

PROBING HOW FLASHCARDS AND TEAMS GAMES TOURNAMENT BOOST EFL LEARNERS' VOCABULARY

by Siti Aimah

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Abstract:

This current study investigates the implementation of flashcards and the Teams Games Tournament (TGT) to enhance students' vocabulary mastery. The participants were SDIT Nurul Hidayah Cigedog Brebes, fourth graders in the academic year 2021-2022. In addition, thirty-three students were the subjects of the study. This study employed Classroom Action Research. Instruments included a pre-test, a post-test, a questionnaire, and an observation. Besides using the normality test, descriptive statistics and paired sample T-test were utilized to analyze the data. In cycle I, the pre-test average was 72.12, and the post-test average was 82.03. In cycle II, the pre-test and post-test standards increased from 85.67 to 93.061. The cycle I mean was more significant than the cycle II mean. The "Paired Samples T-test" indicated that the cycle II result is higher than the cycle I result. Besides, the responses of students were positively received. The results of the observation sheet indicated that the students conducted teaching and learning activities effectively. Therefore, the implementation of flashcards and TGT is successful in enhancing students' vocabulary mastery.

Keywords: vocabulary, flashcards, teams games tournament, EFL Learners

INTRODUCTION

Vocabulary is crucial for English mastery as a precondition for enhancing listening, speaking, reading, and writing skills. A student's proficiency in speaking, listening, reading, and writing improves due to acquiring foreign language vocabulary (Rohmatillah, 2014). Before mastering English skills, one must first develop vocabulary, as it is the most crucial language component.

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Understanding vocabulary at the primary school level is vital for introducing vocabulary at a young age so that students' English mastery will be more structured and durable. Teachers of English provide students with an increasing vocabulary based on their level to increase their English proficiency.

Vocabulary is crucial to the teaching of the English language. Therefore, students with insufficient vocabulary cannot comprehend others or express themselves. According to (Alfaki, 2015), the sentences that may be communicated without grammar and vocabulary are pretty limited. Therefore, it demonstrates the significance of mastering vocabulary as the foundation for sharing our views. Instinctively, students recognize the importance of vocabulary for language acquisition (Wang, 2013)(Lee & Kwon, 2014); (Lin et al., 2018); (Yang et al., 2019); (Chien, 2020); (Kang, 2020); (Maswana & Yamada, 2021); (Sun et al., 2022)). (Yaacob et al., 2019) suggest that learners carry dictionaries rather than grammar books. As a result, it may be deduced that understanding vocabulary is more significant than experiencing grammar since, in English instruction, vocabulary assists students in comprehending and communicating with others.

Based on pre-observation at *SDIT Nurul Hidayah Cigedog Brebes*, EFL learners had particular difficulties with vocabulary acquisition. It begins with students' pronunciation errors due to variances in pronunciation and letter arrangement (spelling) of numerous English words. Second is the lack of language comprehension among students. The student's vocabulary was easy to memorize but easy to forget. Third, English learning boredom among learners.

Consequently, unique and imaginative learning is necessary to pique their attention in vocabulary class. However, these issues impede kids' ability to acquire different vocabulary and must be resolved immediately. If it can be fixed, it will positively affect students' vocabulary knowledge, which is the foundation for further English proficiency.

Based on these issues, proper media and approaches are required for teaching young learners vocabulary. Teachers can push their learners to learn English vocabulary more effectively and efficiently by engaging and scaffolding activities and media with some strategic instructions (Agustiani et al., 2013). In addition, teaching young learners, particularly elementary school students, requires a style that combines learning with a play through appropriate tools and media (Agustiani et al., 2013). Flashcards are one of the mediums that can be employed. While the Teams Games Tournament is a proper application approach (TGT). Moreover, flashcards and TGT improve students' engagement, comprehension, and learning effectiveness.

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Previous research has demonstrated that it is possible to enhance learners' language skills is possible.

According to (ANDALAS, 2019), media flashcards effectively motivate students to improve their vocabulary knowledge. Flashcards are cards that must be visible to all class members, and it includes printed words or images. Flashcards are helpful for various purposes, including consolidating vocabulary, practicing structure and word commands, and playing multiple games (Farida et al., 2019). Through flashcards, young students will rapidly acquire a more excellent vocabulary.

Additionally, the Teams Games Tournament method is used to teach vocabulary. TGT is an interactive learning component that can motivate students to become more active. (Lestari, 2017) emphasizes that each TGT group consists of four to six members with diverse abilities, genders, and racial or ethnic backgrounds. Competition between teams is exciting and demanding. Each member strives to achieve the highest score possible. It naturally motivates students to answer all vocabulary-related questions correctly. Students will study the language more seriously to remember and comprehend it. The effort of the students encourages greater vocabulary mastery than before.

Based on previous research, this study tries to fill different gaps by combining flashcards and Team Games Tournament (TGT) to improve students' vocabulary mastery. Previous studies only utilized a single medium or method, such as flashcards or Teams Games Tournament. In addition, the subjects of my research differ from those of previous studies. I will research SDIT Nurul Hidayah Cigedog Brebes fourth-graders. I chose fourth grade because many students' vocabulary scores had not yet met the minimum criteria for completeness. The fourth grade is also transitioning from elementary to secondary school, so their vocabulary comprehension must be optimized.

Nonetheless, my research is similar to previous studies in that it applies classroom action research to using flashcards and TGT. The research will be conducted in multiple cycles and discontinued if the desired results are achieved. Moreover, the stages of TGT implementation are innovated with flashcards media so that the teaching and learning process varies not only in groups and tournaments between groups but also utilizes flashcards as an applicative learning medium and is effective.

The purpose of flashcards and TGT is to make it easier for learners to remember and differentiate English vocabulary to improve their proficiency. Although numerous studies have

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supported using flashcards and TGT for vocabulary acquisition, few studies have combined these two media and methods for young learners. Consequently, I conducted three research questions as follows.

1. How is implementing flashcards and Teams Games Tournament teaching students vocabulary mastery?
2. How does the effectiveness of teaching vocabulary mastery using flashcards and the Teams Games Tournament?
3. How are the students' responses in learning vocabulary using flashcards and the Teams Games Tournament?

METHOD

Design

This current study conducted Classroom Action Research. According to (Arikunto et al., 2015), a classroom action research cycle consists of four steps: (a) planning, (b) action (implementing), (c) observing, and (d) reflecting. This study was carried out at *SDIT Nurul Hidayah Cigedog Brebes*. This study tracked the previous CAR by some scholars (Bangun, 2018; Vayvey, 2010). However, we did it in two cycles only.

Participant

Fourth-grade learners were the subjects of this study. Further, the research was conducted in the fourth grade because they would need vocabulary teaching, media approaches, and methods appropriate to their cognitive stage.

Instrument

The study employed instruments such as observation, tests (pre-test and post-test), and questionnaires. According to the observation sheet given, qualitative data would be obtained. It was used to observe teachers' skills in teaching and students' activities. Besides, the researchers would compare the scores between the pre-test and post-test. It was used to identify the effectiveness of teaching vocabulary mastery using flashcards and the TGT. Meanwhile, the researchers used a questionnaire to get the data on students' responses to learning vocabulary mastery using flashcards and TGT.

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Data Collecting Technique

This study employed instruments to collect data: observation, test (pre-test and post-test), and questionnaire. The researchers observed the teacher's performance, classroom setting, and students' answers to flashcards and Teams Games Tournament during classroom action research. Lesson plans needed to be suitable for teaching and learning. This research also compared pre-and post-test scores, which evaluated EFL learners and the teaching-learning process. Moreover, the researchers distributed the questionnaire to the EFL learners. This questionnaire collected student answers regarding learning vocabulary mastery with flashcards and TGT, which consisted of 10 questions. The questionnaire is developed by Endang (2019). The researchers also used Marbun's questionnaire (2018).

Data Analysis Technique

In this research, the qualitative data analysis was conducted by observing students' activities during the teaching and learning process to answer the implementation of flashcards and Teams Games Tournament (TGT) teaching students vocabulary mastery. Meanwhile, the test result was analyzed using SPSS (Muijs, 2014). The finding was compared with the **final score** between **the pre-test and post-test** to answer the effectiveness of teaching vocabulary mastery using flashcards and the Teams Games Tournament. The questionnaire result was analyzed quantitatively using SPSS based on the mean and the percentages to answer the students' responses in learning vocabulary using flashcards and the Teams Games Tournament. On the other hand, the citing process employed a model of online citing sources called Mendeley cite (Turmudi, 2020).

RESULT AND DISCUSSION

There are three findings related to the research questions. The first finding discusses the implementation of flashcards and Team Games Tournaments by describing the two cycles and four steps of action research, such as planning, acting, observing, and reflecting. Each stage has a logical progression and supports the learning process, in which students and teachers play an essential part in developing student-centered learning-based learning. Students have responsibilities as learners who can discuss topics and be independent during the learning process, while teachers have roles as facilitators, tutors, and assessors in the classroom.

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The implementation of Flashcards and Teams Games Tournament in Teaching Students' Vocabulary Mastery

The current study employed classroom action research which is elaborated into two cycles and four steps; planning, acting, observing, and reflecting. A clear explanation can be seen further, and the result can be seen in the following findings.

1. Cycle 1

1.1.Planning

After prioritizing the most pressing issues that need to be addressed, the researchers did outline some potential solutions. Improving the students' existing vocabulary knowledge was the primary goal of the activities. The outcome of conversations held on January 3rd, 2022, with the English instructor for the fourth grade at *SDIT Nurul Hidayah Cigedog Brebes* led to the development of the cycle I action plan, which entailed teaching vocabulary through the use of flashcards and competing in team games.

1.2.Acting

During the first meeting on January 5th, precisely between the hours of 7:50 and 8:35 in the morning, the actions that make up cycle I were carried out (for 45 minutes). At the same time, a pre-test was administered in the first meeting, and a post-test was issued during the third meeting. In the meantime, vocabulary emerged in the discussion regarding the subtheme of things in the garden. During the scenario, the researchers played the role of the instructor. First, the researchers gained the students' apperception by inquiring about their experiences in the garden through the use of questions—several of the students who responded shared stories about their time spent in the park. In addition to that, the students discussed what they discovered there. After that, the researchers discussed the objectives of education and its many advantages. After that, the instruction and education activities continued, splitting the students into six groups.

The TGT consisted of three different levels. At the beginning of the competition, each team was given five other flashcards. Next, the students were given three minutes to read and comprehend the flashcards. After that, the instructor tasked each group with reciting and spelling out the vocabulary presented to them on the flashcards. Next, the instructor moved on to the second stage and gave each team another set of different flashcards. The students were instructed to comprehend flashcards for the next three minutes. In addition, the instructor gave

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each group the assignment of recording the vocabulary they had observed being written on the whiteboard. The final step involved the instructor quickly raising flashcards one at a time and displaying them to the class quickly. The next thing that happened was that the group leader quickly raised their hand to show that their team was prepared to respond. Then, one team member wrote the answer on the whiteboard for the group that was the first to raise their hand, and the other group member discussed how the phrase should be translated into Indonesian. The three teams with the highest scores were recognized after their participation in the Teams Games Tournament.

After that, the students sat in a circle according to their team to compete in Teams Games Tournament using flashcards media. TGT was divided into three stages. In the first stage, each team got five different flashcards, and the students were directed to understand the flashcards given with a time allocation of three minutes. Next, the teacher appointed each team to mention vocabulary they had seen on the flashcards and spell it out. Meanwhile, in the second stage, the teacher again distributed five flashcards to each team. Then, the students were directed to understand flashcards given for three minutes. Furthermore, the teacher appointed each group to write down the vocabulary they had seen on the whiteboard.

For the last stage, the teacher raised flashcards and showed them to the students in a short time. Next, the team leader quickly raised his/her hand to indicate that his/her team was ready to answer. For the team that raised the hand the fastest, one of the team members wrote the answer on the whiteboard, and the other member mentioned the translation in Indonesian. Furthermore, the scores and recognition obtained by each group are described in the table below.

Table 1. Team Recognition in Cycle I

Team	Score I	Score II	Score III	Total	Team Recognition
1	100	80	20	200	
2	100	80	-	180	
3	100	80	60	240	Amazing team (2 nd winner)
4	100	100	60	260	Spectacular team (1 st winner)
5	100	80	40	220	Excellent team (3 rd winner)
6	100	80	20	200	

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Based on Table 1, team four got the highest total score of 260, which became a spectacular team (1st winner). Then, the fantastic team (2nd winner) was won by team 3 with a total score of 240. While the excellent team (3rd winner) with a total score of 220 was won by team 5.

The observer observed how the students implemented the activities during the learning using Teams Games Tournament and flashcards in cycle I.

1.3.Observing

The observer watched the students as they participated in the activities, such as the Teams Games Tournament and the flashcards, that were a part of the learning cycle. Even though cycle I had been carried out following the action plans, a few areas still required further development. For example, the instructor was required to shuffle the players on the team, develop creative new ways to instruct the class, and supply apperception as a new method of practicing drills. Indicator 1 is the students' concern about the teacher's explanation. Indicator 2 is that the students understood the use of flashcards. Next, the students could work in groups to compete in a Team's Games Tournament (indicator 3). Whereas indicators 4 and 5, the students were attracted to learning vocabulary using flashcards and Teams Games Tournament. As seen in indicator 6, students could easily understand vocabulary using flashcards. Otherwise, the students could not easily understand the vocabulary through Teams Game Tournament (indicator 7). Then, the students sometimes asked the teacher if they still found difficulties (indicator 8). While indicator 9, the students were not actively responded to commands given by the teacher. For the last point, the students carried out the assignment well. The conclusion was that the "yes" criteria were filled in as much as 80%, and the "no" criteria were 20%.

As a result, it was essential to carry out additional actions during cycle II. By the end of cycle II, it was anticipated that the student's vocabulary mastery would be significantly higher than that of the cycle before it.

1.4.Reflecting

All in all, cycle 1, flashcards, and the Teams Games Tournament to teach vocabulary mastery successfully went according to plan. Despite this, there was still room for advancement in certain areas, and those advancements needed to be made to maximize the learners' progress in their vocabulary mastery. Students were able to compete in TGT through the use of flashcards. However, even with the assistance of TGT, the kids had difficulty comprehending

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the language. Additionally, students did not actively reply to the instructor's commands. Therefore, it was essential to carry out an additional step to achieve outcomes superior to cycle II. This current research was associated with (Farida et al., 2019)'s study that the implementation of cycle II had to enhance the failed aspects of cycle I. They were conducted to improve the unsuccessful elements in cycle I.

2. Cycle 2

A drilling method was added to the apperception phase for cycle II, as was a change in the composition of the teams that took part in the Teams Games Tournament and used flashcards. On January 6th, 2022, between 7.50 and 8.35 in the morning, the second phase of the experiment was completed. A pre-test was given during the fourth meeting, and a post-test was given on the same day. The topic of discussion in cycle II was similar to cycle I, which is about vocabulary in the sub-theme of things in the garden.

2.1.Planning

Initially, the researchers used the drill method to teach the students about apperception. Then, students were randomly selected to answer some vocabulary questions. After being prepared using the drill method, students responded more enthusiastically to the instruction, raising their spirits. After that, the learning objectives for the fifth meeting were explained. The students were divided into six teams, and the teaching and learning activities continued. In Cycle II, the teams were rearranged differently than in Cycle I. As a result of these changes, it was expected that the previous cycle's results would be better than they were in the last process.

2.2.Acting

The implementation of the actions in cycle II was conducted at the fifth meeting on January 6th, 2022. On the same date, a pre-test was conducted at the fourth meeting and a post-test at the sixth meeting. Meanwhile, the topic raised in cycle II was still the same as in cycle I (about vocabulary in the sub-theme of things in the garden).

The actions in cycle II were conducted from 07.50 to 08.35 a.m (for 45 minutes). At first, I gave the apperception to the students using the drill method. I gave some vocabulary questions to students randomly. The designated students must provide answers to translate the vocabulary into English. Most students responded actively and managed to give the correct answer. At the same time, only two students were still wrong in giving answers. Through the drill method, students responded more actively at the beginning of learning, raising their spirits.

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The Teams Games Tournament will begin with students using flashcards in a circle according to their assigned groups. Students were then given very detailed instructions. After that, the teams competed against one another to see who could raise the highest score. During the competition, each group was given five flashcards at the beginning. Within three minutes of receiving their flashcards, students were given the task of understanding what was written on each card. It was followed by each group having to recite and spell out the vocabulary they had learned in class using flashcards. Flashcards were also given to each team during this time for the second stage of the competition. Afterward, the students were given instructions on understanding flashcards for the next five minutes, which they promptly followed. Finally, each group was assigned to write down the vocabulary they had seen on the whiteboard.

The final step involved the instructor showing the students one flashcard at a time while quickly raising them above their heads. Next, each team's captain raised their hand to indicate their group was ready to answer the question. The team members who raised their hands first wrote the answer on a whiteboard, and the rest of the team discussed how the answer should be translated into Indonesian based on what they wrote. Finally, the three teams with the highest scores at the end of the Teams Games Tournament were honored.

For the last stage, the teacher showed the flashcards to the students individually and lifted them quickly. Then, each team leader quickly raised his/her hand to indicate that his/her team was ready to answer. For the team that raised the hand the fastest, one of the team members wrote the answer on the whiteboard, and the other mentioned the translation in Indonesian. Furthermore, the scores and recognition obtained by each group are described in Table 2.

Table 2. Team Recognition in Cycle II

Team	Score I	Score II	Score III	Total	Team Recognition
1	100	100	60	260	Spectacular team (1 st winner)
2	100	80	20	200	
3	100	80	20	200	
4	100	100	20	220	Excellent team (3 rd winner)
5	100	80	20	200	
6	100	800	60	240	Amazing team (2 nd winner)

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Based on Table 2, team 1 got the highest total score of 260, so that became the first winner (spectacular team). Next, the fantastic team (2nd winner) was won by team 6 with a total score of 240. While the excellent team (3rd winner) with a total score of 220 was won by team 4.

2.3 Observing

The observer observed how the students practiced their new skills through flashcards and team tournaments during the second cycle. The action can be stopped when cycle II is complete and no longer needs to continue. Several conclusions were obtained. Namely, the students were concerned about the teacher's explanation. Then, students understood using flashcards and could work in teams to play the Teams Games Tournament. Besides, students were interested in learning vocabulary using flashcards and Teams Games Tournament. Students also could easily understand vocabulary using flashcards and TGT. Besides, students sometimes asked the teacher if they still found difficulties. Students also actively responded to commands given by the teacher. Last, the students were able to do the task well.

The observer and researcher discussed the completion of the action in Cycle II and the subsequent observation of its effects. Until then, everything had been going according to plan, and as a result, it became a significant factor in ensuring the best possible outcome.

Finally, in cycle II, the successful adoption of flashcards and the Teams Games Tournament in teaching learners' vocabulary was carried out according to plan. The children were able to demonstrate more engaged and energetic replies. Students could work together effectively during TGT, facilitating the easy memorization of terminology. Students could do the ten indicators that were observed well. It means that the result of 100% for the "yes" criteria and 0% for the "no" criteria proved an improvement in the learning process through flashcards and TGT. The most crucial point was that students' understanding and mastering of vocabulary in the sub-theme of things in the garden also improved. In addition, the aggregate score for each group was higher by the end of cycle II than at the beginning. Additionally, the learners' ability to correctly enunciate language connected to things found in the garden was improving.

2.4 Reflecting

After implementing and observing the action in cycle II, the observer and I discussed reflecting on the results. Implementing teaching and learning using flashcards and Teams Games Tournament to improve the student's vocabulary mastery was successful as planned.

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The activity was better and more orderly than cycle I, and students could respond more actively. Besides, students could cooperate reasonably in teams, so each member's vocabulary understanding increased. The researchers concluded that the action could be stopped in cycle II, and there was no need to conduct cycle III. The action had been running optimally and as expected. It, of course, became an important thing that produced the maximum result.

Consequently, the implementation of flashcards and TGT in the instruction of learners' vocabulary could be terminated in cycle II, and it was not necessary to carry out cycle III and subsequent processes. It lends credence to the research conducted by (Rihanah & Sudiyono, 2020), which found that the implementation might be halted in cycle II if there was an increase over cycle I. Nevertheless, it was successful in reaching the goal. Moreover, the scaffolding activities in cycle I create a harmonizing and challenging learning process that has given other researchers new insight into how the action research process leads to vocabulary acquisition, especially in young learners.

The Effectiveness of Teaching Vocabulary Mastery Using Flashcards and Teams Games Tournament

In this research, the researchers conducted pre-test and post-test cycle I on January 5th, 2022. More precisely, the pre-test was held from 07.05 until 07.45. At the same time, the post-test was held from 08.40 until 09.20. The time allocation for the pre-test and post-test was forty minutes each. Of the students who participated in this activity, there were 33 students. To analyze the effectiveness of teaching vocabulary using flashcards and team game tournaments, the researchers used descriptive statistics and t-test analysis and described it in quantitative descriptive terms. The results of descriptive statistics can be seen in Table 3.

Table 3. Descriptive Statistic in Cycle I

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Cycle I	33	55	93	72.12	11.235
Post-Test Cycle I	33	64	98	82.03	9.050
Valid N (listwise)	33				

Based on Table 3 shows that N, or the numbers of data for each valid variable, was 33. From the 33 samples data in cycle I, the minimum score was 55 in the pre-test and 64 in the

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post-test. In contrast, the maximum score for the pre-test was 93 and 98 for the post-test. In cycle I, it was known that the mean score was 72.12 for the pre-test with a standard deviation of 11.235. The mean score in the post-test was 82.03, with a standard deviation of 9.050. The mean score was more significant than the standard deviation score. It could be concluded that the deviation of the data occurred was low, so the distribution of scores was evenly distributed.

After the pre-test and post-test, data were tested for normality using the Kolmogorov-Smirnov test, and it was known that the data results were usually distributed. Furthermore, the pre-test and post-test results would be tested using paired samples t-tests with the help of SPSS 26.0 software. This t-test is intended to test the research hypothesis.

Table 4. Paired Samples T-Test in Cycle I

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Test Cycle I - Post-Test Cycle I	-9.909	7.359	1.281	-12.518	-7.300	-7.736	32	.000

It was known that the t-count value for students' scores in cycle I was 7.736 with probability (Sig.) 0.000. Because the probability (Sig.) was $0.000 < 0.05$, so H_0 was rejected. There was a significant effect of vocabulary teaching with flashcards and the Teams Games Tournament on the fourth-grade students' scores at SDIT Nurul Hidayah Cigedog Brebes in cycle I. Based on the result of the data processing, there was a significant effect on students learning outcomes.

In cycle II, I gave pre-test and post-test the same as in cycle I. Twenty pre-test and post-test questions were divided into ten multiple-choice questions, five matching questions, five fill-in-the-gaps questions, and five jumbled word questions. I conducted pre-test and post-test cycle II on January 6th, 2022. More precisely, the pre-test was held from 07.05 until 07.45. Meanwhile, the post-test was held from 08.40 until 09.20 (for forty minutes). Then, the students

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who participated in this activity were 33 students. Further explanations regarding the results of descriptive statistics and t-test in cycle II are given below.

Table 5. Descriptive Statistics in Cycle II

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Cycle 2	33	68	100	85.67	8.253
Post Test Cycle 2	33	77.0	100.0	93.061	7.2497
Valid N (listwise)	33				

Table 5 shows that N, or the amount of data for each valid variable, was 33. The minimum score was 68 on the pre-test and 77 on the post-test. In addition, the maximum score of 100 in the pre-test and post-test. Furthermore, the mean score was 85.67 for the pre-test and 93.061 for the post-test. The standard deviation was 8.253 for pre-test data and 7.2497 for post-test data. It means that the mean score was more significant than the standard score (so that the deviation of the data that occurs was low, then the distribution of the scores was evenly distributed). Next, the results of the t-test can be seen in Table 6.

Table 6. Paired Sample T-Test in Cycle II

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 2	Pre-Test Cycle II - Post-Test Cycle II	-7.3939	5.3206	.9262	-9.2805	-5.5073	-7.983	32	.000

It was known that the t-count value for students' scores in cycle II was -7.983 with probability (Sig.) 0.000. Because the probability (Sig.) was $0.000 < 0.05$, then H_0 was rejected. There was a significant effect of vocabulary teaching with flashcards and Teams Games Tournaments on the results of fourth-grade students at SDIT Nurul Hidayah Cigedog Brebes.

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Based on the result of the data processing, there was a significant effect on students learning outcomes.

Overall, it indicates a considerable effect on the student's scores at *SDIT Nurul Hidayah Cigedog Brebes* in cycles one and two, especially on students' vocabulary mastery using flashcards and the Teams Games Tournament. According to the analysis of the gathered data, there was a discernible impact on the educational students' outcomes. This current result is correlated with some previous studies focusing on learning vocabulary (Wang, 2013)(Lee & Kwon, 2014); (Lin et al., 2018); (Yang et al., 2019); (Chien, 2020); (Kang, 2020); (Maswana & Yamada, 2021); (Sun et al., 2022)).

The Learners' Responses in Learning Vocabulary Using Flashcards and Teams Games Tournament

The learners' responses in learning vocabulary using flashcards and Teams Games Tournament The findings can be summarized using the first indicator, "I am interested in learning English vocabulary through flashcards and Teams Games Tournament." Twenty students had a moderate level of agreement with this statement, and 11 students agreed with it. I concluded that 93.9 percent of the student body concurred that they were interested in learning English through flashcards and the Teams Games Tournament.

The second indicator reads, "It is enjoyable to learn English vocabulary through flashcards and compete in team games." Twenty-one students agreed with this statement, and 11 students agreed with it. Therefore, I concluded that almost all students (97 percent) thought learning vocabulary through flashcards and TGT was enjoyable.

The third and last indicator is that "It is exciting to learn English vocabulary through flashcards and teams games tournaments." 11 students had a moderate level of agreement, and 20 students had an agreement level. So, I concluded a 93.9 percent consensus among the students that the application of learning through flashcards and TGT was fascinating.

Next, we will discuss indicator 4, which states that "Flashcards and Teams Games Tournament do not make it easier for me to recall English Vocabulary." 13 students disagreed strongly with the statement, and 16 disagreed strongly. Therefore, I concluded that 87.9 percent of respondents disagreed that using flashcards and TGT did not make it simpler for them to memorize the English language.

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The statement "I readily recall English language through flashcards and Teams Games Tournament" is seen on indicator 5. 22 learners were in complete agreement, while only eight students agreed. Therefore, I concluded that 90.9% of the student body concurred that they could effortlessly recall English vocabulary thanks to flashcards and TGT.

In the meantime, indicator number 6 reads: "After utilizing flashcards and competing in the Teams Games Tournament, I am interested in items linked to English vocabulary." Nineteen students were in complete agreement, while 12 others were in agreement. After doing an activity that included using flashcards and having teams compete in a tournament, I concluded that 93.9% of students concurred that they were interested in items related to English vocabulary.

In addition, indicator number 7 states that "learning English vocabulary is not boring after using flashcards and teams Games Tournament." Nineteen students were in complete agreement, while 11 others were in agreement. After experimenting with the students using flashcards and holding a team tournament, I concluded that 90.9% of the students thought learning English vocabulary was not dull.

Next, indicator number 8: "I enjoy learning English after utilizing flashcards and competing in teams' games." Twenty-five students had an opinion that they strongly agreed with, and six chose the idea they decided on. After using flashcards and TGT, I concluded that 93.9% of the students decided to study English as enjoyable.

In the meantime, indicator number 9 states, "I do not feel confused about learning English vocabulary thanks to flashcards and team game tournaments." Seventeen students agreed with this statement, and 14 students agreed. Therefore, I concluded that 94% of the students agreed with the information if they did not experience confusion when learning English vocabulary with flashcards and TGT.

The final indicator was, "I still do not enjoy studying English vocabulary, although I have used flashcards and participated in Teams Games Tournaments." Ten students were selected to disagree with the statement, and nineteen students strongly disagreed with the information. Even though they used flashcards and TGT, I concluded that 87.9% of the students disagreed with the idea that they still did not enjoy learning English vocabulary.

This research was effectively utilized to stimulate answers from students learning English vocabulary. Furthermore, a previous study reported that students reacted positively throughout the teaching and learning by employing flashcards (Endang, 2019). In addition, the

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findings of this research are consistent with the previous study (Marbun, 2018) reporting that the Use of Teams Games tournaments helped students make positive comments while learning a new language.

CONCLUSION AND IMPLICATION)

To sum up, flashcards and TGT improved learners' vocabulary comprehension in cycle I. After teaching vocabulary with flashcards and TGT, the students' performance increased. Similarly, flashcards and TGT positively benefited students' cycle II vocabulary mastery. Students' scores increased significantly after learning using flashcards and TGT in cycle II. The majority of students largely concurred with the questionnaire's indicators. It indicates that students responded positively throughout the teaching and acquiring vocabulary utilizing flashcards and the Teams Games Tournament. Therefore, enhancing vocabulary learning in early childhood presents obstacles, experiences, positive perspectives, and harmonization in the learning process. It is accomplished by synchronizing the teacher's role with the students' part, which is arranged in the learning scaffolding coherently and systematically. It ensures that the desired learning objectives are achieved, and effective learning occurs.

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