Using TGT Technique to Improve the Seventh Graders' English Vocabulary at SMP 1 PSKD Jakarta

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Abstract

The method used in this research was action research applied in two cycles. This research was conducted to improve the Seventh Graders' English vocabulary in SMP 1 PSKD, Jakarta. The 24 students of the seventh grade who participated in this study were taught vocabularies by using the TGT technique. The quantitative data, collected using tests, were analyzed by using the independent and paired sample t-test on SPSS version 22 program. The qualitative data, collected using the researchers' diary notes, questionaire, open ended question sheets, and observation sheets, were analyzed descriptively. The results indicated that the TGT technique improved the participants' English vocabulary, as shown by the increase of the mean scores of the tests conducted, i.e. the pre-test 55,94 (12,5%) increased to 66,81 (50%) of post-test of cycle I and to 83,23 (87,5%) of the post-test of cycle II. The statistical test also indicated that the use of TGT significantly increased the students' English vocabulary. Based on the findings, it could be concluded that the use of TGT technique was effective to improve the seventh grade students' English vocabulary.

Keywords: *action research, vocabulary, teams games tournament*

Introduction

Even though English takes the important role on this era, students do not see this issue as a hint for them. It has been experienced by the researcher when did Teaching Practice at school. He found that the students were difficult to finish the exercises from the text book and assigned by English teacher. They just focused to play online games. The researcher also did observation at SMP 1 PSKD Jakarta. He observed that some students were lack of vocabulary. It was showed by their pre-test score which lower than 69 ($\leq$ 69). Moreover, an interview was conducted toward the English teacher at that school. The teacher said that some students were difficult to do exercises and homework from English text book.

Vocabulary is central to learning and teaching of a second language as it affords learners access to all forms of oral and written communication that includes literature, music, and content knowledge (as cited in Moeller, at.al, 2009). It means that without having enough vocabulary, students have difficulties to learn English. By having enough English vocabulary, students can easily produce writing; comprehend reading and listening; and fluently speaking. Henceforth is possible for students who have graduated from senior high school and bachelor graduates to continue their study abroad. By having enough vocabulary, it enables them to answer the TOEFL test or TOEIC test. At least, they feel comfortable to face the changes era like AEC.

Vocabulary is a basis of a language and should be learned by people first. Cameron (as cited in Alqaftani, 2015) states that vocabulary is as one of the knowledge areas in language, plays a great role for learners in acquiring a language. Alqaftani (2015) argued that vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms which are also a central to language teaching and paramount importance to a language learner. Neuman and Dwyer (as cited in Alqaftani, 2015) defined vocabulary as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". Furthermore, Hornby (as cited in Alqaftani, 2015) defines vocabulary is as "the total number of words in a language; vocabulary is a list of words with their meanings". While, Burns (as cited in Alqaftani, 2015) defines vocabulary as "the stock of words which is used by a person, class or profession".

From the definitions above, briefly it can be concluded that vocabulary is a nucleus part of language to listen, to speak, to read and to write.

On this era, most of students like "games" in learning process in classroom. Two general types of game, namely individual and group. The students played games so that they did not feel bored. When the researcher did teaching practice subject in one school, it was found that most of students were enthusiastic to answer the questions which were delivered through games. Thus, the researcher used TGT as the technique to solve this problem.

TGT is a part of cooperative learning involved group from heterogenic students, group discussion, and tournament/game or one of type of student team cooperative learning activities (Slavin and Robert, 1991). In this technique, the students are divided into 4-5 students from different level of competency, gender, background, etc in one group. The team defined by Slavin and Robert (1991) is the most important feature of TGT which every points they got indicates each member do their best for the team. Each team should have different background either from academic or gender. Thus, a team provides the mutual concern and respect for producing such out comes as improved intergroup relations, self-esteem, and acceptance of mainstreamed students (Slavin and Robert, 1991). Based on the expert's opinion, the researcher can conclude that the class will be more interesting because each person has more roles to express their idea and help their teammates.

Slavin (as cited in Mahony, 2006) found that TGT can increase basic skills, students' achievement, positive interactions between students, acceptance of mainstreamed classmates and self – esteem. The students can study together in team, they can help each other to understand the material, and respect each other that everyone has different talent. In additions, Nurlali (2013) and Wakidah (2013) reported that it is a useful technique to improve the students' vocabulary.

Realizing the effectiveness of TGT technique to improve the seventh graders' English vocabulary, the researcher would like to investigate whether TGT technique as a complementary teaching activity effectively can improve the seventh grade students' EFL vocabulary. During the study, the researcher focused on word classification (verbs, nouns, and adjectives), the antonym words (verbs and adjectives), and the word definition of vocabulary that were combined with the students' textbooks. Specifically, the research addressed the following research questions: 1. Can TGT improve the students' English vocabulary? 2. Are the students interested

in the use of TGT to improve their English vocabulary? It is hoped that this action research will shed light on the way and the benefits of using the TGT technique in the seventh graders' EFL classrooms. In line with the research questions above, it was hypothized that the Seventh grade students' EFL vocabulary mastery will be improved through the TGT technique.

Methodology

This research was a second-cycled action research conducted in 1,5 months (April to May 2016) in SMP 1 PSKD, Jakarta. The participants of the research were the 24 of the seventh grade taught by the researcher. Their English vocabulary mastery was approximately the same. The data was collected using test and non-test instruments. The test technique was used to collect quantitative data derived from the participants' vocabulary achievement. Non-test techniques were used to collect qualitative data, including: the researchers' diary notes, questionaire, open ended question sheets, and observation sheets. Tests were carried out in three times; the pre-test, post test I and post test II. To analyze the quantitative data obtained from the tests, t-test was employed by using SPSS version 22. To analyze the qualitative data, the descriptive analysis technique was employed.

To guarantee the validity of the qualitative data obtained in this research, theoretical, source, and methodological triangulations were employed. The theoretical triangulation was carried out by using more than one theoretical scheme in the interpretation of the phenomenon which administered from the other experts' book and other researchers. The source triangulation administered were observer, some students, and the English teacher. The methodological triangulation was administered by using more than one method for data collection, i.e. observations, interviews, and tests. The success indicator used in this research was the minimum passing standard at SMP 1 PSKD Jakarta, i.e. the score of 69.0.

Result

In addition to the students' lack of vocabulary, this action research was also triggered by the fact that the students were difficult to answer the exercises from the text book and from the researcher as the English teacher at that time. They just played online games. Their initial poor vocabulary was reflected by the scores they obtained in the pre-test conducted before t Cycle I was carried out. (See table 1 below).

Table 1
Participants' Pre-Test Scores

No	Range Score	Frequency	Percentage (%)	Category
1	75,1 – 100	0	0,0%	Very good
2	58,4 – 75	13	54,2%	Good
3	41,7 – 58,3	8	33,3%	Fair
4	25 – 41,6	3	12,5%	Poor
5	0 – 24,9	0	0,0%	Very Poor
	Total		100,0%	

As seen in Table 1, there were 13 (54,2%) students who got good category, 8 (33,3%) students who got fair category, and 3 (12,5%) students who got poor category. Meanwhile, there were no students could achieve very good category.

Table 2
Students' Pre-test Score (The Minimum Achievement Standard = 69)

Score	Frequency	Percentage (%)
≥ 69	3	12,5 %
≤ 69	21	87,5 %
Total	24	100,0%

Table 4.2 shows that 21 (87,5%) students got the score of < 69 in the Pre-test. Meanwhile, 3 (12,5%) students who got the score of > 69. The mean score of the whole students

in this pre-test was 55.94. It means that the students still lack of vocabulary. Based on the result, the researcher did the cycle 1 using TGT technique in three meetings.

Report of Cycle 1

1. Planning

For session 1, the researcher prepared material for explanation session (Mukarto, *et al.*, 2007). The researcher never teached the seventh graders in SMP 1 PSKD before. So, the researcher explained or reviewed the materials about the meaning of verb, noun, and adjective to the student in the first meeting. To deliver these materials, the researcher set it into fun games session. The researcher devided the students into six groups. Before playing the games, the researcher informed that there would be a reward for those who win the games. Additionally, the researcher informed that in the next two meetings, there would be Post-test of Cycle 1.

2. Acting

The first meeting in Cycle 1 session 1 was hold on Friday, 15 April 2016. The researcher greeted the students and checked the student's attandance. The researcher asked them how their days were and encouraged them to learn English. The researcher continued by explaining definition of verbs, adjectives, and nouns (the main parts which are usually used in daily life). The researcher introduced some nouns, verbs, and adjective which related to the family. Since this meeting was teaching vocabulary by using TGT technique, the researcher explained more about TGT procedure.

After the researcher explained how to use the TGT technique, the researcher devided the students into 6 groups based on the Pre-Test result category. Each group consisted of 4-5 students. Since there were six groups, the researcher divided them into two leagues. There were three groups which played in each league. The team members included one high performer, two average performers, and 1 low performer. The researcher asked the students to name their group. Then he asked each group to choose the team leader (as well as spoke person), secretary, and members. It was to build their sense of responsibility. The function of the leader was to manage the team, control, motivate the members, and to report their group's project result. It took 15 minutes to explain it.

Afterwards, the researcher asked some questions. The topic was about "around us". Each student was given 3 questions on the tournament table 1, 4 questions on the tournament table 2, 3 questions on tournament table 3, and 2 questions on tournament table 4. So, there were 48 questions on the tournament table 1, 64 questions on the tournament table 2, 48 questions on the tournament table 3, and 32 questions on the tournament table 4. Each question was worthed 10 points. Each question was answered by the students in 30 seconds. There was no less point if the group got wrong answer.

One student in each table who got the highest score moved to the other table to get next questions until the students answered all the questions in each table. If there were two or more students who got the same scores, the researcher would give another question to get the highest score. After the students played one round, the researcher counted the scores and announced the winner. The researcher also gave two quizzes to the other students who did not play. The students who answered the questions, got rewards from the researcher. It took 5 minutes untill the session was closed. Additionally, in session 2, on Tuesday, 19th April 2016, the researcher did the same activity like on last Tuesday for groups in 2nd league.

In session 3, on Friday, 22nd April 2016, the researcher did different types of games. Each group came forward and made one line. Then, every member in group wrote a word, it might be a verb, a noun, and adjective, by linking the last letter of the word. The first word given by the researcher. Each word be worthed 10 points if it was correct. This game took 40 minutes. For the second game, there were 20 questions from the researcher. The researcher read the questions and the leader in each group had to answer it by struggling with other groups. This game took 30 minutes. In the last session, the researcher counted all of the scores that has been gotten by each group. Afterwards, the two highest scores in each league will play the semifinal session. it took 10 minutes to explain it.

After these three meetings, the researcher conducted the post-test on 26th April, 2016. The post-test was based on the materials which had been learned before. The post-test had 40 questions consisting of verbs, nouns, and adjectives.

3. Observing

The observer observed the students' performance through the observation sheets, diary notes, and took some pictures. The mean score of students' post-test in cycle 1 improved to be 66,81 or to be in good category. It was found from the formula as the following (as cited in Sudijono, 2012):

$$\overline{X1} = \frac{\sum X1}{N}$$

Where : $\overline{X1}$: Mean of Post-test Score in cycle 1

$\sum X1$: Total of Students' score

N : Number of students

The mean of the post-test in cycle 1

$$\overline{X1} = \frac{\sum X1}{N}$$

$$\overline{X1} = \frac{1342,5}{24}$$

$$\overline{X1} = 55,94$$

Table 3
Range Score of Students' Post-test in Cycle 1

No	Range Score	Frequency	Percentage (%)	Category
1	75,1 – 100	5	20,8%	Very good
2	58,4 – 75	14	58,3%	Good
3	41,7 – 58,3	4	16,7%	Fair
4	25 – 41,6	1	4,2%	Poor
5	0 – 24,9	0	0,0	Very Poor
	Total		100 %	

As seen in table 3, There were 5 (20,8%) students who fall into very good category, 14 (58,3%) students who got good category, 4 (16,7%) students who got fair category, and 1 (4,2%) who got poor category.

Table 4
Students' Post-test Score in Cycle 1 (The Minimum Achievement Standard = 69)

Score	Frequency	Percentage (%)
≥ 69	12	50,0%
≤ 69	12	50,0%
Total	24	100,0%

Based on the table 4.4 showed that there were 12 (50,0%) students who got score ≤ 69. On the other side, 12 (50,0%) students also got score ≥ 69. It meant that students still needed improvement.

During the implementation of the actions in the first cycle, the researcher analyzed the observation sheet which was observed by the observer. Table 4.6 indicates the result of the observation every meeting of cycle 1.

Table 5
Observation Sheets' Result of Cycle I

No	Focus and Topics	Meeting I (%)		Meeting II (%)		Meeting III (%)	
		Yes	No	Yes	No	Yes	No
1	Researcher's Performance	30	70	77,77	22,23	100	0
2	Teaching Materials	80	20	66,66	33,34	100	0
3	Technique Implementation	100	0	100	0	100	0
4	Deliver the Assignment	0	100	0	100	0	100
5	Students' respond to the researcher	77,27	22,73	90,47	4,77	100	0
6	Students' impact at the last session	0	100	0	100	100	0
	Sum	287,27	312,73	334,9	260,34	500	100
	Total	47,88	52,12	55,81	43,39	83,33	16,67

As shown in table 5, in the first meeting there were 47,88% that signed "Yes" and 52,12% that signed "No". In the second meeting there were 56,61% signed "Yes" and 43,39%

that signed "No". In the third meeting showed there were 83,33% signed "Yes" and 16,67% that signed "No" by the observer to the researcher.

4. Reflecting

The mean score of whole students in pre-test was 55,94 points. But after the researcher treating the students in the next test, their test got improvement siginificantly. The mean score of pre-test was 55,94, then it improved to 66,81 in post-test of cycle 1. It indicated that TGT technique was successful to improve students' English vocabulary.

Based on the results of post-test in cycle 1, the result were still not satisfactory. Even though, the mean of post-test in cycle 1 was 66,81 and was included in good category, but based on standard criteria minimum of the school was not achieved. The standard criteria minimum of the school was 69 points. The students who got score > 69 still 50%. The researcher was not satisfied about the result. The researcher found out the reason why it happened. Based on the researchers' diary note, some of the students still did not pay attention on the teaching learning process. From the observation sheet, the researcher found that the learning process was over duration or not effecitive. It gave impact to the students to be not focus to play the games more. Besides, the researcher assumed that the students still need more treatment to apply the technique. The researcher also thought that the students need the new games and a little modification rule, so that the learning process to be more effective. Thus, the researcher decided to continue into the second cycle and it hoped to be better and improved well.

Based on the observation sheets, the researcher still need improvement also. In this cycle, the other groups that did not play TGT technique were noisy since the researcher did not deliver the assignment. Thus, in the cycle 2 the researcher delivered assignment. In addition, the researcher's diary notes indicated that there were attitude's changing of the students after TGT technique was conducted such as from just few of the students who interested in English language to be most of them interested in English.

Report of Cycle II

1. Plan

Cycle 2 was started by planning. In this step, the revisions were made by the researcher based on the result of pos-test in cycle 1. The researcher parepared new materials, games and new rules of games for this cycle which was more interesting, effective, and paid greater attention to each student in classroom as cited (as cited in Dunlap, 2013).

2. Acting

The actions of cycle 2 were conducted in three meetings on May 03rd, 2016, May 17th, 2016 and May 20th, 2016. The first meeting in Cycle 2 session 1 was hold on Tuesday, 03rd May 2016. The researcher greeted the students and checked the student's attandance as always. The researcher asked them how their day was and encouraged them to have high motivation in learning English. The researcher asked the students about what materials that they had learned on the last meeting. the topic on the day were describing someone, lable parts of the body, adjectives of personalities, some of professions, verbs, & families. The researcher asked one students to come forward then asked the students about their appearance whether the students called handsome or beautiful. It was the way how the researcher triggered the students. After that, the researcher announced the groups that continue to the semifinal phase. The semifinal phase were the alphabet's group, the sun's group, the star's group, and the smart's group. The researcher informed the new rules that all the students took the cards first then they answered the questions with limited time. On the first table they took 2 cards, on the second, three, and fourth table they took 5 cards. On the first table, the lowest score was 0 and the highest score is 100. While, for the second, third, and fourth table the lowest score was 0 and the highest score was 50. For groups who did not continue the tournament, there were exercises to them.

The researcher asked the four groups to sit on the tournament table based on their statues (as a leader, a secretary, and a member). The researcher put the cards on every tables. Then, the researcher asked the students to take 2 cards on the first table, 5 cards on the 2nd table, 3rd table, and 4th table. The researcher limited the students to answer the questions in 10 minutes. After the students answered the question, the researcher checked the students' worksheet. Then, asked the students who got the highest score of each table to move to the next to table (1 to 2, 2 to 3, 3 to 4, 4 to 1). The researcher continued the game to the 2nd round.

After the students finished the 2nd round, the researcher counted all the scores, and then announced the 3 best groups to countinue to the final session they are the alphabet, the smart, and the star group. Before the meeting was closed, the researcher asked to the students whether any dificulties of the lesson, and asked the other groups to submit their worksheet.

In session 2, on Tuesday, 17th May 2016, the researcher did the same activity like on the last meeting for groups who continued to final session. On this day the researcher reviewed about word definition, antonym words, some of profession, verbs, and families. The group who competed this day were the Alphabet's group, the Smart's group, and the Star's group. After the students played the game, the researcher counted the score and announced the result. The first winner was the Alphabet's group, the Smart's group, and the star's group. The researcher also reminded to the three others group to prepare that next meeting they would compete to get the 4th, 5th, and 6th position.

In session 3, on Friday, 20th May 2016, the researcher did the same activity like on the last meeting for groups who continued to ranking position. On this day the researcher reviewed about word classification, antonym words, and some of professions, verbs, and famiies definition. The group who competed this day were the Blue's group, the Sun's group, and the Genius's group. After the groups finished the games, the researcher counted all the scores and announced the ranking. The 4th position was the Sun's group, the 5th position was the Blue's group, and the 6th position was the Genius's group. Finally, the researcher announced the first winner until the 6th positions in this meeting and gave reward to them. Then, the researcher reminded to all the students that there was test in the next meeting.

3. Observing

The observer observed the students' performance through the observation sheets, diary notes, and took some pictures. The mean score of students' post-test in cycle 2 improved to be 83,23 or to be in very good category.

Table 6
Range Score of Students' Post-test in cycle 2

No	Range Score	Frequency	Percentage (%)	Category
1	75,1 – 100	19	79,2%	Very good
2	58,4 – 75	4	16,7%	Good
3	41,7 – 58,3	1	4,2%	Fair
4	25 – 41,6			Poor
5	0 – 24,9			Very Poor
	Total		100,0 %	

As shown in table 4.6, there were 19 (79,2%) students in very good category, there were 4 (16,7%) students who got in good category, and there was 1 (4,2%) student who got in fair category.

Table 7
Students' Post-test Score in cycle 2 (The Minimum Standard Criteria = 69)

Score	Frequency	Percentage (%)
≥ 69	21	87,5%
≤ 69	3	12,5%
Total	24	100%

Table 4.7 showed that 21 (87,5%) students got the score $\geq$ 69 in the Post-test, 3 (12,5%) students who got the score $\leq$ 69. During the implementation of the actions in the second cycle, the researcher analyzed the observation sheet which was observed by the observer. Table 8 indicates the result of the observation every meeting of cycle 1.

Table 8
Observation Sheets' Result of Cycle 2

No	Focus and Topics	Meeting IV (%)		Meeting V (%)		Meeting VI (%)	
		Yes	No	Yes	No	Yes	No
1	Researcher's Performance	100	0	100	0	100	0
2	Teaching Materials	100	0	100	0	100	0
3	Technique Implementation	100	0	100	0	100	0
4	Deliver the Assignment	100	0	100	0	100	0
5	Students' respond to the researcher	100	0	100	0	100	0
6	Students' impact at the last session	100	0	100	0	100	0
	Sum	600	0	100	0	100	0
	Total	100	0	600	0	600	0

As shown the table 4.8, the first meeting showed that 100% signed "Yes" and 0% signed "No". In the second meeting showed that 100% signed "Yes" and 0% signed "No". In the third meeting showed 100% signed "Yes" and 0% signed "No" by the observer to the researcher.

4. Reflecting

The result showed that there was improvement 37,5% from the result of post-test in cycle 1. From the data presented in table 4.6 and the mean score of pot-test in cycle 2 was 83,23 points and it categorized as "very good category". The cycle could be said done and there was no need further cycle because could reach the minimum passing grade of English that was > 69.

Based on the observation sheet, the researcher has improvement better than before. It showed from the table 6, all of the focus and topics got 100% that signed "Yes" by the observer and it impact to the students' result in cycle 2 that has improvement better also than result in cycle 1. Besides, the researcher's diary notes also showed the more enthusiasm and interested of the students to learn English by using TGT.

After the cycle 2 was done, the researcher also delivered the questionnaire and open ended questions sheets to investigate the students' response whether they were interested or not towards the implementation of TGT technique. The researcher showed it in the result of qualitative data part. The researcher delivered the questionnaire to all the students in the last meeting. This is the result of questionnaire :

Table 9
Percentage of Students' Questioner

SD : Strongly disagree   D : Disagree   N : Neutral   A : AgreeSA : Strongly Agree

Items	Options									
	SD	%	D	%	N	%	A	%	SA	%
1	1	4,2%	0	0,0%	0	0,0%	13	54,1%	10	41,7%
2	0	0,0%	0	0,0%	0	0,0%	6	25,0%	18	75,0%
3	0	0,0%	3	12,5%	0	0,0%	11	45,8%	10	41,7%
4	0	0,0%	0	0,0%	0	0,0%	10	41,7%	14	58,3%
5	1	4,2%	3	12,5%	0	0,0%	15	62,5%	5	20,8%
6	1	4,2%	1	4,2%	0	0,0%	19	79,2%	3	12,5%
7	0	0,0%	1	4,2%	0	0,0%	10	41,7%	13	54,2%
8	0	0,0%	1	4,2%	0	0,0%	13	54,1%	10	41,7%
9	0	0,0%	2	8,3%	0	0,0%	12	50,0%	10	41,7%
10	1	4,2%	0	0,0%	0	0,0%	13	54,1%	10	41,7%

From the result above, the students gave their responds related to the technique was implemented by the researcher during the teaching learning process. From the result of questionnaire above, the researcher described: in the first item, Students' interest towards English subject showed there was 1 (4,2%) student strongly disagreed, 13 (54,2%) students agreed, and 10 (41,7%) students strongly agreed. In the second item, students' interest to study English while playing games showed there were 6 (25%) students agreed and 18 (75%) students strongly agreed. In the third item, students' interest to study English in team showed that there were 3 (12,5%) students disagreed and 11 (45,8%) students agreed and 10 (41,7%) students strongly agreed. In the fourth item, students' interest to study English in using TGT technique there were 10 (41,7%) students agreed and 14 (58,3%) students strongly agreed. In the fifth item,

the increased of Students' English vocabulary after using TGT technique there was 1 (4,2%) student strongly disagreed, 3 (12,5%) students disagreed, 15 (62,5%) students agreed, and 5 (20,8%) students strongly disagreed. In the sixth item, the increasing of students' confidence after using TGT technique there was 1 (4,2%) student strongly disagreed, 1 (4,2%) student disagreed, 19 (79,2%) students agreed, and 3 (12,5%) students strongly disagreed. In the seventh item, students' pleasure to study English while using TGT technique there was 1 (4,2%) student disagreed, 10 (41,7%) students agreed, and 13 (54,2%) strongly disagreed. In the eight item, the students' team work after using TGT technique there was 1 (4,2%) student disagreed, 13 (54,2%) agreed and 10 (4,7%) students strongly disagreed. In the ninth item, the use of varied and challenging game there were 2 (8,3%) students disagreed, 12 (50%) students agreed and 10 (41,7%) students strongly disagreed. In the tenth item, students' interest to study English more after using TGT technique there was 1 (4,2%) student strongly disagreed, 13 (54,2%) agreed and 10 (41,7%) strongly disagreed.

The researcher delivered the open ended questions to the 8 students in the last meeting. The researcher chose the students randomly which categorized from low until high level in academic. The open ended question purposed to know the students' reason based on the result of questionnaire. There were some impacts after the researcher implemented the technique i.e ; most of the students interested to learn English by using TGT technique, most of the students enjoyed the TGT technique, and most of the studens have more confidence to use English.

During the implementation of the actions in the second cycle, the researcher still kept on writing the diary notes (appendix 30). Based on the researcher's diary notes showed that most of the students had attitude's changing to be more interested to study English by using TGT technique.

Hypothesis Test

To compare the students' achievement in vocabulary learning before and after Cycle 2 was conducted, a paired-samples t-test was administered using the SPSS version 22 program (as cited in Priyatno, 2013). The result is presented in Table 10 below.

Table 10
The Paired-Samples T Test's Result of Pre-test to Post-test in Cycle 2

				Paired Samples Test					
				Paired Differences				t	df	Sig.
		Mean	Std. Devia tion	Std. Error Mean	95% Confidence Interval of the Difference					(2- tailed)
					Lower	Upper			
Pai r 1	Post- test_2 Pre-test	27.29 167	7.294 90	1.489 07	24.21130	30.37 203	18.3 28	23	.000

In order to prove that the improvement of students' English vocabulary is significant, by using SPSS. Table 11 reveals that the t-count is 18.328 with the significant sig. (2-tailed) 0.000. Whereas the t-table with the significant level 0.025 (α 5% : 2 = 2,5%) and degrees of freedom (df) = n-1 or 24-1 = 23 is 2.068. Since t-count (18.328) > t-table (2.068), it suggested that there was a significant difference between the score of Pre-test and post-test in cycle II. The students' paired-samples t-test above disclose that the use of TGT technique significantly improve the students' English vocabulary. Therefore, the action hypothesis "If the TGT technique is used in English lessons to teach the seventh grade students of SMP 1 PSKD Jakarta, the students' English vocabulary will significantly improve" is accepted.

Discussion

Based on identification of problem, it was known that the students' English vocabulary of seventh grader at SMP 1 PSKD Jakarta was low. It was showed from the mean score of pre-test was 55,94 points in fair category. There were 12,5% of the students who reached the minimum achievement standard. The data also indicated that students gave positive response in learning vocabulary through the improvement in each meeting.
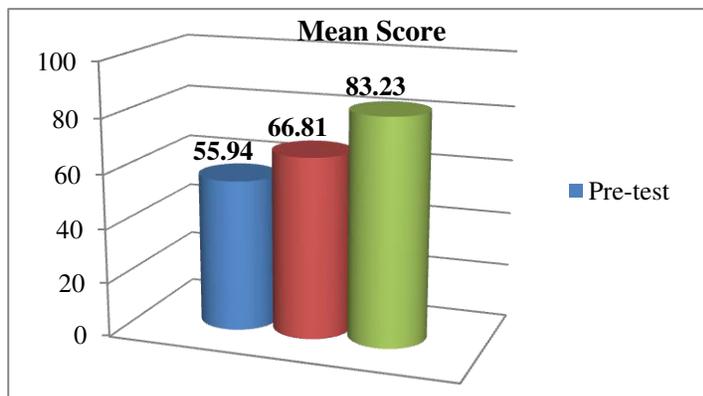
Figure 1. Grand Mean of Students' Progressing through TGT Technique in Pre-test to Post-test in Cycle 2

From the chart 2, the grand mean showed of the pre-test was 55,94 points, the post-test in cycle 1 was 66,81 points and the post-test in cycle 2 was 83,23. The improvement of pre-test, post-test of cycle 1, and Post-test of cycle 2 showed clearly from the chart above. In chart 2, it described that: first, the mean score of pre-test that obtained by the students was 55,94 points. It was showed that the students' English vocabulary was low. Second, the mean score which obtained by the students after the researcher implemented the TGT technique was 66,81 points.

The mean score that obtained by the students in cycle 1 was comparatively higher than the mean score score on the pre-test. Third, the mean scores of the post-test in cycle 2 after the researcher created the new game, new system, and used the time more effective was 83,23 points. This mean score showed that post-test in cycle 2 was comparatively much higher than the mean score of the post-test in cycle 1. The result of the post-test in each cycle distinctly showed that there was improvement concerning the students' English vocabulary which it improved from the fair category to very good category.

The present classroom action study dealt with teaching vocabulary using TGT technique to the seventh graders of SMP 1 PSKD Jakarta. After researcher analyzed the data, it was known that the students' test score kept on improving. The using of TGT technique can improve the students' English vocabulary can proved by the score improvement percentage as followed; the mean score of pre-test was 55,94 points, the mean score of post test in cycle 1 was 66,81 points, and the mean of post-test 2 was 83,23 points. The percentages as followed; there were 37,5% the percentage of improvement on pre-test to post-test cycle 1, there were 37,5% the percentage of

improvement on post-test in cycle 1 to post-test cycle 2. The total improvement on students' score from pre-test to the post-test cycle 2 was 75%. The supported data in quantitative data is using paired-samples T test between Pre-test and Post-test in cycle 2, which shows that t-count (18.328) > t-table (2.068). It means that there was a significant difference between the score of Pre-test and post-test in cycle II. From the results of quantitative data (pre-test's score, post-test's score, and paired-samples T test) can be conclude that TGT technique successful can improve the student's English vocabulary, and it was a significant improvement.

The major finding of this classroom action research was supported by the qualitative data which obtained from the questionnaire, open ended question sheets, observation sheets and researcher's diary note. All of the qualitative data indicated that there were positive response toward students' attitude and students' interest in learning vocabulary using TGT as it showed in teaching and learning process.

Based on the descriptions above, the researcher concluded that there was positive significant improvement of the students' vocabulary due to the implementation of TGT technique in learning process. It was not only toward the improvement of students' score but also to the students' attitude. It was also in line with Devrise (1974) who found the advantages of using TGT technique, e.g improving students' attitudes and creating students peer tutoring.

There are some recommendations recommended by the researcher according to the result of the research finding which could be offered: To the English teacher, TGT technique is recommended to be used as one of teaching techniques to improve the students' English vocabulary; other researchers are hoped to do better research using technique which had been applied by the researcher. And it is also expected that TGT technique can be applied in teaching vocabulary; the institution of SMP 1 PSKD Jakarta is suggested to improve the quantity of teaching and learning facilities such as other relevant text books related to vocabulary or other skills which can be used as students' references. In addition, it is also hoped to provide some devices which are needed in learning vocabulary process.

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