Advances in Social Science, Education and Humanities Research, volume 481
3rd International Conference on Education, Science, and Technology (ICEST 2019)

The Influence of Teams Games Tournament (TGT) Model in Mastery of German Language Vocabulary

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ABSTRACT
This study aims to (1) describe the mastery of the vocabulary of the German language in students by using the learning lecturer variation model, (2) describe students German vocabulary who studied by using the learning model Teams Games Tournament, (3) determine the significant difference between students that use Teams Games Tournament learning model and students who are taught using lecturer variation model. This research used a quasi-experimental design with non-equivalent control group design forms and analyzed using a t-test. The population was class X IPA at SMAN 11 Makassar, totaling 252 students. The sample was selected using random sampling techniques. Class X IPA 1 includes 33 students as an experimental class and class X IPA 3 which includes 33 students as the control class. The results of the data analysis showed that the t-count > t table is 3.27> 1,999. It can be concluded that there are significant differences between students that learned German vocabulary by using the learning model Teams Games Tournament and students be taught using the lecture learning model varies.

Keywords: *Vocabulary German (Wortschatz), Teams-Games-Tournament (TGT), learning model*

1. INTRODUCTION

The German language includes four competencies, namely: Horen (hearing), sprechen (speaking), Lesen (reading), and schreiben (writing). Besides the four competencies, there are two capabilities: the ability of Grammar (Grammatik) and vocabulary (Wortschatz). Mastery of a foreign language is required to cooperate with the international community with adequate vocabulary capability. The learning model Teams-Games-Tournament (TGT) is a model that implements elements of vocabulary games and tournaments in the learning process, so it will create a class with good quality and character. It also will create a solid team effort to do the best for their group [1], [2].

In the learning process, the use and application of models or methods are very important. Similarly, learning the German language requires not only an appropriate learning model or method but also fun in the learning process to assist students in understanding the information or lessons delivered in the classroom. Learning is not done just by sitting and listening to what the teacher delivered in the class but also it is required to be practiced in everyday life. By these, it is expected that the knowledge gained can be beneficial and help to master the language. One model of learning that can be applied is a learning model Teams Games Tournament (TGT).

TGT learning model is one type of cooperative learning which consists of 5 to 6 students who have a different ability, gender, and syllable or race [3]–[5]. Meanwhile, according to [6], [7], In TGT, students play a game with other team members to obtain scores for their respective teams. The game can be arranged by the teacher in the form of a quiz consisted of questions that are related to learning materials. The learning model TGT (Teams Games Tournament) focuses on the activities of several groups that will conduct the tournament, and each member of the group had the opportunity to be a representative of the group and answer quizzes or questions that have been prepared by the teacher. In this activity, students should try to win the game by achieving the highest score or value for the group. At the end of the activities, the value of each member of the group will be summed. The group that received the highest score will be given a gift of appreciation.

2. RESEARCH METHOD

This study consisted of two variables, independent variables, and the dependent variable. TGT was learning model application as the independent variable (X), while

the vocabulary as the dependent variable (Y). The research design was quasi-experimental with a non-equivalent control group form. This study involved two groups: the experimental class that uses the TGT learning model in the German language vocabulary mastery and control classes taught using varied lectures in German language vocabulary learning. The population of this research is class XI IPA at SMAN (senior high schools) 11 Makassar, totaling 252 students. The sample was selected using random sampling techniques. Class X IPA 1 has 33 students as an experimental class and class X IPA 3 which includes 33 students as the control class. The collection of data obtained was analyzed using inferential statistical analysis to examine the research hypothesis by using a t-test. First, data were tested for normality and homogeneity. Before determining the data normality test, homogeneity and hypothesis testing should first determine the value of the average (mean), standard deviation, and variance.

3. RESULT AND DISCUSSION

This study begins with the provision of a pre-test in the form of a written test that was conducted in the two classes which were used to determine students' vocabulary mastery. Of the 33 students in class X IPA 1 as the experimental class, the average (mean) of learning outcomes of students is 65. The highest value is 76 and the lowest score is 50. If the test results, experimental vocabulary classes are grouped into 5 categories, the obtained distribution frequencies and percentages were presented as follows.

Table 1. Distribution of frequency and percentage of the value of the pre-test experimental class

Interval Scores	Ability Level	Frequency	Percentage (%)
90-100	Very High	0	0.00%
80-89	High	0	0.00%
70-79	Moderate	10	30.30%
40-69	Low	23	69.70%
0-39	Very Low	0	0.00%
Total		33	100%

Based on Table 1, it can be drawn that the acquisition value for the above classification shows that no student (0%) who attained a very high value in the group has a score of 90-100. No students obtained high values between 80-89 (0%). 10 students achieved a score of between 70-79 or 30.3% of the total. Most of the students who are about 23 people have a score between 40-69 or 69.7%, and no students scored on the very low scores group which are less than 39. On the other hand, 33 students of class X IPA 3 as the control class, obtained an average (mean) of learning outcomes of students between 46 and 73. If the test results vocabulary control class are grouped into 5 categories, the obtained distribution frequencies, and percentages as follows in Table 2.

Table 2. Distribution of frequency and percentage of pre-test value control class

Interval Scores	Ability Level	Frequency	Percentage (%)
90-100	Very High	0	0.0%
80-89	High	0	0.0%
70-79	Moderate	8	24.24%
40-69	Low	25	75.76%
0-39	Very Low	0	0.0%
Total		33	100%

Based on Table 2, it can be seen that the acquisition value for the above classification shows that no one has attained a very high and high value in the group (score of 90-100 and 80-89). 8 students scored 70-79 was or 24.24%. Most of the students (25 people) had a low score between 40-69 or 75.76%, and no student is acquiring a very low value in the group who had a score of less than 39.

After the experimental class (X IPA 1) is treated (use of Textbook-based learning model TGT) and in the control group (X IPA 3) taught using the lecture method as much as 4 times the meeting, the two classes were given post-test to see the level of vocabulary mastery after the lesson. Of the 33 students in the experimental class, data showed that the value of the average (mean) of learning outcomes of students is 80 of the 93 highest value and the lowest value of 66. If the results of the post-test vocabulary experimental class students are grouped into 5 categories, the obtained frequency distribution, and percentages as follows in Table 3.

Table 3. Frequency and Percentage Distribution of Post Test Value Class Experiments

Interval Scores	Ability Level	Frequency	Percentage (%)
90-100	Very High	5	15.2%
80-89	High	14	42.4%
70-79	Moderate	11	33.3%
40-69	Low	3	9.1%
0-39	Very Low	0	0.0%
Total		33	100%

Table 3 showed that in the very high category group (score of 90-100), there were 5 students or 15.2%. The second higher group has a value between 80-89 were 14 students or 42.2%. 11 students had scores between 70-79 or 33.3%, 3 students have a low score of between 40-69 students (9.1%), and no student in the group is very low scores under 39. Similarly, 33 students in the control class data showed that the average value (mean) of 74 students is the highest value of 86 and the lowest value of

60. If the results of the post-test vocabulary control class are grouped into 5 categories, the obtained frequency distribution, and percentages as follows in Table 4.

Table 4. Frequency and Percentage Distribution of Post-Test Value Class Control

Interval Scores	Ability Level	Frequency	Percentage (%)
90-100	Very High	0	0.0%
80-89	High	8	24.24%
70-79	Moderate	16	48.49%
40-69	Low	9	27.27%
0-39	Very Low	0	0.0%
Total		33	100%

Table 4 shows that most of the students (48.49%) obtained score between 70-79 that can be categorized as moderate.No student gained score in both very high and very low category. 8 and 9 students got a score in high (80 – 89) and low (40 – 69) respectively. Based on the results of descriptive statistical analysis of the data pre-test and post-test experimental class above clearly shows an increase in students learning vocabulary by using Textbook based learning model Teams-Games-Tournaments (TGT). In this section, the results obtained from the analysis of research data on the implementation of Textbook TGT learning model-based vocabulary in learning German in class X SMA 11 Makassar were discussed. From the results, it is clear that the students' score using the TGT learning model is higher than the group of students who did not use the Textbook TGT learning model. In this study, learning is conducted in four meetings. Each class was given a pre-test to obtain data about students' competence before treatment is done. In the experimental class, students are taught to use the textbook vocabulary TGT-based learning model, while the control class was taught by the lecture method.

Pre-test results showed that the average score of vocabulary class X IPA 1 as an experimental class is 65 and vocabulary class X IPA35 as the control class is 60. Both classes scores are still in the low category, which is between 40-69. The normality test for the pre-test data in the two classes showed that the chi-square value is smaller than the chi-squared table. They are 5, 86 <11.070 and 4.59 <11.070) respectively. It means that the pre-test data distribution was declared normal. In this research, the null hypothesis stated that TGT learning models do not have an influence on the improvement of German language vocabulary (*Wortschatz*) for students in class X IPA at SMAN 11. As the chi-square value is smaller then this null hypothesis is rejected. Consequently, the alternative hypotheses (Ha) stating that there is an influence of learning model Teams-Games-Tournament (TGT) to the mastery of German language vocabulary (*Wortschatz*) in the class is accepted.

In this research, the use of the Teams-Games-Tournament (TGT) learning model was compared to the one with varied lecture method. By using the first model, it showed that the response of students was very good. Students can express themselves, more focused, and relaxed in learning vocabulary by using their textbook compiled in the TGT learning model. In this analysis, data showed that the pre-test score in the experimental class was better than those in the control class. In the experiment class, the lowest score was 50 and the highest was 76 with an average value of 65. On the other hand, the lowest score in the control class was 46 and the highest was 73 with an average value of 60.

Based on the results of the post-test, it can be seen that by using the TGT learning model, it has a positive influence on learning vocabulary in the German language. This can be seen that the post-test score in the experimental class was better than those in the pre-test. The lowest value was 66, and the highest score was 93 with an average of 80. Similarly, the score in the control class also increased but still lower than those in the experimental class. The lowest score was 60 and the highest score remained 86 with the average value of 74. Thus, the mean value of the post-test experimental class is greater than the control class. The total number of students who obtained a better score also increased. Of the 33 samples in the class that used the TGT learning model, there were 5 students or 15.2% who attained grades between 90-100 and14 students, or 42.4% who attained a value between 80-89. Moreover, there were 11 or 33.3% of students who attained a value between 70 - 79, and only 3 or 9.1% of students attained a value between 40-69.

4. CONCLUSION

1. Learning outcomes of the German language class X IPA at SMAN 11 Makassar using model Teams-Games-Tournaments (TGT) considered adequate. The value obtained by the students has reached minimum mastery criteria which were set at 76 with the average obtained value of 80. In contrast to the class that used varied lecture method, the result showed that it was considered inadequate because the value obtained by the student has not reached the minimum criteria. In this control class, the students only achieved an average score of 74.
2. Using the TGT learning model has a positive effect on the students' learning outcome in class X SMA Negeri 11 Makassar which can be seen from the values obtained in the t-test. This is evident in the values that counted the t-value is greater than the t-table (3.27> 1,999).

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