Using TGT Method to Enhance the Engineering Graduates' English Vocabulary at Siddhartha Institute of Engineering & Technology, Puttur, AP

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Abstract

In this study, action research was conducted over the course of two cycles. The research in this article set out to help seventh students at Siddharth Institute of Engineering & Technology, Puttur, AP, expand their English vocabulary. Twenty-four Engineering Graduates took part in the research, and they were taught new words utilising the TGT method. The SPSS version 22 application was used to run the independent and paired sample t-tests on the quantitative test data. Researchers analysed the qualitative data in a descriptive manner, and the data came from a variety of sources including diaries, questionnaires, open-ended question sheets, and observation logs. Mean test scores climbed from 55.94 (12.5%) before TGT to 66.81 (50%) after TGT in Cycle I, and 83.23 (87.5%) after TGT in Cycle II, suggesting that the participants' English vocabulary grew as a consequence of being exposed to the TGT method. Statistical analysis also shown that TGT led to a notable rise in the students' English vocabulary. The results suggest that teaching Engineering Graduates English vocabulary using the TGT approach helped them expand their vocabularies and succeed in the subject.

Keywords: TGT Method, English vocabulary, approach, descriptive, teaching

Introduction

English's centrality in the modern world goes unnoticed by most pupils. The researcher went experienced this firsthand during their student teaching practicum. The kids had a hard time completing the textbook and English teacher-assigned activities, he discovered. Online gaming was their exclusive preoccupation. The study also included observations made at Siddharth Institute Of Engineering & Technology ,Puttur. A few of the pupils, he saw, had a limited vocabulary. Their poor pre-test score (below 69) proved it. Furthermore, an interview

was held with the college's English instructor. Some pupils, according to Mrs. SrinivasaRao, were challenging because they struggled to complete the English textbook's activities and assignments.

Access to all types of oral and written communication, such as literature, music, and subject matter information, is made possible for second language learners via the development of their vocabularies (as cited in Moeller, at.al, 2009). What this implies is that learning English becomes more challenging for kids who don't have a large enough vocabulary to do it. Having a large vocabulary in English helps pupils with all aspects of communication, including writing, reading, listening, and speaking. Students with a bachelor's degree or above may now consider studying abroad after completing high college. Vocabulary preparation for tests like the TOEFL and TOEIC helps students succeed. They are confident in their ability to adapt to new times, such as the AEC.

A person's vocabulary is the foundation of their language, hence it should be taught first. According to Cameron (as mentioned in Alqaftani, 2015), learners' vocabulary is one of the most important aspects of their language acquisition. According to Alqaftani, the meanings of new words are often emphasised in textbooks and classrooms because they are fundamental to language training and of significant importance to a language student (2015). Words in both the speaker's (expressive vocabulary) and the listener's (receptive vocabulary) vocabularies are necessary for efficient communication, as described by Neuman and Dwyer (as referenced in Alqaftani, 2015). Words and their definitions make up a person's vocabulary, which is defined as such by Hornby (as mentioned in Alqaftani, 2015). Vocabulary is "the stock of words which are utilised by a person, class, or profession," according to Burns (as stated in Alqaftani, 2015). Using the definitions provided above, we can quickly draw the conclusion that vocabulary is an essential component of all four language skills (listening, speaking, reading, and writing).

Most modern pupils like classroom activities that are structured like games. There are two primary categories of gaming: solo and cooperative. The pupils alleviated their boredom by participating in a variety of activities. The majority of pupils were eager to respond to questions presented in the form of games during the researcher's teaching practise topic at one college. Therefore, TGT was chosen as the method to address this issue by the researcher.

One kind of student team cooperative learning, TGT entails a diverse group of students working together via a combination of group discussion and a tournament/game (Slavin and Robert, 1991). To use this strategy, classes are broken up into smaller groups of four to five students who vary in terms of ability, gender, and other demographic factors. The

most crucial aspect of TGT is the team, as described by Slavin and Robert (1991); every point the team earns is proof that every player gave their all. Every group has to include members from a variety of educational and sex backgrounds. Results from studies have shown that kids who work together on a project have better intergroup connections, more self-esteem, and are more likely to be accepted by their peers in the regular classroom (Slavin and Robert, 1991). The researcher may infer from the expert's statement that the classroom will be more engaging if everyone is given a greater opportunity to share their ideas and contribute to the group's success.

According to Slavin's research (as referenced by Mahony, 2006), TGT may help kids improve their literacy, math, science, social skills, peer acceptability, and overall sense of well-being. Group study sessions allow students to benefit from one another's knowledge, appreciate the unique skillsets of their peers, and accomplish more than they might alone. In addition, both Nurlali (2013) and Wakidah (2013) mentioned it as a method to help pupils expand their vocabularies.

Since the researcher is aware of TGT's potential for enhancing students' English language skills, she is curious as to whether or not including TGT as a supplementary teaching activity may help Engineering GraduatesEngineering Graduates' EFL vocabulary grow. Together with the students' textbooks, the researcher examined word categories (verbs, nouns, and adjectives), antonym words (verbs, and adjectives), and the definition of vocabulary. The study aimed to answer the following questions in particular: Can TGT help pupils learn more words in English? The second question is whether or not TGT is something that students are interested in doing to increase their English vocabulary. This research was undertaken to shed light on the benefits of employing the TGT approach while instructing Engineering GraduatesEngineering Graduates in English as a second language. It was hypothesised that the TGT method would help Engineering GraduatesEngineering Graduates learn a larger range of EFL words, which is in accordance with the study questions presented above.

Methodology

This study took place over the course of 1.5 months (April–May 2016) and was part of an action research cycle 2. Twenty-four students in the researcher's seventh-grade classroom participated in the study. The amount of English vocabulary they knew was comparable. Both test and non-test equipment were used to obtain the data. Participants' vocabulary performance was measured quantitatively with this testing method. The researchers kept diaries, filled out

questionnaires, open-ended question sheets, and observation sheets to obtain qualitative data. The tests were conducted three times: initially, when the treatment was complete, and again a short time afterwards. Results from the tests were analysed quantitatively using a t-test in SPSS version 22. The method of descriptive analysis was used to examine the qualitative information collected.

The validity of the qualitative findings was ensured by the use of theoretical, source, and methodological triangulations. To perform theoretical triangulation, we interpreted the phenomena using many theoretical schemes drawn from the literature and the work of other experts. An observer, several pupils, and the English instructor all contributed to the triangulation of their data. More than one strategy, including observations, interviews, and tests, was used to gather data, which constituted the methodological triangulation. At Siddharth Institute Of Engineering & Technology,Puttur, a passing score of 69.0 was chosen as the success indicator for this study.

Result

The students' lack of vocabulary wasn't the only factor that prompted this action study; the researchers' own challenges in getting their pupils to complete textbook and in-class assignments were also significant contributing factors. Instead of doing anything else, they spent their time playing computer games. The low vocabulary scores they turned in before Cycle I even began are indicative of their starting point. As seen in Table 1, below.

Table 1
Participants' Pre-Test Scores

No	Range Score	Frequency	Percentage (%)	Category
1	75,1 – 100	0	0,0%	Very good
2	58,4 – 75	13	54,2%	Good
3	41,7 – 58,3	8	33,3%	Fair
4	25 – 41,6	3	12,5%	Poor
5	0 – 24,9	0	0,0%	Very Poor
	Total		100,0%	

Table 1 shows that out of the total number of students, 13 (54,2%) received an excellent category grade, 8 (33%) received a fair category grade, and 3 (12,5%) received a low category grade. Meanwhile, nobody in the class could get particularly excellent grades.

Table 2

Students' Pre-test Score (The Minimum Achievement Standard = 69)

Score	Frequency	Percentage (%)
≥ 69	3	12,5 %
≤ 69	21	87,5 %
Total	24	100,0%

A total of 21 students (87.5%) achieved a score of 69 or above on the pretest, as shown in Table 4.2. Meanwhile, 3 students (12.5%) achieved a score of 69 or above. On average, pupils received a 55.94 on this diagnostic exam. This indicates that there is a continuing need to improve the kids' vocabulary. According to the findings, the researcher conducted the first cycle of TGT over the course of three sessions.

Report of Cycle 1

1. Planning

In the first meeting, the researcher presented the information she had gathered in advance (Mukarto, et al., 2007). The researcher has never had any experience teaching Siddharth Institute Of Engineering & Technology to Engineering Graduates. Consequently, the researcher either examined the materials with the student or exposed the student to the meaning of verb, noun, and adjective at the first encounter. The researcher packaged the information into engaging gaming sessions to ensure its reception. The pupils were split into six different groups by the researcher. The researcher made it clear before participants played the games that they would get a prize if they were successful. The researcher also said that the Cycle 1 Post-Test will be administered during the following two sessions.

2. Acting

Friday, April 15, 2016, marked the beginning of session 1 of Cycle 1. The investigator introduced himself to the class and took attendance. The investigator inquired as to their well-being and urged them to make English study a priority. Author of research then proceeded to define several nouns, adjectives, and verbs (the main parts which are usually used in daily life). The researcher supplemented the interview with certain household-related nouns, verbs, and adjectives. The researcher spoke on TGT approach at this discussion since language was being

taught utilising this method.

The students were divided into six groups according to their Pre-Test scores after the researcher had introduced the TGT method. There were four or five pupils in each group. There were six teams, thus the study's author created two divisions. Each league had three teams. The squad included one star performer, two solid contributors, and one slacker. The student participants were prompted to provide a group name by the researcher. Then he had them choose a team leader (who would also act as spokesperson), a secretary, and the rest of the group's members. The purpose was to instil a feeling of accountability in them. The leader's job was to keep everyone on task, keep morale up, and report the group's progress on the project. It was a fifteen-minute explanation.

The researcher then posed a series of questions. Around us was the subject of discussion. Every student was given three questions from Table 1, four questions from Table 2, three questions from Table 3, and two questions from Table 4. Table 1 had 48 questions, table 2 had 64 questions, table 3 had 48 questions, and table 4 had 32 questions. The value of each question was ten points. The pupils had 30 seconds to respond to each question. If the group arrived at the wrong conclusion, it wouldn't matter.

Students at each table took turns answering questions until all questions had been asked and answered, at which point the student with the highest score at that table switched to the other table. If many students had the same score, the researcher would ask another question. The student competition concluded after one round, at which point the researcher tallied the points and made an official winning announcement. Students who did not participate in the game were also given two quizzes by the researcher. The researcher rewarded the students who participated in the survey. The whole thing ended up taking about 5 minutes. In addition, the researcher repeated the identical exercise from the previous week with groups from the second league during session 2 on Tuesday, April 19, 2016.

On Friday, April 22nd, 2016, during session 3, the researcher played a variety of games. All the groups stepped forward and formed a single line. After that, everyone in the group connected the last letters of a word they had written, which may be a verb, noun, or adjective. The investigator's first response. If a word is right, you'll get 10 points. Forty minutes was allotted for this match. Twenty questions came from the study's investigators. The researcher would read the questions aloud, and the group leaders would have to work together to figure out the answers. This activity lasted for half an hour. The researcher tallied the points earned by each group at the final meeting. After that, the top two scorers from each league

advance to the semi-final round. The whole process was explained in a brisk 10 minutes.

On April 26, 2016, after these three sessions, the researcher administered a post-test. The post-lesson examination was predicated on previously acquired knowledge. Forty verb, noun, and adjective-based questions made up the post-test.

3. *Observing*

The observer recorded their observations of the pupils' work in a notebook and via photographs. Post-test results for cycle 1 students showed an average increase of 66.81, placing them in the "good" category. The following is what was deduced from the formula (Sudijono, 2012):

$$\overline{X1} = \frac{\sum X1}{N}$$

Where : $X1$: Mean of Post-test Score in cycle 1

$\sum X1$: Total of Students' score   N   : Number of students

The mean of the post-test in cycle 1

$$\overline{X1} = \frac{\sum X1}{N}$$

$$\overline{X1} = \frac{1342,5}{24}$$

$$\overline{X1} = 55,94$$

Table 3
Range Score of Students' Post-test in Cycle 1

No	Range Score	Frequency	Percentage (%)	Category
1	75,1 – 100	5	20,8%	Very good
2	58,4 – 75	14	58,3%	Good
3	41,7 – 58,3	4	16,7%	Fair
4	25 – 41,6	1	4,2%	Poor
5	0 – 24,9	0	0,0	Very Poor
	Total		100 %	

Table 3 shows that out of a total of 20 pupils, 5 (20.8%) received an excellent grade, 14 (58.3%) received a good grade, 4 (16.7%) received a fair grade, and 1 (4.2%) received a bad grade.

Table 4
Students' Post-test Score in Cycle 1 (The Minimum Achievement Standard = 69)

Score	Frequency	Percentage (%)
≥ 69	12	50,0%
≤ 69	12	50,0%
Total	24	100,0%

The results in table 4.4 reveal that 12 students (or 50%) achieved a score of 69 or above. However, 12 (50.0%) students had a score higher than 69. This indicated that there was room for development in the classroom.

An observer filled out an observation sheet while the researcher assessed the results. The findings from each cycle 1 meeting's worth of observations are shown in Table 4.6.

Table 5
Observation Sheets' Result of Cycle I

No	Focus and Topics	Meeting I (%)		Meeting II (%)		Meeting III (%)	
		Yes	No	Yes	No	Yes	No
1	Researcher's Performance	30	70	77,77	22,23	100	0
2	Teaching Materials	80	20	66,66	33,34	100	0
3	Technique Implementation	100	0	100	0	100	0
4	Deliver the Assignment	0	100	0	100	0	100
5	Students' respond to the researcher	77,27	22,73	90,47	4,77	100	0
6	Students' impact at the last session	0	100	0	100	100	0
	Sum	287,27	312,73	334,9	260,34	500	100
	Total	47,88	52,12	55,81	43,39	83,33	16,67

Table 5 shows that 478.2 percent of those present at the initial meeting voted in favour of moving on, while 521.12 percent voted against it. 56.61% of those present at the second meeting indicated their approval, while 43.39% indicated their disapproval. There were 83.33% "Yes" signatures and 16.67% "No" signatures from observers to researchers at the third meeting.

4. Reflecting

Overall, pupils had a mean pre-test score of 55.94. However, after receiving treatment from the researcher, pupils showed considerable improvement on the next exam. Pre-test mean was 55.94, while post-test cycle 1 mean was 66.81. Evidently, the TGT method was effective in expanding pupils' use of idiomatic English.

The post-test findings from cycle 1 showed that the progress made thus far was still inadequate. The first cycle's post-test average was 66.81, which puts it in the excellent category. However, the college did not meet the minimal benchmark on the basis of these results. The college required a minimum score of 69 on the standard criterion to graduate. Students with a score of 69 or above still make about half of the class. The study's findings left

the researcher unsatisfied. The investigator learned what had caused the incident. According to the researchers' diaries, some pupils still weren't paying attention throughout class. The researcher concluded that the learning process took too long or was ineffective based on the data from the observation sheet. The kids were influenced to lose concentration and spend more time playing games. Furthermore, it was thought by the researcher that the pupils need further training before they could effectively implement the method. The results of the research indicated that students need both new games and slight rule tweaks to increase the effectiveness of the teaching and learning process. Since the researcher was hopeful of seeing positive results in the second round, they decided to go ahead.

The observation sheets suggest that the researcher has room for development as well. Since the researcher failed to hand out assignments to the groups who did not use the TGT approach, they were disruptive throughout the cycle. As a result, the researcher turned in the assignment in the second cycle. It was also noted in the researcher's diary that after implementing the TGT approach, the students' attitudes changed; for example, the number of pupils interested in the English language increased from a small number to a large majority.

Report of Cycle II

1. Plan

Preparation kicked off the second cycle. Here, the researcher made adjustments in light of the pos-test findings from the previous cycle. According to the mentioned study, the researcher revamped the cycle by preparing new materials, activities, and rules of games that were more engaging, effective, and individualised instruction for each student (as cited in Dunlap, 2013).

2. Acting

There were three meetings held on May 3, May 17, and May 20, 2016 for the activities of cycle 2. Tuesday, May 3, 2016, marked the start of the first session of Cycle 2. As usual, the researcher began class by greeting the students and taking attendance. The researcher inquired as to how their day had gone and urged them to maintain a high level of enthusiasm while studying English. The study's investigator inquired as to what topics were covered at the most recent class session. The day's topics included person description, bodily component labelling, personality descriptors, occupations, verbs, and families. The participants were asked to identify a student from the group who had been rated attractive or gorgeous by the

researcher. The researchers' methods of arousing student interest were responsible. The researcher then revealed which teams will advance to the semifinals. All alphabet, sun, star, and clever groups advanced to the semi-finals. Before beginning to answer the questions, students were given a briefing on the new regulations and then given a deck of cards to answer the questions on. They picked 2 cards from the first table, 3 cards from the second, and 5 cards from the third and fourth. The first table has a score range from 0 (lowest) to 100 (highest). On the other hand, the second, third, and fourth tables had scores ranging from zero to fifty. Exercises were given to teams who did not advance in the event.

Based on the statues they brought, the researcher invited the four teams to take their places at the competition table (as a leader, a secretary, and a member). A researcher distributed the cards to all of the desks. Students were then instructed by the researcher to choose two cards from the first table, five cards from the second table, and so on for the third and fourth tables. In order to keep the students' attention spans, the researcher only gave them 10 minutes to complete the questionnaire. The researcher next examined the students' worksheets to see how well they had answered the question. After that, I had the kids at each table with the highest scores rotate to the next table (1 to 2, 2 to 3, 3 to 4, 4 to 1). The study went into the second phase, which the researcher continued.

After the students had completed the second round, the researcher tallied their results and revealed the three groups that would advance to the final session: the alphabet group, the clever group, and the star group. Prior to ending class, the researcher asked for all remaining worksheets to be turned in and questioned students about any issues they had experienced.

On Tuesday, May 17th, 2016 (session 2), for the groups who made it to the last meeting, the researcher repeated the same activity they had done at the previous meeting. There was a review of nouns, verbs, adjectives, adverbs, and noun families, as well as definitions, antonyms, and adjectives, today. Three teams, designated as Alphabet, Smart, and Star, competed today. Following the students' participation, the investigator tallied the points and made the outcome public. In the beginning, the Alphabet group, the Smart group, and the star group all won. The researcher also informed the other three groups that they would be competing for the fourth, fifth, and sixth positions at the next conference.

On Friday, May 20th, 2016 (session 3), the researcher repeated an activity from the previous session for the groups that had maintained their rankings from the previous meeting.

The researcher spent today going over the definitions of various occupations, verbs, and families, as well as reviewing word classes and antonyms. Today's activities included contributions from the Blue group, the Sun group, and the Genius group. When all of the groups had done playing, the researcher tallied up their final scores and made the results public. A group associated with the Sun occupied the fourth spot, a group associated with the colour blue the fifth, and a group associated with a genius the sixth. At the end of the conference, the researcher declared the winners from first to sixth place and presented awards to all of them. After then, the researcher informed the class that there will be a test at the subsequent session.

3. Observing

The observer recorded their observations of the pupils' work in a notebook and via photographs. In cycle 2, students as a whole performed better on the post-test, with an average score of 83.23 (very excellent).

Table 6
Range Score of Students' Post-test in cycle 2

No	Range Score	Frequency	Percentage (%)	Category
1	75,1 – 100	19	79,2%	Very good
2	58,4 – 75	4	16,7%	Good
3	41,7 – 58,3	1	4,2%	Fair
4	25 – 41,6			Poor
5	0 – 24,9			Very Poor
	Total		100,0 %	

Table 4.6 displays the percentages of students who received each grade: 19 (79.2%) received a very excellent grade, 4 (16.7%) received a good grade, and 1 (4.2%) received a fair grade.

Table 7
Students' Post-test Score in cycle 2 (The Minimum Standard Criteria = 69)

Score	Frequency	Percentage (%)
≥ 69	21	87,5%
≤ 69	3	12,5%
Total	24	100%

Out of a possible 35 students, 21 (87.5%) had a Post-test score of 69 or higher, while 3 (12.5%) received a score of 69 or below (Table 4.7). When the second cycle of activities were being carried out, the researcher studied the observation sheet to see how the observer had recorded their findings. The cycle 1 meeting observation results are shown in Table 8.

Table 8
Observation Sheets' Result of Cycle 2

No	Focus and Topics	Meeting IV		Meeting V (%) (%)		Meeting VI (%)	
		Yes	No	Yes	NoYes	No	
1	Researcher's Performance	100	0	100	0100	0	
2	Teaching Materials	100	0	100	0100	0	
3	Technique Implementation	100	0	100	0100	0	
4	Deliver the Assignment	100	0	100	0100	0	
5	Students' respond to the researcher	100	0	100	0100	0	
6	Students' impact at the last session	100	0	100	0100	0	
Sum		600	0	100	0100	0	
Total		100	0	600	0600	0	

Table 4.8 shows that all attendees at the first meeting signed off with a "Yes" and zero people signed off with a "No." All attendees at the second meeting signed off with a "Yes" and none with a "No." The third consultation revealed an observer's signatures reading "Yes" (100%) and "No" (0%).

4. Reflecting

The results revealed a 37.5 percent increase in performance compared to the post-test scores from cycle 1. Table 4.6 shows that the average pot-test result for cycle 2 was 83.23, placing it in the "very excellent" category. Since I was able to get my English grade up to at least 69, I completed the cycle and did not need to repeat it.

The researcher has shown remarkable progress over previous efforts, as seen by the data collected in the observation sheet. Table 6 demonstrates that all areas of concentration and discussion were marked "Yes" by the observer, which had a positive effect on the students' performance in the second cycle, which was much higher than the first. In addition, the researcher's diary entries reflected an increase in students' motivation and engagement with English lessons delivered via TGT.

Following the completion of cycle 2, the researcher distributed a questionnaire and open-ended question sheets to the class to gauge the students' attitudes on the TGT method. The researcher demonstrated as much in the summary of qualitative data. At the last class session, the student body was given the survey by the researcher. The questionnaire yielded the following results:

Table 9
Percentage of Students' Questioner

SD : Strongly disagree   *D : Disagree*   *N : Neutral*   *A : AgreeSA : Strongly Agree*

Items	Options								
SD		%	D	%	N	%	A	%	SA	%
1		14,2%	0	0,0%	0	0,0%	13	54,1%	10	41,7%
2		00,0%	0	0,0%	0	0,0%	6	25,0%	18	75,0%
3		00,0%	3	12,5%	0	0,0%	11	45,8%	10	41,7%
4		00,0%	0	0,0%	0	0,0%	10	41,7%	14	58,3%
5		14,2%	3	12,5%	0	0,0%	15	62,5%	5	20,8%
6		14,2%	1	4,2%	0	0,0%	19	79,2%	3	12,5%
7		00,0%	1	4,2%	0	0,0%	10	41,7%	13	54,2%

8	00,0%	1	4,2%	0	0,0%	13	54,1%	10	41,7%
9	00,0%	2	8,3%	0	0,0%	12	50,0%	10	41,7%
10	14,2%	0	0,0%	0	0,0%	13	54,1%	10	41,7%

The data above shows that students provided responses linked to the method the researcher used to educate and learn. The researcher noted the following findings from the aforementioned questionnaire: on the first item, "Students' interest in English topic," 1 student (4.2%) strongly disagreed, 13 students (54.2%) agreed, and 10 students (41.7%) very agreed. Sixty-four percent of students agreed with the second statement, and seventy-five percent of students strongly agreed that playing games is a good way to learn English. As for the third item, students' interest in studying English in teams, we found that 3 (12.5%) of students strongly disagreed, 11 (45.8%) agreed, and 10 (41.7%) agreed. Ten (41.7%) students agreed and 14 (58.3%) students strongly agreed on the fourth question, which asked about students' enthusiasm in studying English using the TGT approach. One student (4.2% strong disagreement), three (12.5% disagreement), fifteen (62.5%) agreement, and five (20.8%) strong disagreement were recorded for the fifth question, which asked whether or not students' English vocabulary has expanded as a result of adopting the TGT approach. One student highly disagreed with the sixth item (students' confidence increased after utilising the TGT approach), one student disagreed, 19 students agreed, and three students severely disagreed. One student (4.2%) disagreed, ten (41.7%) agreed, and thirteen (54.2%) severely disagreed with the seventh question, which asked about the students' enjoyment of learning English with the TGT method. On the eighth item, students' teamwork after being exposed to TGT, just one student (4.2%) disagreed, while thirteen (54.2%) agreed and ten (4.7%) severely disagreed. Among the nine responses, two students (8.3%) severely disagreed, twelve (50%) agreed, and ten (41.7%) strongly disagreed about the usage of different and demanding games. One student (4.2%) strongly disagreed with the statement that utilising TGT will increase their interest in studying English, whereas thirteen (54.2%) agreed and ten (41.7%) disagreed.

In the last session, the researcher asked the eight participants free-form questions. Academic achievement was not a factor in the researcher's selection of pupils, who were selected at random. The goal of the open-ended question was to learn the students' justifications for their survey responses. After the researcher used the approach, it had a number of effects, including increasing student interest in learning English via TGT, student

enjoyment of TGT, and student confidence in utilising English.

The researcher continued keeping the diary during the second cycle of action implementation (appendix 30). According to the researcher's diary entries, utilising the TGT method resulted in a significant increase in student enthusiasm in learning English.

Hypothesis Test

Vocabulary growth was assessed both before and after introducing Cycle 2 by doing a paired-samples t-test in SPSS version 22. (Priyatno, 2013; referenced) Table 10 below shows the final outcome.

Table 10
The Paired-Samples T Test's Result of Pre-test to Post-test in Cycle 2

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post-test_2 Pre-test	27.29167	7.29490	1.48907	24.21130	30.37 20328	18.3	23	.000

Using SPSS, we want to demonstrate that there has been a notable increase in students' use of the English language. When looking at Table 11, we see that the t-count is 18.328 and the significant sig. (2-tailed) is 0.000. A t-table with a significance level of 0.025 (5%: 2 = 2,5%) and degrees of freedom (df) = n-1 (or 24-1 = 23) yields a value of 2.068. Pre-test and post-test scores in cycle II were significantly different, as shown by t-count (18.328) > t-table (2.068). The results of the paired-samples t-test on the students' vocabulary gains after being exposed to the TGT method are shown above. Hence, the action hypothesis "If the TGT technique is used in English lessons to teach the seventh grade students of Siddharth Institute Of Engineering & Technology, Puttur, the students' English vocabulary will significantly improve" is accepted.

Discussion

Problem identification revealed that Engineering Graduates' English vocabulary at Siddharth Institute Of Engineering & Technology Puttur was subpar. Results from the preliminary examination revealed a mean performance level of 55.94 out of 100, placing the

examinees in the "fair" category. Only 12.5 percent of pupils were able to meet the bar of minimal competence. There was a strong reaction to vocabulary instruction from the pupils, as seen by their growing proficiency with each class session.
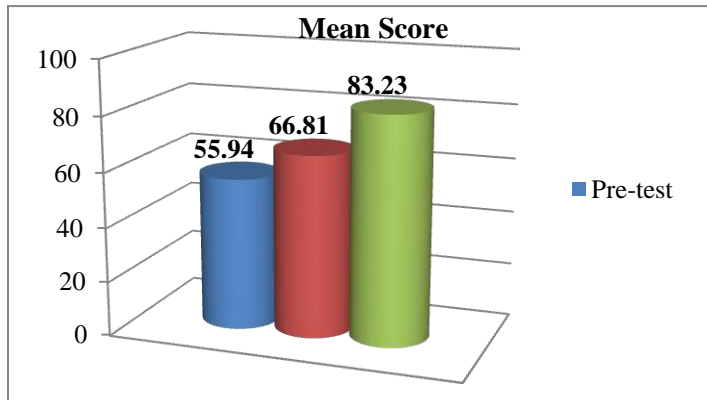

Figure 1. Standardized Pre- and Post-Test Scores for the TGT Method, Cycle 2

According to the data in Table 2, the overall mean scores for the pre-test were 55.94, the post-test for Cycle 1 was 66.81, and the post-test for Cycle 2 was 83.23. The preceding figure clearly demonstrated the progression from pre-test to post-test after cycle 1 and after cycle 2. Chart 2 shows that students, on average, scored 55.94 out of a possible 100 on the pre-test. Results revealed that pupils' knowledge of English language was limited. Second, once the researcher introduced the TGT approach, the students' average score increased to 66.81.

Students in cycle 1 had a significantly higher mean score than they had in the pre-test. Thirdly, when the researcher developed the new game, new method, and more efficiently used the time, the mean scores on the post-test in cycle 2 were 83.23. This average score demonstrated that the cycle 2 posttest was much higher than the cycle 1 posttest. Post-test results throughout cycles consistently shown significant growth in students' ability to use and understand English, with performance moving from the "fair" to "very good" range.

Seventh-grade students at Siddharth Institute Of Engineering & Technology, Puttur were the focus of the current classroom action research, which investigated the use of the TGT method for teaching vocabulary. It became clear from the study's analysis that student performance on tests was steadily rising over time. Average pre-test scores were 55.94, post-test cycle 1 scores were 66.81, and post-test cycle 2 scores were 83.23, demonstrating a 37.5 percent increase in vocabulary acquisition as a result of TGT. Over the course of the second testing cycle, pupils showed a cumulative increase in performance of 75%. Using a paired-

samples T test between the Pre-test and Post-test in cycle 2, we find that t-count (18.328) > t-table, lending credence to the quantitative data (2.068). As a result, the cycle II post-test score was significantly different from the pre-test score. This study used quantitative data (pre-test scores, post-test scores, and a paired-samples T test) to draw the conclusion that TGT was effective in increasing students' English vocabulary and that the increase was statistically significant.

The qualitative data acquired from the questionnaire, open ended question sheets, observation sheets, and researcher's diary note all backed up the main conclusion of this classroom action study. The qualitative results revealed that TGT resulted in a favourable impact on both students' attitudes and their motivation in acquiring new language.

The researcher drew the following conclusion from the foregoing: the use of the TGT approach resulted in a statistically significant increase in the students' vocabulary. It was aimed at elevating student spirits as well as academic performance. It was in agreement with the benefits discovered by Devrise (1974) while employing the TGT method, such as the elevation of student attitude and the development of peer tutoring among students.

The researcher may provide the following suggestions, all based on the findings of the study: Teachers of English are urged to include TGT into their pedagogy as one method for helping their pupils expand their vocabularies, and it is anticipated that future researchers will build on the methods already put into practise. It is also hoped that TGT may be utilised to teach students new words; thus, it is recommended that Siddharth Institute Of Engineering & Technology, Puttur increase the number of resources available to its students, including text books on vocabulary and other skills. It is also anticipated that certain tools that are essential to the process of acquiring a new language would be made available.

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