

CHAPTER I

INTRODUCTION

This chapter consists of the research background, identification of the problem, limitation of the research, research question, research objective, research hypothesis, significance of the research, scope of the research, definition of key terms, and systematic writing.

A. Research Background

Education is one of the main factors in developing quality human resources. In the context of globalization and rapid technological development, foreign languages, especially English, have become a very important necessity for every individual, especially students in school. English is not only a compulsory subject, but also an international communication tool that is highly needed in various aspects of life, whether academic, social, or professional. Therefore, improving students' academic achievement in English learning, especially in vocabulary mastery, has become one of the main focuses of education in Indonesia. Vocabulary serves as the foundation for speaking, writing, and reading skills, as well as a key element in improving the competitiveness of human resources at the national and international levels. In Indonesia, English language learning has become an integral component of the education curriculum from elementary to university levels.

However, a common phenomenon shows that students in Indonesia often have difficulty mastering vocabulary. This can be seen from the results of a survey conducted by Education First English Proficiency Index (EF EPI), which shows that Indonesia still ranks in the lower middle range in terms of English language proficiency in the Asian region¹. Many students have difficulty memorizing, understanding, and using English vocabulary effectively in everyday communication and in academic contexts. These can be caused by several factors, including learning methods that lack variety, low student motivation, and a lack of active student involvement in the learning process.

In addition, learning English vocabulary is often considered boring and difficult by most students. This is because vocabulary learning tends to be done mechanically, such as memorizing lists of words without clear context or application in real situations. As a result, students become less motivated and easily forget the vocabulary learned. In fact, vocabulary mastery is one of the main keys to successful English language learning, because vocabulary serves as the foundation for understanding and using language effectively². Other challenges include a lack of resources such as interactive textbooks and differences in student ability levels.

To overcome these problems, innovation in learning methods is needed to improve the effectiveness of the teaching and learning process, including students' motivation, participation, and learning outcomes. One approach that

¹ EF English Proficiency Index, "The world's largest ranking of countries and regions by English skills", (2025).

² I.S.P. Nation, "Learning Vocabulary in Another Language." *Cambridge University Press*, (2001): 27-28.

has been increasingly implemented is the cooperative learning model, in which students are encouraged to work collaboratively in groups to achieve learning objectives. One well-known form of cooperative learning is the Teams Games Tournament (TGT), which has been introduced as an alternative learning model. TGT is a cooperative learning model developed by Slavin in 1978. Through this method, students are organized into small groups to solve problems, participate in challenging tournaments, play educational games, and collaborate with other members of their teams³. This method is particularly relevant in the high school context because it can enhance student engagement, especially among high school students who tend to respond positively to interactive and game-based learning activities, as reflected in the growing trend of gamification in global education in recent years.

Beside Teams Games Tournament (TGT), the integration of digital technology such as ZEP Quiz, a website quiz platform also needed. It provides interactive vocabulary exercises with gamification elements such as zigzag paths to increase engagement, is relevant to enrich learning methods. In recent years, gamification applications have been increasingly integrated into language education to enhance student engagement. ZEP Quiz is one of the gamified platforms that can be used in Indonesian schools due to its accessibility via smartphones and its interactive features.

³ Robert E. Slavin, "Cooperative learning: theory, research, and practice", London: *Allyman Bacon*, (2005): 143-144.

In this study, TGT was enriched with the use of ZEP Quiz, which serves as a digital tool for integrating interactive vocabulary exercises into team competitions. ZEP Quiz allows students to practice vocabulary through website-based quizzes with engaging maze features that make the learning process more interesting and competitive, thereby strengthening the cooperative aspect of TGT with technological support. This relationship is based on the synergy between cooperative learning (TGT) and digital gamification (ZEP Quiz), where ZEP Quiz is used as a medium for vocabulary practice questions that can be accessed individually or in groups, increasing learning time efficiency and overcoming physical resource limitations in schools..

Based on the preliminary observation, this research is relevant to be conducted at SMAN 1 Ponggok because English vocabulary mastery of the students is still limited, which affects their English learning process. Many students have difficulty understanding English texts, expressing their ideas, and participating actively in English learning activities due to their limited vocabulary. This condition indicates that students need an effective learning strategy to enhance their vocabulary acquisition.

Although many previous studies have proven that the Teams Games Tournament (TGT) model is effective in improving students' learning outcomes, especially in vocabulary mastery, there are still several research gaps that need to be addressed. Huzani and Agustina found that the application of TGT significantly improved students' vocabulary scores from 50.00 to 80.48, indicating that cooperative learning through games can enhance vocabulary

acquisition⁴. Similarly, Rihanah and Sudiyono reported that the TGT method effectively increased students' vocabulary mastery and motivation in classroom action research, showing that teamwork and competitive learning activities can support vocabulary learning⁵.

Furthermore, Annisa and Retnantiti revealed that combining TGT with digital media such as Kahoot created an engaging learning environment and increased students' participation and motivation in learning vocabulary. This finding suggests that integrating technology-based media with TGT can enhance students' learning experiences⁶. In addition, Rahmah and Agustin demonstrated that the integration of TGT with Zep Quiz in science and social studies learning improved students' learning outcomes significantly, indicating that Zep Quiz can be an effective digital learning medium when combined with cooperative learning models⁷.

However, most previous studies have focused on the implementation of TGT in traditional classroom settings or with other digital media such as Kahoot and Quizizz, and few studies have examined the use of Zep Quiz integrated with

⁴ Huzani & Ria Kamilah Agustina, "TEAM GAME TOURNAMENT (TGT): AN EFFECTIVENESS METHOD TO TEACH VOCABULARY", *J-Shelves of Indragiri (JSI)*. 7(1), (2025): 1-13.

⁵ Hilyah Rihanah & Sudiyono, "Improving Vocabulary Using Tgt (Teams Games Tournament) Method", *PROJECT (Professional Journal of English Education)*, 3(5), (2020): 584-586.

⁶ Ismi Ninda Annisa & Sawitri Retnantiti, "Penerapan Metode Pembelajaran Team Games Tournament (TGT) dengan Aplikasi Kahoot untuk Melatih Penguasaan Kosakata Bahasa Jerman Siswa Kelas XI SMA Negeri 6 Malang", *Singular: Journal of Pedagogical Language, Literature, and Cultural Studies*, 2(2), (2025).

⁷ Ula Maufiratur Rahmah & Ina Agustin, "MENINGKATKAN HASIL BELAJAR MENGGUNAKAN METODE PEMBELAJARAN TEAM GAMES TOURNAMENT (TGT) PADA PEMBELAJARAN ILMU PENGETAHUAN ALAM DAN SOSIAL (IPAS) BERBANTUAN MEDIA ZEP QUIZ PADA SISWA KELAS IV SDN SUKOLILO 2 TUBA", *MERDEKA : Jurnal Ilmiah Multidisiplin*, 2(5) (2025).

TGT. In addition, existing research on TGT combined with Zep Quiz has been conducted in subjects other than English, such as science and social studies, and there is still little empirical evidence regarding its impact on students' English vocabulary acquisition. The novelty of this study lies in the application of the Teams Games Tournament (TGT) model supported by Zep Quiz on students' English vocabulary acquisition. This study address research gap by examining the effectiveness of the TGT model integrated with Zep Quiz in improving vocabulary mastery of the students in English language learning.

Based on the explanation above, research on the effect of Teams Games Tournament (TGT) assisted by ZEP Quiz on students' vocabulary mastery at SMAN 1 Ponggok, Blitar, East Java is very important to be studied further. This research is expected to contribute to the development of effective and applicable learning methods, improve the quality of English learning in schools, and provide an alternative solution to the issue of students' limited English vocabulary mastery.

B. Identification and Limitation of Research Problem

Based on the research background, several problems can be identified. Learning vocabulary through rote memorization and monotonous activities, make students feel bored and less motivated. As a result, students easily forget the vocabulary they have learned. In addition, students have low motivation and limited participation in vocabulary learning due to the lack of interactive and engaging learning strategies, which results in passive classroom behavior and

negatively affects their vocabulary achievement. Furthermore, there is a need for innovative learning models that integrate cooperative learning and digital technology, as although cooperative models such as Teams Games Tournament (TGT) have been proven to improve students' learning outcomes, their integration with digital gamification media like ZEP Quiz in English vocabulary learning remains underexplored. Based on these problems, it is necessary to investigate the effect of Teams Games Tournament (TGT) assisted by ZEP Quiz on students' vocabulary mastery at SMAN 1 Ponggok, Blitar, East Java.

To maintain the focus and scope of the study, this research is limited to specific aspects. The study is restricted to investigating students' vocabulary mastery as the dependent variable, including students' ability to understand, recognize, and use English vocabulary in terms of meaning, form, and usage. Other language skills, such as speaking, listening, reading, and writing, are not examined in this research. Furthermore, this study is limited to the implementation of the Teams Games Tournament (TGT) learning model assisted by ZEP Quiz as the independent variable. Other cooperative learning models or digital learning media are not discussed or compared in this study. This research also focuses solely on examining the effect of TGT assisted by ZEP Quiz on students' vocabulary mastery without analyzing other factors that may influence vocabulary learning, such as students' learning styles, motivation, attitudes, cognitive abilities, or socio-economic background. In addition, this study is limited to measuring the effectiveness of the instructional treatment during the implementation of TGT assisted by ZEP Quiz. It does not

examine students' long-term vocabulary retention or the transfer of vocabulary knowledge to other language skills. Therefore, the findings of this study are expected to reflect only the immediate effect of the implementation of TGT assisted by ZEP Quiz on students' vocabulary mastery.

C. Research Question

Based on the identification of the problem, the research question is formulated as “Is there any effect of Teams Games Tournament (TGT) assisted by ZEP Quiz on students' vocabulary mastery at SMAN 1 Ponggok, Blitar, East Java?”

D. Research Objective

Based on the problem of the study, it can conclude that the objective of this research is to know whether there is an effect of Teams Games Tournament (TGT) assisted by ZEP Quiz on students' vocabulary mastery at SMAN 1 Ponggok, Blitar, East Java.

E. Research Hypothesis

According to research objective, it can be found the research hypothesis as follows:

1. **H₀ (Null Hypothesis):** There is no effect of Teams Games Tournament (TGT) assisted by ZEP Quiz on students' vocabulary mastery at SMAN 1 Ponggok, Blitar, East Java.

2. **H₁ (Alternative Hypothesis):** There is an effect of Teams Games Tournament (TGT) assisted by ZEP Quiz on students' vocabulary mastery at SMAN 1 Ponggok, Blitar, East Java.

F. Significance of the Research

The findings of this research are expected to provide contributions in the field of English language learning, particularly in vocabulary acquisition.

1. For teachers

The findings of this study can be used as an alternative teaching strategy to make vocabulary learning more interactive, engaging, and effective. Teachers can apply the TGT model assisted by ZEP Quiz to increase students' motivation, participation, and vocabulary achievement in English classes.

2. For students

This research can help them improve their vocabulary mastery through cooperative learning and gamified digital activities. The implementation of TGT assisted by ZEP Quiz is expected to create a fun learning atmosphere that encourages students to actively participate in learning activities and enhances their understanding of English vocabulary.

3. For schools

The results of this study can provide insights into the integration of digital learning media and cooperative learning models in classroom instruction. Schools can consider adopting technology-assisted cooperative learning as

an innovative approach to improve the quality of English teaching and learning.

4. For future researchers

This study can serve as a reference and a foundation for further research on cooperative learning models, digital gamification, and vocabulary learning. Future researchers may expand this study by investigating other language skills, different learning models, or long-term effects of TGT assisted by digital media.

G. Scope of the Research

This research focuses on examining the effect of the Teams Games Tournament (TGT) learning model assisted by ZEP Quiz on students' vocabulary mastery in English learning. The scope of this study covers the implementation of TGT as a cooperative learning strategy integrated with digital gamification through ZEP Quiz as a learning medium for vocabulary practice.

The study specifically investigates students' vocabulary mastery as the learning outcome, which includes students' knowledge of English words, understanding of word meanings, and ability to recognize and use vocabulary in appropriate contexts. The research measures students' vocabulary mastery through vocabulary tests administered before and after the implementation of TGT assisted by ZEP Quiz.

This study also focuses on analyzing the difference in students' vocabulary achievement between students taught with TGT assisted by ZEP Quiz and those

taught without it, in order to determine its effectiveness in improving students' vocabulary mastery. Therefore, the scope of this research is limited to the instructional effect of the TGT model integrated with ZEP Quiz on students' vocabulary mastery in English learning.

H. Definition of Key Terms

To avoid misunderstanding and to make this research easier to understand, the researcher defines several key terms used in this study. These key terms are Teams Game Tournament (TGT), ZEP Quiz, vocabulary, and vocabulary mastery.

1. Teams Game Tournament (TGT)

Teams Games Tournament (TGT) is a cooperative learning model developed by Slavin in which students work in small heterogeneous teams and participate in academic games and tournaments. In this study, TGT refers to a learning strategy that encourages students to collaborate in teams, compete in vocabulary-based games, and participate actively in learning activities to improve their vocabulary mastery.

2. ZEP Quiz

ZEP Quiz is a digital gamification-based learning website that provides interactive quizzes and exercises for students. In this study, ZEP Quiz serves as a learning tool to support the implementation of the TGT model by providing vocabulary practice questions in a competitive and engaging digital format.

3. Vocabulary Mastery

Vocabulary mastery is defined as students' capacity to comprehend, identify, and apply English words correctly across various contexts. In this study, vocabulary mastery consists of high-frequency and basic academic vocabulary, focusing on content words that are developed from receptive to productive use.

I. Organization of the Research Report

Writing methodology is the sequence or method used in completing a piece of research. The writing methodology in this study is as follows:

A. CHAPTER I INTRODUCTION

This chapter consists of the research background, identification of the problem, limitation of the research, research question, research objective, research hypothesis, significance of the research, scope of the research, definition of key terms, and organization of the research report.

B. CHAPTER II REVIEW OF RELATED LITERATURE

This chapter consists of theoretical review and previous studies that related with the research.

C. CHAPTER III RESEARCH METHOD

This chapter describes about the research design, settings of the research, population, sample, and sampling technique of the research, data and data source, research instrument, validity and reliability, data collection, and data analysis.

D. CHAPTER IV RESULTS OF THE RESEARCH

This chapter presents the findings and data analysis of the research conducted. The data include descriptive analysis and hypothesis testing to examine the effect of Teams Games Tournament (TGT) assisted by ZEP Quiz on students' vocabulary mastery at SMAN 1 Ponggok, Blitar, East Java.

E. CHAPTER V DISCUSSION OF THE RESEARCH

The discussion section provides explanations and reinforcement of the research findings, then compares the research findings with credible previous theories and research.

F. CHAPTER VI CONCLUSION AND SUGGESTIONS

This chapter contains the conclusion of the research based on the results of data analysis, as well as suggestions for teachers, students, schools, and future researchers. The final chapter also discusses the limitations of the research as considerations for further research.