AN ANALYSIS OF USING TEAM GAMES TOURNAMENT (TGT) TOWARD VOCABULARY OUTCOMES OF THE TENTH GRADERS OF SMK NEGERI MOLLO TENGAH IN THE ACADEMIC YEAR 2024/2025

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KEYWORDS	ABSTRACT
Learning Model, Learning outcomes, Team Games Tournament, Vocabulary.	This research is about the Perception of the implementation of using Team Games Tournament (TGT) in teaching vocabulary to grade of students SMK Negeri Mollo Tengah in Academic year 2024/2025. This research aims to find out the implementation of TGT in teaching vocabulary, the potential problems, and their perception of tenth graders at SMK Negeri Mollo Tengah. The writer has formulated three research questions in this study as follows: (1) How can team games tournament (TGT)) be applied in teaching vocabulary to grades of students SMK Negeri Mollo Tengah in academic year 2024/2025? (2) What is students' perception of the application of TGT towards their learning outcomes/vocabulary? (3) What are the potential problems of the application of TGT towards students' learning outcomes/vocabulary? this research used qualitative descriptive research. The research started from 6-8 Mei 2024. The respondents of this research were twenty students and one teacher. The writer conducted the research by using questionnaire and an in-depth interview. The data was analyzed by using two techniques that are identifying and describing. Based on the result of students'questionnaire and interview, the data proved that team games tournament can be applied in teaching vocabulary, team games tournament hadpotential problems of the application of TGT in teaching vocabulary such as students have difficulty managing and stabilizing the learning situation even while playing, and implementing this learning model takes a long time. Plus, the geographical location of the school, which is far from residential areas, and the internet access, which is quite difficult to access, are also factors in helping students enrich their vocabulary, and the application of team games tournament got positive responses from the students in the teaching-learning process of vocabulary, it can be seen from the students' perception where 275 agreement from 20 students agree and 123 disagreement from 20 student of the questionnaires were given. It can be concluded that team games tournament can be applied in teaching vocabulary, team games tournament had potential problems of the application of TGT in teaching vocabulary, and the application of team games tournament got positive responses from the students in the teaching-learning process of vocabulary.
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INTRODUCTION

Vocabulary refers to the words we use to communicate in oral and print language (Hanson and Jennifer, 2011). Hatch and Brown (1995) define vocabulary as a list or series of words for a specific language that every language speaker will utilize. It encompasses the entire set of words, idioms, and expressions that a person has learned, including their meanings and how they are used within the context of a particular culture or field.

Vocabulary is essential in comprehension, communication, writing, and overall language development. Vocabulary skills are a crucial aspect of learning English as a foreign language. According to Rivers as cited in Nunan (1991: 117), vocabulary is essential for successful second

language use because, without an extensive vocabulary, the learners will be unable to use the structures and functions may have learned for comprehensible communication. It means vocabulary enhances an individual's ability to communicate effectively with others and to understand the meaning of words used in various contexts. Vocabulary necessary for critical thinking. When students possess vast vocabulary, they can analyze, evaluate, and interpret information accurately.

According to Wilkins in Thornbury (2002: 13), without grammar little can be conveyed, without vocabulary, nothing can be conveyed. It means the lack of vocabulary can have a significant impact on learning English, if they do not have a broad range of vocabulary, they may find it challenging to understand the meaning of sentences, paragraphs, or written passages. They may be unfamiliar with many words, or not have the context for their meanings. This can lead to difficulty understanding written text or spoken language, making it hard to learn and progress in English.

Varasarin (2007) describes that in this situation, the students wish they could speak English fluently but most of them think that English is too challenging for them to master. Regarding this, some experts view incorrect pronunciation as being caused by the instruction goal and the teacher himself and the teaching and learning in this area which is inappropriate, and the problem in writing the words or sounds-spelling mismatches. As the researcher stated before it caused students' learning outcomes, especially vocabulary. According to Sudjana (2017), learning outcomes are something that students get as a result of the learning process. Learning is graded changes in behavior from not knowing to knowing, and an increase in the knowledge gained by students.

One of the factors contributing to students speaking English fluently, and thinking in English which is too challenging for them is lack of exposure to engaging media for vocabulary learning. Consequently, the researcher intends to analyze students' learning outcomes especially vocabulary toward the implementation of team games tournament model learning. Based on the background above, the researcher intends to conduct research entitled: Analysis of Team Games Tournament (TGT) Toward Students' Vocabulary Outcomes of Tenth Graders of SMTK Oelbubuk in Academic Year 2024/2025.

METHODOLOGY

This researcher used qualitative descriptive method to find the data and results. The qualitative method is a research technique that involves collecting and analyzing non-numerical data, such as text, images, or audio recordings, to understand social phenomena and human behavior. It emphasizes exploring subjective experiences, opinions, and attitudes rather than measuring objective facts and figures. The theory used by researchers to prove this method is according to Hammersley (2013), qualitative research methods are ways to describe and analyze phenomena, events, social activities, beliefs, perceptions, and thoughts individually or in groups.

This research was conducted with a descriptive analysis. Descriptive analysis is a method of statistical analysis that focuses on describing a set of data and summarizing its features. It can also be used to identify relationships between different variables and explore the patterns and distributions within the data. Overall, descriptive analysis is an essential tool for researchers and analysts who need to understand the nature of their data before applying other analytical methods. According to Sugiyono (in Rukajat, 2018), descriptive qualitative research is a research method based on post-

positivist philosophy that is usually used to examine natural, objective conditions in which researchers act as key instruments.

The data resource of this research was one teacher and tenth-gradestudents of SMK Negeri Mollo Tengah in academic year 2024/2025. The researcher took one class of tenth grade students. There are 104 students, which are distributed in four classes. Divide into 26 students in each class. The main data was from students' questionnaire and interview, the supporting data was from observation in the classroom and from teacher who gives further information about the student's background.

This research used two techniques in gathering the data such as questionnaire, interview, and observation The data analyzed by the following techniques such as Identifying The researcher identified the implementation, students' perception, and the potential problem of the application of TGT toward their learning outcomes/vocabulary. Describing The researcher identified the implementation, students' perception, and the potential problem of the application of TGT toward their learning outcomes/vocabulary.

RESULTS AND DISCUSSION

The aim of the first discussion subject was to find out how Team Games Tournament (TGT) be applied in teaching vocabulary. The data provedthat team games tournament can be applied in teaching vocabulary. The responses of the teacher are included below.

"Yes, I have used the Team Games Tournament learning model, especially for tenth grade, because the children at that level like to play, therefore I use the learning model with the aim that students can learn while playing, enjoy and don't feel pressured during the teaching and learning process."
(Teacher's answer for the interview question number 2)

"I apply the fill the box game where students are divided into groups of 4 or 5 people, each team competes to fill the vocabulary they know or what they get, either through receptive or productive vocabulary during the teaching and learning process into the box provided. Each team gets their own task, for example team A gets the task of filling out vocabulary which is known in the form of a noun while team B has the task of filling out a vocabulary that is known to be a verb. After that I calculated the results of each team and determined the winner."
(Teacher's answer interview question no 2)

I prepared all the materials, and media to teach students, then I divided the students into four or five team members, then gave instructions and explained about the game to be applied, in this game every student who competes is in the form of groups and the team that wins the competition can obtain certificates or other types of awards for their achievements that have been made by the group until they reach criteria.
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The perception of students was there were 275 agree from the students and123 disagree from the students. there were 12 or 60% studentsagree that they enjoy learning English and 8 or 40% students are not,16 or 80%students agree that they enjoy learning using TGT learning model and 4 or 20% students are not, 14 or 70% students agree that learning use TGT make students more enthusiastic and 6 or 30% students are not, 18 or 90% students agree that by using TGT method students study harder and get good result and 2 or 10% students are not,11 or 55%students agree that the teacher provide examples of assignment to students according to the material provided and 9 or 45% students are not,13 or 65% students agree that the teacher provide assistance to students in clarifying the material and 7 or 35% students are not, 9or 45% students agree that the teacher give conclusion related to the material given and 11 or 55% students are not, 17 or85% students agree that the teacher direct group collaboration and 3 or 15% students are not,8 or 40% students agree that the teacher provide general overview of the material so that students know the direction of the lesson that will be discussed and 12 or 60% students are not,15 or 75% students agree that students feel enthusiastic in following the group discussion and 5 or 25% students are not, 10 or 50% students agree that students help each other and work together in a team and 10 or 50% students are not, 11 or 55% students agree that students able to complete assignment quickly through groups and 9 or 45% students are not, 8 or 40%students agree that Students usually express a different opinion than others and 12 or 60% students are not, 9 or 45% students agree that students always have a different response to what you friend expressed in discussing or discussing a problem and 11 or 55% students are not, 11 or 55% students agree that students always ask other discussion members about the material being taught if they don't understand the material and 9 or 45% students are not, 13 or 65% students agree that TGT (Team Games Tournament) type active learning make it easier for you to understand vocabulary lessons and 7 or 35% students are not, 17 or 85% students agree that the teacher always praise you when you ask and answer and 3 or 15% students are not, 18 or 90%students agree thatteacher give you good marks when students are active in discussions and 2 or 10% students are not, 19 or 95%students agree that the teacher give prizes when your group discussion results are good and 1 or 5% students are not, and 16or 80% students agree that the teacher give a thumbs up when you can repeat the explanation well and 4 or 20% students are not.

CONCLUSION

Based on findings and discussion in Chapter 4, the researcher concludes that team game tournaments can be applied in teaching vocabulary, team game tournaments had potential problems with the application of TGT in teaching vocabulary such as students having difficulty managing and stabilizing the learning situations even while playing, and implementing this learning model takes a long time. Plus, the geographical location of the school, which is far from residential areas, and the internet access, which is quite difficult to access, are also factors in helping students enrich their vocabulary. And the application of the team games tournament got positive responses from the students in the teaching-learning process of vocabulary, it can be seen from the students' perceptions

that 275 agreements from 20 students agree and 123 disagreements from 20 students of the questionnaires given.

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