

IMPLEMENTATION OF TEAM GAMES TOURNAMENT LEARNING MODEL TO IMPROVE ENGLISH VOCABULARY

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Article Info	Abstract
Article Received : 30 November 2024 Article Accepted : 5 December 2024 Article Revised : 14 December 2024	The aim of this research is to improve the English vocabulary of the fourth grade by using an interesting learning model for students, namely Team Games Tournament. This research method used the classroom action research method or CAR with a qualitative and quantitative approach. The subjects in this research was class IV SDN Kutaraja with a total of 22 students consisting of 12 male and 10 female students collaboratively between researchers and teachers with data collection techniques using test sheet instruments, observation sheets and documentation. The results of the research showed that the average score pretest is 64,32 and in KKM the students is 63,63%. In cycle I, the average score of posttest is 76,8 and the results of KKM is 77,27%. In cycle II, the average score of posttest is 88,40 and the results of KKM is 90,90%. The results of students observation, in cycle I is 76,7% and in cycle II is 88,88%. For the results of teacher observation, in cycle I is 76% and in cycle II is 86%. It means that there is an improvement from pretest, posttest, teacher and students observation. So, it can be said Team Games Tournament can improve the students English Vocabulary.
Keywords: <i>Implementation, Team Games Tournament, Vocabulary.</i>	

Introduction

Education is an effort to increase the potential of human resources, namely students by encouraging and facilitating student learning activities. Learning is a systematic process designed to transfer knowledge, skills, values, and culture from one generation to the next. It involves interaction between educators (teachers) and learners (students) with the aim of developing their potential and ability to function better in society. According to merdeka.com Team. 2022 that the most important function of education is to develop potential and better educate individuals. That way, this is expected to make individuals who have creativity, knowledge, personality, and responsibility. Temporary according to Admin, 2024 that education serves as a fundamental aspect of society that not only generates knowledge but also develops character and equips individuals for the challenges of the world. Numerous educational theories have developed from the ideas of scholars seeking to comprehend and enhance the learning process. There are seven educational theories that are the most commonly used globally: Constructivism Theory, Behaviorism Theory, Cognitive Theory, Humanistic Theory, Social Constructivism Theory, Critical Theory of Education, and Collaborative Learning Theory.

The variety of educational theories illustrates the intricacy of both learning and teaching. Educators frequently implement various strategies or integrate components from multiple theories to establish an effective learning atmosphere. By comprehensively understanding these theories, educators can create varied learning opportunities that meet the needs of students in the context of modern education.

English has a significant role in today's global context, the ability to speak English allows individuals to communicate more broadly, especially in the era of

globalization and digital connectivity. In addition, many educational resources and information are available in English, which can be accessed by individuals who master them. Because of this role, English is important to master from an early age, so teaching English helps students prepare themselves to face challenges and opportunities in an increasingly globally connected world and we can encourage them from the elementary school level. According to AF, 2024 English serves as a crucial lingua franca for international communication, fostering cross-cultural collaboration and granting access to global scientific literature, technology, and information that underpin education and career development. Proficiency in English significantly enhances employment prospects in the global marketplace, promotes career mobility, and enables individuals to access a wealth of information through technology and digital media. Moreover, English paves the way for high-quality education at prestigious institutions and facilitates opportunities for studying abroad. It also allows individuals to engage with and appreciate global popular culture through film, music, and literature.

For elementary school age students, learning English is better to strengthen the vocabulary first, but the problem that often arises is that students have difficulty remembering vocabulary in English. This can happen because students are new to a new language and are used to their mother tongue, elementary school students also tend to get bored easily if the learning method is monotonous so they will find it difficult to learn English.

Therefore, to teach foreign languages to elementary school children, interesting media, techniques or methods are needed that combine the learning process through games so that children unconsciously carry out the learning process in a fun way, namely through games. In this case, the researcher tried to apply the Team Games Tournament Learning model which the researcher believes can improve students' vocabulary.

In Nurhakim, 2023, Slavin revealed that TGT is a cooperative learning model that uses academic tournaments in using quizzes. The students compete to represent their team with other team members who have previously played academic roles equal to them. Meanwhile, on the same website, Asma explained that the application of the TGT learning model is a learning model by teachers and ends by giving questions to students.

Classroom Action Research using the team games tournament learning model was conducted at MIN TUNGKOB ACEH BESAR by Miftahul Chaira, (2017) by little "Penerapan Model Kooperatif Tipe Team Games Tournament (TGT) Untuk Meningkatkan Hasil Belajar Bahasa Inggris Siswa Kelas V MIN TUNGKOB" stated that the results of learning English by applying the Team Games Tournament type is cooperative model in class V-2 MIN Tungkob Aceh Besar have increased as seen from the average score of students in cycle I and cycle II. Other relevant research results were also conducted by Amaluddin et al. (2022) by little "Model Pembelajaran Team Games Tournament (TGT) Meningkatkan Antusias Siswa dalam Mengikuti Proses Pembelajaran Bahasa Inggris" The researcher revealed that the Team Games Tournament learning model can increase students' enthusiasm in participating in the English learning process. By increasing student enthusiasm, it is more likely to make learning memorable for students and remember learning longer.

From the explanation above, "team games tournaments" are games that are able to train students' cooperation and attract their attention. By working together, it is hoped

that students will be able to solve their problems more easily and be able to understand and remember English vocabulary quickly. According to Nurhakim, 2023 the primary aim of the TGT learning model is to equip students with the concepts, understanding, skills, and knowledge necessary for them to support their group. Moreover, it is hoped that through the TGT learning model, they can grow to be responsible members of society later on.

Based on the above problems and the very effective characteristics of the team games tournaments learning model, the researcher believes that the team games tournaments learning model can overcome the problem of poor student vocabulary and even improve students' English comprehension. Therefore, the researcher is interested in researching the use of the team games tournaments learning model for improve the vocabulary.

In this class action research (CAR) I used a different learning model to improve students' vocabulary skills. The learning model used is a learning model that can train student cooperation and attract their attention. This team games tournament learning model will help students improve and expand their English vocabulary in an easy way.

In accordance with the above problems, this study aims to "find out whether the implementation of the Team Games Tournament learning model is able to improve English vocabulary and increase the enthusiasm.

The benefits of classroom action research carried out are to get a more focused and directed learning experience according to students needs, student gain the opportunity to be actively involved in the learning and decision making process, teacher gain a better understanding of the effectiveness of their teaching strategies through direct observation and reflection serta gain an in-depth understanding of the learning process in a real classroom environment.

Research Method

This research is planned to be carried out in early in 2 cycles, each cycle is carried out 2 meeting. The implementation of stages are cycle I and cycle II includes planning stage, acting stage, observation stage and reflection stage. The sample taken was class IV SDN Kutaraja with 22 students, 12 male students and 10 female students, while the teacher observed was only one English teacher in the class. Data collection technique use test includes pre-test and post-test, observation includes teacher observation sheet and student observation sheet. Data analysis technique used qualitative analysis technique namely by collecting data obtained through test results, and field notes through observation sheets, then the data is presented descriptively, discussed and concluded. Student learning outcomes or the rank of learning success rate in using the Team Games Tournament learning model. Minimum Completeness Criteria (KKM) individually if the student is able to achieve a score of 65.

The classical completeness if the students who obtained a score of 65 amounted to around 77.2% of all students and each was calculated by the formula:

$$P = \frac{F}{N} \times 100\%$$

Information :

P = Percentage

F = Frequency of students with passing grades

N = Total number of students

Results and Discussion

Pre-test is a test that is carried out to measure students' initial abilities before participating in learning. In this study, a pre-test was conducted first with the aim of seeing students' initial ability to master English vocabulary before treatment or action. The pre-test given to students is English questions for the material "My Experience at Home", this pre-test is carried out using individual worksheets.

In the pre-test, the results are presented in the following table:

Table 1 : Pre-test Result

No	Student's Name	KKM	Value	Information
1.	Aang A. H	65	80	Finished
2.	Ade A. H	65	40	Not Finished
3.	Alief Maulana	65	45	Not Finished
4.	Alifatu Zahra	65	70	Finished
5.	Alzena Fairus	65	65	Finished
6.	Aura Intan	65	75	Finished
7.	Desta Pratama	65	50	Not Finished
8.	Diar Rezky P.	65	70	Finished
9.	Evalia Agustin	65	60	Not Finished
10.	Fany Azhar A.	65	75	Finished
11.	Fauzi Maulana	65	60	Not Finished
12.	Indah Oktiyan	65	80	Finished
13.	Khaira Mutia S.	65	80	Finished
14.	Laode Ahmad N.	65	35	Not Finished
15.	Moh. Fikri Z.	65	75	Finished
16.	Nazwa B.S	65	80	Finished
17.	Panji Saputra	65	75	Finished
18.	Restu Agung	65	40	Not Finished
19.	Saskia D.S	65	70	Finished
20.	Sibthi M.S	65	55	Not Finished
21.	Silva Milanisa	65	65	Finished
22.	Siska Sapitri	65	70	Finished
Total Student Values (Σ)			1415	
Amount Students (n)			22	
Avarage Value (\bar{x})			$\bar{x} = \frac{\Sigma}{n}$ $\bar{x} = \frac{1425}{22}$ $\bar{x} = 64,32$	
Criteria			Less	
Number of Completed Students (T)			14 Students	
Number of Incomplete Students (TT)			8 Students	

Completion Percentage	$T \% = \frac{T}{n} \times 100\%$ $= \frac{14}{22} \times 100\%$ $= 63,63\%$
Classical Completeness	Incomplete

Based on the table of pre-test results above, it shows that the results of some students' scores have not reached the KKM (Minimum Completeness Criteria). This can be seen from the total number of students totaling 22, only 14 students have a complete score while 8 other students have not completed or are still under the KKM. So that the calculation of the percentage of learning completeness of grade IV students on the My Experience at Home material is 63.63% (Incomplete) with an average value of vocabulary mastery in the material of 64.32 (Less).

After carrying out the pre-test and analyzing the results, then proceed with treatment in cycle I. In the post-test, the results are presented in the following table :

Table 2 : Post-test Cycle I Result

No	Student's Name	KKM	Value	Information
1.	Aang A. H	65	80	Finished
2.	Ade A. H	65	55	Not Finished
3.	Alief Maulana	65	50	Not Finished
4.	Alifatu Zahra	65	100	Finished
5.	Alzena Fairus	65	75	Finished
6.	Aura Intan	65	90	Finished
7.	Desta Pratama	65	90	Finished
8.	Diar Rezky P.	65	85	Finished
9.	Evalia Agustin	65	85	Finished
10.	Fany Azhar A.	65	90	Finished
11.	Fauzi Maulana	65	70	Finished
12.	Indah Oktiyan	65	90	Finished
13.	Khaira Mutia S.	65	85	Finished
14.	Laode Ahmad N.	65	55	Not Finished
15.	Moh. Fikri Z.	65	80	Finished
16.	Nazwa B.S	65	90	Finished
17.	Panji Saputra	65	80	Finished
18.	Restu Agung	65	55	Not Finished
19.	Saskia D.S	65	75	Finished
20.	Sibthi M.S	65	80	Finished
21.	Silva Milanisa	65	60	Not Finished
22.	Siska Sapitri	65	70	Finished
Total Student Value (Σ)			1690	
Amount Students (n)			22	

Average Value (\bar{x})	$\bar{x} = \frac{\Sigma}{n}$ $\bar{x} = \frac{1690}{22}$ $\bar{x} = 76,82$
Criteria	Less
Number of Completed Students (T)	17 Students
Number of Incomplete Students (TT)	5 Students
Completion Percentage	$T \% = \frac{T}{n} \times 100\%$ $= \frac{17}{22} \times 100\%$ $= 77,27\%$
Classical Completeness	Completed

Based on the table of post-test results of the first cycle above, it shows that the results of some students have begun to increase, this can be seen from the increase in student scores of 13.63% of students or equivalent to 3 students compared to the pre-test. So that the calculation of the percentage of learning completeness in grade IV on the My Experience at Home material is 77.27% (Complete) with an average score of vocabulary mastery in the material is 76.82 (Good).

During the learning activities, researchers also made observations on teachers and students. The following are the results of observations of students and teacher:

Table 3 : Student observation questionnaire Cycle I

No	Observed Aspects	Score				
		1	2	3	4	5
	STUDENT ACTIVITY					
1.	Students are active in taking notes on subject matter			✓		
2.	Students actively ask questions			✓		
3.	Students can understand the material				✓	
	ATTENTION STUDENTS					
1.	Students focus while learning				✓	
2.	Students are enthusiastic while learning				✓	
3.	Students are calm while learning			✓		
	STUDENT DISCIPLINE					
1.	Student attendance is consistent.				✓	
2.	Students arrive on time.				✓	
3.	Students go home on time.				✓	
	INDIVIDUAL ASSIGNMENT					
1.	Students work on all the questions.				✓	
2.	Students are actively working on assignments.				✓	

3.	Students are on time in collecting assignments.				✓	
4.	Students answer questions correctly.				✓	
GROUP ASSIGNMENT						
1.	The Compact and cooperative students				✓	
2.	Students work on all the question				✓	
3.	Students are actively working on assignments				✓	
4.	Students are on time in collecting assignments				✓	
5.	Students answer questions correctly.				✓	
Total Score		69				
Maximum Score		90				
Student Observation Score Results		Grades = $\frac{\text{acquisition score}}{\text{maximum score}} \times 10$ 0% $= \frac{69}{90} \times 100\%$ $= 76,7\%$				
Criteria		Good				

Information :

Filling out the observation sheet is done by giving a checklist (✓).

5 : Very good

4 : Good

3 : Neutral

2 : Bad

1 : Very bad

The number of scores obtained from the results of student observation in the first cycle of learning activities in the table above is 69 out of a maximum score of 90 with a percentage result of 76.7%. The data has shown good criteria, the average score of students' vocabulary mastery has also begun to increase with good criteria, so that the score increases again, the researcher will continue this research to the next cycle in order to increase the average score of students' vocabulary mastery.

Table 4 : Teacher observation questionnaire Cycle I

No	Observed Aspects	Score				
		1	2	3	4	5
	APPLICATION OF LEARNING METHODS					
1.	The teacher explained the TGT type of cooperative learning.				✓	
2.	The learning method is in accordance with the lesson plan.				✓	

3.	The learning method is easy for students to follow.				✓	
4.	Accuracy in the selection of learning methods with materials.				✓	
5.	Teachers evaluate the improvement of learning outcomes through pretest and posttest.				✓	
MATERIAL MASTERY						
1.	The teacher is fluent in explaining the material.			✓		
2.	Teachers are able to answer students' questions.				✓	
3.	Teachers are able to provide diverse examples.			✓		
MEDIA USE						
1.	Teachers are skilled in using media.				✓	
2.	Teachers use clear media.				✓	
3.	Teachers choose the right media				✓	
PERFORMANCE						
1.	The teacher gave a clear voice.			✓		
2.	Teachers are able to communicate with students.				✓	
PROVIDING MOTIVATION						
1.	Teachers are enthusiastic in teaching.				✓	
2.	Teachers care about students..				✓	
Total Score		57				
Maximum Score		75				
Teacher Observation Score Results		Grades = $\frac{\text{acquisition score}}{\text{maximum score}} \times 100\%$ $= \frac{57}{75} \times 100\%$ $= 76\%$				
Criteria		Good				

Information :

Filling out the observation sheet is done by giving a checklist (✓).

5 : Very good

4 : Good

3 : Neutral

2 : Bad

1 : Very bad

The number of scores obtained from the results of teacher observation in the first cycle of learning activities in the table above is 57 out of a maximum score of 75 with a

percentage result of 76%. The data has shown good criteria, but the teacher's observation score is still not satisfactory and the students' vocabulary mastery is still below the KKM so that the researcher will continue this research to the next cycle in order to increase the average value of students' vocabulary mastery and increase the teacher's observation score.

After carrying out treatment in cycle I and analyzing the post-test results, then continue with treatment in cycle II. In the post-test, the results are presented in the following table:

Table 5 : Post-test Cycle II Result

No	Student's Name	KKM	Value	Information
1.	Aang A. H	65	90	Finished
2.	Ade A. H	65	60	Not Finished
3.	Alief Maulana	65	60	Not Finished
4.	Alifatu Zahra	65	100	Finished
5.	Alzena Fairus	65	90	Finished
6.	Aura Intan	65	100	Finished
7.	Desta Pratama	65	95	Finished
8.	Diar Rezky P.	65	90	Finished
9.	Evalia Agustin	65	80	Finished
10.	Fany Azhar A.	65	100	Finished
11.	Fauzi Maulana	65	80	Finished
12.	Indah Oktiyani	65	100	Finished
13.	Khaira Mutia S.	65	95	Finished
14.	Laode Ahmad N.	65	75	Finished
15.	Moh. Fikri Z.	65	85	Finished
16.	Nazwa B.S	65	100	Finished
17.	Panji Saputra	65	85	Finished
18.	Restu Agung	65	75	Finished
19.	Saskia D.S	65	100	Finished
20.	Sibthi M.S	65	100	Finished
21.	Silva Milanisa	65	95	Finished
22.	Siska Sapitri	65	90	Finished
Total Student Values (Σ)			1945	
Amount Students (n)			22	
Avarage Value (\bar{x})			$\bar{x} = \frac{\Sigma}{n}$ $\bar{x} = \frac{1945}{22}$ $\bar{x} = 88,40$	
Criteria			Very Good	
Number of Completed Students (T)			20 Students	

Number of incomplete Students (TT)	2 Students
Completion Percentage	$T \% = \frac{T}{n} \times 100\%$ $= \frac{20}{22} \times 100\%$ $= 90,90\%$
Classical Completeness	Completed

Based on the table of post-test results of cycle II above, it shows that the results of learning scores in grade IV in *My Experience at Home* material, almost all students have been seen to have increased, this can be seen from the results of the percentage of completeness of 90.90% with an average score of 88.40 which when compared to cycle I percentage increase is only 77.27% with an average score of 76.82. Although there are still students who have not improved significantly and have not achieved completeness, this should be appreciated. As for the next learning, the student must need to pay more attention so that his grades also increase.

During the learning activities, researchers also made observations on teachers and students. The following are the results of observations of students and teacher:

Table 6 : Student observation questionnaire Cycle II

No	Observed Aspects	Score				
		1	2	3	4	5
	STUDENT ACTIVITY					
1.	Students are active in taking notes on subject matter.				✓	
2.	Students actively ask questions				✓	
3.	Students can understand the material.				✓	
	ATTENTION STUDENTS					
1.	Students focus while learning					✓
2.	Students are enthusiastic while learning					✓
3.	Students are calm while learning					✓
	STUDENT DISCIPLINE					
1.	Student attendance is consistent.					✓
2.	Students arrive on time.					✓
3.	Students go home on time.					✓
	INDIVIDUAL ASSIGNMENT					
1.	Students work on all the questions.				✓	
2.	Students are actively working on assignments.				✓	
3.	Students are punctual in collecting assignments.				✓	
4.	Students answer questions correctly.				✓	
	GROUP ASSIGNMENT					
1.	Students are compact and				✓	

	cooperative.					
2.	Students work on all the questions.					✓
3.	Students are actively working on assignments.				✓	
4.	Students are punctual in collecting assignments.					✓
5.	Students answer questions correctly.				✓	
Total Score		80				
Maximum Score		90				
Students Observation Score Results		Value= $\frac{\text{acquisition score}}{\text{maximum score}} \times 100\%$ $= \frac{80}{90} \times 100\%$ $= 88,88\%$				
Criteria		Good				

Information :

Filling out the observation sheet is done by giving a checklist (✓).

5 : Very good

4 : Good

3 : Neutral

2 : Bad

1 : Very bad

The number of scores obtained from the results of student observation in cycle II learning activities in the table above is 80 out of a maximum score of 90 with a percentage result of 88.88%. The data has shown very good criteria and a much higher score compared to the first cycle of learning activities.

Table 7 : Teacher observation questionnaire

No	Observed Aspects	Score				
		1	2	3	4	5
	APPLICATION OF LEARNING METHODS					
1.	The teacher explained the TGT type of cooperative learning.					✓
2.	The learning method is in accordance with the lesson plan.					✓
3.	The learning method is easy for students to follow.					✓
4.	Accuracy in the selection of learning methods with materials.					✓
5.	Teachers evaluate the improvement of learning outcomes through <i>pretest</i> and <i>posttest</i> .				✓	

	MATERIAL MASTERY					
1.	The teacher is fluent in explaining the material.				✓	
2.	Teachers are able to answer students' questions.					✓
3.	Teachers are able to provide diverse examples.				✓	
	MEDIA USE					
1.	Teachers are skilled in using media.				✓	
2.	Teachers use clear media.				✓	
3.	Teachers choose the right media				✓	
	PERFORMANCE					
1.	The teacher gave a clear voice.				✓	
2.	Teachers are able to communicate with students.				✓	
	PROVIDING MOTIVATION					
1.	Teachers are enthusiastic about teaching.				✓	
2.	Teachers care about students.				✓	
Total Score		65				
Maximum Score		75				
Teacher Observation Score Results		Nilai = $\frac{\text{acquisition score}}{\text{maximum score}} \times 100\%$ $= \frac{65}{75} \times 100\%$ $= 86\%$				
Criteria		Very Good				

Information :

Filling out the observation sheet is done by giving a checklist (✓).

5 : Very good

4 : Good

3 : Neutral

2 : Bad

1 : Very bad

The number of scores obtained from the results of teacher observation in cycle II learning activities in the table above is 65 out of a maximum score of 75 with a percentage result of 86%. The data has shown very good criteria, an increase of 10% compared to the first cycle.

The results of the study showed that the learning results of the evaluation of the initial condition of grade IV for the Experience at Home material with the lecture learning method obtained an average score of 64.32 with the highest score of 80 there were 4 students and the lowest score of 35 there was 1 student with 63.63% learning completeness and 36.36% incompleteness.

The results of the study showed that the learning outcomes of grade IV in the first cycle for Experience at Home material with the Team Games Tournament learning model were obtained with an average score of 76.81 in the first cycle with the highest score of 100 there was 1 student and the lowest score of 50 there was 1 student with 77.27% learning completeness and 22.72% who did not complete it.

Meanwhile, in the second cycle for the Experience at Home material with the Team Games Tournament learning model, the average score of the second cycle was 88.63 with the highest score of 100 there were 7 students and the lowest score of 60 there were 2 students with 90.90% learning completeness and 9.10% incompleteness.

Based on student learning outcome data from cycle I and cycle II, it shows an increase in the learning outcomes of grade IV showing an increase in student learning outcomes on the same material, namely Experience at Home. This is the result of the application of the Team Games Tournament learning model to Experience at Home materials.

Student activities during learning activities that apply the *Team Games Tournament* learning model to *Experience at Home* materials according to the assessment of observers are in the good category.

Based on the results of the assessment that has been carried out, the most dominant student activities are working on individual worksheets and working together on group worksheets. This shows that students cooperate with each other and are responsible for getting good results.

The ability of teachers to manage the *Team Games Tournament* learning model according to the results of the observer assessment is in the good category for all aspects. This means that overall teachers have good abilities in managing the learning of the *Team Games Tournament* model in the *Experience at Home* material. This is in accordance with the team's opinion Administrator, 2018 SMPN 2 Kalibawang The teachers as managers means that as learning manager, teachers play a role in creating a learning climate that allows students to learn comfortably. Through good classroom management, teachers can keep the classroom conducive to the learning process of all students. The ability of a teacher is very important in learning management so that learning activities can take place effectively and efficiently.

Conclusion

Based on the results of the study, it can be said that using the *Team Games Tournament* learning model significantly enhances learning results on the "*Experience at Home*" material for Grade IV students at SDN Kutaraja. This approach encourages active involvement, cooperation, and friendly competition among students, resulting in a more exciting and interactive learning space.

Moreover, the *Team Games Tournament* model aids students in developing both social and cognitive abilities by promoting teamwork and support for one another. Consequently, it not only improves their grasp of the subject but also cultivates a positive attitude towards learning, making it an effective method for achieving superior educational results.

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