is collaboration. Based on the analysis and evaluation of the researchers, the students' activities in the first cycle got improvement from meeting to meeting. But from all meetings, the researchers were not satisfied since the activities were still categorized into enough category. The researchers decided that this action research needed to get more improvement on the students' activity in the classroom.

b. Data Analysis of the Students' Vocabulary Achievement in the First Cycle

After collecting the students' works on the test, the data were then analysed to know the students' vocabulary mastery. The score of the students' vocabulary achievement is presented as follows:

Table 2. Data of the Students' Score in Vocabulary Test at the First Cycle

Vocabulary Achievement Test Result	
Number of students	19
Passing Grade	70
Number of success students	9
Number of failed students	10
Percentage	47,36%
Maximum score	100
Minimum score	30
Average	67,10

The result of the students' vocabulary test showed that cooperative learning method type TGT (teams game tournament) have not yet given satisfactory improvement on students' vocabulary mastery. The students' vocabulary mastery in SMP Negeri 1 Pomalaa was still low. It could be seen on Table 2 above. The students' vocabulary score in the first cycle was not satisfying enough. From the 19 students, only 9 of them got a good score or passed the minimum requirement score determined in this research and 10 of them got low scores or failed in this test.

5. Reflection

Based on the analysis of the students' observations sheets during teaching and learning process and the students' vocabulary test at the end of the first cycle, the implementation of teaching vocabulary by using cooperative learning method type teams game tournament (TGT) did not give the satisfying result in improving the students' vocabulary mastery. Because it was the first time for the students to learn English using the cooperative learning method type teams game tournament especially at the second grade of SMP Negeri 1 Pomalaa. In teaching and learning process the students were still not confident enough. They still relied on other members who had better competence than others within the groups. To add, they also still had lack of vocabularies to describe what they want to say. Therefore, the implementation of the method should be improved by continuing this research into cycle two, so that it could meet the criteria of this research.

Data Presentation of the Second Cycle

Since the result at the first cycle was failed, therefore the researchers agreed to continue this action research into cycle two.

1. *Planning*

Before teaching and learning activities in the second cycle were carried out, the researchers made planning and discussed about the materials to be taught in the class room. In this planning phase, the researchers had the prepared the lesson plan, criteria of success, teaching media, and the assessment during the teaching and learning process in the second cycle. The material discussed in the second cycle was still about "Procedure Text". The second cycle was implemented for four meetings. The time allotment was 2x40 minutes in each meeting. The researchers spent two weeks for those meetings.

2. *Implementing*

The implementation of the second cycle took four meetings. Such meetings cover the action to improve the students' vocabulary mastery for 3 meetings, and one meeting for assessing the students' vocabulary achievement after the action was carried out. The first meeting at the second cycle was conducted on Monday, 19th February 2018. The second meeting was conducted on Friday, 23rd February 2018. The third meeting was conducted on Monday, 26th February 2018. The fourth meeting was conducted on Friday, 2nd March 2018.

Here is the field note of the action in the second cycle:

The first meeting at the second cycle was conducted on Monday, 19th February 2018. Learning activity began by greetings and checking students' attendance list. There were 19 students attended the meeting. Before the teacher explained the topic, she asked the students to make four groups. One group consisted of five students; it meant that there were four groups consisting of five students and one group consisting of four students. The teacher started the activity by explaining about procedure text. But before the teacher explained the materials, she reviewed the past materials to the students. She recalled the materials about the definition, goals, and generic structure of procedure text. She taught about the procedure text but with another text of procedure text. And then to check students' understanding, teacher asked some questions about the topic. The teacher said "*do you still remember about the topic?*" Most of students responded the question. They said "yes, mom". Then, the teacher continued the lesson and focused on discussing the topic about "how to make Kolak". After that, the teacher distributed worksheet to the students. Then, the teacher explained the activity that was given to students. The teacher asked the students to read and understand the content of the text. She also explained the rule of the game to the students after the students finished reading and translated the text. The teacher asked the students to choose the words included in noun and told the students to prepare some clues of the words, in order to make other groups easy to guess the words that they had prepared. After first group came in front of class and ready to present about their task, the other groups competed to guess the words given by the group in charge. While monitoring the students' activity, the teacher also filled the observation sheet for the students' activity. After every group finished presenting their words, then the teacher announced the winner of the tournament. After that, the teacher gave a task to the students to make a procedure text at their home. Before ending the class, the teacher gave a conclusion about the lesson. Before leaving the class, the teacher told the students that they were going to learn procedure text again for the next meeting and hope that the situation would be better than this one.

3. *Observing*

The observation was done simultaneously with the implementation. Therefore, the researchers and the collaborative teacher conducted observation when the teaching and learning process took place. During the learning process, the researchers observed the students' activities during the teaching and learning process by using observation sheets. The researchers observed and analysed the students' activities while the teacher taught the students about procedural text. In short, the observation had been done to ensure whether the implementation of cooperative learning method type teams game tournament (TGT) in vocabulary learning run well or not.

4. Data Analysis

After collecting the data in the teaching and learning process through observation and the test, the researcher and the collaborative English teacher made analysis and reflection on the data obtained to see whether the implementation of cooperative learning method type team game tournament (TGT) run well or not. This part covered the data analysis of the teaching and learning process through observation and the analysis of the students' vocabulary test.

In this part, the researchers as well as the collaborative teacher analysed and evaluated the students' activity during teaching and learning process by using observation sheet.

a. Observation of Students' Activities

There are three aspects that are assessed in the observation sheet of students' activities the first is activeness, the second courage, the third collaboration. Based on the result of the analysis and evaluation of the researcher and collaborated teacher, the students' activities in the second cycle were in good level. In this case, the improvement from observation students' activities was good because based on the observation sheet showing that score which got in the first meeting was 8,05 become 9,78 in the second meeting and become 10,21 in the third meeting.

It meant that the average of score which in the first cycle 6.61 became 9.34 in the second cycle. In this case, cooperative learning method type teams game tournament (TGT) could improve students' activities and could achieve the criteria of success because the students in the second cycle in teaching and learning process were active. The result of the observation sheets' scores in each meeting can be seen in the following table.

Table 3. The Result of Observation Sheets for Students' Activities at the Second Cycle

Cycle	Meeting1	Meeting2	Meeting3	Total	Average	Category
Cycle2	8,05	9,78	10,21	28,04	9,34	Good

b. Analysis of the Students' vocabulary mastery

The result of the students' progress in vocabulary achievement test was analysed by the researchers. From the analysis, it was found that most of students' got good grades. Because based on the vocabulary test result, it showed that the number of students who passed the test in the first cycle was 47.36%, and then it became 89.47% in the second cycle. It meant that, cooperative learning method type teams game tournament could improve students' vocabulary mastery.

Table 4. Data of the Students' Score in Vocabulary Test at the Second Cycle

Vocabulary Achievement Test Result	
Number of students'	19
KKM	70
Number of success students'	17
Percentage	89,47%
Maximum score	100
Minimum score	65
Average	83,42

5. Reflection

Based on the result of teaching and learning process analysis and the students' vocabulary score in the second cycle, it could be concluded that the cooperative learning method type teams game tournament could improve the students' vocabulary mastery. It could be examined from the criteria of success defined in this research. The total number of students who passed the vocabulary achievement test in the second cycle was 89.47%. There were 17 of 19 students who could pass the minimum passing grade score in English subject namely 70.

DISCUSSION

The result of the data analysis data in teaching and learning process and the students' vocabulary mastery in the first cycle the implementation of vocabulary by using cooperative learning method type teams game tournament (TGT) did not give the satisfied result in improving the students' vocabulary mastery. Because it was first time the students learned using the cooperative learning method type teams game tournament especially at the second grade of SMP Negeri 1 Pomalaa. In teaching and learning process the students were still not confident, and they had lack of vocabulary to describe what they wanted to say. Therefore, the implementation of the action plan still needed to be improved. The researchers and the collaborative teacher made some planned actions to improve the students' vocabulary mastery, and made the students enjoyed at the class. The researchers gave the students appreciation to motivate the students.

In communication, the students needed vocabulary which could support them to produced and use meaningful sentences because vocabulary provided of sentences. For that reason the students' had to develop vocabulary and mastered it in order to be able communication with other. In the first cycle some of the students did not had enough vocabulary. They were afraid to made mistake. In the second cycle, the students result highest score on the class was 100 and lowest score was 65, just one of 19 students got under 75 as KKM (Passing Grade Score). It meant that directed reading activity good to apply as method in teaching and learning process.

The result of this research also showed that cooperative learning method type teams game tournament could improve the students' vocabulary mastery at the second grade of SMP Negeri 1 Pomalaa. It is clearly seen in the improvement of students' vocabulary mastery by using cooperative

learning method type teams game tournament in the first cycle. Based on the vocabulary test, only 46.36% of the students passed the test. In the second cycle the researchers found that there was more progress than in the first cycle. Based on the result of vocabulary test in the second cycle, it could be seen that there was improvement score became 89.47% of the students who passed the test. The highest score on the class was 100, and the lowest score was 65. Only 2 of 19 students got under 75 in the classroom.

The result of the finding above, the researcher could concluded that the application of cooperative learning method type teams game tournament (TGT) on students' vocabulary mastery at the second grade of SMP Negeri 1 Pomalaa, got significant improvement. According to R. Slavin (2005), Teams Game Tournament (TGT) is one of the team learning strategies designed by Robert and Slavin for review and mastery learning of material. It organizes the classroom into four or five members for each team for all levels of achievement. R. E. Slavin (2015) stated that TGT increased basic skills, students' achievement, and positive interactions between students.

The finding of this research is also in line with research finding of Fatma (2017) entitled '*The Effectiveness of Using Teams Game Tournament (TGT) on Vocabulary Mastery of First Grade Students at SMAN I Capurdarat in Academic Year 2016/21017*'. It was found out that the team game tournament as the technique in teaching and learning vocabulary can increase the students' vocabulary mastery.

CONCLUSION

Based on the finding and discussion in the previous part, it could be concluded that cooperative learning method type team game tournament (TGT) was able to raise the students' vocabulary mastery at the second year students of SMPN 1 Pomalaa. The improvement could be seen on the result of the product of vocabulary test in cycle one and cycle two and the process could be seen on the result of the observation sheets in each cycle.

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