

## **The Effectiveness of Team Games Tournament Technique Type "Read or Punishment" Against Vocabulary Mastery (in Chujokyu Dokkai Courses) for 4th Semester Students of Japanese Language Education Study Program FKIP UHAMKA**

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### **ABSTRACT**

*This research aims to determine the Effectiveness of the Techniques of Team Games Tournament Type "Read or Punishment" Against Vocabulary Mastery (In Chujokyu Dokkai Courses) for 4th Semester Students of Japanese Language Education Study Program FKIP UHAMKA. This research method uses Quasi Experimental with the design of one group pre-test and post-test design. The sample in this research were 4<sup>th</sup> semester students as many as 21 people. The average pre-test value of students is 56.67. Post-test value 68.67. The results of the t test were obtained with the SPSS 25 program, which used a Paired Simple T-test with a significance level of 0.05 from the results of the assessment obtained by the Sig (2-tailed) value of 0,002 <0.05. This shows an increase in mastery of Japanese vocabulary after the introduction of the Team Games Tournament Technique Type "Read or Punishment". Based on the results of the questionnaire, it can be seen that most students consider this learning technique quite interesting, motivating, and can improve their mastery of Japanese vocabulary.*

**Keywords :** effectiveness, TGT, Games, Read or Punishment, Vocabulary

### **A. INTRODUCTION**

There are many factors to make learners motivated in learning and potentially one of them is by giving rewards (read) and reprimand or punishment (punishment). The existence of techniques that have been applied by learners and the provision of read or punishment is expected to foster learning motivation for learners in order to achieve better achievements.

Cooperative learning is very diverse. One of them is the Team Games Tournament learning model. The TGT learning model is a cooperative learning model by forming small groups in a class consisting of 3-5 heterogeneous learners, both in terms of academic, gender, race, and ethnicity. The core of this model is the presence of academic games and tournaments.

Vocabulary mastery is an important component in supporting four language skills, namely, listening (listening), reading, writing and speaking. Because the more rich the mastery of one's vocabulary, the communication is carried out both orally and in writing. The ability to master vocabulary, both mother tongue and foreign languages is absolute to learn.

Therefore, to improve language skills, it is necessary to have an interesting and fun teaching and learning process and generate enthusiasm for learning, one teaching technique that is suitable for use in teaching vocabulary is a game technique. The game can develop the motivation of learners to active learning because the game is able to penetrate boredom, the game presents a challenge to solve problems in a happy atmosphere and can lead to a healthy cooperative spirit and help students who are slow and lack motivation.

Based on the background above, the writer was interested in conducting research with the title "The Effectiveness of Team Games Tournament Technique Type" Read or Punishment "on Vocabulary Mastery (in Chujokyu Dokkai Courses) for 4th Semester Students of Japanese Language Education Study Program FKIP UHAMKA.

## **B. Theoretical Study**

### **1. Definition of Studying**

Study is an activity carried out by someone who is conscious or intentional. This activity shows the activity of someone in doing mental aspects that allow changes to occur in him. Thus, it can also be understood that a study activity is said to be good if the intensity of one's physical and mental activity is higher. Conversely, even if a person is said to be studying, if his physical and mental activity is low it means that the study activity does not really understand that he is doing study activities. Ainurahman (in Dasopang, 2017: 336).

Based on the description of experts, the writer argue that studying is an activity that changes a person's behavior obtained from experiences or knowledge and is a process to get motivation in knowledge, habitual skills, behavior through instruction.

### **2. Definition of Learning**

Learning is essentially a process, namely the process of organizing, organizing the environment around students so that it can grow and encourage students to carry out the learning process. The role of the teacher as a supervisor departs from the many problematic students. In learning, of course there are many differences, such as the presence of students who are able to digest the subject matter. These two differences cause teachers to be able to set strategies in learning that are in accordance with the circumstances of each student. Therefore, if the nature of learning is "change", then the essence of learning is "arrangement". Bahri (in Dasopang, 2017: 337).

Based on the description of the experts, the writer argues that learning is a set or rule that encourages learners in carrying out the learning process and with the interaction produces an effective learning process.

### **3. Definition of Learning Techniques**

Learning techniques are interpreted as ways that someone does in implementing a method specifically. Marlina & Suhertuti (2018: 44) .

Based on the description of the experts, the writer argues that learning techniques are a way of how a teacher teaches learners who make learners feel easier to learn.

### **4. Definition of TGT Learning**

Learning activities with games designed in cooperative learning TGT models allow students to learn more relaxed while fostering responsibility, cooperation, healthy competition and learning involvement. TGT is learning that places students and study groups consisting of 5-6 students who have different abilities, sexes and likes. Yuni (2009: 60).

### **5. Definition of Read or Punishment Game**

The Read or Punishment game is a group card game using the Team Games Tournament technique. This game uses two types of cards, namely the Read card which contains Japanese letters of vocabulary and a punishable card (Punishment) which is a punitive card that contains commands to write one vocabulary when in a game Students cannot read the vocabulary on the card.

## 6. Vocabulary

According to Sudjianto and Dahidi (2014: 98) vocabulary can be classified based on the ways, standards or angles we see. Koskata can also be classified according to the speakers seen from the age, sex, and so on. Then the vocabulary can be classified based on work or field of expertise in Japanese.

From some of the meanings of the *goi* experts are the whole words in one sentence in it. In addition there is also a classification of vocabulary based on age differences in the speaker area so that there are words belonging to the classical language, modern languages, dialects and so on. Based on its origin, the Japanese vocabulary is divided into three types, namely wago, kango, and giraigo.

## 7. Dokkai Courses

In dokkai teaching, Ishiguro (in Cahyono & Iestari, 2016 : 5) in his paper entitled 読解とその教え方を教える dokkai to sono osiekata o oshieru explains that the dokkai stage is an activity of understanding images, identifying letters, activities of recognizing phrases, activities change meaning, activities analyze sentences, activities understand context, activities imagine conditions.

## 8. Independent Variable (X)

The effectiveness of using the Team Games Tournament type "Read or Punishment" technique on Vocabulary Mastery (in the Chujokyu Dokkai Course) for 4th Semester Students of the Japanese Language Education Study Program FKIP UHAMKA.

## 9. Dependent Variable (Y)

That is the result of vocabulary learning using the Team Games Tournament type "Read or Punishment" technique for Vocabulary Mastery (in Chujokyu Dokkai Courses) for 4th Semester Students of Japanese Language Education Study Program FKIP UHAMKA.

## C. Research Method

The research method carried out by researchers was a quasi-experimental method. "Methodology means how to do something by using the mind carefully to achieve the goal. (Priyono, 2016: 1)

## D. Population and Sample

### 1. Population

"Population is a region of generalization consisting of; object/subject that has certain quantity and characteristics set by the writer to be studied and then draw conclusions". Sugiarto (in Sugiyono, 2014: 61). The population in this research were 4<sup>th</sup> semester students of Japanese Language Education FKIP UHAMKA, East Jakarta.

### 2. Sample

The sample is part of the number of characteristics possessed by the population. Sugiarto (in Sugiyono, 2014: 62). The population sampled in this research was the 4<sup>th</sup> semester which amounted to 21 students as a quasi-experimental class. The sample was given a pretest and posttest vocabulary mastery. After the tests, the samples were treated by using a Read or Punishment card for four meetings, then in the end the samples were given a research questionnaire.

## E. Data Collection Techniques

The data collection technique in this research is to use tests and questionnaires. The writer conducted the final test (posttest).

### 1. Pretest tes

Preliminary Test (Pretest) is a test conducted by researchers to students during treatment with the aim of knowing the ability to master vocabulary in chujokyu dokkai courses or reading comprehension before using Team Games Tournamnet Technique Type "Read or Punishment". The pretest in this research was in the form of questions taken from the value of the Middle Semester Exam (UTS).

### 2. Posttest test

The final test (Posttest) is a test conducted by researchers to students during treatment with the aim of knowing the ability to master vocabulary in chujokyu dokkai courses or reading comprehension after using Team Games Tournamnet Technique Type "Read or Punishment". The posttest in this research is a question.

### 3. Questionnaire

In this research the writer used a closed questionnaire that is by giving 12 questions in the form of statement sentences to students and answered according to the options or choices that have been prepared.

The formula used to process the questionnaire is:

$$P = \frac{f}{n} x 100\%$$

Information :

P: respondent's answer presentation

f: frequency of each respondent's answer

n: number of samples

## F. Data Analysis Techniques

In quantitative research, data analysis is an activity after data from all respondents or other data sources are collected (Sugiyono in Tasya, 2018: 44). In this research, researchers used statistical techniques, namely processing data using statistical analysis with SPSS 25.

## G. Statistical Hypothesis

The statistical hypothesis is used if the researcher uses a sample. Sugiyono (in Dian, 2018: 94). The formulation of statistical hypotheses in this research are:

$$H_0 : \mu_1 \leq \mu_2$$

$$H_a : \mu_1 > \mu_2$$

Information :

H<sub>0</sub>: There is no increase in Japanese vocabulary mastery using Team Games Tournament Technique Type "Read or Punishment".

H<sub>a</sub>: Increased Japanese language vocabulary mastery using Team Games Tournament Technique Type "Read or Punishment" (in Chujokyu Dokkai's course).

$\mu_1$ : The average Japanese vocabulary mastery score uses the Team Games Tournament Type "Read or Punishment" technique (in Chujokyu Dokkai courses).

$\mu_2$ : The average Japanese vocabulary mastery score does not use the "Read or Punishment" Team Games Tournament Technique (in the Chujokyu Dokkai course).

## H. Research Result and Discussion

### 1. Data Description

The data description section describes the results of the Team Games Tournament Technique Effectiveness type "Read or Punishment" on vocabulary mastery (in chujokyu dokkai courses) for 4th semester students of the Japanese Language Education Study Program FKIP UHAMKA. In this reserach the writer used a quasi-experimental research design. This research began by giving a pretest to measure the level of mastery of students before being given treatment, then the researcher gave a posttest to measure the level of mastery of Japanese vocabulary for students after being given treatment. The data calculation results are used to determine the Effectiveness of the Team Games Tournament Technique type "Read or Punishment". For additional data, the researcher gave a questionnaire at the end of the research.

### 2. Respondent Data

This research was conducted on 4<sup>th</sup> semester students of the Japanese Language Education Study Program FKIP UHAMKA with 21 respondents, consisting of 7 male students and 14 female students.

### 3. Teaching and Learning

In this research the researchers conducted five meetings, namely treatment four times a meeting, posttest one meeting. The material taught to students is taken from the book New Approach Japanese Intermediate Course from chapters 9 to chapter 12. The following is the agenda of research activities for 4th semester students:

- a. Meeting 1 Treatment Chapter 9, Wednesday 8 May 2019
- b. Meeting 2 Treatment Chapter 10, Wednesday May 15 2019
- c. Meeting 3 Treatment Chapter 11, Wednesday 22 May 2019
- d. Meeting 4 Treatment Chapter 12, Wednesday 29 May 2019
- e. 5th meeting posttest & questionnaire, Wednesday 3 July 2019

After conducting the research five times, the results of the pretest and posttest data were obtained. Below is the data on the results of the 4th semester students' pretest and posttest.

**Table 1.1**  
**Pretest Results and Posttest Results of Semester 4 Students**

No	Responden	Nilai Pretest (X)	No	Responden	Nilai Posttest (Y)
1	AMP	65	1	AMP	68
2	SR	61.5	2	SR	76
3	YN	15,5	3	YN	62.5
4	AA	52	4	AA	85
5	FD	48.5	5	FD	67.5
6	NR	52.5	6	NR	50
7	MB	89	7	MB	69

8	DFR	76	8	DFR	75
9	NK	59.5	9	NK	60
10	FR	58	10	FR	64
11	RA	38.5	11	RA	52.5
12	SAN	58	12	SAN	77
13	MYP	38	13	MYP	47.5
14	RANB	62	14	RANB	81
15	RF	35	15	RF	49.5
16	RDM	66	16	RDM	86
17	NH	58	17	NH	67.5
18	ANH	93	18	ANH	83.5
19	DP	28.5	19	DP	65
20	VAEP	61.5	20	VAEP	81
21	NCZ	74	21	NCZ	74.5
<b>Jumlah</b>		1,190	<b>Jumlah</b>		1,442

Based on the table above, it can be concluded that the number of pretest scores for semester 4 students is 1,190 and the number of posttest is 1,442. Then the highest value of the pretest is 93, while the lowest value of the pretest is 15.5. and the highest posttest value is 86, while the lowest posttest value is 47.5.

## I. Testing Data Analysis Requirement

### 1. Normality Test

After getting the data from the pretest and posttest, the data was tested for normality whether the data was normally distributed or not. In this research, the normality test used SPSS 25 with a significance score of 0.05.

#### a. Normality Test Results Value pretest with SPSS 25

**Table 1.2**  
**Pretest Distribution Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nilai pretest		21	.200*	.971	21	.757

Based on the normality test using Shapiro-Wilk, the output results obtained as shown above with the sig value. the Shapiro-Wilk test was greater than the significance level ( $0.757 > 0.05$ ), because the significance value was greater than 0.05. The conclusion is that data comes from populations that are normally distributed.

#### b. Normality Test Results Value posttest with SPSS 25

**Table 1.3**  
**Posttest Distribution Normality**

Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.

	Statistic	Df	Sig.	Statistic	df	Sig.
Posttest	.116	21	.200*	.944	21	.261

Based on the normality test using shapiro-wilk, the output results are as shown above with Sig. the Shapiro Wilk test was greater than the significance level ( $0.261 > 0.05$ ), because the significance value was greater than 0.05. The conclusion is that data comes from populations that are normally distributed.

**2. Homogeneity Test**

After doing the posttest, to see whether the data is homogeneous or not, a homogeneity test is carried out. In testing this homogeneity, researchers tested homogeneity with the SPSS 25 program using Levene. The significance level for the homogeneity test is 0.05. the results of homogeneity can be seen in the following table.

**Table 1.4**  
**Homogeneity of two Pretest and Posttest Variances**  
**Test of Homogeneity of Variances**

		Levene Statistic	df1	df2	Sig.
posttest	Based on Mean	1.452	1	3	.315
	Based on Median	.262	1	3	.644
	Based on Median and with adjusted df	.262	1	2.000	.660
	Based on trimmed mean	1.312	1	3	.335

Based on table 1.4, the results of the calculation of the homogeneity of two variances using the Levene test show that the significance value is 0.315. because the value obtained from the homogeneity test the significance level is greater than 0.05. it can be concluded that the two variances are the same or homogeneous.

**J. Data Analysis**

**1. t Test Calculation**

To answer the problem statement, the researcher tested the hypothesis to find out whether the null hypothesis ( $H_0$ ) would be accepted and the research hypothesis ( $H_a$ ) rejected or vice versa the null hypothesis ( $H_0$ ) would be rejected and the research hypothesis ( $H_a$ ) accepted. For this t test, researchers used one-group pretest-posttest design, because this research was quasi-experimental or quasi-experimental. The researcher performed data processing using the SPSS 25 program that uses one simple t test with a significance level of 0.05. Can be seen from the following table.

**Table 1.5**  
**Output of t-test pretest and posttest**  
**Paired Samples Test**

Paired Differences	t	df
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Pair	pretest - posttest	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Sig. (2-tailed)
					Lower	Upper	
1		-12.0000	15.50726	3.38396	-19.05882	-4.94118	0.002

Based on the results of data analysis shown in table 1.5, the sig value is obtained. (2-tailed) of  $0,002 < 0,05$  ( $\alpha = 1\%$ ). Based on the statistical hypothesis formulated above,  $H_0: \mu_1 \leq \mu_2$  is rejected and  $H_a: \mu_1 > \mu_2$  is accepted. This shows that there is a significant difference in the mastery of vocabulary in Chujokyu Dokkai's learning through the technique of Team Games Tournament Type "Read or Punishment". Compared before being given treatment. In this case the Team Games Tournament Technique Type "Read or Punishment" is said to be effective to be used in Chujokyu Dokkai's learning.

**2. Data Processing Learning Effectiveness Value**

**Table 1.6  
Normalized Gain Tables**

No	Sample Code	(pretest) X	(posttest) Y	Gain (d) (Y-X)	$X_2$ (d-M <sub>d</sub> )	$X_d^2$
1	AMP	65	68	3	-9	81
2	SR	61,5	76	14,5	2,5	6,25
3	YN	15,5	62,5	47	35	1225
4	AA	52	85	33	21	441
5	FD	48,5	67,5	19	7	49
6	NR	52,5	50	-2,5	-14,5	210,25
7	MB	89	69	-20	-32	1024
8	DFR	76	75	-1	-13	169
9	NK	59,5	60	0,5	-11,5	132,25
10	FR	58	64	6	-6	36
11	RA	38,5	52,5	14	2	4
12	SAN	58	77	19	7	49
13	MYP	38	47,5	9,5	-2,5	6,25
14	RANB	62	81	19	7	49
15	RF	35	49,5	14,5	2,5	6,25
16	RDM	66	86	20	8	64
17	NH	58	67,5	9,5	-2,5	6,25
18	ANH	93	83,5	-9,5	-21,5	462,25
19	DP	28,5	65	36,5	24,5	600,25
20	VAEP	61,5	81	19,5	7,5	56,25
21	NCZ	74	74,5	0,5	-11,5	132,25
Total		1190	1442	252		4809,5

┘ Calculates the average value of gain (d)

$$M_d = \frac{\sum d}{n} \quad M_d = \frac{252}{21} = 12$$



Determine Normalized Gain using a formula:

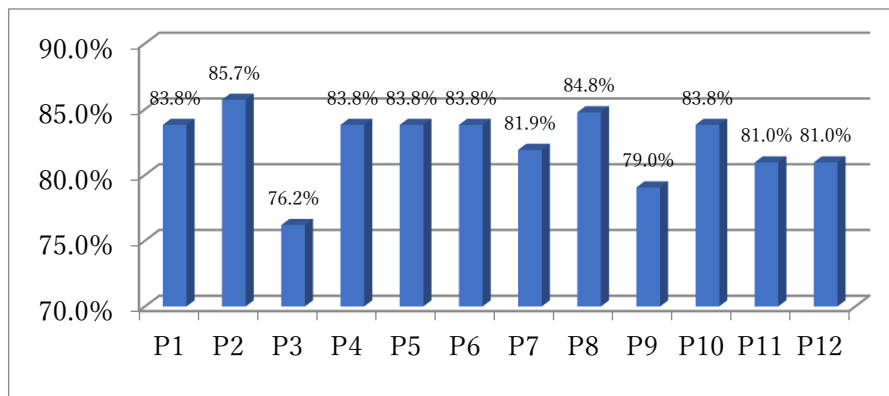
$$g = \frac{M_d}{\sqrt{\frac{\sum x_d^2}{n(n-1)}}} \quad g = \frac{12}{\sqrt{\frac{4809.5}{420}}} \quad g = \frac{12}{\sqrt{11,45}} \quad g = \frac{12}{3,3} = 3,6$$

Based on the results of the normalized gain in table 1.6 above, it is known that the mean value in the posttest is 1442 greater than the mean value at pretest 1190. Based on these values the researchers concluded that the use of Team Games Tournament Technique Type "Read or Punishment" (in Chujokyu Dokkai courses) the vocabulary learning is more effective for mastering Japanese vocabulary compared to using learning techniques other than the "Read or Punishment" Team Games Tournament Technique (in Chujokyu Dokkai courses).

### 3. Data Processing Questionnaire

Questionnaire data was conducted after students were given posttest questions, questionnaire data collection was given at the end of the reserach on July 3, 2019. This questionnaire was conducted so that researchers could find out the response of students to treatment given especially after carrying out Japanese vocabulary learning using the Technique Team Games Tournament Type "Read or Punishment". In this reserach, researchers processed questionnaire data using Microsoft Excel 2010.

**Diagram 2.1**  
**Questionnaire Result**



### 4. Discussion of Research Result

In this research the researcher used the Team Games Tournament Technique Type "Read or Punishment" on Chujokyu Dokkai's learning. This research aims to improve Japanese language vocabulary mastery skills in Japanese Language Education Study Program FKIP UHAMKA students. There are differences before and after the implementation of Team Games Tournament Engineering activities Type "Read or Punishment" in Chujokyu Dokkai's learning, among them students are more interested and motivated in learning Japanese vocabulary. This also makes students easier to master Japanese vocabulary well, especially in Chujokyu Dokkai's learning.

In this research the writer conducted research as many as 5 meetings, namely 4 times treatment, 1 time posttest and filling in the questionnaire. The posttest used is expert judgment. From the results of the pretest, the average value of the sample was 56.67 while the results of the posttest obtained an average value of 68.67. From these results, there is an increase in student learning outcomes in the 4th semester of the Japanese Language Study Program FKIP UHAMKA.

For processing research data, the writer uses the help of SPSS 25 program calculation. The calculation starts from the normality test, homogeneity, learning outcomes with t-test, calculates the value of normalized gain or effectiveness of learning, and calculates the value of the questionnaire.

In this research the writer treated the 4th semester students of the Japanese Language Education Study Program FKIP UHAMKA. The researcher conducted an experimental research study using Team Games Tournament Technique Type "Read or Punishment" in vocabulary learning.

After conducting the research the writer calculates the normality test using shapiro-wilk, the results obtained with the pretest value is 0.757 and the posttest value is 0.261. Because the significance value of the two tests is greater than 0.05, it can be concluded that the two variances are normally distributed.

The homogeneity test was calculated using the SPSS 25 program with the Levene test formula. And get a value of 0.315. Because the value obtained from the homogeneity test of the significance level is greater than 0.05, it can be concluded that the two variances are the same or homogeneous.

Calculation of the data is known that the data is normally distributed and homogeneous, then the next test is the average learning outcomes with the t-test. Because this research is quasi-experimental or quasi-experimental, for this t-test the researchers used one-group pretest-posttest design. The researcher processed the data using the SPSS 25 program using Paired Sample T-test with a significance level of 0.05. After performing the average test, the Sig (2-tailed) value is 0,002, which means that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. This shows that there is a significant difference in the mastery of vocabulary in Chujokyu Dokkai's learning through Team Games Tournament Technique Type "Read or Punishment" compared to before being given treatment.

After the t-test is known, then it calculates the effectiveness or gain. This calculation uses the formula:

$$g = \frac{M_d}{\sqrt{\frac{\sum x_d^2}{n(n-1)}}}$$

It is known that the mean value at posttest is 68.67 greater than the mean value at the pretest is 56.67. Based on these values the researchers concluded that the use of Team Games Tournament Technique Type "Read or Punishment" (in Chujokyu Dokkai courses) was more effective for mastering Japanese vocabulary than using learning techniques other than Team Games Tournament Technique Type "Read or Punishment".

In the research the writer spreads a questionnaire to find out the student's interest in the "Read or Punishment" Team Games Tournament Technique (in Chujokyu Dokkai's course). Based on the results of the questionnaire it was found that 83.8% of respondents answered Japanese, 85.7% of respondents answered that they were important in learning Japanese, 76.2% of respondents answered that it was difficult to remember vocabulary in Japanese, 83.8% of respondents answered that with the TGT technique type "Read or Punishment" they are more eager to learn Japanese vocabulary, 83.8% of respondents answered that the TGT technique type "Read or Punishment" is very suitable for learning Japanese vocabulary in doctoral courses, 83.8% of respondents said that the TGT technique type "Read or Punishment" is very helpful to simplify remembering Japanese vocabulary, 81.9% of respondents answered that the TGT type "Read or Punishment" technique was more effective compared to conventional learning, 84.8% of respondents answered that the TGT technique type "Read or Punishment" is a good supporting technique for remembering Japanese vocabulary, 79.0% of respondents answered that they were me likes to learn Japanese using the TGT technique type "Read or Punishment", 83.8% of respondents answered that given the Japanese vocabulary using the TGT technique the type of "Read or Punishment" was more pleasant, 81.0% of respondents answered that after learning Japanese using the TGT technique type "Read or Punishment" I was more enthusiastic to attend the Dokkai course, 81.0% of respondents answered that they were easier to remember Japanese vocabulary by using the TGT technique type "Read or Punishment".

## **K. Conclusion**

Based on the results of research conducted by researchers in 4th semester students of the Japanese Language Education Study Program FKIP UHAMKA. Testing the analysis of data and overall data that the researcher has obtained in writing this scientific article about "The Effectiveness of the Team Games Tournament Technique Type "Read or Punishment" (in the Chujokyu Dokkai Course)" Against Mastery of Japanese Vocabulary, it can be summarized as follows:

- a. Chujokyu Dokkai learning using Team Games Tournament Technique Type "Read or Punishment" has a significant influence on students in improving mastery of Japanese vocabulary. Based on the results at the time of the pretest, the average value of ability in mastering student vocabulary is low. This result is seen when before students are given treatment, the average value of students is 56.67. This is because before the treatment is given, Dokkai learning still uses conventional learning. Based on the results at the posttest after the treatment was given using the Team Games Tournament Technique Type "Read or Punishment", the average value of mastery of Japanese vocabulary mastery became quite high compared to the pretest with an average value of 68.67. With this value, it can be concluded that there is a significant increase in the ability to master Japanese language students. This is because when using the Team Games Tournament Technique Type "Read or Punishment", students actively participate in the game.
- b. Team Games Tournament Technique Type "Read or Punishment" (in Chujokyu Dokkai courses) towards mastery of vocabulary for 4<sup>th</sup> semester students Japanese Language Education Study Program FKIP UHAMKA is considered effective. This is evidenced from the results of the calculation of normalized gain at the time of post-test greater than the results of the pre-test, where the mean value at post-test 68.67 is greater than the mean value at pre-test 56.67. Based on these values, the researchers concluded that the use of the Team Games Tournament Technique "Read or Punishment" type (in Chujokyu Dokkai courses) for vocabulary learning was more effective in increasing mastery of Japanese vocabulary compared to using learning techniques other than Team Games Tournament Technique Type "Read or Punishment "
- c. From the data obtained based on the results of the questionnaire, in the opinion of 4th semester students using the "Read or Punishment" Team Games Tournament technique (in Chujokyu Dokkai courses) on vocabulary mastery it can be concluded that Team Games Tournament Technique is a good support technique for remembering and controlling Japanese vocabulary.

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