

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the introduction of the study, which consists of the background of the study, research question, purpose of the study, hypothesis, significance of the study, scope and limitations, and definition of key terms. Each section is discussed to provide a clear foundation for understanding the focus and direction of this research.

### **A. Background of The Study**

English is an international language that plays an important role in various aspects of global life, such as education, technology, and communication. A good command of English has become an essential requirement for young generations to succeed in an increasingly globalized world. In the context of education in Indonesia, English is taught from the junior high school level to support students in developing their language abilities that include the ability to understand and communicate ideas through both spoken and written forms. However, vocabulary which is a central component of language competence, often poses a significant challenge.<sup>1</sup> Furthermore, Vocabulary represents a central aspect of language proficiency and provides the

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<sup>1</sup> Destiawati Syaharani Rahayu and Gusnadi, “The Influence of Digital Game-Based Learning on Student Vocabulary Enrichment (Baamboozle and Wordwall Implementation),” *Asshika: Journal of English Language Teaching and Learning* 1, no. 2 (2024): 24–36, <https://doi.org/10.65190/asshika.v1i2.396>.

essential linguistic resources needed for listening, speaking, reading, and writing.<sup>2</sup> Therefore, English teaching should not only focus on mastering linguistic structures or theories but also emphasize how students can use the language communicatively and meaningfully. To achieve this, educators must create engaging learning environments that prioritize real-life communication and practical usage of English in various contexts.<sup>3</sup>

In the field of English Language Teaching (ELT), teachers have a great responsibility to create an active, collaborative, and enjoyable learning atmosphere to motivate students to participate. One relevant and effective teaching model to achieve this is the Team Games Tournament (TGT) model. TGT is part of the cooperative learning approach that emphasizes teamwork within groups and constructive academic competition through tournament-based games.<sup>4</sup> This instructional model contributes not only to better learning achievement but also to fosters social interaction and shared responsibility among students. TGT has proven effective in enhancing students' vocabulary mastery because it integrates cognitive, affective, and social aspects through

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<sup>2</sup> Muhamad Fajar Ramdhani, Pipit Prihartanti Suharto, and Lystiana Nurhayat Hakim, "TYPES OF ERRORS CAUSING STUDENTS' MISSPELLING IN VOCABULARY DICTATION," *Journal of Applied Linguistics (ALTICS)* 6, no. 2 (November 2024): 112–28, <https://doi.org/10.36423/altics.v6i2.2018>.

<sup>3</sup> Mutia Putri and Didik Santoso, "THE OBJECTIVE LEARNING ENGLISH IN INDONESIA," *PEBSAS: Jurnal Pendidikan Bahasa Dan Sastra* 2, no. 2 (September 2024): 10–18, <https://doi.org/10.61721/pebsas.v2i2.385>.

<sup>4</sup> Clarifta Nur Wahidah and Firosalia Kristin, "Peningkatan Keaktifan Belajar Melalui Model Cooperative Learning Tipe Teams Games Tournament (TGT) Dikelas IV Sekolah Dasar," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 6, no. 2 (October 2023): 378–88, <https://doi.org/10.54069/attadrib.v6i2.614>.

learning activities based on games and teamwork.<sup>5</sup> Thus, TGT is highly relevant to English teaching because it supports active and interactive learning.

English learning as a whole includes four main skills listening, speaking, reading, and writing together with other language elements such as grammar and vocabulary, and additional linguistic features such as pronunciation, spelling, and word formation. All of these elements are interconnected and contribute to successful communication. Among these components, vocabulary plays the most essential role. Without adequate vocabulary mastery, students will face difficulties in comprehending texts, writing, or speaking fluently. Vocabulary is the foundation of language competence because it connects form and meaning. In other words, the broader a learner's vocabulary knowledge, the greater their ability to understand and use the language effectively. Thus, enhancing vocabulary through effective teaching methods like TGT is crucial for students' overall language proficiency and communication skills.

Despite its importance, many junior high school students in Indonesia still face difficulties in mastering vocabulary. A prevalent phenomenon among students is the lack of vocabulary. It may occur because the student has limited exposure to English outside the classroom, is reliable in their native language,

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<sup>5</sup> Muhamad Safei Julianto, "The Effectiveness of Team Games Tournament Method on Students' Vocabulary Mastery in Junior High School," *International Journal of English Education and Linguistics (IJoEEL)* 6, no. 2 (December 2024): 293–300, <https://doi.org/10.33650/ijoeel.v6i2.9017>.

and traditional teaching methods emphasize rote memorization rather than contextual learning.<sup>6</sup> Such learning activities tend to be passive, monotonous, and decontextualized, causing students to become easily bored and unable to retain vocabulary over the long term.<sup>7</sup>

To address these challenges, innovative teaching methods like the Team Games Tournament have shown promise in promoting students' active participation and vocabulary mastery in various educational contexts.<sup>8</sup> Teachers are required to implement more interactive, collaborative, and student-centered learning models. One highly recommended model in English language teaching is Team Games Tournament (TGT). TGT, as part of the cooperative learning approach, combines group collaboration with healthy competition through game-based activities or tournaments. Developed by Slavin, TGT has been proven to improve students' motivation, group responsibility, and learning outcomes. Through TGT, students acquire knowledge not solely through teacher instruction but also through interaction with their peers, thus creating a positive social interaction within the classroom. Applying TGT in vocabulary teaching significantly improves students' vocabulary mastery because it allows

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<sup>6</sup> Rahayu and Gusnadi, "The Influence of Digital Game-Based Learning on Student Vocabulary Enrichment (Baamboozle and Wordwall Implementation)."

<sup>7</sup> Nor Afifa Nordin et al., "THE EFFECTIVENESS OF VOCABULARY GAMES ON VOCABULARY ACQUISITION: A LITERATURE REVIEW," INTERNATIONAL JOURNAL OF MODERN EDUCATION (IJMOE) 6, no. 21 (June 2024), <https://gaexcellence.com/ijmoe/article/view/585>.

<sup>8</sup> Ria Kamilah Agustina, "TEAM GAME TOURNAMENT (TGT): AN EFFECTIVENESS METHOD TO TEACH VOCABULARY," MAY, 2025.

them to learn in an enjoyable, active, and competitive environment.<sup>9</sup> This method effectively addresses the challenges of vocabulary acquisition and enhances students' motivation to engage with the English language in meaningful ways.

In addition to enhance cognitive skills, TGT also contributes significantly to developing students' affective and social aspects. During tournaments, students work together with their teams to achieve the highest score, which fosters a sense of responsibility, solidarity, and sportsmanship. This is in line with constructivist theory, which emphasizes that learning becomes more meaningful when students are directly involved in the process of discovering and constructing knowledge through social experiences. The implementation of cooperative learning models such as TGT can increase students' active participation and build their confidence in using English.<sup>10</sup> Therefore, TGT is not only an academically oriented model but also one that promotes character development and positive attitudes toward language learning.

However, in today's digital era, students commonly known as digital-native learners more interested in technology-based activities, based learning

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<sup>9</sup> Julianto, "The Effectiveness of Team Games Tournament Method on Students' Vocabulary Mastery in Junior High School."

<sup>10</sup> Moh Mahmud and Ahmad Faruk, "The Implementation of Cooperative Learning Through Teams Games Tournament (TGT) Model to Improve Students' Speaking Ability," *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam* 12, no. 2 (2021): 1–14.

activities than to conventional teaching methods. Therefore, the implementation of TGT can be optimized by integrating it with digital learning media. One effective medium for this purpose is Wordwall. Wordwall is a gamification-based platform that provides various interactive educational games such as quizzes, word matching, crossword puzzles, spin wheels, and word searches. This platform allows students to learn through enjoyable gaming experiences, thereby increasing their motivation and concentration. The use of Wordwall in language learning significantly enhances students' engagement because it combines visual elements, challenges, and rewards.<sup>11</sup>

Furthermore, Wordwall can be adapted to various learning materials, including English vocabulary. Through Wordwall-based games, students not only learn to recognize word meanings but also practice using vocabulary in sentence contexts. The use of digital games for vocabulary instruction positively influences students' word recall, primarily because students learn by playing and interacting with technology they enjoy.<sup>12</sup> The integration of Wordwall in teaching also aligns with the principle of blended learning, which combines traditional and digital learning approaches to make the process more flexible and engaging.

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<sup>11</sup> Najihah Abd Wahid, Farhan, and Mualim Wijaya, "The Role of Interactive Gamification through Wordwall Apps to Improve Students' Engagement and Literary Comprehension," *Lingua Technica: Journal of Digital Literary Studies* 1, no. 1 (June 2025): 38–50, <https://doi.org/10.64595/lingtech.v1i1.21>.

<sup>12</sup> Kissy Kyle Sagubay-Lozarito and Ma Vivienne J. Segumpan, "EFFECTIVENESS OF DIGITAL GAMES IN STUDENTS' VOCABULARY," *International Journal of English Language Teaching*, 2022.

Thus, the combination of TGT and Wordwall can create a learning atmosphere that is both collaborative and competitive. In practice, students are divided into teams, play vocabulary games designed through Wordwall, and achieve scores through classroom tournaments. This combination creates an active, enjoyable, and meaningful learning environment. The TGT model and Wordwall media has been proven to enhance students' learning outcomes because both foster motivation, cooperation, and a healthy sense of competition.<sup>13</sup> In such an environment, students can learn without pressure, resulting in improved vocabulary retention.

Based on the explanation above, it can be concluded that vocabulary mastery is an important part of English learning because it serves as the foundation for other language skills. However, vocabulary learning at the junior high school level still faces several challenges, such as low student motivation, monotonous teaching methods, and limited active participation in the learning process. To overcome these issues and create an enjoyable learning atmosphere, teachers need to adopt teaching models and media that suit the characteristics of today's digital generation. The combination of Team Games Tournament (TGT) as a cooperative learning model and Wordwall as a digital gamification offers an innovative solution that effectively enhances interaction, motivation,

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<sup>13</sup> Afid Andono, "Pemanfaatan model pembelajaran TGT berbantuan Wordwall dalam meningkatkan hasil belajar teks eksplanasi," *Jurnal Ilmiah WUNY* 6, no. 1 (March 2024), <https://doi.org/10.21831/jwuny.v6i1.72280>.

and vocabulary mastery among students. Through tournament-based game activities, students not only learn collaboratively but also experience engaging and competitive learning.

Based on previous studies, several researchers have investigated the use of the TGT model or Wordwall in learning. Some studies applied TGT with Wordwall to improve Arabic vocabulary, mathematical literacy, or Indonesian language learning outcomes. Other studies focused only on TGT or only on Wordwall in improving English vocabulary. However, limited studies have combined the TGT learning model with Wordwall in teaching English vocabulary, especially for junior high school students. Therefore, this study aims to fill this research gap by integrating TGT and Wordwall in English vocabulary learning at the junior high school level.

Therefore, this research focuses on examining the effectiveness of using the Team Games Tournament (TGT) model through Wordwall media in teaching vocabulary of seventh-grade students at SMPN 1 Tulungagung, contributing to the development of English teaching practices that are more interactive, collaborative, and relevant to the needs of the digital learning era

## **B. Research Question**

1. Is There a Significant Difference in Students Vocabulary Achievement Between Those Who Are Taught Using Team Game Tournament (TGT)

Through Wordwall and Those Who Are Taught not Using Team Game Tournament (TGT) Through Wordwall?

### **C. Purpose of The Study**

1. To find out whether there is a significant difference in students' vocabulary achievement between those who are taught using Team Games Tournament (TGT) through Wordwall and those who are taught not using Team Games Tournament (TGT) through Wordwall.

### **D. Hypothesis**

1. Null Hypothesis ( $H_0$ )

$H_0$  state that there is no significant difference in the vocabulary achievement between the students who are taught using the Team Games Tournament (TGT) through Wordwall and those who are taught not using the Team Games Tournament (TGT) through Wordwall.

2. Alternative Hypothesis ( $H_a$ )

$H_a$  state that there is a significant difference in the vocabulary achievement between the students who are taught using the Team Games Tournament (TGT) through Wordwall and those who are taught not using the Team Games Tournament (TGT) through Wordwall.

### **E. Significance of The Study**

This study is expected to provide meaningful contributions both theoretically and practically in the field of English language education,

particularly in the improvement of students' vocabulary mastery through the integration of cooperative learning models and digital gamification media. The significance of this research can be viewed from several perspectives as follows:

a. Theoretical Significance

Theoretically, this study is expected to enrich the references in English language teaching, particularly in vocabulary learning using cooperative approaches and digital gamification media. It gives insight into how the integration of TGT and Wordwall can enhance students' motivation and learning outcomes. The findings of this research can also serve as a foundation for future studies that aim to develop innovative and technology-based teaching strategies.

b. Practical Significance

a) For Teachers:

This study can serve as an alternative teaching model for English teachers to create active, enjoyable, and student-centered learning environments. By using TGT and Wordwall, teachers can increase student collaboration, foster healthy competition, and improve students' motivation in learning vocabulary.

b) For Students:

For students, learning through TGT and Wordwall provides an interesting experience because it involves games and teamwork. This method helps students understand and remember vocabulary more easily while building confidence in learning English.

c) For Future Researchers:

The results of this study can be used as a reference for other researchers who wish to explore cooperative learning models and digital gamification media in teaching English or other language skills.

## **F. Scope and Limitations**

### **a. Scope**

This researcher focuses on the use of the Team Games Tournament (TGT) model through wordwall in teaching English vocabulary to seventh-grade students of SMPN 1 Tulungagung in the academic year 2025/2026. The study applies a quasi-experimental design using pre-test and post-test for both experimental and control groups to measure students' vocabulary improvement. The vocabulary materials are taken from the seventh-grade English syllabus, especially topics related to daily activities, object, and descriptive texts.

**b. Limitations**

This research is limited to seventh-grade students of SMPN 1 Tulungagung in the academic year 2025/2026. The study only focuses on teaching vocabulary using the Team Games Tournament (TGT) model through wordwall and does not discuss other English skills such as speaking, listening, reading, or writing. The vocabulary materials are limited to topics related to daily activities, object, and descriptive texts based on the seventh-grade syllabus. Furthermore, the data collection is limited to pre-test-post-test results obtained during the implementation of the research.

**G. Definition of Key Terms****1. Team Games Tournament (TGT)**

Team Games Tournament (TGT) is one of the cooperative learning models developed by Robert Slavin. It emphasizes collaboration and competition among students through a structured set of activities, including class presentation, team study, games, tournaments, and team recognition. TGT encourages students to become active participants in the learning process, fosters teamwork, and builds a positive sense of competition. In this study, TGT is used as a teaching model to create an engaging and motivating classroom environment that supports vocabulary learning through games and teamwork.

## **2. Wordwall**

Wordwall is an interactive digital platform designed for gamified learning. It allows teachers to create various online learning activities such as quizzes, matching games, word searches, and spin wheels. These activities can be customized according to the lesson objectives and can be used both online and offline. In this research, Wordwall serves as the learning medium that supports the implementation of the TGT model. The use of Wordwall makes the learning process more interactive and enjoyable, helping students learn vocabulary through games that provide instant feedback and visual engagement. It also promotes active learning suitable for today's digital generation.

## **3. Vocabulary**

Vocabulary is basic element of language that is important to gain the meaning of words. In this study, vocabulary refers to English words taught to seventh-grade students of SMPN 1 Tulungagung as part of their curriculum, particularly related to daily activities, objects, and descriptive texts. The aspects of vocabulary learning observed include word meaning, spelling, and contextual usage.

## **4. Teaching**

Teaching is the process of delivering knowledge, skills, ideas, and values from a teacher to students through planned activities and instructional methods in order to achieve learning objectives. In this

research, teaching refers to the activities conducted by the teacher in teaching vocabulary through Team Games Tournament (TGT) using wordwall media in the classroom

## **5. SMPN 1 Tulungagung**

SMPN 1 Tulungagung is public junior high school located in Tulungagung, East Jawa, Indonesia. In this study, SMPN 1 Tulungagung is the place where the research is conducted, particularly involving seventh-grade students in the English teaching and learning process.