

The Effect of Problem-Posing Learning Method on the Vocabulary Mastery of Fourth Semester Students of South Tapanuli Muhammadiyah University

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh yang signifikan Metode Pembelajaran Problem Posing terhadap penguasaan kosakata pada mahasiswa Jurusan Bahasa Inggris semester empat Universitas Muhammadiyah Tapanuli Selatan. Populasinya adalah seluruh mahasiswa semester IV yang berjumlah 120 mahasiswa. Sampelnya berjumlah 67 siswa yang diambil secara cluster sampling. Penelitian ini dilakukan untuk mengetahui hubungan sebab akibat, metode penelitian yang digunakan adalah metode eksperimen. Kemudian data dikumpulkan dengan menggunakan instrumen. Instrumen yang digunakan adalah tes pilihan ganda dan untuk menganalisis data penulis menggunakan proses statistik yaitu analisis deskriptif dan analisis inferensial dengan menggunakan rumus uji-t. Dan dari data yang telah dikumpulkan diperoleh hasil yang menunjukkan nilai thitung >ttabel (2,68 > 2,00).

Kata kunci : *Metode Problem Posing, Penguasaan Kosakata, Jurusan Bahasa Inggris*

Abstract

The purpose of this research was to find out the significant effect of Problem Posing Learning Method toward vocabulary mastery at the fourth semester English Department students of South Tapanuli Muhammadiyah University. The population was all of the fourth semester students with 120 students. The sample was 67 students which took by cluster sampling. This study was conducted to find out the cause and effect relationship, the research method used was experimental method. Then the data was collected by using instrument. The instrument used was multiple choice test and to analyze the data the writer used statistic process, they were descriptive analysis and inferential analysis by using t-test formula. And from the data that has been collected, it was found that the result showed the score of ttest >ttable (2.68 > 2.00).

Keywords : *Problem Posing Method , Vocabulary Mastery, English Department*

INTRODUCTION

English is an international language. This language is an instrument of communication. Human deliver their ideas or judgment by language. The delivery of through may be done through speaking and writing. Ideas that are delivered are received through listening or reading. Speaking, listening, reading, writing is called as the language skills. In order to understand and use the language, vocabularies are one of the important aspects to be owned. According to Smith, 2014 compared with three other skills, reading is a basic skill which is useful for language acquisition. In addition, reading will let the students deal with many texts and words. That is to say that reading will allow students facing words and gaining them will be good for their language competence.

However, students often find unknown words in reading. It is because the language or vocabulary they encounter in the English text is often completely new to them. As a result, they tend to look up the word in the dictionary or ask the teacher directly rather than to find the meaning by themselves. Besides, students often look up a word in their dictionary and select the third entry, without considering the context related to the unknown word they read. Vocabulary is a group of words that has the meaning. With vocabulary the student can understand the sentences, understand the text and can make the paragraph. Vocabulary is collecting words, that to shape the part of the sentences that have different meaning suitable with the use and collection of the sentences. Vocabulary can help the student to translate or to understand what the speaker says, when they are listening in English easily for the student to understand the meaning of words in context.

Vocabulary is the core component of all aspects of language competences. Someone's vocabulary greatly affects the ability in learning language primarily for reading. Indonesian students who study English as a foreign language, especially junior high school students, have difficulty in reading English text (Husna, 2017). In fact, it is not only senior high school students who experience difficulties, but also english department students. Learners employ many strategies to facilitate their vocabulary learning. He differentiates vocabulary learning strategies into 4 groups of strategies.

The strategies are social, memory, cognitive and metacognitive. The third strategy, the social strategies involves social activities such as asking for others' help to know about the meaning. For instance, asking to the teacher or to other friends. The second one is memory strategies which rely on relating or associating word knowledge. It means that learners will depend on their memory in relating the new words with the previous one which has already learned. Third, the cognitive strategy which is alike to memory strategy since the activities is making word lists, flash card, and vocabulary notebook to learn vocabulary. Then, metacognitive strategy is a strategy which allows students to take control and assess their own learning strategy Schmitt (1997) in Ghazal (2007:86).

The aim of teaching vocabularies is in order that the student have the ability to define as a range of words of knows used. It helps the student to understand context, making inference, and understand the meaning of words. Many students cannot understand the sentences because they lack of word meaning such as verb, noun, adverb, teaching method in vocabulary mastery. After all, the role of vocabulary learning strategies is to facilitate

students to be an independent learner in learning vocabulary because vocabulary cannot be taught directly by the teacher but gained by the students themselves (Husna, 2017).

The purpose of vocabulary is to know the meaning of words that use in communication or context. Because the vocabulary is fundamental tool for communication and acquiring knowledge. To achieve the purpose of learning vocabulary, it can be done by applying various teaching methods, such as TGT (Team Game Tournament), Problem Posing, TPS (Think Pair Share), NHT (Numbered Head Together), Jigsaw, Group Investigation and so forth. All of these method are useful to help students to increase their vocabulary mastery. In fact, majority of students are difficult in understanding English include vocabulary mastery. It can be seen based on the writer observation in In fact, it is not only junior high school students who experience difficulties, but also students in college, it is founded that the low average of the student score is 45. Mean while, their minimum score is to get B 65. If the problem is not solved, it is impossible that students will not master in vocabulary, in this case indepth studies are necessary to obtain a solution of the problem. To solve the problem, the lecturer should do the efforts such as various method, extra curricular, teamwork, and so on. Those efforts are expected to improve the students toward vocabulary mastery.

Vocabulary is the meaning and pronunciation of words that we use in communication. It is simply the number of words that we understand or can actively use to listen, speak, read, or write. According to Janette K. Klinger, et.al. vocabulary is knowing what the words mean in context. Vocabulary mastery are still something of a mystery, but one thing we can be sure of is that words are not instantaneously acquired, at least not for adult second language learners. Rather, they are gradually learned over a period of time from numerous exposures. Vocabulary mastery plays an important role in learning a language. According to Ike Anisa mastery is a comprehensive knowledge. In addition, Culson says that mastery is a skill to use the knowladge. It means that mastery is ability to use one's knowledge. Norbert Schmitt says that the incremental nature of vocabulary mastery manifests itself in a number of ways. We have all had the experience of being able to recognize and understand a word when we see it in a text or hear it in a conversation, but not being able to use it ourselves. This common situation shows that there re different degrees of knowing a word. Being able to understand a word is known as receptive knowledge and is normally connected with listening and reading. If we are able to produce a word of our own accord when speaking or writing, then that is considered productive knowledge.

Teaching is an activity to transfer knowledge which done by a teacher to students. So, in teaching learning process a teacher should have ability and talent to transfer the material especially in teaching vocabulary. Method is the way to do something. A.S. Hornby and E.C Painwell state that method is a part of planning operation, the movement one favorable position. In addition, Wina Sanjaya says that method is the means use to implement the plans that have been developed in the concrete activities that goal has been achieved optimally prepared. According to Liu and Shi a teaching method is characterized by a set of principles, procedures or strategies to be implemented by teachers to achieve desired learning in students. It means that teacher can use these teaching methods,

principles and technique which are determined partly by the nature of the subject matter to be taught, and partly by our beliefs or theories about how students learn in order to transfer the material with the purpose of learning activity. To achieve the purpose of teaching vocabulary mastery, it can be done by applying various methods, such as Team Game Tournament (TGT), Problem Posing, Student Team Achievement Division (STAD), Think Pair Share (TPS), Group Investigation, Role Play, Snowball Throwing and so forth. In this research, the writer describes Team Game Tournament (TGT) as the method of teaching vocabulary mastery. Team Game Tournament (TGT) was designed where teams compete with other teams to get points for their group. TGT replaces quizzes and the improvement scores system with a system of academic game tournaments.

According to Thobroni & Mustofa (2012: 343) problem posing comes from two words, namely "Problem" and "Posing". "Problem" means problem and "Posing" means to propose or form. Thus, problem posing can be interpreted as a learning model that emphasises students to be able to compile or create problems after learning activities are carried out. Meanwhile, according to Huda (2014: 276), problem posing is a term that was first developed by Brazilian educationist, Paulo Freire.

The problem posing learning model can train students to think critically, creatively, and interactively through proposing problems that are outlined in the form of questions. The problem posing model is able to enrich learning experiences, so that in the end students will be more active and improve student learning outcomes. According to Ngalimun (2013: 164) the problem posing model is problem solving through elaboration, namely reformulating the problem into simpler parts that are easy to understand. Furthermore, according to Thobroni & Mustofa (2012: 350) the problem posing model is a learning model that requires students to compose their own questions or break down a problem into simpler questions so that it refers to solving the problem.

Based on the description above, it can be concluded that the problem posing model is a learning model in posing questions that can be resolved and results in improving students' ability to solve problems. The problem posing model as a model that can activate students to think critically and be able to enrich learning experiences, thus improving student learning outcomes.

Characteristics of the Problem Posing Model

The problem posing model has several characteristics. According to Thobroni & Mustofa (2012: 350) the problem posing learning model has the following characteristics.

1. Teachers learn from students and students learn from teachers.
2. The teacher becomes a peer who engages and stimulates students' critical thinking and humanises each other.
3. Humans can develop their ability to critically understand themselves and the world they live in.
4. Problem posing learning always reveals the secrets of reality that challenge humans and then demands a response to the challenge.

Elaine (2009: 214) suggests that the characteristics of problem posing are:

1. Generate new ideas.
2. Make suggestions or be active in discussions.

3. Interact with each other.
4. Engage with knowledge application actively.
5. Engage with authentic activities.

Based on the above opinions, it can be concluded that the characteristics of the problem posing model are a learning process that can unlock the secrets of reality so that more opportunities for students to formulate questions from a student's own problem. Characteristics

Learning with the problem posing model can actively involve students by increasing students' experience and understanding, because students are accustomed to creating new problems by developing their potential.

Steps of the Problem Posing Model

Learning process activities, the problem posing model is one of the techniques in giving assignments to students to formulate, create problems, or propose problems. The application of the problem posing model in learning activities can be done individually or in groups at school.

Thobroni & Mustofa (2012: 351) suggest that the steps of applying the problem posing model are 1) the teacher explains the subject matter to students using props to explain concepts, 2) students are asked to ask questions in groups or individually, and 3) students are asked to exchange the questions that have been submitted, and answer the questions in groups or individually.

Suryosubroto (2009: 212) describes the implementation of actions in the learning process with the problem posing model carried out in the classroom, namely:

- 1) The teacher conveys the learning objectives.
- 2) The teacher explains the subject matter to the students.
- 3) The teacher divides students into groups.
- 4) Each student in the group formed questions based on the observations they had made in the problem posing I sheet.
- 5) Questions are collected and then handed over to other groups. For example, the task of forming questions for group 1 is handed over to group 2 to answer and criticise, the task of group 2 is handed over to group 3, and so on until group 5 to group 1.
- 6) Each student in his/her group conducts a discussion to answer the questions that students receive from other groups.
- 7) Each answer is written on the problem posing II sheet or answer sheet.
- 8) Each group presents the results of its discussion and the questions it has developed to the other groups. It is expected that there will be interesting discussions among the groups both externally and internally regarding the questions they have created and the most appropriate answers to address the questions.

According to Amri (2013: 14) the steps of learning model problem posing is:

1. The teacher explains the subject matter, props are suggested.
2. Students pose challenging problems and can solve in groups.
3. The teacher asks the students to present their findings in front of the class.
4. The teacher gives individualised homework.

Some of the opinions that have been expressed above, that the steps of the problem posing model that emphasises the submission of problems, to train by developing students' critical and creative thinking, and to develop students' creative thinking. Involves directly in the learning process, and provides opportunities to analyse problems faced by students.

The steps of the problem posing model in this study developed from Suryosubroto's opinion are: 1) the teacher divides students into 4 groups, 1 group consists of 5 students, 2) conditioning students to observe and understand the picture, 3) the teacher facilitates the practicum tools and distributes Student Worksheets (LKS) for group discussion activities, 4) the teacher explains the work procedures for conducting experiments conducted by students, 5) the teacher assigns each group to ask questions from the results of experiments conducted by students, 6) students are asked to write questions on posing sheet I (question sheet), 7) posing sheet I (question sheet) is exchanged with other groups, 8) students are asked to discuss while looking for answers to questions that have been given by other groups, by collecting information from observations seen by students, 9) students write answers on posing sheet II (answer sheet), and 10) each group presents the results of the discussion in front of the class.

One of the objectives of learning activities is to improve the learning outcomes of learners (students). To achieve this goal, educational experts have developed various learning systems that pay more attention to student aspects, one of which is learning with the problem posing model. The term problem posing was first developed by Brazilian educationist Paulo Freire in his book *Pedagogy of the Oppressed*.

METHODS

To get the data and information of the research, we need a method. Siregar (2013) says, "The use of appropriate research methods to avoid speculative problem solving, and increase the objectivity in exploring knowledge." It means that the using of appropriate methodology of the research to avoid the speculative problem and to increase the objectivity to get knowledge.

In this research the writer uses experimental method. According to Sugiyono (2013) said, "Experimental research can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions." It means that experimental method is used to find out the influence of certain treatment to one another in controlled condition. According to Sugiyono (2013), the research is designed as follows:

Table 1. The Research Design

E	O1	X	O2
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The pattern shows:

E = Experimental Method

O1 = Pre-test Experimental Group

O2 = Post-test Experimental Group

X = Represent the Experimental Group Treatment

From the pattern, it is clear the difference between experimental and treatment groups with its steps. The writer uses experimental method because with this method the writer wants to find whether there is a significant effect of vocabulary taught by silent demonstration method.

Population is a number of all subjects which is needed in the research. According to Siregar (2013) says, "The research population is the whole (universum) of the object of research which can be in the form of humans, animals, plants, air, symptoms, values, events, attitudes to life and so on." It means that population is a whole of object of the research such as human, animals, plants, air, value, event, and so on.

Based on the explanation above, the writer concludes that population is all the subject in a research that have certain qualities and determined by researcher. The population of this research is the fourth semester students of English Department.

The writer uses the multiple choice as the instrument to measure the students achievement in writing narrative text by applied Problem-Posing Learning Method as an experimental group in Class A and without Problem-Posing Learning Method as a control group in B class and the result of the test will be used as the data of this research.

The writer is interested in doing the research in that college because of some reasons: 1) the title never been researched in that college, 2) to know how far the students' ability in vocabulary mastery, and 3) the data for the research is available in that college. The process of this research will be conducted three months from January-March 2024. The writer uses experimental method, because this is the only type of research method that can test hypothesis to establish cause-effect relations. According to Suharsimi Arikunto experimental method is the way to find out the cause-effect relationship between two factors and it is happened by researcher by eliminating or unless or avoiding others factor that can be influenced. Similarly, Alison Mackey and Susan M. Gass state that "Experimental method is a method which manipulate one or more variables independent variables to determine the effect on another variable dependent variable. While Marguerite G. Lodico et.al. says that experimental research, which comes out of the scientific realism framework, is thought by many researchers to be the only type of research that can result in findings that suggest causal relationships.

The population of this research is the fourth students of English Department students of in fact, it is not only senior high school students who experience difficulties, but also college students. They are 120 students and the sample of the research is 67 students. Sample is the sub group taken from a population. As Mark Balnaves and Peter Caputi state that sample is subset of units of analysis from a population. Similarly, L.R. Gay said that sample is a group of individuals, items, or events that represents the characteristics of the larger group from which the sample is drawn. The sample is taken by cluster sampling. As Allison Mackey and Susan M. Gass state that Cluster sampling is the selection of groups rather than individual as an object of the study. It means in cluster sampling the research choose the participants from the group to make as an object of research rather than used individuals. It is more effective if larger numbers of clusters are involved. The instrument of this research is a test. As Suharsimi Arikunto says that instrument of the research is a tool or facility which is used by the researcher to collect data in order to make the research easier and get a better result,

accurate, complete and systematic and easy to analyze. A good instrument helps the writer to get an accurate data and take the conclusion based on the reality.

There are many kinds of technique for collecting data such as questionnaire, interview, observation, test and documentation. And in this research, the writer uses test as the instrument to measure the students' achievement in to measure the ability of the students in vocabulary mastery. For data analysis, the writer used statistic processes. They are descriptive analysis and inferential analysis. Descriptive analysis is used to describe, or summarize the data for instance, define frequency, central tendency and differentiate among mean, median and mode. Inferential analysis used to test the hypothesis. The data is analyzed by using t-test formula.

RESULT AND DISCUSSION

After collecting the data from fourth semester - A by applying Problem Posing, it is found that the highest score of the students is 85 and the lowest score is 45. From the calculation, it is known that the mean is 70.30. The median is 70, and the mode is 70. It is categorized "good". The data frequency distribution in reading by using Problem Posing Method, it is shown that the students go the score 45- 51 are 2 students or 6.06%, score 52-58 are 2 students or 6.06%, score 59-65 are 4 students or 12.12%, score 66-72 are 10 students or 30.30%, score 73-79 are 8 students or 24.24%, and score 80-85 are 7 students or 21.21%. So, from the frequency of the score, the writer concludes that the dominant score has got by the students is 66-72, they are 10 students from 33 students. Meanwhile, after collecting the data from Fourth Semester – B by using Conventional Method, it is found that the highest score is 80 and the lowest score is 45. From the calculation, it is known that the mean is 64.85. The median is 65, and the mode is 65. It is categorized "enough". The data frequency distribution in reading by using Conventional Method, it is shown that the students got score 45-50 are 2 students or 5.88%, score 51-56 are 4 students or 11.76%, score 57-62 are 5 students or 14.70%, score 63-68 are 11 students or 32.35%, score 69-74 are 7 students or 20.59%, and score 75-80 are 5 students or 14.70%. So, from the frequency of the score, the writer concludes that the dominant score has got by the students is 63-68, they are 11 students from 34 students.

The data is analyzed by using ttest formula. The result shows the value of t_0 is 2.68. While, the sample are 67 students where $N_1 = 33$ students and $N_2 = 34$ students. Because there is no 65 in the table, so the writer uses the nearest degree of freedom df to 70, which df is 2.00 at 5% significant level. It means that the score of t_0 is higher than t_t ($t_0 > t_t = 2.68 > 2.00$). Based on the result of the research, the writer found that the treatments of Problem Posing Method give better result than the Conventional Strategy that teacher used. It can be seen from the score of students. The process of this research has been done with the steps included in the research carefully. It is done so that the result of the research got is subjective as possible. Meanwhile, to get the perfect result from the research is very difficult because in this research the writer felt so many limitations and weakness. The writer realizes that there are some mistakes and weaknesses that can be seen in this research such as in making the instrument, the process of calculating the data and so on. These weaknesses are caused by lacking of the books reference, fund and the knowledge of the writer. For those mentioned

above, the writer realizes and asking apologies. However, this research is expected to be useful to the next research.

CONCLUSION

The students' achievement in vocabulary mastery by using Problem Posing Method is categorized "good". The students' achievement in vocabulary mastery by using Conventional Method is categorized "enough". There is a significant effect of Problem Posing Method toward vocabulary mastery at the fourth semester English Department students. In fact, it is not only senior high school students who experience difficulties, but also college students. It can be seen from the calculation that score of ttest is higher than ttable ($2.68 > 2.00$).

Suggestions

- **Conduct more research on the effectiveness of different teaching methods.**
There are many different teaching methods that can be used in the classroom, but it is not always clear which methods are the most effective. More research is needed to determine which methods work best for different subjects, grade levels, and student populations.
- **Investigate the use of technology to enhance learning.**
Technology can be a powerful tool for learning, but it is important to use it effectively. More research is needed to develop effective strategies for using technology in the classroom.
- **Study the impact of different assessment methods on student learning.**
Assessment can be used to measure student learning, but it can also have a negative impact on student motivation. More research is needed to develop assessment methods that are both effective and fair.
- **Examine the role of lecturer professional development in improving student outcomes.**
Lecturer professional development can be an effective way to improve teacher quality and student outcomes. More research is needed to identify the most effective types of professional development.
- **Investigate the effects of school policies and programs on student achievement.**
School policies and programs can have a significant impact on student achievement. More research is needed to determine which policies and programs are most effective.

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