



Analysis of Vocabulary Improvement by Using Team Games Tournament at 4th Grader Students

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Article History

Submitted: 23/02/2025

Accepted: 31/03/2025

Published: 31/03/2025

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ABSTRACT: This study aims investigate the effectiveness of cooperative learning using Team Games Tournament (TGT) in improving english vocabulary fourth-grade students' MI Guppi Sumberwulan. Team Games tournament, where students are divided into small groups and compete in activities related to the subject matter, this game are believed to enrich the English learning experience and improve vocabulary retention. This study uses a qualitative approached with calassroom action research (CAR) method The research consists of two cycles, and each cycle consists of four stages, namely planning, action, observation, and reflection. The samples taken were twenty one students grade fourth MI Guppi Sumberwulan Wonosobo. The instruments used in the research were an observation checklist, a questionnaire, and test. The research results show that the TGT method can improve students' English vocabularybased on observation checklist data, increasing from 60% to 70% and in cycle 2 to 86%. The test data increased from 64,96 to 74,48 and in cycle 2, it increased to 87,53. The increase in questionnaire data can be seen from the increase in the number of students who answered agree and strongly agree with each statement given. Which shows improvements in student English vocabulary, student behavior, and student English vocabulary abilities. From the results of the data above, it can be concluded that implementing the TGT method can improve students' English vocabulary.

Keyword: Cooperative Learning, Team Games Tournament, Vocabulary

1. Introduction

1.1. Background of the Research

The acquisition of a vocabulary is fundamental for students' academic success, particular in English language learning. A strong vocabulary empowers students' to comprehend complex text, express themselves effectively, and engage in meaningful communication. However, many fourth grade students' struggle with vocabulary acquisition, often lacking the necessary exposure and opportunities to develop their vocabulary knowledge. This challenge underscores the need for effective instructional strategies that can enhance vocabulary learning in this critical developmental stage. Mastery of English in Indonesia is becoming increasingly crucial, especially in the current era of



globalization. English not only functions as a communication tool, but also as an international language used in various fields, including education, business and technology. Therefore, teaching English at the elementary level, especially vocabulary mastery, is very important to equip students with adequate language skills (Baker, 2020).

Proficiency in language acquisition can be done by learning four language skills, namely listening, speaking, reading, and writing. The skills used in language learning are listening skills. Listening skills are done first because it is considered the easiest to learn a language. So that language learners usually start learning a language through listening to the language. However, listening skills will be considered difficult when students are not used to listening to a speech in a language. The fact shows that these language skills support each other. Before we can speak, first we receive an input in the form of listening or reading text, and so do when we write. The receptive skills of listening and reading are supported by other people's productive skills that are speaking or writing. However, these skills will be supported by one basic language knowledge: vocabulary. (Purwanto, B.A, 2024). In the educational context, many students still experience difficulties in expanding their language vocabulary. Their English. Grade 4 students at MI Guppi Sumberwulan Wonosobo, are a group that is in an important phase of cognitive development. Research shows that interactive and fun learning methods can help students more easily understand and remember new vocabulary (Rahman, 2021). Therefore, it is necessary to conduct research on appropriate methods to increase students' vocabulary.

The significance of addressing vocabulary learning challenges in elementary education extends beyond immediate academic outcomes to encompass broader implications for students' future educational success and career prospects. Research consistently demonstrates that vocabulary knowledge serves as a strong predictor of reading comprehension, academic achievement, and overall language proficiency. Students who develop strong vocabulary foundations in elementary school are better positioned to succeed in subsequent academic endeavors and to participate effectively in an increasingly English-dominated global economy. Conversely, students who struggle with vocabulary acquisition may face cumulative disadvantages that can persist throughout their educational journey and beyond. The current state of English vocabulary instruction at MI GUPPI Sumberwulan Wonosobo reflects many of the challenges commonly encountered in similar Indonesian educational institutions. Classroom observations reveal that teachers primarily rely on traditional methods such as direct instruction, vocabulary lists, and repetitive drills, with limited opportunities for meaningful interaction or collaborative learning. Students often appear passive and disengaged during vocabulary lessons, with minimal participation in learning activities and frequent expressions of difficulty in remembering and applying new vocabulary items. Assessment results indicate that student performance in vocabulary-related tasks remains consistently below desired levels, with many students demonstrating superficial understanding that fails to transfer to authentic communication contexts.

The institutional context of MI GUPPI Sumberwulan Wonosobo presents both opportunities and challenges for implementing innovative teaching methodologies. As a religious-based educational institution, the school emphasizes values-based education and community engagement, which can provide a supportive environment for cooperative learning approaches. However, resource limitations, traditional teaching cultures, and external pressures for academic achievement may present obstacles to pedagogical innovation. Understanding how TGT can be effectively implemented within this specific context requires careful consideration of these institutional factors and their potential impact on teaching and learning processes. The research gap identified in this study encompasses multiple dimensions, including the lack of empirical evidence regarding TGT effectiveness in Indonesian elementary English education, limited research on cooperative learning in rural MI institutions, and insufficient understanding of how cultural and contextual factors influence the implementation of innovative teaching methodologies. Additionally, there is a need for more comprehensive research that examines not only the quantitative outcomes of TGT implementation but also the qualitative aspects of student experiences, teacher perceptions, and institutional factors that may influence success or failure.

This study aims to address these identified gaps by conducting a comprehensive investigation of TGT effectiveness in improving English vocabulary among fourth-grade students at MI GUPPI Sumberwulan Wonosobo. Through a mixed-methods approach that combines quantitative assessment of vocabulary improvement with qualitative exploration of student and teacher experiences, this research seeks to provide evidence-based insights that can inform pedagogical practice and contribute to the broader understanding of cooperative learning applications in Indonesian elementary education. The findings of this study have the potential to benefit not only the immediate educational community at MI GUPPI Sumberwulan Wonosobo but also similar institutions facing comparable challenges in English vocabulary instruction. The urgency of addressing vocabulary learning challenges in Indonesian elementary education is underscored by the nation's commitment to improving English language competency among its citizens and the increasing importance of English proficiency in global competitiveness. As Indonesia continues to integrate into the global economy and seeks to enhance its position in international education rankings, the quality of English instruction at the elementary level becomes increasingly critical. The development and validation of effective teaching methodologies that can address the specific needs and characteristics of Indonesian students and educational contexts represents a vital contribution to national educational development and international competitiveness.

One method that is considered effective is cooperative learning, especially using the Team Games Tournament (TGT) technique. TGT is a method that combines game elements with cooperative learning, where students are divided into small groups and compete in activities related to the subject matter. Previous research shows that cooperative learning can increase student motivation and engagement (Johnson & Johnson, 2019). TGT offers a fun and competitive learning atmosphere, which can stimulate students' interest in learning more actively. In research conducted by Susanto (2022), it was found that students involved in cooperative learning with TGT showed



significant improvements in their learning outcomes, especially vocabulary mastery. This shows that this method can be a solution to the problems students face in learning English. Although Team games tournament has been widely used in various schools to improve students' vocabulary, it has not yet been implemented in our school. Therefore, it is important to emphasize the need for this method, as our students still struggle with vocabulary acquisition and lack motivation in English learning. Implementing TGT could address these issues by creating a more engaging and effective learning environment.

TGT offers a fun and competitive learning atmosphere, which can stimulate students' interest in learning more actively. In research conducted by (Susanto, 2022), it was found that students involved in cooperative learning with TGT showed significant improvements in their learning outcomes, especially vocabulary mastery. Team Games Tournament is needed in vocabulary learning because it makes the learning process more fun, interactive, and effective. Through teamwork and games, students become more motivated, actively participate, and help each other. TGT also helps students remember vocabulary better because they use and repeat the words in a meaningful context. In addition, the friendly competition makes learning more exciting and prevents students from getting bored. This shows that this method can be a solution to the problems students face in learning English.

Grade 4 students have unique characteristics that influence the way they learn. They prefer activities that involve social interaction and games, so a fun approach like TGT can enhance their learning experience (Hidayati, 2023). By using this method, it is hoped that students will not only learn new vocabulary, but also develop important social skills. The ability to effectively acquire and use vocabulary is a crucial component of language learning, especially for elementary students who are just beginning to explore the English language. At MI GUPPI Sumberwulan Wonosobo, many 4th-grade students face challenges in mastering English vocabulary, which can hinder their overall language development and academic performance. Traditional teaching methods often fail to engage students actively, leading to a lack of motivation and retention of new words. This situation underscores the need for innovative instructional strategies that promote collaboration and active participation among students. Cooperative learning, particularly through the Team Games Tournament (TGT) method, offers a promising solution by combining competition and teamwork to create a dynamic and supportive learning environment. This study aims to investigate the effectiveness of TGT in enhancing vocabulary acquisition among 4th-grade students, addressing the existing challenges and exploring new pathways for improved language learning.

MI Guppi Sumberwulan Wonosobo as a basic education institution faces challenges in improving the quality of English language teaching. Many students feel anxious and lack confidence in using English, which can hinder their learning process. Therefore, the application of TGT is expected to create a more positive and supportive learning environment (Fitria, 2020). Furthermore, the TGT method is in line with the curriculum which emphasizes active and collaborative learning. In this context, teachers act as facilitators who help students to discover their own knowledge, not just as a source of information (Nugroho, 2021). This is important for developing critical and

creative thinking skills in students. This research aims to evaluate the effectiveness of TGT in increasing the vocabulary of grade 4 students at MI Guppi Sumberwulan. The research method used is quasi experimental, where student learning outcomes will be compared before and after implementing TGT. It is hoped that the results of this research can contribute to the development of English teaching methods in elementary schools

By considering the importance of vocabulary mastery and the effectiveness of the TGT method, it is hoped that this research can provide new insights into more effective learning strategies. It is also hoped that the results of this research can be a reference for other teachers who want to apply similar methods in their classes. By using this technique, researchers hoped that students would be able to understand the meaning of a word or sentence well. Therefore, in order to improve the students' vocabulary comprehension, teachers needed to use effective vocabulary teaching techniques. Based on this statement, the researchers was interested in conducting a study entitled "*The Effectiveness of Cooperative Learning Using Team Games Tournament to Improve Students' Vocabulary in English for Fourth Grade at MI Guppi Sumberwulan Wonosobo*".

Based on the background of the study above, the researchers identifies the problem as follows:

- a. How to use of Team Games Tournament to improve students' vocabulary?
- b. How is the effectiveness of using Team Games Tournament to improve students' vocabulary?

2. Method

This study employed a Classroom Action Research (CAR) design using a qualitative approach. The qualitative method was selected to gain a deeper understanding of the processes and changes in students' vocabulary acquisition following the implementation of the Team Games Tournament (TGT) method. Based on the model by Kemmis and McTaggart (1988), CAR involves a cyclical process of planning, acting, observing, and reflecting, which allows teachers to continuously evaluate and improve classroom practices. The researchers actively engaged in each phase of the study to observe students' learning experiences and assess how their vocabulary skills developed throughout the intervention.

The research took place at MI Guppi Sumberwulan Selomerto in Wonosobo Regency, Central Java. It was carried out over the course of one month, with a total of six meetings on specified dates in April 2025. Activities ranged from student behavior observations and pre-tests to the implementation of the TGT method and post-intervention assessments in two cycles. The population in this study consisted of 21 fourth-grade students from the school during the 2024–2025 academic year, along with the English teacher who collaborated in the action research process. Using simple

random sampling, all students in the class were considered homogeneous and had equal opportunities to be selected as participants.

For data collection, the researchers used multiple techniques aligned with the four CAR phases:

1. Observation: Conducted in all stages (pre-cycle, Cycle 1, and Cycle 2) using a checklist to record data about student attendance, engagement, participation, and interest in vocabulary learning.
2. Questionnaire: Distributed at each cycle to assess students' perceptions and attitudes toward vocabulary learning using the TGT approach. A Likert-scale format was applied for responses.
3. Tests: Vocabulary assessments were given after each intervention cycle to evaluate student progress. Cycle 1 involved watching a vocabulary video with TGT activities, while Cycle 2 introduced a game involving physical movement ("jumping according to shoe positions") to reinforce vocabulary.
4. Documentation: The researchers also collected data through photographs and video recordings of the teaching-learning process.

To support these methods, several instruments were designed, including observation sheets and structured questionnaires using a five-point Likert scale. The instruments aimed to measure behavior, performance, and learning satisfaction. The test results served to identify academic improvement, while documentation added context and evidence to the learning process.

Observation data will be calculated through the following stages:

- a. Observation data containing the number of students who meet the indicators will be categorized into the following observation achievement categories.

Percentage	Rating
80-100%	5
60-79%	4
40-59%	3
20-39%	2
0-19%	1

- b. The way to categorize them is by calculating the percentage of success of each indicator using the following formula:

$$p = \frac{f}{n} \times 100\%$$

P = percentage

f = the number of students who meet the indicators

n = the number of all students

100% = constant value

- c. The score for each indicator will be calculated to determine the completeness of the class observation using the following formula:

$$\frac{\text{Score total}}{\text{Max score}} \times 100\%$$

- d. Calculating the improvement in each cycle using the formula below.

$$\frac{V2 - V1}{V1} \times 100$$

V1 = initial value

V2 = new value

To ensure the trustworthiness of the findings, the study employed the following strategies:

1. Triangulation: Theory triangulation was used to validate the results by comparing insights from multiple theoretical perspectives.
2. Credibility: Achieved through careful observation and strict adherence to original data during analysis.
3. Transferability: Addressed by providing rich, detailed descriptions of the research context to help others judge its applicability.
4. Dependability: Ensured through consistent procedures and documentation of research steps.
5. Confirmability: Maintained by limiting researchers bias through reflective journaling and transparency in data interpretation.

The validity of the data was further reinforced through triangulation, combining observations, questionnaires, and test scores to reduce bias and establish consistency.

Finally, the indicators of success were clearly defined. For this study to be deemed effective, students' vocabulary test scores needed to average 70 or above, with 75% completeness in observations, and an upward trend in questionnaire results from one cycle to the next. If all these criteria were met, the intervention using the Team Games Tournament strategy was considered successful in improving vocabulary learning.

3. Findings and Discussion

3.1. Research Findings

3.1.1. Survey

The researchers conducted a survey at the pre-cycle stage to collect various data to determine the initial condition of the vocabulary of grade 4 students of MI Guppi Sumberwulan. On Monday, April 14, 2025, data collection was carried out by filling out observation sheets and questionnaires, as well as taking a pre-cycle test. The following are the results of the data collected by the researchers:

Table 1: Pre-Cycle Test Score

N0.	Students Name (Score)	Gender	Score
1.	S1	L	72
2.	S2	P	64
3.	S3	P	72
4.	S4	L	56
5.	S5	P	48
6.	S6	P	68
7.	S7	P	80
8.	S8	L	60
9.	S9	P	52
10.	S10	L	60
11.	S11	L	80
12.	S12	P	68
13.	S13	L	88
14.	S14	L	52
15.	S15	P	48
16.	S16	L	68
17.	S17	L	72
18.	S18	P	60
19.	S19	P	68
20.	S20	P	68
21.	S21	P	60
Total Score			1364
Mean			64,95

The number of 4th grade students is 21 people, the mean vocabulary score at the pre-cycle stage is as follows:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1364}{21}$$

$$X = 64,95$$

Based on the data above, the researchers has determined that the vocabulary test results meet the success indicators if the mea score of all students is 70 or more. Thus, the data above shows that before this study was conducted, students' vocabulary skills were still lacking and there were still many students who had not met the Minimum Completion Criteria (KKM) set by MI Guppi Sumberwulan Wonosobo, namely 70.

3.1.2. Observation Checklist

The research findings indicate a significant improvement in students' English vocabulary through the implementation of the Team Games Tournament (TGT) method over two action research cycles. The research began with a pre-cycle phase, which identified baseline issues in vocabulary mastery among fourth-grade students at MI Guppi Sumberwulan. Through a combination of tests, observations, and questionnaires, data were collected to track progress across each stage.

a. Pre-Cycle Results

Initial findings showed low student engagement and limited vocabulary mastery. The mean score for vocabulary was 64.95, below the minimum success indicator of 70. Observational data showed only 60% class engagement, and questionnaire results revealed students' lack of motivation and interest.

Table 2: Observation Checklist – Pre-Cycle

Indicator	Score
The student is present and ready to learn on time.	3
The student pays attention to the teacher's explanation.	2
The student actively answers the teacher's questions.	2
The student can say the English vocabulary taught.	4

Indicator	Score
The student shows enthusiasm during learning.	4
Total Score	30

With only 60% observation completeness, it was concluded that improvement actions were necessary.

b. Cycle 1 Implementation and Findings

Cycle 1 involved two meetings with planned TGT-based activities. The students were exposed to collaborative vocabulary tasks and games. A noticeable improvement occurred both in performance and engagement.

- 1) Mean test score increased to 74.48
- 2) Observation completeness reached 76%
- 3) Questionnaire responses showed rising interest and participation

Table 3: Cycle 1 Test Scores

Student Code	Score
S1	80
S3	84
S7	88
S13	92
Mean	74.48

Students began to show more focus, confidence, and willingness to participate. However, some still fell below the 70-point threshold, prompting a second cycle.

c. Cycle 2 Implementation and Findings

In Cycle 2, improvements were made by introducing more dynamic games (e.g., a jumping-shoe game), which further boosted motivation and vocabulary acquisition.

- 1) Mean test score rose to 87.33
- 2) Observation completeness jumped to 86%

Majority of students selected “agree” or “strongly agree” in questionnaires

Table 4: Cycle 2 Test Scores

Student Code	Score
S1	100
S7	100
S13	100
S16	96
Mean	87.33

Table 5: Observation Checklist – Cycle 2

Indicator	Score
Student actively participates in group activities/games.	5
Student shows cooperation with teammates.	4
Student completes vocabulary exercises correctly.	5
Total Score	43
Completeness (%)	86%

By this point, all students had met the minimum criteria. Qualitative feedback from questionnaires supported the conclusion that learning through games was more effective, enjoyable, and motivational.

d. Triangulation and Summary Analysis

To confirm the reliability of the data, triangulation was used, comparing scores from observations, questionnaires, and tests. The results confirmed consistent improvement:

Table 6: Improvement of Observation Scores

Cycle	Observation Score
Pre-Cycle	60%
Cycle 1	76%
Cycle 2	86%

Table 7: Improvement of Test Scores

Cycle	Mean Score	Increase (%)
Pre-Cycle	64.95	—
Cycle 1	74.48	+13.49%
Cycle 2	87.33	+33.73% from Pre

Table 8: Questionnaire Summary (Selected Statements)

Statement	Pre-Cycle (Agree + Strongly Agree)	Cycle 2 (Agree + Strongly Agree)
I enjoy learning English vocabulary	47.62%	80.95%
I can remember the meaning of English words	19.05%	76.19%

Statement	Pre-Cycle (Agree + Strongly Agree)	Cycle 2 (Agree + Strongly Agree)
I can pronounce English words correctly	38.10%	100%
I like learning through games	19.05%	85.72%
I often practice new vocabulary at home	14.28%	80.96%

3.2. Discussion

The findings demonstrate a clear improvement in students' vocabulary mastery due to the TGT method. The engaging nature of group competition, combined with repeated exposure and physical activities, helped address earlier problems like lack of focus, boredom, and minimal participation. The classroom environment transformed into a more dynamic and supportive space, leading to higher scores and improved attitudes toward learning English.

Based on the consistent rise in scores and observations across all instruments and cycles, the Team Games Tournament method proved to be an effective instructional strategy for teaching English vocabulary in a primary school setting. Based on the data above, it can be concluded that the answers agree and strongly agree on each statement have increased. This also shows that students' English vocabulary has increased significantly. The conclusion in the form of a description based on cycle 2 is as follows: A total of 17 students enjoy learning English vocabulary; 16 students easily remember the meaning of words in English; 21 students can mention English vocabulary correctly; 18 students like to learn vocabulary through games; 17 students often practice new vocabulary at home; 21 students can write English vocabulary correctly; 19 students learn a lot of new vocabulary during English lessons; 19 students like to repeat vocabulary that has been learned; 17 students feel happy if they can use vocabulary in simple sentences; and 16 students want to learn more English vocabulary.

4. Conclusion

Based on the findings of this research, it can be concluded that the use of the Team Games Tournament (TGT) method proved to be an effective and engaging strategy for improving English vocabulary among fourth-grade students at MI Guppi Sumberwulan. The researchers adopted this cooperative learning technique with the aim of enhancing students' motivation, focus, and overall interest in learning vocabulary. This method not only made the learning process more interactive and enjoyable but also helped the teacher capture students' attention more effectively. As a result, students were better

able to understand the meanings of words and sentences, which led to improved vocabulary mastery.

Throughout the study, the progress in students' vocabulary was consistently measured through three main instruments: observation checklists, vocabulary tests, and questionnaires. The data collected from these instruments across the pre-cycle, Cycle 1, and Cycle 2 showed a marked improvement. Observation results indicated that classroom engagement rose from 60% in the pre-cycle to 76% in Cycle 1, and further to 86% in Cycle 2. Similarly, students' average test scores increased from 64.95 in the pre-cycle to 74.48 in Cycle 1, and reached 87.33 in Cycle 2. Questionnaire responses also revealed a positive trend, with a growing number of students selecting "agree" or "strongly agree" across statements related to their enjoyment, confidence, and willingness to learn English vocabulary. This triangulation of data strongly supports the conclusion that the TGT method effectively enhanced vocabulary acquisition.

The process undertaken in this study was systematic and thorough. It began with an initial survey to identify the students' baseline vocabulary abilities, followed by the collection of pre-cycle data through observations, tests, and questionnaires. In Cycle 1, the TGT method was implemented in teaching, and new data were collected using the same instruments. However, since the improvements in Cycle 1 were not yet fully optimal, the researchers continued with Cycle 2, refining the activities while maintaining the same instructional approach. The second cycle yielded significantly better results, confirming that the TGT method successfully promoted vocabulary development among students.

Furthermore, the use of the TGT media had broader pedagogical benefits. It facilitated smoother delivery of material by the teacher and transformed the learning environment into one that was more vibrant and student-centered. By incorporating competition and collaboration, the strategy fostered greater enthusiasm, increased student participation, and helped learners feel more confident and engaged. Ultimately, the TGT method was not only effective in improving vocabulary but also in creating a more meaningful and enjoyable learning experience.

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