



# Enhancing Students' Vocabulary Skill Through Team Game Tournament Strategy In University

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**Abstrak:** This study focuses on enhancing vocabulary skills in STITMA Blitar for students through the Team Game Tournament (TGT) strategy. It is a classroom management technique in which students are placed in mixed ability teams to compete in a game based style of learning. The purpose of it is to create an effective classroom environment. The mayor of problem is the insufficient vocabulary proficiency that impacts students' communication abilities. Based on that problem, the researcher conducted a class action research through Team Game Tournament (TGT) strategy by students work in heterogeneous teams to learn content,

prepare together, and then compete in structured "tournaments" with members of other teams to earn points for their team to enhance their vocabulary. The researcher concluded that the vocabulary test of pair of the students increased from 63.00 in the Cycle 1 to 76.50 in Cycle 2. It shown by the improvement of students' vocabulary test in group, shown that the students' mean score was 72.00 in the Cycle 1 and increased to be 81.00 in the Cycle 2. The results revealed a significant boost in vocabulary skills, with many students indicating that the learning experience was enjoyable and effective. This approach successfully encouraged motivation and collaboration, and creating more interactive and engaging educational atmosphere.

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## INTRODUCTION

Vocabulary plays a very important role in developing four language skills (writing, reading, listening and speaking). Vocabulary is an essential modal to develop the language skills because the students must be able to memorize simple word, phrase and sentence. It shows that the vocabulary is important element of language In communication. Nunan stated in Rivers (1981:125) that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use structure and function we may have learned for comprehensible communication. English as the language taught in the first grade students at STITMA Blitar faces a serious difficulty in solving the lack of vocabulary mastery. based on the researcher's observation during the preliminary study conducted in the first grade students especially A class at STITMA Blitar, the students' English ability was still unsatisfying especially understanding the meaning or words. They were still passive and unmotivated to study English so it was supported by the result of the pretest that had been done before the research.

According to the researcher's observation as a lecturer, there were some problems concerning with the inability of the students to understanding English. Those problems were that (a) the students' English skill was low, (b) the students were lack of understanding English, (c) they couldn't speak English fluently, (d) they often made mistake to make correct sentences. Related to the students' poor English skill, the researcher found that students find it difficult to express and to respond something written and spoken in English even in a simple expression. Furthermore, the students do not have self-confidence to express their ideas because they are afraid of making mistakes. They do not have enough English grammar and vocabularies. The last problem refers to the monotonous teaching style. Sometimes theory of teaching is



different from the reality in the classroom. It concerns with facilities of the class and dedication of the lecturer to apply an ideal method of teaching. The lecturer usually uses monotonous style of teaching, the lecturer just writes vocabularies in the blackboard without using the interesting media. Here the students memorize the vocabularies without understanding the meaning of what they say.

Based on some problem above, the researcher want to develop the students' vocabularies achievement by using games with assumption that by using games by students' vocabularies achievement will be improved, since it provides them chance to master ion language. Moreover, the students do not feel under pressure because the atmosphere of games implementation can be arranged as natural as possible in the form of pair works or group works. The games can encourage the passive students to participate in their works. In the evolving field of English language teaching, numerous scholars have dedicated their work to exploring effective strategies for enhancing vocabulary acquisition and fostering student engagement. Nation (2021) takes a focused approach to vocabulary instruction specifically for ESL and EFL learners, providing a comprehensive framework that emphasizes the importance of both extensive and intensive vocabulary learning strategies.

Dornyei and Ushioda (2021) meticulously examine the critical role of motivation in language learning, positing that intrinsic motivation significantly influences students' willingness to engage and persist in their studies. Harmer (2020) offers practical approaches to teaching English, arguing that understanding pedagogical principles not only assists teachers in delivering content effectively but also empowers students by giving them the tools to take ownership of their learning. This perspective aligns with Thornbury's (2022) advocates for dynamic vocabulary instruction, suggesting that educators incorporate games, visuals, and real-life applications to enhance learning.

The researcher assumed that the use of Team Game Tournament technique would be able to help lecturer in enhancing the students' vocabulary mastery in teaching process and to make the students more interested in studying English, so that they can absorb the vocabulary more easily and add their interest in class activities. The Teams Games Tournament (TGT) model is a type of cooperative learning that integrates team work, academic games, and structured tournaments to enhance students' motivation and learning achievement. This model emphasizes both individual accountability and group cooperation, as individual performance contributes to the overall team score (Slavin, 2014). From the perspective of cooperative learning theory, TGT aligns with the framework proposed by Johnson and Johnson, who state that effective cooperative learning must include five essential elements: positive interdependence, individual accountability, promotive face-to-face interaction, interpersonal skills, and group processing (Johnson & Johnson, 2017). The purpose of team game tournaments is to create an effective classroom environment in which students are actively involved in the teaching process and are consistently receiving encouragement for successful performance. Team game tournament is more fun and interesting if the lecturer uses visual media for game tournament such as; deck of cards, review questions, review answers, tall sheet, and reward. This activity will be fun for students in helping them prepare for a future test. Furthermore, students are able to demonstrate good sportsmanship within team game tournaments.

According to Slavin (2014), the implementation of the Teams Games Tournament model consists of five main stages: class presentation, team formation, academic games, tournament, and team recognition. These stages are designed to ensure active student participation, promote healthy academic competition, and strengthen collaboration among learners. The alternative visual medium can be used in presenting TGT strategy in teaching vocabulary are first, Deck of cards with the lecturer can make deck of cards by his or herself. Deck of card used to show the question to the team that will be play the game. Second, Review Questions give Review question likes list question in deck of card. It used to check the true or false the question. Third, Review Answers is list correct answer in deck of card. It is likes key answers. Fourth, Tally Sheet is we will



be more easily to calculate the score from each team or group. Besides, tally sheet can be made from paper or we can write in the blackboard. Last, Reward is The team that wins the tournament gets a reward. For example stickers, extra time to play outside etc. using reward the lecturer can motivate the student to get score and the students will be more active in class activities. So the student did not feel bored.

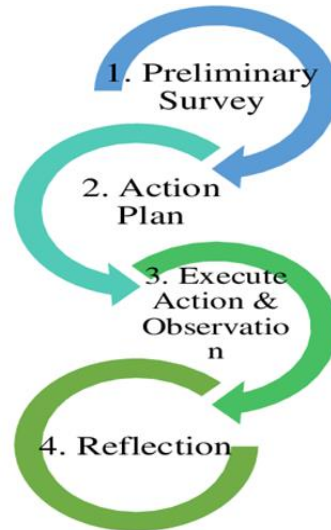
Recent research has emphasized the effectiveness of various methods in enhancing vocabulary mastery among students. For instance, Julianto, Fatkurochman, and Rasuki (2024) investigated the Team Games Tournament (TGT) method, revealing significant improvements in vocabulary acquisition among junior high students. Similarly, Ramadhani, Tirtanawat, and Prastiwi (2024) found that implementing the TGT learning model improved memory skills in vocabulary teaching, further supporting the use of interactive strategies in language learning. An experimental study conducted by Mulyoto (1998) to the first year students of SMP Negeri 1 Kediri on the effect of language games on students' vocabulary. The researcher entitled "*Improving Students' Vocabulary Mastery through Language Games to the First Year Students at SMP Negeri 1 Kediri*" had statement of problem on how can language games improve students' vocabulary mastery to the first year students at SMP Negeri 1 Kediri. The result of his study produces several conclusions, namely: (1) The teaching of vocabulary using language games drastically increases the students' vocabulary, (2) the vocabulary teaching using traditional techniques increases the students' vocabulary less drastically compared to the vocabulary teaching using language games.

The conclusion lead to the need of conducting this present classroom action research as the follow up study in order to see how vocabulary teaching using language games, to be more specific Team Game Tournament, can enhance the vocabulary mastery in the first grade students at STITMA Blitar. The team game tournaments structure encourages competition and cooperation in a way that promotes peer team rewards for academic achievement.

## METHOD

The design of this study is classroom action research (CAR). Kemmis and Taggart (2020) provide an insightful examination of action research as a transformation tool in educational practice. They explain that "action research is a way of systematically investigating and improving educational practices," which allows educators to critically analyze their teaching methods in real-time. This process is rooted in practicality and reflection, emphasizing the necessity for teachers to engage in "cycles of planning, acting, observing, and reflecting." Each cycle empowers educators to implement specific strategies, observe their effects, and refine their approaches based on what they learn. This process not only enhances teaching effectiveness but also significantly contributes to student learning, creating a dynamic educational environment where improvement is continuous.

This research was conducted at STITMA Blitar. This University where the researcher has been teaching so this place was chosen as the setting of the study and the subject of this study was the first grade students. There were 20 students at A class as sample. This research was conducted through some steps: (1) identification of the problem, (2) planning in action, (3) implementation of action, (4) observation and evaluation, (5) analysis and reflection. The research was held from October to December 2013. The researcher constructed this study for two cycles. It was observed and evaluated to research the success and the failure of the action. Here, the research will end, continue or revise to next cycle based on the criteria of success. In this classroom action research, the researcher used the spiral model as suggested by Kemmis and Taggart (1988) with the spiral step as follows:



**Figure 1. Procedures of CAR Adopted by Kemmis and Taggart (1988)**

In implementing the plan, the researcher and her collaborator were situated differently to hold divergent research activities. The research collaborator was positioned as the observer. Meanwhile, the researcher as the lecturer taught vocabulary to the first grade students at STITMA Blitar using the Team Game Tournament strategy. To conduct the teaching, the teacher did same activities, which were divided into three main phases pre-activity, main-activity, and post-activity. The pre-activity covered greeting to the students and checking the students' attendance, explaining the objectives of the lesson and asking some questions to lead the students to the topic. Meanwhile, the main activity covered giving clear instruction on how to work with the game used in team tournament, distributing the puzzle game to the students, giving modeling with the students, asking the students to do the tasks, monitoring the students' activities, collecting the students' works for evaluation, and discussing the students answers together with the class. Finally, the post-activity covered summarizing the material and giving quiz to the students. The guidelines of applying these games using TGT Strategy in teaching vocabulary was presented in table 1.

**Table 1. Team Game Tournament Teaching Guidelines**

No	lecturer's Activities	Students' Activities
1	Lecturer explains about the objective of TGT	The students listen to the lecturer's explanation
2	Lecturer gives clear instruction on how to play the puzzle and jumbled letter	Students ask question for clarification
3	Lecturer distributes the worksheet to the students and give modeling	Students practice the jumbled letter and puzzle with the teacher
4	Lecturer asks the students to work individually, in pairs or in groups, depending and the rules of the game	Students work in individual, pairs, and group
5	Lecturer walks around the class to monitor the students' activities	Students ask for help if necessary
6	Lecturer collects the students; work to be evaluated	Students submit their works
7	Lecturer checks the students' answer with the class	Students ask question for clarification
8	Lecturer determines the winner of the game	Students notice the teacher's notes
9	Lecturer gives quiz to the students	Students do the quiz



There were two kinds of data used in this study qualitative and quantitative data. The qualitative data was taken from the result of the observation checklist and field notes. Meanwhile, the quantitative data was taken from the results of the pretest and post test given at the end of each cycle and the questionnaire. The data taken from questionnaire was presented in the form of score in which its frequency was calculated to obtain the percentage. The data taken from the result of the tests were presented in tables and from the questionnaire were calculated in percentage using quantitative data analysis as follows:

**Table 2. Formula of Degree Mastery**

$$\text{Degree of Mastery} = \frac{\text{Number of Correct Item}}{\text{Number of Items}} \times 100\%$$

**Table 3. Formula of Mean Score (Adopted from Best, 1981)**

M : Mean Score  
 x : Total Score entered  
 N : Number of students

$$M = \frac{\sum x}{N}$$

Furthermore, to collect the data needed in this study, the researcher developed some research instruments namely: tests, observation checklist, a questionnaire, and field notes.

**Result and Discussion**

The data presented were derived from two major sources, namely: (1) findings of Cycle 1, and (2) Findings of Cycle 2, (3) Summary of Students' Score of Cycle 1 and Cycle 2. Besides, the data obtained from the students' questionnaire is also presented at the end part. This classroom action research was accomplished in six meeting with two cycle. Each cycles consisted of three meetings. The result of the students' product assessment showed that before the action was implemented, the average score of the students in the pretest was 61.00. This score was lower than the minimum mean score prescribed (70.00) for the criteria of success of this research. However, the improvement of the strategy was followed by the increase of the students' achievement in every cycle, that was 67.75 in cycle 1 and 79.75 in cycle 2. The students' average score gained in every cycle and their vocabulary was presented in table 4 and table 5 for the students' achievement in group and pair work.

**Table 4. Students Average Score in Individuals Work**

No	Test	Achievement	Remark
1	Pre test	61.00	The minimum means score prescribed = 70.00
2	Post-test in cycle I	67.75	
3	Post-test in cycle II	79.75	
4	Vocabulary test of 100 target work	77-93	The minimum target word prescribed =75

**Table 5. Students Average Score in Group and Pair Work**

No	Test	Pair work	Group work	Remark
1	Cycle I	63.0	72.00	- Group work for jumbled letters
2	Cycle II	76.50	81.00	- Group work for crossword puzzle



Based on the result of the analysis both the teaching-learning process and students' learning result in cycle 2, it was shown that the students made an improvement in learning vocabulary implementing TGT using "jumbled letter" and "instructional puzzle". This improvement could be studied from some indicators of success achieved. First, the obtained mean score 79.75 was higher than the minimum mean score 70.00. This means that the first predetermined criteria of success of the research were fulfilled. Second, the vocabulary gained, which ranged 77-93, signed the achievement of the second criteria. The students can gain at least 75 out of 100 target words prescribed. The last, the criteria of success.

The researcher was carried out in three systematic phases – pre, whilst, and post activity. The pre activity was stated to be the introduction phase. In this phase, the students were given modeling first before they practiced the game. Meanwhile, the main activity was stated to be the application phase. In this case, the students were provided with a wider chance to practice team game tournament under the lecturer's control. Finally, the past activity was determined to be the evaluation phase. Besides, the lecturer also summarized the main points of the presented material before the lesson ended.

On the basis of the achievement of cycle 2, it was decided that the next cycle was not needed anymore because all of the criteria of success of the research had been fulfilled and the problems encountered in cycle 1 were solve in this cycle. The finding of the research shown that one of vocabulary learning using the strategy of Team Game Tournament could improve the students' vocabulary mastery. This could be seen from the result of the analysis of process and product assessment done throughout the research. In the evaluation, it was noted that at the early stage of the research, the students were weak in vocabulary learning especially in achieving the specific instructional objectives set up in the two models of Team game Tournament employed within the two cycles of the research. The most common errors produced by the students when they classified word according to their types and, meanings, word use in sentence, and words spelling or pronunciation. This implies that error correction train the students to be strategic in using word in context. The theoretically, the improvement was achieved because the students had been treated with team game tournament strategy mentioned above, the students make progress in their vocabulary learning with model applied. This can be seen from the mean score gained by the students in groups with improve from cycle 1 to cycle 2.

The result of the students' questionnaire about their response to the use of team game tournament in learning vocabulary indicates that such vocabulary learning model brings good impact to the students in some aspects which are The students had high motivation in learning vocabulary with the employed Team Game Tournament because promoting work group and pairs work in which the students could learn from one another by sharing ideas among the members such as The students had a good understanding on a word meaning, students felt it easier to learn new word using language games because they were free to construct any words jumbled letters given to develop more words that they were new, the students were contented to learn vocabulary using team game tournament strategy, since they provide a chance to practice their vocabulary in oral or written English by performing a conversation to accomplish the instruction, the students were well motivated to accomplish the vocabulary task using TGT strategy since they had high inquiry to know the end result of a game. Related to the facts above, it can be concluded that students have positive response toward the use of team game tournament. The positive responses were given by the students in games so provide more enjoyable learning atmosphere and to increase the students' learning achievement

### **Conclusion**

The implementation of Team Game Tournament (TGT) by the using three phase techniques namely pre activity, whilst activity, and post activity. The improvement of the students in mastering vocabulary was shown by the students' mean score in each cycle. Besides, the researcher provided research instrument used in getting the data during the



implementation of Team Game Tournament in this research including observation checklist and field notes. The vocabulary test of pair of the students increased from 63.00 in the Cycle 1 to 76.50 in Cycle 2. It shown by the improvement of students' vocabulary test in group, shown that the students' mean score was 72.00 in the Cycle 1 and increased to be 81.00 in the Cycle 2. In this result, it shows that the students' vocabulary mastery of the first year students at STITMA Blitar enhancing through the implementation of Team Game Tournament strategy in learning process.

English lecturer also suggested socializing this vocabulary teaching model through lecturer's forum such as; workshop, seminar, English training, etc. Learning vocabulary need special effort from the learner to find an appropriate technique in order to learn it independently. For this purpose, the students are recommended to use the two models of word games applied in this study by finding more sources reviewing on them and practicing them outside the class hour with friends because the procedure of the games are simple and easy to follow. Besides, the future researcher This study is an action research in which the result cannot be generalized. It is advisable that future researchers to carry out an experimental study of this vocabulary learning model at the same level at which this research is conducted or even at a higher one to verify or to strengthen the present result so that they are applicable for more classroom setting.

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