

Improving Vocabulary Mastery Through Cooperative Learning Method: TGT (Teams Game Tournament)

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ABSTRACT

This study aims to improve vocabulary mastery among 4A students at MI Nurul Hidayah through the Teams Game Tournament (TGT) cooperative learning method. This study was conducted using a Classroom Action Research (CAR) approach and consisted of two cycles to evaluate the impact of TGT on student engagement and vocabulary mastery. Initial observations showed that students had difficulty mastering vocabulary due to traditional memorization methods, which resulted in low engagement and achievement. In the first cycle, only 44.44% of students obtained an average score of 66.66, while the success criterion in this study was that 80% of students could obtain an average score of 70. Therefore, further research was needed in the next cycle. Adjustments were made in the second cycle, including the incorporation of movements and interactive activities, which resulted in increased student participation and vocabulary test scores, with 83.33% of students achieving an average score of 80.55. In this cycle, the success criteria were met, so the study was terminated in the second cycle. These findings indicate that TGT is an effective strategy for improving vocabulary mastery and creating a dynamic and engaging learning environment. This study contributes to the existing literature on cooperative learning methods in elementary education and emphasizes the importance of innovative teaching approaches.

Keywords: Vocabulary Mastery, Cooperative Learning Method, TGT (Teams Game Tournament)

I. INTRODUCTION

English is an essential international language for global communication, technology, and information exchange, Darwin & Alifa Semendawai,(2024). This was also stated by Putri Amanda (2023): English is an essential tool for the exchange of knowledge between countries and cultures because it is widely used throughout the world. Given the amount of important information and everyday resources available in English, learning English has become very important in the context of globalization. Without having good English skills, people will find it challenging to access up-to-date information and communicate with international networks.

The main aspects of learning English are proficiency in the language, which includes writing, speaking, listening, reading, vocabulary, and grammar (Istiqomah & Hasbullah, 2021). According to research conducted by (Khoiruman et al., 2023), by understanding and overcoming these aspects, a person can improve their communication skills in English and become more proficient. Therefore, it is very important to introduce English to children from an early age, especially at the elementary school level, because children are in the golden age of language

development. At this stage, they easily absorb vocabulary and language patterns through fun learning activities. Sondakh & Sya, (2022, p. 436).

In the ever-evolving era of globalization, where knowledge and technology are developing rapidly, language skills must also be improved. Learning English from an elementary school age gives children a strong foundation.(Larasaty et al., 2022)So they can develop their language skills more easily in the future. In addition, according to(Novyanti et al., 2022) Learning English can also improve cognitive abilities and creativity.

Meanwhile, according to Handayani,(2024)One essential aspect of learning English is enriching vocabulary. Vocabulary is a fundamental skill in English that is very important, especially in students' basic education, because a lack of vocabulary can affect the effectiveness of student learning.(Putri & Sya, 2023). Zaharani, (2023) Also explained that vocabulary is critical in students' English learning because it is the first step in learning English effectively. Thus, with a vast vocabulary, children can learn English more easily, understand various topics and contexts, and communicate more effectively. In addition, according to (Habib, 2024)A vast vocabulary can also help children improve their reading and writing skills in English. Thus, enriching vocabulary is one of the primary keys to learning English and improving children's language skills.

As seen in Madrasah Ibtidaiyah Nurul Hidayah class 4A, initial observations show that when researchers asked students individually, they had difficulty naming English vocabulary around them due to their lack of English vocabulary. In addition, 4th-grade students said that in English teaching, teachers often use traditional teaching methods that focus more on memorization and textbook exercises, so that students are less actively involved in the learning process and frequently feel bored when learning English. This has limited effectiveness; this can also be seen from the low average score of students, which is 40. Meanwhile, the minimum passing grade set is 70. Students will not master vocabulary if this problem is not addressed; therefore, the researcher is interested in studying it.

To meet this challenge, cooperative learning methods are needed. Cooperative learning is a learning approach in which students work together in small groups to achieve a common goal.(Hartati, 2024). This method encourages collaboration between learners so that they can help each other, share knowledge, and develop social skills. By working in groups, students are more motivated and actively involved in the learning process, which in turn can improve their understanding of the material. In addition, according to(Afida, 2024) Cooperative learning can also develop a sense of individual responsibility for the group's success, thus creating a more inclusive and supportive learning environment.

This study used a cooperative learning strategy called Team Games Tournament (TGT) to improve students' vocabulary. TGT is an approach that combines game elements with learning through peer interaction, as stated by

Matitaputty et al. (2023). This approach is designed to create a fun learning atmosphere, where students can learn from each other in a non-stressful context, making them more open to participating. This strategy not only encourages healthy competition but also encourages active participation, which is very suitable for the characteristics of elementary school students, as stated by Muttaqien et al. (2021). Students feel motivated to try harder and improve their abilities in a competitive yet friendly environment. When students are actively involved in learning, they tend to remember the new vocabulary they learn more easily.

In addition, TGT has both a competitive and collaborative nature, which can increase students' engagement in the learning process. This is important because students not only learn individually, but also learn to work together in groups, strengthening their understanding of vocabulary through discussion and collaboration. According to Pipit Mulyah and her colleagues (2020), this approach is very appropriate for grade IV students, who have started to have the ability to work in teams while still maintaining their individual responsibilities. At this stage of development, students learn the importance of each team member's contribution, increasing their self-confidence and social skills.

Some researchers have previously conducted research by demonstrating the effectiveness of TGT in various learning contexts, such as (Karman & Indriani, 2021) in class 2 of SMPN 1 Pomalaa entitled "improving students' vocabulary mastery by using the Times Game Tournament (TGT) type cooperative learning method", which used the Classroom Action Research (CAR) method, the purpose of the study was to identify whether the method could improve students' vocabulary skills and to create a more interactive and fun learning atmosphere. They found that the TGT method successfully increased the percentage of students who passed the vocabulary test from 47.36% in cycle 1 to 89.47% in the second cycle.

Likewise, Saputra et al.'s (2024) research aimed to increase student involvement in learning English in class VI. A UPT SD Inpres Parang through applying the Teams Games Tournament (TGT) learning model. This research uses the Classroom Action Research (CAR) method, which involves cycles of action to improve the learning process. The research findings showed a significant increase in student engagement, starting from the initial observation value of 54.98% and increasing to 89.07% in the third cycle. This indicates that the TGT learning model effectively increases students' motivation and participation during the teaching and learning process.

The research conducted by (Don Mario Mangindaan et al., 2020) in grade 7 of SMP Frater Don Bosco Tomohon, entitled "Increasing English Vocabulary Mastery Through Teams Games Tournament Using Word Square of Seventh Grade Students in SMP Frater Don Bosco Tomohon", with the aim of the study is to describe and analyze students' English vocabulary mastery before and after applying the teams games tournament method using word square. Furthermore, the factors influencing the increase in students' vocabulary mastery should be analyzed. Using the quasi-

experimental method, which involves a pretest and posttest design in one group, you measure the variables before and after treatment in the same group. The results showed that the TGT learning method can improve students' vocabulary mastery. This can be seen from the students' pretest score, which is only 50.36, but after three meetings, the students' scores increased to an average of 82.81. The researcher also identified factors that influenced the improvement, ranging from internal factors such as student motivation and interest, to external factors such as the classroom environment and learning methods.

The research conducted by (Mahmud & Faruk, 2021) This study was conducted at SMA Darussalam Blokagung, Banyuwangi, to find out the application of cooperative learning models through Teams Games Tournament (TGT) in teaching English to improve students' speaking skills. The method used was classroom action research (CAR), which aims to improve the learning process. This study collected data through observation, tests, interviews, and documentation as supporting methods. The study's findings showed that applying the TGT model successfully increased students' average score from 59.8 before applying the model to 72 in the first and 79 in the second cycles. This shows that cooperative learning can significantly increase students' participation and speaking ability and provide a more interesting learning experience.

However, implementing the Cooperative Times Game Tournament teaching method in MI Nurul Hidayah has never been done, and there is still limited documentation regarding its application, specifically in vocabulary learning. In addition, research that discusses this method in the context of Madrasah Ibtidaiyah is still minimal. Therefore, there is a significant opportunity to research this approach in improving vocabulary learning at the Madrasah Ibtidaiyyah level.

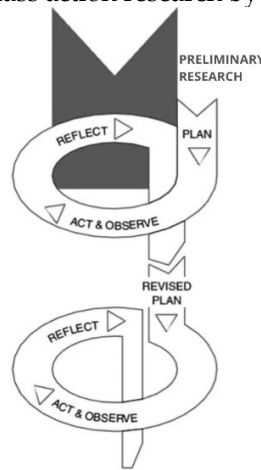
This study aims to improve English vocabulary acquisition among grade 4A students at MI Nurul Hidayah by applying the Teams Game Tournament (TGT) method. It also focuses on identifying the most effective aspects of TGT to support this improvement.

The findings of this study are expected to contribute to the development of vocabulary teaching strategies at MI Nurul Hidayah and provide valuable insights for similar educational contexts. Thus, this study enriches the literature on interactive and collaborative vocabulary teaching methods and considers specific cultural and institutional settings. In addition, the results of this study can serve as a reference for further research that is broader and more in-depth, taking into account other variables that may affect students' English vocabulary acquisition. With a systematic and participatory approach, students are expected to be more active in learning and master vocabulary more effectively.

II. METHOD

The researcher used the CAR (class action research) research approach to improve the vocabulary mastery of grade 4A students of MI Nurul Hidayah, using the team game tournament (TGT) method. Researchers apply the recycling process, which is carried out repeatedly with the same steps. If the first cycle is unsuccessful, the researcher conducts a second cycle. The cycle continues if the success criteria in this study are not achieved. The stages of the research cycle used the Kemmis & McTaggart model, which consisted of preliminary research, planning, implementation of action, observation, and reflection.

Picture1. illustrates the spiral model of Class action research by Kemmis and McTaggart.



A research plan was made after the researcher identified the problem and the students' initial condition. Then the researcher acted as an English teacher in teaching and learning activities by applying the team game tournament-type cooperative learning method.

Setting and Research Subjects

This research was conducted at MI Nurul Hidayah, in Krajan Hamlet, Karangsari Village, Bantur Subdistrict, Malang Regency, East Java. The study's population was fourth-grade students of MI Nurul Hidayah in the 2023-2024 school year.

This study's subject was class 4A, which consisted of 18 students: 8 male and 10 female students. The researcher focused on class 4A because of the students' diverse ability levels and results from initial observations showing relatively low vocabulary mastery.

Instruments

The data collection tools in this study consisted of vocabulary test sheets used to measure students' abilities after implementing the Teams Game Tournament (TGT). The researchers used 20 multiple-choice questions as vocabulary tests, scoring each question out of 5, so that if students answered all 20 questions correctly, they would receive a 100. The vocabulary tests were administered during the last meeting or after the end of the cycle. The vocabulary test sheet was used to measure students' abilities after the implementation of the team game tournament (TGT), and the game sheet was a tool (game) used during the implementation of TGT (Teams Game Tournament).

Data Analysis

From the results of applying the Team Game Tournament (TGT) type cooperative learning method, data analysis and reflection were carried out to determine whether the research should continue in the next cycle, with success criteria as a benchmark from the results of data analysis. Researchers used data analysis techniques in the form of descriptive qualitative, which aims to describe student learning outcomes and student responses to the methods used in learning. In comparison, student scores are assessed using descriptive quantitative analysis techniques.

After analyzing the data, the researcher reflects on the application of the team game tournament (TGT) learning method, which this reflection aims to evaluate the effectiveness of the method. Furthermore, by reflecting, researchers can find out the advantages and disadvantages of the method. (Muttaqien et al., 2021) The success criteria are that students are expected to achieve the minimum completeness criteria (MCC) of vocabulary with a score of ≥ 70 and reach 80%.

III. FINDINGS

This section discusses the results of using the team game tournament method to involve students in teaching and learning activities at MI Nurul Hidayah, Bantur, Malang. The data presented includes data on the teaching and learning process during the implementation of class actions and data on the value results after teaching vocabulary using the team game tournament method in cycles one and two. The data were obtained from observation sheets and final test results.

Preliminary Research Findings

The researcher conducted preliminary research to identify the problems faced by students in class 4A in the learning process. This preliminary research was conducted in December 2024. Based on interviews conducted by the researcher with

the English teacher at the school, it was mentioned that the students' vocabulary was impoverished, as evidenced by their low vocabulary scores. Even when the researcher conducted interviews by asking students questions individually, the students had difficulty naming the vocabulary around them. According to some students, the teacher used memorization techniques, which made them bored. Therefore, with the permission of the principal and the 4A English teacher, the researcher decided to conduct research to improve the vocabulary of students in class 4A at Nurul Hidayah by applying a cooperative learning method, namely the Teams Game Tournament (TGT), after discussing the method with the English teacher.

Data presentation of the first cycle

Learning was implemented using the team game tournament learning method for two weeks sequentially, and it was conducted in four stages of research: planning, implementation, observation, data analysis, and reflection.

1. Planning

Researchers and teachers conduct in-depth planning and discussions before carrying out the teaching and learning process in the classroom. In this stage, the researcher and the accompanying teacher discuss the implementation of cycle 1 of the method to be applied. Researchers are responsible for preparing lesson plans, teaching materials, assessment instruments, and learning methods.

The material covered in this first cycle is the theme "on time," designed to be implemented in two meetings. The time allocation for the first meeting is 2x30 minutes, while the second meeting will be held for 2 x 40 minutes. The approach used in this learning is the cooperative learning method of tournament games. This method is expected to improve the vocabulary of grade 4A students at MI Nurul Hidayah.

2. Implementation

This method took place in two meetings over two weeks, where each meeting aimed to improve vocabulary. The first meeting began with an introduction session, followed by the material delivery on the importance of punctuality delivered by the researcher. After the material was delivered, the researcher asked some questions related to the content of the material to ensure students' understanding. Next, the teacher distributed papers containing dialogues about "being on time", and together with the students, analyzed and translated the dialogues. Two students were then selected to read and interpret the dialogue in front of the class, while explaining the meaning of time in the dialogue, and the other students listened carefully. After this session, the teacher continued with the group game of Team Game Tournament by dividing the students into four groups. The second meeting will follow the same format. However, with an additional 20 minutes at the end, a post-test will be

conducted to determine whether or not the Team Game Tournament method effectively improves students' English vocabulary. The second meeting is scheduled for January 23, 2025, from 08.30 to 09.30, and on January 30, 2025, from 08.30 to 09.50.

3. Data Analysis

The researcher analyzed the data based on the data obtained from the observation sheet and students' scores. This was done to determine whether or not the cooperative learning method using team game tournaments in vocabulary learning met the success criteria. The following is the analysis of student observation sheets and the analysis of student achievement test scores:

a. Observation of activities

The researcher collected and analyzed data from two meetings. In the first cycle, it was seen that students were less orderly in the learning process using the tournament game method. This can be seen when students still depend on their group members to answer game sheet questions. In the game concept, each student is formed into a team, and each team must complete the game by taking turns answering the questions in the game sheet. The team that first solves all the questions will be declared the winner.

b. Data analysis of the students' vocabulary achievement in the first cycle

In this section, the researcher analyzes the students' test results in cycle 1. This is done to find out the students' vocabulary mastery:

Table 1. Data on the students' scores in the vocabulary test in the first cycle

Vocabulary Achievement Test Result	
Number of Students	18
Passing grade	70
Number of successful students	8
Number of failed students	10
Percentage	44.44%
Maximum score	100
Minimum score	20
Average	66.66

The table above shows the students' vocabulary test results in the first cycle, which shows that the TGT cooperative learning method is ineffective in improving students' vocabulary mastery in MI Nurul Hidayah. Out of 18 students, only 8 achieved a good score and met the minimum requirements, while 10 failed the vocabulary test.

4. Reflection

Based on the analysis of student observation sheets during the learning process and student vocabulary tests at the end of the first cycle, applying the Team Game Tournament (TGT) cooperative learning method in vocabulary teaching did not provide satisfactory results in improving students' vocabulary mastery. Students often relied on other group members due to their lack of vocabulary, which made learning using the TGT method disorderly. On the other hand, learning using the team game tournament method was a new experience for students, especially at MI NURUL. Based on the analysis of student observation sheets during the learning process and student vocabulary tests at the end of the first cycle, applying the Team Game Tournament (TGT) cooperative learning method in teaching vocabulary did not provide satisfactory results in improving students' vocabulary mastery. Students often relied on other group members due to their lack of vocabulary, which made learning using the TGT method irregular. On the other hand, learning using the team game tournament method was a new experience for students, especially at MI NURUL HIDAYAH. On the other hand, the vocabulary test scores at the end of the cycle were still low, with an average score of 66.66, reaching 44.44%, while the minimum passing grade score of 70 reached 80%. Therefore, further research is needed in the next cycle, with improvements to cycle 1 to achieve TGT effectiveness. The researcher also motivated students to stay enthusiastic and appreciated the student groups that won the competition, so that students would be more enthusiastic for the next cycle.

Data presentation of the second cycle

Since the results in the first cycle were unsatisfactory, the researcher continued this study in the second cycle and changed the implementation technique to make applying the Teams Game Tournament more effective.

1. Planning

Researchers and teachers plan and discuss before carrying out the teaching and learning process in the classroom. At this stage, researchers and accompanying teachers discussed implementing cycle two methods, which would be applied, of course, with improvements in cycle 1. Researchers are responsible for preparing lesson plans, teaching materials, assessment instruments, and learning methods.

The material discussed in this first cycle is still the "on time" theme, with daily activity material designed to be implemented in two meetings. The time allocation for the first meeting is 2x30 minutes, while the second meeting will be held for 2 x 40 minutes. The approach used in this lesson is a cooperative learning method of a games tournament type. This method is expected to effectively improve the vocabulary of grade 4A students of MI Nurul Hidayah.

2. Implementation

This method was implemented in two weekly meetings, each aimed at improving vocabulary. The first meeting began with the researcher checking the student attendance list. The material was still about punctuality, but this cycle focused on “daily activities.” The researcher then reviewed the previous week's lessons and asked several questions related to the content to ensure student understanding. Next, the researcher divided the students into groups and distributed papers containing daily activities to each group. The researcher and students then translated the daily activity readings together. Afterward, the researcher pointed to several students at a time and asked them to translate the vocabulary in the reading. After this session, the teacher continued with a Team Game Tournament group game, dividing the students into four groups. After this session, the teacher continued with a Team Game Tournament group game, dividing the students into four groups. The researcher explained the techniques of this game to the students, because in cycle 1, the students were not conducive to playing, so in the second cycle, the researcher added movements while playing, such as jumping, imitating animal movements, etc. The second meeting will follow the same format, with an additional 20 minutes to conduct a post-test to determine whether the Team Game Tournament method improves English vocabulary.

3. Analisis Data

In this section, the researcher analyzes the observation and test results to determine whether the use of the TGT-type cooperative learning method can improve students' vocabulary or not, or in other words, whether this method is successful.

a. Observation of student activity

Based on the analysis and evaluation of the observation sheet, there was a significant increase in student activity. With improvements from cycle 1, students became more active participants in learning.

b. Data analysis of the students' vocabulary achievement in the first cycle

From the analysis of the students' vocabulary test results, there was an increase in cycle II. This can be seen in the increase in student scores, where most students got good grades. This can be seen in the number of students who passed the test in the first cycle, 44.44% to 83.33% in the second cycle. This case shows that the TGT cooperative learning method can improve students' vocabulary.

Table 2: Data of the Students ' Scores in the Vocabulary Test at the Second Cycle

Vocabulary Achievement Test Result	
Number of students	18
Passing grade	70
Number of successful students	15
Percentage	83.33%
Maximum score	100
Minimum score	65
Average	80.55

4. Reflection

Based on the analysis of student observation sheets during the learning process and student vocabulary tests at the end of the cycle, the application of the vocabulary teaching method using the tournament game type (TGT) cooperative learning method in cycle 2 produced satisfactory results. Compared to the improvement in cycle 1, students were more actively involved in the learning process and enjoyed the process more. This also had an impact on students' vocabulary test scores, which increased from an average score of 66.66 in cycle one to 80.55 in cycle two. The researcher continued to motivate students to remain enthusiastic about learning English and appreciated the students' efforts. by giving prizes to the groups that won the game competition.

IV. DISCUSSION

The results of the analysis in the first cycle of the learning process to improve the vocabulary of 4th grade students at MI Nurul Hidayah using cooperative learning methods, such as the TGT tournament game, were not satisfactory because the students still lacked confidence, considering that this was the first time they had learned using the TGT method. Therefore, the researcher made improvements in the second cycle by adding movements during the implementation of TGT septi while jumping on one foot, so that students enjoyed learning using the TGT method, and the researcher motivated the students.

By adding movements during the implementation of TGT and motivating students in the second cycle, these actions succeeded in improving the vocabulary of 4th grade students at MI Nurul Hidayah. This can be seen from the results of the students' vocabulary test, namely 44.44% of students who passed in the first cycle, 83.33% of students who passed in the second cycle, with the highest score of 100 and the lowest

score of 65, while the success criteria were 70 to 80%. The results of this study indicate that the cooperative learning method of the tournament game type can improve the vocabulary of fourth-grade students at MI Nurul Hidayah.

When compared to previous studies, the findings of this study show similarities and differences. In addition, research by Karman & Indriani (2021) and Saputra et al. (2024) shows that TGT can improve student learning outcomes and engagement. Furthermore, research by Don Mario Mangindaan et al. (2020) shows an increase in vocabulary scores from an average of 50.36 to 82.81, while Mahmud & Faruk (2021) show that TGT effectively improves students' skills. The difference between these studies lies in their context and subjects: most studies were conducted in junior high schools and high schools, while this study was conducted in Madrasah Ibtidaiyah (MI), which is primarily known for its documentation of the TGT method, particularly in basic vocabulary studies.

Based on the results, this study hypothesizes that applying the TGT method can improve students' vocabulary mastery. The significant improvement from the first phase to the second phase shows that TGT is effective in English language learning in elementary schools. This method has been proven to help students through teamwork and healthy competition, making them more motivated, active, and enthusiastic in remembering and using new vocabulary. A fun learning atmosphere makes the learning process more dynamic and less monotonous. Thus, the results of this study reinforce that TGT can be an appropriate strategy to improve vocabulary mastery while encouraging student engagement in English language learning at the elementary school level.

The implications of this research are pretty extensive, both practically and theoretically. Teachers can use TGT as an alternative teaching strategy to create more engaging, interactive, and competitive learning environments, encouraging students to be more active. For students, TGT encourages collaborative learning that is sometimes challenging, which makes their *daya ingat kosakata* more intense. According to the theory, this study expands on existing literature on using cooperative methods in elementary schools, particularly in madrasahs. It also provides a chance to conduct additional research on the effects of TGT on other language proficiency, such as reading and writing, as well as comparisons with other cooperative methods.

V. CONCLUSION AND SUGGESTION

1. Conclusion

Based on the discussion and findings above, the researcher concludes that the cooperative learning method of teams game tournament (TGT) can improve learning. Teams Game Tournament (TGT) cooperative learning method can improve the vocabulary of grade 4A students of MI NURUL HIDAYAH. This can be seen from the significant increase in student vocabulary test results from cycle 1 to cycle 2. Students' vocabulary test results from cycle 1 to cycle 2, namely from a success percentage of 44.44% in cycle 1 to 83.33% in cycle 2.

2. Suggestion

After conducting research and analyzing improving vocabulary acquisition through cooperative learning: teams game tournament (TGT), the researcher suggests that students are expected to be more actively involved in learning activities, such as games in groups, which can expand and remember their new vocabulary. The researcher also suggests that teachers should continue to innovate in applying this cooperative learning method, so that students will continue to be motivated and increase their interest in learning English. The researcher also suggests that future researchers should explore this method's effect more deeply on other aspects, such as reading and writing. As well as comparing with other teaching approaches to gain broad insights. Researchers also suggest that MI Nurul Hidayah academics can hold extracurricular activities to strengthen vocabulary learning, such as study clubs and language competitions. With some of the suggestions above, it is hoped that the remaining English language skills can develop optimally and positively impact their vocabulary mastery.

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