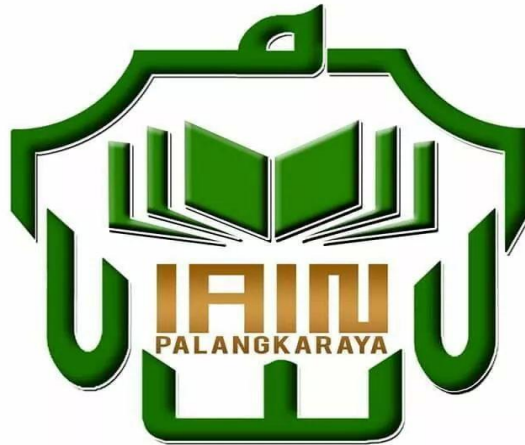


**THE EFFECT OF TGT (*TEAM GAME TOURNAMENT*) TOWARD
VOCABULARY MASTERY AT SEVENTH GRADE OF
SMP NEGERI 1 PALANGKA RAYA 2015/2016.**

THESIS

Presented to the Language Education Department of the Faculty of Teacher Training
and Education of the State Islamic Institute of Palangka Raya
in Partial Fulfilment of the Requirements for
the Degree of *Sarjana Pendidikan (S,Pd)*



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**THE EFFECT OF TGT (*TEAM GAME TOURNAMENT*) TOWARD
VOCABULARY MASTERY AT SEVENTH GRADE OF SMP NEGERI 1
PALANGKA RAYA 2015/2016**

ABSTRACT

Vocabulary is central of language and of critical importance to typical language. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral written form. Having a limited vocabulary is also a barrier that precludes students form learning a foreign language

The objective of this study is to know whether Teams Games Tournament TGT technique is effective to improve students' mastery of vocabulary to seventh grade students of SMP NEGERI 1 Palangka Raya in academic year 2015/2016.

The result of data analysis used t-test showed, the value of t_o was 0.401 with degree of freedom (df)= 72 in the significance 5%=1.666 and the significance of 1% 2.379. It meant that, $t_o < t_{table}$ (t_o was lower than t_{table}). So, the alternative hypothesis (H_a) was accepted. Then the null hypothesis (H_o) was accepted there was no significant effect of using Team Games Tournament (TGT) Model toward student's Vocabulary Mastery at seventh grade students of SMP Negeri 1 Palangka Raya.

It is give contribution to the English teachers about the important of game in support teaching learning process especially vocabulary. It is recommended to the teacher that teaching Vocabulary mastery by Team Games Tournament (TGT) Tehniquecan motivate the students. A teacher should help the students to find a good and enjoyable study which is appropriate to the way the students think and the student' age. Also, a teacher should help them get broader information and knowledge from TGT

Teacher should prepare the materials and good design of study to create an exciting teaching in the class. The teacher also applies the Team Games Tournament (TGT) Technique friendly so that the students do not frightened and stress.

Key words: team games tournament (tgt), vocabulary mastery,

PENGARUH TGT (TEAM PERTANDINGAN TURNAMEN) TERHADAP
PENGUASAAN KOSAKATA
ABSTRAK

Kosakata merupakan pusat bahasa dan sangat penting untuk bahasa yang khas. Tanpa kosakata yang cukup, seseorang tidak dapat berkomunikasi secara efektif atau mengungkapkan ide-idenya baik dalam bentuk tertulis lisan. Memiliki kosakata yang terbatas juga merupakan penghalang yang menghalangi siswa membentuk belajar bahasa asing

Tujuan dari penelitian ini adalah untuk mengetahui apakah teknik Teams Games Tournament TGT efektif untuk meningkatkan penguasaan siswa terhadap kosakata untuk siswa kelas VII SMP NEGERI 1 Palangka Raya pada tahun akademik 2015/2016.

Hasil analisis data yang digunakan t-test menunjukkan, nilai untuk itu 0,401 dengan derajat kebebasan (df) = 72 di signifikansi 5% = 1,666 dan signifikansi 1% 2,379. Ini berarti bahwa, untuk $t < t_{tabel}$ (untuk lebih rendah dari t_{tabel}). Jadi, hipotesis alternatif (H_a) diterima. Maka hipotesis nol (H_o) diterima tidak ada pengaruh yang signifikan dari menggunakan Team Games Tournament (TGT) Model terhadap siswa Vocabulary Mastery untuk siswa kelas VII SMP Negeri 1 Palangka Raya.

Hal ini memberikan kontribusi terhadap guru bahasa Inggris tentang penting dari permainan dalam mendukung pengajaran proses belajar terutama kosakata. Disarankan untuk guru yang mengajar Kosakata penguasaan oleh Tim Games Tournament (TGT) Tehniquecan memotivasi siswa. Seorang guru harus membantu siswa untuk menemukan studi yang baik dan menyenangkan yang sesuai dengan cara siswa berpikir dan usia siswa. Juga, seorang guru harus membantu mereka mendapatkan informasi yang lebih luas dan pengetahuan dari TGT

Guru harus mempersiapkan bahan dan desain yang baik dari penelitian untuk membuat pengajaran yang menarik di kelas. Guru juga berlaku Tim Games Tournament (TGT) Teknik ramah sehingga siswa tidak takut dan stres.

Kata kunci: permainan tim turnamen (TGT), penguasaan kosakata,

DECLARATION OF AUTHENTICATION

In the name of Allah

I myself make declaration that this thesis entitle: **THE EFFECT OF TGT (*TEAM GAME TOURNAMENT*) TOWARD VOCABULARY MASTERY AT SEVENTH GRADE** is truly my own writing. If it is not my own writing so, it is given a citation and show in the list of references.

If my own declaration is not right in this thesis one day. I am ready to be given academic sanction namely the cancellation of the degree of this thesis.

Palangka Raya, November 2016

My Own declaration,

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A. MOTTO

Success begins at the moment you decide to be your self

-EWT-

DEDICATION

From deepest of my heart, this thesis is dedicated to:

- My beloved parent, who always give me spirit, supports, thanks a lot for your love, affection and praying for me. There are no words which can describe my thanks for my mom and my dad.
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LIST OF ABBREVIATIONS

Elements of Educational Values

Re	: Responsibility
D	: Discipline
R	: Respect
TW	: Teamwork
Rg	: Religious
H	: Honest
T	: Tolerance
C	: Curiosity
NS	: National Spirit
I	: Independent
Cr	: Creative
De	: Democratic
SoC	: Social Care
F	: Friendly
EnC	: Environmental Care
RA	: Rewarding Achievement
LP	: Love Peace
JR	: Joy of Reading

Elements of Setting

Lc : Locale

Geo : Geography

Mg : Man made geography

Cl : Climate

M/A : Mood/Atmosphere

Ty : Time of year

Td : Time of day

Et : Elapsed time

Hi : Eras of Historical Importance

Soc : Social

Pol : Political

Cul : Cultural

Env : Environment

P : Population

Ai : Ancestral Influences

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CHAPTER I

INTRODUCTION

B. Background of study

Language is a mean to convey idea, opinion and feeling among the people by oral or written ways, one of the languages which are often ides as a tool of communication is English.

Nowadays, mastering other languages, especially international language, is very important since language is a means of communication among individuals.¹ In globalization era, the need of interaction with people in a global society who have different backgrounds, languages, and cultures cannot be avoid. Thus, an international language faction as the main means use by the people to interact with each other and build a relationship in their environment.

As a language, which is used in the international communication, English is very important to be learned in order to increase the quality of Indonesia human resources. Learning English is many purpose: communication, science, culture, and education fields well as in international affairs. It becomes the dominant language that is use widely to communication all over the world, and considered as an important language in all aspects. Today, people want to learn English not only for the sake of pleasure or prestige to know the international language, but also the

¹Lim Kit Boey, *An Introduction to Linguistic For the Language Teacher*, Singapore: Singapore University, 1975, p.3

key for getting access to the scientific, technological, and order source of international in the world.²

Vocabulary is central of language and of critical importance to typical language. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral written form. Having a limited vocabulary is also a barrier that precludes students from learning a foreign language. When they do not know to enrich their vocabulary, for example they often gradually lose interest in learning. English being competent in four language skill (listening, speaking, reading, and writing)³ students should be good in vocabulary. Moreover for the students of junior high school, they need a lot of vocabularies for communicate in their study.

The result of observation that had been taken on Saturday, April 18, 2015 at SMP Negeri 1 Palangkaraya, who the English teacher is Mr. Selamat Miharto, S.pd. There are 7 classes in SMP Negeri 1Palangka Raya, and the research takes VII-7 class. The result of pre- test in VII-7 class has 34 standard of vocabulary. With the high score of vocabulary is 68 and the low score of vocabulary is 1 (one).

Other problem comes from the size of class. As we know that in Indonesia, most classes are set up of big number of students. It is a little bit difficult of teacher to take direct contact with all students during the class, the

²Scott thournbury, *How to teach Vocabulary*, England: Longman, 2002,P.13

³David Nunan, *Practical English Language Teaching*, Americas;New York, 2003. P. 129

students also quite difficult to ask for and receive individual attention in big class organizing dynamic and creative teaching and learning sessions in big class is almost impossible. This case affects the students get less practice in English.

The next factor is the method of teaching which the teachers apply in classroom. During teaching and learning process, methods of teaching have an important role. Knowing and mastering many methods are needed for teachers in order to make teaching and learning process more effective.

One of the teaching methods which can be used in the teaching and learning process is cooperative learning. Cooperative learning is not a new idea in education world. According to Campbell and Rutherford, cooperative learning is more effective increases learning and improves students' achievement.⁴ By using cooperative learning, the students will be more active in developing their vocabulary mastery. They will not depend on their teacher, because teachers are only as facilitator in cooperative learning.

There are some techniques in cooperative learning, such as Students' Achievement Division (STAD), Jigsaw, Teams Games Tournament (TGT), Team Accelerated Instruction (TAI), and Cooperative Integrated Reading and Composition (CIRC). And so on.⁵ To teach vocabulary mastery in heterogeneous and different background of students' culture, the writer chooses Teams Games Tournament (TGT) as the technique in teaching of vocabulary. TGT is chosen

⁴Russell N. Campbell and William E. Rutherford, *Teaching Techniques in English as a Second Language*, (New York: Oxford University Press 2000), p.164

⁵Robert E. Slavin, *Cooperative Learning: Teori, riset and praktik* (Bandung: Nusa Media, 2009) p.11.

because it has a unique thing inside it, that is the tournament for reviewing the material is considered will be helpful in learning vocabulary mastery.

Teams Games Tournaments optimizes content mastery through both competition cooperation. In Team Games Tournaments, students at different ability level work together in study teams to review key content and help each other in solving the problem in their learning. Students then leave their study teams to compete in an academic tournament with student from other study teams. During the tournament, students gain points for their study teams by answering questions challenging other players' answer. Thus, the study teams which are most cooperative-that do the best job of preparing al member to succeed in competition and earn the most points.⁶

Based on their explanation above, the researcher is interested in applying Teams Games Tournament as a technique of cooperative learning method that can improve the students' cooperation and competition with other students. TGT as one of the Cooperative Learning technique requires students-centered. The role of teacher in this learning process is just as a facilitator, not as a main-source of knowledge. The writer assumes that Teams Games Tournament (TGT) technique will help students in learning vocabulary mastery by using Team Games Tournament (TGT) technique in *SMP NEGERI 1 PALANGKA RAYA* on the title **THE EFFECT OF TGT (TEAM GAME TOURNAMENT) TOWARD**

⁶Rusman, Model-model pembelajaran: *Mengembangkan Profesional Guru*, (Jakarta: Raja Grafindo Persada, 2011), p. 224

**VOCABULARY MASTERY AT SEVENTH GRADE OF SMP NEGERI 1
PALANGKA RAYA 2015/2016.**

C. Research Problem

Was there any effectiveness of Teams Games Tournament (TGT) technique for teaching vocabulary to seventh grade students of SMP NEGERI 1 Palangka Raya in academic year 2015/2016?

D. Objective of the study

The objective of this study is to know whether Teams Games Tournament TGT technique is effective to improve students' mastery of vocabulary to seventh grade students of SMP NEGERI 1 Palangka Raya in academic year 2015/2016.

E. Significance Of the study

This study talked about a quasi-experimental study of Teams Games Tournaments (TGT) technique for teaching Vocabulary Mastery, Hopefully this study would be useful theoretically to English language teaching and learning:

1. For student

To motivate students to be more understanding English Vocabulary and make their easier to memories the word. As we know vocabulary is the important part in English language. The students usually have difficulty it even in written and spoken language.

2. For the Teachers

To motivate teachers in finding a good teacher technique for teaching Vocabulary Mastery, and it will be useful to give contribution of developing the application English teaching

F. Variable Of the study

There were two variables in this study, as follow:

1. Independent variable: the TGT technique in teaching Vocabulary Mastery (X)
2. Dependent Variable: Score of students' achievement on TGT technique (Y)

G. Limitation Of the study

The study belongs to an experimental study. It is only done to measure the effectiveness of using Cooperative Learning, especially the effect of using the Teams Games Tournament (TGT) Model in teaching Vocabulary Mastery. The study limited to the seventh grade students of SMP NEGERI 1 Palangka Raya.

H. Hypothesis

In experimental research, we traditionally look at two distinct type of hypothesis: The null Hypothesis and the alternative hypothesis. Is the one we want to be true, the null hypothesis is the opposite In this study, there are alternative hypothesis (H_a) and null hypothesis (H_o).

1. Alternative hypothesis (H_a)

There is significant effect of using Team Games Tournament (TGT) Model toward student's Vocabulary Mastery use at seventh grade students of SMP Negeri 1 Palangka Raya?

2. Null Hypothesis (H_o)

There is no significant effect of using Team Games Tournament (TGT) Model toward student's Vocabulary Mastery use at seventh grade students of SMP Negeri 1 Palangka Raya?

I. Definition of the Key Term

- 1.** Cooperative learning Emphasize that learning environment in this approach should be leaner centered and leaner directed; learners can be teachers; and teachers are facilitators rather than the source of all knowledge
- 2.** Teams-Games-Tournament is one the Teams learning strategies design by Robert Slavina for review and mastery learning of material. Organizing the classroom into four or five member for each team from all level of

achievement. Slavina has found TGT increase basic skill, students' achievement, positive interaction between students.

3. Vocabulary is some definition such as: total number of word in a language, all the word known to a person or use in a particularly book, subject, etc, a list of word with their meanings, especially one that accompanies a textbook in foreign language.

J. Frame of Discussion

The frameworks of the discussion of this study were:

- | | |
|-------------|---|
| Chapter I | : introduction that consist background of the study, problem of the study, objective of the study, hypothesis, assumption, significant of the study, limitation of the study, variable of the study, operational definition, frame work of the discussion. |
| Chapter II | : It is about theoretical review of the study that consist related study, cooperative learning, Vocabulary Mastery, teaching vocabulary, the importance of vocabulary, Technique, the strengths and t:he weaknesses of talking stick method, test of vocabulary, quasi experimental design, definition of T-test. |
| Chapter III | : This chapter discusses about research methodology consist research type, research design, variable of the study, |

population and sample, research instruments, data collection, research instrument try out, data analysis.

Chapter IV : The presentation of Data, Testing Normality and Homogeneity, Testing Hypothesis using T_{test} , Testing Hypothesis using One sample T_{test} , Interpretation and Discussion.

Chapter V : Conclusion and Suggestion.

CHAPTER II

RELATED OF REVIEW LITERATURE

Review of related literature of previous studies, TGT method. Vocabulary mastery, and teaching of vocabulary mastery in seventh grade students at junior high school

A. Previous Study

The research presents some previous studies that deal especially with relate to this research. It is not easy related literature because research about this method is not much.

The first research is implementation of Jigsaw Model of cooperative students' learning strategy used by the teacher in teaching reading of recounts text at the seventh grade of MTs Muslimat Nu Palangkaraya (2012). She state that wants to know the strengths and weakness of Jigsaw Model of Cooperative Learning strategy used by the teacher in teaching method of recount text at the seven grade students of MTs Muslimat NU Palangkaraya. The first previous study have some differences to the writer's research , the use of model and the skill. Yenu used Jigsaw, and on the other side the writer used Teams Games Tournament

(TGT). The writer was be used TGT to teach Vocabulary Mastery , then Yeni used Jigsaw to teach Recount Text.⁷

The second is the effectiveness of teams games tournament (TGT) Technique on students' mastery of simple past tense at Eighth grade of MTs N 13 Jakarta by HeryFitriyanto , he state that the use of TGT give students an opportunity to work in group with other students and help each other in teaching learning process in order to master the subject material. He began research with post tes to both class control and experiment class. The different between Hery's research, he used Simple past tense as a subject but the writer used vocabulary mastery as a subject research.

The third is implementation of Student Team achievement division (STAD) method in teaching of speaking at the eleventh grade students of MAN Maluku of PulangPisau by Miftakhudin⁸, he state that the use of STAD in teaching speaking, how does the teacher solve the problems in implementing STAD method, he use qualitative designed and the data collect and analysis TGT method. The research used the TGT technique and quasi-experiment designed.

⁷RatnasariYeni, *The implementation of Jigsaw model of Cooperative Learning strategy used by the teacher in teaching reading of recount text at the seveth-grade students of MtsMuslimat Nu palangkaraya*, (palangkaraya: STAIN palangkaraya, Thesis 2012)

⁸Miftakhudin, *The implemantasion the student teams achievement division (STAD) Method in the eleventh grade students of MAN Maluku of Pulangpisau Regency* (Palangkaraya: STAIN Palangkaraya, Thesis 2012)

B. Cooperative Learning

1. The Understanding of Cooperative Learning

Cooperative learning is a strategy for the classroom that is use to increase student's communication, group interaction, individual responsibility, and also to promote academic helpfulness. It involves students interaction.⁹

This situation make the lees teacher center and helps students to understand the material easier because they can ask other students to solve the problem together.

There are some techniques in Cooperative Learning, such as Students' Team Achievement Division (STAD), Jigsaw, Team Games Tournament (TGT), Team Accelerated Instruction (TAI), and Cooperative Integrated Reading and Composition (CIRC) and so on.¹⁰ On this study, The writer uses Teams Games Tournament (TGT) as the technique of teaching. The writers think that TGT has uniqueness that other technique in Cooperative Learning. This is the Academic Tournament.

2. Basic Elements of Cooperative Learning

Cooperative learning Emphasize that learning environment in this approach should be leaner centered and leaner directed; learners can be teachers; and teachers are facilitators rather that the source of all knowledge.

⁹Richard Arends, E.g. *Exploring Teaching an Introduction to Education*, (New York:Mc-Graw-hill,1998),p. 196

¹⁰Robert E. Slavin, *Cooperative Learning: Teori, riset and praktik*(Bandung: Nusa Media, 2009)p.11.

Lie in Made Wena (*Strategi Pembelajaran Inovatif Kontemporer*)

mentions some elements of Cooperative Learning, They are:¹¹

a. Positive Interdependence

In Wena, Lie expresses positive interdependence happens in Cooperative Learning When group members Feel that they have to help each other and need each other. In other world, it just like a mutualism symbiosis

b. Face to face interaction

Lie in Tukiran's book argues that face interactions mean that the members of the groups should meet directly face to face in order to do some discussions toward the topic of the learning.¹²

c. Individual Accountability

Olsen and Kaga in Richards and Rogers says that individual accountability is developed trough activities which require students to concern their participation in group, by assigning his or her task of a team project and he or she should do the best for the group's achievement.

d. Social Skill

In Cooperative Learning every member of the group need to develop not only linguistic but also social skill which can facilitate teamwork, create trust and enhance communication, leadership, problem-

¹¹Made Wena, *Strategi Pembelajaran Inovatif kontemporer*, (Jakarta: Bumi Aksara 2009), 2nd edition, p.190

¹²Turkan Taniredja, Efl Miftah Faridli and sri Harmianto, *Model-model pembelajaran Inovatif*, (Bandung: Alfabeta, 2011), p. 58

solving, and decision-making in group interaction. Students need to learn how they work in a team and how to help each other. It will be found many ideas in the groups and members should respect other members' ideas do not dominate others, criticize the idea not criticize the one who give the idea.

Thus, all of the group members have the same goal and worry together to reach their goals.

C. Team Games Tournament (TGT)

1) The Understanding of Teams Games Tournament

Teams-Games-Tournament is one of the Teams learning strategies design by Robert Slavina for review and mastery learning of material. Organizing the classroom into four or five member for each team from all level of achievement¹³. Slavina has found TGT increase basic skill, students' achievement, positive interaction between students.

is similar with STAD (Students Teams Achievement Division), but it has some differences: quizzes (academic tournaments) and the individual improvement score system. TGT is very often use in combination with STAD, then adding an occasional tournament to the usual STAD structure. This tournament is the special thing which TGT have.

¹³Robert E. Slavin, *Cooperative Learning: Teori, riset and praktik* (Bandung: Nusa Media, 2009)p.11

2) The Components of Teams Games Tournament

In Rusman's book, Slavina describes that there are some components of TGT, such as: class presentation, teams, games, tournament, and team recognition.¹⁴

a. Class Presentation

Teacher commonly deliver the material at the beginning of the class, exactly in class presentation. This is most often direct instruction or a lecture-discussion. The students must keep their attention intentionally in order to give the best performance in he tournaments, during the class presentation, students should have gathered with their own groups.

b. Teams

The teacher assigns the students to four or five members teams. Each teams should have heterogeneous. The main point of this team arrangement is to make the members can study together cooperatively, do the games together and prepare for the tournament.

c. Games

The games are composed of content-relevant question designed to test the knowledge of students gain from class presentation and team practice. Most games are numbers question on a sheet.

¹⁴Rusman, Model-model pembelajaran: *Mengembangkan Profesional Guru*, (Jakarta: Raja Grafindo Persada, 2011), p. 224

d. Tournament

The tournament is the vocabulary in which the game takes place.

It is usually held at the end of a week or at the end of a unit, after the teacher has made a class presentation and the teams have time to practice with the worksheets in their study team. This is an equal competition; make it possible for the students of all levels of past performance to contribute maximally to their team scores if they do their best.

e. Team recognition

Team may earn certificates of other kind of rewards for their achievement that has been done by the group until reach the criteria. For example: the third position will get good team, the second one will get very good team, and the first position will get a predicate as super team.¹⁵

D. The Nature of Vocabulary

Several definition of vocabulary are listen below vocabulary is central to language and of critical importance to typical vocabulary learner. Without a sufficient vocabulary, one cannot communicate effectively or express they ideas in both oral written form. vocabulary is the total numbers of words which (with rules of combining them) make up a language. In addition, vocabulary refers to “a set of

¹⁵Trianto,M.pd, *Mendesain Model PembelajaranInovatif-Progresif* (Jakarta, KencanaPrenada Media Group 2009)

words of phrases which label the parts of material to be learner and which are necessary for students to use in talking and writing about the material.”

Vocabulary mastery is a great skill of knowledge about a set of words known by a person as a part of specific language. vocabulary is one of the most obvious components of language and one of first things apply linguistics turned their attention. On the other hand, vocabulary is the stock of word used by people or particular uses or person, or a list of collection of the word of a language, book, author and branch of science or the like, in alphabetical order and defined. vocabulary mastery is one of the aspects of language besides grammar and pronunciation.¹⁶

Vocabulary mastery is crucial to language acquisition. An adequate vocabulary is essential for successful second language use the structures and function which we may have learned for comprehensible communication .vocabulary is a powerful carrier of meaning. Beginners often manage to communicate in English by using the accumulative effect of individual word. A good knowledge of grammar, on the other hand is not such a powerful tool. Moreover, “research has established a close correlation between vocabulary and intelligence”.¹⁷

¹⁶Fauziati, Endang (2005), *teaching of English as a foreign language*.USA: the university of Michigan Press

¹⁷Agussuratno, *The Implementasion of whole language model in teaching vocabulary at the eighth year students of SMP 2 of palagnkaraya* (Thesis 2012)

Students identified as that superior mental ability if she/he has good vocabulary. It means that she/he has done wide reading since reading is the principal way of developing a good vocabulary. it enables students to find new word and their meaning in different context. By reading much, their vocabulary will develop greatly

1) Kinds of Vocabulary

The learner's vocabulary is divided into two main areas, active and passive. Sometimes they called *production* and *receptive* vocabulary. State that an important consideration for teacher planning vocabulary work is the distinction between receptive and productive vocabulary. receptive vocabulary is the set of words that we recognize and understand, but tend not use ourselves. Receptive vocabulary sometimes called passive vocabulary. It is a word that a person understand when he hears or reads them but does not use in his own speech .Receptive vocabulary is the word which is used in reading and writing skill. However, as students learn more and more word, they will find that many items seem less immediately useful and are perhaps only occasionally met within the context of reading or listening material.

2) The Use of Vocabulary

Vocabulary is very important in case it could help the students to enjoy their classes. One who masters enough vocabulary will find fewer difficulties than those who have fewer vocabularies. Mastery of vocabulary will

be useful for the process achieve language teaching objectives. That is the mastery of language skills (Listening, Speaking, Reading, and Writing).

These are the reasons why vocabulary is important:

1. An extensive vocabulary aids expression and communication.
2. A person may be judged by others based on his or her vocabulary.

3) Level of Vocabulary

According to Nation in his book “Teaching and Learning Vocabulary”, in Esna states that teaching vocabulary is directly related to some other language activities. If learners need to cover the whole range of language skills, a productive vocabulary of around 3000 base words and large receptive vocabulary are needed. However, teaching vocabulary to young learner isn’t just simply presenting some words, but it has significant influence to the four language skills.¹⁸ Scott Thornbury state that they are seventh level of vocabulary such as¹⁹:

¹⁸EsnaHallatunNisa, “A Study On English Vocabulary Teaching Techniques to Fourth and Fifth Grade Students Of SD Plus DarulUlumJombang Academic Year 2008/2009, Thesiss of State Institue for Islamic Studies of English Department Faculty of Tarbiyah, Surabaya: SunanAmpel State Institue for Islamic studies, 2009, p. 3 available at <http://cak-umam.blogspot.com/2011/11/skripsi-satu-pembahasan-pada-pengajaran.html> (accessed on 28 February 2015, 1025)

¹⁹Scott Thornbury, *How to Teach Vocabulary*, England: Pearson Education Limited, 2002, p.59

Table 2.1
Level of Vocabulary

LEVEL	WORDS
Easy starts	200 Words
Level One Beginner	300 Words
Level Two Beginner	600 Words
Level Three Pre-Intermediate	1.200 Words
Level Four Intermediate	1.700 Words
Level Five Upper-Intermediated	2.300 Words
Level Six Advanced	3.00 Words

4) Vocabulary Mastery

Mastery comes from “master” that means to gain knowledge, to get the better of, and to train to live with and be of use to human. In Oxford Advanced Learners Dictionary is defined that “mastery is to complete knowledge, great skill, achieve/attain mastery of several language or show complete mastery in one’s handing of a difficult situation”.²⁰ Vocabulary mastery means the power to control, command, decide, and rule the vocabulary as a useful and fundamental tool for communication and acquiring knowledge.

²⁰Hornby As, *Oxford Advanced Learners' Dictionary*, Oxford: Oxford University Press, 2004, p. 721.

Vocabulary mastery is one component to master English as foreign language. In learning four skills in language (listening, speaking, reading, and writing), vocabulary is very important to master by learners or students. It is reasonable remembering that four language skills need knowledge of words because they will get nothing without words or vocabulary.

Learning language practically always means primarily learning the words of the language. Sometimes, it is useful to assess the size of a learners' vocabulary. One way to measure is to use a dictionary and choose the random selection of words and incorporate these into a test. Without testing there is no reliable means of knowing effective a teaching sequence has been.

All the teachers' language ought to see the growth or develop of that vocabulary as conceptual growth of conception or growth. Development of vocabulary has more than addition of new vocabulary into exchequer of new better in concept into formation. Change vocabulary meant to change life: to change your vocabulary is to change your life. One of fundamentals duty growth of vocabulary by the teachers helps all the students to see difference and equation. Which they are never seeing all the teachers have to strive by exploiting is multifarious technique of growth of word.

5) Aspects of Learning Vocabulary

In English the words are classified into eight parts. They are known as the eight parts of speech. The parts of speech are consisted of.²¹

That based on the subject profile of vocabulary used by the teacher. In the subject profile of vocabulary contents some core materials that are thought by the teacher to the students as follow related there are many kinds of vocabulary that should be comprehended by the teachers before giving it to the students. Summarizing many kinds of vocabulary elaborated. According to Thornbury (2002) vocabulary is divided into:

6) Word Classes

Word classes are well-known as parts of speech in grammatical English. They include:

a. Noun

Noun is a word (group of words) that is name of person, a place, a thing or activity or a quality or an idea. Noun can be used as the subject or subject of a verb. Example: Painter, Jakarta

1. Countable Noun

Countable noun can usually be made plural by the addition of – *s/es*. Example: Cameras, Chairs, shoes, etc.

a. Uncountable Noun

²¹Fuad Mas'ud, *Essential of English Grammar: a practical guide*, Yogyakarta: BPFE, 2005, P. 44-16

Uncountable noun is noun which does not have a plural form and this refers to something that could not count. Example: Water, sugar, sand, etc.

b. Proper Noun

Frank says that proper noun is noun that writes with the capital letter, since the noun represent the personal name, names of geographical units such as countries, cities, rivers, etc.the name of nationalities and religions names of holiday, names of time units and words us for personification. Example: Monday, London, Nil, etc.

E. Common Noun

Common noun is a noun referring to a person, place, or thing in general sense. Usually we should write it with capital letter when it begins a sentence. Example: book, city, pen, etc.

2. Verb

Verbs are the words that indicate the name of action that is done of the subject or may be indicate the situation. Example: Run, swim, eat, and sleep.

1) Action Verb

An action verb expressed by a verb may be physical action or mental in action. In addition, it is exist with is, are, was, were. Example: She was late when visiting her friend.

2) Phrasal Verb

These are formed by adding an adverb or a preposition to a verb to create new meaning, *ask around, look for, calm down, give up, put off*, etc. Example: I never give up doing that assignment.

3. Adjective

Adjective in words indicate a quality of the person or thing referred to by a noun or pronoun. Example: kind, better, handsome, etc. example: She is beautiful.

4. Adverb

Adverbs are words that clarify verbs, adjective, noun phrase, another adverb or whole sentence carefully, quickly, last week etc. Example: He can run quickly.

5. Pronoun

Pronouns are the words that replace the place of nouns. Example: She, he, I, You, etc. *They* will learn English tomorrow.

6. Preposition

Preposition is a word (group of words) which is used to show the way in which other words are connected. Example: for, of, on, in, etc.

I put my bag *on* the table

7. Conjunction

The conjunction is a word that connects sentences, phrases, or clauses. Example: and, so, but, etc. These book *and* pen are mine

Table 2.2**Example of Word Classes**

Auxiliary verbs	Verbs that support the main verbs	Am, are, has, could, should
Pronoun	Words that replace nouns	I, it, we, they, he, she
Nouns	People, place, things, and ideas	Patty, Seattle, cars, happiness
Main verbs	Verbs without auxiliaries	Run, swim, thinks
Adjectives	Words that describe nouns	Red, soft, careful
Adverbs (except adverbs of frequency)	Words that describe nouns	Calmly, quickly, carefully

1. Word Families

Thornbury says that how words may share the same base of root, but take different endings. A word that result from addition of an affix to a root, and which has different meaning from the root, it is called derivative. For example: player, playful, replay are each derivate of play. Thus, inflexions and derivate are both formed by the process of affixation. Affixes consist of suffixes such as *-full* ends of a word. Moreover, there are prefixes such as *re-*, *un-*, *pre* in the beginning of word.

- a. Derivational Suffixes usually change part of speech of the word to which they are added.

Example: Happy – *adjective*

Happily - *adverb*

Happiness - *noun*

- b. Derivational suffixes usually do not close off a word. After derivational suffix you can add derivational suffix. Example: Fertile, Fertilize, Fertilizer

- c. The word with derivational suffixes combined is an arbitrary matter.

Example: Failure

2. Word Meaning

- a. Synonym

Synonyms are words that share a similar meaning. Example:

sadness = unhappiness

Student = pupil

Buy = purchase

Sick = ill

On = upon

Quickly = speedily

- b. Antonym

Antonyms are the word pairs are in the meaning. Example:

Hot >< cold

Safe >< dangerous

Man >< woman

Accept >< refuse

Success >< failure

c. Homonym

Homonym is a word that shares same form but has unrelated meaning. Example: Well, left, fair.

Another confusing of words such as homophones with having the same sound but different meaning such as *meet* – *meat*, *sea* - *see*. While the word which is the same in writing but different in pronouncing called homograph such as a *live* concert – where do you *live*?²²

4. Content Words

The large body “content” words constitutes the fourth group of vocabulary items and the chief material usually considered when the vocabulary of a language is discussed. These are the words that functions as symbols for the phenomena which we react upon as the world of reality about us, symbol for “thing”, for “action” and for “qualities”.

5. Remembering Words

There is no point in studying new words if they are not remembered. Many students record newly learned word in long lists in their files or exercise books. In many cases, these lists are disorganizes and are often never looked at

²²Thornbury, Scott., *How to Teach Vocabulary*, England: Longman, 2002. P. 3-12.

again after they have been written. Moreover, states that remembering involves four things: putting into storage, keeping in storage, retrieving and using

F. Procedure of Team Games Tournaments (TGT) in Teaching Vocabulary

Mastery

1) Preparation

The teacher prepare all of the materials, worksheet, media, and others equipment which are helpful in presenting the material about vocabulary

2) The students are divided into small groups

The groups are called study teams. The students are expected to reinforce, review and study the material cooperatively in these teams. The teams should be arranged heterogeneously.

Set-up: heterogeneous Teams

a. Generate a ranked class list of all students

The writer ranks the students by their achievement in pretest score.

b. Team size: 5 students

To make the teams, divide the total number of students by 5 (34 students ÷ 5 = about 7 groups).

3. It will generate academically heterogeneous teams of about equal ability.

Balance the teams for sex, ethnicity, race, etc.

1. Study teams

After getting the material about vocabulary, the teacher gives the worksheet that should be done together and cooperatively. Each member should contribute their best for the teams. In this section, the teacher should control whether all members work in their own teams and give their contributions.

After finishing the worksheet, randomly the teacher gives a simple quiz or game related to vocabulary. Individually, every member is a responsibility to answer the question from the teacher using quiz or game correctly. Every correct answer will be added to the groups' score.

2. Tournament

After the designated study time, the students then compete in the tournament on tournament table.

a. Set-up: Homogeneous (Tournament) Teams

- 1) Use the same ranked students list.
- 2) Form groups of 7 (1 person for each group).
- 3) Cluster students by 7's, going down the ranked students list. This will result in the 7 strongest students competing together, the 7 weakest together, etc.

b. Format:

- 1) Have question card available for each tournament table
- 2) First students take his card and read the question. If his answer is right, he will get 10 point for his team later. On the other hand, if the first students cannot answer the question, it will be answered by the second too, the question will be delivered to the third one, and so on.
- 3) The game proceeds clockwise. After each question (whatever correct or incorrect) each student changes “Jobs”. It continues until the times is up.

5. Scoring

Scoring is done for all the tournament tables. Each player will take points that he/she has gotten in tournament table to their study team. Study team points are totaled. The highest team achievement will be the first position.

CHAPTER III

RESEARCH METHOD

A. Place and Time of the Study

This study was conducted at seventh grade students of SMP N 1 Palangka Raya, which located Jl. A. Yani No. 12 Langkai, Pahandut, Palangka Raya. The research was conducted on January 2015.

B. Research Design

In this research, the research used a quantitative research, because the writer wanted to know relation between dependent variable (teaching vocabulary mastery) and independent variable (TGT Technique).

The researcher applied quasi-experimental design. Experimental both classes took pretest and posttest. The writer taught the vocabulary mastery in two classes. Experiment class was used Teams Games Tournament in teaching vocabulary mastery and the second class was used control class.

C. Population and sample

1) Population

The first step in selecting sample is determining the population. A population is define as all member of any well-defined class of people, events and object.

2) Sample

A sample is a portion of population. Random sampling technique was used to determine the number of the sample of this study because the writer thought the random sampling technique is the best way to take the sample. The writer took two classes of seventh grade students of SMP N 1 Palangka Raya as a sample in this research. The writer used The population of this research is all of the seventh students at SMP Negeri 1 Palangka Raya, making the study easy to be done it will be taken sample group by using cluster random sampling technique.

D. Data Collecting Technique

Collecting data is an important thing in this research. This study used test as the way to collect the data. Before the test was given for pretest, the writer did the validity test to seventh graders of SMP NEGERI 1 Palangka Raya. The

writer collected the data by implementing some procedures. There were some steps in the procedures as follow²³

1) Test

a. Pre-test

Pre-test was conduct before giving the treatment using TGT Technique. The purpose of pretest is to know their earlier knowledge of vocabulary mastery before the treatment.

b. Post-test

The post-test should be given to the students after being thought and give the treatment. Also this post-test should be given to both groups, either experimental group or control one.

2) Documentation

is documents require for something of providing evidence or proof of something By seeing the documentation need to get the real information so that it can support the date admit the data validity. Furthermore, the documentation will be collected later are the number of Seventh grade of SMP NEGERI 1 Palangka Raya and the specification of students.

²³Dr.H. HadiSabariYunus,M.A;DRS, *MetodologiPenelitianwilayahkontemporer* (Yogyakarta,pustakapelajar 2011)

E. Data Analysis Technique

To analyze the data the writer will use statistical calculation of the t_{test} to determine the final calculation of t_o (t observation) which will be done to measure the last score of the research test. The formula of the T-test as follow²⁴

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Mx : Mean of the gained score of experiment score of experimental class

My : Mean of the Gained score of control class

Nx : Numbers of students In Experimental Class

Ny : Numbers students in control class

In order to get the calculation of T-test, there are several steps to be taken, the following steps describe as follows:²⁵

1. Determining mean of gained score of experimental class:

$$Mx = \frac{\sum x}{Nx}$$

2. Determining mean of gained score of control class:

$$My = \frac{\sum y}{Ny}$$

²⁴ Martono, nanang *Metode penelitian kuantitatif*. (Jakarta: great Media 2011).

²⁵ Suharsini Arikunto, *Prosedure Suatu Pendekatan Praktik*, Sixth edition, (Jakarta: Asdi Mahasatya, 2006). p.311.

3. Determining of deviation of experiment class:

$$\sum^2 x = \sum^2 x - \frac{(\sum x)^2}{N}$$

4. Determining of deviation of control class:

$$\sum^2 y = \sum^2 Y - \frac{(\sum Y)^2}{N}$$

5. Finding the t value using t-test:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

6. Determining t-table in significance level of 5% with degree of freedom (df):

$$df = (N1 + N2) - 2$$

Variable X : Teaching the vocabulary mastery through TGT

Variable Y : Teaching the vocabulary mastery through TGT

F. Research Instruments

This study used test as the instrument of the research. The researcher took the pre-test first. The test that used in this research was fill the blank. The pre-test was conduct to know that the students in both classes have the same intelligent and to know their knowledge of vocabulary mastery before the treatment. At the end of the experiment, the writer took the post-test to both classes and compared the achievement of the study.

The students will be tested in pre- test and post- test. Pre- test is expected to measure how large the ability of students' vocabulary before treatment will be conducted to experiment group. Then, post- test, post- test will be tested as the final result of comparing the students' score in pre- test and post- test to measure the treatment will be significance effect or not.

The writer tries out the test at the eight-grade students of SMP Negeri 1 Palangka Raya, and the procedures of the try out were:

- Preparing the instrument
- Giving the test to the students orally
- Determining the allocation of time
- Scoring the student's answer, and
- Analyzing the result of the student's test

After trying is done the writer continues to find out the reliability and validity.

G. Instrument validity

Validity is the most important consideration in developing and evaluating measuring. Historically, validity is defined as the extent to which in instrument measure what it claimed to measure. There are three types of validation: content validity, face validity, and construct validity.

1) Content validity

According to Heaton, content validity is “kind of validity depends on a careful analysis of the being test and the particular course objective. The test should be as constructed as contain a representative sample of the course, the relationship between the ret item and the course objectives always being apparent”

2) Face validity

Face validity is a term sometimes use in connection with test's content. Face validity of test is when the test is indeed testing That it claims to test.

3) Construct Validity

It is capable measuring certain specific characteristics in accordance with a theory of language behavior and learning this type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skill. ²⁶It is type of validity that is essential for test that is use to individuals on certain abilities. Then, to measure the validity of the instrument, the writer uses the formulation of product moment by person as follows

$$r = \frac{n \cdot \sum xy - (\sum x) \cdot (\sum y)}{\sqrt{(n \cdot \sum x^2 - (\sum x)^2) \cdot (n \cdot \sum y^2 - (\sum y)^2)}}$$

Where :

²⁶J.B. Heaton, *Writing English Language test*, England: Longman, 1974, p.154

R	: Pearson r
$\sum x$: Sum of scores in X distribution
$\sum y$: Sum of scores in Y distribution
$\sum X^2$: Sum of squared scores in X distribution
$\sum Y^2$: Sum of products of paired X and Y distribution

H. Instrument Reliability

According to Donald Ary, “Reliability is the degree of consistency with which it measure whatever is measuring”²⁷. It refers to the degree to which a measuring procedure gives consistent set of scores for group of individuals if it was administered independently on several occasion. The writer examines the reliability of the item by using formula:

$$r_{11} = \left(\frac{K}{k-1} \right) \left(1 - \frac{\sum si^2}{st} \right)$$

Where:

r_{11}	: Reliability Value
k	: Number of items on the test
$\sum si^2$: Sum of variances of the item scores
St	: Variances of the Test Score (all k items)

²⁷DonalAry, Lucy Cheser Jacobs, Chirsorensen, asgharRazavieh, *Introduction to research in Education* Wadsworth: USA,2010,P.236

CHAPTER IV

FINDINGS AND CONCLUSION

This chapter discusses about the Research Finding and Discussion. Research finding in this case consisted of Description of the Data of student, Description of the data of Instrument class, and control class (testing hypothesis using manual calculation and testing hypothesis using SPSS 17 program).

A. Research Findings

1) Data Description

The data of this study was the students' score in pretest and posttest. The data got from two classes; it was experiment class and control class. This study was conducted at seventh grade students of SMP N 1 Palangka Raya, which located Jl. A. Yani No. 12 Langkai, Pahandut, Palangka Raya. The research was conducted on January 2015. In this study the writer used quantitative method. To collect the data the writer used test. The test was pretest and posttest, it was fill the blank and it was given to the experiment class and control class. To measure the effect of using the Cooperative Learning, especially the effect of using team games tournament (TGT) model in teaching vocabulary mastery the writer used t_{test} .

2) Experiment Class

Based on the test that was given to the experiment class at seventh grade students of SM P N 1 Palangka Raya, it found that the total score of pretest was 1312.80 and the average was 36.47. The total score of posttest was 2709.91 and the average was 75.28. The total of gain was 1397.11 and the average was 38.81. The total of N gain was 21.64 and the average was 0.60. The result can be seen in table 4.1:

Table 4.1

Students' Score of Experiment Class

NO	NAME	<i>Pretes</i> THB	<i>posttest</i> THB	<i>Gain</i> THB (X)	(X2)
1	AM	38.09	66.67	28.58	816.8164
2	AS	28.57	76.19	47.62	2267.664
3	AHS	42.56	76.19	33.63	1130.977
4	ADAA	19.05	61.9	42.85	1836.123
5	AA	14.29	71.49	57.2	3271.84
6	A	23.81	80.95	57.14	3264.98

7	AAP	47.62	85.71	38.09	1450.848
8	BT	57.14	85.71	28.57	816.2449
9	CLS	52.38	80.95	28.57	816.2449
10	CPS	42.56	90.48	47.92	2296.326
11	DRW	19.05	61.9	42.85	1836.123
12	DS	14.29	71.49	57.2	3271.84
13	DPM	23.81	66.67	42.86	1836.98
14	EN	38.09	76.19	38.1	1451.61
15	FHT	28.57	71.49	42.92	1842.126
16	FRW	42.56	80.95	38.39	1473.792
17	HK	19.05	76.19	57.14	3264.98
18	IR	23.81	61.9	38.09	1450.848
19	JI	47.62	85.71	38.09	1450.848
20	MRJ	57.14	80.95	23.81	566.9161
21	MA	52.38	76.19	23.81	566.9161

22	MAO	42.56	71.49	28.93	836.9449
23	MAG	52.38	80.95	28.57	816.2449
24	MHS	42.56	76.19	33.63	1130.977
25	NH	19.05	61.9	42.85	1836.123
26	NW	23.81	85.71	61.9	3831.61
27	OJH	47.62	90.48	42.86	1836.98
28	PBN	57.14	61.9	4.76	22.6576
29	RA	19.05	71.49	52.44	2749.954
30	RAS	23.81	66.67	42.86	1836.98
31	RF	47.62	76.19	28.57	816.2449
32	RNI	57.14	71.49	14.35	205.9225
33	RM	19.05	80.95	61.9	3831.61
34	SP	23.81	76.19	52.38	2743.664
35	SJH	47.62	71.49	23.87	569.7769
36	VMZR	57.14	80.95	23.81	566.9161

TOTAL	1312.80	2709.91	1397.11	60613.65
AVERAGE	36.47	75.28	38.81	

3) Control Class

Based on the test that was given to the experiment class at seventh grade students of SM P N 1 Palangka Raya, it found that the total score of pretest was 2009.52 and the average was 52.88. The total score of posttest was 3057.29 and the average was 80.46. The total of gain was 1047.8 and the average was 27.57. The total of N gain was 22.0017 and the average was 0.58. The result can be seen in table 4.2:

Table 4.2
Students' score of Control class

NO	NAME	<i>Pretest</i> THB	<i>posttest</i> THB	<i>Gain</i> THB	(X2)
1.	AT	38.09	76.19	38.1	1451.61
2.	ARN	42.86	61.9	19.04	362.5216
3.	AAR	47.62	71.49	23.87	569.7769
4.	ADSP	47.62	80.95	33.33	1110.889

5.	AKA	42.86	71.49	28.63	819.6769
6.	AS	52.38	61.9	9.52	90.6304
7.	AW	57.14	71.49	14.35	205.9225
8.	CPK	61.9	80.95	19.05	362.9025
9.	DAP	61.9	90.48	28.58	816.8164
10.	DDA	66.67	90.48	23.81	566.9161
11.	DC	42.86	95.24	52.38	2743.664
12.	DRF	47.62	61.9	14.28	203.9184
13.	DE	42.86	80.95	38.09	1450.848
14.	ES	52.38	76.19	23.81	566.9161
15.	EA	57.14	61.9	4.76	22.6576
16.	FN	61.9	80.95	19.05	362.9025
17.	FRS	47.62	90.48	42.86	1836.98
18.	FAP	47.62	95.24	47.62	2267.664
19.	FN	42.86	95.24	52.38	2743.664

20.	FMAMM	52.38	80.95	28.57	816.2449
21.	HSP	61.9	76.19	14.29	204.2041
22.	ISS	66.67	90.48	23.81	566.9161
23.	IR	42.86	85.71	42.85	1836.123
24.	JMA	66.67	76.19	9.52	90.6304
25.	MR	47.62	61.9	14.28	203.9184
26.	ME	61.9	85.71	23.81	566.9161
27.	NM	42.86	80.95	38.09	1450.848
28.	NFS	52.38	90.48	38.1	1451.61
29.	RA	57.14	85.71	28.57	816.2449
30.	SS	61.9	76.19	14.29	204.2041
31.	SI	42.86	85.71	42.85	1836.123
32.	SDS	66.67	90.48	23.81	566.9161
33.	SAM	47.62	85.71	38.09	1450.848
34.	TMS	61.9	90.48	28.58	816.8164

35.	WA	66.67	95.24	28.57	816.2449
36.	YUL	66.67	76.19	9.52	90.6304
37.	ACPF	38.09	61.9	23.81	566.9161
38.	YPS	42.86	85.71	42.85	1836.123
Total		2009.52	3057.29	1048	1097822
AVERAGE		52.88	80.46	27.57	1451.61

B. Data Analysis

After calculating the total score of the data in both classes (experiment class and control class), the researcher analyzed the data using t_{test} to measure the effect of using the Cooperative Learning, especially the effect of using team games tournament (TGT) model in teaching vocabulary mastery.

In order to get the calculation of T-test, there are several steps to be taken, the following steps describe as follows:²⁸

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

²⁸SuharsiniArikunto, *ProsedureSuatuPendekatanPraktik*, Sixth edition, (Jakarta: AsdiMahasatya,2006).p.311.

Before testing t_o , the researcher made to hypothesis of significance; they are:

H_a : There is significant effect of using Team Games Tournament (TGT) Model toward student's Vocabulary Mastery at seventh grade students of SMP Negeri 1 Palangka Raya.

H_o : There is no significant effect of using Team Games Tournament (TGT) Model toward student's Vocabulary Mastery at seventh grade students of SMP Negeri 1 Palangka Raya.

The formulation of test:

1. If $t_o \geq t_{table}$, the Null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted. It means there is significant effect of using Team Games Tournament (TGT) Model toward student's Vocabulary Mastery at seventh grade students of SMP Negeri 1 Palangka Raya.
2. If $t_o \leq t_{table}$, the Null hypothesis (H_o) is accepted and alternative hypothesis (H_a) is rejected. It means there is no significant effect of using Team Games Tournament (TGT) Model toward student's Vocabulary Mastery at seventh grade students of SMP Negeri 1 Palangka Raya.

Based on the calculation above, the result is compared by t_{table} in the significant of 5% and 1% and $n = n_1 + n_2 = 36 + 38 = 74$. The writer found the Degree of Freedom (DF) with the formula:

$$\begin{aligned} Df &= (N_1 + N_2) - 2 \\ &= (36 + 38) - 2 \\ &= 74 - 2 \\ &= 72 \end{aligned}$$

From $DF = 0.401$, it is obtained t_{table} of 5% = 1.666 and 1% 2.379. it means that t_o is lower than t_{table} $0.401 < 1.666$ and $0.401 < 2.379$. Therefore, the null hypothesis (H_o) is accepted. In other words, there is no significant effect of using Team Games Tournament (TGT) Model toward student's Vocabulary Mastery at seventh grade students of SMP Negeri 1 Palangka Raya.

C. Interpretation

From the computation above, it can be seen that the value of t_o is 0.401. to know whether there is effectiveness whether TGT technique to improve students' mastery of vocabulary or not, the t_o value is consulted to the critical value of t_{table} with $df=72$, the table of significance 5%=1.666 and the significance of 1% 2.379.

The statistical hypothesis state:

1. If t_o as same or higher than t_{table} , the H_a is accepted.
2. If t_o is lower than t_{table} , the H_a is rejected.

Based on the score of t_o is 0.401, it indicates the score of $t_o < t_{table}$, in which $0.401 < 1.666$ and $0.401 < 2.379$. It means that H_a is rejected; or in other word there is no significant effect of using Team Games Tournament (TGT) Model toward student's Vocabulary Mastery at seventh grade students of SMP Negeri 1 Palangka Raya.

D. Discussion

The result of data analysis used t-test showed, the value of t_o was 0.401 with degree of freedom (df)= 72 in the significance 5%=1.666 and the significance of 1% 2.379. It meant that, $t_o < t_{table}$ (t_o was lower than t_{table}). So, the alternative hypothesis (H_a) was accepted. Then the null hypothesis (H_o) was accepted there was no significant effect of using Team Games Tournament (TGT) Model toward student's Vocabulary Mastery at seventh grade students of SMP Negeri 1 Palangka Raya.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to give conclusion and some suggestions based on the result of the study, as follows:

A. Conclusion

Based on the research findings it can be concluded that :

1. This study is proposed to answer whether or not there is any effectiveness of TGT to improve students' mastery of vocabulary at seventh grade students of SMP N 1 Palangka Raya. Based on the calculation arrived from the research finding of this study, it found that there is no effectiveness of TGT to improve students' mastery of vocabulary at seventh grade students of SMP N 1 Palangka Raya. It was proved the result of calculation t_o is 0.401 while the value of t_{table} at significant level 5% was 1.666 and 1% was 2.379 with 72 degree of freedom. It meant that t_o was lower than t_{table} .
2. The main purpose of the study is to measure the Effect of Team Games Tournament (TGT) Technique toward Vocabulary mastery at seventh grade of SMP N 1 Palangka Raya. The type of study was a quasi-experimental especially non-randomized control group, pre-test post-test design, and this study used the quantitative approach in finding out the answer of the problem of the study, the data collecting technique used test. There were two classes of study namely VII-4 as a control group and VII-1 as an experimental group

with the total number student which class VII-4 the total students are 38 and class VII-1 the total students are 39. The sample of study is determined using cluster sampling technique. Both of groups were given pre-test before treatment. Then, the student of experiment group was teaching by TGT and control group was taught by a conventional method. The last, the researchers gave post-test to both of groups.

B. Suggestion

Based on the findings of the study, the strengths and the weaknesses of this technique, then the suggestions are made. The researchers would like to propose the suggestions for students, the teachers and the researchers.

1. For the Students

The students must develop their bravery in order to answer the questions or ask the teachers' instruction. They not only focus in playing the method but also in mastering the English materials.

Therefore, the researchers recommended to the students to practice their English as much as possible. So that can improve their language skills, because English is international language that used as a tool for interaction and comunication between people who do not share the same first (or even second) language.

2. For English Teachers

It is give contribution to the English teachers about the important of game in support teaching learning proces especially vocabulary. It is recomend to the teacher that teaching Vocabulary mastery by Team Games Tournament (TGT) Tehnique can motivate the students. A teacher should help the students to find a good and enjoyable study which is appropriate to the way the students think and the student' age. Also, a teacher should help them get broader information and knowledge from TGT

Teacher should prepare the materials and good design of study to create an exciting teaching in the class. The teacher also applies the Team Games Tournament (TGT) Technique friendly so that the students do not frightened and stress.

3. For future Researchers

In this thesis, the researchers realized that design of the study was very simple. There are still many weaknesses that could be seen. The other reasearchers can improve this study with better design and different object in order to support the result finding. In the word, the other researchers can use this reaserch as the reference as reference for conducting their research.

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